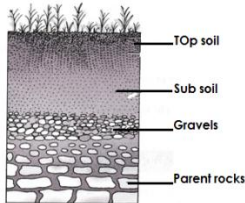


SCHEME OF WORK FOR P.3 TERM ONE

| W K | P D | DAY | THEME | S/THEM E | CONTENT | COMPETENCES | METHODS | ACTIVITIES | INDI.OF LSV | INSTR. MAT | REF | R E M |
|--------|--------|-----|--|-------------|--|--|--|--|--|-----------------|---|-------------|
| 1 | 1 | 1 | Our environ ment in our division | Soil | Soil Soil is the top layer that covers the earth's surface Components/co mposition of soil Rock particles - Humus/Organi c matter Importance of each component of environment (a) Water | The learner; States the meaning of soil Mentions the components of soil | Observat ion Guided discovery Guided discussio n Question and answer demonstr ation | Stating the meaning of soil Mentioning the componen ts of soil | Appreci ation Fluency Care Love critical thinking awaren ess | Soil samples | Mk juni or liter acy bo ok thr ee | |

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| | | | | | <p>Importance of water in the soil</p> <ul style="list-style-type: none"> - Water dissolves mineral salts in the soil so that they can be absorbed by plant roots. <p>b) Air</p> <ul style="list-style-type: none"> - Air helps living things in to breathe. <p>c) Humus</p> <ul style="list-style-type: none"> - Humus makes the soil fertile for plant growth. <p>Living organisms</p> <ul style="list-style-type: none"> - Aerate the soil. <p>Examples of living organisms</p> <ul style="list-style-type: none"> - Rats - Bacteria | | | | | | | |
| | 2 | 2 | Our environment in our division | Soil | <p><u>Types of soil and their texture</u></p> <ol style="list-style-type: none"> 1. Loam soil 2. Sand soil 3. Clay soil | Mentions the types of soil Compares different types of soil | Observation Guided discovery Guided | Mentioning the types of soil Comparing different | Appreciation Fluency Care Love | Soil samples | Mk juni or literacy | |

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| | | | | | Characteristics of different types of soil | | discussion Question and answer demonstration | types of soil | critical thinking awareness | | book three | |
| | 3 | 3 | Our environment in our division | Soil | <div>Clay soil</div> <div>⇒ Clay soil is made of very small, smooth fine particles of soil. ⇒ Clay soil particles are very close to each other</div> | Mentions the types of soil Compares different types of soil | Observation Guided discovery Guided discussion Question and answer demonstration | Mentioning the types of soil Comparing different types of soil | Appreciation Fluency Care Love critical thinking awareness | Soil samples | Mk junior literacy book three | |
| | | | | | <div>Loam soil</div> <div>⇒ It has a uniform mixture of sand, clay and humus ⇒ It is dark in colour</div> | | | | | | | |

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| | 4 | 4 | Our environment in our division | Soil texture | Soil texture Soil texture is the roughness or smoothness of soil. Texture of different types of soil <table><tr><td>Types of soil</td><td>texture</td></tr><tr><td>Sand</td><td>- Soil has r - This is be big soil p spaces.</td></tr></table> | Types of soil | texture | Sand | - Soil has r - This is be big soil p spaces. | Gives the meaning of soil texture Identifies the textures of types of soil | Observat ion Guided discovery Guided discussio n Question and answer demonstr ation | Giving the meaning of soil texture Identifying the textures of types of soil | Appreci ation Fluency Care Love critical thinking awaren ess | Soil samples | Mk juni or liter acy bo ok thr ee | |
| Types of soil | texture | | | | | | | | | | | | | | | |
| Sand | - Soil has r - This is be big soil p spaces. | | | | | | | | | | | | | | | |
| | 5 | 5 | Our environment in our division | Soil profile | Layers of soil ⇒ Soil profile is the natural vertical arrangements of soil layers.  | Defines soil profile Identifies the layers of the soil profile | Observat ion Guided discovery Guided discussio n Question and answer demonstr | Defining soil profile Identifying the layers of the soil profile | Appreci ation Fluency Care Love critical thinking awaren ess | A chart showing soil profile | Mk juni or liter acy bo ok thr ee | | | | | |

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| | | | | | <p>⇒ -The different layers of soil profile are easily seen in</p> <ol style="list-style-type: none"> 1. Dug pit 2. Cliff | | ation | | | | | |
| 2 | 1 | 1 | Our environment in our division | Uses of soil | <p>Uses of soil</p> <p>⇒ We grow crops in the soil</p> <p>⇒ We use sand soil in making of glass</p> <p>⇒ Building, or construction</p> <p><u>Uses of sand soil</u></p> <p>⇒ For building houses</p> <p>⇒ For making bricks</p> <p>⇒ For making glasses</p> <p>⇒ For making sand paper</p> <p><u>Uses of clay soil</u></p> <p>⇒ For pottery</p> <p>⇒ For making bricks</p> | States the uses of different types of soil | Observation Guided discovery Guided discussion Question and answer demonstration | Stating the uses of different types of soil | Appreciation Fluency Care Love critical thinking awareness | Soil sample | Mk junior literacy book three | |

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| | | | | | ⇒ For making tiles | | | | | | | |
| | 2 | 2 | Our environment in our division | Soil formation | Soil formation ⇒ Soil is formed in two ways/ methods namely. 1. Decomposition 2. Weathering a) Decomposition . Causes of decomposition Fungi ✓ Bacteria b) Weathering ⇒ Weathering is the breaking down of small rock particles from the parent or main rock to form soil. | States ways through which soil is formed Defines the term weathering | Observation Guided discovery Guided discussion Question and answer demonstration | Stating ways through which soil is formed Defining the term weathering | Appreciation Fluency Care Love critical thinking awareness | Our environment | Mk junior literacy book three | |

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| | | | | | Causes of weathering ✓ Earth quake | | | | | | | |
| | 3 | 3 | Our environment in our division | Soil formation | Experiments about soil components a) An experiment to prove that soil contains humus Things to be used (Apparatus) <ol style="list-style-type: none"> 1. Soil sample 2. Empty glass, 3. Water Steps followed <ol style="list-style-type: none"> 1. Get a big glass 2. Pour in soil up to quarter way the glass. 3. Add water to the brim of the glass. 4. Now cover the glass, shake it and let it to | Performs an experiment to show that soil contains air and humus Draws the illustrations of the experiments | Observation Guided discovery Guided discussion Question and answer demonstration | Performing an experiment to show that soil contains air and humus Drawing the illustrations of the experiments | Appreciation Fluency Care Love critical thinking awareness | Soil samples | Mk junior literacy book three | |

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| | | | | | settle. | | | | | | | |
| | 4 | 4 | Our environment in our division | Soil formation | An experiment to prove that soil contains water Things you will need <ol style="list-style-type: none"> 1. Water 2. Sauce pan 3. Cover 4. Heat source Procedure <ol style="list-style-type: none"> 1. Get some garden soil and put it in a saucepan. 2. cover the saucepan with another saucepan 3. Put the sauce pan on fire | Carries out an experiment to show that soil contains water Draws the diagram to show that soil contains water | Observation Guided discovery Guided discussion Question and answer demonstration | Carrying out an experiment to show that soil contains water Drawing the diagram to show that soil contains water | Appreciation Fluency Care Love critical thinking awareness | Soil samples | Mk junior literacy book three | |

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| | 5 | 5 | Our environment in our division | Natural causes of changes in the environment | Types of changes in our surroundings 1. Natural changes 2. Human activities /man-made changes Natural changes ⇒ Changes which are brought about by nature are called natural changes ⇒ Man has little or no control over them. Natural changes around us Floods Earthquakes | States the meaning of natural changes Mentions the examples of natural changes | Observation Guided discovery Guided discussion Question and answer demonstration | Stating the meaning of natural changes Mentioning the examples of natural changes | Appreciation Fluency Care Love critical thinking awareness | Flash cards | Mk junior literacy book three | |

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| | | | | | Landslides Thunder | | | | | | | |
| 3 | 1 | 1 | Our environment in our division | Weather and its elements | Changes in weather ⇒ Weather is the condition of the atmosphere of a given place at a given time. Weather is made up of the following factor/elements Sunshine Rainfall Humidity Cloud cover | Defines weather Mentions the elements of weather | Observation Guided discovery Guided discussion Question and answer demonstration | Defining weather Mentioning the elements of weather | Appreciation Fluency Care Love critical thinking awareness | Our environment | Mk junior literacy book three | |
| | 2 | 2 | Our environment in our division | Causes of a natural changes | Causes of changes in the environment Floods ⇒ Draining swamps. ⇒ Too much rain | Gives the causes of floods , drought and landslides | Observation Guided discovery Guided discussion | Giving the causes of floods , drought and landslides | Appreciation Fluency Care Love critical thinking | Our environment | Mk junior literacy book | |

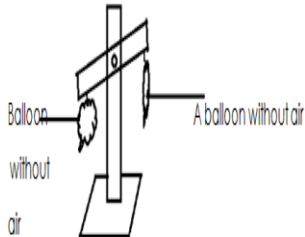
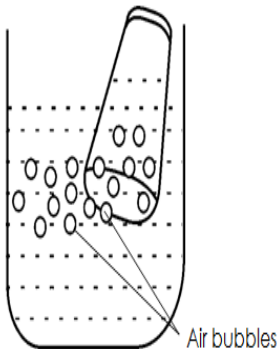
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| | | | | | <p>fall.</p> <p>Drought</p> <p>⇒ Deforestation</p> <p>⇒ Too much sunshine.</p> <p>Land slides</p> <p>⇒ Too much rain fall.</p> | | Question and answer demonstration | | awareness | | three | |
| | 3 | 3 | Our environment in our division | Effects of changes in the environment | <p>Effects of changes in the environment</p> <p>1. Floods</p> <p>⇒ A flood is when there is a lot of running water covering a large place after it has rained.</p> <p>Effects of floods</p> <p>⇒ Floods kill many people and other animals.</p> <p>⇒ Floods destroy buildings.</p> <p>⇒ Floods destroy a lot of</p> | Defines floods Mentions the effects of floods | <p>Observation</p> <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer demonstration</p> | Defining floods Mentioning the effects of floods | Appreciation Fluency Care Love critical thinking awareness | Chalk board illustration | Mk junior literacy book three | |

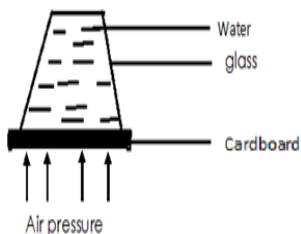

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| | | | | | <p>property in shops and houses.</p> <p>⇒ Floods cause soil erosion.</p> <p>⇒ Floods lead to displacement of people.</p> | | | | | | | |
| | 4 | 4 | Our environment in our division | Drought | <p>Drought</p> <p>Drought (natural causes)</p> <p>⇒ Drought is a long period of sunshine without rain.</p> <p>Effects of drought in the environment</p> <ul style="list-style-type: none"> ▪ Drought causes many changes in the environment <p>⇒ Drought destroys crops.</p> <p>⇒ Animals will die when there</p> | <p>States the meaning of drought</p> <p>Mentions the effects of drought</p> | <p>Observation</p> <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer demonstration</p> | <p>Stating the meaning of drought</p> <p>Mentioning the effects of drought</p> | <p>Appreciation</p> <p>Fluency</p> <p>Care</p> <p>Love</p> <p>critical thinking awareness</p> | <p>Our daily experiences</p> | <p>Mk junior literacy book three</p> | |

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| | | | | | are no plants for them to eat as food. ⇒ Drought dries water sources | | | | | | | |
| 5 | 5 | Our environment in our division | Managing effects of changes in the environment | Managing effects of changes in the environment a) Floods ⇒ Dig big trenches to avoid floods. Trenches direct water to the right place. b) Drought ⇒ Planting trees ⇒ Digging valley dams ⇒ Planting drought resistant crops. Land slides ⇒ Avoid building in valleys or at the slopes of hills or | States the effects of changes in the environment | Observation Guided discovery Guided discussion Question and answer demonstration | Stating the effects of changes in the environment | Appreciation Fluency Care Love critical thinking awareness | Illustration on chalk board | Mk junior literacy book three | | |

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| | | | | | mountains. ⇒ Planting trees | | | | | | | |
| 4 | 1 | 1 | Our environment in our division | Changes in the environment through human activities | Human activities/man-made changes ⇒ These are changes brought about by people or man. Examples of man-made changes ⇒ Cutting down trees ⇒ Construction of buildings and roads ⇒ Making bridges | Defines man made changes States the examples of man made changes | Observation Guided discovery Guided discussion Question and answer demonstration | Defining man made changes Stating the examples of man made changes | Appreciation Fluency Care Love critical thinking awareness | Brick building | Mk junior literacy book three | |
| | 2 | 2 | Our environment in our division | Changes in the environment | Possible ways of managing people made changes ⇒ Planting more | Gives the ways of managing man made changes | Observation Guided discovery Guided | Giving the ways of managing man made changes | Appreciation Fluency Care Love | Brick building | Mk junior literacy | |

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| | | | | through human activities | <p>trees.</p> <p>⇒ Preserving swamps.</p> <p>⇒ Dig valley dams to keep water for animals and irrigation of crops.</p> <p>⇒ Avoiding burning bushes.</p> <p>⇒ Planting grass.</p> <p>⇒ Avoid throwing things that do not rot into soil.</p> | | discussion Question and answer demonstration | | critical thinking awareness | | book three | |
| | 3 | 3 | Our environment in our division | Air and the sun | <ul style="list-style-type: none"> • Air Air is a mixture of gases • Components of air <ol style="list-style-type: none"> 1. Nitrogen 2. Oxygen 3. Carbohydrates 4. Rare gases • Percentage of gases in the atmosphere | <p>Defines air</p> <p>States the components of air</p> <p>Mentions the percentages for each gas</p> | <p>Observation</p> <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer demonstration</p> | <p>Defining air</p> <p>Stating the components of air</p> <p>Mentioning the percentages for each gas</p> | <p>Appreciation</p> <p>Fluency</p> <p>Care</p> <p>Love</p> <p>critical thinking awareness</p> | <p>A chart showing components of air</p> | Mk junior literacy book three | |

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| | | | | | 1. Nitrogen - 78% 2. Oxygen - 21% | | | | | | | |
| | 4 | 4 | Our environment in our division | Air and the sun | • Properties of air Air has weight.  | Identifies the property of air Draws the property of air | Observation Guided discovery Guided discussion Question and answer demonstration | Identifying the property of air Drawing the property of air | Appreciation Fluency Care Love critical thinking awareness | Balloons | Mk junior literacy book three | |
| | 5 | 5 | Our environment in our division | Air and the sun | Air occupies space.  | Identifies the property of air Draws the property of air | Observation Guided discovery Guided discussion Question and answer demonstration | Identifying the property of air Drawing the property of air | Appreciation Fluency Care Love critical thinking awareness | Water Glass container | Mk junior literacy book three | |

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| 5 | 1 | 1 | Our environment in our division | Air and the sun | Air exerts pressure.  | Identifies the property of air Draws the property of air | Observation Guided discovery Guided discussion Question and answer demonstration | Identifying the property of air Drawing the property of air | Appreciation Fluency Care Love critical thinking awareness | Water Glass container | Mk junior literacy book three | |
| | 2 | 2 | Our environment in our division | Air and the sun | Air can be compressed.  | Identifies the property of air Draws the property of air | Observation Guided discovery Guided discussion Question and answer demonstration | Identifying the property of air Drawing the property of air | Appreciation Fluency Care Love critical thinking awareness | Water Glass container | Mk junior literacy book three | |
| | 3 | 3 | Our environment in our division | Air and the sun | • Uses of wind /air ⇒ Wind helps in winnowing. ⇒ Wind helps in | Mentions the uses of air | Observation Guided discovery Guided | Mentioning the uses of air | Appreciation Fluency Care Love | Candles Soft drinks | Mk junior literacy | |

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| | | | | | flying kites. ⇒ Wind helps to dry clothes. ⇒ Wind helps to sail boats. ⇒ Wind helps in pollination. ⇒ Wind runs wind mills . | | discussio n Question and answer demonstr ation | | critical thinking awaren ess | | bo ok thr ee | |
| | 4 | 4 | Our environ ment in our division | Air and the sun | • Dangers of wind ⇒ Strong wind destroys houses ⇒ Strong wind breaks trees ⇒ Strong wind destroys crops ⇒ Strong winds capsises boats | Gives the dangers of wind /air | Observat ion Guided discovery Guided discussio n Question and answer demonstr ation | Giving the dangers of wind /air | Appreci ation Fluency Care Love critical thinking awaren ess | Chalk board illustratio ns | Mk juni or liter acy bo ok thr ee | |

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| | 5 | 5 | Our environment in our division | Air and the sun | <ul style="list-style-type: none"> • The sun <ul style="list-style-type: none"> ⇒ The is the natural source of heat and light. ⇒ The sun rises in the East and sets in the west. ⇒ When light from the sun is blocked by an opaque object, a shadow is formed. ⇒ In the morning, shadows are formed in the West. In the evening shadows are formed in the East. . At noon, midday, shadows are shortest. | Mentions the main source of light States the directions from which the sun rises and sets Identifies an illustration of a shadow from its objects | Observation Guided discovery Guided discussion Question and answer demonstration | Mentioning the main source of light Stating the directions from which the sun rises and sets Identifying an illustration of a shadow from its objects | Appreciation Fluency Care Love critical thinking awareness | Our environment | Mk junior literacy book three | |
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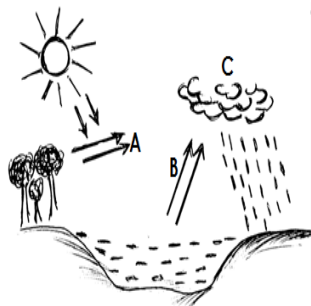
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| 6 | 1 | 1 | Our environment in our division | Air and the sun | <ul style="list-style-type: none"> • Uses of the sun <ul style="list-style-type: none"> ⇒ The sun gives us light ⇒ Sun heat helps to keep our bodies warm. ⇒ Sun light helps our bodies to make vitamin D. ⇒ The sun is the source of solar energy. ⇒ The sun dries harvested crops. ⇒ The sun dries clothes. ⇒ The sun helps plants to make their own food. | Gives the uses of the sun | Observat ion Guided discovery Guided discussio n Question and answer demonstr ation | Giving the uses of the sun | Appreci ation Fluency Care Love critical thinking awareness | Our environ ment | Mk juni or liter acy bo ok thr ee | |

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| | 2 | 2 | Our environment in our division | Air and the sun | <ul style="list-style-type: none"> • Dangers of the sun <ul style="list-style-type: none"> ⇒ Too much sunshne dries water sources. ⇒ Too much sunshine makes land too hard to dig. ⇒ Direct sun heat may lead to skin cancer. | States the dangers of the sun | Observat ion Guided discovery Guided discussio n Question and answer demonstr ation | Stating the dangers of the sun | Appreci ation Fluency Care Love critical thinking awareness | Chalk board illustratio ns | Mk juni or liter acy bo ok thr ee | |
| | 3 | 3 | Our environment in our division | Air and the sun | <p><u>An experiment to show that plants need sunlight.</u></p> <ul style="list-style-type: none"> ⇒ Plants need sunlight to grow well ⇒ Sunlight is used by plants to make their own food. <p><u>Conditions</u></p> | Performs an experiment to show why plants need light Draws a diagram to show why plants light | Observat ion Guided discovery Guided discussio n Question and answer demonstr | Performing an experiment to show why plants need light Drawing a diagram to show why plants light | Appreci ation Fluency Care Love critical thinking awareness | Box seeds | Mk juni or liter acy bo ok thr ee | |

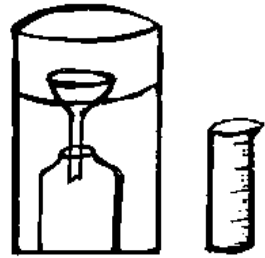
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| | | | | | <u>needed by plants to grow well.</u> ⇒ Sunlight ⇒ Water | | ation | | | | | |
| | 4 | 4 | Our environment in our division | water | <u>Rainfall formation</u> ⇒ Rain is the amount of water falling in separate drops from clouds. <u>Process in the rain formation(water cycle)</u> 1. Evaporation ⇒ This the process by which water changes into vapour. 2. Condensation ⇒ This is the process by which vapor changes into water. 3. Transpiration. ⇒ This is the process by | States the meaning of rain Identifies the processes by which rain is formed Defines the processes of rain formation | Observation Guided discovery Guided discussion Question and answer demonstration | Stating the meaning of rain Identifying the processes by which rain is formed Defining the processes of rain formation | Appreciation Fluency Care Love critical thinking awareness | Flash cards | Mk junior literacy book three | |

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| | | | | | which plants lose water into the atmosphere. | | | | | | | |
| | 5 | 5 | Our environment in our division | water | <ul style="list-style-type: none"> • Clouds ⇒ Clouds are a mass of condensed water floating in the sky. • Types of clouds <ol style="list-style-type: none"> 1. Nimbus clouds 2. Cirrus clouds 3. Stratus clouds 4. Cumulus clouds • Nimbus clouds <ul style="list-style-type: none"> ⇒ They are dark grey in colour ⇒ Nimbus clouds are the nearest to the earth's surface ⇒ They give us rain | Defines clouds Mentions the types of clouds | Observation Guided discovery Guided discussion Question and answer demonstration | Defining clouds Mentioning the types of clouds | Appreciation Fluency Care Love critical thinking awareness | A chart showing clouds | Mk junior literacy book three | |

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| 7 | 1 | 1 | Our environment in our division | water | <ul style="list-style-type: none"> Uses of clouds: <ul style="list-style-type: none"> ⇒ Nimbus clouds give us rain. ⇒ Clouds cool the environment. ⇒ Clouds protect us from direct sun rays. | Mentions the uses of clouds | Observation Guided discovery Guided discussion Question and answer demonstration | Mentioning the uses of clouds | Appreciation Fluency Care Love critical thinking awareness | Our environment | Mk junior literacy book three | |
| | 2 | 2 | Our environment in our division | water | <p><u>Effects/ dangers of clouds</u></p> <ul style="list-style-type: none"> ⇒ Clouds can bring heavy rainfall which causes floods | States the dangers and effects of clouds | Observation Guided discovery Guided discussion Question and answer | Stating the dangers and effects of clouds | Appreciation Fluency Care Love critical thinking awareness | Our environment | Mk junior literacy book three | |

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| | | | | | | | demonstration | | | | | |
| | 3 | 3 | Our environment in our division | water | <p><u>An illustration of water cycle.</u></p>  <p>A- Transportation B- Evaporation</p> | Identifies the processes in the water cycle | Observation Guided discovery Guided discussion Question and answer demonstration | Identifying the processes in the water cycle | Appreciation Fluency Care Love critical thinking awareness | A chart showing the water cycle | Mk junior literacy book three | |
| | 4 | 4 | Our environment in our division | water | <ul style="list-style-type: none"> Measuring rainfall ⇒ Rainfall is measured using an instrument called a rain gauge. A diagram of a | Identifies the instruments used to measure rainfall Draws the diagram of rain gauge | Observation Guided discovery Guided discussion Question and | Identifying the instruments used to measure rainfall Drawing the diagram of | Appreciation Fluency Care Love critical thinking awareness | A chart showing a rain gauge | Mk junior literacy book three | |

rain gauge



- ⇒ A rain gauge should be placed in an open place to prevent obstruction of rain drop.
- ⇒ A rain gauge should be placed above the ground level to prevent flowing water and splashing water from entering in the rain gauge.

answer
demonstr
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rain gauge

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| | 5 | 5 | Our environment in our division | water | <p><u>Importance of rain on soil and animals</u></p> <p>⇒ Animals get water for drinking</p> <p>⇒ Rain water helps plants to grow well</p> <p>⇒ Rain makes the soil soft and supports plants to grow</p> <p>⇒ People get water for domestic use.</p> <p>⇒ Rain makes the environment cool.</p> <p>⇒ Animals get enough pasture when it rains.</p> | Mentions the uses of rain on soil and animals | <p>Observation</p> <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer demonstration</p> | Mentioning the uses of rain on soil and animals | <p>Appreciation</p> <p>Fluency</p> <p>Care</p> <p>Love</p> <p>critical thinking</p> <p>awareness</p> | Rain water | Mk junior literacy book three | |
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| 8 | 1 | 1 | Our environment in our division | water | Dangers of rain on soil and animals Too much rain causes landslides Too much rain destroys crops Too much rain kills people and animals | States the dangers of rain on soil and animals | Observation Guided discovery Guided discussion Question and answer demonstration | Stating the dangers of rain on soil and animals | Appreciation Fluency Care Love critical thinking awareness | School compound | Mk junior literacy book three | |
| | 2 | 2 | Our environment in our division | water | <ul style="list-style-type: none"> <u>Importance of water</u> ⇒ We use water in bathing , washing and cooking ⇒ Animals use it for drinking. ⇒ It is used for irrigation. ⇒ It is used for transportation. ⇒ It helps in seed germination and growth. | Mentions the uses of water to people | Observation Guided discovery Guided discussion Question and answer demonstration | Mentioning the uses of water to people | Appreciation Fluency Care Love critical thinking awareness | A chart showing uses of water | Mk junior literacy book three | |

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| 3 | 3 | Our environment in our division | water | <p><u>Sources of water</u></p> <p>Natural sources</p> <p>Man-made sources of water</p> <p>Natural sources</p> <p>These sources of water occur naturally e.g. lakes</p> <p>Man-made sources</p> <p>These sources of water are made by man e.g. borehole</p> | Identifies the natural and man-made sources of water | Observation Guided discovery Guided discussion Question and answer demonstration | Identifying the natural and man-made sources of water | Appreciation Fluency Care Love critical thinking awareness | A chart showing sources of water | Mk junior literacy book three | |
| 4 | 4 | Our environment in our division | water | <p><u>Maintenance of water sources</u></p> <p>Clean all the parts around water sources</p> | Mentions ways of maintaining water sources | Observation Guided discovery Guided discussion | Mentioning ways of maintaining water sources | Appreciation Fluency Care Love critical thinking | A chart showing sources of water | Mk junior literacy book | |

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| | | | | | Build toilets and latrines 30m away from the water sources Do not bathe in or near a water source | | Question and answer demonstration | | awareness | | three | |
| | 5 | 5 | Our environment in our division | water | Water harvesting This is the way of collecting water Items Basins Buckets Sauce pans Water tanks | Defines water harvesting Identifies items used to harvest water | Observation Guided discovery Guided discussion Question and answer demonstration | Defining water harvesting Identifying items used to harvest water | Appreciation Fluency Care Love critical thinking awareness | A chart showing sources of water | Mk junior literacy book three | |

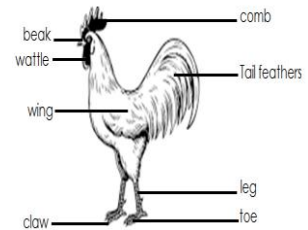
SCHEME OF WORK FOR P.3 TERM TWO

| W K | P D | DAY | THEME | S/THEM E | CONTENT | COMPETENCES | METHODS | ACTIVITIES | INDI.OF LSV | INSTR. MAT | REF | R E M |
|--------|--------|-----|--|----------------------|---|---|--|--|--|--|-----------------------------------|-------------|
| 1 | 1 | 1 | Living things in our sub county | Living things | <p>Living things ⇒ Living things are things that have life. ⇒ Types of living things. Plants Animals Characteristic of living things. 1. They breathe 2. They reproduce 3. They feed 4. They move 5. They grow</p> | <p>The learner; defines living things mentions the types of living things outlines characteristics of living things</p> | <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer brain storming</p> | <p>defining living things mentioning the types of living things outlining characteristics of living things</p> | <p>Fluency Critical thinking Appreciation Care Love Problem solving</p> | <p>A chart showing different living things</p> | <p>Mk juni or literacy book 3</p> | |

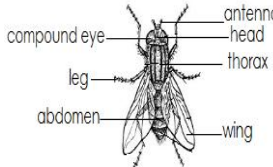
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| | | | | | | | | | | | | |
| | 2 | 2 | Living things in our sub county | Living things | Classes of animals ⇒ The following are the classes of animals in our environment. 1. Animals in air e.g. bats , birds 2. Animals in water e.g. fish, crocodile, hippopotamus, whale, etc. 3. Animals on the ground examples; rats, lizards, dogs , rabbits , cats , Types of animals <ul style="list-style-type: none"> Domestic animals Wild animals | Describes the different classes of animals in the environment Gives examples under each Defines domestic and wild animals and gives examples | Guided discovery Guided discussion Question and answer brain storming | Describing the different classes of animals in the environment Giving examples under each Defining domestic and wild animals and gives examples | Fluency Critical thinking Appreciation Care Love Problem solving | A chart showing different animal in the environment | Mk junior literacy book 3 | |

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| | 3 | 3 | Living things in our sub county | Living things | Characteristic of animals. Some animals have skins which are covered with fur or hairs Some animals have skins which are covered with scales Animals have four legs Some animals have two legs e.g. monkey, gorilla, baboon, Kangaroo etc. Some animals have claws e.g. dogs, | States characteristics of animals and gives examples under each | Guided discovery Guided discussion Question and answer brain storming | Stating characteristics of animals and giving examples under each | Fluency Critical thinking Appreciation Care Love Problem solving | A chart showing animal with different characteristics | Mk junior literacy book 3 | |
| | 4 | 4 | Living things in our sub county | Living things | Habitat ⇒ A habitat is a place where animals live. Examples 1. Water 2. Soil | Tells the meaning of the word habitat Mentions animals and their habitats | Guided discovery Guided discussion | Telling the meaning of the word habitat Mentioning animals and their | Fluency Critical thinking Appreciation Care Love | A chart showing different houses for animals | Mk junior literacy book | |

| | | | | | <div>3. Bush</div> <table><tr><th>Home</th><th>Animal</th></tr><tr><td>Sty</td><td>pig</td></tr><tr><td>Kraal</td><td>cow</td></tr><tr><td>Kennel</td><td>dog</td></tr><tr><td>Hutch</td><td>rabbit</td></tr><tr><td>House</td><td>man</td></tr><tr><td>Nest</td><td>bird</td></tr><tr><td>Pen</td><td>goat</td></tr><tr><td>Water Bodies</td><td>fish</td></tr><tr><td>den</td><td>lion</td></tr></table> | Home | Animal | Sty | pig | Kraal | cow | Kennel | dog | Hutch | rabbit | House | man | Nest | bird | Pen | goat | Water Bodies | fish | den | lion | | Question and answer brain storming | habitats | Problem solving | | 3 | |
|--------------|--------|---|---------------------------------|-------------------|--|---|--|---|--|---|-------------------------|--------|-----|-------|--------|-------|-----|------|------|-----|------|--------------|------|-----|------|--|------------------------------------|----------|-----------------|--|---|--|
| Home | Animal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sty | pig | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kraal | cow | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kennel | dog | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hutch | rabbit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| House | man | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nest | bird | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pen | goat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Water Bodies | fish | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| den | lion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5 | 5 | Living things in our sub county | Birds and insects | Birds These are living things with feathers | Defines birds Names external parts of the bird | Guided discussion Question and answer | Defining birds Naming external parts of the bird | Fluency Critical thinking Appreciation Care Love | A chart showing the structure of a bird | Mk junior literacy book | | | | | | | | | | | | | | | | | | | | | |

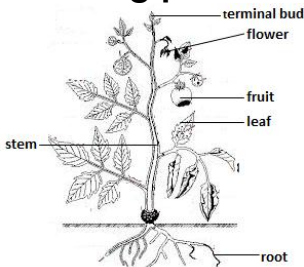
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| | | | | |  <p>Types of birds. 1. Domestic birds 2. Wild birds</p> <p>Domestic birds Domestic birds are birds that are kept at home. E.g. hen, turkey, pigeon and duck.</p> | | brain storming | | Problem solving | | 3 | |
| 2 | 1 | 1 | Living things in our sub county | Wild Birds | Wild birds ⇒ Wild birds are birds which live in the bush , forest e.g. owl , | Defines wild birds Gives examples of wild birds | Guided discussion Question | Defining wild birds Gives examples of wild | Fluency Critical thinking Appreciation | Pictures of different birds | Mk juni or literacy | |

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| | | | | | <p>eagle , dove , ostrich , parrot , crested crane , crow, kite, weaver birds , etc.</p> <p>Characteristics of birds.</p> <p>⇒ They have feathers.</p> <p>⇒ They lay eggs.</p> <p>⇒ Their legs are covered with scales.</p> <p>Habitats for birds.</p> <p>⇒ A habitat is a home of a bird. e.g. nests , trees</p> | Mentions the habitats of birds | and answer brain storming | birds Mentioning the habitats of birds | Care Love Problem solving | | book 3 | |
| | 2 | 2 | Living things in our sub county | Insects | <p>Insects</p> <p>⇒ Insects are small creatures with six jointed legs.</p> | <p>Mentions the three main parts of an insect</p> <p>Observes and</p> | Guided discussion Question | Mentioning the three main parts of an insect | Fluency Critical thinking Appreciation | A chart showing different parts of an | Mk junior literacy | |

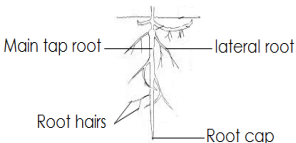
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| | | | | | <p>Examples of insects</p> <p>White ants</p> <p>Butterflies</p> <p>Tsetse flies</p> <p>Parts of an insect</p>  <p>⇒ Their bodies are divided into three main body parts.</p> <p>1. Head</p> <p>2. Thorax</p> <p>3. Abdomen</p> | names parts of an insect Draws and names the parts of an insect Gives the examples of insects | and answer brain storming | Observing and naming parts of an insect Drawing and names the parts of an insect Giving the examples of insects | Care Love Problem solving | insect | book 3 | |
| | 3 | 3 | Living things in our sub | Insects | Characteristics of insects. | States the characteristics of insects | Guided discussion | Stating the characteristics of insects | Fluency Critical thinking Appreci | A chart showing different insects | Mk junior liter | |

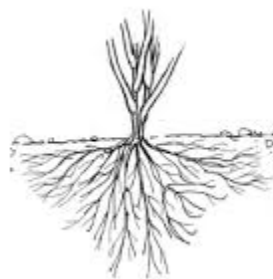
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| | | | county | | <p>. Insects have three main body parts.</p> <p>2. Insects breathe through holes called spiracles.</p> <p>3. They have six jointed legs.</p> <p>Habitat for insects.</p> <p>Insects stay in different places e.g. soil, plants, water.</p> | | Question and answer brain storming | | ation Care Love Problem solving | | acy book 3 | |
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| | 4 | 4 | Living things in our sub county | Insects | <p>Caring for bees. ⇒ Provide a hive. ⇒ Provide water for drinking. ⇒ Provide water for drinking. ⇒ Plant flowers for nectar.</p> <p>Caring for birds and animals. 1. Feeding them. 2. Provide shelter or a habitat. 3. Provide water. 4. Clean their homes / habitats 5. Treat them when they are sick.</p> <p>Caring for wild birds and animals. 1. Protect them from hunters. 2. Discourage bush burning. 3. Avoid destroying forests.</p> | States ways of caring for bees Suggests ways of caring for wild birds and animals | Guided discussion Question and answer brain storming | Stating ways of caring for bees Suggesting ways of caring for wild birds and animals | Fluency Critical thinking Appreciation Care Love Problem solving | environment | Mk junior literacy book 3 | |
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| | | | | | 4. Provide food | | | | | | | |
| | 5 | 5 | Living things in our sub county | Plants | <p>Flowering plants; ⇒ Flowering plants are plants which bear flowers. Most flowering plants reproduce by means of seeds.</p> <p>Examples of flowering plants maize plant sweet potato orange plant</p> <p>Parts of a flowering plant.</p>  | <p>Defines flowering plants Gives the examples of flowering plants Mentions the three main parts of a plant Draws and names the parts of a flowering plant</p> | <p>Guided discussion</p> <p>Question and answer brain storming</p> | <p>Defining flowering plants Giving the examples of flowering plants Mentioning the three main parts of a plant Drawing and naming the parts of a flowering plant</p> | <p>Fluency Critical thinking Appreciation Care Love Problem solving</p> | Real plants | Mk junior literacy book 3 | |

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| 3 | 1 | 1 | Living things in our sub county | Plants | <p>Uses of roots to a plant.</p> <p>⇒ Roots hold the plant upright in the ground.</p> <p>⇒ They absorb water and mineral salts from soil.</p> <p>⇒ Some roots store food for the plant e.g. cassava, carrots, sweet potatoes.</p> <p>Uses of stems to a plant.</p> <p>⇒ Some stems store food for the plant.</p> <p>⇒ Stems transport water and mineral salts</p> | <p>States the uses of roots to a plant</p> <p>Outlines uses of stems to a plant</p> | <p>Guided discussion</p> <p>Question and answer brain storming</p> | <p>Stating the uses of roots to a plant</p> <p>Outlining uses of stems to a plant</p> | <p>Fluency</p> <p>Critical thinking</p> <p>Appreciation</p> <p>Care</p> <p>Love</p> <p>Problem solving</p> | <p>Real roots</p> <p>Word cards</p> | <p>Mk junior literacy book 3</p> | |

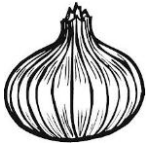
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| | | | | | from the roots to the leaves. ⇒ Stems hold branches, leaves, fruits and flowers. | | | | | | | |
| | 2 | 2 | Living things in our sub county | Plants | Types of root systems. There are two types of root systems namely; 1. Tap root system 2. Fibrous root system. Tap root system  Examples of plants with tap root system Beans | Mentions the two root systems Gives examples of plants with the tap root system Draws the fibrous root system Mentions plants with fibrous root system | Guided discussion Question and answer brain storming | Mentioning the two root systems Giving examples of plants with the tap root system Drawing the fibrous root system Mentioning plants with fibrous root system | Fluency Critical thinking Appreciation Care Love Problem solving | A chart showing the root systems Real roots | Mk junior literacy book 3 | |



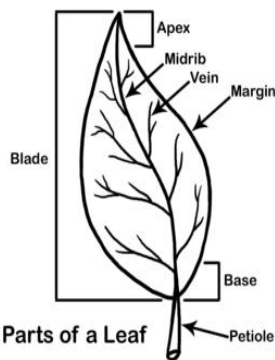
Examples of plant with fibrous root system

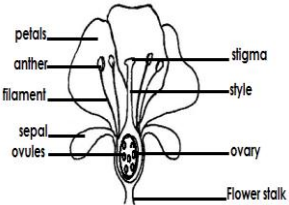
maize
sorghum
millet

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| | 3 | 3 | Living things in our sub county | Plants | <p>Types of stems. ⇒ There are four types of stems namely; 1. Upright stems 2. Underground stem 3. Creeping stems 4. Climbing stems</p> <p>Upright stems ⇒ These are stems which grow straight above the soil.</p> <p>Examples of</p> | <p>Mentions the types of stems Defines upright stems Gives examples of plants with upright stems Defines underground stems and gives examples Defines creeping stems and</p> | <p>Guided discussion</p> <p>Question and answer brain storming</p> | <p>Mentioning the types of stems Defining upright stems Giving examples of plants with upright stems Defining underground stems and giving</p> | <p>Fluency Critical thinking Appreciation Care Love Problem solving</p> | <p>Plants in the environment</p> <p>Onions</p> <p>Ginger</p> <p>Irish potato</p> <p>Sweet potatoes</p> | <p>Mk junior literacy book 3</p> | |

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| | | | | | <p>plants which have upright stems</p> <ol style="list-style-type: none"> 1. Banana plant 2. maize plant <p>Underground stems</p> <p>⇒ These are stems which grow underground</p> <p>Examples;</p> <p>Onions, garlic, ginger, Irish potatoes, yams, turmeric, shallot.</p>  <p>Onion ginger Irish potatoes.</p> <p>Creeping stems</p> <p>These are weak stems that grow spreading along the ground.</p> | gives examples | | examples Defining creeping stems and giving examples | | | | |
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| | 4 | 4 | Living things in our sub county | Climbing stems | <p>Climbing stems; ⇒ These are stems which are weak and cannot support themselves upright.</p> <p>Examples of plants with climbing stems; passion white yams vine grapes sponge plant climbing beans Ebombo</p> <p>Ways plants with weak stems climb others; By twinning or clasping</p> <p>By using tendrils By using hooks</p> | <p>Defines climbing stems Gives examples of plants with climbing stems States ways plants with weak stems climb others Observes and draws the diagrams to show ways plants with weak stems climb others</p> | <p>Guided discussion</p> <p>Question and answer brain storming</p> | <p>Defining climbing stems Giving examples of plants with climbing stems Stating ways plants with weak stems climb others Observing and drawing the diagrams to show ways plants with weak stems climb others</p> | <p>Fluency Critical thinking Appreciation Care Love Problem solving</p> | <p>Climbing stems</p> <p>Diagrams to illustrate Climbing stems</p> | <p>Mk junior literacy book 3</p> | |
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| | 5 | 5 | Living things in our sub county | leaves | <p>Structure of a leaf.</p>  <p>Uses of leaves to a plant</p> <ul style="list-style-type: none"> ⇒ Leaves make food for a plant. ⇒ Plants breathe through stomata found on leaves. ⇒ Some leaves store food for some plants. | <p>Draws and names the parts of a leaf</p> <p>Gives the uses of leaves to plants</p> | <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer brain storming</p> | <p>Drawing and naming the parts of a leaf</p> <p>Giving the uses of leaves to plants</p> | <p>Fluency</p> <p>Critical thinking</p> <p>Appreciation</p> <p>Care</p> <p>Love</p> <p>Problem solving</p> | <p>Real leaves</p> <p>A chart showing the structure of a leaf</p> | <p>Mk juni or literacy book 3</p> | |
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| 4 | 1 | 1 | Living things in our sub county | <p>flowers</p> <p>A flower A flower is a part of a plant which produces seeds.</p> <p>External parts of a flower</p>  <p>Functions of a parts of a flower</p> <p>a) Petals ⇒ Petals protect the inner parts of a flower.</p> <p>b) Sepals ⇒ Sepals protect the flower at bud stage.</p> <p>Uses of a flower top a plant. ⇒ The flower helps in reproduction.</p> | <p>Defines a flower</p> <p>Observes and names the external parts of a flower</p> | <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer brain storming</p> | <p>Defining a flower</p> <p>Observing and naming the external parts of a flower</p> | <p>Fluency</p> <p>Critical thinking</p> <p>Appreciation</p> <p>Care</p> <p>Love</p> <p>Problem solving</p> | <p>A chart showing parts of a flower</p> | <p>Mk junior literacy book 3</p> | |
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| | 2 | 2 | Living things in our sub county | plants | <p>Use of plants to people / animals</p> <p>⇒ Some plants are eaten as food.</p> <p>⇒ Some plants are used as local medicine.</p> <p>Dangers of some plants to people and animals.</p> <p>⇒ Some plants are poisonous to people and animals when eaten.</p> <p>⇒ Some plants have thorns which prick people.</p> <p>⇒ Plants keep some pests, vectors and some dangerous wild animals e.g. snake</p> | <p>States the uses of plants to people</p> <p>States the dangers of plants to people and animals</p> | <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer brain storming</p> | <p>Stating the uses of plants to people</p> <p>Stating the dangers of plants to people and animals</p> | <p>Fluency</p> <p>Critical thinking</p> <p>Appreciation</p> <p>Care</p> <p>Love</p> <p>Problem solving</p> | Word cards | Mk juni or literacy book 3 | |
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| | 3 | 3 | Living things in our sub county | Crop growing practices | <p>Crop growing practices. ⇒ Crop growing practices are activities done by a farmer when growing crops.</p> <p>Examples of crop growing practices. ⇒ Clearing land-digging / ploughing the land</p> <p>Clearing land ⇒ This is the first step of crop growing practices.</p> <p>Ways of clearing land.</p> <ul style="list-style-type: none"> ○ by slashing ○ by digging <p>Selection of planting materials ⇒ Planting materials are parts of a</p> | <p>Defines crop growing practices</p> <p>Gives the examples of crop growing practices</p> <p>Mentions different ways of clearing land</p> <p>Gives examples of planting materials</p> | <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer brain storming</p> | <p>Defining crop growing practices</p> <p>Giving the examples of crop growing practices</p> <p>Mentioning different ways of clearing land</p> <p>Giving examples of planting materials</p> | <p>Fluency</p> <p>Critical thinking</p> <p>Appreciation</p> <p>Care</p> <p>Love</p> <p>Problem solving</p> | Real seeds | Mk junior literacy book 3 | |
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| | | | | | <p>plant that can be planted.</p> <p>Examples of planting materials.</p> <p>seeds like bean seeds, maize , seeds, millet seed</p> <p>vines e.g. sweet potatoes</p> <p>stem cuttings e.g. cassava stems</p> <p>suckers like banana</p> <p>crown e.g. pineapple</p> | | | | | | | |
| | 4 | 4 | Living things in our sub county | Planting | <p>Planting</p> <p>Planting is putting of planting materials into the soil.</p> <p>Ways of planting (methods)</p> <p>1. Row planting</p> | <p>Defines planting</p> <p>Mentions ways of planting</p> <p>Defines row planting</p> <p>Gives examples of crops planted</p> | <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and</p> | <p>Defining planting</p> <p>Mentioning ways of planting</p> <p>Defines row planting</p> <p>Giving examples</p> | <p>Fluency</p> <p>Critical thinking</p> <p>Appreciation</p> <p>Care</p> <p>Love</p> <p>Problem</p> | <p>A chart showing ways of planting</p> | <p>Mk juni or literacy book 3</p> | |

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| | | | | <p>2. Broadcasting Row planting / sowing/ scattering method ⇒ In row planting method, crops are planted in rows or lines. Examples of crops that can be planted in rows include;- beans maize cassava illustration</p> <p>Broadcasting method ⇒ In this method of planting, seeds are just scattered in the garden. Examples of crops that can be broadcast 1. millet</p> | <p>in rows Draws an illustration for row planting Defines broad casting Gives examples of crops planted by broad casting Draws an illustration of broad casting</p> | <p>answer brain storming</p> | <p>of crops planted in rows Drawing an illustration for row planting Defining broad casting Giving examples of crops planted by broad casting Drawing an illustration of broad casting</p> | <p>solving</p> | | | | |
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| | 5 | 5 | Living things in our sub county | Caring for crops | <p>Care for crops.</p> <p>Example;</p> <p>Weeding</p> <p>⇒ This is the removal of unwanted plants from the garden. The unwanted plants are called weeds.</p> <p>Importance of weeding</p> <p>⇒ It helps to control pests.</p> <p>Mulching</p> <p>⇒ Mulching is the covering of top soil with dry plant materials like grass, leaves, sticks</p> <p>Importance</p> <p>⇒ It helps to keep water or moisture in soil.</p> | <p>Defines the term weeding</p> <p>States the importance of weeding</p> <p>Defines mulching</p> <p>Gives examples of mulches</p> <p>States the importance of mulching</p> | <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer</p> <p>brain storming</p> | <p>Defining the term weeding</p> <p>Stating the importance of weeding</p> <p>Defining mulching</p> <p>Giving examples of mulches</p> <p>Stating the importance of mulching</p> | <p>Fluency</p> <p>Critical thinking</p> <p>Appreciation</p> <p>Care</p> <p>Love</p> <p>Problem solving</p> | Hoe | Mk junior literacy book 3 | |
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| 5 | 1 | 1 | Living things in our sub county | Pruning and thinning | <p>Pruning ⇒ Pruning is the removal of unwanted branches from the plant? ⇒ It also helps to control pests.</p> <p>Thinning ⇒ Thinning is the removal of excess crops from the garden in order to create space for the growing crops.</p> <p>Importance ⇒ It reduces competition of the crops for sunlight, water,</p> <p>Watering ⇒ Watering of crops is done in dry season.</p> | <p>Defines pruning States the importance of pruning Defines thinning States the importance of thinning Discusses watering</p> | <p>Guided discovery Guided discussion Question and answer brain storming</p> | <p>Defining pruning Stating the importance of pruning Defining thinning Stating the importance of thinning Discussing watering</p> | <p>Fluency Critical thinking Appreciation Care Love Problem solving</p> | Pruning saw | Mk junior literacy book 3 | |
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| | 2 | 2 | Living things in our sub county | Spraying and staking | <p>Spraying;</p> <p>⇒ Spraying is the applying of chemicals to plants to kill pests and control diseases.</p> <p>⇒ The chemicals used for spraying are called pesticides.</p> <p>Staking</p> <p>⇒ This is the giving of extra support to the growing crop.</p> <p>⇒ Staking prevents plants from falling.</p> | Defines spraying Discusses staking | <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer brain storming</p> | Defining spraying Discussing staking | <p>Fluency</p> <p>Critical thinking</p> <p>Appreciation</p> <p>Care</p> <p>Love</p> <p>Problem solving</p> | Knapsack sprayer | Mk junior literacy book 3 | |
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| | 3 | 3 | Living things in our sub county | <div>Crop rotation</div> <div>⇒ Crop rotation is the growing of different types of crops on the same piece of land season after season.</div> <div>illustration</div> <table><tr><td>Season A Maize</td><td>Season B Beans</td></tr><tr><td>Season D Sweet – potatoes</td><td>Season c Ground nuts</td></tr></table> <div>Importance of crop rotation</div> <div>⇒ It helps to control pests and diseases.</div> | Season A Maize | Season B Beans | Season D Sweet – potatoes | Season c Ground nuts | Defines crop rotation States the importance of crop rotation | Guided discovery Guided discussion Question and answer brain storming | Defining crop rotation Stating the importance of crop rotation | Fluency Critical thinking Appreciation Care Love Problem solving | Chart showing the illustration of crop rotation | Mk junior literacy book 3 |
| Season A Maize | Season B Beans | | | | | | | | | | | | | |
| Season D Sweet – potatoes | Season c Ground nuts | | | | | | | | | | | | | |

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| | 4 | 4 | Living things in our sub county | Garden tools ⇒ These are equipment used by a farmer in the garden or farm. ⇒ Below are some of the garden tools used by farmers. | Defines garden tools Draws and names the garden tools Gives the uses of different garden tools | Guided discovery Guided discussion Question and answer brain storming | Defining garden tools Drawing and naming the garden tools Giving the uses of different garden tools | Fluency Critical thinking Appreciation Care Love Problem solving | Real garden tools | Mk junior literacy book 3 |
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| 5 | 5 | Living things in our sub county | Garden tools | <table><tr><td></td><td>-For collecting dry weeds. -For leveling soil on a nursery bed.</td></tr><tr><td></td><td>-For slashing</td></tr><tr><td> An axe</td><td>-For cutting big trees -For splitting firewood</td></tr></table> |  | -For collecting dry weeds. -For leveling soil on a nursery bed. |  | -For slashing |  An axe | -For cutting big trees -For splitting firewood | Draws and names the garden tools Gives the uses of different garden tools | Guided discovery Guided discussion Question and answer brain storming | Drawing and naming the garden tools Giving the uses of different garden tools | Fluency Critical thinking Appreciation Care Love Problem solving | Real garden tools | Mk juni or literacy book 3 |
|  | -For collecting dry weeds. -For leveling soil on a nursery bed. | | | | | | | | | | | | | | | |
|  | -For slashing | | | | | | | | | | | | | | | |
|  An axe | -For cutting big trees -For splitting firewood | | | | | | | | | | | | | | | |

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| 6 | 1 | 1 | Living things in our sub county | Caring for garden tools | Ways of caring for garden tools. ⇒ Garden tools have to be cared for in order to do work well and last long. ⇒ We can care for garden tools in the following ways. 1. Keep the tools in a clean dry place. 2. Paint the tools to avoid rusting. 3. Clean the tools after use and before storing them. 4. Oil them or grease them | States ways of caring for garden tools | Guided discovery Guided discussion Question and answer brain storming | Stating ways of caring for garden tools | Fluency Critical thinking Appreciation Care Love Problem solving | Real garden tools | Mk junior literacy book 3 | |
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| | 2 | 2 | Living things in our sub county | Nursery bed ⇒ A nursery bed is a place where seedlings are raised before taken to the main garden. Importance of a nursery bed ⇒ It provides shelter to the seedlings. ⇒ It gives farmers time to prepare the main garden. ⇒ Proper care is given to seedlings. ⇒ There is proper selection of seedlings for planting. Crops that can be grown in a nursery bed. cabbage onions carrots | Defines a nursery bed States the importance of a nursery bed Draws the structure of a nursery bed Mentions crops Raised in the nursery bed | Guided discovery Guided discussion Question and answer brain storming | Defining a nursery bed Stating the importance of a nursery bed Drawing the structure of a nursery bed Mentioning crops Raised in the nursery bed | Fluency Critical thinking Appreciation Care Love Problem solving | environment | Mk junior literacy book 3 | |
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| | 3 | 3 | Living things in our sub county | germination | <p>Germination ⇒ Germination is the growing of a seed into a seedling.</p> <p>Conditions for germination. 1. oxygen 2. water / 3. warmth</p> <p>An experiment to show that seeds. Need water, oxygen and warmth to germinate.</p> <p>Things we need. Seeds, containers, soil, oil, ice, water.</p> <p>Procedure; ⇒ Get all the above items in the list above, plant your seeds as illustrated below</p> | Defines germination Mentions the conditions for germination | Guided discovery Guided discussion Question and answer brain storming | Defining germination Mentioning the conditions for germination | Fluency Critical thinking Appreciation Care Love Problem solving | Seeds water | Mk junior literacy book 3 | |
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| | 4 | 4 | Living things in our sub county | Types of germination | <p>Types of germination.</p> <p>i) Epigeal germination</p> <p>ii) hypogeal germination</p> <p>Epigeal germination</p> <p>This is the type of germination in which the cotyledon comes</p> <p>Examples of seeds that undergo epigeal germination</p> <ol style="list-style-type: none"> 1. Beans 2. Soya <p>Hypogeal germination</p> <p>⇒ This is a type of germination in which the cotyledon remains in the ground.</p> <p>⇒ It takes place in maize, rice.</p> | <p>Mentions the two types of germination</p> <p>Defines each type of germination</p> <p>Draws the types of germination</p> <p>Gives the examples of crops that undergo each type of germination</p> | <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer brainstorming</p> | <p>Mentioning the two types of germination</p> <p>Defining each type of germination</p> <p>Drawing the types of germination</p> <p>Giving the examples of crops that undergo each type of germination</p> | <p>Fluency</p> <p>Critical thinking</p> <p>Appreciation</p> <p>Care</p> <p>Love</p> <p>Problem solving</p> | practical | Mk junior literacy book 3 | |
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| | 5 | 5 | Managing resources in our sub county | Saving resources | <p>Resources ⇒ Resources are things that satisfy human needs.</p> <p>Examples of basic resources. water money land food fuel time minerals animals forests air</p> <p>Ways of saving resources ⇒ Turn off the water taps when not in use. ⇒ Turn off the electricity when not in use. ⇒ Recycling ⇒ Planting more trees</p> | <p>Defines the term resources Gives examples of basic resources Mentions the ways of saving resources</p> | <p>Guided discovery Guided discussion Question and answer brain storming</p> | <p>Defining the term resources Giving examples of basic resources Mentioning the ways of saving resources</p> | <p>Fluency Critical thinking Appreciation Care Love Problem solving</p> | Real objects | Mk junior literacy book 3 | |
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| 7 | 1 | 1 | Managing resources in our sub county | Saving resources | <p>Reasons for saving resource</p> <p>⇒ To reduce costs e.g. electric bill.</p> <p>⇒ To avoid wastage</p> <p>Keeping records on daily activities.</p> <p>⇒ Records are documents kept and used for further reference</p> <p>Examples of records kept at home, and at school</p> <p>a) At home</p> <p>Electricity bills</p> <p>Health / medical reports</p> <p>b) At school</p> <p>⇒ Register</p> <p>⇒ Money spent on food and water</p> <p>⇒ Number of support staff</p> | States why we save resources Defines the term records Gives examples of records kept at home and school | <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer brain storming</p> | Stating why we save resources Defining the term records Giving examples of records kept at home and school | <p>Fluency</p> <p>Critical thinking</p> <p>Appreciation</p> <p>Care</p> <p>Love</p> <p>Problem solving</p> | Real objects | Mk junior literacy book 3 | |
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| | 2 | 2 | Managing resources in our sub county | Saving resources | Importance of keeping records. ⇒ They help people to avoid being cheated. ⇒ They help people to know their income and expenditure ⇒ They help in proper planning. They enable people to be taxed fairly | Mentions the importance of keeping records | Guided discovery Guided discussion Question and answer brain storming | Mentioning the importance of keeping records | Fluency Critical thinking Appreciation Care Love Problem solving | Real objects | Mk junior literacy book 3 | |
| | 3 | 3 | Managing resources in our sub county | Spending resources | Spending ⇒ Spending is the buying of things using money. Things we use and spend on. food medication water school fees clothes | Defines spending States the things we use and spend on Identifies the ways of spending wisely Gives the importance of spending | Guided discovery Guided discussion Question and answer brain storming | Defining spending Stating the things we use and spend on Identifying the ways of spending wisely Giving the importance | Fluency Critical thinking Appreciation Care Love Problem solving | Real objects | Mk junior literacy book 3 | |

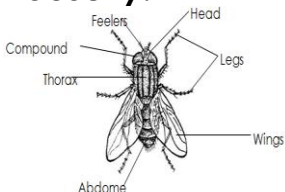
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| | | | | | shelter electricity transport Ways of spending wisely / importance ⇒ By budgeting ⇒ By negotiating or bargaining ⇒ By comparing prices. ⇒ By comparing the quality and quantity. Importance of spending wisely. ⇒ It controls cheating. ⇒ It controls over spending ⇒ It helps one to save ⇒ It helps one to get quality items. | wisely | | e of spending wisely | | | | | |
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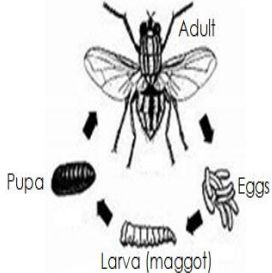
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| | 4 | 4 | Managing resources in our sub county | <p>projects</p> <p>Projects; ⇒ Projects are activities done by people to get knowledge, skills and money.</p> <p>Examples of projects. Bee keeping Fish farming poultry keeping cattle keeping Tree planting crop growing Brick making goat rearing</p> <p>Preparing for projects. Before starting a project, one needs the following; money transport market land labour</p> | <p>Defines projects Gives examples of projects Mentions the requirements for starting a project</p> | <p>Guided discovery Guided discussion Question and answer brainstorming</p> | <p>Defining projects Giving examples of projects Mentioning the requirements for starting a project</p> | <p>Fluency Critical thinking Appreciation Care Love Problem solving</p> | <p>Pictures showing the projects</p> | <p>Mk junior literacy book 3</p> | |
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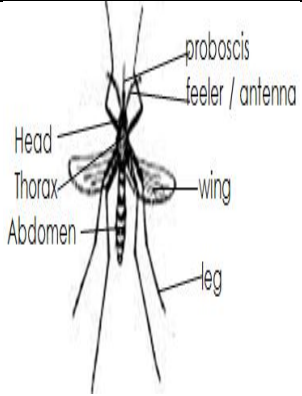
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| | 5 | 5 | Managing resources in our sub county | <p>Managing a project</p> <p>⇒ Projects should be well managed in order to produce profits.</p> <p>Ways of managing a project. Record keeping maintenance Good administration commitment Division of labour supervision</p> <p>Importance of projects ⇒ They help us to get jobs. ⇒ They keep us busy to avoid bad groups ⇒ They help us to earn money.</p> | <p>States why managing a project well is of a benefit Gives the ways of managing a project Mentions the importance of a project</p> | <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer brain storming</p> | <p>Stating why managing a project well is of a benefit Giving the ways of managing a project Mentioning the importance of a project</p> | <p>Fluency Critical thinking Appreciation Care Love Problem solving</p> | Word cards | Mk junior literacy book 3 | |
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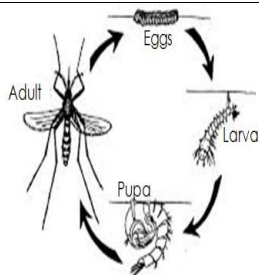
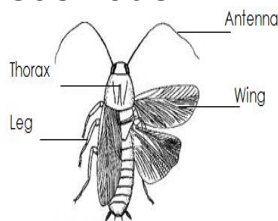
SCHEME OF WORK FOR P.3 TERM THREE

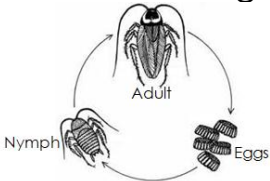
| W K | P D | DA Y | THEME | S/THEM E | CONTENT | COMPETENCES | METHODS | ACTIVITIES | INDI.OF LSV | INSTR. MAT | RE F | R E M |
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| 1 | 1 | 1 | Health in our sub county | Diseas e vector s | The concept and meaning of vectors, A vector is an organism that spreads disease germs. A germ is a tiny living organism that causes diseases. Common vectors and characteristics Examples of vectors Mosquitoes House flies | Defines vectors Mentions examples of vectors | Guided discovery Guided discussion Brain storming | Defining vectors Mentioning examples of vectors | Fluency Critical thinking Care love | Real vecto r A chart showi ng vecto rs | M k Ju ni or Lit er ac y Bo ok 3 | |

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| 2 | 2 | Health in our sub county | Diseases vectors | Characteristics of vectors. ⇒ Some vectors suck blood from other animals. ⇒ Some vectors live in dirty places. ⇒ Some vectors have the proboscis for sucking blood. Some vectors have the hairy body for carrying germs | States characteristics of vectors | Guided discovery Guided discussion Brain storming | Stating characteristics of vectors | Fluency Critical thinking Care love | Real vector A chart showing vectors | Mk Junior Literacy Book 3 | |
| 3 | 3 | Health in our sub county | Diseases vectors | Life cycle of vectors House fly Houseflies are found in dirty places like latrines and rubbish pits External parts of a housefly.  | Identifies the external parts of a house fly States the characteristics of a house fly | Guided discovery Guided discussion Brain storming | Identifying the external parts of a house fly Stating the characteristics of a house fly | Fluency Critical thinking Care love | chart showing the structure of a house fly | Mk Junior Literacy Book 3 | |

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| | | | | | Characteristics of a house fly A house fly has three main body parts | | | | | | |
| | 4 | 4 | Health in our sub county | Diseases | Life cycle of a housefly.  A house fly undergoes a complete metamorphosis. | Identifies the stages in the lifecycle of a house fly Names the states in the life cycle of a house fly | Guided discovery Guided discussion Brain storming | Identifying the stages in the lifecycle of a house fly Naming the states in the life cycle of a house fly | Fluency Critical thinking Care love | chart showing the structure of the life cycle of a house fly | Mk Junior Literacy Book 3 |
| | 5 | 5 | Health in our sub county | Diseases | Types of mosquitoes 1. Anopheles mosquitoes 2. Tiger / aedes mosquitoes 3. culex mosquitoes External parts of a mosquito | Identifies the types of mosquitoes Names the external parts of a mosquito | Guided discovery Guided discussion Brain storming | Identifying the types of mosquitoes Naming the external parts of a mosquito | Fluency Critical thinking Care love | chart showing the structure of a mosquito | Mk Junior Literacy |

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| | | | | |  | | | | | uito | y Bo ok 3 | |
| 2 | 1 | 1 | Health in our sub county | Diseas e vector s | Characteristics of mosquitoes 1. Mosquitoes lay their eggs in stagnant (still) water. 2. Mosquitoes use proboscis to bite and suck blood from people. The life cycle of a mosquito. A mosquito undergoes a <u>complete metamorphosis</u> | States the characteristics of mosquitoes Identifies the stages in the life cycle of a mosquito | Guided discovery Guided discussion Brain storming | Stating the characteristics of mosquitoes Identifying the stages in the life cycle of a mosquito | Fluency Critical thinking Care love | chart showing the structure of a life cycle of a mosquito | M k Ju ni or Lit er ac y Bo ok 3 | |

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| | | | | |  | | | | | | | |
| | 2 | 2 | Health in our sub county | Diseases vector s | <p>Cockroaches - Cockroaches are brown winged insects.</p> <p>Where cockroaches are found. i)pit latrines ii) cracks on walls iii) dark corners</p> <p>External parts of a cockroach</p>  | Mentions the places where cockroaches can be Name the external parts of a cockroach | Guided discovery Guided discussion Brain storming | Mentioning the places where cockroaches can be Naming the external parts of a cockroach | Fluency Critical thinking Care love | chart showing the structure of a cockroach | Mk Junior Literacy Book 3 | |

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| 3 | 3 | Health in our sub county | Diseases vectors | <p>Dangers of cockroaches. They spread germs that cause diseases. They destroy our property like books and clothes.</p> <p>The life cycle of a cockroach. A cockroach undergoes incomplete metamorphosis. It has three stages.</p>  <p>Economic importance of vectors. Vectors spread germs that cause diseases.</p> | Mentions the dangers of cockroach Mentions the economic importance of vectors Names the stages in the life cycle of a cockroach | Guided discovery Guided discussion Brain storming | Mentioning the dangers of cockroach Mentioning the economic importance of vectors Naming the stages in the life cycle of a cockroach | Fluency Critical thinking Care love | chart showing the structure of the life cycle of a cockroach | Mk Junior Literacy Book 3 | |
| 4 | 4 | Health in our sub | Diseases vector | <p>The concept and meaning of diseases.</p> | Mentions signs and symptoms of malaria | Guided discovery Guided | Mentioning signs and symptoms of | Fluency Critical | Flash cards | Mk Ju | |

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| | | | county | s | <p>Diseases spread by mosquitoes.</p> <p>Malaria Malaria is spread by a female anopheles mosquito.</p> <p>Signs and symptoms of malaria</p> <ol style="list-style-type: none"> 1. Body weakness 2. high temperature(fever) 3. headache 4. Rapid breathing. 5. Shivering <p>Ways of preventing malaria</p> <p>⇒ Draining stagnant water around homes.</p> <p>⇒ Spraying using insecticides</p> <p>⇒ Pouring oil on stagnant water.</p> | States the ways of preventing malaria | discussion Brain storming | malaria Stating the ways of preventing malaria | thinking Care love | | ni or Lit er ac y Bo ok 3 | |
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| | 5 | 5 | Health in our sub county | Diseases | <p>Diseases spread by a housefly.</p> <ul style="list-style-type: none"> ✓ cholera ✓ typhoid ✓ Diarrhoea ✓ trachoma ✓ dysentery <p>How a housefly is able to spread diseases.</p> <ul style="list-style-type: none"> ✓ It has a hairy body that carries germs from dirty places into our food. <p>Ways of controlling diseases spread by houseflies.</p> <ul style="list-style-type: none"> ✓ By covering left over food. | Mentions the diseases spread by a house fly States ways of controlling diseases spread by house flies | Guided discovery Guided discussion Brain storming | Mentioning the diseases spread by a house fly Stating ways of controlling diseases spread by house flies | Fluency Critical thinking Care love | Flash cards | Mk Junior Literacy Book 3 | |
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| 3 | 1 | 1 | Health in our sub county | Diseases vector s | <div>Diseases spread by other vectors.<table><tr><th>Vector</th><th>Disease</th></tr><tr><td>itch mites</td><td>scabies</td></tr><tr><td>rat fleas</td><td>bubonic plague</td></tr><tr><td>lice</td><td>Relapsing fever</td></tr><tr><td>ticks</td><td>typhus fever</td></tr><tr><td>water snail</td><td>bilharziasis</td></tr><tr><td>black fly</td><td>River blindness</td></tr></table></div> | Vector | Disease | itch mites | scabies | rat fleas | bubonic plague | lice | Relapsing fever | ticks | typhus fever | water snail | bilharziasis | black fly | River blindness | States the diseases spread by other vectors | Guided discovery Guided discussion Brain storming | Stating the diseases spread by other vectors | Fluency Critical thinking Care love | Flash cards | M k Junior Literacy Book 3 |
|-------------|-----------------|---|--------------------------|-------------------|--|--------|---------|------------|---------|-----------|----------------|------|-----------------|-------|--------------|-------------|--------------|-----------|-----------------|---|---|--|--|-------------|----------------------------|
| Vector | Disease | | | | | | | | | | | | | | | | | | | | | | | | |
| itch mites | scabies | | | | | | | | | | | | | | | | | | | | | | | | |
| rat fleas | bubonic plague | | | | | | | | | | | | | | | | | | | | | | | | |
| lice | Relapsing fever | | | | | | | | | | | | | | | | | | | | | | | | |
| ticks | typhus fever | | | | | | | | | | | | | | | | | | | | | | | | |
| water snail | bilharziasis | | | | | | | | | | | | | | | | | | | | | | | | |
| black fly | River blindness | | | | | | | | | | | | | | | | | | | | | | | | |

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| | 2 | 2 | Health in our sub county | Diseases vector s | Ways through which vectors spread diseases 1. Through bites 2. Through the 4Fs chain Diseases spread through bites - Malaria - elephantiasis - typhus fever - sleeping sickness - yellow fever - relapsing fever Diseases spread through 4Fs chain - diarrhoea - dysentery - cholera - typhoid | Mentions ways through which vectors spread diseases | Guided discovery Guided discussion Brain storming | Mentioning ways through which vectors spread diseases | Fluency Critical thinking Care love | Flash cards | M k Junior Literacy Book 3 | |
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| 3 | 3 | Health in our sub county | Diseases vectors | Prevention and controlling vectors - Proper disposal of human wastes. (defecating and urinating in latrines or toilets) - Slashing tall bushes near our homes. - By spraying vectors using insecticides. - | Mentions ways of controlling vectors | Guided discovery Guided discussion Brain storming | Mentioning ways of controlling vectors | Fluency Critical thinking Care love | Flash cards | Mk Junior Literacy Book 3 | |
| 4 | 4 | Health in our sub county | Diseases vectors | HIV / AIDS HIV in full is Human immunodeficiency virus. Ways of spread. ⇒ Through have unprotected sex with an infected person. ⇒ Through sharing sharp objects like needles, razor blades, nail cutters with an infected person. ⇒ Through | States the meaning of HIV/AIDS Mentions ways through which HIV is spread | Guided discovery Guided discussion Brain storming | Stating the meaning of HIV/AIDS Mentioning ways through which HIV is spread | Fluency Critical thinking Care love | Flash cards | Mk Junior Literacy Book 3 | |

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| | | | | | <p>accidents.</p> <p>⇒ At birth from mother to child.</p> <p>⇒ Through cultural practices like circumcision.</p> | | | | | | | |
| | 5 | 5 | Health in our sub county | Diseases vector s | <p>Effects of HIV – AIDS</p> <p>⇒ It leads to death.</p> <p>⇒ Falling sick all the time.</p> <p>⇒ Loss of employment when one is sick.</p> <p>⇒ It brings poverty in a home</p> <p>⇒ Self-neglect</p> <p>⇒ It causes stigma</p> <p>Care for HIV / AIDS patients</p> <p>⇒ Feeding the patients on a balanced diet.</p> <p>⇒ Guidance and</p> | <p>States the effects of HIV/AIDS</p> <p>States ways how to care for HIV/AIDS</p> | <p>Guided discovery</p> <p>Guided discussion</p> <p>Brain storming</p> | <p>Stating the effects of HIV/AIDS</p> <p>Stating ways how to care for HIV/AIDS</p> | <p>Fluency</p> <p>Critical thinking</p> <p>Care</p> <p>love</p> | Flash cards | M k Ju ni or Lit er ac y Bo ok 3 | |

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| | | | | | counseling. | | | | | | | |
| 4 | 1 | 1 | Health in our sub county | HIV/AI DS | Control measures ⇒ Abstain from sex. ⇒ Do not share sharp objects ⇒ Use gloves when helping HIV / AIDS patients. ⇒ Test the blood before you go for blood transfusion. ⇒ Follow PIASCY messages. | Mentions the control measures for HIV/AIDS | Guided discovery Guided discussion Brain storming | Mentioning the control measures for HIV/AIDS | Fluency Critical thinking Care love | Flash cards | M k Ju ni or Lit er ac y Bo ok 3 | |

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| | 2 | 2 | Basic technology | Concept of technology | <p>The concept of technology. Technology is the way of doing things practically.</p> <p>Natural materials ⇒ These are materials made by God.</p> <p>Examples of Natural materials. Banana fibres Sisal Clay Palm leaves Animal skin Raffia Papyrus reeds Tree trunks seeds</p> <p>Characteristic of natural materials ⇒ Some are rough while others are</p> | Defines technology Identifies the natural materials and their characteristics | Guided discovery Guided discussion Brain storming | Defining technology Identifying the natural materials and their characteristics | Fluency Critical thinking Care love | Flash cards | Mk Junior Literacy Book 3 | |
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| 3 | 3 | Basic technology | Concept of technology | Artificial materials These are materials made by man. Examples of artificial materials. Straws Plastic metals paper beads threads polythene wires Characteristics of artificial materials. | Defines artificial materials Mentions the examples of artificial materials and their characteristics | Guided discovery Guided discussion Brain storming | Defining artificial materials Mentioning the examples of artificial materials and their characteristics | Fluency Critical thinking Care love | Flash cards | Mk Junior Literacy Book 3 | |
| 4 | 4 | Basic technology | Concept of technology | Collecting and displaying materials for use. Request your parents to avail you with the following materials; wire threads beads polythene straws rubbers | Collects the local materials in the environment | Guided discovery Guided discussion Brain storming | Collecting the local materials in the environment | Fluency Critical thinking Care love | Wires Thread beads | Mk Junior Literacy Book 3 | |

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| | | | | | papers | | | | | | | | | | | | | | | | | | | | | |
| | 5 | 5 | Basic technology | Concept of technology | Examples of Natural materials and their sources. <table><tr><td>Material</td><td>Source</td></tr><tr><td>stones</td><td>Quarry</td></tr><tr><td>wood</td><td>forest</td></tr><tr><td>papyrus</td><td>swamp</td></tr><tr><td>grass</td><td>bush</td></tr><tr><td>animal skins</td><td>animals</td></tr><tr><td>barks of trees</td><td>forest lake</td></tr></table> | Material | Source | stones | Quarry | wood | forest | papyrus | swamp | grass | bush | animal skins | animals | barks of trees | forest lake | Gives the examples of materials and their sources | Guided discovery Guided discussion Brain storming | Giving the examples of materials and their sources | Fluency Critical thinking Care love | Clay Papyrus Palm leaves | Mark Junior Literacy Book 3 | |
| Material | Source | | | | | | | | | | | | | | | | | | | | | | | | | |
| stones | Quarry | | | | | | | | | | | | | | | | | | | | | | | | | |
| wood | forest | | | | | | | | | | | | | | | | | | | | | | | | | |
| papyrus | swamp | | | | | | | | | | | | | | | | | | | | | | | | | |
| grass | bush | | | | | | | | | | | | | | | | | | | | | | | | | |
| animal skins | animals | | | | | | | | | | | | | | | | | | | | | | | | | |
| barks of trees | forest lake | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | <div><div>sand reeds clay bana na fibre</div><div>swamp bush swamp banana plantation</div></div> | | | | | | | | | | | | | | |
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| 5 | 1 | 1 | Basic techno logy | Conce pt of techno logy | <div><div>Products from natural materials.</div><table><tr><th>Ma teri al</th><th>Products</th></tr><tr><td>cla y</td><td>pots , cups , plates , bricks , flowers vases, tiles etc.</td></tr><tr><td>pal m lea ves</td><td>mats , bags , hats , etc.</td></tr><tr><td>pa pyr us</td><td>mats , bags</td></tr></table></div> | Ma teri al | Products | cla y | pots , cups , plates , bricks , flowers vases, tiles etc. | pal m lea ves | mats , bags , hats , etc. | pa pyr us | mats , bags | Gives examples of materials and their products | Guided discovery Guided discussion Brain storming | Giving examples of materials and their products | Fluency Critical thinking Care love | Clay Papyr us Palm leave s | M k Ju ni or Lit er ac y Bo ok 3 |
| Ma teri al | Products | | | | | | | | | | | | | | | | | | |
| cla y | pots , cups , plates , bricks , flowers vases, tiles etc. | | | | | | | | | | | | | | | | | | |
| pal m lea ves | mats , bags , hats , etc. | | | | | | | | | | | | | | | | | | |
| pa pyr us | mats , bags | | | | | | | | | | | | | | | | | | |

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| | | | | | <div>ba na na fibr e</div> <div>sisal</div> <div>raffia</div> <div>animal skin</div> <div>seeds</div> <div>tree trunks</div> | <div>mats , ropes , dolls , bag</div> <div>ropes , door mats, sacks , bags</div> <div>raffia skirts , brooms , mats</div> <div>bags , belts , brooms , mats</div> <div>necklaces , bracelets , earrings</div> <div>Mortars , pestles , stools , drums</div> | | | | | | | | | |
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| | 2 | 2 | Basic technology | Concept of technology | Uses of products got from natural materials. ⇒ The products can be sold for money. (a source of income) ⇒ Some products are used as utensils. | Mentions the use of products got from natural materials | Guided discovery Guided discussion Brain storming | Mentioning the use of products got from natural materials | Fluency Critical thinking Care love | Raffia Drum Bells ropes | M k J u n i o r L i t e r a c y B o o k 3 | | | | | | | |
| | 3 | 3 | Basic technology | Concept of technology | Products from artificial materials <table><tr><td>M a t e r i a l</td><td>Product</td></tr><tr><td>Straws</td><td>mats , bags , ropes</td></tr><tr><td>plastic</td><td>candles , plates , cups , buckets ,</td></tr></table> | M a t e r i a l | Product | Straws | mats , bags , ropes | plastic | candles , plates , cups , buckets , | Mentions the products got from artificial crowns materials | Guided discovery Guided discussion Brain storming | Mentioning the products got from artificial materials | Fluency Critical thinking Care love | Beads papers | M k J u n i o r L i t e r a c y B o o k 3 | |
| M a t e r i a l | Product | | | | | | | | | | | | | | | | | |
| Straws | mats , bags , ropes | | | | | | | | | | | | | | | | | |
| plastic | candles , plates , cups , buckets , | | | | | | | | | | | | | | | | | |

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| | | | | | <table><tr><td>s</td><td>chairs etc.</td></tr><tr><td>B</td><td>necklaces ,</td></tr><tr><td>e</td><td>rosaries ,</td></tr><tr><td>a</td><td>anklets , ,</td></tr><tr><td>d</td><td>bags ,</td></tr><tr><td>s</td><td>wallets</td></tr></table> | s | chairs etc. | B | necklaces , | e | rosaries , | a | anklets , , | d | bags , | s | wallets | | | | | | | | | |
| s | chairs etc. | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | necklaces , | | | | | | | | | | | | | | | | | | | | | | | | | |
| e | rosaries , | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | anklets , , | | | | | | | | | | | | | | | | | | | | | | | | | |
| d | bags , | | | | | | | | | | | | | | | | | | | | | | | | | |
| s | wallets | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 | 4 | Basic technology | Concept of technology | Uses of products made from artificial materials. - We sell them and get money. - They are used for playing. - They can be used for decoration. - They are used for weaving mats, baskets. - They are used for study purpose. | Mentions the uses of products made from artificial materials | Guided discovery Guided discussion Brain storming | Mentioning the uses of products made from artificial materials | Fluency Critical thinking Care love | Chalk board illustration | Mk Junior Literacy Book 3 | | | | | | | | | | | | | | | |

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| 5 | 5 | Basic technology | Concept of technology | <p>Meaning of energy Energy is also the ability to do work.</p> <p>Types of energy 1. Potential energy. 2. Kinetic energy</p> <p>Sources of energy Natural sources of energy; These are sources made by God. Examples;- - water - air/wind - sun</p> <p>Water as a source of energy -Water is a source of energy that is used in generating electricity.</p> | Mentions the types of sources of energy States the examples of natural sources of energy and their uses | Guided discovery Guided discussion Brain storming | Mentioning the types of sources of energy Stating the examples of natural sources of energy and their uses | Fluency Critical thinking Care love | Chalk board illustration | Mk Junior Literacy Book 3 | |
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| 6 | 1 | 1 | Energy in our sub county | energy | <p>Air / wind as a source of energy.</p> <ul style="list-style-type: none"> - Wind helps in turning wind mills. - Wind is also used in turning of turbines that help in generating electricity. <p>The sun as a source of energy.</p> <ul style="list-style-type: none"> - The sun provides us with solar energy. - The sun provides plants with light to make their own food. - The sun helps dry our harvested crops and wet clothes | Mentions the uses of the sun as a source of energy | <p>Guided discovery</p> <p>Guided discussion</p> <p>Brain storming</p> | Mentioning the uses of the sun as a source of energy | <p>Fluency</p> <p>Critical thinking</p> <p>Care</p> <p>love</p> | Chalk board illustration | M k Junior Literacy Book 3 | |
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| | 2 | 2 | Energy in our sub county | energy | <p>Artificial sources of energy These are sources of energy made by man.</p> <p>Examples of artificial sources of energy.</p> <ul style="list-style-type: none"> - electricity - charcoal - diesel - petrol - paraffin - gas - firewood <p>Uses of electricity;</p> <ul style="list-style-type: none"> - It is used for lighting. - It is used for cooking. <p>Charcoal Charcoal is used for cooking. Charcoal is used for ironing clothes</p> | Gives examples of artificial sources of energy Mentions uses of electricity and wood fuel | Guided discovery Guided discussion Brain storming | Giving examples of artificial sources of energy Mentioning uses of electricity and wood fuel | Fluency Critical thinking Care love | Chalk board illustration | M k Junior Literacy Book 3 | |
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| 3 | 3 | Energy in our sub county | Ways of saving energy | Ways of conserving electricity <ul style="list-style-type: none"> - By using energy saving bulbs and stoves - By switching off electric appliances when not in use. - By planting trees. - By recycling Importance of saving energy. <ul style="list-style-type: none"> - To avoid wastage - To reduce costs - For future use | Mentions ways of saving energy States the importance of saving energy | Guided discovery Guided discussion Brain storming | Mentioning ways of saving energy Stating the importance of saving energy | Fluency Critical thinking Care love | Chalk board illustration | M k Junior Literacy Book 3 | |
| 4 | 4 | Energy in our sub county | Uses of energy | Use of energy <ul style="list-style-type: none"> - Heat energy from the sun dries harvested crops. - Light energy enables us to see. - Fast flowing water produces hydro – electricity. - Wind runs wind mills. - Solar energy gives us solar electricity. | States uses of energy | Guided discovery Guided discussion Brain storming | Stating uses of energy | Fluency Critical thinking Care love | Chalk board illustration | M k Junior Literacy Book 3 | |

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| | | | | | <ul style="list-style-type: none"> - Light energy enables plants to make their own food. - For running machines. - Electricity is used for cooking food, lighting , running machines | | | | | | | |
| | 5 | 5 | Dangers of energy and ways of managing dangers associated with energy | Danger of energy | Dangers associated with energy. <ul style="list-style-type: none"> - Electricity shocks people if not handled well. - It can lead to fire out breaks. - Strong wind destroys houses and plants. - Strong wind causes soil erosion. - Prolonged sunshine causes drought. | Mentions the dangers of energy | Guided discovery Guided discussion Brain storming | Mentioning the dangers of energy | Fluency Critical thinking Care love | Word cards | M k J u n i o r L i t e r a c y B o o k 3 | |

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| 7 | 1 | 1 | Dangers of energy and ways of managing dangers associated with energy | Ways of avoiding dangers associated with energy | Ways of avoiding problems associated with energy. <ul style="list-style-type: none"> - By covering electric wires with insulators. - By using fire extinguishers. - By planting trees. - By carrying out irrigation. | States the ways of avoiding dangers associated with energy | Guided discovery Guided discussion Brain storming | Stating the ways of avoiding dangers associated with energy | Fluency Critical thinking Care love | Word cards | M k Junior Literacy Book 3 | |
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