

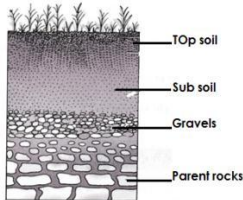
# SCHEME OF WORK FOR P.3 TERM ONE 2025



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	<b>Soil</b> Soil is the top layer that covers the earth's surface <b>Components/co mposition of soil</b> Rock particles - Humus/Organi c matter <b>Importance of each component of environment</b> <b>(a) Water</b>	<b>The learner;</b> 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	

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

					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	Clay soil	⇒ Clay soil is made of very small, smooth fine particles of soil. ⇒ Clay soil particles are very close to each other	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	
				Loam soil	⇒ It has a uniform mixture of sand, clay and humus ⇒ It is dark in colour								

	4	4	Our environment in our division	Soil texture	<p><b>Soil texture</b> Soil texture is the roughness or smoothness of soil.</p> <p><b>Texture of different types of soil</b></p> <table><tr><th>Types of soil</th><th>texture</th></tr><tr><td>Sand</td><td>- Soil has r - This is be big soil spaces.</td></tr></table>	Types of soil	texture	Sand	- Soil has r - This is be big soil 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 spaces.															
	5	5	Our environment in our division	Soil profile	<p><b>Layers of soil</b> ⇒ Soil profile is the natural vertical arrangements of soil layers.</p> 	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					

					<p>⇒ -The different layers of soil profile are easily seen in</p> <ol style="list-style-type: none"> <li>1. Dug pit</li> <li>2. Cliff</li> </ol>		ation					
2	1	1	<b>Our environment in our division</b>	<b>Uses of soil</b>	<p><b>Uses of soil</b></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><b><u>Uses of sand soil</u></b></p> <p>⇒ For building houses</p> <p>⇒ For making bricks</p> <p>⇒ For making glasses</p> <p>⇒ For making sand paper</p> <p><b><u>Uses of clay soil</u></b></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	

					⇒ For making tiles							
	2	2	Our environment in our division	Soil formation	<b>Soil formation</b> ⇒ Soil is formed in two ways/ methods namely. 1. Decomposition 2. Weathering <b>a) Decomposition</b> . <b>Causes of decomposition</b> Fungi ✓ Bacteria <b>b) Weathering</b> ⇒ 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	

					<b>Causes of weathering</b> ✓ Earth quake							
	3	3	Our environment in our division	Soil formation	<b>Experiments about soil components</b> <b>a) An experiment to prove that soil contains humus</b> <b>Things to be used (Apparatus)</b> <ol style="list-style-type: none"> <li>1. Soil sample</li> <li>2. Empty glass,</li> <li>3. Water</li> </ol> <b>Steps followed</b> <ol style="list-style-type: none"> <li>1. Get a big glass</li> <li>2. Pour in soil up to quarter way the glass.</li> <li>3. Add water to the brim of the glass.</li> <li>4. Now cover the glass, shake it and let it to</li> </ol>	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	

					settle.							
	4	4	Our environment in our division	Soil formation	<b>An experiment to prove that soil contains water</b> <b>Things you will need</b> <ol style="list-style-type: none"> <li>1. Water</li> <li>2. Sauce pan</li> <li>3. Cover</li> <li>4. Heat source</li> </ol> <b>Procedure</b> <ol style="list-style-type: none"> <li>1. Get some garden soil and put it in a saucepan.</li> <li>2. cover the saucepan with another saucepan</li> <li>3. Put the sauce pan on fire</li> </ol>	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	



	5	5	Our environment in our division	Natural causes of changes in the environment	<b>Types of changes in our surroundings</b> 1. Natural changes 2. Human activities /man-made changes <b>Natural changes</b> ⇒ Changes which are brought about by nature are called <b>natural changes</b> ⇒ Man has little or no control over them. <b>Natural changes around us</b> 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	

					Landslides Thunder							
3	1	1	Our environment in our division	Weather and its elements	<b>Changes in weather</b> ⇒ Weather is the condition of the atmosphere of a given place at a given time. <b>Weather is made up of the following factor/elements</b> 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	<b>Causes of changes in the environment</b> <b>Floods</b> ⇒ 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	

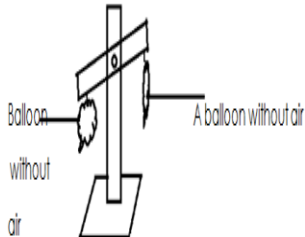
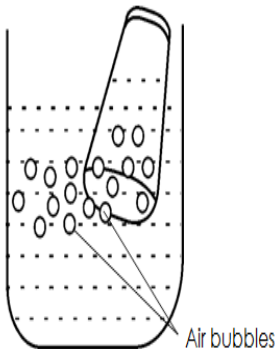
					fall. <b>Drought</b> ⇒ Deforestation ⇒ Too much sunshine. <b>Land slides</b> ⇒ Too much rain fall.		Question and answer demonstration		awareness		three	
	3	3	Our environment in our division	Effects of changes in the environment	<b>Effects of changes in the environment</b> <b>1. Floods</b> ⇒ A flood is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

					<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><b>Drought</b></p> <p><b>Drought (natural causes)</b></p> <p>⇒ Drought is a long period of sunshine without rain.</p> <p><b>Effects of drought in the environment</b></p> <ul style="list-style-type: none"> <li>▪ <b>Drought causes many changes in the environment</b></li> </ul> <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</p> <p>awareness</p>	<p>Our daily experiences</p>	<p>Mk junior literacy book three</p>	

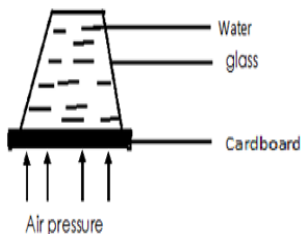

					are no plants for them to eat as food. ⇒ Drought dries water sources							
	5	5	Our environment in our division	Managing effects of changes in the environment	<b>Managing effects of changes in the environment</b> <b>a) Floods</b> ⇒ Dig big trenches to avoid floods. Trenches direct water to the right place. <b>b) Drought</b> ⇒ Planting trees ⇒ Digging valley dams ⇒ Planting drought resistant crops. <b>Land slides</b> ⇒ 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	

					mountains. ⇒ Planting trees							
4	1	1	Our environment in our division	Changes in the environment through human activities	<b>Human activities/man-made changes</b> ⇒ These are changes brought about by people or man. <b>Examples of man-made changes</b> ⇒ 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	<b>Possible ways of managing people made changes</b> ⇒ 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	

				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"> <li>• <b>Air</b> Air is a mixture of gases</li> <li>• <b>Components of air</b> <ol style="list-style-type: none"> <li>1. Nitrogen</li> <li>2. Oxygen</li> <li>3. Carbohydrates</li> <li>4. Rare gases</li> </ol> </li> <li>• <b>Percentage of gases in the atmosphere</b></li> </ul>	<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	

					1. Nitrogen - 78% 2. Oxygen - 21%							
	4	4	Our environment in our division	Air and the sun	<b>• Properties of air</b> <b>Air has weight.</b> 	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	<b>Air occupies space.</b> 	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	



5	1	1	Our environment in our division	Air and the sun	<b>Air exerts pressure.</b> 	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	<b>Air can be compressed.</b> 	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	<b>• Uses of wind /air</b> ⇒ 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	

					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	• <b>Dangers of wind</b> ⇒ 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	

	5	5	Our environment in our division	Air and the sun	<ul style="list-style-type: none"> <li>• <b>The sun</b> <ul style="list-style-type: none"> <li>⇒ The is the natural source of heat and light.</li> <li>⇒ The sun rises in the East and sets in the west.</li> <li>⇒ When light from the sun is blocked by an opaque object, a shadow is formed.</li> <li>⇒ In the morning, shadows are formed in the West. In the evening shadows are formed in the East. . At noon, midday, shadows are shortest.</li> </ul> </li> </ul>	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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6	1	1	Our environment in our division	Air and the sun	<ul style="list-style-type: none"> <li>• <b>Uses of the sun</b> <ul style="list-style-type: none"> <li>⇒ The sun gives us light</li> <li>⇒ Sun heat helps to keep our bodies warm.</li> <li>⇒ Sun light helps our bodies to make vitamin D.</li> <li>⇒ The sun is the source of solar energy.</li> <li>⇒ The sun dries harvested crops.</li> <li>⇒ The sun dries clothes.</li> <li>⇒ The sun helps plants to make their own food.</li> </ul> </li> </ul>	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	

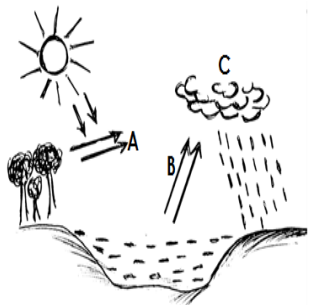
	2	2	Our environment in our division	Air and the sun	<ul style="list-style-type: none"> <li>• <b>Dangers of the sun</b> <ul style="list-style-type: none"> <li>⇒ Too much sunshne dries water sources.</li> <li>⇒ Too much sunshine makes land too hard to dig.</li> <li>⇒ Direct sun heat may lead to skin cancer.</li> </ul> </li> </ul>	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><b><u>An experiment to show that plants need sunlight.</u></b></p> <ul style="list-style-type: none"> <li>⇒ Plants need sunlight to grow well</li> <li>⇒ Sunlight is used by plants to make their own food.</li> </ul> <p><b><u>Conditions</u></b></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	

					<u><b>needed by plants to grow well.</b></u> ⇒ Sunlight ⇒ Water		ation					
	<b>4</b>	<b>4</b>	<b>Our environment in our division</b>	<b>water</b>	<u><b>Rainfall formation</b></u> ⇒ Rain is the amount of water falling in separate drops from clouds. <u><b>Process in the rain formation(water cycle)</b></u> <b>1. Evaporation</b> ⇒ This the process by which water changes into vapour. <b>2. Condensation</b> ⇒ This is the process by which vapor changes into water. <b>3. Transpiration.</b> ⇒ 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	

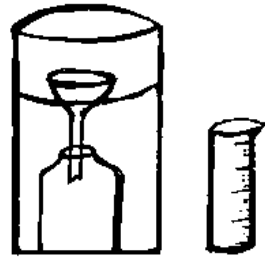
					which plants lose water into the atmosphere.							
	5	5	<b>Our environment in our division</b>	<b>water</b>	<ul style="list-style-type: none"> <li>• <b>Clouds</b> ⇒ Clouds are a mass of condensed water floating in the sky.</li> <li>• <b>Types of clouds</b> <ol style="list-style-type: none"> <li>1. Nimbus clouds</li> <li>2. Cirrus clouds</li> <li>3. Stratus clouds</li> <li>4. Cumulus clouds</li> </ol> </li> <li>• <b>Nimbus clouds</b> <ul style="list-style-type: none"> <li>⇒ They are dark grey in colour</li> <li>⇒ Nimbus clouds are the nearest to the earth's surface</li> <li>⇒ They give us rain</li> </ul> </li> </ul>	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	

7	1	1	Our environment in our division	water	<ul style="list-style-type: none"> <li><b>Uses of clouds:</b> <ul style="list-style-type: none"> <li>⇒ Nimbus clouds give us rain.</li> <li>⇒ Clouds cool the environment.</li> <li>⇒ Clouds protect us from direct sun rays.</li> </ul> </li> </ul>	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><b><u>Effects/ dangers of clouds</u></b></p> <ul style="list-style-type: none"> <li>⇒ Clouds can bring heavy rainfall which causes floods</li> </ul>	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	



							demonstration					
	3	3	Our environment in our division	water	<p><b><u>An illustration of water cycle.</u></b></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"> <li><b>Measuring rainfall</b> ⇒ Rainfall is measured using an instrument called a rain gauge. <b>A diagram of a</b></li> </ul>	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

	5	5	Our environment in our division	water	<p><b><u>Importance of rain on soil and animals</u></b></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	Observation Guided discovery Guided discussion Question and answer demonstration	Mentioning the uses of rain on soil and animals	Appreciation Fluency Care Love critical thinking awareness	Rain water	Mk junior literacy book three	
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8	1	1	Our environment in our division	water	<b>Dangers of rain on soil and animals</b> 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"> <li><b><u>Importance of water</u></b>                ⇒ 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.</li> </ul>	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	

3	3	Our environment in our division	water	<p><b><u>Sources of water</u></b></p> <p>Natural sources</p> <p>Man-made sources of water</p> <p><b>Natural sources</b></p> <p>These sources of water occur naturally e.g. lakes</p> <p><b>Man-made sources</b></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><b><u>Maintenance of water sources</u></b></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	

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

# SCHEME OF WORK FOR P.3 TERM TWO 2025

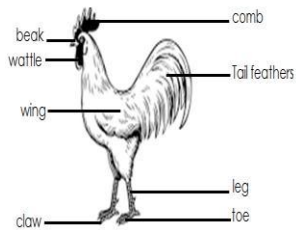
W K	P D	DAY	THEME	S/THEM E	CONTENT	COMPETENCES	METHODS	ACTIVITIES	INDI.OF LSV	INSTR. MAT	REF	R E M
1	1	1	<b>Living things in our sub county</b>	<b>Living things</b>	<p><b>Living things</b> ⇒ Living things are things that have life. ⇒ <b>Types of living things.</b> Plants Animals <b>Characteristic of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

	2	2	Living things in our sub county	Living things	<b>Classes of animals</b> ⇒ 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 , <b>Types of animals</b> <ul style="list-style-type: none"> <li>Domestic animals</li> <li>Wild animals</li> </ul>	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	

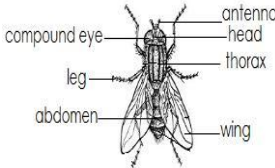


	3	3	Living things in our sub county	Living things	<b>Characteristic of animals.</b> Some animals have skins which are covered with fur or hairs Some animals have skins which are covered with scales Animals have four legs Some animals have two legs e.g. monkey, gorilla, baboon, Kangaroo etc. Some animals 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	<b>Habitat</b> ⇒ A habitat is a place where animals live. <b>Examples</b> 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	

					<table><tr><td colspan="2">3. Bush</td></tr><tr><td>Home</td><td>Animal</td></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>	3. Bush		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	
3. Bush																																		
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	<b>Birds</b> 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																							

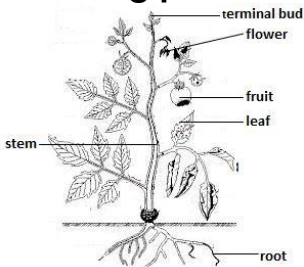
					 <p><b>Types of birds.</b> 1. Domestic birds 2. Wild birds</p> <p><b>Domestic birds</b> Domestic birds are birds that are kept at home. E.g. hen, turkey, pigeon and duck.</p>		brain storming		Problem solving		3	
2	1	1	Living things in our sub county	Wild Birds	<p><b>Wild birds</b> ⇒ Wild birds are birds which live in the bush , forest e.g. owl ,</p>	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	

					<p>eagle , dove , ostrich , parrot , crested crane , crow, kite, weaver birds , etc.</p> <p><b>Characteristics of birds.</b></p> <p>⇒ They have feathers.</p> <p>⇒ They lay eggs.</p> <p>⇒ Their legs are covered with scales.</p> <p><b>Habitats for birds.</b></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><b>Insects</b></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>	<p>Guided discussion</p> <p>Question</p>	Mentioning the three main parts of an insect	<p>Fluency</p> <p>Critical thinking</p> <p>Appreciation</p>	A chart showing different parts of an	Mk junior literacy	

					<p><b>Examples of insects</b></p> <p>White ants Butterflies Tsetse flies</p> <p><b>Parts of an insect</b></p>  <p>⇒ Their bodies are divided into three main body parts.</p> <ol style="list-style-type: none"> <li>1. Head</li> <li>2. Thorax</li> <li>3. Abdomen</li> </ol>	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	<b>Characteristics of insects.</b>	States the characteristics of insects	Guided discussion	Stating the characteristics of insects	Fluency Critical thinking Appreci	A chart showing different insects	Mk juni or liter	

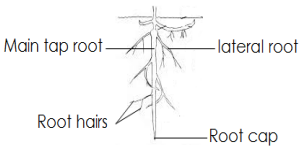
			county		<p>. Insects have <b>three</b> main body parts.</p> <p>2. Insects breathe through holes called spiracles.</p> <p>3. They have six jointed legs.</p> <p><b>Habitat for insects.</b></p> <p>Insects stay in different places e.g. soil, plants, water.</p>		Question and answer brain storming		ation Care Love Proble m solving		acy bo ok 3	
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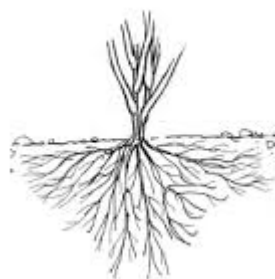
	4	4	Living things in our sub county	Insects	<p><b>Caring for bees.</b>  ⇒ Provide a hive.  ⇒ Provide water for drinking.  ⇒ Provide water for drinking.  ⇒ Plant flowers for nectar.</p> <p><b>Caring for birds and animals.</b>  1. Feeding them.  2. Provide shelter or a habitat.  3. Provide water.  4. Clean their homes / habitats  5. Treat them when they are sick.</p> <p><b>Caring for wild birds and animals.</b>  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><b>Flowering plants;</b> ⇒ Flowering plants are plants which bear flowers. Most flowering plants reproduce by means of seeds.</p> <p><b>Examples of flowering plants</b> maize plant sweet potato orange plant</p> <p><b>Parts of a flowering plant.</b></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	



3	1	1	Living things in our sub county	Plants	<p><b>Uses of roots to a plant.</b></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><b>Uses of stems to a plant.</b></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>	Mk junior literacy book 3	


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



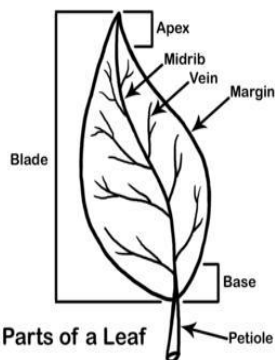
**Examples of plant with fibrous root system**

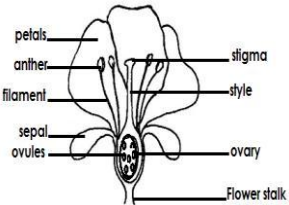
maize  
sorghum  
millet

	3	3	Living things in our sub county	Plants	<p><b>Types of stems.</b></p> <p>⇒ There are four types of stems namely;</p> <ol style="list-style-type: none"> <li>1. Upright stems</li> <li>2. Underground stem</li> <li>3. Creeping stems</li> <li>4. Climbing stems</li> </ol> <p><b>Upright stems</b></p> <p>⇒ These are stems which grow straight above the soil.</p> <p><b>Examples of</b></p>	<p>Mentions the types of stems</p> <p>Defines upright stems</p> <p>Gives examples of plants with upright stems</p> <p>Defines underground stems and gives examples</p> <p>Defines creeping stems and</p>	<p>Guided discussion</p> <p>Question and answer brain storming</p>	<p>Mentioning the types of stems</p> <p>Defining upright stems</p> <p>Giving examples of plants with upright stems</p> <p>Defining underground stems and giving</p>	<p>Fluency</p> <p>Critical thinking</p> <p>Appreciation</p> <p>Care</p> <p>Love</p> <p>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>	

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




				<p>2. Broadcasting  <b>Row planting / sowing/ scattering method</b>  ⇒ In row planting method, crops are planted in rows or lines.  <b>Examples of crops that can be planted in rows include;-</b>  beans  maize  cassava  <b>illustration</b></p> <p><b>Broadcasting method</b>  ⇒ In this method of planting, seeds are just scattered in the garden.  <b>Examples of crops that can be broadcast</b>  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><b>Care for crops.</b></p> <p><b>Example;</b></p> <p><b>Weeding</b></p> <p>⇒ This is the removal of unwanted plants from the garden. The unwanted plants are called weeds.</p> <p><b>Importance of weeding</b></p> <p>⇒ It helps to control pests.</p> <p><b>Mulching</b></p> <p>⇒ Mulching is the covering of top soil with dry plant materials like grass, leaves, sticks</p> <p><b>Importance</b></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 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	
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5	1	1	Living things in our sub county	Pruning and thinning	<p><b>Pruning</b> ⇒ Pruning is the removal of unwanted branches from the plant? ⇒ It also helps to control pests.</p> <p><b>Thinning</b> ⇒ Thinning is the removal of excess crops from the garden in order to create space for the growing crops.</p> <p><b>Importance</b> ⇒ It reduces competition of the crops for sunlight, water,</p> <p><b>Watering</b> ⇒ 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><b>Spraying;</b></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><b>Staking</b></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	Crop rotation	<p><b>Crop rotation</b> ⇒ Crop rotation is the growing of different types of crops on the same piece of land season after season.</p> <p><b>illustration</b></p> <table><tr><td><b>Season A</b> Maize</td><td><b>Season B</b> Beans</td></tr><tr><td><b>Season D</b> Sweet – potatoes</td><td><b>Season c</b> Ground nuts</td></tr></table> <p><b>Importance of crop rotation</b> ⇒ It helps to control pests and diseases.</p>	<b>Season A</b> Maize	<b>Season B</b> Beans	<b>Season D</b> Sweet – potatoes	<b>Season c</b> 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
<b>Season A</b> Maize	<b>Season B</b> Beans													
<b>Season D</b> Sweet – potatoes	<b>Season c</b> Ground nuts													

4	4	Living things in our sub county	Garden tools	<p><b>Garden tools</b></p> <p>⇒ These are equipment used by a farmer in the garden or farm.</p> <p>⇒ Below are some of the garden tools used by farmers.</p> <table><tr><th>Garden</th><th>Use</th></tr><tr><td></td><td><ul style="list-style-type: none"><li>- For digging</li><li>- For weeding</li><li>- For harvesting cassava</li></ul></td></tr></table>	Garden	Use		<ul style="list-style-type: none"><li>- For digging</li><li>- For weeding</li><li>- For harvesting cassava</li></ul>	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 juni or literacy book 3
Garden	Use													
	<ul style="list-style-type: none"><li>- For digging</li><li>- For weeding</li><li>- For harvesting cassava</li></ul>													



	5	5	Living things in our sub county	Garden tools	<div> <div>  </div> <div> Rake </div> </div> <div> <div>  </div> <div> slasher </div> </div> <div> <div>  </div> <div> An axe </div> </div> <div> <div> -For collecting dry weeds. For leveling soil on a nursery bed. </div> <div> -For slashing </div> <div> -For cutting big trees -For splitting firewood </div> </div>	Guided discovery	Drawing and naming the garden tools	Fluency	Real garden tools	Mk junior literacy book 3
						Guided discussion	Giving the uses of different garden tools	Critical thinking		
						Question and answer brain storming		Appreciation		
								Care		
								Love		
								Problem solving		

6	1	1	Living things in our sub county	Caring for garden tools	<b>Ways of caring for garden tools.</b> ⇒ 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	<b>Nursery bed</b> ⇒ A nursery bed is a place where seedlings are raised before taken to the main garden. <b>Importance of a nursery bed</b> ⇒ 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. <b>Crops that can be grown in a nursery bed.</b> 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><b>Germination</b> ⇒ Germination is the growing of a seed into a seedling.</p> <p><b>Conditions for germination.</b></p> <ol style="list-style-type: none"> <li>1. oxygen</li> <li>2. water /</li> <li>3. warmth</li> </ol> <p><b>An experiment to show that seeds.</b></p> <p>Need water, oxygen and warmth to germinate.</p> <p><b>Things we need.</b></p> <p>Seeds, containers, soil, oil, ice, water.</p> <p><b>Procedure;</b></p> <p>⇒ Get all the above items in the list above, plant your seeds as illustrated below</p>	Defines germination Mentions the conditions for germination	<p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer brain storming</p>	<p>Defining germination</p> <p>Mentioning the conditions for germination</p>	<p>Fluency</p> <p>Critical thinking</p> <p>Appreciation</p> <p>Care</p> <p>Love</p> <p>Problem solving</p>	Seeds water	Mk junior literacy book 3	
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	4	4	Living things in our sub county	Types of germination	<p><b>Types of germination.</b></p> <p>i) Epigeal germination</p> <p>ii) hypogeal germination</p> <p><b>Epigeal germination</b></p> <p>This is the type of germination in which the cotyledon comes</p> <p><b>Examples of seeds that undergo epigeal germination</b></p> <ol style="list-style-type: none"> <li>1. Beans</li> <li>2. Soya</li> </ol> <p><b>Hypogeal germination</b></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 brain storming</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><b>Resources</b> ⇒ Resources are things that satisfy human needs.</p> <p><b>Examples of basic resources.</b> water money land food fuel time minerals animals forests air</p> <p><b>Ways of saving resources</b> ⇒ 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><b>Reasons for saving resource</b></p> <p>⇒ To reduce costs e.g. electric bill.</p> <p>⇒ To avoid wastage</p> <p><b>Keeping records on daily activities.</b></p> <p>⇒ Records are documents kept and used for further reference</p> <p><b>Examples of records kept at home, and at school</b></p> <p><b>a) At home</b></p> <p>Electricity bills</p> <p>Health / medical reports</p> <p><b>b) At school</b></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>	<p>Stating why we save resources</p> <p>Defining the term records</p> <p>Giving examples of records kept at home and school</p>	<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	<b>Importance of keeping records.</b> ⇒ 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 or literacy book 3	
	3	3	Managing resources in our sub county	Spending resources	<b>Spending</b> ⇒ Spending is the buying of things using money. <b>Things we use and spend on.</b> 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 or literacy book 3	



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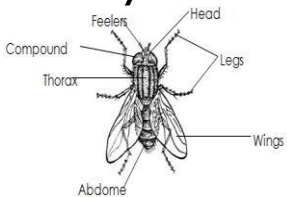
4	4	Managing resources in our sub county	projects	<p><b>Projects;</b></p> <p>⇒ Project activities by people get knowledge skills and money</p> <p><b>Examples projects.</b></p> <p>Bee keeping Fish farming poultry keeping cattle keeping Tree planting crop growing Brick making goat rearing</p> <p><b>Preparing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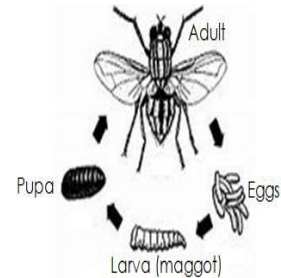
5	5	Managing resources in our sub county	Managing a project	<p><b>Managing a project.</b> ⇒ Projects should be well managed in order to produce profits.</p> <p><b>Ways of managing a project.</b> Record keeping maintenance Good administration commitment Division of labour supervision</p> <p><b>Importance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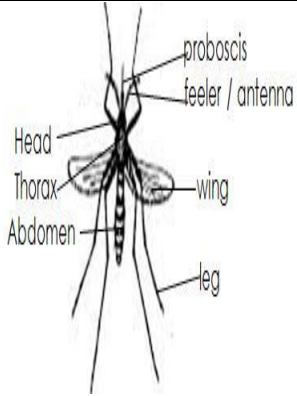


## SCHEME OF WORK FOR P.3 TERM THREE 2025

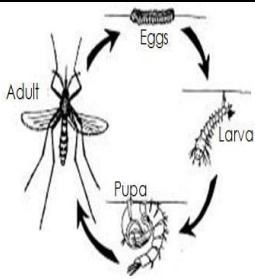
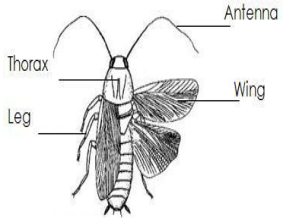
W K	P D	DA Y	THEME	S/THEM E	CONTENT	COMPETENCES	METHODS	ACTIVITIES	INDI.OF LSV	INSTR. MAT	RE F	R E M
1	1	1	Health in our sub county	Diseas e vector s	<b>The concept and meaning of vectors,</b> A vector is an organism that spreads disease germs. A germ is a tiny living organism that causes diseases. <b>Common vectors and characteristics</b> <b>Examples of vectors</b> 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	

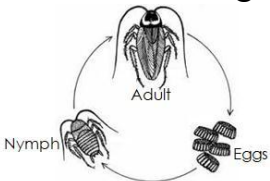
2	2	Health in our sub county	Diseases vectors	<b>Characteristics of vectors.</b> <ul style="list-style-type: none"> <li>⇒ Some vectors suck blood from other animals.</li> <li>⇒ Some vectors live in dirty places.</li> <li>⇒ Some vectors have the proboscis for sucking blood.</li> </ul> Some vectors have 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	<b>Life cycle of vectors</b> <b>House fly</b> Houseflies are found in dirty places like latrines and rubbish pits <b>External parts of a housefly.</b> 	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	

					<b>Characteristics of a house fly</b> A house fly has three main body parts							
	4	4	Health in our sub county	Diseases	<b>Life cycle of a housefly.</b>  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	<b>Types of mosquitoes</b> 1. Anopheles mosquitoes 2. Tiger / aedes mosquitoes 3. culex mosquitoes <b>External parts of a mosquito</b>	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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2	1	1	Health in our sub county	Diseas e vector s	<b>Characteristics of mosquitoes</b> 1. Mosquitoes lay their eggs in stagnant (still) water. 2. Mosquitoes use proboscis to bite and suck blood from people. <b>The life cycle of a mosquito.</b> 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	



												
	2	2	Health in our sub county	Diseases vector s	<p><b>Cockroaches</b> - Cockroaches are brown winged insects.</p> <p><b>Where cockroaches are found.</b> i) pit latrines ii) cracks on walls iii) dark corners</p> <p><b>External parts of a cockroach</b></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	

3	3	Health in our sub county	Diseases vectors	<p><b>Dangers of cockroaches.</b> They spread germs that cause diseases. They destroy our property like books and clothes.</p> <p><b>The life cycle of a cockroach.</b> A cockroach undergoes incomplete metamorphosis. It has <b>three</b> stages.</p>  <p><b>Economic importance of vectors.</b> 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><b>The concept and meaning of diseases.</b></p>	Mentions signs and symptoms of malaria	Guided discovery Guided	Mentioning signs and symptoms of	Fluency Critical	Flash cards	Mk Ju	

			county	s	<p><b>Diseases spread by mosquitoes.</b></p> <p><b>Malaria</b> Malaria is spread by a female anopheles mosquito.</p> <p><b>Signs and symptoms of malaria</b></p> <ol style="list-style-type: none"> <li>1. Body weakness</li> <li>2. high temperature (fever)</li> <li>3. headache</li> <li>4. Rapid breathing.</li> <li>5. Shivering</li> </ol> <p><b>Ways of preventing malaria</b></p> <ul style="list-style-type: none"> <li>⇒ Draining stagnant water around homes.</li> <li>⇒ Spraying using insecticides</li> <li>⇒ Pouring oil on stagnant water.</li> </ul>	States the ways of preventing malaria	discussion Brain storming	malaria Stating the ways of preventing malaria	thinking Care  love		
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	5	5	Health in our sub county	Diseases vector s	<p><b>Diseases spread by a housefly.</b></p> <ul style="list-style-type: none"> <li>✓ cholera</li> <li>✓ typhoid</li> <li>✓ Diarrhoea</li> <li>✓ trachoma</li> <li>✓ dysentery</li> </ul> <p><b>How a housefly is able to spread diseases.</b></p> <ul style="list-style-type: none"> <li>✓ It has a hairy body that carries germs from dirty places into our food.</li> </ul> <p><b>Ways of controlling diseases spread by houseflies.</b></p> <ul style="list-style-type: none"> <li>✓ By covering left over food.</li> </ul>	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	M k Ju ni or Lit er ac y Bo ok 3	
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3	1	1	Health in our sub county	Diseas e vector s	<div>Diseases spread by other vectors.<table><tr><th>Ve cto r</th><th>Disea se</th></tr><tr><td>itch mit es</td><td>scabi es</td></tr><tr><td>rat flea s</td><td>bubo nic plag ue</td></tr><tr><td>lice</td><td>Rela psing fever</td></tr><tr><td>tick s</td><td>typh us fever</td></tr><tr><td>wat er snai l</td><td>bilhar ziasis</td></tr><tr><td>bla ck fly</td><td>River blind ness</td></tr></table></div>	Ve cto r	Disea se	itch mit es	scabi es	rat flea s	bubo nic plag ue	lice	Rela psing fever	tick s	typh us fever	wat er snai l	bilhar ziasis	bla ck fly	River blind ness	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 Ju ni or Lit er ac y Bo ok 3
Ve cto r	Disea se																								
itch mit es	scabi es																								
rat flea s	bubo nic plag ue																								
lice	Rela psing fever																								
tick s	typh us fever																								
wat er snai l	bilhar ziasis																								
bla ck fly	River blind ness																								

	2	2	Health in our sub county	Diseases vector s	<b>Ways through which vectors spread diseases</b> 1. Through bites 2. Through the 4Fs chain <b>Diseases spread through bites</b> - Malaria - elephantiasis - typhus fever - sleeping sickness - yellow fever - relapsing fever <b>Diseases spread through 4Fs chain</b> - 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	<b>Prevention and controlling vectors</b> - 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	<b>HIV / AIDS</b> HIV in full is Human immunodeficiency virus. <b>Ways of spread.</b> ⇒ 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	

					<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><b>Effects of HIV – AIDS</b></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><b>Care for HIV / AIDS patients</b></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	



					counseling.							
4	1	1	Health in our sub county	HIV/AIDS	<b>Control measures</b> ⇒ 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 Junior Literacy Book 3	

	2	2	Basic technology	Concept of technology	<p><b>The concept of technology.</b> Technology is the way of doing things practically.</p> <p><b>Natural materials</b> ⇒ These are materials made by God.</p> <p><b>Examples of Natural materials.</b> Banana fibres Sisal Clay Palm leaves Animal skin Raffia Papyrus reeds Tree trunks seeds</p> <p><b>Characteristic of natural materials</b> ⇒ 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	<b>Artificial materials</b> These are materials made by man. <b>Examples of artificial materials.</b> Straws Plastic metals paper beads threads polythene wires <b>Characteristics of artificial materials.</b>	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	<b>Collecting and displaying materials for use.</b> 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	

					papers								
	5	5	Basic technology	Concept of technology	<b>Examples of Natural materials and their sources.</b>	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 wood papyrus grass animal skins barks of trees								Quarry  forest swamp  bush animals forest lake

					<div>sand reeds clay bana na fibre</div> <div>swamp bush swamp banana plantation</div>							
5	1	1	Basic techno logy	Conce pt of techno logy	<div><b>Products from natural materials.</b></div> <div> <div><b>Ma teri al</b></div> <div><b>Products</b></div> <div> <div>cla y</div> <div>pots , cups , plates , bricks , flowers vases, tiles etc.</div> <div>pal m lea ves</div> <div>mats , bags , hats , etc.</div> <div>pa pyr us</div> <div>mats , bags</div> </div> </div>	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	

					ba na na fibr e	mats , ropes , dolls , bag								
					sis a l	ropes , door mats, sacks , bags								
					raff ia	raffia skirts , brooms , mats								
					ani ma l skin	bags , belts , brooms , mats								
					see ds	necklaces , bracelets , earrings								
					tre e tru nks	Mortars , pestles , stools , drums								

	2	2	Basic technology	Concept of technology	<b>Uses of products got from natural materials.</b> ⇒ 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	<b>Products from artificial materials</b>			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	
					<b>M a t e r i a l</b>	<b>Product</b>								
					Straws	mats , bags , ropes								
					plastic	candles , plates , cups , buckets ,								

					<table><tr><td>s</td><td>chairs etc.</td></tr><tr><td>B e a d s</td><td>necklaces , rosaries , anklets , , bags , wallets</td></tr></table>	s	chairs etc.	B e a d s	necklaces , rosaries , anklets , , bags , wallets									
s	chairs etc.																	
B e a d s	necklaces , rosaries , anklets , , bags , wallets																	
	4	4	Basic technology	Concept of technology	<b>Uses of products made from artificial materials.</b> - 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							



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

					<ul style="list-style-type: none"> <li>- Light energy enables plants to make their own food.</li> <li>- For running machines.</li> <li>- Electricity is used for cooking food, lighting , running machines</li> </ul>							
	5	5	Dangers of energy and ways of managing dangers associated with energy	Danger of energy	<b>Dangers associated with energy.</b> <ul style="list-style-type: none"> <li>- Electricity shocks people if not handled well.</li> <li>- It can lead to fire outbreaks.</li> <li>- Strong wind destroys houses and plants.</li> <li>- Strong wind causes soil erosion.</li> <li>- Prolonged sunshine causes drought.</li> </ul>	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	

7	1	1	Dangers of energy and ways of managing dangers associated with energy	Ways of avoiding dangers associated with energy	<b>Ways of avoiding problems associated with energy.</b> <ul style="list-style-type: none"> <li>- By covering electric wires with insulators.</li> <li>- By using fire extinguishers.</li> <li>- By planting trees.</li> <li>- By carrying out irrigation.</li> </ul>	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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