 Primary Three Literacy II Scheme of Work for Term I - III

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| **SUBJECT** | **LANGUAGE** |
| **1** | **1** | Our env’t in our sub- county | The concept of env’t and its components | Env’t | The learner;   * Defines the   term env’t.   * Gives examples of things that make up the env’t. * States the x- tics and examples of living and non-living. | * Names the component of the env’t. * Reads, writes and spells the words and sentences correctly. | * Env’t is man and his surround ings. * Compone nt of the env’t. * X-tics of living and non-living things. * Examples of living and non- living   things. | * Effecti ve comm unicat ion * Creati ve and critical thinki ng * Care * Respe ct | * Discussion * Question and answer * Nature talk | * Spelling of new words. * Answering written and oral questions | Local  env’t | **P.3 Curr. Pg.8** |  |
|  | **2** | Our env’t in our sub- county | The concept of env’t and its components | Componen ts of soil. Humus as a componen t of soil | * Defines soil correctly. * Names the components of soil. * Explains how humus is formed. * Observes correctly the experiments that show soil contains humus | - Spells, reads and writes the words, sentences related to soil and its humus. | * Definition of soil. * Compone nts of soil. * Ways how humus is forms. * Uses of humus in the soil. * Experime nt showing soil contains humus. |  | * Experimen tation * Discussion * Question and answer | - Observing and answering oral and written questions. | Drawn charts  Water, Jug  Soil sample |  |  |

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|  | **3** | Our env’t in our sub- county | The concept of env’t and its components | Air as a componen t of soil | * Defines air correctly. * Gives the uses of air. * Observes correctly the experiment that soil contains air. | - Writes, spells and reads the words related to air in the soil. | * Definition of air. * Uses of air in the soil. * Experime nt showing soil contains   air. | - Critica l and creativ e thinki ng | * Experimen t * Discussion * Question and answer | * Observing * Answering oral and written question | Water Soil Sample Jug |  |  |
|  | **4** | Our env’t in our sub- county | The concept of env’t and its components | Water as a componen t of soil | * Gives uses of water in the soil. * Explains the experiment showing soil contains water. | - Writes, spells and reads the words related water in the soil. | Water   * Uses of water in the soil. * Experime nt showing soil contains   water | - | - | - | Soil sample  Stove  Saucepa n |  |  |
|  | **5** | Our env’t in our sub- county | Env’t | Mineral salts in soil | The learner;   * Tells uses of mineral salts to plants. * Gives examples of mineral salts | * Names mineral salts * Spells words about mineral salts. | Mineral salts   * Meaning of mineral salts * Examples of mineral salts. * Weatheri ng and decompos ition * Definition of each process. | * Effecti ve comm unicat ion * Audibi lity * Respe ct and empat hy | * Explanatio n * Demonstra tion | - Naming mineral salts in the soil | Pupil’s  book | **NCDV P.3 Curr. Pg.8** |  |

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|  | **6** | Our env’t in our sub- county | Env’t | Types of soil and characteri stics | The learner;   * Names the types of soil. * Gives features of soil. | The learner;   * Names different types of soil. * Spells, reads and writes the words and sentences correctly. | Types of soil   * Structure of each type of soil. * Character istics of each type of soil – clay, sand and   loam soil. | - Critica l thinki ng | * Brain storming * Discussion | - Identifying types of soil | Chalk board illustrati on  Soil samples | **MK Integrated Sci. Bk.3 Pg.7** |  |
| **2** | **1** | Our env’t in our sub- county | Env’t | Clayey and its x- tics | The learner;  - Identifies clayey with its x-tics | The learner;   * Writes down the x- tics of clayey. * Reads and spells the words   correctly. | * The types of soil * Clay soil * X-tics of clay * Use of soil | - Conce rn fluenc y | - Question and answer | - Describing the uses of soil | Pots Plates Bricks | **MK Integrated Bk.3 Pg.7 & Pg.9** |  |
|  | **2** | Our env’t in our sub- county | Env’t | Soil profile | The learner;   * Defines soil profile. * Illustrates it well. * States x-tics of layers of soil | The learner;   * Draws the soil profile. * Names the soil layers. * Spells, reads words and sentences about soil profile. | * Soil   profile   * Definition of soil profile * Illustratio n of soil profile * X-tics of each layer | - | - | - Drawing the profile | A chart showing diagram | **MK Integrated Sci. Bk.3 Pg.18**  **P.3 Curr. Pg.18** |  |

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|  | **3** | Our env’t in our sub- county | Env’t | Soil erosion agents and types of soil erosion | The learner;   * Defines soil erosion. * Identifies types of soil erosion. | * Names agents of soil erosion. * Names types of erosion | Soil erosion   * Definition of soil erosion. * Types of erosion   e.g rill erosion, sheet erosion and gulley  erosion | * Care * Respe ct of others views | * Brain storming * Question and answer | * Naming * Identifying | Local  env’t | **P.3 Curr. Pg.18** |  |
|  | **4** | Our env’t in our sub- county | Env’t | Causes of erosion | The learner;   * Explains causes of soil erosion. * Gives control measures | The learner   * Reads the words. * Writes words correctly. | Causes of soil erosion   * Deforesta tion * Bush burning * Over stocking e.t.c   Control  measures of erosion |  | - | * Reading * Writing * Explaining | Local  env’t | **P.3 Curr. Pg.18** |  |
|  | **5** | Our env’t in our sub- county | Env’t | Soil exhaustio n and causes | The learner;   * Explains exhaustion * Suggests causes of soil. | The learner;   * Reads words correctly. * Writes sentences correctly. | * The   concept of soil exhaustio n.   * Definition * Soil   fertility and definition   * Causes of soil exhaustio n | * Logical reason ing * Conce rn respec t | - Describing causes of soil exhaustio n | - Describing causes of soil exhaustion | Local  env’t | **P.3 Curr. Pg.18** |  |

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|  | **6** | Our env’t in our sub- county | Env’t | Soil conservati on and soil fertility | The learner;   * Explains soil conservation. * Defines soil fertility. * States ways of conserving soil. | The learner;  - Writes words and sentences correctly. | * The   concept of soil conservat ion   * Definition of soil fertility * How to conserve soil? * Practice crop rotation * Mulching * Practice bush fullowing * Terracing hilly   areas | - | - Explanatio n | - Describing ways of conserving soil | Pupils book | **P.3 Curr. Pg.18** |  |
| **3** | **1** | Our env’t in our sub- county | Env’t | Natural changes, dangers/e ffect of changes | The learner;   * Defines natural change * Gives examples and dangers of natural changes. * Outlines the ways of managing changes. | The learner;   * Names examples of natural changes. * Spells and reads the words and sentences related to natural changes. | * Natural changes occur on their own e.g volcanic eruption, landslide, drought e.t.c * Effects/d angers of these changes | * Nature walk * Discus sion * Questi on and answe r * Techni que | * Creative thinking * Concern for others * Responsibi lity | * Naming natural changes * Stating dangers of natural changes | Local  env’t | **MK Int. Pr. Sci. Bk.3 Pg.8**  **P.3 Curr.** |  |

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|  | **2** | Our env’t in our sub- county | Env’t | Man-made changes good effects and results of man-made changes | The learner;   * Explains man-made changes * Gives examples and good effects of man-made. | The learner;   * Names man-made changes * Reads and spells the words related to man-made changes. | * Man- made changes take place due to man’s activities * Examples of man- made changes * Good effects of man- made changes. | * Respo nsibilit y * Care * Joy * Love | * Explanatio n * Discussion * Story telling | - Naming man-made changes |  |  |  |
|  | **3** | Env’t and weather in our sub – county | Air and water | Air | The learner;   * Differentiates between air and wind. * States the components of air. * Describes the percentages of air in our env’t. | The learner;  - Reads, writes and pronounces words correctly. | * The   concept of air and wind.   * Compone nts of air. * Percentag e compositi on of air in the atmosphe re | * Effecti ve comm unicat ion * Audibi lity * Care * Respe ct | * Discussion * Brain storming * Question and answer | - Outlining the component of air in the percentages | Chalk board illustrati on  Drawn chart | **MK Int. Sci. Bk.3 Pg.21** |  |

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|  | **4** | Env’t and weather in our sub – county | Air and water | Properties of air | The learner;   * Names the properties of air correctly. * Draws the illustrations to the properties of air. | The learner;  - Draws diagrams to show properties of air correctly. | Properties of air   * Air has weight * Air occupies space * Air exerts pressure * Air can be compress ed   Diagrams to illustrate each property of  air | * Drawi ng * Sharin g * Comp arison | * Discussion * Explanatio n | - Drawing the illustration to the properties of air | Drawn charts | **MK Int. Bk.3 Pg.21**  **Curri. Pg.22** |  |
|  | **5** | Env’t and weather in our sub – county | Air and water | Measuring air pressure (barometer  )  uses of air | * Names the instrument for measuring air pressure. * States the uses of air. | Draws the instrument and labels it correctly. | Measuring air pressure using a barometer.  Uses of air | - | - | - Drawing and labeling the barometer | Drawn chart |  |  |
|  | **6** | Env’t and weather in our sub – county | Air and water | Dangers of air  Rusting and its dangers | * Gives dangers of air/wind. * Explains rusting * Mentions dangers of rusting | Reads, spells and writes words related to rusting correctly. | * Dangers of air   Rusting   * Dangers of rusting and ways of preventin g rusting on metals | * Creati ve thinki ng * Conce rn for others * Logic * Care | * Excussion * Discussion * Explanatio n | * Observing rusted metals * Discussing ways of preventing rusting | Env’t |  |  |

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| **4** | **1** | Env’t and weather in our sub – county | The sun | * Usefulne ss and dangers of the sun * Types of shadows | * Gives the forms of energy from the sun. * States the uses and dangers of the sun. * Tells the types of shadows. | Reads, writes and spells the words and sentences correctly. | * Forms of energy from the sun * Uses of the sun * Dangers of the sun * Types of shadows and their uses | -do- | -do- | Observing Stating the uses and dangers of sun, drawing types of shadows | Env’t  Drawn chart |  |  |
|  | **2** | Env’t and weather in our sub – county | The sun | - Photosy nthesis | * Explains the concept of photosynthesi s. * Names the conditions, raw materials. * Experiments why plants need light. | Reads, spells and writes the words and sentences correctly. | * Defining photosynt hesis. * Condition s for photosynt hesis. * Raw   materials for photosynt hesis   * Experime nt to show plants need light   - |  | * Explanatio n * Discussion * Question and answer * Experimen t | - Observing the growing seedling towards light source | Env’t |  |  |

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|  | **3** | Env’t and weather in our sub – county | Sources of light | * Days and night * Rotation of the earth * Sources of light * Phases of moon | * Explains the idea of days and nights * Names the sources of light and phases of the moon. | Reads, spells and writes the words and sentences related to source of light. | * Days and nights (day time and night time) * Rotation of the earth around the sun. * Sources of light(natu ral and artificial) * Phases of   the moon. | * Effecti ve comm unicat ion * Creati ve thinki ng * Critica l thinki ng * Care | * Brain storming * Discussion * Inquiry method | * Naming the sources of light * Drawing and naming the phases of the moon | Torches Phones  Electrici ty  Drawn charts | **MK Int. Bk.3 Pg.29-33**  **Curr. Pg.22** |  |
|  | **4** | Env’t and weather in our sub – county | Clouds | - Types of clouds | * States the different types of clouds. * Gives the x- tics of each type of cloud. | Name the types of clouds | * Different types of clouds * Character istics of those types of   clouds. | - | - | - Observing the types of clouds and naming them | Env’t |  |  |
|  | **5** | Env’t and weather in our sub – county | Rain | * Influenc e of clouds on the env’t * Measure ment of rainfall | * States how clouds affect the env’t * Explains how rainfall can be measured. | Draws and labels the diagram of a rain gauge correctly.. | * Ways how clouds affect the env’t * Measure ment of rainfall using a rain gauge   - | - | - | - Drawing the diagram of a rain gauge | Drawn chart | **MK Int. Bk.3 Pg.36**  **Curr. Pg.3** |  |

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|  | **6** | Env’t and weather in our sub – county | Rain | * Influenc e of rain on the env’t * Uses of rain and its dangers * The rain cycle | * Tells how rain affects the env’t. * Gives uses and dangers of rain. * Explains the whole process of the rain cycle. | Reads, writes and spells the words and sentences correctly. | * Effects of rain in env’t * Important (uses) of rain on soil, plants and animals. * The rain cycle * Dangers of rain in the env’t | - | - | - Describing the uses and dangers of rain in the env’t | Local  env’t |  |  |
| **5** | **1** | Env’t and weather in our sub – county | Rain | - Sources of water | * Explains what water sources mean. * Gives the examples of natural and artificial sources of water | Names the sources of water correctly | * Sources of water is a place where water is got from * Natural sources   e.g rain  - Artificial sources of water  e.g wells | - | - | - Naming the sources of water both artificial and natural | Local  env’t |  |  |
|  | **2** | Env’t and weather in our sub – county | Harvesting water | - Harvesti ng water and its uses | * Explains how to harvest water. * Tells the things used to harvest water and uses of water. | Names the items used for harvesting water | * Harvestin g water for domestic use. * Things used to harvest water e.g pails, tanks e.t.c * Uses of water e.g watering plants, drinking e.t.c | * Audibi lity * Love * Conce rn for others * Critica l and creativ e thinki ng | * Explanatio n * Discussion * Story telling * Question and answer | - Naming and drawing items for harvesting water. | Jerryca n  Tanks Pails Buckets | **MK Int. Bk.3 Pg.36 -40**  **Curr. Pg.23** |  |

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|  | **3** | Env’t and weather in our sub – county | Rain | - Water contami nation | * Explains water contaminatio n * Outlines the ways of keeping water gets dirty. * Explains the ways of keeping water sources clean. | Reads words and sentences correctly. | * Water contamin ation is making water to become dirty. * Ways how water gets dirty. * Ways of keeping water sources   clean. | - |  | - Describing ways of keeping water sources clean | Env’t |  |  |
|  | **4** | Living things  Animals in our sub – county | Types of living things & x-tics | - | - Outlines types of living things and non-living things. | Names animals in the environment | * The living things * Types of living things * X-tics of living things | * Critica l thinki ng * Logical reason ing | - | * Naming * Discussing | A chart showing animals in our env’t | **P.3 Curr. Pg.26** |  |
|  | **5** | Living things  Animals in our sub – county |  | - Classes of animals | - Identifies animals in air, water and land | Names the animals found in air, land and water | * Classes of animals * Animals in air * Animals in water and on land | - | - | - Naming animals |  | **MK Int. Sci. Bk.3 Pg.1-6** |  |

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|  | **6** | Living things  Animals in our sub – county |  | - Types of animals | * Explains what domestic animals are. * Gives examples * States how to care fore domestic animals. | Names domestic animals Draws the animals (domestic and wild) | * Types of animals * Domestic ated and non domestic ated wild * Domestic and examples how to care for domestic   animals | * Creati ve thinki ng * Discus sion | - Inquiry by experience | -do- | A chart showing domesti c animals | **MK Int. P.3 Pg.7**  **P.3 Curr. Pg.26** |  |
| **6** | **1** | Living things  Animals in our sub – county |  | - Wild animals | * Gives examples of wild animals. * States how to care for wild animals | Names wild animals | * Definition of wild animals * Examples of wild animals * Care for wild   animals | - Respe ct | - | -do- | A chart showing wild animals | **MK Int. P.3 Pg.7**  **P.3 Curr. Pg.26** |  |
|  | **2** | Living things  Animals in our sub – county | Living things | - Different groups of animals | * Identifies different groups of animals. * Names different groups of animals | * Pronounces new words about groups of animals * Spells, reads and writes new words correctly | * Different groups of animals * Animals with no legs * Animals with different types of feet. * Different body skins. * Animals with different ways of movemen t.   - | * Critica l thinki ng * Logical reason ing | - Discussion | Pronouncing Naming Spelling Writing | A chart | **MK Sci. Int. Bk.3 Pg.2** |  |

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|  | **3** | Living things  Animals in our sub – county | Living things | - X-tics and products from animals | * Explains x- tics of animals * Identifies x- tics of animals * Explains how products are   used | * Spells new words correctly. * Pronounces new words | * X-tics of animals * Products got from animals * Uses of products got from   animals | - | - Explanatio n |  | Bones Skin Milk |  |  |
|  | **4** |  |  | - Animal habitats | - Explains what habitats are | * Reads and writes words related to animal habitats. * Pronounces new words | * Habitats/ homes * Definition of habitats * Examples of homes/h abitats with animals   e.g dog – kennel, Rabbit –  Hutch | * Creati ve thinki ng * Love * Care | - | Naming Writing Reading | Local  env’t | **-do- Pg.2 P.3 Curr. Pg.27** |  |
|  | **5** | Living things  Animals in our sub – county | Living things | - Different categorie s of animals | - Identifies animals found in the school compound, garden/field, wetland and ponds | * Spells new words correctly * Reads new words and sentences about habitats | - Categorie s of animals and their habitats e.g field/gard en, school compoun d, wetland and pond  - | -do- | - |  |  |  |  |

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|  | **6** | Living things  Animals in our sub – county | Living things | - An aquariu m and parts of a fish | * Defines an aquarium * Lists animals that live in an aquarium * Label parts of a fish | * Draws the diagram of a fish * Spells and reads new words and sentences | * An aquarium and definition * Example of animals that live in an aquarium * Parts of a   fish | -do- | - Questions and answer | Drawing Naming Labeling | -do- | **MK Int. Sci. Bk.3 Pg.2** |  |
| **7** | **1** | Living things  Animals in our sub –  county | Living things | - Parts of a fish | * Identifies parts of a fish * States functions of each part of a fish | * Pronounces new words * Spells new words * Reads and writes new   words | - Function of each part of a fish | -do- |  |  | A chart | **P.3 Curr. Pg.27** |  |
|  | **2** | Living things  Animals in our sub – county | Animals | * Defines domestic birds. * Gives example of domestic birds * States   uses/ad vantages | * Names examples of domestic animals * Spells and reads words and sentences related to domestic   birds. | Birds   * Examples of domestic birds * Definition of domestic birds * Importance   /advantage  of domestic birds | * Explanati on * Effective communi cation | * Logical reason ing * Guide d discov ery * concer n | - Naming examples of domestic birds | Naming examples of domestic birds | Local  env’t |  |  |
|  | **3** | Living things  Animals in our sub – county | Animals | - Wild birds and flightless birds | * Defines the wild birds. * Gives examples of wild birds * Identifies birds that don’t fly | * Names different birds that live in the bush * Spells and reads words related to wild birds   - | * Wild birds * Examples of wild birds * Examples of birds   that don’t  fly |  | -do- | Naming the birds | -do- |  |  |

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| **SUBJECT** | **LANGUAGE** |
|  | **4** | Living things  Animals in our sub – county | Animals | - X-tics of birds and how to care for birds | * Mentions x- tics of birds * States how to care for birds | * Reads words correctly * Reads sentences correctly | X-tics of birds   * They lay eggs * Have scales on their legs * Respire through lungs e.t.c * Care for   birds |  |  | Describing Mentioning Stating | Lesson notes |  |  |
|  | **5** | Living things  Animals in our sub – county | Living things | - Feeding of birds & incubati on period | * Tells items on which birds feed. * Explains what the incubation is. * Tells incubation period for different birds. | * Spells new words correctly. * Pronounces new words | - Feeding of birds  e.g seeds, fruits, insects   * Incubatio n period * Definition and incubatio n of different   birds |  | - Guided discovery | Spelling  Reading words | A chart | **P.3 Curr. Pg.28 Lesson notes** |  |
|  | **6** | Living things  Animals in our sub – county | Living things | - Products from birds | * Lists products from birds * Outline how dangerous birds are. | * Names the products from birds. * Spells, reads words and sentences related for products from birds. | * Products from birds * Dangers of birds to the env’t |  |  | Naming Listing Outlining | Feathers Eggs |  |  |

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| **WK** | **PD** | **THEME** | **TOPIC** | **SUB –**  **TOPIC** | **COMPETENCE** | | **CONTENT** | **LIFE SKILLS** | **METHODS** | **ACTIVITIES** | **L/AIDS** | **REF** | **REM** |
| **SUBJECT** | **LANGUAGE** |
| **8** | **1** | Animals in our sub county/ division | Animals in our sub county | - The  external parts of a bird | * Tells names of external parts of a bird. * Gives functions of each part | * Names the external parts of a bird. * Spells and writes words related to external parts of a   bird. | External parts of a bird and functions | * Creati ve thinki ng * Fluenc y | * Discussion * Guided discovery * Explanatio n | Drawing a bird showing all its external parts | A chart showing the parts of a bird |  |  |
|  | **2** | Animals in our sub county/ division | Animals in our sub county | - Parts of an egg | * Identifies parts of an egg correctly * Draws and labels the parts of an egg. | * Names the parts of an egg * Spells and reads words related to parts of an egg | Parts of an egg and their functions. | * Effecti ve comm unicat ion * Critica l thinki ng concer ns * Care | * Discussion * Guided discovery * Question and answer | Drawing an egg showing all its parts | A chart showing parts of an egg | **P.3 Curr.** |  |
|  | **3** | Animals in our sub county/ division | Animals in our sub county | - Insects | * Gives examples of insects * Identifies parts of an insect correctly | * Names the parts of an insect. * Spells and writes words related to parts of an insect. | Examples   * Houseflie s * Termites e.t.c | * Care * Critica l thinki ng | * Brain storming * Question and answer | Drawing an insect showing all the parts | A chart showing parts of an egg | **P.3 Curr.** |  |

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| **SUBJECT** | **LANGUAGE** |
|  | **4** | Animals in our sub county/ division | Animals in our sub county | - Functio ns of parts of an insect | - Tells the uses of different parts of an insect | - Reads, spells and writes words correctly | Functions of the parts of an insect | * Effecti ve comm unicat ion * Creati ve thinki   ng | * Guided discovery * Discussion | Writing the functions of the parts of an insect | Chalk board illustrati on | **Fountain Bk.6** |  |
|  | **5** | Living things in our sub county | Animals in our sub county | - X-tics of insects | * States the x- tics of insects correctly. * Gives the x- tics of ticks and spiders | - Reads the words and sentences correctly | x-tics of insects   * Have 3 main body parts * Have 3 pairs of legs * Breathes thru spiracles * Have one pair of compoun d eyes   x-tics of ticks and spiders (arachnids)   * Have 4 pairs of legs * Have 2 main body parts * Breath thru lungs | * Critica l reason ing * Effecti ve comm unicat ion | * Brain storming * Guided discovery * Question and answer | Reading words and sentences | Real insects and arachni ds | **Fountain Bk.6** |  |

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| **SUBJECT** | **LANGUAGE** |
|  | **6** | Animals in our sub county/ division | Animals in our sub county | - Groups of insects | * Defines social insects * Gives examples of social insects * Defines solitary insects with examples | * Names examples of social and solitary insects * Reads, spells and writes the words and sentences correctly. | Groups of insects Social insects live and work together.  Solitary insects do not live and work together e.g houseflies, tsetseflies, lucusts, crickets, cockroache s e.t.c | - Conce rn critical reason ing | * Discussion * Question and answer approach | Differentiatin g btn social and solitary insects with examples | Real insects | **Fountain Bk.6** |  |
| **9** | **1** | Animals in our sub county/ division | Animals in our sub county | * Habitats of insects * How useful insects are * How harmful some insects are | * Lists the habitats of insects. * Gives the usefulness of some insects. * States how harmful some insects are | * Names the habitat of insects * Reads and writes the words related to habitat of insects | * Habitat is a home of a living thing. * Habitats of different insects * How some insects are useful. * How some insects are   harmful | * Creati ve thinki ng * Effecti ve comm unicat ion | * Brain storming * Guided discovery * Explanatio n | Naming habitats for different insects | Cob webs  Bee hives  Ant hill Soil | **MK Bk.4** |  |