**SCHEME FOR P.3 LITERACY IA TERM II 2024**

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| WK | PD | THEME | SUB-THEME | CONTENT | COMPETENCE | | METHODS | VALUES & SKILLS | ACTIVITIES | L/AIDS | REF |
|  |  |  |  |  | SUBJECT | LANGUAGE |  |  |  |  |  |
| 1 | 1  &  2 | Managing resources in our sub -county | Resources | Resources:  Examples of resources  Money   * How people get money * Use of money * How people misuse money. | Defines resources   * Mentions examples of resources * States the uses of money. | * The learner spells new words * Pronounces new words. | * Explanation * Guided discovery * Group discussion | * Critical thinking * Appreciation * Concern | Reading  Writing  Spelling | Real money | Comprehensive,  Thematic literacy book 3 |
| 3  &  4 | Water  Sources of water  Uses of water  Ways of saving water minerals.  Examples of minerals. | State the uses of water.   * Uses of water * Gives the examples of water. * States examples of minerals. | The learner;   * Reads new words. * Spells new words * Constructs sentences using new words. | Group discovery  Brain storming  Discussion | Effective communication  Respect  love | Reading  Writing  answering questions | Real water  Water tanks  taps |
| 2 | 5  &  1 | Time  How people manage time.  How people spend time  Time table  Wall clock  Land  How people use land | States how people manage time.  Importance of a timetable.  State the importance of land. | The learner reads new words.  Spells new words. | Brain storming.  Class discussion  Observation | Cooperation  sympathy  Decision making | Reading  Writing  spelling | Wall clock  school land |
|  | 2  &  3 | Saving resources  Recycling  Spending resources  Reasons why people save  Ways of spending resources  Reasons why people make budgets | Defines saving.   * States how people spend resources. * Mentions ways of spending resources. | The learner  Spells new words.  Pronounces new words. | Problem solving.  Creative thinking fluency | Reading  Writing  Spelling | Wooden boxes |
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| 2 | 2  &  3 | Managing resources in our sub-county | Resources | Saving resources.  Recycling  Spending resources  Reasons why people save  Ways of spending resources  Reasons why people make budgets. | Defines saving  States how people spend resources.  Matrons ways of spending resources. | The learner  Spells new words.  Pronounces new words. | Explanation  Brain storming  Guided discussion | Problem solving  Creative thinking  Fluency | Reading  Writing  Spelling | Wooden boxes | Comprehensive,  Thematic literacy book 3 |
| 4  &  5 | Vegetation  Types of vegetation  Examples of vegetation  How people destroy vegetation.  Importance of grasslands  How grass is useful in our school. | Define vegetation  States the types of vegetation.  Vegetation  Mentions the importance of grassland. | The learner  Spells new words  Reads new words  Pronounces new words. | Field strip  Demonstration  Brain storming | Effective communication  Creative thinking  Cooperation | Writing  spelling  reading | Flower garden |
| 3 | 1  &  2 | Forests  Types of forests  Examples of forests  Trees planted in the forests  Importance of forests. | Defines forests  States examples of forests.  States the importance of forests. | The learner  Spells new words  Reads new words | Explanation  Brain storming  Discussion | Self esteem.  Discussion making  Concern | Tress in a school compound |
|  | 3  &  4 | Fuel  Examples of fuel from forests.  Things we get from soft wood.  Dangers of forests.  Why people carry out deforestation  Dangers of deforestation | Defines fuel  Mentions things got from soft wood.  Mentions dangers of forests | The learner  Spells new words  Pronounces new words. | Critical thinking  appreciation concern |
|  | 5  &  1 | Record keeping  Why we keep records  Things whose records are kept.  Importance of record keeping. | Defines record keeping  States the importance of record keeping. | The learner  Spells new words  Real new words  Pronounces new words. | Discussion  Field trip  Demonstration | Inquiry  Personal  Reflection  self esteem  Love | Class time table  Class register |
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| 4 | 2  &  3 | Managing resources in our sub-county | Resources | Projects  Examples of projects  Bee keeping  Things needs to start a project  How to manage a project  Importance of carrying out projects. | Defines projects  Mentions examples of projects  States the importance of carrying out projects. | The learner;  Spells new words  Reads new words.  Pronounces new words | Class discussion  Brain storming  Field trip | Cooperation  concern  decision making | Reading  Writing  Spelling | Piggery  Poultry  Bakery | Comprehensive,  Thematic literacy book 3 |
| 4  &  5 | KEEPING PEACE IN OUR SUB-COUNTY | LIVING IN PEACE WITH OTHERS | Ways of living in peace.  People who help to keep peace.  Class peace.  Class rules  Examples of class rules  Importance of class rules. | The learner:  Mentions the people who keep peace in a community.  Describes the importance  of living in peace.  Lists examples of weapon used to keep peace. | The learner  Reads, spells, and pronounces new words correctly. | Explanation  Brain storming  Role play. | Problem solving  Cooperation  Sympathy | Mentioning  Items used to keep peace. | Sticks  Guns  batons |
| 5 | 1  &  2 | People who keep peace at;   * school * home   People who keep peace in a ;   * community * Country   Weapons used to keep peace.  Laws that help us to keep peace in our sub-country  Importance of living in peace. | The learner;  Mentions examples of people who keep peace in a community.  Describes the importance of living in peace.  Lists examples of weapons used to keep peace. | The learner:  Reads, spells and pronounces new words correctly. |
|  | 3  &  4 | Children’s rights needs & importance | Children rights  Needs of children  Importance of children rights | The learner  Mentions children’s rights  Describes the importance of children’s rights. | The learner  Spell and reads words. | Guided discovery | Appreciation  Concern  Love | Mentioning Children.  Describing the importance of children’s rights. |  |
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| 6 | 5  &  1 | Keeping peace in our sub-county | Children’s protection | Child abuse  Forms of child abuse  Causes of child abuse  People who practice child abuse  Effects of child abuse | The learner reads and spells new words. | The learner;  Mentions forms of child abuse.  Describes the effects of child abuse. | Explanation  Guided discussion  Dramatization | Decision making.  Concern  Love | Describing the effects of child abuse. | A chart showing forms of child abuse. | Comprehensive,  Thematic literacy book 3 |
| 2  &  3 | Ways of protecting children from child abuse.  Children’s responsibilities  Importance of children’s responsibilities. | The learner pronounces and writes new words. | The learner  Describes ways of protecting children from child abuse.  Mentions children’s responsibilities | Role play  Explanation | Self esteem  Self awareness | Mentioning children’s responsibilities. | A chart showing children’s responsibilities |
| 4  &  5 | Street children   * Causes of street children * Effects of street life * Needs of children * Problems in meeting family needs. | The learner  Spells new words related to street life. | The learner  Mentions the causes of street life.  Describes the effects of street life. | Brain storming  Inquiry  Sharing of experience | Problem solving.  Empathy  Sympathy  Love | Mentioning the causes of street life. | Children needs food, water  clothes |