# ENVIRONMENTAL SCHEME OF WORK GRADE 3 TERM ONE

| WEEK | IESSON | STRANDS | S-STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQURY QUESTIONS | LEARNING EXPERIENCES | LEARNING RESOURCES | ASSESSMENT | REF |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1-5 | | | OPENING OF SCHOOL AND PREPARATIONS | | | | | |
| 2 | 1-5 | **Environment and its resources** | Exploring unfavourable weather conditions | By the end of the sub-strand, the learner should be able to: a) describe unfavourable weather conditions b) observe the effects of unfavourable weather conditions for safety c) develop curiosity in identifying effects of weather conditions in the environment | How could weather conditions be unfavourable? 2. What happens when the weather conditions become unfavourable? | Using relevant stimulus materials, learners to discuss the meaning of unfavourable weather conditions (floods and drought) ☐ Using multimedia resources, learners to play relevant educative games on effects of unfavourable weather conditions. ☐ In groups, learners to share their experiences on effects of unfavourable weather conditions. ☐ Learners to listen to stories on unfavourable weather conditions and its effects from elders in the community. ☐ Learners gather more information on unfavourable from internet sources, libraries .Then write a paragraph on each unfavourable weather condition ☐ Learners share the information | Realia charts | 1.Observation 2.Oral questions 3.written questions | |
| 3 | 1-5 | | Keeping safe from unfavourable | By the end of the sub-strand, the learner should be able to: a) identify ways of keeping safe from unfavourable weather conditions | How could we keep safe from unfavourab | ☐ using age appropriate stimulus, learners could be guided to identify ways of keeping safe from | Realia charts | .Observation 2.Oral questio | |

| | | | weather condition s | b) keep safe from unfavourable weather conditions<br>c) demonstrate knowledge of keeping safe from unfavourable weather condition. | le weather conditions | unfavourable weather conditions (floods, drought)<br>☐ In groups, learners share experiences on how to keep safe from unfavourable weather conditions<br>☐ Learners to simulate how to keep safe from unfavourable weather conditions<br>☐ Learners to gather information from parents or guardians on how to keep safe during unfavourable weather conditions and report back. | | **ns 3.writte n questio ns** | |
|---|---|---|---|---|---|---|---|---|---|
| 4 | 1-5 | | Making water safe for us | By the end of the sub-strand, the learner should be able to:<br>a) identify ways of making water clean and safe for use in the home<br>b) make water clean and safe using different methods<br>c) construct a simple water filter for cleaning water at home<br>d) appreciate clean and safe water for use to reduce health risks | How could we make water clean and safe for use in the home | Learners to listen and respond to case story on the need to use clean and safe water.<br>☐ Learners to share experiences on how to make water clean and safe for use in the home<br>☐ Learners to observe a sample of dirty water and discuss how the water could be made clean and safe for use (decantation, filtering, boiling)<br>☐ Learners to make a simple water filter using locally available materials<br>☐ Learners to decant filter and boil water to make it clean and safe for | **Realia Charts** | **.Observ ation 2.Oral questio ns 3.writte n questio ns** | |
| 5 | 1-5 | | Explorin g soil character istics | By the end of the sub-strand, the learner should be able to:<br>a) differentiate soils by texture from provided soil samples<br>b) differentiate soils by size of soil particles from provided soil samples | How could we differentiat e types of soils? | ☐ Learners to explore the environment and collect different soil samples (sand, loam and clay)<br>☐ In groups, learners to feel between their fingers the different soil samples and record findings (course, medium, | **Realia charts** | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | fine)<br>☐ Learners to share their experiences on how different samples of soils feel between their fingers<br>☐ Learners to observe the particle sizes of the three soil samples (large, medium and small sized particles)<br>☐ Learners to mount (using glue) the different soil samples on a chart. Learners to display the chart in the learning corner.<br>☐ Learners find out from parents or guardians on the types of soils found in their locality and report back. | | | |
| 6 | 1-5 | | Exploring soil characteristics | By the end of the sub-strand, the learner should be able to<br>a) name the three types of soils based on their characteristics<br>b) develop interest in characteristics of soils as an environmental resource. | How could we differentiate types of soils? | ☐ Learners to explore the environment and collect different soil samples (sand, loam and clay)<br>☐ In groups, learners to feel between their fingers the different soil samples and record findings (course, medium, fine)<br>☐ Learners to share their experiences on how different samples of soils feel between their fingers<br>☐ Learners to observe the particle sizes of the three soil samples (large, medium and small sized particles)<br>☐ Learners to mount (using glue) the different soil samples on a chart. Learners to display the chart in the learning corner.<br>☐ Learners find out from parents or guardians on the types of soils found in their locality and report back. | **Realia Charts** | **.Observation<br>2.Oral questions<br>3.written questions** | |

| 7 | 1-5 | | Categorizing plants. | By the end of the sub-strand, the learner should be able to: a) Identify different types of plants b) categorize plants in the immediate environment according to specified features c) appreciate the rich diversity in plants | How could we categorize plants | Learners to carry out a nature walk to observe and identify the plants (edible/non-edible, thorny/non-thorny, poisonous/non-poisonous) □ Learners to take photographs of different plants during the nature walk □ Using relevant stimulus materials, learners to be guided to categorize plants according to specified features (edible/non-edible, thorny/non-thorny, poisonous/non-poisonous) □ Learners to draw one type of plant and share their work with others | **Realia Charts** | **.Observation 2.Oral questions 3.written questions** | |
| 8 | 1-5 | | 1.4.2Safety when handling plants | By the end of the sub-strand, the learner should be able to: a) describe safe ways of handling different plants b) observe safety when handling different plants in the immediate environment c) appreciate the need to handle plants responsibly to reduce health risks | 1.4.2Safety when handling plants | Learners to watch video clips or pictures or posters on safety when handling plants □ Learners listen to a resource person on safety when handling plants □ Learners to share information on how to handle different plants □ Learners to simulate safety when handling plants | **Realia Charts** | **.Observation 2.Oral questions 3.written questions** | |
| 9 | 1-5 | | Importance of animals | By the end of the sub-strand, the learner should be able to: a) State different uses of animals to people b) identify different animals that provide food products c) Appreciate the importance of animals to the people | What are the uses of animals to people | □ Learners to use stimulus materials to identify the different uses of animals to people (source of food, security, companionship, manure, animal power, sports, tourist attraction) □ Learners discuss the different food products people get from animals (meat, milk, eggs, honey) | **Realia charts** | **.Observation 2.Oral questions 3.written questions** | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | ☐ In groups, learners make a journal on uses of animals to people as a class project.<br>☐ Learners discuss with the teacher the suggested assessment criteria for the project and timeframe. | | | |
| 1 0 | 1-5 | | Importan ce of animals | By the end of the sub-strand, the learner should be able to:<br>a) State different uses of animals to people<br>b) identify different animals that provide food products<br>c) Appreciate the importance of animals to the people | What are the uses of animals to people | ☐ Learners to use stimulus materials to identify the different uses of animals to people (source of food, security, companionship, manure, animal power, sports, tourist attraction)<br>☐ Learners discuss the different food products people get from animals (meat, milk, eggs, honey)<br>☐ In groups, learners make a journal on uses of animals to people as a class project.<br>☐ Learners discuss with the teacher the suggested assessment criteria for the project and timeframe. | **Realia Charts** | **.Observ ation 2.Oral questio ns 3.writte n questio ns** |
| 1 1 | 1-5 | | Sources of Heat | By the end of the sub-strand, the learner should be able to:<br>a) identify sources of heat in the environment<br>b) match different sources of heat to their fuels in the environment<br>c) appreciate the different sources of heat in the community | What are the sources of heat? | Using relevant stimulus materials, learners to identify sources of heat in the environment (sun, gas cooker, electric cooker, charcoal burner, traditional jiko, stove)<br>☐ Learners to think, pair and share their experiences on sources of heat at home and community<br>☐ In groups, learners to match the different sources of heat with the fuels used (gas, electricity, charcoal, firewood, kerosene) | **Realia charts** | **.Observ ation 2.Oral questio ns 3.writte n questio ns** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | ☐ Learners interact with parents or guardians to appreciate the types of fuels used in the community and report back | | |
| 1 2 | 1- 5 | | 1.6.2Uses of heat in the environment | By the end of the sub-strand, the learner should be able to: a) identify uses of heat energy in the environment b) use heat energy responsibly to promote conservation and safety c) appreciate conservation of heat energy in daily life. | How is heat energy used in daily life? | ☐ Learners to discuss uses of heat energy (warming, cooking, ironing, drying) ☐ Learners to use multimedia resources to find out uses on heat energy in daily life. ☐ In groups, learners to share experiences on appropriate use of energy in the environment to conserve heat energy (when warming, ironing, cooking, drying) | Realia Charts | .Observation 2.Oral questions 3.written questions |
| 1 3 $ 1 4 | 1- 5 | | | **END OF TERM ASSESSMENT AND CLOSING** | | | | |