GRADE PP1   ENVIRONMENTAL ACTIVITIES SCHEME OF WORK TERM ONE YEAR 2019

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQURY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REM
1	1-5										
2	1-5	ENVIRONMENT	**Myself**	By the end of the sub- strand the learner should be able to; a) tell their names for identity b) identify their sex for self-awareness c) identify body parts (head, hands and legs) d) appreciate oneself for self-esteem	1. What is your name? 2. Are you a boy or a girl? 3. Which are your body parts?	Communication and collaboration Self efficacy	Peace Unity Love respect	Learners are guided to tell their names ☐ Learners sing songs about their names and sex ☐ Learners are guided to group themselves according to sex ☐ Learners are guided on picture reading categorizing boys and girls ☐ Learners are guided to identify body parts (head hands and legs) ☐ Learners are guided on picture reading on body parts from charts ☐ Learners sing songs on body parts ☐ In groups learners sing songs about themselves	Realia Charts	1.Observation 2.Oral questions Written questions	
3	1-5		**OUR SCHOOL**	By the end of the sub strand the learner should be able to; a) Talk about people working in the	Who are the people in school? 2. What work is done by different	Communication and collaboration Critical thinking and problem	Unity Love respect	☐ Learners are guided to talk about work done by people in the	Realia	.Observation 2.Oral questions Written	

				school for identification, b) Appreciate the work done by people in school,	people in school? 3. What structures are found in the school? 4. What are the colours of the flag?	solving Self efficacy		school ☐ Learners are guided to walk round the school to identify structures ☐ In groups learners identify different structures on the chart ☐ Learners sing songs about structures and people in school ☐ Learners recite poems about our school		**questions**	
4	1-5		**OUR SCHOOL**	By the end of the sub strand the learner should be able to; a) Identify structures found in the school for familiarization b) Identify the flag and the flag post for patriotism	Who are the people in school? 2. What work is done by different people in school? 3. What structures are found in the school? 4. What are the colours of the flag?	Communication and collaboration Critical thinking Self efficacy Imaginative and creative	Peace Unity Love respect	☐ Learners are guided to talk about work done by people in the school ☐ Learners are guided to walk round the school to identify structures ☐ In groups learners identify different structures on the chart ☐ Learners sing songs about structures and people in school ☐ Learners recite poems about our school	**Realia charts**	.Observation 2.Oral questions Written questions	
5	1-5		Home	By the end of sub strand the learner should be able to;	1. Who are the people are found at	Communication and collaboration	Peace Love Respect	Learners be guided in naming	**Realia charts**	Observation Written question	

				a) name people found at home, b) tell the relationship between people found at home, c) talk about work done by people found at home for appreciation, d) appreciate the people at home for harmonious living	home? 2. What work is done by people at home? 3. What is the relationship of people found at home?	Critical thinking and problem solving Self efficacy Imaginative and creative	Unity	people found at home ☐ Learners are guided to talk about relationship of people found at home eg sister, brother, mother etc. ☐ Learners watch videos of people found at home ☐ Learners draw pictures of people at home ☐ Learners colour pictures of people at home ☐ Learners model people at home ☐ Learners sing songs and recite poems about people found at home. ☐ Learners could news tell about family members			

| 6 | 1-5 | | Home | By the end of sub strand the learner should be able to; a) name people found at home, b) tell the relationship between people found at home, c) talk about work done by people found at home for appreciation, d) appreciate the people at home for harmonious living | 1. Who are the people are found at home? 2. What work is done by people at home? 3. What is the relationship of people found at home? | Communication and collaboration Critical thinking and problem solving Self efficacy Imaginative and creative | Peace Love Respect Unity | Learners be guided in naming people found at home ☐ Learners are guided to talk about relationship of people found at home eg sister, brother, mother etc. ☐ Learners watch videos of people found at home ☐ Learners draw pictures of people at home ☐ Learners colour pictures of people at home ☐ Learners model people at home ☐ Learners sing songs and recite poems about people found at home. ☐ Learners could news tell about family members | Realia charts | .Observation 2.Oral questions | |
| 7 | 1-5 | 1.0 SOCIAL ENVIRONMENT | Interpersonal Relationship | By the end of the sub strand the learner should be able to; a) talk about courteous words used in different situations b) use courteous words appropriately during interactions c) show etiquette in their interactions for personal relationships | What do you tell someone who has done something good to you? 2. What do you tell someone who has done something bad to you? 3. What words would you use to show appreciation? 4. How do you | Communication and collaboration Critical thinking and problem solving Self efficacy Imaginative and creative | Peace Respect Unity Love | Learners are guided on situations where they can use courteous words ☐ Learners are guided to talk about courteous words. ☐ Learners are guided on situations where they can use courteous words | Realia charts | .Observation 2.Oral questions | |

				greet different people? 5. When do you use the courteous words			☐ Learners are guided to use courteous words in incidental learning to reinforce etiquette ☐ In groups learners practice use of courteous words			
8	1-5		**Dressing**	By the end of the sub strand the learners should be able to; a) identify clothes worn at different occasions, b) talk about clothes for different occasions.	What clothes do people wear at home? 2. What clothes do you wear at school? 3. What clothes do you wear at different occasions	Communication and collaboration Critical thinking and problem solving Self efficacy	Responsi bility	Learners are guided to identify clothes worn at different occasions ☐ Learners are guided in talking about clothes worn during different occasions. ☐ Learners could view videos and photographs of clothe worn in different occasions. ☐ appreciate clothes worn at different occasions	**Realia**	**.Observatio n 2.Oral questions**	
9	1-5		**Dressing**	By the end of the sub strand the learners should be able to; a) talk about the importance of dressing b) appreciate clothes worn at different occasions for	What clothes do people wear at home? 2. What clothes do you wear at school? 3. What clothes do you wear at different occasions	Communication and collaboration Critical thinking and problem solving Self efficacy	Responsi bility	Learners are guided to identify clothes worn at different occasions ☐ Learners are guided in talking about clothes worn during different occasions.	**Realia counters**	**.Observatio n 2.Oral questions**	

								☐ Learners could view videos and photographs of clothe worn in different occasions. ☐ appreciate clothes worn at different occasions			
10	1-5	**HEALTH PRACTICES**	**Hand washing**	By the end of the sub strand the learner should be able to; a) wash hands appropriately for personal hygiene, b) demonstrate hand washing behaviour at critical times, c) appreciate the need to wash hands for personal hygiene, d) tell the importance of washing hands.	Why do we wash hands? 2. How do we wash hands? 3. When do we wash our hands	Communication and collaboration Critical thinking and problem solving Self efficacy	Responsibility	☐ Learners observe the demonstration of washing hands ☐ Learners are guided to wash hands appropriately. ☐ In groups learners practice washing hands ☐ Learners sing songs and recite poems related to hand washing as they wash hands ☐ Learners watch videos on hand washing demonstrations	**Realia**	**.Observation 2.Oral questions**	
11	1-5	**HEALTH PRACTICES**	**2..2 Cleaning nose**	By the end of the sub strand the learner should be able to; a) tell the importance of cleaning their nose b) demonstrate the ability to wipe the nose appropriately c) maintain a clean handkerchief for personal hygiene d) talk about the	1. Why do we clean our nose? 2. When do we clean our nose? 3. What do we use to clean our nose? 4. Why should we use a clean handkerchief? 5. What are the dangers of putting objects in the nose	Communication and collaboration Critical thinking and problem solving Self efficacy	Responsibility	☐ Learners be guided to discuss the importance of cleaning the nose using a clean handkerchief ☐ Learners observe the teacher while demonstrating nose wiping ☐ Learners are	**Realia**	**.Observation 2.Oral questions**	

				dangers of putting objects in the nose.					guided on how to use a clean handkerchief appropriately and how to take care of it. ☐ Learners practice wiping their nose. ☐ Learners are guided to talk about dangers of putting objects in the nose. ☐ Learners sing songs and recite rhymes and poems about cleaning the nose. ☐ Learners watch videos on cleaning the nose.			
1 2	1-5		Care for the teeth	By the end of the sub strand the learner should be able to; a) name items used to clean their teeth, b) talk about items used to clean their teeth c) clean teeth appropriately for personal hygiene d) tell appropriate times for cleaning the teeth	What items are used to clean the teeth? 2. What should we do in order to keep our teeth healthy? 3. Why do we clean our teeth? 4. When do we clean our teeth	Communication and collaboration Critical thinking and problem solving Self efficacy	Responsi bility	☐ Learners are guided to name items used to clean their teeth ☐ Learners listen to a resource person talk about items that are used to clean their teeth Learners imitate cleaning teeth ☐ Learners be guided to talk about appropriate times for cleaning their teeth ☐ Learners watch videos on cleaning of teeth ☐ Learners sing	Realia	**.Observatio n 2.Oral questions 3.written questions**	

						songs related to care for the teeth			
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