

**GRADE PP1**
**ENVIRONMENTAL ACTIVITIES SCHEME OF WORK TERM ONE YEAR 2019**

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REM
1	1-5										
2	1-5	ENVIRONMENT	<b>Myself</b>	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 <input type="checkbox"/> Learners sing songs about their names and sex <input type="checkbox"/> Learners are guided to group themselves according to sex <input type="checkbox"/> Learners are guided on picture reading categorizing boys and girls <input type="checkbox"/> Learners are guided to identify body parts (head hands and legs) <input type="checkbox"/> Learners are guided on picture reading on body parts from charts <input type="checkbox"/> Learners sing songs on body parts <input type="checkbox"/> In groups learners sing songs about themselves	<b>Realia Charts</b>	<b>1.Observation 2.Oral questions Written questions</b>	
3	1-5		<b>OUR SCHOOL</b>	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	<input type="checkbox"/> Learners are guided to talk about work done by people in the	<b>Realia</b>	<b>.Observation 2.Oral questions Written</b>	

				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 <input type="checkbox"/> Learners are guided to walk round the school to identify structures <input type="checkbox"/> In groups learners identify different structures on the chart <input type="checkbox"/> Learners sing songs about structures and people in school <input type="checkbox"/> Learners recite poems about our school		questions	
4	1-5		<b>OUR SCHOOL</b>	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	<input type="checkbox"/> Learners are guided to talk about work done by people in the school <input type="checkbox"/> Learners are guided to walk round the school to identify structures <input type="checkbox"/> In groups learners identify different structures on the chart <input type="checkbox"/> Learners sing songs about structures and people in school <input type="checkbox"/> Learners recite poems about our school	<b>Realia charts</b>	<b>.Observation 2.Oral questions Written questions</b>	
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	<b>Realia charts</b>	Observation Written question	

				<p>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</p>	<p>home?  2. What work is done by people at home?  3. What is the relationship of people found at home?</p>	<p>Critical thinking and problem solving  Self efficacy  Imaginative and creative</p>	<p>Unity</p>	<p>people found at home  <input type="checkbox"/> Learners are guided to talk about relationship of people found at home eg sister, brother, mother etc.  <input type="checkbox"/> Learners watch videos of people found at home  <input type="checkbox"/> Learners draw pictures of people at home  <input type="checkbox"/> Learners colour pictures of people at home  <input type="checkbox"/> Learners model people at home  <input type="checkbox"/> Learners sing songs and recite poems about people found at home.  <input type="checkbox"/> Learners could news tell about family members</p>			
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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 <input type="checkbox"/> Learners are guided to talk about relationship of people found at home eg sister, brother, mother etc. <input type="checkbox"/> Learners watch videos of people found at home <input type="checkbox"/> Learners draw pictures of people at home <input type="checkbox"/> Learners colour pictures of people at home <input type="checkbox"/> Learners model people at home <input type="checkbox"/> Learners sing songs and recite poems about people found at home. <input type="checkbox"/> 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 <input type="checkbox"/> Learners are guided to talk about courteous words. <input type="checkbox"/> 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			<input type="checkbox"/> Learners are guided to use courteous words in incidental learning to reinforce etiquette <input type="checkbox"/> In groups learners practice use of courteous words			
8	1-5		<b>Dressing</b>	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	Responsibility	Learners are guided to identify clothes worn at different occasions <input type="checkbox"/> Learners are guided in talking about clothes worn during different occasions. <input type="checkbox"/> Learners could view videos and photographs of clothes worn in different occasions. <input type="checkbox"/> appreciate clothes worn at different occasions	<b>Realia</b>	<b>.Observation 2.Oral questions</b>	
9	1-5		<b>Dressing</b>	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	Responsibility	Learners are guided to identify clothes worn at different occasions <input type="checkbox"/> Learners are guided in talking about clothes worn during different occasions.	<b>Realia counters</b>	<b>.Observation 2.Oral questions</b>	

								<input type="checkbox"/> Learners could view videos and photographs of clothes worn in different occasions. <input type="checkbox"/> appreciate clothes worn at different occasions			
10	1-5	<b>HEALTH PRACTICES</b>	<b>Hand washing</b>	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	<input type="checkbox"/> Learners observe the demonstration of washing hands <input type="checkbox"/> Learners are guided to wash hands appropriately. <input type="checkbox"/> In groups learners practice washing hands <input type="checkbox"/> Learners sing songs and recite poems related to hand washing as they wash hands <input type="checkbox"/> Learners watch videos on hand washing demonstrations	<b>Realia</b>	<b>.Observation 2.Oral questions</b>	
11	1-5	<b>HEALTH PRACTICES</b>	<b>2.2 Cleaning nose</b>	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	<input type="checkbox"/> Learners be guided to discuss the importance of cleaning the nose using a clean handkerchief <input type="checkbox"/> Learners observe the teacher while demonstrating nose wiping <input type="checkbox"/> Learners are	<b>Realia</b>	<b>.Observation 2.Oral questions</b>	

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

								songs related to care for the teeth			
1 3 \$ 1 4				CA	CAT			CAT			