

PP1**ENVIRONMENTAL ACTIVITIES SCHEME OF WORK TERM TWO**

WE EK	LES SON	STRA ND	S- STRAND	SPECIFIC LEARNINIG OUTCOMES	KEY INQUIRY QUESTI ONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCE S	ASSESSME N	REFLECTIO N
2	1-2	HEALTH PRAC TICE S	Cleanin g nose	By the end of the sub strand the learner should be able to; tell the importance of cleaning their nose	Why do we clean our nose?	Communication and collaboration- discussion	Respon sibility Coopera tion	Learners be guided to discuss the importance of cleaning the nose using a clean handkerchief	Charts realia	Observatio oral questions	
	3-4		Cleanin g nose	By the end of the sub strand the learner should be able to; demonstrate the ability to wipe the nose appropriately	When do we clean our nose	Communication and collaboration- discussion	Respon sibility Coopera tion	Learners be guided to discuss the importance of cleaning the nose using a clean handkerchief	Charts realia	Observatio oral questions	
	5		Cleanin g nose	By the end of the sub strand the learner should be able to; maintain a clean handkerchief for personal hygiene	When do we clean our nose	Communication and collaboration- discussion	Respon sibility Coopera tion	Learners be guided to discuss the importance of cleaning the nose using a clean handkerchief	Charts realia	Observatio oral questions	
3	1-2		Care for the teeth	By the end of the sub strand the learner should be able to name items used to clean their teeth	What items are used to clean the teeth	Communication and collaboration- discussion	Respon sibility Coopera tion	Learners are guided to name items used to clean their teeth	Charts Realia	Observatio oral questions	

	3-4		Care for the teeth	By the end of the sub strand the learner should be able to talk about items used to clean their teeth	What items are used to clean the teeth	Communication and collaboration-discussion	Responsibility Cooperation	Learners listen to a resource person talk about items that are used to clean their teeth	Charts realia	Observational questions	
	5		Care for the teeth	By the end of the sub strand the learner should be able to clean teeth appropriately for personal hygiene	What items are used to clean the teeth	Communication and collaboration-discussion	Responsibility Cooperation	Learners imitate cleaning teeth	Charts realia	Observational questions	
4	1-2		Sanitation/ Toileting	By the end of the sub strand the learner should be able to identify toilet facilities in the school	Why should we use toilets facilities	Communication and collaboration-discussion	Responsibility Cooperation	Learners are guided to identify the toilets facilities in the school compound	Charts realia	Observational questions	
	3-4		Sanitation/ Toileting	By the end of the sub strand the learner should be able to list toilet facilities in the school	Why should we use toilets facilities	Communication and collaboration-discussion	Responsibility Cooperation	Learners are guided to name the toilets facilities in the school compound	Charts realia	Observational questions	
	5		Sanitation/ Toileting	By the end of the sub strand the learner should be able to appreciate the need to	Why should we use toilets	Communication and collaboration-discussion	Responsibility Cooperation	Learners could observe a video on appropriate use of toilet	Charts realia	Observational questions	

				use clean toilet for personal hygiene	facilities			facilities			
5	1-2		Sanitation/ Toileting	By the end of the sub strand the learner should be able to talk about the importance of toilet facilities for personal hygiene,	Why should we use toilets facilities	Communication and collaboration-discussion	Responsibility Cooperation	Learners are guided to talk about the importance of sanitary facilities in the school	Charts realia	Observational questions	
	3-4		Sanitation/ Toileting	By the end of the sub strand the learner should be able to discuss the importance of toilet facilities for personal hygiene,	Why should we use toilets facilities	Communication and collaboration-discussion	Responsibility Cooperation	Learners are guided to talk about the importance of sanitary facilities in the school	Charts realia	Observational questions	
	5		Sanitation/ Toileting	By the end of the sub strand the learner should be able to express the urge for toileting	Why should we use toilets facilities	Communication and collaboration-discussion	Responsibility Cooperation	Learners use games to practice the use of toileting facilities	Charts realia	Observational questions	
6	1-2		Foods/ Feeding	By the end of the sub strand the learner should be able to: talk about different food eaten at home	why should we clean our feeding area	Communication and collaboration-discussion	Responsibility Cooperation	Learners to be guided in telling of cleaning foods before eating	Charts realia	Observational questions	

	3-4		Foods/ Feeding	By the end of the sub strand the learner should be able to: talk about the importance of eating clean food	why should we clean our feeding area	Communication and collaboration-discussion	Responsibility Cooperation	Learners to be guided in telling of cleaning foods before eating	Charts realia	Observational questions	
	5		Foods/ Feeding	By the end of the sub strand the learner should be able to: list importance of eating clean food	why should we clean our feeding area	Communication and collaboration-discussion	Responsibility Cooperation	Learners to be guided in telling of cleaning foods before eating	Charts realia	Observational questions	
7	1-2		Foods/ Feeding	By the end of the sub strand the learner should be able to: talk about the dangers of sharing food from someone else's mouth	why should we clean our feeding area	Communication and collaboration-discussion	Responsibility Cooperation	Be guided to discuss the dangers of eating food from someone's mouth	Charts realia	Observational questions	
	3-4		Foods/ Feeding	By the end of the sub strand the learner should be able to: feed self-using clean hands or feeding items appropriately	why should we clean our feeding area	Communication and collaboration-discussion	Responsibility Cooperation	Individually learners practice feeding self	Charts realia	Observational questions	
	5		Foods/ Feeding	By the end of the sub strand the learner observe proper feeding habits	why should we clean	Communication and collaboration-discussion	Responsibility Cooperation	watch videos on different feeding habits, cleaning foods (fruits and	Charts realia	Observational questions	

				should be able to:	our feeding area			vegetables			
8	1-2	NATURAL ENVIRONMENT	Plants	By the end of sub strand the learner should be able to identify the types of plants found in the home and school	Which plants are found at home and school environment	Communication and collaboration-discussion	Responsibility Cooperation	Learners are guided to take a walk in the school compound to name plants within their school environment	Charts realia	Observational questions	
	3-4		Plants	By the end of sub strand the learner should be able to list the types of plants found in the home and school environment	Which plants are found at home and school environment	Communication and collaboration-discussion	Responsibility Cooperation	Learners are guided to take a walk in the school compound to name plants within their school environment	Charts realia	Observational questions	
	5		Plants	By the end of sub strand the learner should be able to talk about safe plants found in the home environment	Which plants are found at home and school environment	Communication and collaboration-discussion	Responsibility Cooperation	Learners are guided to identify the safe plants in the home and school environment	Charts realia	Observational questions	
9	1-2		Plants	By the end of sub strand the learner	Which plants	Communication and	Responsibility	Learners are	Charts realia	Observational	

				should be able to talk about harmful plants found in the home environment	are found at home and school environment	collaboration-discussion	Cooperation	guided to identify the harmful plants in the home and school environment		questions	
	3-4		Plants	By the end of sub strand the learner should be able to talk about safe and harmful plants found in the school environment	Which plants are found at home and school environment	Communication and collaboration-discussion	Responsibility Cooperation	In groups learners group pictures of safe and harmful plants	Charts realia	Observational questions	
	5		Plants	By the end of sub strand the learner should be able to appreciate the importance plants found in the home and school environment	Which plants are found at home and school environment	Communication and collaboration-discussion	Responsibility Cooperation	Learners recite poems, and rhymes about plants found at home and school environment	Charts realia	Observational questions	
10	1-2		Animals	By the end of the sub strand the learner should be able to; identify animals found school environment	Which animals are found at home and school?	Communication and collaboration-discussion	Responsibility Cooperation	Learners are guided to walk around and name the animals found within school compound	Charts realia	Observational questions	

	3-4		Animals	By the end of the sub strand the learner should be able to; list animals found school environment	Which animals are found at home and school?	Communication and collaboration-discussion	Responsibility Cooperation	Learners are guided to walk around and name the animals found within school compound	Charts realia	Observational questions	
	5		Animals	By the end of the sub strand the learner should be able to; identify animals found at home environment	Which animals are found at home and school?	Communication and collaboration-discussion	Responsibility Cooperation	Learners are guided to identify animals found at home and school environment by taking a school tour	Charts realia	Observational questions	
11	1-2		Animals	By the end of the sub strand the learner should be able to; list animals found at home environment	Which animals are found at home and school?	Communication and collaboration-discussion	Responsibility Cooperation		Charts realia	Observational questions	
	3-4		Animals	By the end of the sub strand the learner should be able to; identify the dangerous animals found at home and school environment	Which animals are found at home and school?	Communication and collaboration-discussion	Responsibility Cooperation	Learners are guided to identify the dangerous animals found at home and school environment	Charts realia	Observational questions	
	5		Animals	By the end of the sub strand the learner should be able	Which animals are	Communication and collaboration-	Responsibility Cooperation	In groups, learners discuss the dangerous	Charts realia	Observational questions	

				to;appreciate the animals found at home and school environment	found at home and school?	discussion	tion	animals found at home and school			
12	1-2		Weather	By the end of the sub strand the learner should be able to; observe weather conditions in the immediate environment	What is the weather condition of the day?	Communication and collaboration-discussion	Responsibility Cooperation	Learners are guided to observe the weather conditions of the day	Charts realia	Observational questions	
	3-4		Weather	By the end of the sub strand the learner should be able to; identify different weather conditions in the immediate environment	What is the weather condition of the day?	Communication and collaboration-discussion	Responsibility Cooperation	Learners are guided to talk about weather conditions they have observed	Charts realia	Observational questions	
	5		Weather	By the end of the sub strand the learner should be able to; respond to weather conditions appropriately in the immediate environment	What is the weather condition of the day?	Communication and collaboration-discussion	Responsibility Cooperation	Learners could be guided to respond to different activities as per weather conditions of the day eg playing with kites	Charts realia	Observational questions	
13	CA			CAT	CAT	CAT	CAT	CAT			

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