

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

| WEEK | LESSON | STANDARD | S-STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQUIRY QUESTIONS | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCES | ASSESSMENT | REFLECTION |
|------|--------|------------------|--------------------|--|--|--|----------------------------|--|--------------------|-------------------------|------------|
| 2 | 1-2 | HEALTH PRACTICES | Cleaning 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 | Responsibility Cooperation | Learners be guided to discuss the importance of cleaning the nose using a clean handkerchief | Charts realia | Observational questions | |
| | 3-4 | | Cleaning 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 | Responsibility Cooperation | Learners be guided to discuss the importance of cleaning the nose using a clean handkerchief | Charts realia | Observational questions | |
| | 5 | | Cleaning 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 | Responsibility Cooperation | Learners be guided to discuss the importance of cleaning the nose using a clean handkerchief | Charts realia | Observational 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 | Responsibility Cooperation | Learners are guided to name items used to clean their teeth | Charts Realia | Observational 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 | |

