**PP1 ENVIRONMENTAL SCHEME OF WORK TERM THREE**

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| W EE K | LE SS O N | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQURY QUESTION | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE | ASSESSEMEN T | REFLECTION |
| 1 | 1-  2 | **NATURA L ENVIRO NMENT** | **Water** | By the end of the lesson the learners should be able to;  identify sources of water at home and school | Where do we get water in  the school and at home | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to take a walk to identify sources of  water within the school environment | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Water** | By the end of the  lesson the learners  should be able to; identify sources of water at home and school | Where do  we get  water in the school and at home | Critical thinking  Communication  and collaboration | Unity  Peace  humility | Learners are guided  to take a walk to  identify sources of water within the school environment | Realia  charts | Observation  Oral  questions |  |
|  | 5 |  | **Water** | By the end of the  lesson the learners  should be able to; talk about uses of water in their home and school | Where do  we get  water in the school and at home | Critical thinking  Communication  and collaboration | Unity  Peace  humility | Learners are guided  to talk about  sources of water at home and school | Realia  charts | Observation  Oral  questions |  |

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| 2 | 1-  2 |  | **Water** | By the end of the lesson the learners should be able to;  talk about uses of water in their home  and school | Where do we get water in  the school and at  home | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to talk about  sources of water at home and school | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Water** | By the end of the lesson the learners  should be able to;  conserve water at  home and school | Where do we get  water in the school  and at home | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to draw items used  to conserve water at home and at  school | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Water** | By the end of the lesson the learners should be able to;  conserve water at  home and school | Where do we get water in  the school  and at home | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to draw items used to conserve water  at home and at  school | Realia charts | Observation Oral questions |  |
| 3 | 1-  2 |  | **Soil** | By the end of the lesson the learners should be able to;  talk about the safety measures when playing with soil, | What do you need  to do when  playing with soil | Critical thinking Communication and collaboration | Unity Peace humility | Learners be guided to talk about safety measures while  playing with | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Soil** | By the end of the lesson the learners should be able to;  take safety measures when playing with soil | What do you need  to do when  playing with soil | Critical thinking Communication and collaboration | Unity Peace humility | Learners take safety measures while playing with  soil | Realia charts | Observation Oral questions |  |

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|  | 5 |  | **Soil** | By the end of the  lesson the learners  should be able to; play with soil for enjoyment | What do  you need  to do when playing with soil | Critical thinking  Communication  and collaboration | Unity  Peace  humility | learners are guided  to play with soil |  |  |  |
| 4 | 1-  2 |  | **Sound** | By the end of the  lesson the learners should be able to  identify different sounds within their immediate environment | What  sounds do you hear | Critical thinking  Communication  and  collaboration | Unity  Peace  humility | learners are guided  to take a walk to listen to different  sounds within their environments | Realia  charts | Observation  Oral  questions |  |
|  | 3-  4 |  | **Sound** | By the end of the  lesson the learners should be able to identify different sounds within their immediate environment | What  sounds do you hear | Critical thinking  Communication  and collaboration | Unity  Peace humility | learners are guided  to take a walk to listen to different sounds within their environments | Realia  charts | Observation  Oral questions |  |
|  | 5 |  | **Sound** | By the end of the lesson the learners should be able to talk about different sounds in their immediate environment | What sounds do you hear | Critical thinking Communication and collaboration | Unity Peace humility | In groups learners discuss different sounds in their  immediate  environment | Realia charts | Observation Oral questions |  |
| 5 | 1-  2 |  | **Smell** | By the end of the lesson the learners should be able to talk about good and | Which part of the body is used for | Critical thinking Communication and collaboration | Unity Peace humility | Learners to take a guided tour of the school compound  and identify | Realia charts | Observation Oral questions |  |

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|  |  |  |  | bad smell in their immediate environment | smellin |  |  | different smells and the ir sources. |  |  |  |
|  | 3-  4 |  | **Smell** | By the end of the lesson the learners should be able to identify the sources of smell in the immediate environment | Which part of the body is used for smellin | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to identify different sources of smell in the environment | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Smell** | By the end of the lesson the learners should be able to differentiate between good and bad smell in the immediate environment | Which part of the body is used for smellin | Critical thinking Communication and collaboration | Unity Peace humility | In groups learners sort and group substances that smell good and  badl | Realia charts | Observation Oral questions |  |
| 6 | 1-  2 |  | **Light** | By the end of the lesson the learners should be able to talk about the sources of light in the immediate environment | What are the sources of light | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to talk about  sources of light in their environment | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Light** | By the end of the lesson the learners should be able to talk about uses of light in the | What are the sources of light | Critical thinking Communication and collaboration | Unity Peace humility | Learners talk about objects that  produce light | Realia charts | Observation Oral questions |  |

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|  |  |  |  | environment |  |  |  |  |  |  |  |
|  | 5 |  | **Light** | By the end of the  lesson the learners should be able to differentiate day and night | What are the sources of light | Critical thinking  Communication and collaboration | Unity  Peace humility | learners perform  simple experiments using sources of light like putting lights off and on and emphasize conservation of energy | Realia  charts | Observation  Oral questions |  |
| 7 | 1-  2 |  | **Care** | By the end of the lesson the learners should be able to talk about materials and items used in cleaning their classroom and immediate environment | How do we clean our home and classroom | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to talk about materials and items  used in keeping their classroom and home clean | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Care** | By the end of the  lesson the learners should be able to talk about materials and items used in cleaning their classroom and immediate environment | How do we clean our home and classroom | Critical thinking  Communication and collaboration | Unity  Peace humility | Learners are guided  to talk about materials and items used in keeping their classroom and home clean | Realia  charts | Observation  Oral questions |  |
|  | 5 |  | **Care** | By the end of the  lesson the learners  should be able to | How do we clean our | Critical thinking  Communication  and | Unity  Peace  humility | Learners to be  guided in talking  about how to take | Realia  charts | Observation  Oral  questions |  |

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|  |  |  |  | talk about materials and items used in cleaning their home  and the immediate environment, clean  their classroom | home and classroom | collaboration |  | care of different items and materials used in cleaning  their home and classroom |  |  |  |
| 8 | 1-  2 |  | **Care** | By the end of the lesson the learners should be able to clean their home compound | How do we clean our home and classroom | Critical thinking Communication and collaboration | Unity Peace humility | The learners could be used to  improvise cleaning materials using  locally improvised materials | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Care** | By the end of the lesson the learners should be able to clean their home compound | How do we clean our home and classroom | Critical thinking Communication and collaboration | Unity Peace humility | The learners could be used to improvise cleaning  materials using  locally improvised materials | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Care** | By the end of the lesson the learners should be able to appreciate the need to maintain a clean environment | How do we clean our home and classroom | Critical thinking Communication and collaboration | Unity Peace humility | Learners sing songs and recite poems related to care for  school and home environment | Realia charts | Observation Oral questions |  |
| 9  &  10 |  | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT |