**GRADE 1 RATIONALISED ENVIRONMENTAL SCHEMES OF WORK - TERM 2**

**SCHOOL…………………………….…………..………… TEACHER’S NAME………………………………………………. YEAR 2024**

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| **Week** | **Lesson** | **Strand** | **Sub-Strand** | **Specific-Learning Outcomes** | **Learning Experience** | **Key Inquiry Question(S)** | **Learning****Resources**  | **Assessment Methods** | **Reflection** |
| 1 | 1 | Natural Environ ment | Weather and the Sky | By the end of the Sub Strand, the learner should be able to: 1. describe the appearance of the sky during the day and at night,
2. identify weather conditions in the locality,
3. record different weather conditions in the locality,

d) appreciate differences in weather conditions at different times of the day | The learner is guided to: observe the sky (*the moon, sun and stars*) during the day and at night (*with guidance of parents or guardians)* and share observations with others, * Watch video clips or observe pictures showing the appearance of the sky during the day and at night and share observations on the appearances,
* draw the findings (*stars, moon, clouds, sun*) of the appearance.
 | How does the sky appear at night and during the day? | Soapface towel, toothbrush, pumice soap***Everyday hygiene and nutrition learners bk. Pg. 21***  | Observation Oral questioning  |  |
|  | 2 | Natural Environ ment | Weather and the Sky | By the end of the Sub Strand, the learner should be able to: describe the appearance of the sky during the day and at night, identify weather conditions in the locality, record different weather conditions in the locality, appreciate differences in weather conditions at different times of the day.  | The learner is guided to: * observe the sky (*the moon, sun and stars*) during the day and at night (*with guidance of parents or guardians)* and share observations with others,
* Watch video clips or observe pictures showing the appearance of the sky during the day and at night and share observations on the appearances,
* draw the findings (*stars, moon, clouds, sun*) of the appearance.
 | How does the sky appear at night and during the day?  | Soapface towel, toothbrush, pumice soap***Everyday hygiene and nutrition learners bk. Pg. 21***  | Observation Oral questioning  |  |
|  | 3  | Natural Environ ment | Weather and sky  | *By the end of the Sub* *Strand, the learner should be able to:* 1. Describe the appearance of the sky during the day and at night,
2. Identify weather conditions in the locality,
3. Record different weather conditions in the locality,
4. Appreciate differences in weather conditions at different times of the day
 | The learner is guided to: the day and at night (*with guidance of parents or guardians)* and share observations with others, Watch video clips or observe pictures showing the appearance of the sky during the day and at night and share observations on the appearances, draw the findings (*stars, moon, clouds, sun*) of the appearance. observe the sky (*the moon, sun and stars*) during | How does the sky appear at night and during the day? | Soapface towel, toothbrush, pumice soap***Everyday hygiene and nutrition learners bk. Pg. 21***  | Observation Oralquestioning  |    |
|  | 4 | Natural Environ ment | Weather and sky  | By the end of the Sub Strand, the learner should be able to: 1. Describe the appearance of the sky during the day and at night,
2. Identify weather conditions in the locality,
3. Record different weather conditions in the locality,
4. Appreciate differences in weather conditions at different times of the day.
 | The learner is guided to: Observe the sky (the moon, sun and stars) during the day and at night (with guidance of parents or guardians) and share observations with others, Watch video clips or observe pictures showing the appearance of the sky during the day and at night and share observations on the appearances Draw the findings (stars, moon, clouds, sun) of the appearance. | How does the sky appear at night and during the day? | Soapface towel, toothbrush, pumice soap***Everyday hygiene and nutrition learners bk. Pg. 21***  | Observation Oralquestioning  |  |
| 2  | 1  |  Natural Environ ment | 2.1 Weather and the Sky  | By the end of the Sub Strand, the learner should be able to: 1. Describe the appearance of the sky during the day and at night,
2. identify weather conditions in the locality,
3. record different weather conditions in the locality,
4. appreciate differences in weather conditions at different times of the day.
 | The learner is guided to: Observe the sky (*the moon, sun and stars*) during the day and at night (*with guidance of parents or guardians)* and share observations with others, • watch video Clips or observe pictures showing the appearance of the sky during the day and at night and share observations on the appearances, • draw the Findings (stars, moon, clouds, sun) of the appearance. | How does the sky appear at night and during the day? | Soap, face towel,***Everyday hygiene and nutrition learners bk.*** | Observation Oralquestioning  |   |
|   |  2 | 2.0 Natural Environ ment  | 2.2 Soil  | By the end of the Sub Strand, the learner should be able to: a) identify ways of playing with soil for enjoyment, b) play with soil for enjoyment, c) model objects using soil at school, develop curiosity in playing with soil for enjoyment.  | The learner is guided to: * think, pair and share ways of playing with soil for enjoyment, enhance cooperation when filling and emptying cans with soil in turns, make different patterns using soil and paint,
 | Why is playing with soil important to us?  | Soap, face towel, tooth brush , pumice soap***Everyday hygiene and nutrition learners bk****.* | Observation  Oral questioning  |  |
|   | 3  | Natural Environ ment  | 2.2 Soil   | By the end of the Sub Strand, the learner should be able to: 1. identify ways of playing with soil for enjoyment,
2. play with soil for enjoyment,
3. model objects using soil at school,
4. develop curiosity in playing with soil for enjoyment.

  | The learner is guided to: * think, pair and share ways of playing with soil for enjoyment,
* enhance

cooperation when filling and emptying cans with soil in turns, * make different patterns using soil and paint,
 | Why is playing with soil important to us?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
|   | 4 | Natural Environ ment  | 2.2 Soil   | By the end of the Sub Strand, the learner should be able to: 1. identify ways of playing with soil for enjoyment,
2. play with soil for enjoyment,
3. model objects using soil at school,
4. develop curiosity in playing with soil for enjoyment.
 | The learner is guided to: * think, pair and share ways of playing with soil for enjoyment,
* enhance

cooperation when filling and emptying cans with soil in turns, * make different patterns using soil and paint,
 | Why is playing with soil important to us?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
| 3  | 1  | Natural Environ ment  |  Soil   | By the end of the Sub Strand, the learner should be able to: 1. identify ways of playing with soil for enjoyment,
2. play with soil for enjoyment,
3. model objects using soil at school,
4. develop curiosity in playing with soil for enjoyment.
 | The learner is guided to: * think, pair and share ways of playing with soil for enjoyment,
* enhance

cooperation when filling and emptying cans with soil in turns, * make different patterns using soil and paint,
 | Why is playing with soil important to us?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
|  | 2 | Natural Environ ment  | Soil   | By the end of the Sub Strand, the learner should be able to: 1. identify ways of playing with soil for enjoyment,
2. play with soil for enjoyment,
3. model objects using soil at school,
4. develop curiosity in playing with soil for enjoyment.
 | The learner is guided to: * think, pair and share ways of playing with soil for enjoyment,
* enhance

cooperation when filling and emptying cans with soil in turns, * make different patterns using soil and paint,
 | Why is playing with soil important to us?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |  |
|   | 3  | Natural Environ ment  | Soil   | By the end of the Sub Strand, the learner should be able to: 1. identify ways of playing with soil for enjoyment,
2. play with soil for enjoyment,
3. model objects using soil at school,
4. develop curiosity in playing with soil for enjoyment.
 | The learner is guided to: * think, pair and share ways of playing with soil for enjoyment,
* enhance

cooperation when filling and emptying cans with soil in turns, * make different patterns using soil and paint,
 | Why is playing with soil important to us?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
|   | 4  | Natural Environ ment  | Soil   | By the end of the Sub Strand, the learner should be able to:  identify ways of playing with soil for enjoyment, 1. play with soil for enjoyment,
2. model objects using soil at school,
3. develop curiosity in playing with soil for enjoyment.
 | The learner is guided to: ● watch videos or observe pictures of objects made from soil, * develop high selfesteem when modelling different objects using soil *(dolls, plate, bowl and a ball)*,
* sing relevant songs to peers while playing with soil for fun.
 | Why is playing with soil important to us?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap | Observation  Oral questioning  |   |
| 4  | 1  | Natural Environ ment  | Soil   | By the end of the Sub Strand, the learner should be able to: 1. identify ways of playing with soil for enjoyment,
2. play with soil for enjoyment,
3. model objects using soil at school,
4. develop curiosity in playing with soil for enjoyment.
 | The learner is guided to: * watch videos or observe pictures of

objects made from soil, * develop high selfesteem when modelling different objects using soil *(dolls, plate, bowl and a ball)*,

sing relevant songs to peers while playing with soil for fun.  | Why is playing with soil important to us?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
|   | 2  | Natural Environ ment  | Soil   | By the end of the Sub Strand, the learner should be able to: 1. identify ways of playing with soil for enjoyment,
2. play with soil for enjoyment,
3. model objects using soil at school,
4. develop curiosity in playing with soil for enjoyment.

  | The learner is guided to: * watch videos or observe pictures of

objects made from soil, * develop high selfesteem when modelling different objects using soil *(dolls, plate, bowl and a ball)*,

sing relevant songs to peers while playing with soil for fun.  | Why is playing with soil important to us?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
|   | 3  | Natural Environ ment  | Soil   | By the end of the Sub Strand, the learner should be able to: 1. identify ways of playing with soil for enjoyment,
2. play with soil for enjoyment,
3. model objects using soil at school,
4. develop curiosity in playing with soil for enjoyment
 | The learner is guided to: * watch videos or observe pictures of

objects made from soil, * develop high selfesteem when modelling different objects using soil *(dolls, plate, bowl and a ball)*,
* sing relevant songs to peers while playing with soil for fun.
 | Why is playing with soil important to us?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush | Observation  Oral questioning  |   |
|   | 4  | Natural Environ ment  | Soil   | By the end of the Sub Strand, the learner should be able to: 1. identify ways of playing with soil for enjoyment,
2. play with soil for enjoyment,
3. model objects using soil at school,
4. develop curiosity in playing with soil for enjoyment
 | The learner is guided to: * watch videos or observe pictures of

objects made from soil, * develop high selfesteem when modelling different objects using soil *(dolls, plate, bowl and a ball)*,
* sing relevant songs to peers while playing with soil for fun.
 | Why is playing with soil important to us?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush | Observation  Oral questioning  |  |
| 5  | 1  | Natural Environ ment  | Soil   | By the end of the Sub Strand, the learner should be able to: 1. identify ways of playing with soil for enjoyment
2. play with soil for enjoyment
3. model objects using soils at school
4. develop curiosity in playing with soil for enjoyment
 | The learner is guided to: * watch videos or observe pictures of objects from soil
* develop high selfesteem when modelling different objects using soil *(dolls, plate, bowl and a ball)*,
* sing relevant songs to peers while playing with soil for fun.
 | Why is playing with soil important to us?  | Everyday hygiene and  | Observation   |   |
|   | 2  | Natural Environ ment  | Sound    | By the end of the Sub Strand, the learner should be able to: 1. identify sounds in the immediate environment,
2. create sounds from objects for enjoyment,
3. discriminate sounds that alert us on dangers for appropriate response,
4. acknowledge sounds that alerts us to danger
 | The learner is guided to: ● take a sound walk in the immediate environment to identify sounds from humans, animals, machines, natural sources and share with peers, ● watch a video clip or listen to audio clip on ways of creating sound using the body, objects and voice (*plucking, hitting, blowing, shaking snapping, tapping and clicking),* ● develop confidence when imitating and recording videos or audios of sounds from humans, animals, machines and natural sources *(thunder*),  | How do animals and other object s in our enviro nment produce sound s?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation Oral questioning  |   |
|   | 3  | Natural Environ ment  | Sound    | By the end of the Sub Strand, the learner should be able to: 1. identify sounds in the immediate environment,
2. create sounds from objects for enjoyment,
3. discriminate sounds that alert us on dangers for
4. appropriate response,
5. acknowledge sounds that alerts us to dangers.

  | The learner is guided to: ● take a sound walk in the immediate environment to identify sounds from humans, animals, machines, natural sources and share with peers, ● watch a video clip or listen to audio clip on ways of creating sound using the body, objects and voice (*plucking, hitting, blowing, shaking snapping, tapping and clicking),* * develop confidence when imitating and recording videos or audios of sounds from humans, animals, machines and natural sources *(thunder*),
 | How do animals and other object s in our enviro nment produce sound s?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
|   | 4  | Natural Environ ment  | Sound    | By the end of the Sub Strand, the learner should be able to: 1. identify sounds in the immediate environment,
2. create sounds from objects for enjoyment,
3. discriminate sounds that alert us on dangers for
4. appropriate response,
5. acknowledge sounds that alerts us to dangers.
 | The learner is guided to: * take a sound walk in the immediate environment to identify sounds from humans, animals, machines, natural sources and share with peers,
* watch a video clip or listen to audio clip on ways of creating sound using the body, objects and voice (*plucking, hitting, blowing, shaking snapping, tapping and clicking),*
* develop confidence when imitating and recording videos or audios of sounds from humans, animals, machines and natural sources *(thunder*),
 | How do animals and other object s in our enviro nment produce sound s?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
| 6  | 1  | 2.0 Natural Environ ment  | 2.3 Sound    | By the end of the Sub Strand, the learner should be able to: 1. identify sounds in the immediate environment,
2. create sounds from objects for enjoyment,
3. discriminate sounds that alert us on dangers for appropriate response,
4. acknowledge sounds that alerts us to dangers.

  | The learner is guided to: * take a sound walk in the immediate environment to identify sounds from humans, animals, machines, natural sources and share with peers,
* watch a video clip or listen to audio clip on ways of creating sound using the body, objects and voice (*plucking, hitting, blowing, shaking snapping, tapping and clicking),*
* develop confidence when imitating and recording videos or audios of sounds from humans, animals, machines and natural sources *(thunder*),
 | How do animals and other object s in our enviro nment produce sound s?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |  |
|   | 2  | 2.0 Natural Environ ment  | 2.3 Sound    | By the end of the Sub Strand, the learner should be able to: 1. identify sounds in the immediate environment,
2. create sounds from objects for enjoyment,
3. discriminate sounds that alert us on dangers for
4. appropriate response,
5. acknowledge sounds
6. that alerts us to dangers.
 | The learner is guided to: * take a sound walk in the immediate environment to identify sounds from humans, animals, machines, natural sources and share with peers,
* watch a video clip or listen to audio clip on ways of creating sound using the body, objects and voice (*plucking, hitting, blowing, shaking snapping, tapping and clicking),*
* develop confidence when imitating and recording videos or audios of sounds from humans, animals, machines and natural sources

*(thunder*),  | How do animals and other object s in our enviro nment produce sounds?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation Oral questioning  |   |
|   | 3  | Natural Environ ment  | Sound    | By the end of the Sub Strand, the learner should be able to: 1. identify sounds in the immediate environment,
2. create sounds from objects for enjoyment,
3. discriminate sounds that alert us on dangers for
4. appropriate response,
5. acknowledge sounds that alerts us to dangers.
 | The learner is guided to: * take a sound walk in the immediate environment to identify sounds from humans, animals, machines, natural sources and share with peers,
* watch a video clip or listen to audio clip on ways of creating sound using the body, objects and voice (*plucking, hitting, blowing, shaking snapping, tapping and clicking),*
* develop confidence when imitating and recording videos or audios of sounds from humans, animals, machines and natural sources

*(thunder*),  |  How do animals and other object s in our enviro nment produce sounds?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation Oral questioning  |   |
|   | 4  | Natural Environ ment  | Sound    | By the end of the Sub Strand, the learner should be able to:1. identify sounds in the immediate environment,
2. create sounds from objects for enjoyment, discriminate sounds that alert us on dangers for
3. appropriate response,
4. acknowledge sounds that alerts us to dangers.

  | The learner is guided to: ● take a sound walk in the immediate environment to identify sounds from humans, animals, machines, natural sources and share with peers, ● watch a video clip or listen to audio clip on ways of creating sound using the body, objects and voice (*plucking, hitting, blowing, shaking snapping, tapping and clicking),* ● develop confidence when imitating and recording videos or audios of sounds from humans, animals, machines and natural sources *(thunder*),  | How do animals and other object s in our enviro nment produce sounds?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap | Observation Oral questioning   |   |
| 7 | 1 | Natural environment  | Sound  | By the end of the Sub Strand, the learner should be able to1. identify sounds in the immediate environment,
2. create sounds from objects for enjoyment,
3. discriminate sounds that alert us on dangers for appropriate response,
4. acknowledge sounds
5. that alerts us to dangers.

  | environment to identify sounds from humans, animals, machines, natural sources and share with peers, ● watch a video clip or listen to audio clip on ways of creating sound using the body, objects and voice (*plucking, hitting, blowing, shaking snapping, tapping and clicking),* ● develop confidence when imitating and recording videos or audios of sounds from humans, animals, machines and natural sources *(thunder*),  | How do animals and other object s in our enviro nment produce sounds?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap | Observation Oral questioning  |  |
|  | 2 | Natural environment  | Sound  | By the end of the Sub Strand, the learner should be able to1. identify sounds in the immediate environment,
2. create sounds from objects for enjoyment,
3. discriminate sounds that alert us on dangers for appropriate response,
4. acknowledge sounds
5. that alerts us to dangers.
 | environment to identify sounds from humans, animals, machines, natural sources and share with peers, ● watch a video clip or listen to audio clip on ways of creating sound using the body, objects and voice (*plucking, hitting, blowing, shaking snapping, tapping and clicking),* ● develop confidence when imitating and recording videos or audios of sounds from humans, animals, machines and natural sources *(thunder*),  | How do animals and other object s in our enviro nment produce sounds?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap | Observation Oral questioning  |  |
|  | 3  | Natural Environ ment  | Sound    | By the end of the Sub Strand, the learner should be able to: identify sounds in the immediate environment, create sounds from objects for enjoyment, discriminate sounds that alert us on dangers for appropriate response, acknowledge sounds that alerts us to dangers.   | The learner is guided to: ● take a sound walk in the immediate environment to identify sounds from humans, animals, machines, natural sources and share with peers, * watch a video clip or listen to audio clip on ways of creating sound using the body, objects and voice (*plucking, hitting, blowing, shaking snapping, tapping and clicking),*
* develop confidence when imitating and recording videos or audios of sounds from humans, animals, machines and natural sources

*(thunder*),  | How do animals and other object s in our enviro nment produce sounds?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap | Observation Oral questioning  |   |
|  | 4  | Natural Environ ment  | Sound    | By the end of the Sub Strand, the learner should be able to: 1. identify sounds in the immediate environment,
2. create sounds from objects for enjoyment,
3. discriminate sounds that alert us on dangers for
4. appropriate response,
5. acknowledge sounds that alerts us to dangers.

  | The learner is guided to: ● take a sound walk in the immediate environment to identify sounds from humans, animals, machines, natural sources and share with peers, * watch a video clip or listen to audio clip on ways of creating sound using the body, objects and voice (*plucking, hitting, blowing, shaking snapping, tapping and clicking),*
* develop confidence when imitating and recording videos or audios of sounds from humans, animals, machines and natural sources

*(thunder*),  | How do animals and other object s in our enviro nment produce sounds?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap | Observation Oral questioning  |   |
| 8 |  | **HALF TERM BREAK** | **HALF TERM BREAK**  | **HALF TERM BREAK** | **HALF TERM BREAK** |  |
| 9 | 1  | Resources in Our Environ ment  | Water   | By the end of the Sub Strand, the learner should be able to: 1. identify sources of water in the immediate environment,
2. record uses of water at home and school,
3. conserve water at home and school,
4. acknowledge

different sources of water in immediate environment  | The learner is guided to: * watch videos, observe pictures or play computer games on different sources of water,
* develop originality skills when drawing and colouring different sources of water *(rain, springs, boreholes, rivers, dams, lakes, oceans),*
* complete a simple word puzzle on sources of water at home and school
 | How can you use water without wasting it?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation Oral questioning  |   |
|   | 2  | Resources in Our Environ ment  | Water   | By the end of the Sub Strand, the learner should be able to: 1. identify sources of water in the immediate environment,
2. record uses of water at home and school,
3. conserve water at home and school,
4. acknowledge different sources of water in the immediate environment,

  | The learner is guided to: * watch videos, observe pictures or play computer games on different sources of water,
* develop originality skills when drawing and colouring different sources of water *(rain, springs, boreholes, rivers, dams, lakes, oceans),*
* complete a simple word puzzle on sources of water at home and school.
 | How can you use water without wasting it?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation Oral questioning  |   |
|   | 3  | Resources in Our Environ ment  | Water   | By the end of the Sub Strand, the learner should be able to: 1. identify sources of water in the immediate environment,
2. record uses of water at home and school,
3. conserve water at home and school,
4. acknowledge different sources of water in the immediate environment,

  | The learner is guided to: * watch videos, observe pictures or play computer games on different sources of water,
* develop

originality skills when drawing and colouring different sources of water *(rain, springs, boreholes, rivers, dams, lakes, oceans),* * complete a simple word puzzle on sources of water at home and school.
 | How can you use water without wasting it?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
|   | 4  | Resources in Our Environ ment  | Water   | By the end of the Sub Strand, the learner should be able to: 1. identify sources of water in the immediate environment,
2. record uses of water at home and school,
3. conserve water at home and school,
4. acknowledge different sources of water in the immediate environment,
 | The learner is guided to: * watch videos, observe pictures or play computer games on different sources of water,
* develop

originality skills when drawing and colouring different sources of water *(rain, springs, boreholes, rivers, dams, lakes, oceans),* * complete a simple word puzzle on sources of water at home and school.
 | How can you use water without wasting it?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
|  10 | 1  | Resources in Our Environ ment  | Water   | By the end of the Sub Strand, the learner should be able to: 1. identify sources of water in the immediate environment,
2. record uses of water at home and school,
3. conserve water at home and school,
4. acknowledge
5. different sources of water in the immediate environment,
 | The learner is guided to: * watch videos, observe pictures or play computer games on different sources of water,
* develop

originality skills when drawing and colouring different sources of water *(rain, springs, boreholes, rivers, dams, lakes, oceans),* * complete a simple word puzzle on sources of water at home and school.
 | How can you use water without wasting it?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
|   | 2  | Resources in Our Environ ment  | Water   | By the end of the Sub Strand, the learner should be able to: 1. identify sources of water in the immediate environment,
2. record uses of water at home and school,
3. conserve water at home and school,
4. acknowledge different sources of water in the immediate environment
 | The learner is guided to: * watch videos, observe pictures or play computer games on different sources of water,
* develop

originality skills when drawing and colouring different sources of water *(rain, springs, boreholes, rivers, dams, lakes, oceans),* ● complete a simple word puzzle on sources of water at home and school.  | How can you use water without wasting it? ?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
|   | 3  | Resources in Our Environ ment  | Water   | By the end of the Sub Strand, the learner should be able to: 1. identify sources of water in the immediate environment,
2. record uses of water at home and school,
3. conserve water at home and school,
4. acknowledge different sources of water in the immediate environment,
 | The learner is guided to: * watch videos, observe pictures or play computer games on different sources of water,
* develop originality skills when drawing and colouring different sources of water *(rain, springs, boreholes, rivers, dams, lakes, oceans)*
* complete a simple word puzzle on sources of water at home and school.
 | How can you use water without wasting it?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation Oral questioning  |   |
|   | 4  | Resources in Our Environ ment  | Water   | By the end of the Sub Strand, the learner should be able to: 1. identify sources of water in the immediate environment,
2. record uses of water at home and school,
3. conserve water at home and school,
4. acknowledge different sources of water in the immediate environment,

  | The learner is guided to: * watch videos, observe pictures or play computer games on different sources of water,
* develop originality skills when drawing and colouring different sources of water *(rain, springs, boreholes, rivers, dams, lakes, oceans),*
* complete a simple word puzzle on sources of water at home and school.
 | How can you use water without wasting it?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
| 11  | 1  | Resources in Our Environ ment  | Water   | By the end of the Sub Strand, the learner should be able to: 1. Identify sources of water in the immediate environment,
2. Record uses of water at home and school,
3. Conserve water at home and school,
4. Acknowledge different sources of water in the immediate Environment,

  | The learner is guided to: * watch videos, observe pictures or play computer games on different sources of water,
* develop originality skills when drawing and colouring different sources of water *(rain, springs, boreholes, rivers, dams, lakes, oceans),*
* complete a simple word puzzle on sources of water at home and school.
 | How can you use water without wasting it?  | **Everyday hygiene and nutrition learners bk.** Soap, face towel, toothbrush , pumice soap  | Observation  Oral questioning  |   |
|   | 3  | Resources in Our Environ ment  | 3.1 Water   | By the end of the Sub Strand, the learner should be able to: 1. identify sources of water in the immediate environment,
2. record uses of water at home and school, conserve water at home and school,
3. acknowledge different sources of water in the immediate environment,
 | The learner is guided to: ● watch videos, observe pictures or play computer games on different sources of water, * develop originality skills when drawing and colouring different sources of water *(rain, springs, boreholes, rivers, dams, lakes, oceans),*
* complete a simple word puzzle on sources of water at home and school
 | How can you use water without  | **Everyday hygiene and nutrition learners bk.** Soap, face towel, toothbrush , pumice soap | Observation Oral questioning  |   |
|   | 4  | Resources in Our Environ ment  | Water   | By the end of the Sub Strand, the learner should be able to: 1. identify sources of water in the immediate environment,
2. record uses of water at home and school,
3. conserve water at home and school,
4. acknowledge different sources of water in the immediate environment,
 | The learner is guided to: * watch videos, observe pictures or play computer games on different sources of water,
* develop originality skills when drawing and colouring

different sources of water *(rain, springs, boreholes, rivers, dams, lakes, oceans),* ● complete a simple word puzzle on sources of water at home and school.  | 11. How can you use water without wasting it?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation Oral questioning  |   |
| 12 | 1  | Resources in Our Environ ment  | Water   | By the end of the Sub Strand, the learner should be able to: 1. identify sources of water in the immediate environment,
2. record uses of water at home and school,
3. conserve water at home and school,
4. acknowledge different sources of water in the immediate environment,

  | The learner is guided to: * watch videos, observe pictures or play computer games on different sources of water,
* develop originality skills when drawing and colouring different sources of water *(rain, springs, boreholes, rivers, dams, lakes, oceans),*

complete a simple word puzzle on sources of water at home and school.  | How can you use water without wasting it?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation Oral questioning  |   |
|  | 2  | Resources in Our Environment  | Water  | By the end of the Sub Strand, the learner should be able to: 1. identify sources of water in the immediate environment,
2. record uses of water at home and school,
3. conserve water at home and school,
4. acknowledge different sources of water in the immediate environment,
 | The learner is guided to: Watch videos, observe pictures or play computer games on different sources of water, Develop originality skills when drawing and colouring different sources of water *(rain, springs, boreholes, rivers, dams, lakes, oceans),* Complete a simple word puzzle on sources of water at home and school.  | How can you use water without wasting it?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation Oral questioning  |  |
|  | 3  | Resources in Our Environment  | Plants  | By the end of the Sub Strand, the learner should be able to: 1. Identify parts of a plant found in the school garden or compound,
2. Draw different parts of a plant found at school,
3. Carry out activities that conserve plants in the immediate environment,
4. Advocate for conservation of plants in the immediate environment.
 | The learner is guided to: * Go on a nature walk to explore parts of plants,
* Watch video clips, observe pictures and photographs to identify different parts of a plant in pairs, observe safety and carefully collect and observe young plants in the locality,
* Indicate parts of a plant *(leaves, stem, roots)* using real plants or pictures,
 | How can you care for plants in your environment?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation Oral questioning  |  |
|  | 4  | Resources in Our Environment  | Plants  | By the end of the SubStrand, the learner should be able to: 1. identify parts of a plant found in the school garden or compound,
2. draw different parts of a plant found at school,
3. carry out activities that conserve plants in the immediate environment,
4. advocate for conservation of plants in the immediate environment.
 | The learner is guided to: * Go on a nature walk to explore parts of plants,
* Watch video clips, observe pictures and photographs to identify different parts of a plant in pairs,
* observe safety and carefully collect and observe young plants in the locality, indicate parts of a plant *(leaves, stem, roots)* using real plants or pictures,
 | How can you care for plants in your environment?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap | Observation Oral questioning  |  |
| 13  | 1  | Resources in Our Environment  | Plants  | By the end of the SubStrand, the learner should be able to: 1. identify parts of a plant found in the school garden or compound,
2. draw different parts of a plant found at school,
3. carry out activities that conserve plants in the immediate environment,
4. advocate for conservation of plants in the immediate environment.
 | The learner is guided to: * go on a nature walk to explore parts of plants,
* watch video clips, observe pictures and photographs to identify different parts of a plant in pairs,
* observe safety and carefully collect and observe young plants in the locality,
* indicate parts of a plant *(leaves, stem, roots)* using real plants or pictures
 | How can you Care for plants in your environment?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation Oral questioning  |  |
|  | 2  | Resources in Our Environment  | Plants  | By the end of the Sub Strand, the learner should be able to: 1. identify parts of a plant found in the school garden or compound,
2. draw different parts of a plant found at school,
3. carry out activities that conserve plants in the immediate environment,
4. advocate for conservation of plants in the immediate environment.
 | The learner is guided to: * go on a nature walk to explore parts of plants,
* watch video clips, observe pictures and photographs to identify different parts of a plant in pairs,
* observe safety and carefully collect and observe young plants in the locality,
* indicate parts of a plant *(leaves, stem, roots)* using real plants or pictures,
 | How can you care for plants in your environment?  | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation Oral questioning  |  |
|  | 3  | Resources in Our Environment  | Plants  | By the end of the Sub Strand, the learner should be able to: 1. identify parts of a plant found in the school garden or compound,
2. draw different parts of a plant found at school,
3. carry out activities that conserve plants in the immediate environment,
4. advocate for conservation of plants in the immediate environment.
 | The learner is guided to: * go on a nature walk to explore parts of plants,
* watch video clips, observe pictures and photographs to identify different parts of a plant in pairs, observe safety and carefully collect and observe young plants in the locality,
* indicate parts of a plant *(leaves, stem, roots)* using real plants or pictures,
 | How can you care for plants in your environment | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap  | Observation Oral questioning  |  |
|  | 4  | Resources in Our Environment  | Plants  | By the end of the Sub Strand, the learner should be able to: 1. identify parts of a plant found in the school garden or compound,
2. draw different parts of a plant found at school,
3. carry out activities that conserve plants in the immediate environment,
4. advocate for conservation of plants in the immediate environment.
 | The learner is guided to: ● go on a nature walk to explore parts of plants, watch video clips, observe pictures and photographs to identify different parts of a plant in pairs,  ● observe safety and carefully collect and observe young plants in the locality, indicate parts of a plant *(leaves, stem, roots)* using real plants or pictures,  | How can you care for plants in your environment | Everyday hygiene and nutrition learners bk. Soap, face towel, toothbrush , pumice soap | Observation Oral questioning  |  |
| 14 | **END TERM ASSESMENT AND CLOSING** |