GRADE ONE   **ENVIRONMENTAL GRADE ONE TERM TWO**

WEEK	LESSON	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY ENQUIRY QUESTIONS	LEARNING EXPERIENCE	LEARNING RESOURCES	ASSESSMENT METHOD	REFLECTION
1	**PREPARATION**								
2	1	**Environment and its resources**	**Animals** Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) observe different animals in the immediate environment	What animals are found in the immediate environment?	Using stimulus materials, learners in groups observe and identify different animals	Realia Charts	Observation Oral Question Written Question	
	2	**Environment and its resources**	**Animals** Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) observe different animals in the immediate environment	What animals are found in the immediate environment?	Using stimulus materials, learners in groups observe and identify different animals	Realia Charts	Observation Oral Question Written Question	
	3	**Environment and its resources**	**Animals** Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) draw different animals in the immediate environment	What animals are found in the immediate environment?	Using stimulus materials, learners in groups draw and identify different animals	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	**Animals** Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) Name different animals in the immediate environment	What animals are found in the immediate environment?	Using stimulus materials, learners in groups name and identify different animals	Realia Charts	Observation Oral Question Written Question	
	5	**Environment and its resources**	**Animals** Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) Describe different animals in the immediate environment	What animals are found in the immediate environment?	Using stimulus materials, learners in groups describe and explain different animals	Realia Charts	Observation Oral Question Written Question	

3	1	**Environment and its resources**	**Animals** Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) appreciate diversity of animals in the immediate environment.	What animals are found in the immediate environment?	Learners to take a nature walk to observe diversity in animals.	Realia Charts	Observation Oral Question Written Question	
	2	**Environment and its resources**	**Animals** Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) appreciate diversity of animals in the immediate environment.	What animals are found in the immediate environment?	Learners to share their findings on animals that they observed	Realia Charts	Observation Oral Question Written Question	
	3	**Environment and its resources**	**Animals** Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) appreciate diversity of animals in the immediate environment.	What animals are found in the immediate environment?	Learners listen to case stories on animals for enjoyment	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	**Animals** Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) appreciate diversity of animals in the immediate environment.	What animals are found in the immediate environment?	Learners listen to case stories on animals for enjoyment	Realia Charts	Observation Oral Question Written Question	
	5	**Environment and its resources**	**Animals** Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) appreciate diversity of animals in the immediate environment.	What animals are found in the immediate environment?	Learners to gather more information on animals from parents or guardians.	Realia Charts	Observation Oral Question Written Question	

4	1	**Environment and its resources**	Energy Producing sounds	By the end of the sub-strand, the learner should be able to: a) recognize sounds in the immediate environment	What produces sounds in the immediate environment?	Learners take a sound walk in the immediate environment	Realia Charts	Observation Oral Question Written Question	
	2	**Environment and its resources**	Energy Producing sounds	By the end of the sub-strand, the learner should be able to: a) identify ways of producing sounds from different objects	How could we produce sounds?	Learners think, pair and share the sounds they heard Learners to imitate sounds from humans, animals, machines or that which is natural such as thunder)	Realia Charts	Observation Oral Question Written Question	
	3	**Environment and its resources**	Energy Producing sounds	By the end of the sub-strand, the learner should be able to: a) create sounds from a variety of sources for enjoyment	How could we produce sounds?	Learners to identity ways of creating sound using the body, objects and voice (plucking, hitting, blowing, shaking snapping, tapping and clicking)	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	Energy Producing sounds	By the end of the sub-strand, the learner should be able to: a) develop curiosity in producing sounds from different objects.	How could we produce sounds?	Learners to listen to different sounds from common instruments using multimedia resources.	Realia Charts	Observation Oral Question Written Question	
	5	**Environment and its resources**	Energy Sounds that alert us on	By the end of the sub-strand, the learner should be able to: a) identify sounds that alert	What sounds alert on danger?	Learners to come up with different sounds that alert us on dangers	Realia Charts	Observation Oral Question Written	

			dangers	us on dangers in the immediate environment			Question	
5	1	**Environment and its resources**	Energy Sounds that alert us on dangers	By the end of the sub-strand, the learner should be able to: a) discriminate sounds that alert us on dangers for appropriate response b) appreciate different sounds that alerts on dangers.	1. What sounds alert on danger? 2. How could we respond appropriately to various sounds?	In groups, learners to match different sound alerts with correct danger Organize learners to practice appropriate response to sounds that alert us on dangers Learners to ask parents or guardians how to appropriately respond to sounds that alert people on dangers in the community	Realia Charts	Observation Oral Question Written Question	
	2	**Environment and its resources**	Harmful effects of loud sounds	By the end of the sub-strand, the learner should be able to: a) identify sources of loud sounds in the immediate environment	What are the sources loud sounds?	Learners to explore sources of loud sound in the immediate environment	Realia Charts	Observation Oral Question Written Question	
	3	**Environment and its resources**	Harmful effects of loud sounds	By the end of the sub-strand, the learner should be able to: a) recognize harmful effects of loud sound to health and safety	How could loud sound harm us? How could we avoid loud sound?	Learners to be aware of effects of loud sounds on their wellbeing	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	Harmful	By the end of the sub-strand, the learner should be	How could loud sound harm us?	Learners to	Realia Charts	Observation Oral	

			effects of loud sounds	able to: a) observe practices that limit harmful effects of loud sounds	How could we avoid loud sound?	identify ways of avoiding loud sound		Question Written Question	
	5	**Environment and its resources**	Harmful effects of loud sounds	By the end of the sub-strand, the learner should be able to: a)demonstrate willingness to limit harmful effects of loud sounds to self and others.	How could we avoid loud sound?	Learners to recite a poem on limiting harmful effects of loud sounds.	Realia Charts	Observation Oral Question Written Question	
6	1	**Social environment**	**Home Environment** Caring for things found in the home	By the end of the sub-strand, the learner should be able to: a) name various things found in the home	What things are found in the home?	Learners to identify and name things found in the home (utensils and furniture)	Realia Charts	Observation Oral Question Written Question	
	2 & 3	**Social environment**	**Home Environment** Caring for things found in the home	By the end of the sub-strand, the learner should be able to: b) care for things found in the home	How could we care for things found in the home?	Learners to identify ways of caring for things found in the home (cleaning and dusting)	Realia Charts	Observation Oral Question Written Question	
	4	**Social environment**	**Home Environment** Caring for things found in the home	By the end of the sub-strand, the learner should be able to: a) develop positive attitude towards caring for things in the home.	How could we care for things found in the home?	Learners to demonstrate ways of caring for things found in the home.	Realia Charts	Observation Oral Question Written Question	
	5	**Social environment**	**Home Environment** Keeping home environment	By the end of the sub-strand, the learner should be able to: a) identify what t makes the	What makes our home environment dirty? 2. How could we	Learners find out what makes the home environment dirty	Realia Charts	Observation Oral Question Written Question	

			clean	home environment dirty	keep our home environment clean?				
7	1 & 2	**Social environment**	**Home Environment** Keeping home environment clean	By the end of the sub-strand, the learner should be able to: a) participate actively in making the home environment clean	How could we keep our home environment clean?	Learners to visit a nearby home, if possible of an elderly person, and clean the home environment.	Realia Charts	Observation Oral Question Written Question	
	3	**Social environment**	**Home Environment** Keeping home environment clean	By the end of the sub-strand, the learner should be able to: a) demonstrate willingness to keep the home environment clean.	How could we keep our home environment clean?	Learners to demonstrate cleaning of home environment using relevant cleaning activities Learners to visit a nearby home, if possible of an elderly person, and clean the home environment.	Realia Charts	Observation Oral Question Written Question	
	4	**Social environment**	**Home Environment** Keeping safe and secure in the home	By the end of the sub-strand, the learner should be able to: a) recognize common risks at home	1. What are some of the possible risks in the home?	Learners to listen to case story on possible risks in the home	Realia Charts	Observation Oral Question Written Question	
	5	**Social environment**	**Home Environment** Keeping safe and secure in the home	By the end of the sub-strand, the learner should be able to: a) observe safety and security in the home environment to avoid risk to self and others	How could we keep safe and secure in the home?	Learners to recognize common risks in the home	Realia Charts	Observation Oral Question Written Question	

8	1 & 2	**Social environment**	**Home Environment** Keeping safe and secure in the home	By the end of the sub-strand, the learner should be able to: a) demonstrate responsibility towards own safety and security in the home environment.	1. What are some of the possible risks in the home? 2. How could we keep safe and secure in the home?	Using supporting stimulus, learners demonstrate ways of keeping safe and secure in the home Learners to talk with parents or guardians and report back on keeping safe and secure in the home.	Realia Charts	Observation Oral Question Written Question	
	3	**Social environment**	**Home Environment** Child Rights and responsibilities in the family.	By the end of the sub-strand, the learner should be able to: a) identify Child Rights in the family	1.What are the rights of a child in the family?	Using stimulus materials, learners to identify child rights in the family (right to a name, nutrition, shelter, schooling and play)	Realia Charts	Observation Oral Question Written Question	
	4 & 5	**Social environment**	**Home Environment** Child Rights and responsibilities in the family.	By the end of the sub-strand, the learner should be able to: a) demonstrate responsibilities of a child in the family	2. What are the responsibilities of a child in the family?	Using stimulus materials, learners to identify responsibilities of a child in the family	Realia Charts	Observation Oral Question Written Question	
9	1	**Social environment**	**Home Environment** Child Rights and responsibilities in the	By the end of the sub-strand, the learner should be able to: a) develop a sense of responsibility for family social cohesion.	What are the responsibilities of a child in the family?	In groups, learners to complete a postcard on responsibilities of a child in the family.	Realia Charts	Observation Oral Question Written Question	

				family.					
	2	**Social environment**	**Home Environment** Meeting family needs.	By the end of the sub-strand, the learner should be able to: a) Recognize basic needs in the family	What are basic family needs?	Using probing questions learners to state some of the basic family needs (food, water and shelter) Learners to fill printable age appropriate forms on basic family needs	Realia Charts	Observation Oral Question Written Question	
	3 & 4	**Social environment**	**Home Environment** Meeting family needs.	By the end of the sub-strand, the learner should be able to: a) identify ways in which parents or guardians meets basic family needs	How could parents or guardians meet basic family needs?	Using age appropriate stimulus materials, learners to identify how parents or guardians meet basic family needs (farming, employment and business)	Realia Charts	Observation Oral Question Written Question	
	5	**Social environment**	**Home Environment** Meeting family needs.	By the end of the sub-strand, the learner should be able to: a) appreciate the efforts of parents or guardians in meeting family needs.	How could parents or guardians meet basic family needs?	Learners to sing songs and recite poems or rhymes on how parents or guardians meet basic family needs.	Realia Charts	Observation Oral Question Written Question	
10	1 & 2	**Social environment**	**Enterprise projects** Ways of making money in the	By the end of the sub-strand, the learner should be able to: a) identify ways of making money rightfully in the family	How could the family make money rightfully?	Learners are guided through probing questions to identify how families make money	Realia Charts	Observation Oral Question Written Question	

				family					
	3 & 4	**Social environment**	**Enterprise projects** Ways of making money in the family	By the end of the sub-strand, the learner should be able to: a) identify ways of making money rightfully in the family	How could the family make money rightfully?	Learners are guided through probing questions to identify how families make money	Realia Charts	Observation Oral Question Written Question	
	5	**Social environment**	**Enterprise projects** Ways of making money in the family	By the end of the sub-strand, the learner should be able to: a) identify ways of making money rightfully in the family	How could the family make money rightfully?	In groups, learners to discuss rightful ways of making money.	Realia Charts	Observation Oral Question Written Question	
11	1 & 2	**Social environment**	**Enterprise projects** Ways of making money in the family	By the end of the sub-strand, the learner should be able to: a)demonstrate awareness of rightful ways of making money to promote good citizenship	How could the family make money rightfully?	In groups, learners to discuss rightful ways of making money.	Realia Charts	Observation Oral Question Written Question	
	3 & 4	**Social environment**	**Enterprise projects** Ways of making money in the family	By the end of the sub-strand, the learner should be able to: a)demonstrate awareness of rightful ways of making money to promote good citizenship	How could the family make money rightfully?	Using case stories, learners to identify different ways of making money rightfully	Realia Charts	Observation Oral Question Written Question	
	5	**Social environment**	**Enterprise projects** Ways of making money in the family	By the end of the sub-strand, the learner should be able to: a)demonstrate awareness of rightful ways of making money to promote good citizenship	How could the family make money rightfully?	Using case stories, learners to identify different ways of making money rightfully	Realia Charts	Observation Oral Question Written Question	
12	1 & 2	**Social**	**Enterprise**	By the end of the sub-	How could the		Realia	Observation	

		environment	**projects** Ways of making money in the family	strand, the learner should be able to: a)appreciate genuine ways of making money as good citizens.	family make money rightfully?	Learners to find out more from parents or guardians on rightful ways of earning money	Charts	Oral Question Written Question	
	3 & 4	**Social environment**	**Enterprise projects** Ways of making money in the family	By the end of the sub-strand, the learner should be able to: a)appreciate genuine ways of making money as good citizens.	How could the family make money rightfully?	Learners to find out more from parents or guardians on rightful ways of earning money	Realia Charts	Observation Oral Question Written Question	
	5	**Social environment**	**Enterprise projects** Ways of making money in the family	By the end of the sub-strand, the learner should be able to: a)appreciate genuine ways of making money as good citizens.	How could the family make money rightfully?	Learners to find out more from parents or guardians on rightful ways of earning money	Realia Charts	Observation Oral Question Written Question	
13 & 14		**C.A.T**							