GARDE 2 ENVIRONMENTAL ACTIVITIES

TERM ONE SCHEME OF WORK

SCHOOL	PP/GRADE	LEARNING AREAS	TIME	YEAR

•	N LE SS O N	STRANDS	SUB STANDS	SPECIFIC LEARING OUT COMES	KEY INQURY QUESTION S	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESS MENT	REFL
	1	1.0 Environment and its resources	Weather Weather- responding to different weather conditions	 State different weather conditions State ways of responding to different weather conditions Respond appropriately to different weather 	What are the different weather conditions? How could we respond to different weather conditions?	discuss prevailing weather conditions, as an outdoor activity Learners to think, pair and share experiences on how	Local environment, crayons and Coloured pencils Real objects e.g. umbrella Flash cards, video clips, learner's tablets Learner's book page 3 Our lives today environmental activities Teachers guide pg. 2-4	Observation Oral questions Written questions	

2	Weather Weather- responding to different weather conditions	By the end of the lesson, the learner should be able to • State different weather conditions • State ways of responding to different weather conditions • Respond appropriately to different weather conditions to limit risk to self, others and the environment. • Appreciate differences in weather conditions	What are the different weather conditions? How could we respond to different weather conditions?	Learners to observe and discuss prevailing weather conditions, as an outdoor activity Learners to think, pair and share experiences on how	Local environment, crayons and Coloured pencils Real objects e.g. umbrella Flash cards, video clips, learner's tablets Learner's book page 4-5 Our lives today environmental activities Teachers guide pg. 4-5	Observation Oral questions Written questions
3	Weather Weather- responding to different weather conditions	By the end of the lesson, the learner should be able to • State different weather conditions • State ways of responding to different weather conditions • Respond appropriately to different weather conditions to limit risk to self, others and the environment. Appreciate differences in weather conditions	What are the different weather conditions? How could we respond to different weather conditions?	Learners to observe and discuss prevailing weather conditions, as an outdoor activity Learners to think, pair and share experiences on how	Local environment, crayons and Coloured pencils Real objects e.g. umbrella Flash cards, video clips, learner's tablets Learner's book page 6 Our lives today environmental activities Teachers guide pg. 5	Observation Oral questions Written questions
4	Weather Weather- responding to different weather conditions	By the end of the lesson, the learner should be able to • State different weather conditions • State ways of responding to different weather conditions	What are the different weather conditions? How could we respond	Learners to observe and discuss prevailing weather conditions, as an outdoor activity Learners to think, pair and share experiences on how	Local environment, crayons and Coloured pencils Real objects e.g. umbrella Flash cards, video clips, learner's tablets	Observation Oral questions Written questions

			different weather	to different weather conditions?		Learner's book page 7-8 Our lives today environmental activities Teachers guide pg. 5-6	
5	W redi di wo	Veather Veather- esponding to ifferent veather onditions	By the end of the lesson, the learner should be able to • State different weather conditions • State ways of responding to different weather conditions • Respond appropriately to different weather conditions to limit risk to	What are the different weather conditions? How could we respond to different weather conditions?	Learners to observe and discuss prevailing weather conditions, as an outdoor activity Learners to think, pair and share experiences on how	Local environment, crayons and Coloured pencils Real objects e.g. umbrella Flash cards, video clips, learner's tablets Learner's book page 8 Our lives today environmental activities Teachers guide pg. 6	Observation Oral questions Written questions
3 1	re	Veather- ecording veather	By the end of the lesson, the learner should be able to Describe weather conditions at different times of the day Draw weather symbols to represent various weather conditions Create a weather record using symbols for a period of one week Develop interest in recording weather conditions	How is the weather today? What symbols are used to record weather conditions? How could we record weather conditions?	Learners identify weather symbols from charts and other learning resources	Local environment, crayons and Coloured pencils A weather chat Flash cards, learner's tablets Learner's book page 9-11 Our lives today environmental activities Teachers guide pg. 9-11	Observation Oral questions Written questions

2	Weather- recording weather	By the end of the lesson, the learner should be able to • Describe weather	How is the weather today?	Learners to observe the weather at different times of the day as an outdoor activity Learners identify weather	Local environment, crayons and Coloured pencils	Observation Oral questions Written questions
		 Describe weather conditions at different times of the day Draw weather symbols to represent various weather conditions Create a weather record using symbols for a period of one week Develop interest in recording weather conditions 	What symbols are used to record weather conditions? How could we record weather conditions?	symbols from charts and other learning resources	A weather chat Flash cards, learner's tablets Learner's book page 9-11 Our lives today environmental activities Teachers guide pg. 11	
3	Weather- recording weather	By the end of the lesson, the learner should be able to • Describe weather conditions at different times of the day • Draw weather symbols to represent various weather conditions • Create a weather record using symbols for a period of one week	How is the weather today? What symbols are used to record weather conditions?	Learners to observe the weather at different times of the day as an outdoor activity Learners identify weather symbols from charts and other learning resources	Local environment, crayons and Coloured pencils A weather chat Flash cards, learner's tablets Learner's book page 9-11 Our lives today environmental activities Teachers guide pg. 12	Observation Oral questions Written questions

		Develop interest in recording weather conditions	How could we record weather conditions?			
4	Weather-recording weather	By the end of the lesson, the learner should be able to Create a weather record using symbols for a period of one week Develop interest in recording weather conditions	How is the weather today? What symbols are used to record weather conditions? How could we record weather conditions?	Learners to observe the weather at different times of the day as an outdoor activity Learners identify weather symbols from charts and other learning resources	Local environment, crayons and Coloured pencils A weather chat Flash cards, learner's tablets Learner's book page 9-11 Our lives today environmental activities Teachers guide pg. 12	Observation Oral questions Written questions
5	Weather-recording weather	By the end of the lesson, the learner should be able to Create a weather record using symbols for a period of one week Develop interest in recording weather conditions	How is the weather today? What symbols are used to record weather conditions? How could we record	Learners to observe the weather at different times of the day as an outdoor activity Learners identify weather symbols from charts and other learning resources	Local environment, crayons and Coloured pencils A weather chat Flash cards, learner's tablets Learner's book page 9-11 Our lives today environmental activities Teachers guide pg. 12	Observation Oral questions Written questions

4 1	Weather- Understanding weather messages	By the end of the lesson, the learner should be able to Interpret weather charts	weather conditions? How could we use symbols to communicate weather	Learners to use weather charts to interpret different weather symbols In pairs, learners practice using weather symbols to interpret weather messages	Local environment, Learners book Televisions, radios, mobile phones and tablet	Observation Oral questions Written questions
		 Communicate weather messages accurately Develop interest in interpreting and communicating weather messages 	messages? How could we communicate weather messages to others?	weather messages	Video clips of weather forecast Learner's book page 12 Our lives today environmental activities Teachers guide pg. 13-15	
2	Weather- Understanding weather messages	By the end of the lesson, the learner should be able to • Interpret weather charts correctly • Communicate weather messages accurately • Develop interest in interpreting and communicating weather messages	How could we use symbols to communicate weather messages? How could we communicate weather messages to others?	Learners to use weather charts to interpret different weather symbols In pairs, learners practice using weather symbols to interpret weather messages	Local environment, Learners book Televisions, radios, mobile phones and tablet Video clips of weather forecast Learner's book page 12 Our lives today environmental activities Teachers guide pg. 13-15	Observation Oral questions Written questions

3	l v	Weather- Understanding weather messages	By the end of the lesson, the learner should be able to Communicate weather messages accurately	How could we use symbols to communicate weather messages? How could we communicate weather messages to others?	Learners to use weather charts to interpret different weather symbols In pairs, learners practice using weather symbols to interpret weather messages	Local environment, Learners book Televisions, radios, mobile phones and tablet Video clips of weather forecast Learner's book page 12 Our lives today environmental activities Teachers guide pg. 13-15	Observation Oral questions Written questions	
4	Į v	Weather- Understanding weather messages	By the end of the lesson, the learner should be able to Communicate weather messages accurately	How could we use symbols to communicate weather messages? How could we communicate weather messages to others?	Learners to use weather charts to interpret different weather symbols In pairs, learners practice using weather symbols to interpret weather messages	Local environment, Learners book Televisions, radios, mobile phones and tablet Video clips of weather forecast Learner's book page 13 Our lives today environmental activities Teachers guide pg. 15	Observation Oral questions Written questions	
5	l v	Weather- Understanding weather messages	By the end of the lesson, the learner should be able to Communicate weather messages accurately	How could we use symbols to communicate weather messages?	In a class contest, learners to compete narrating weather occurrences for a past week weather chart recording Learners to gather more information on weather from parents or guardians	Local environment, Learners book Televisions, radios, mobile phones and tablet	Observation Oral questions Written questions	

				How could we communicate weather messages to others?		Video clips of weather forecast Learner's book page 13 Our lives today environmental activities Teachers guide pg. 15	
!	5 1	Water	ing the learner should be able	home and school?	water at home and in the school In groups, learners to share their experiences on why water is stored at homes and school. In groups, learners to share their experiences on how water is stored at homes and school.	Local environment, Learners book Real objects, pictures of water containers Learners tablets, crayons and Coloured pencils Learner's book page 15-17 Our lives today environmental activities Teachers guide pg. 18-19	Observation Oral questions Written questions
	2	Water Stori	ing the learner should be able	home and school?	their experiences on why water is stored at homes and school. In groups, learners to share their experiences on how water is stored at homes and school		Observation Oral questions Written questions

3	Water- Storing water	By the end of the lesson, the learner should be able to Identify ways of storing water in the home and school	How do we store water at	Learners to explore and observe various ways of storing water at home and in the school In groups, learners to share their experiences on why water is stored at homes and school. In groups, learners to share their experiences on how water is stored at homes and school.	Our lives today environmental activities Teachers guide pg. 18-19 Local environment, Learners book Real objects, pictures of water containers Learners tablets, crayons and Coloured pencils Learner's book page 15-17 Our lives today environmental activities Teachers guide pg. 18-19	Observation Oral questions Written questions	
4	Water- Storing water	By the end of the lesson, the learner should be able to Identify ways of storing water in the home and school	school? How do we	observe various ways of storing water at home and in the school In groups, learners to share their experiences on why water is stored at homes and school. In groups, learners to share their experiences on how water is stored at homes and school.	Local environment, Learners book Real objects, pictures of water containers Learners tablets, crayons and Coloured pencils Learner's book page 15-17 Our lives today environmental activities Teachers guide pg. 18-19	Observation Oral questions Written questions	

	5	Wate Stor wate	ring the learner should be able	home and school? How do we store water at	observe various ways of storing water at home and in the school In groups, learners to share their experiences on why water is stored at homes and school. In groups, learners to share their experiences on how water is stored at homes and school.	Local environment, Learners book Real objects, pictures of water containers Learners tablets, crayons and Coloured pencils Learner's book page 15-17 Our lives today environmental activities Teachers guide pg. 18-19	Observation Oral questions Written questions	
6	1	Wate Stor wate	ring the learner should be able	home and school? How do we store water at	water at home and in the school In groups, learners to share their experiences on why water is stored at homes and school. In groups, learners to share their experiences on how water is stored at homes and school.	Local environment, Learners book Real objects, pictures of water containers Learners tablets, crayons and Coloured pencils Learner's book page 15-17 Our lives today environmental activities Teachers guide pg. 18-19	Observation Oral questions Written questions	

2	Wate Tran water	sporting	By the end of the lesson, the learner should be able to identify different ways of transporting water at home and school	transported at home and in school?	which water is transported at home and school Using pictures and video clips, learners to identify ways of transporting water Learners read, tell, or listen to stories about transporting water Using age-appropriate containers, learners to carry and store water	Water, drums Pictures showing the various ways of storing water Video clips of the various ways of storing water, learners' tablet Learner's book page 18-20 Our lives today environmental activities Teachers guide pg. 21-23	Observation Oral questions Written questions	
3	Wate Tran water	sporting	By the end of the lesson, the learner should be able to identify different ways of transporting water at home and school	home and in school?	home and school Using pictures and video clips, learners to identify ways of transporting water Learners read, tell, or listen to stories about transporting water Using age-appropriate containers, learners to carry and store water	Water, drums Pictures showing the various ways of storing water Video clips of the various ways of storing water, learners' tablet Learner's book page 18-20 Our lives today environmental activities Teachers guide pg. 21-23	Observation Oral questions Written questions	
4	Wate Tran water	sportinglea	demonstrate suitable ways of carrying small quantities of water at home and school	home and in school?	which water is transported at home and school Using pictures and video clips,	Water, drums Pictures showing the various ways of storing water Video clips of the various ways of storing water, learners' tablet Learner's book page 18-20	Observation Oral questions Written questions	

				Using age-appropriate containers, learners to carry and store water for personal use Learners to find out how water is transported and stored.	guide ng 21-23	
	5	Water- Transporting learner should be able to water demonstrate suitable ways of carrying small quantities of water at home and school	home and in school?	which water is transported at home and school Using pictures and video clips, learners to identify ways of transporting water Learners read, tell, or listen to stories about transporting water Using age-appropriate containers, learners to carry and store water	guide ng 21-23	Observation Oral questions Written questions
7	1	Water- By the end of the lesson, the	HALF Thow is water		Water, drums	Observation
		Transporting learner should be able to water appreciate different means used in transporting water to school and home	transported at home and in school?	experiences on various ways in which water is transported at home and school Using pictures and video clips, learners to identify ways of transporting water Learners read, tell, or listen to	Pictures showing the various ways of storing water Video clips of the various ways of storing water, learners' tablet Learner's book page 18-20 Our lives today environmental	Oral questions Written questions

				learners to carry and store water for personal use Learners to find out how water is transported and stored.	guide pg. 21-23	
2	Exploring soil	By the end of the lesson, the learner should be able to • Model objects with different types of soil	What objects could we make with soil?	samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands,	Observation Oral questions Written questions
			soil makes good ribbons		manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	
3	Exploring soil	By the end of the lesson, the learner should be able to • Model objects with different types of soil	What objects could we make with soil? Which type of soil makes good ribbons?	samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Soil, water, containers	Observation Oral questions Written questions
4	Exploring soil	By the end of the lesson, the learner should be able to • Determine the soil that makes long smooth ribbons	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers	Oral questions Written questions

					Our lives today environmental activities Teachers guide pg. 26-31		
5	1 0	Determine the soil that makes long smooth ribbons	make with	samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Soil, water, containers	Observation Oral questions Written questions	
9 1		Determine the soil that makes long smooth without	make with	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers	Observation Oral questions Written questions	
2	soil	By the end of the lesson, the learner should be able to Determine the soil that makes long smooth ribbons	make with soil?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to	Local environment Soil, water, containers	Observation Oral questions Written questions	

			A ' 1'CC ' 4 4 C	XX/1 · 1		C 1 . C	
			Appreciate different types of	Which type of		Soap and water for	
			soil In the immediate	soil makes		washing hands,	
			environment	good ribbons?		manila papers	
						Learner's book	
						page 21	
						Our lives today	
						environmental	
						activities Teachers	
						guide pg. 26-31	
3			By the end of the lesson, the	What objects	In groups, learners to model		Observation
	soi	oil	learner should be able to			Soil, water,	Oral
			M. 1.1.11.11.12.45.341.11.00	make with	samples provided (clay, loam,		questions
			• Model objects with different	soil?	sand). Learners to observe to	• •	Written
			types of soil	Which type of		of soil, flash cards	questions
			• Determine the soil that	soil makes	C	Soap and water for	
			makes long smooth ribbons			washing hands,	
			• Appreciate different types of	good ribbons?		manila papers	
			soil In the immediate			Learner's book	
			environment			page 21	
						Our lives today	
						environmental	
						activities Teachers	
						guide pg. 26-31	
4			By the end of the lesson, the	What objects	In groups, learners to model		Observation
	soi	il	learner should be able to			Soil, water,	Oral
			Madal alticomercial 4160		samples provided (clay, loam,		questions
			• Model objects with different	SOH	sand). Learners to observe to	• •	Written
			types of soil	Which type of	-	of soil, flash cards	questions
			• Determine the soil that	soil makes	_	Soap and water for	
			makes long smooth ribbons			washing hands,	
				good ribbons?		manila papers	
			Appreciate different types of soil			Learner's book	
			In the immediate environment			page 21	
						Our lives today	
						environmental	
						activities Teachers	
						guide pg. 26-31	

	5	Exploring soil	By the end of the lesson, the learner should be able to • Model objects with different types of soil • Determine the soil that makes long smooth ribbons Appreciate different types of soil In the immediate environment	What objects could we make with soil? Which type of soil makes good ribbons?	samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 21 Our lives today environmental activities Teachers guide pg. 26-31	Oral questions Written questions	
10		Exploring soil	 By the end of the lesson, the learner should be able to Model objects with different types of soil Determine the soil that makes long smooth ribbons Appreciate different types of soil In the immediate environment 	What objects could we make with soil? Which type of soil makes good ribbons?		Soil, water, containers Pictures of types	Observation Oral questions Written questions	
	2	Exploring Soil	By the end of the lesson, the learner should be able to • Model objects with different types of soil • Determine the soil that makes long smooth ribbons Appreciate different types of soil In the immediate environment	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 23-24 Our lives today environmental	Observation Oral questions Written questions	

	3	Exploi Soil	learner should be able to Appreciate different types of soil In the immediate environment	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Soap and water for washing hands, manila papers Learner's book page 23-24 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions
111	. 1	Explor	By the end of the lesson, the learner should be able to tell the type of soil suitable for modelling	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types of soil, flash cards Soap and water for washing hands, manila papers Learner's book page 23-24 Our lives today environmental activities Teachers guide pg. 26-31	Observation Oral questions Written questions
	2	Explor Soil	By the end of the lesson, the learner should be able to tell the soil suitable for farming	What objects could we make with soil? Which type of soil makes good ribbons?	In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Local environment Soil, water, containers Pictures of types	Observation Oral questions Written questions

	3	Exploring parts of plants	By the end of the lesson, the learner should be able to • Identify parts of a plant	What are the different parts of a plant?	In a nature walk, learners to explore different plants in the immediate environment. Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants . What are the different parts of a plant?	Our lives today environmental activities Teachers guide pg. 26-31 Real plants, photographs Crayons and Coloured pencils Learners' tablets Learner's book page 26-31 Our lives today environmental activities Teachers guide pg. 33-37	Observation Oral questions Written questions
12	1	Exploring parts of plants	By the end of the lesson, the learner should be able to • Identify parts of a plant	What are the different parts of a plant?	immediate environment. Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants . What are the different parts of a plant?	Real plants, photographs Crayons and Coloured pencils Learners' tablets Learner's book page 26-31 Our lives today environmental activities Teachers guide pg. 33-37	Observation Oral questions Written questions
	2	Exploring parts of plants	By the end of the lesson, the learner should be able to Draw different parts of a plant from the immediate environment	What are the different parts of a plant?	explore different plants in the immediate environment. Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants . What are the different parts of a plant?	Real plants, photographs Crayons and Coloured pencils	Observation Oral questions Written questions
		Exploring parts of plants	By the end of the lesson, the learner should be able to	What are the different	In a nature walk, learners to explore different plants in the immediate environment.	Real plants, photographs Crayons and Coloured pencils	Observation Oral questions Written

			Draw different parts of a plant from the immediate environment	parts of a plant?	Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants . What are the different parts of a plant?	Learner's book page 26-31	questions	
	3	Exploring plants	By the end of the lesson, the learner should be able to Show interest in parts of a plant for learning and enjoyment	What are the different parts of a plant?	In a nature walk, learners to explore different plants in the immediate environment. Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants . What are the different parts of a plant?	Real plants, photographs Crayons and Coloured pencils	Observation Oral questions Written questions	
14			ASSES	SMENT/CLOSIN	G OF THE SCHOOL			