

## GRADE 3 ENVIRONMENTAL ACTIVITIES TERM 2 SCHEMES OF WORK 2024

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)	Learning Resources	Assessment Methods	Reflection
1	1	2.0 <b>Natural Environment</b>	2.1 <b>Weather</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify unfavourable weather conditions,</li> <li>b) explain dangers of unfavourable weather conditions on people,</li> <li>c) respond appropriately to unfavourable weather conditions in the locality,</li> <li>d) appreciate the importance of keeping safe during unfavourable weather conditions.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● share experiences on unfavourable weather conditions in pairs,</li> <li>● use digital device and print media to search for information on unfavourable weather conditions (<i>heavy rainfall, drought, strong winds, extreme heat, snow, fog</i>) and share findings with peers,</li> <li>● enhance cooperation when</li> </ul>	How can you keep safe during unfavourable weather conditions?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	

					equitably sharing available learning resources to find out more information on unfavourable weather conditions.				
2	2.0 <b>Natural Environment</b>	2.1 <b>Weather</b>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> <li>e) identify unfavourable weather conditions,</li> <li>f) explain dangers of unfavourable weather conditions on people,</li> <li>g) respond appropriately to unfavourable weather conditions in the locality,</li> <li>h) appreciate the importance of keeping safe during unfavourable weather conditions.</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>● share experiences on unfavourable weather conditions in pairs,</li> <li>● use digital device and print media to search for information on unfavourable weather conditions (<i>heavy rainfall, drought, strong winds, extreme heat, snow, fog</i>) and share findings with peers,</li> </ul>	How can you keep safe during unfavourable weather conditions?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		

					<ul style="list-style-type: none"> <li>● enhance cooperation when equitably sharing available learning resources to find out more information on unfavourable weather conditions.</li> </ul>				
3	2.0 <b>Natural Environment</b>	2.1 <b>Weather</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>i) identify unfavourable weather conditions,</li> <li>j) explain dangers of unfavourable weather conditions on people,</li> <li>k) respond appropriately to unfavourable weather conditions in the locality,</li> <li>l) appreciate the importance of keeping safe during unfavourable weather conditions.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● share experiences on unfavourable weather conditions in pairs,</li> <li>● use digital device and print media to search for information on unfavourable weather conditions (<i>heavy rainfall, drought, strong winds, extreme heat, snow, fog</i>) and share</li> </ul>	How can you keep safe during unfavourable weather conditions?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		

					<p>findings with peers,</p> <ul style="list-style-type: none"> <li>● enhance cooperation when equitably sharing available learning resources to find out more information on unfavourable weather conditions.</li> </ul>				
4	<b>2.0 Natural Environment</b>	<b>2.1 Weather</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>m) identify unfavourable weather conditions,</li> <li>n) explain dangers of unfavourable weather conditions on people,</li> <li>o) respond appropriately to unfavourable weather conditions in the locality,</li> <li>p) appreciate the importance of keeping safe during</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● share experiences on unfavourable weather conditions in pairs,</li> <li>● use digital device and print media to search for information on unfavourable weather conditions (<i>heavy rainfall, drought, strong winds,</i></li> </ul>	<p>How can you keep safe during unfavourable weather conditions?</p>	<p>Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures</p>	<p>Observations oral questions</p>		

				unfavourable weather conditions.	<p><i>extreme heat, snow, fog</i>) and share findings with peers,</p> <ul style="list-style-type: none"> <li>● enhance cooperation when equitably sharing available learning resources to find out more information on unfavourable weather conditions.</li> </ul>				
2	1	<b>2.0 Natural Environment</b>	<b>2.1 Weather</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>q) identify unfavourable weather conditions,</li> <li>r) explain dangers of unfavourable weather conditions on people,</li> <li>s) respond appropriately to unfavourable weather conditions in the locality,</li> <li>t) appreciate the importance of keeping</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● share experiences on unfavourable weather conditions in pairs,</li> <li>● use digital device and print media to search for information on unfavourable weather conditions (<i>heavy rainfall, drought,</i></li> </ul>	How can you keep safe during unfavourable weather conditions?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	

				safe during unfavourable weather conditions.	<p><i>strong winds, extreme heat, snow, fog</i>) and share findings with peers,</p> <ul style="list-style-type: none"> <li>● enhance cooperation when equitably sharing available learning resources to find out more information on unfavourable weather conditions.</li> </ul>				
2	2.0 <b>Natural Environment</b>	2.1 <b>Weather</b>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> <li>u) identify unfavourable weather conditions,</li> <li>v) explain dangers of unfavourable weather conditions on people,</li> <li>w) respond appropriately to unfavourable weather conditions in the locality,</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>● share experiences on unfavourable weather conditions in pairs,</li> <li>● use digital device and print media to search for information on unfavourable weather conditions (<i>heavy</i></li> </ul>	How can you keep safe during unfavourable weather conditions?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		

				<p>x) appreciate the importance of keeping safe during unfavourable weather conditions.</p>	<p><i>rainfall, drought, strong winds, extreme heat, snow, fog</i>) and share findings with peers,</p> <ul style="list-style-type: none"> <li>● enhance cooperation when equitably sharing available learning resources to find out more information on unfavourable weather conditions.</li> </ul>				
3	2.0 <b>Natural Environment</b>	2.1 <b>Weather</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>y) identify unfavourable weather conditions,</p> <p>z) explain dangers of unfavourable weather conditions on people,</p> <p>aa) respond appropriately to unfavourable weather conditions in the locality,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● share experiences on unfavourable weather conditions in pairs,</li> <li>● use digital device and print media to search for information on unfavourable weather</li> </ul>	<p>How can you keep safe during unfavourable weather conditions?</p>	<p>Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures</p>	<p>Observations oral questions</p>		

				bb) appreciate the importance of keeping safe during unfavourable weather conditions.	<p>conditions (<i>heavy rainfall, drought, strong winds, extreme heat, snow, fog</i>) and share findings with peers,</p> <ul style="list-style-type: none"> <li>● enhance cooperation when equitably sharing available learning resources to find out more information on unfavourable weather conditions.</li> </ul>				
4	<b>2.0 Natural Environment</b>	<b>2.1 Weather</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>cc) identify unfavourable weather conditions,</p> <p>dd) explain dangers of unfavourable weather conditions on people,</p> <p>ee) respond appropriately to unfavourable</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● share experiences on unfavourable weather conditions in pairs,</li> <li>● use digital device and print media to search for information on unfavourable</li> </ul>	How can you keep safe during unfavourable weather conditions?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding	Observations oral questions		



				<p>weather conditions in the locality,</p> <p>ff) appreciate the importance of keeping safe during unfavourable weather conditions.</p>	<p>weather conditions (<i>heavy rainfall, drought, strong winds, extreme heat, snow, fog</i>) and share findings with peers,</p> <ul style="list-style-type: none"> <li>● enhance cooperation when equitably sharing available learning resources to find out more information on unfavourable weather conditions.</li> </ul>		materials, pictures		
3	1	<b>2.0 Natural Environment</b>	<b>2.1 Weather</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>gg) identify unfavourable weather conditions,</p> <p>hh) explain dangers of unfavourable weather conditions on people,</p> <p>ii) respond appropriately to unfavourable</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● share experiences on unfavourable weather conditions in pairs,</li> <li>● use digital device and print media to search for information on</li> </ul>	How can you keep safe during unfavourable weather conditions?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding	Observations oral questions	

				<p>weather conditions in the locality,</p> <p>jj) appreciate the importance of keeping safe during unfavourable weather conditions.</p>	<p>unfavourable weather conditions (<i>heavy rainfall, drought, strong winds, extreme heat, snow, fog</i>) and share findings with peers,</p> <ul style="list-style-type: none"> <li>● enhance cooperation when equitably sharing available learning resources to find out more information on unfavourable weather conditions.</li> </ul>		materials, pictures		
2	<b>2.0 Natural Environment</b>	<b>2.1 Weather</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>kk) identify unfavourable weather conditions,</p> <p>ll) explain dangers of unfavourable weather conditions on people,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● share experiences on unfavourable weather conditions in pairs,</li> <li>● use digital device and print media to search for</li> </ul>	How can you keep safe during unfavourable weather conditions?	Everyday Hygiene and Nutrition, Learner's Book Grade 3	Observations oral questions		

				<p>mm) respond appropriately to unfavourable weather conditions in the locality,</p> <p>nn) appreciate the importance of keeping safe during unfavourable weather conditions.</p>	<p>information on unfavourable weather conditions (<i>heavy rainfall, drought, strong winds, extreme heat, snow, fog</i>) and share findings with peers,</p> <ul style="list-style-type: none"> <li>● enhance cooperation when equitably sharing available learning resources to find out more information on unfavourable weather conditions.</li> </ul>		bed, bedding materials, pictures		
3	2.0 <b>Natural Environment</b>	<b>2.2 Soil</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) list characteristics of different types of soil,</li> <li>b) carry out basic soil conservation activities in the environment,</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● move around the school environment and collect different soil samples,</li> <li>● use sense of touch to interact with</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we care for soil?</li> <li>2. What can you do to protect our soil?</li> </ol>	Everyday Hygiene and Nutrition, Learner's Book Grade 3	Observations oral questions		

				c) embrace soil conservation activities in the environment.	<p>various samples of soil (<i>sand, loam and clay soils</i>) to feel texture,</p> <ul style="list-style-type: none"> <li>● mount different soil samples on a chart and display the chart in class,</li> </ul>		bed, bedding materials, pictures		
4		2.0 Natural Environment	2.2 Soil	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>d) list characteristics of different types of soil,</p> <p>e) carry out basic soil conservation activities in the environment,</p> <p>f) embrace soil conservation activities in the environment.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● move around the school environment and collect different soil samples,</li> <li>● use sense of touch to interact with various samples of soil (<i>sand, loam and clay soils</i>) to feel texture,</li> <li>● mount different soil samples on a chart and display the chart in class,</li> </ul>	<p>3. How can we care for soil?</p> <p>4. What can you do to protect our soil?</p>	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	
4	1	2.0 Natural	2.2 Soil	<p>By the end of the Sub Strand, the learner should be able to:</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● move around the school environment and</li> </ul>	<p>5. How can we care for soil?</p>	Everyday Hygiene and	Observations	

		<b>Environment</b>		<ul style="list-style-type: none"> <li>g) list characteristics of different types of soil,</li> <li>h) carry out basic soil conservation activities in the environment,</li> <li>i) embrace soil conservation activities in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>● collect different soil samples,</li> <li>● use sense of touch to interact with various samples of soil (<i>sand, loam and clay soils</i>) to feel texture,</li> <li>● mount different soil samples on a chart and display the chart in class,</li> </ul>	6. What can you do to protect our soil?	Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	oral questions	
2	2.0 <b>Natural Environment</b>	<b>2.2 Soil</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>j) list characteristics of different types of soil,</li> <li>k) carry out basic soil conservation activities in the environment,</li> <li>l) embrace soil conservation activities in the environment.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● move around the school environment and collect different soil samples,</li> <li>● use sense of touch to interact with various samples of soil (<i>sand, loam and clay soils</i>) to feel texture,</li> <li>● mount different soil samples on a chart and display the chart in class,</li> </ul>	<p>7. How can we care for soil?</p> <p>8. What can you do to protect our soil?</p>	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		

3	2.0 <b>Natural Environment</b>	<b>2.2 Soil</b>	By the end of the Sub Strand, the learner should be able to: m) list characteristics of different types of soil, n) carry out basic soil conservation activities in the environment, o) embrace soil conservation activities in the environment.	The learner is guided to: <ul style="list-style-type: none"> <li>● find out from parents or guardians on types of soil found in the locality and share with peers,</li> <li>● discuss on how to care for soil in the environment (<i>manuring, mulching, planting trees,</i>) and share with peers,</li> <li>● carry out tree planting activities in the community,</li> <li>● develop decision making abilities when actively participating in</li> </ul>	9. How can we care for soil? 10. What can you do to protect our soil?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	
4	2.0 <b>Natural Environment</b>	<b>2.2 Soil</b>	By the end of the Sub Strand, the learner should be able to: p) list characteristics of different types of soil,	The learner is guided to: <ul style="list-style-type: none"> <li>● find out from parents or guardians on types of soil found in the locality and share with peers,</li> </ul>	11. How can we care for soil? 12. What can you do	Everyday Hygiene and Nutrition, Learner's	Observations oral questions	

				<p>q) carry out basic soil conservation activities in the environment,</p> <p>r) embrace soil conservation activities in the environment.</p>	<ul style="list-style-type: none"> <li>● discuss on how to care for soil in the environment (<i>manuring, mulching, planting trees,</i>) and share with peers,</li> <li>● carry out tree planting activities in the community,</li> <li>● develop decision making abilities when actively participating in</li> </ul>	to protect our soil?	Book Grade 3 bed, bedding materials, pictures		
5	1	<b>2.0 Natural Environment</b>	<b>2.2 Soil</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>s) list characteristics of different types of soil,</p> <p>t) carry out basic soil conservation activities in the environment,</p> <p>u) embrace soil conservation activities in the environment.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● find out from parents or guardians on types of soil found in the locality and share with peers,</li> <li>● discuss on how to care for soil in the environment (<i>manuring, mulching, planting trees,</i>) and share with peers,</li> </ul>	<p>13. How can we care for soil?</p> <p>14. What can you do to protect our soil?</p>	<p>Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures</p>	<p>Observations oral questions</p>	

					<ul style="list-style-type: none"> <li>● carry out tree planting activities in the community,</li> <li>● develop decision making abilities when actively participating in</li> </ul>				
	2	<b>2.0 Natural Environment</b>	<b>2.2 Soil</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>v) list characteristics of different types of soil,</li> <li>w) carry out basic soil conservation activities in the environment,</li> <li>x) embrace soil conservation activities in the environment.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● find out from parents or guardians on types of soil found in the locality and share with peers,</li> <li>● discuss on how to care for soil in the environment (<i>manuring, mulching, planting trees,</i>) and share with peers,</li> <li>● carry out tree planting activities in the community,</li> <li>● develop decision making abilities when actively participating in</li> </ul>	<p>15. How can we care for soil?</p> <p>16. What can you do to protect our soil?</p>	<p>Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures</p>	<p>Observations oral questions</p>	



3	2.0 <b>Natural Environment</b>	<b>2.2 Soil</b>	By the end of the Sub Strand, the learner should be able to: y) list characteristics of different types of soil, z) carry out basic soil conservation activities in the environment, aa) embrace soil conservation activities in the environment.	The learner is guided to: <ul style="list-style-type: none"> <li>● find out from parents or guardians on types of soil found in the locality and share with peers,</li> <li>● discuss on how to care for soil in the environment (<i>manuring, mulching, planting trees,</i>) and share with peers,</li> <li>● carry out tree planting activities in the community,</li> <li>● develop decision making abilities when actively participating in</li> </ul>	17. How can we care for soil? 18. What can you do to protect our soil?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	
4	2.0 <b>Natural Environment</b>	<b>2.3 Heat</b>	By the end of the Sub Strand, the learner should be able to: a) list sources of heat in the environment, b) identify uses of heat in the environment,	The learner is guided to: <ul style="list-style-type: none"> <li>● think, pair and share on sources of heat used at home,</li> <li>● enhance open mindedness when</li> </ul>	Why is heat important in your daily life?	Everyday Hygiene and Nutrition, Learner's	Observations oral questions	

				<p>c) carry out activities of conserving heat in the environment,</p> <p>d) appreciate the importance of different sources of heat in daily life.</p>	<p>appreciating diverse opinions during group discussions on sources of heat in the environment,</p> <ul style="list-style-type: none"> <li>● use pictures or video clips to find out various sources of heat in the environment (<i>sun, charcoal, firewood and kerosene, electricity, gas</i>).</li> </ul>		<p>Book Grade 3 bed, bedding materials, pictures</p>		
6	1	2.0 <b>Natural Environment</b>	2.3 <b>Heat</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>e) list sources of heat in the environment,</p> <p>f) identify uses of heat in the environment,</p> <p>g) carry out activities of conserving heat in the environment,</p> <p>h) appreciate the importance of different</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● think, pair and share on sources of heat used at home,</li> <li>● enhance open mindedness when appreciating diverse opinions during group discussions on sources of heat in the environment,</li> </ul>	<p>Why is heat important in your daily life?</p>	<p>Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures</p>	<p>Observations oral questions</p>	

				sources of heat in daily life.	<ul style="list-style-type: none"> <li>● use pictures or video clips to find out various sources of heat in the environment (<i>sun, charcoal, firewood and kerosene, electricity, gas</i>).</li> </ul>				
2	2.0 <b>Natural Environment</b>	<b>2.3 Heat</b>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> <li>i) list sources of heat in the environment,</li> <li>j) identify uses of heat in the environment,</li> <li>k) carry out activities of conserving heat in the environment,</li> <li>l) appreciate the importance of different sources of heat in daily life.</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>● think, pair and share on sources of heat used at home,</li> <li>● enhance open mindedness when appreciating diverse opinions during group discussions on sources of heat in the environment,</li> <li>● use pictures or video clips to find out various sources of heat in the environment (<i>sun, charcoal,</i></li> </ul>	Why is heat important in your daily life?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		

					<i>firewood and kerosene, electricity, gas).</i>				
3	<b>2.0 Natural Environment</b>	<b>2.3 Heat</b>	By the end of the Sub Strand, the learner should be able to: m) list sources of heat in the environment, n) identify uses of heat in the environment, o) carry out activities of conserving heat in the environment, p) appreciate the importance of different sources of heat in daily life.	The learner is guided to: <ul style="list-style-type: none"> <li>● think, pair and share on sources of heat used at home,</li> <li>● enhance open mindedness when appreciating diverse opinions during group discussions on sources of heat in the environment,</li> <li>● use pictures or video clips to find out various sources of heat in the environment (<i>sun, charcoal, firewood and kerosene, electricity, gas).</i></li> </ul>	Why is heat important in your daily life?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		
4	<b>2.0 Natural</b>	<b>2.3 Heat</b>	By the end of the Sub Strand, the learner should be able to:	The learner is guided to: <ul style="list-style-type: none"> <li>● discuss uses of heat in the</li> </ul>	Why is heat important in your daily life?	Everyday Hygiene and	Observations		

		<b>Environment</b>		<p>q) list sources of heat in the environment,</p> <p>r) identify uses of heat in the environment,</p> <p>s) carry out activities of conserving heat in the environment,</p> <p>t) appreciate the importance of different sources of heat in daily life.</p>	<p>environment and share in class (<i>cooking, warming, ironing, drying</i>),</p> <ul style="list-style-type: none"> <li>● discuss basic heat conservation measures (<i>turning off heat sources when not in use, use energy saving stoves, protecting the fireplace from wind</i>),</li> <li>● role play how to conserve heat in the environment (<i>using energy without wasting it</i>),</li> </ul>		Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	oral questions	
7	1	<b>2.0 Natural Environment</b>	<b>2.3 Heat</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>u) list sources of heat in the environment,</p> <p>v) identify uses of heat in the environment,</p> <p>w) carry out activities of conserving heat in the environment,</p> <p>x) appreciate the importance of different</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● discuss uses of heat in the environment and share in class (<i>cooking, warming, ironing, drying</i>),</li> <li>● discuss basic heat conservation measures (<i>turning off heat sources when</i></li> </ul>	Why is heat important in your daily life?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding	Observations oral questions	

				sources of heat in daily life.	<i>not in use, use energy saving stoves, protecting the fireplace from wind</i> ), <ul style="list-style-type: none"> <li>● role play how to conserve heat in the environment (<i>using energy without wasting it</i>),</li> </ul>		materials, pictures		
	2	<b>2.0 Natural Environment</b>	<b>2.3 Heat</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>y) list sources of heat in the environment,</li> <li>z) identify uses of heat in the environment,</li> <li>aa) carry out activities of conserving heat in the environment,</li> <li>bb) appreciate the importance of different sources of heat in daily life.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● discuss uses of heat in the environment and share in class (<i>cooking, warming, ironing, drying</i>),</li> <li>● discuss basic heat conservation measures (<i>turning off heat sources when not in use, use energy saving stoves, protecting the fireplace from wind</i>),</li> <li>● role play how to conserve heat in the environment</li> </ul>	Why is heat important in your daily life?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	

					<i>(using energy without wasting it),</i>				
3	<b>2.0 Natural Environment</b>	<b>2.3 Heat</b>	By the end of the Sub Strand, the learner should be able to: cc) list sources of heat in the environment, dd) identify uses of heat in the environment, ee) carry out activities of conserving heat in the environment, ff) appreciate the importance of different sources of heat in daily life.	The learner is guided to: <ul style="list-style-type: none"> <li>● discuss uses of heat in the environment and share in class <i>(cooking, warming, ironing, drying),</i></li> <li>● discuss basic heat conservation measures <i>(turning off heat sources when not in use, use energy saving stoves, protecting the fireplace from wind),</i></li> <li>● role play how to conserve heat in the environment <i>(using energy without wasting it),</i></li> </ul>	Why is heat important in your daily life?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		
4	<b>2.0 Natural Environment</b>	<b>2.3 Heat</b>	By the end of the Sub Strand, the learner should be able to: gg) list sources of heat in the environment, hh) identify uses of heat in the environment,	The learner is guided to: <ul style="list-style-type: none"> <li>● discuss uses of heat in the environment and share in class</li> </ul>	Why is heat important in your daily life?	Everyday Hygiene and Nutrition, Learner's	Observations oral questions		

				<p>ii) carry out activities of conserving heat in the environment,</p> <p>jj) appreciate the importance of different sources of heat in daily life.</p>	<p><i>(cooking, warming, ironing, drying),</i></p> <ul style="list-style-type: none"> <li>● discuss basic heat conservation measures <i>(turning off heat sources when not in use, use energy saving stoves, protecting the fireplace from wind),</i></li> <li>● role play how to conserve heat in the environment <i>(using energy without wasting it),</i></li> </ul>		Book Grade 3 bed, bedding materials, pictures		
8	1	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) name ways in which water can be contaminated in the environment,</p> <p>b) carry out activities used to make water clean,</p> <p>c) conserve water at home and school as scarce resource,</p> <p>d) value the importance of clean and safe water for healthy living.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● think, pair and share on sources and uses of water in the environment,</li> <li>● observe pictures, listen to audio or watch video clips on how water can be contaminated in the environment</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	



					<p><i>(Human activities- washing clothes, bathing, urinating, swimming;</i>  <i>Animals- drinking directly from water source, excreting in water sources),</i></p> <ul style="list-style-type: none"> <li>● make an improvised water filter using locally available materials.</li> </ul>				
	2	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>e) name ways in which water can be contaminated in the environment,</p> <p>f) carry out activities used to make water clean,</p> <p>g) conserve water at home and school as scarce resource,</p> <p>h) value the importance of clean and safe water for healthy living.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● <i>washing clothes, bathing, urinating, swimming;</i>  <i>Animals- drinking directly from water source, excreting in water sources),</i></li> <li>● make an improvised water filter using locally available materials.</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	

3	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	By the end of the Sub Strand, the learner should be able to: i) name ways in which water can be contaminated in the environment, j) carry out activities used to make water clean, k) conserve water at home and school as scarce resource, l) value the importance of clean and safe water for healthy living.	The learner is guided to: <ul style="list-style-type: none"> <li>● think, pair and share on sources and uses of water in the environment,</li> <li>● observe pictures, listen to audio or watch video clips on how water can be contaminated in the environment <i>(Human activities- washing clothes, bathing, urinating, swimming; Animals- drinking directly from water source, excreting in water sources),</i></li> <li>● make an improvised water filter using locally available materials.</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	
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4	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>m) name ways in which water can be contaminated in the environment,</p> <p>n) carry out activities used to make water clean,</p> <p>o) conserve water at home and school as scarce resource,</p> <p>p) value the importance of clean and safe water for healthy living.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● think, pair and share on sources and uses of water in the environment,</li> <li>● observe pictures, listen to audio or watch video clips on how water can be contaminated in the environment <i>(Human activities- washing clothes, bathing, urinating, swimming; Animals- drinking directly from water source, excreting in water sources),</i></li> <li>● make an improvised water filter using locally available materials.</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	
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9	1	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>q) name ways in which water can be contaminated in the environment,</p> <p>r) carry out activities used to make water clean,</p> <p>s) conserve water at home and school as scarce resource,</p> <p>t) value the importance of clean and safe water for healthy living.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● think, pair and share on sources and uses of water in the environment,</li> <li>● observe pictures, listen to audio or watch video clips on how water can be contaminated in the environment <i>(Human activities- washing clothes, bathing, urinating, swimming; Animals- drinking directly from water source, excreting in water sources),</i></li> <li>● make an improvised water filter using locally available materials.</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	
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2	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>u) name ways in which water can be contaminated in the environment,</p> <p>v) carry out activities used to make water clean,</p> <p>w) conserve water at home and school as scarce resource,</p> <p>x) value the importance of clean and safe water for healthy living.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● think, pair and share on sources and uses of water in the environment,</li> <li>● observe pictures, listen to audio or watch video clips on how water can be contaminated in the environment <i>(Human activities- washing clothes, bathing, urinating, swimming; Animals- drinking directly from water source, excreting in water sources),</i></li> <li>● make an improvised water filter using locally available materials.</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	
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3	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	By the end of the Sub Strand, the learner should be able to: y) name ways in which water can be contaminated in the environment, z) carry out activities used to make water clean, aa) conserve water at home and school as scarce resource, bb) value the importance of clean and safe water for healthy living.	The learner is guided to: <ul style="list-style-type: none"> <li>● develop unique and new ideas when using locally available materials to make improvised water filters,</li> <li>● clean dirty water through filtration using different materials (<i>a piece of cloth, improvised water filter, sieve</i>),</li> <li>● discuss on how to make water safe for drinking(<i>boiling</i>) using a variety of learning resources (<i>video clips, pictures</i>), discuss with parents or guardians on</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	
4	<b>3.0 Resources in</b>	<b>3.1 Water</b>	By the end of the Sub Strand, the learner should be able to:	The learner is guided to: <ul style="list-style-type: none"> <li>● develop unique and new ideas</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and	Observations	

		<b>Our Environment</b>		<p>cc) name ways in which water can be contaminated in the environment,</p> <p>dd) carry out activities used to make water clean,</p> <p>ee) conserve water at home and school as scarce resource,</p> <p>ff) value the importance of clean and safe water for healthy living.</p>	<p>when using locally available materials to make improvised water filters,</p> <ul style="list-style-type: none"> <li>● clean dirty water through filtration using different materials (<i>a piece of cloth, improvised water filter, sieve</i>),</li> <li>● discuss on how to make water safe for drinking(<i>boiling</i>) using a variety of learning resources (<i>video clips, pictures</i>), discuss with parents or guardians on</li> </ul>		Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	oral questions	
10	1	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>gg) name ways in which water can be contaminated in the environment,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● develop unique and new ideas when using locally available materials to make</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's	Observations oral questions	

				<p>hh) carry out activities used to make water clean,</p> <p>ii) conserve water at home and school as scarce resource,</p> <p>jj) value the importance of clean and safe water for healthy living.</p>	<p>improvised water filters,</p> <ul style="list-style-type: none"> <li>● clean dirty water through filtration using different materials (<i>a piece of cloth, improvised water filter, sieve</i>),</li> <li>● discuss on how to make water safe for drinking(<i>boiling</i>) using a variety of learning resources (<i>video clips, pictures</i>), discuss with parents or guardians on</li> </ul>		<p>Book Grade 3 bed, bedding materials, pictures</p>		
2	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>kk) name ways in which water can be contaminated in the environment,</p> <p>ll) carry out activities used to make water clean,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● develop unique and new ideas when using locally available materials to make improvised water filters,</li> </ul>	<p>How can you keep water clean and safe?</p>	<p>Everyday Hygiene and Nutrition, Learner's Book Grade 3</p>	<p>Observations oral questions</p>		



				<p>mm) conserve water at home and school as scarce resource,</p> <p>nn) value the importance of clean and safe water for healthy living.</p>	<ul style="list-style-type: none"> <li>● clean dirty water through filtration using different materials (<i>a piece of cloth, improvised water filter, sieve</i>),</li> <li>● discuss on how to make water safe for drinking(<i>boiling</i>) using a variety of learning resources (<i>video clips, pictures</i>), discuss with parents or guardians on</li> </ul>		bed, bedding materials, pictures		
3	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>oo) name ways in which water can be contaminated in the environment,</p> <p>pp) carry out activities used to make water clean,</p> <p>qq) conserve water at home and school as scarce resource,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● develop unique and new ideas when using locally available materials to make improvised water filters,</li> <li>● clean dirty water through filtration using different</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding	Observations oral questions		

				rr) value the importance of clean and safe water for healthy living.	<p>materials (<i>a piece of cloth, improvised water filter, sieve</i>),</p> <ul style="list-style-type: none"> <li>● discuss on how to make water safe for drinking(<i>boiling</i>) using a variety of learning resources (<i>video clips, pictures</i>), discuss with parents or guardians on</li> </ul>		materials, pictures		
4	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>ss) name ways in which water can be contaminated in the environment,</p> <p>tt) carry out activities used to make water clean,</p> <p>uu) conserve water at home and school as scarce resource,</p> <p>vv) value the importance of clean and safe water for healthy living.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● develop unique and new ideas when using locally available materials to make improvised water filters,</li> <li>● clean dirty water through filtration using different materials (<i>a piece of cloth, improvised water filter, sieve</i>),</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		

					<ul style="list-style-type: none"> <li>discuss on how to make water safe for drinking(<i>boiling</i>) using a variety of learning resources (<i>video clips, pictures</i>), discuss with parents or guardians on</li> </ul>				
11	1	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	By the end of the Sub Strand, the learner should be able to: ww) name ways in which water can be contaminated in the environment, xx) carry out activities used to make water clean, yy) conserve water at home and school as scarce resource, zz) value the importance of clean and safe water for healthy living.	The learner is guided to: <ul style="list-style-type: none"> <li>develop unique and new ideas when using locally available materials to make improvised water filters,</li> <li>clean dirty water through filtration using different materials (<i>a piece of cloth, improvised water filter, sieve</i>),</li> <li>discuss on how to make water safe for</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	

					drinking( <i>boiling</i> ) using a variety of learning resources ( <i>video clips, pictures</i> ), discuss with parents or guardians on				
2	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	By the end of the Sub Strand, the learner should be able to: aaa) name ways in which water can be contaminated in the environment, bbb) carry out activities used to make water clean, ccc) conserve water at home and school as scarce resource, ddd) value the importance of clean and safe water for healthy living.	The learner is guided to: <ul style="list-style-type: none"> <li>● develop unique and new ideas when using locally available materials to make improvised water filters,</li> <li>● clean dirty water through filtration using different materials (<i>a piece of cloth, improvised water filter, sieve</i>),</li> <li>● discuss on how to make water safe for drinking(<i>boiling</i>) using a variety of learning resources</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		

					<i>(video clips, pictures), discuss with parents or guardians on</i>				
3	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	By the end of the Sub Strand, the learner should be able to: eee) name ways in which water can be contaminated in the environment, fff) carry out activities used to make water clean, ggg) conserve water at home and school as scarce resource, hhh) value the importance of clean and safe water for healthy living.	The learner is guided to: <ul style="list-style-type: none"> <li>● develop unique and new ideas when using locally available materials to make improvised water filters,</li> <li>● clean dirty water through filtration using different materials (<i>a piece of cloth, improvised water filter, sieve</i>),</li> <li>● discuss on how to make water safe for drinking(<i>boiling</i>) using a variety of learning resources (<i>video clips, pictures</i>),</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		

					discuss with parents or guardians on				
4	<b>3.0 Resources in Our Environment</b>	<b>3.1 Water</b>	By the end of the Sub Strand, the learner should be able to: iii) name ways in which water can be contaminated in the environment, jjj) carry out activities used to make water clean, kkk) conserve water at home and school as scarce resource, lll) value the importance of clean and safe water for healthy living.	The learner is guided to: <ul style="list-style-type: none"> <li>develop unique and new ideas when using locally available materials to make improvised water filters,</li> <li>clean dirty water through filtration using different materials (<i>a piece of cloth, improvised water filter, sieve</i>),</li> <li>discuss on how to make water safe for drinking(<i>boiling</i>) using a variety of learning resources (<i>video clips, pictures</i>), discuss with parents or guardians on</li> </ul>	How can you keep water clean and safe?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		

12	1	<b>3.0 Resources in Our Environm ent</b>	<b>3.2 Plants</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify safety measures to observe when handling plants,</li> <li>b) classify plants in the environment into edible and nonedible,</li> <li>c) make a kitchen garden using locally available materials,</li> <li>d) appreciate plants as sources of food in the locality.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● listen to a resource person, watch video clips or read print media on safety measures to observe when handling plants in the environment (<i>protective gear, knowledge of poisonous plants, hand washing, use of tools, disposal of plant waste</i>),</li> <li>● carry out nature walk around and interact with different plants found in the immediate environment (<i>take photos of different plants, pick a few plants or parts</i>) and make portfolios,</li> <li>● discuss types of plants (<i>edible,</i></li> </ul>	How are plants important in the environment?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions	
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					<i>nonedible</i> ) found in the locality with peers.				
2	<b>3.0 Resources in Our Environment</b>	<b>3.2 Plants</b>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> <li>e) identify safety measures to observe when handling plants,</li> <li>f) classify plants in the environment into edible and nonedible,</li> <li>g) make a kitchen garden using locally available materials,</li> <li>h) appreciate plants as sources of food in the locality.</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>● listen to a resource person, watch video clips or read print media on safety measures to observe when handling plants in the environment (<i>protective gear, knowledge of poisonous plants, hand washing, use of tools, disposal of plant waste</i>),</li> <li>● carry out nature walk around and interact with different plants found in the immediate environment (<i>take photos of different plants, pick a few</i></li> </ul>	How are plants important in the environment?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		



					<p><i>plants or parts</i>) and make portfolios,</p> <ul style="list-style-type: none"> <li>• discuss types of plants (<i>edible, nonedible</i>) found in the locality with peers.</li> </ul>				
3	<b>3.0 Resources in Our Environment</b>	<b>3.2 Plants</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>i) identify safety measures to observe when handling plants,</li> <li>j) classify plants in the environment into edible and nonedible,</li> <li>k) make a kitchen garden using locally available materials,</li> <li>l) appreciate plants as sources of food in the locality.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to a resource person, watch video clips or read print media on safety measures to observe when handling plants in the environment (<i>protective gear, knowledge of poisonous plants, hand washing, use of tools, disposal of plant waste</i>),</li> <li>• carry out nature walk around and interact with different plants found in the immediate</li> </ul>	How are plants important in the environment?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		

					<p>environment (<i>take photos of different plants, pick a few plants or parts</i>) and make portfolios,</p> <ul style="list-style-type: none"> <li>discuss types of plants (<i>edible, nonedible</i>) found in the locality with peers.</li> </ul>				
4	<b>3.0 Resources in Our Environment</b>	<b>3.2 Plants</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>m) identify safety measures to observe when handling plants,</li> <li>n) classify plants in the environment into edible and nonedible,</li> <li>o) make a kitchen garden using locally available materials,</li> <li>p) appreciate plants as sources of food in the locality.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>listen to a resource person, watch video clips or read print media on safety measures to observe when handling plants in the environment (<i>protective gear, knowledge of poisonous plants, hand washing, use of tools, disposal of plant waste</i>),</li> <li>carry out nature walk around and interact with</li> </ul>	How are plants important in the environment?	Everyday Hygiene and Nutrition, Learner's Book Grade 3 bed, bedding materials, pictures	Observations oral questions		

different plants found in the immediate environment (*take photos of different plants, pick a few plants or parts*) and make portfolios,

- discuss types of plants (*edible, nonedible*) found in the locality with peers.

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**EXAMS AND CLOSING**

