

PP2**ENVIRONMENTAL SCHEME OF WORK TERM TWO YEAR 2018**

WE EK	LES SON	STRA ND	S- STRAND	SPECIFIC LEARNINIG OUTCOMES	KEY INQUIRY QUESTI ONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCE S	A N
2	1-2	HEALTH PRAC TICE S	Hand Washin g	By the end of the sub- strand, the learner should be able to; tell the importance of washing hands for personal hygiene	Why do we wash our hands	Critical thinking and problem solving	Respon sibility Humilit y Respect	in pairs the learners to wash their hands Learners could listen to a story on hand washing and answer questions News telling on hand washing	Charts realia	C o q
	3-4		Hand Washin g	By the end of the sub- strand, the learner should be able to; wash hands appropriately	Why do we wash our hands	Critical thinking and problem solving	Respon sibility Humilit y Respect	in pairs the learners to wash their hands Learners could listen to a story on hand washing and answer questions News telling on hand washing	Charts realia	C o q
	5		Hand Washin g	By the end of the sub- strand, the learner should be able to; tell critical times to wash hands	Why do we wash our hands	Critical thinking and problem solving	Respon sibility Humilit y Respect	in pairs the learners to wash their hands Learners could listen to a story on hand washing and answer questions News telling on hand washing	Charts realia	C o q
3	1-2		Care For the Nose	By the end of the sub- strand, the learner should be able to; tell the importance of having a personal handkerchief	How do we clean our nose?	Critical thinking and problem solving	Respon sibility Humilit y Respect	Learners could sing songs, recite poems, tell and listen to stories related to handkerchiefs and how to use it	Charts Realia	C o q
	3-4		Care For the	By the end of the sub- strand, the learner	How do we	Critical thinking and	Respon sibility	Learners could sing songs, recite	Charts realia	C o

			Nose	should be able to; wipe one's nose appropriately	clean our nose?	problem solving	Humility Respect	poems, tell and listen to stories related to handkerchiefs and how to use it		q
	5		Care For the Nose	By the end of the sub-strand, the learner should be able to; appreciate the need to own and care for a personal handkerchief	How do we clean our nose?	Critical thinking and problem solving	Responsibility Humility Respect	Learners could sing songs, recite poems, tell and listen to stories related to handkerchiefs and how to use it	Charts realia	C o q
4	1-2		Care for Teeth	By the end of the sub-strand, the learner should be able to tell the dangers of using substances that destroy teeth,	Why do we brush our teeth	Critical thinking and problem solving	Responsibility Humility Respect	Learners to practice brushing their teeth Learners could be guided in news telling on teeth brushing	Charts realia	C o q
	3-4		Care for Teeth	By the end of the sub-strand, the learner should be able to talk about actions that destroy teeth,	Why do we brush our teeth	Critical thinking and problem solving	Responsibility Humility Respect	Learners to practice brushing their teeth Learners could be guided in news telling on teeth brushing	Charts realia	C o q
	5		Care for Teeth	By the end of the sub-strand, the learner should be able to appropriate brushing material found in one's locality	Why do we brush our teeth	Critical thinking and problem solving	Responsibility Humility Respect	Learners to practice brushing their teeth Learners could be guided in news telling on teeth brushing	Charts realia	C o q
5	1-2		Toiletin g	By the end of the sub-strand, the learner should be able to talk about the importance of using a clean toilet	When do we go to the toilet	Critical thinking and problem solving	Responsibility Humility Respect	Learners to be guided in talking about the importance of a clean toilet	Charts realia	C o q
	3-4		Toiletin g	By the end of the sub-	When	Critical	Respon	Learners to be	Charts	C

			g	strand, the learner should be able to tell about the importance of using a clean toilet	do we go to the toilet	thinking and problem solving	sibility Humility Respect	guided in talking about the importance of a clean toilet	realia	o q
	5		Toileting	By the end of the sub-strand, the learner should be able to Identify materials used for toileting	When do we go to the toilet	Critical thinking and problem solving	Responsibility Humility Respect	Learners be guided in identifying materials used for toileting	Charts realia	C o q
6	1-2		Toileting	By the end of the sub-strand, the learner should be able to list materials used for toileting	When do we go to the toilet	Critical thinking and problem solving	Responsibility Humility Respect	Learners be guided in listing materials used for toileting	Charts realia	C o q
	3-4		Toileting	By the end of the sub-strand, the learner should be able to use the toilet properly for safety and hygiene	When do we go to the toilet	Critical thinking and problem solving	Responsibility Humility Respect	Learners to participate in singing games on toileting	Charts realia	C o q
	5		Toileting	By the end of the sub-strand, the learner should be able to appreciate proper use of toilet facilities	When do we go to the toilet	Critical thinking and problem solving	Responsibility Humility Respect	Learners to participate in singing games on toileting	Charts realia	C o q
7	1-2		Food \$ Feeding	By the end of the sub-strand, the learner should be able to; talk about different types of foods for healthy living	What are the proper eating habits?	Critical thinking and problem solving	Responsibility Humility Respect	Learners to observe the teacher demonstrate feeding procedur	Charts realia	C o q
	3-4		Food \$ Feeding	By the end of the sub-strand, the learner should be able to; tell about different types of foods for healthy living	What are the proper eating habits?	Critical thinking and problem solving	Responsibility Humility Respect	Learners to observe the teacher demonstrate feeding procedur	Charts realia	C o q

	5		Food \$ Feeding	By the end of the sub-strand, the learner should be able to; feed self for good health and nutrition	What are the proper eating habits?	Critical thinking and problem solving	Responsibility Humility Respect	Learners to observe the teacher demonstrate feeding procedures	Charts realia	C o q
8	1-2		Food \$ Feeding	By the end of the sub-strand, the learner should be able to; talk about dangers of sharing food from other people's mouth	What are the proper eating habits?	Critical thinking and problem solving	Responsibility Humility Respect	In groups learners practice to wash fruits	Charts realia	C o q
	3-4		Food \$ Feeding	By the end of the sub-strand, the learner should be able to; talk about dos and don'ts while eating	What are the proper eating habits?	Critical thinking and problem solving	Responsibility Humility Respect	Learners to be guided on dos and don'ts while eating	Charts realia	C o q
	5		Food \$ Feeding	By the end of the sub-strand, the learner should be able to; observe table manners while eating.	What are the proper eating habits?	Critical thinking and problem solving	Responsibility Humility Respect	Learners to be guided on dos and don'ts while eating	Charts realia	C o q
9	1-2	NATURAL ENVIRONMENT	Plants	By the end of the sub-strand, the learner should be able to: talk about plants in the immediate environment	How do we care for plants	Critical thinking and problem solving	Responsibility Humility Respect	In Groups Learners Talk About Different Plants	Charts realia	C o q
	3-4		Plants	By the end of the sub-strand, the learner should be able to: list plants in the immediate environment	How do we care for plants	Critical thinking and problem solving	Responsibility Humility Respect	In Groups Learners Talk About Different Plants	Charts realia	C o q
	5		Plants	By the end of the sub-strand, the learner should be able to: observe plants in the immediate	How do we care for plants	Critical thinking and problem solving	Responsibility Humility	Learners To Be Taken Out To Observe Different Types Of Plants Within	Charts realia	C o q

				environment			Respect	The School Compound And Neighbourhood		
10	1-2		Plants	By the end of the sub-strand, the learner should be able to: talk about the uses of plants in the immediate environment	How do we care for plants	Critical thinking and problem solving	Responsibility Humility Respect	Learners Could Be Guided To Water Plants Both In The Nature Corner And Outside Within The School Compound	Charts realia	C o q
	3-4		Plants	By the end of the sub-strand, the learner should be able to: take care of plants found in their immediate environment	How do we care for plants	Critical thinking and problem solving	Responsibility Humility Respect		Charts realia	C o q
	5		Plants	By the end of the sub-strand, the learner should be able to: appreciate plants found in their immediate environment	How do we care for plants	Critical thinking and problem solving	Responsibility Humility Respect	Learners Could Be Guided To Water Plants Both In The Nature Corner And Outside Within The School Compound	Charts realia	C o q
11	1-2		Animals	By the end of the sub-strand, the learner should be able to; talk about animals in the immediate environment	What are some of the animals found within the immediate environment	Critical thinking and problem solving	Responsibility Humility Respect	Learners could be guided to name animals within their environment Learners could model, draw, or colour pictures of domestic and wild animals	Charts realia	C o q
	3-4		Animals	By the end of the sub-strand, the learner should be able to; draw, or colour pictures of domestic	What are some of the animals	Critical thinking and problem solving	Responsibility Humility	Learners engage in pretend/ role play about animals	Charts realia	C o q

				and wild animals	found within the immediate environment		Respect			
	5		Animal s	By the end of the sub-strand, the learner should be able to; role play about animals	What are some of the animals found within the immediate environment	Critical thinking and problem solving	Respon sibility Humilit y Respect	Learners to be taken for a nature walk to observe animals	Charts realia	C o q
12	1-2		Animal s	By the end of the sub-strand, the learner should be able to; observe animals within the environment	What are some of the animals found within the immediate environment	Critical thinking and problem solving	Respon sibility Humilit y Respect	Learners to be taken for a nature walk to observe animals	Charts realia	C o q
	3-4		Animal s	By the end of the sub-strand, the learner should be able to; observe animals within the environment	What are some of the animals found within the immediate environment	Critical thinking and problem solving	Respon sibility Humilit y Respect	Learners to be taken for a nature walk to observe animals	Charts realia	C o q
	5		Animal s	By the end of the sub-strand, the learner appreciate the	What are some of	Critical thinking and problem	Respon sibility		Charts realia	C o q

				presence of animals in the environment should be able to;	the animals found within the immediate environment	solving	Humility Respect			
13 & 14	CAT			CAT	CAT					