



PRIMARY ONE LITERACY II SCHEME OF WORK FOR TERM I - III

WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM
1	1	Human Body & Health	External parts of the body	<ul style="list-style-type: none"> - Identifying parts of the head. - Reading names of parts of the head. - Spelling names of parts of the head. - Drawing and naming parts of the head. 	<u>Parts of the head</u> <ul style="list-style-type: none"> - Hair - Eyes - Ears - Mouth - Nose - Chin - Cheek - Neck - Eyebrow - Eye - lashes - face <u>Diagram of a head and its parts</u>	<ul style="list-style-type: none"> - Guided discovery - Observation 	<ul style="list-style-type: none"> - Identifying parts of the head. - Reading - Spelling - Drawing & naming 	<ul style="list-style-type: none"> - Fluency - Self awareness 	A chart drawn of the head and its parts	MK Integrated Sci. Bk.1 Pg.1-4 Oxford Pri. Sci. Bk. 1 Pg.5-6	

	2	Human Body & Health	External parts of the body	<ul style="list-style-type: none"> - Identifying the use of eyes on the body - Mention ways of caring for the eyes. - State some of the problems to the eyes. 	<u>Uses of parts of a head</u> Eyes – For seeing <u>Caring for eyes</u> <ul style="list-style-type: none"> - By washing them with clean water. - Wearing sunglasses on a sunny weather. - By treating sick eyes <u>Problems to the eyes</u> <ul style="list-style-type: none"> - Diseases e.g trachoma. Night blindness - Foreign bodies - Too much sunshine - Itching - Blindness 	<ul style="list-style-type: none"> - Demonstration - Observation - Discussion 	<ul style="list-style-type: none"> - Identifying the uses and ways of caring for eyes 	<ul style="list-style-type: none"> - Accuracy - Care 	<ul style="list-style-type: none"> - Sunglasses - water 	MK Integrated Sci. Bk. 1 Pg.1-4	
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	3	Human Body & Health	External parts of the body	The learner: <ul style="list-style-type: none"> - Identifies the use of the ears. - Mentions ways of caring for ears. - Draws the ears. - Reads and spells words. - Identifies the problem of the ears. 	Ears Ears – Are used for hearing <u>Caring for the ears</u> <ul style="list-style-type: none"> - By washing them well. - By removing dirt. - Avoid putting sharp objects in the ears. Problems of the ears <ul style="list-style-type: none"> - Itching - Foreign bodies e.g insects 	<ul style="list-style-type: none"> - Discussion - Observation - Demonstration 	<ul style="list-style-type: none"> - Identifying the use of ears. - Reading and spelling. 	<ul style="list-style-type: none"> - Self awareness - Care 	<ul style="list-style-type: none"> - Ear buds - Water 	Understanding Integrated Pri. Sci. Bk. 1 Pg.1-2	

	4	Human Body & Health	External parts of the body	<p>The learner;</p> <ul style="list-style-type: none"> - Identifies the use of the nose. - Draws the nose - Mentions ways of caring for a nose. - Identifies the uses of the teeth. - Mentions the ways of caring and problems of the teeth. - Reads and spells new words. 	<p>Nose – Is used for smelling. <u>How to care for the nose.</u></p> <ul style="list-style-type: none"> - By blowing it. - By washing it with clean water. <p>Teeth For tearing For chewing For grinding For biting <u>Caring for the teeth</u></p> <ul style="list-style-type: none"> - By brushing them every after a meal. - Visiting the dentist - Avoid eating sweet things. - Avoid biting hard things. 	<ul style="list-style-type: none"> - Discussion - Guided discovery - Demonstration 	<ul style="list-style-type: none"> - Identifying the use of the teeth - Demonstration - Reading and spelling 	<ul style="list-style-type: none"> - Fluency - Self appreciation - Care 	<ul style="list-style-type: none"> - Toothbrush - Tooth picks - Toothpaste - Water - Handkerchief - 	MK Integrated Pri. Sci. Bk.1 Pg.1-2	
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	5	Human Body & Health	External parts of the body	<ul style="list-style-type: none"> - Identifies parts of the arm. - Draws and names the parts. - Reads and spells the words 	<p>Parts of the arm e.g shoulder, armpit, elbow, wrist, hand, fingers, thumb, fore arm, fingernails</p> <p>Diagram showing parts of the arm.</p>	<ul style="list-style-type: none"> - Observation - Question & answer - Demonstration 	<ul style="list-style-type: none"> - Identifying - Drawing 	<ul style="list-style-type: none"> - Accuracy 	<ul style="list-style-type: none"> - A chart showing parts of an arm 	Oxford Pri. Sci. Bk.1 Pg.5-6	

2	1	Human Body & Health	External parts of the body	<ul style="list-style-type: none"> - Identifies uses of the hands and fingers. - Reads and spells the uses of the hand and fingers. 	<p>Uses of parts of the arm</p> <p>Hands</p> <p>For clapping</p> <p>For eating</p> <p>For holding/touching</p> <p>Fingers</p> <p>For protection</p> <p>For beauty</p>		- Reading and spelling	- Fluency			
	2	Human Body & Health	External parts of the body	<p>The learner;</p> <ul style="list-style-type: none"> - Identifies ways of caring for the arm. - Reads and spells words 	<p><u>Caring for the parts of the arm</u></p> <ul style="list-style-type: none"> - By washing our hands with clean water. - By cutting fingernails short. - By removing dirt from fingernails. 	- Discussion	- Identifying ways of caring for the arm.	<ul style="list-style-type: none"> - Fluency - Care 	<ul style="list-style-type: none"> - Water - Soap 	Oxford Pri. Sci. Bk.1 Pg.5-6 &7	
	3	Human Body & Health	External parts of the body	<ul style="list-style-type: none"> - Identifies parts of the leg. - Draws and names the parts of the leg. - Reads and spells words. 	<p><u>Parts of the leg</u></p> <p>e.g thighs, shin, toes, foot, ankle, heel, calf</p> <p>Diagram of the leg and its parts.</p>	- Guided discovery	<ul style="list-style-type: none"> - Identifying parts of the leg - Drawing 	- Accuracy			
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	4	Human Body & Health	External parts of the body	<ul style="list-style-type: none">- Identifies uses of the leg.- Mentions ways of caring for the leg.- Identifies problems to the leg.	<u>Uses of the leg.</u> <ul style="list-style-type: none">- For walking- For kicking- For running <u>Caring for the leg</u> <ul style="list-style-type: none">- Washing the legs- Scrubbing the legs- Cutting the toe nails <u>Problems to the leg</u> <ul style="list-style-type: none">- Cuts- Fracture- Diseases- Dislocation	- Observation	- Naming - Reading	- Self awareness	- A chart showing human body	Understanding integrated Pri. Sci. Bk.1 Pg.1-2													
	5	Human Body & Health	External parts of the body	<ul style="list-style-type: none">- Identifies the parts of the human body.- Draws the human body and names the parts.- Reads and spells words.	<u>The structure of the human body</u> e.g head, hair, teeth, mouth, navel, leg, arm, buttocks, lips, cheeks e.t.c Diagram of the human body.	- Question and answer	- Spelling - Answering questions	- Audibility															
3	1	Human Body & Health	External parts of the body	The learner; <ul style="list-style-type: none">- Identifies body senses and organs.- Draws and matches correctly.- Reads and spells	<u>Body organs and senses</u> <table border="1"><tr><td>Senses</td><td>Organs</td></tr><tr><td>Seeing</td><td>Eyes</td></tr><tr><td>Tasting</td><td>Tongue</td></tr><tr><td>Smelling</td><td>Nose</td></tr><tr><td>Hearing</td><td>Ears</td></tr><tr><td>Feeling</td><td>Skin</td></tr></table> Matching body organs and senses.	Senses	Organs	Seeing	Eyes	Tasting	Tongue	Smelling	Nose	Hearing	Ears	Feeling	Skin	- Discussion - Guided discovery - Explanation	- Identifying - Drawing & naming - Reading & spelling	- Fluency - Accuracy	- Flash cards	MK Integrates Pri. Sci. Bk.1 Pg.205	
Senses	Organs																						
Seeing	Eyes																						
Tasting	Tongue																						
Smelling	Nose																						
Hearing	Ears																						
Feeling	Skin																						
	2	Human Body & Health	Adequate exercise and body posture	<ul style="list-style-type: none">- Defines body posture.- Identifies kinds of posture.- Draws kinds of posture.- Reads and spells words.	<u>Body posture</u> Posture is the way we position the body. <u>Kinds of posture</u> <ul style="list-style-type: none">- Good posture- Bad posture Drawing showing good and bad posture.	- Observation - Explanation	- Defining - Identifying - Drawing & naming	- Self awareness	- Desks - Chairs	MK Integrated Pri. Sci. Bk.1 Pg.7													
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM												

	3	Human Body & Health	Adequate exercise and body posture	<ul style="list-style-type: none"> - Identifies importance of good posture. - Reads and spells words. 	<u>Importance of good posture</u> <ul style="list-style-type: none"> - It keeps the body in good shape. - It prevents back and chest pain. - It maintains the proper growth of bones. 	- Guided discovery	- Reading and spelling				
	4	Human Body & Health	Adequate exercise and body posture	<ul style="list-style-type: none"> - Draws the diagram of bad posture. - Identifies dangers of bad posture. - Reads and spells words. 	<u>Bad posture</u> Diagram showing bad posture <u>Dangers of bad posture</u> <ul style="list-style-type: none"> - It causes lameness. - It leads to chest pain. - It leads to back pain. - It leads to poor flow of blood. 	- Question and answer	- Drawing		<ul style="list-style-type: none"> - Word cards - Picture showing bad posture 	Oxford Pri. Sci. Bk.1 Pg.8	
	5	Human Body & Health	Adequate exercise and body posture	The learner; <ul style="list-style-type: none"> - Identifies examples of body exercise. - Reads and spells words. - Draws and names the body exercises. 	<u>Body physical exercises</u> Examples of body exercises <ul style="list-style-type: none"> - Jumping - Running - Skipping - Boxing - Hopping - Swimming - Riding - Stretching - Jogging Drawing diagrams.	<ul style="list-style-type: none"> - Observation - Demonstration 	<ul style="list-style-type: none"> - Fluency - Confidence - Self awareness 	<ul style="list-style-type: none"> - Identify - Drawing - Naming - Demonstration 	- A chart showing body exercise	Understanding integrated Sci. Bk.1 Pg.4	
4	1	Human Body & Health	Adequate exercise and body posture	<ul style="list-style-type: none"> - Identifies the importance of body exercise. - Reads and spells words. 	<u>Importance of body physical exercises</u> <ul style="list-style-type: none"> - To be fit - To be strong - To be healthy - To be flexible - To develop muscles Revision	<ul style="list-style-type: none"> - Discussion - Demonstration 	<ul style="list-style-type: none"> - Care - Self awareness 	<ul style="list-style-type: none"> - Demonstration - Identify - Reading - Spelling 	- Flash cards	Oxford Pri. Sci. Bk.1 Pg.4	
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	2	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> - Defines personal hygiene. - Identifies the ways of cleaning the body parts. - Reads and spells. 	Personal hygiene is the keeping of the body clean. <u>Ways of keeping the body clean</u> <ul style="list-style-type: none"> - By washing hands - By bathing - By brushing - By cutting fingernails - By combing the hair - By cleaning the ears. 	<ul style="list-style-type: none"> - Observation - Discussion 	<ul style="list-style-type: none"> - Confidence - Self awareness 	<ul style="list-style-type: none"> - Identifying - Reading - Spelling 	<ul style="list-style-type: none"> - Comb - Sponge 	MK Integrated Pri. Sci. Bk.1 Pg.9-11	
	3	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> - Identifies things we use to clean the body. - Draws and names the things. - Reads and spells. 	Things we use to clean the body <ul style="list-style-type: none"> - Sponge - Towel - Water - Soap - Toothbrush - Razor blade - Toothpicks - Ear buds - Toilet paper - Comb Diagrams showing things we use to clean the body.	<ul style="list-style-type: none"> - Explanation - Guided discovery 	<ul style="list-style-type: none"> - Fluency 	<ul style="list-style-type: none"> - Spelling 	<ul style="list-style-type: none"> - Water - Toothbrush 	Understanding Integrated Pri. Sci. Bk.1	
	4	Human Body & Health	Personal hygiene	The learner; <ul style="list-style-type: none"> - Describes the way we clean our eyes. - Identifies things we use to clean the eyes. - Draws and names. - Identifies reasons why we clean the eyes. 	<u>How to clean different parts of the body</u> a) Eyes By washing them. <u>Things we use to clean the eyes</u> <ul style="list-style-type: none"> - Clean water - Handkerchief - Clean cloth <u>Why do we clean the eyes</u> <ul style="list-style-type: none"> - To prevent diseases - To remove dirt 	<ul style="list-style-type: none"> - Demonstration - Discussion 	<ul style="list-style-type: none"> - Fluency - Self awareness 	<ul style="list-style-type: none"> - Identifying - Drawing and naming 	<ul style="list-style-type: none"> - Water - Handkerchief 	Understanding Integrated science Bk.1 Pg.9-11	
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	5	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> - Describes the way we clean our ears. - Identifies things we use to clean the ears. - Tells reasons why we clean the ears. - Reads and spells words. 	b) Ears <u>How to clean the ears</u> By washing them. By removing dirt. <u>Things we use to clean the ears</u> <ul style="list-style-type: none"> - Water - Clean clothes - Ear buds <u>Why do we clean the ears?</u> <ul style="list-style-type: none"> - To prevent diseases - To remove dirt 	<ul style="list-style-type: none"> - Demonstration - Discussion 	- Confidence	<ul style="list-style-type: none"> - Reading and spelling 	- Soap		
5	1	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> - Describes the way we clean the teeth. - Identifies things we use to clean the teeth. - Reads and smells words. 	c) Teeth <u>How to clean the teeth</u> <ul style="list-style-type: none"> - By brushing - By removing food particles <u>Things we use to clean the teeth</u> <ul style="list-style-type: none"> - Water - Toothpaste - Ash - Stick brush When to brush the teeth Why we brush	<ul style="list-style-type: none"> - Demonstration - Discussion 	- Care	<ul style="list-style-type: none"> - Describing - Identifying - Reading 	<ul style="list-style-type: none"> - Toothpaste - Water 	Oxford Pri. Sci. Bk.1 Pg.10-11	
	2	Human Body & Health	Personal hygiene	The learner; <ul style="list-style-type: none"> - Describes how to clean the hair. - Identifies things we use to clean the hair. - Mentions the reasons why we clean the hair. - Draws and names things. 	d) Hair <u>How to clean the hair</u> <ul style="list-style-type: none"> - By washing - By combing - By shaving off <u>Things we use to clean the hair</u> <ul style="list-style-type: none"> - Water - Scissors - Soap - Razor blade <u>Why to clean the hair</u> <ul style="list-style-type: none"> - To prevent lice - To remove dirt - To be smart 	<ul style="list-style-type: none"> - Demonstration - Discussion 	<ul style="list-style-type: none"> - Fluency - Care 	<ul style="list-style-type: none"> - Descrying - Identifying 	<ul style="list-style-type: none"> - Comb - Soap - Scissors 	Understanding Integrated Sci. Bk.1 Pg.6-11	
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	3	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> - Describes the way we clean the nose. - Identifies things we use to clean the hands. - Reads and spells 	e) Nose <u>How to clean the nose</u> <ul style="list-style-type: none"> - By washing it - By blowing it f) Hands <u>How to clean the hands</u> <ul style="list-style-type: none"> - By washing them - By cutting the fingernails short <u>Things we use to clean the hands</u> <ul style="list-style-type: none"> - Water - Handkerchief - Soap - Nail cutter - Razorblade 	- Question and answer	- Responsibility	- Reading - Spelling	-		
	4	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> - Describes when and why to clean the hands. - Reads and spells words. 	<u>When to clean the hands</u> <ul style="list-style-type: none"> - After visiting the toilet. - After and before eating food. - Before serving food. <u>Why do we clean the hands</u> <ul style="list-style-type: none"> - To remove the dirt - To prevent bad smell 		- Confidence		- Sponge - Water		
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	5	Human Body & Health	Personal hygiene	<p>The learner;</p> <ul style="list-style-type: none"> - Describes how to clean the skin. - Identifies things we use to clean the skin. - Draws and names the things. 	<p>g) Skin</p> <p>How to clean the skin</p> <ul style="list-style-type: none"> - Bathing - Scrubbing - Drying the skin <p>Things we use to clean the skin</p> <ul style="list-style-type: none"> - Soap - Sponge - Toilet paper - Brush <p>Diagrams showing things we use to clean the skin</p>	- Guided discovery	<ul style="list-style-type: none"> - Fluency - Problem solving 	<ul style="list-style-type: none"> - Describing - Identifying 	<ul style="list-style-type: none"> - Soap - Sponge - Towel - Water 	Fountain integrated Sci. Bk.6 Pg.220-221	
6	1	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> - Identifies skin disease - Reads and spells words. - Answers the questions 	<p><u>Why do we clean the skin</u></p> <ul style="list-style-type: none"> - To prevent skin diseases - To prevent dirt <p><u>Skin diseases</u></p> <ul style="list-style-type: none"> - Scabies - Leprosy - Ringworms - Chicken pox <p><u>How to prevent skin diseases</u></p> <ul style="list-style-type: none"> - Avoid sharing clothes - By bathing regularly 	- Question and answer	<ul style="list-style-type: none"> - Care - Confidence 	<ul style="list-style-type: none"> - Drawing and naming 	<ul style="list-style-type: none"> - Flash cards 		
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	2	Human Body & Health	Sanitation	<ul style="list-style-type: none"> - Defines sanitation - Identifies areas that need to be kept clean. - Identifies things we use to keep the environment clean. - Draws and names diagrams. 	<p>Sanitation is the general cleanliness of the environment.</p> <p><u>Areas we keep clean</u></p> <ul style="list-style-type: none"> - Bathroom - Toilet - Kitchen - Pit latrine - Compound <p><u>Things we use to keep the environment clean</u></p> <ul style="list-style-type: none"> - Water - Broom - Rake e.t.c <p>Diagram showing things.</p>	<ul style="list-style-type: none"> - Discussion - Explanation 	- Responsibility	- Reading and spelling	<ul style="list-style-type: none"> - Water - Broom - Rake - Slasher 	Curriculum Bk.1 Pg.26	
	3	Human Body & Health	Sanitation	<p>The learner;</p> <ul style="list-style-type: none"> - Identifies things we use to clean a pit latrine. - Describes how to keep the latrine clean. - Draws and names things we use to clean a pit latrine. 	<p>Areas to keep clean</p> <p>a) Pit latrine</p> <p>Things we use to clean a pit latrine</p> <ul style="list-style-type: none"> - Water - Soap - Jik - Scrubbing brush <p>How to keep the latrine clean</p> <ul style="list-style-type: none"> - By sweeping - By mopping - By scrubbing - By smoking 	<ul style="list-style-type: none"> - Observation - Demonstration 	<ul style="list-style-type: none"> - Co-operation - Love 	<ul style="list-style-type: none"> - Identifying - Descry 	<ul style="list-style-type: none"> - Soap - Jik 	Curriculum Bk.1 Pg.26	
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	4	Human Body & Health	Sanitation	<ul style="list-style-type: none"> - Identifies things we use to clean ourselves in the latrine. - Reads and spells words correctly. 	<u>Why we keep the latrine clean</u> <ul style="list-style-type: none"> - To prevent vectors - To prevent diseases <u>Things we use to clean ourselves in the latrine</u> <ul style="list-style-type: none"> - Water - Soap - Toilet paper - Leaves - Soft paper 	<ul style="list-style-type: none"> - Discussion 	<ul style="list-style-type: none"> - Effective communication 	<ul style="list-style-type: none"> - Spelling 	<ul style="list-style-type: none"> - Vim - Toilet paper 	Fountain integrated Pri. Sci. Bk.1 Pg.237-238	
	5	Human Body & Health	Sanitation	<ul style="list-style-type: none"> - Identifies things we use to clean the toilet. - Describes how to clean the toilet. - Reads and spells words. - Draws and names things we use to clean the toilet. 	b) Toilet <u>Things we use to clean the toilet</u> <ul style="list-style-type: none"> - Water - Vim - Rag - Broom - Scrubbing brush - Soap <u>How to keep the toilets clean</u> <ul style="list-style-type: none"> - By mopping - By sweeping - By scrubbing - By flashing <u>Why we keep the toilets clean</u> <ul style="list-style-type: none"> - To prevent bad smell - To prevent diseases 	<ul style="list-style-type: none"> - Guided discovery - Brain storming 	<ul style="list-style-type: none"> - Creative thinking - Problem solving 	<ul style="list-style-type: none"> - Drawing - Answering questions 	<ul style="list-style-type: none"> - Water 		
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7	1	Human Body & Health	Sanitation	<p>The learner;</p> <ul style="list-style-type: none"> - Identifies things we use to clean a classroom. - Draws and names. - Describes how to keep the classroom clean. 	<p>c) Classroom</p> <p><u>Things we use to clean the classroom</u></p> <ul style="list-style-type: none"> - Water - Soap - Scrubbing brush - Broom - Rag <p><u>How to keep the classroom clean</u></p> <ul style="list-style-type: none"> - By sweeping - By scrubbing - By mopping - By removing cobwebs <p><u>Why we keep the classroom clean</u></p> <ul style="list-style-type: none"> - To prevent diseases - To prevent vectors 	<ul style="list-style-type: none"> - Discussion - Guided discovery 	<ul style="list-style-type: none"> - Fluency - Care 	<ul style="list-style-type: none"> - Identifying - Drawing and naming 	<ul style="list-style-type: none"> - Water - Broom 	Curriculum Bk. 1 Pg.26	
	2	Human Body & Health	Sanitation	<ul style="list-style-type: none"> - Identifies things used to clean the bathroom. - Reads and spells words. - Draws and names things used to keep the compound clean. - Describes how to keep the compound clean. 	<p>d) Bathroom</p> <p><u>Things we use to clean the bathroom</u></p> <ul style="list-style-type: none"> - Soap - Water - Rag - Scrubbing brush - Broom <p><u>How to keep the bathroom clean</u></p> <ul style="list-style-type: none"> - By mopping - By scrubbing <p>e) Compound</p> <p><u>Things we use to clean the compound</u></p> <ul style="list-style-type: none"> - Rake - Scrubbing brush - Hoe - Panga - Slasher - Water - Soap 	<ul style="list-style-type: none"> - Brain storming 	<ul style="list-style-type: none"> - Self awareness 	<ul style="list-style-type: none"> - Reading and spelling 	<ul style="list-style-type: none"> - Panga - Slasher 		
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	3	Human Body & Health	Sanitation	<ul style="list-style-type: none"> - Describes the reasons and dangers of a dirty compound. - Reads and spells words. 	<u>How to clean the compound</u> <ul style="list-style-type: none"> - By sweeping - By scrubbing - By slashing <u>Why to clean the compound?</u> <ul style="list-style-type: none"> - To prevent vectors - To prevent diseases <u>Dangers of a dirty environment</u> <ul style="list-style-type: none"> - Diseases - Bad smell - Vectors 	- Question and answer	- Audibility	- Describing	- Rake - Scrubbing brush		
	4	Human Body & Health	Common diseases	The learner; <ul style="list-style-type: none"> - Identify examples of common diseases. - Read and spells the words. 	Common diseases <u>Examples of common diseases</u> <ul style="list-style-type: none"> - Cough - Diarrhoea - Flu - AIDS - Diabetes - Chicken pox - Malaria - Typhoid - Ringworms - Dysentery 	- Discussion - Question and answer	- Self awareness - Fluency	- Identifying - Reading	- Flash cards	Curriculum Bk.1 Pg.27	
	5	Human Body & Health	Common diseases	<ul style="list-style-type: none"> - Describes vectors - Identify examples of vectors. - Draw and name examples of vectors - Read and spell words correctly. 	Vectors A vector is a living thing which spreads germs that cause diseases. <u>Examples of vectors</u> <ul style="list-style-type: none"> - Ticks - Flea - Tsetsefly - Snail - Housefly - Mosquito - Cockroach - Lice 	- Guided discovery		- Spelling - Drawing	- A chart with example of vectors	MK Integrated Sci. Bk.1 Pg.49	
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

8	1	Human Body & Health	Common diseases	<ul style="list-style-type: none">- Identify vectors and diseases they spread.- Read and spell new words.	<div>Vectors and the diseases they spread.<table><tr><th>Vector</th><th>Disease</th></tr><tr><td>Housefly</td><td><ul style="list-style-type: none">- Trachoma- Diarrhoea- Cholera- Typhoid- Dysentery</td></tr><tr><td>Tsetsefly</td><td><ul style="list-style-type: none">- Sleeping sickness</td></tr><tr><td>Cockroaches</td><td><ul style="list-style-type: none">- Diarrhoea- Polio- Leprosy</td></tr><tr><td>Mosquitoes</td><td><ul style="list-style-type: none">- Malaria- Yellow fever- Elephantiasis</td></tr><tr><td>Ticks</td><td><ul style="list-style-type: none">- Typhus fever</td></tr></table></div>	Vector	Disease	Housefly	<ul style="list-style-type: none">- Trachoma- Diarrhoea- Cholera- Typhoid- Dysentery	Tsetsefly	<ul style="list-style-type: none">- Sleeping sickness	Cockroaches	<ul style="list-style-type: none">- Diarrhoea- Polio- Leprosy	Mosquitoes	<ul style="list-style-type: none">- Malaria- Yellow fever- Elephantiasis	Ticks	<ul style="list-style-type: none">- Typhus fever	<ul style="list-style-type: none">- Explanation		<ul style="list-style-type: none">- Describing- Matching	-	Fountain Integrated Sci. Bk. 6 Pg.36	
Vector	Disease																						
Housefly	<ul style="list-style-type: none">- Trachoma- Diarrhoea- Cholera- Typhoid- Dysentery																						
Tsetsefly	<ul style="list-style-type: none">- Sleeping sickness																						
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Mosquitoes	<ul style="list-style-type: none">- Malaria- Yellow fever- Elephantiasis																						
Ticks	<ul style="list-style-type: none">- Typhus fever																						
	2	Human Body & Health	Common diseases	<ul style="list-style-type: none">- Describe ways of preventing common diseases.- Read and spell words correctly.	<u>How to prevent/control common diseases</u> <ul style="list-style-type: none">- Sleeping under mosquito net- Not sharing sharp objects- Washing hands before eating food- Spraying using insecticides.																		
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM												

	3	Human Body & Health	Immunisable diseases	<p>The learner;</p> <ul style="list-style-type: none"> - Identifies places where we go for treatment. - Identifies people who provide healthy services. - Read and spell words correctly. 	<p><u>Places where we go for treatment</u></p> <ul style="list-style-type: none"> - Hospital - Dispensaries - Pharmacy - Clinic - Sickbay - Drug shops <p><u>People who provide healthy services</u></p> <ul style="list-style-type: none"> - Doctors - Nurses - Midwives - Dentist 	<ul style="list-style-type: none"> - Discussion - Question and answer 	<ul style="list-style-type: none"> - Critical thinking - Care 	<ul style="list-style-type: none"> - Identifying - Reading 	<ul style="list-style-type: none"> - Flash cards 	Understanding Integrated Pri. Sci. Bk.1 Pg.30-37	
	4	Human Body & Health	Common diseases	<ul style="list-style-type: none"> - Defines immunization - Identifies examples of immunisable diseases - Reads and spells correctly - Draws and names 	<p><u>Immunisation</u></p> <ul style="list-style-type: none"> - Definition of immunization - Definition of vaccine <p><u>Examples of immunisable diseases</u></p> <ul style="list-style-type: none"> - Polio - Measles - Whooping cough - Hepatitis B - Tuberculosis - Tetanus - Diphtheria <p>Diagrams of some immunisable diseases</p>	<ul style="list-style-type: none"> - Explanation 	<ul style="list-style-type: none"> - Self awareness - Accuracy 	<ul style="list-style-type: none"> - Spelling - Discussing - drawing 	<ul style="list-style-type: none"> - A chart drawn on immunisable diseases 	MK Integrated Pri. Sci. Bk.1 Pg.48-50	
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

	5	Human Body & Health	Common diseases	<ul style="list-style-type: none"> - Identify signs of each immunisable disease - Reads the words. - Spells the words correctly. - Draws and names. 	<u>Signs and symptoms of some immunisable diseases</u> Measles <ul style="list-style-type: none"> - Red eyes - Runny nose\skin rash all over the body Whooping cough <ul style="list-style-type: none"> - Fever - Coughing until vomiting - Not breathing well Polio <ul style="list-style-type: none"> - Weak bones - Fever - Lameness 	- Guided discovery	<ul style="list-style-type: none"> - Relationship - Effective communication 	- Answering questions			
9	1	Human Body & Health	Immunisable diseases	Learners; <ul style="list-style-type: none"> - Identify signs and symptoms of each immunisable disease. - Reads and spells words correctly. - Answer questions correctly. 	Tuberculosis <ul style="list-style-type: none"> - Loss of body weight - Coughing blood - Prolonged cough Diphtheria <ul style="list-style-type: none"> - Swollen neck - Sores in the throat Tetanus <ul style="list-style-type: none"> - Stiff muscles - Child stops breastfeeding - Muscles tighten when touched. <u>Importance of immunisation</u> <ul style="list-style-type: none"> - It reduces disability of children. - It reduces death rate. - For better growth 	- Discussion - Explanation	- Fluency - Self awareness	- Identifying - Reading - Spelling	- A chart drawn showing immunisable diseases	MK Integrated Pri. Sci. Pg.48-50 Understanding Integrated Pri. Sci. Bk.1 Pg.37	
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

	2	Accidents & safety	Common accidents	<ul style="list-style-type: none"> - Define accident. - Identify common accidents at school and at home. - Read and spell words. - Draw and name common accidents. 	<ul style="list-style-type: none"> - Define an accident. Common accidents at home and at school <ul style="list-style-type: none"> - Cuts - Burns - Scalds - Electric shock - Fracture - Nose bleeding - Poisoning - Bites - Falls - Bruises - Stings 	- Brain storming	<ul style="list-style-type: none"> - Guided discovery - Observation 	<ul style="list-style-type: none"> - Defining - Drawing and naming 	- Flash cards	Curriculum Bk.1 Pg.32	
	3	Accidents & safety	Common accidents	<ul style="list-style-type: none"> - Identify causes of accidents at school. - Read and spell words correctly. - Answer 	Causes of accidents at home and at school <ul style="list-style-type: none"> - Running - Climbing trees - Playing with stones - Playing bad games - Playing near fire - Walking bare footed 	- Care	- Question and answer	- Answering questions			
	4	Accidents & safety	Common accidents	The learner; <ul style="list-style-type: none"> - Describes how to prevent accidents at home and school. - Reads and spells words correctly. 	How to prevent accidents at home and at school <ul style="list-style-type: none"> - Avoid climbing trees. - Avoid playing bad games. - Avoid over running. - Don't walk bare footed. - Avoid playing near water bodies. 	- Discussion	- Fluency	- Describing	- Flash cards	MK Integrated Sci. P.5 Pg.176 & 256	
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

	5	Accident s & safety	Common accidents	<ul style="list-style-type: none"> - Identifies things which cause accident. - Reads and spells words correctly. - Draws and names things which cause accidents. 	Things that cause accidents at home and at school <ul style="list-style-type: none"> - Stones - Pins - Knife - Fire - Nails - Poison - Broken bottles - Hot liquids - Thorns - Medicine - Panga - Razorblade 	- Guided discovery	- Critical thinking	- Reading and spelling			
10	1	Accident s & safety	Common accidents	<ul style="list-style-type: none"> - Identifies accidents on the way/road - Read and spells words. - Answer questions correctly. 	Accidents on the way/road <ul style="list-style-type: none"> - Falls - Drowning - Cut - Fracture - Car knock - Insect bite - Animal bite - Motorcycle knock 	- Question and answer	- Effective communication	- Identifying	- A chart showing common accidents	Understanding Integrated Sci. Bk..1 Pg.1	
	2	Accident s & safety	Common accidents	<ul style="list-style-type: none"> - Identifies causes of road accidents. - Reads and answer questions 	Causes of road accidents <ul style="list-style-type: none"> - Playing on the road - Over speeding vehicles - Walking bare footed - Failure to follow traffic rules - Driving carelessly - Walking in the rain 	- Explanation		- Answering questions			
	3	Accident s & safety	Common accidents	<ul style="list-style-type: none"> - Describes ways of preventing accidents - Reading and spelling 	How to prevent accidents on the road <ul style="list-style-type: none"> - Avoid playing on the road. - Follow the road signs. - Cross the road carefully. 						
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

	4	Accidents & safety	First Aid	<p>The learner;</p> <ul style="list-style-type: none"> - Identifies effects of accidents. - Reads and spells words correctly. 	<p><u>Effects of accidents</u></p> <ul style="list-style-type: none"> - Death - Lameness - Poverty - Blindness - Family suffering - Poverty 	- Discussion	- Identifying	- Fluency	- Flash cards	MK Integrated pri. Sci. Bk.3 Pg.135 – 144	
	5	Accidents & safety	First Aid	<ul style="list-style-type: none"> - Defines first aid, first aider and casualty. - Describes why they give first aid. - Read sentences. - Spells words correctly. 	<p><u>First Aid</u></p> <p>First Aid is the first help given to a casualty before being taken to the hospital.</p> <p>First aider is a person who gives first aid.</p> <p>Casualty is a person who has got an accident.</p> <p><u>Why we give first aid</u></p> <ul style="list-style-type: none"> - To save life - To reduce pain - To promote quick recovery 	<ul style="list-style-type: none"> - Question and answer - Guided discovery 	<ul style="list-style-type: none"> - Spelling - Answering questions 	- Care		Understanding Integrated Pri. Sci. Bk.1 Pg.51	
11	1	Accidents & safety	First Aid	<ul style="list-style-type: none"> - Identify qualities of a good first aider. - Reads and spells words correctly. 	<p>Qualities of a good first aider</p> <ul style="list-style-type: none"> - He/she should have common sense. - He/she should be observant. - He/she should be kind. 	- Explanation	- Writing	- Kind			
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

	2	Accidents & safety	First Aid	<p>The learner;</p> <ul style="list-style-type: none"> - Defines first aid box. - Draws a first aid box. - Identifies things found in a first aid box. - Draws and names things found in a first aid box. 	<p>First aid box</p> <p>Definition of a first aid box.</p> <p><u>Diagram of a first aid box</u></p> <p><u>Things in a first aid box</u></p> <ul style="list-style-type: none"> - Bandage - Safety pin - Cotton wool - Spirit - Splints - Razorblade - Surgical blade - Plaster - Painkiller - A pair of scissors - Arm sling 	<ul style="list-style-type: none"> - Discussion - Guided discovery - Question and answer 	<ul style="list-style-type: none"> - Defining - Drawing - Naming - Answering questions - Identifying 	<ul style="list-style-type: none"> - Fluency - Accuracy - Self awareness 	<ul style="list-style-type: none"> - First aid box - Cotton wool - Spirit - Safety pin - Bandage 	MK Integrated Pri. Sci. Bk 3 Pg.135-144	
	3	Accidents & safety	First Aid	<ul style="list-style-type: none"> - Identifies places where we find first aid box. - Reads and spells words correctly. - Answers questions 	<p>Places where we find a first aid box</p> <ul style="list-style-type: none"> - School - Home - Vehicles - Hospital - Banks - Hotels - Market 						

END

TERM TWO

WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM
1	1	Food & nutrition	Food	The learner; - Defines food - Identifies examples of food. - Reads and draws examples of food. - Draws and names examples of food.	Food Food is anything good to eat or drink. Examples - Beans - Cassava - Irish potatoes - Maize - Rice - Fish - Carrots - Bread - Bananas e.t.c Diagrams	- Discussion - Guided discovery	- Fluency - Accuracy	- Defining - Drawing and naming	Beans Cassava Rice Matooke e.t.c	Supplementary Sci. Bk.7 Pg.112	
						-	-	-			