



P.3 LITERACY 1 SCHEME OF WORK FOR TERM II

W K	PD	THEM E	SUB THEME	CONTENT	COMPETENCES	METHODS/ TECHNIQUE S	ACTIVITIES	INDICA TORS OF L.SKILL S/VAL UES	TEACHIN G AIDS	REF	R E M
1	2&1	MAN GING RESO URCES IN OUR MUN ICIPALITY	RESOURC ES IN OUR ENVIRON MENT	<p>-What a resource is -Basic resources in the environment e.g animals ,land ,water ,minerals ,clothes ,fuel etc</p> <p>Types of resources Natural resources -land -food -minerals -water</p> <p>Man made resources -money -clothes -buildings -vehicles -metals</p>	<p>The learner; -explains the meaning of the term resource -gives examples of basic resources in the environment</p> <p>-defines natural and man made resources -mentions examples of each type of resources</p>	<p>Group discussion Demonstration feed back Observation</p>	<p>Answering oral questions Spelling</p>	<p>Effecti ve commu nicatio n Self- awaren ess</p> <p>Creativ e thinkin g</p>	<p>real objects like money, salt</p>	P.3 curriculum pg 35	

	3		WATER	<p>-Sources of water</p> <p>a)Natural sources -rain , lakes, rivers etc</p> <p>b)Man-made sources bore holes, wells etc</p>	The learner; -identifies the natural & man-made sources of water in the environment	brainstorming Discussion Feedback	Drawing & colouring Spelling Answering oral questions		real objects pictures of some resources	P.3 curriculum page 35
	4&5	MANAGING RESOURCES IN OUR SUB-COUNTY		<p>-Uses of water as a resource</p> <p>a)Domestic uses -It is used for cooking, washing and we drink</p> <p>b)Industrial uses -It cools machines in industries It is used in making soft drinks like soda</p> <p>Ways of harvesting water e.g Using basins, buckets, jerry cans etc</p>	The learner; -states the domestic & industrial uses of water	Discovery Observation , Group discussion	Demonstrating how water is used Spelling Writing notes	Interpersonal relation Assertiveness Empathy Cooperation Appreciation	Water Clothes Soap basins	P.3 curriculum page 35
	6 & 7		FOOD	<p>-Definition of food</p> <p>-Sources of food lakes, gardens, farms</p> <p>-Uses of food as a resource - food is eaten by man -man sells food and gets money</p>	The learner; -defines food -mentions some of the sources of food	Discovery Demonstration Observation , Group discussion	Identifying sources & uses of food spelling	Appreciation Critical thinking Self-awareness Love Tactile	Different types of food	P.3 curriculum page 35
2	1 & 2	MANAGING RESOURCES	FUEL AS A RESOURCE	<p>-Definition of fuel</p> <p>-Examples of fuels e.g , petrol, wood , gas, electricity, etc</p> <p>-Uses of fuel Fuel is used to run machines -Fuel is in cars -Fuel is for cooking</p>	The learner; -defines what fuel is -states examples of fuel & their uses -gives the uses of fuel	Discovery brainstorming Observation , Group discussion	Demonstrating how fuel is used spelling Answering questions		Charts Text books Paraffin Diesel	P.3 curriculum page 35

	3		MONEY AS A RESOURCE	Definition of money Was of getting money By working for it Through loans etc use of money	The learner; -defines money -mentions ways o getting money -mentions the uses of money				money notes'coins		
	4 & 5		SAVING RESOURCES	-What saving is -Ways of saving resources e.g -budgeting, banking, afforestation, repairing old ones -Reasons why we save e.g - for future use, to avoid wastage, to promote development	The learner; -explains what saving is -suggests the ways of saving resources	Self discovery demonstrati on	Writing and answering questions	Critical thinkin g	Pig banks Money Pieces of wood	P.3 curricul um page35	
	6 & 7			Problems faced when saving resources -high bank charges -pests -deforestation -theft	The learner; -mentions the problems faced while saving resources	brainstormi ng discussion	mentioning problems faced while saving resources	appreci ation love care	real objects		
3	1 & 2			Limited resources causes of limited resources e.g insecurity, ignorance, high population, corruption, low technology, poaching solutions to the problems -afforestation, budgeting, fighting corruption, practicing family planning	mentions the causes of limited resources states the solutions to the problems						

	4 & 5		RECORD KEEPING -What is record keeping -Examples of records kept e.g health records, sales records, bills etc -Reasons for keeping records e.g -For future use To determine profits and losses	The learner; -explains the meaning of the record keeping -gives examples of records kept -states reasons why people keep records	Discovery Observation , Group discussion	Answering oral questions Spelling and reading	Responsibility Coping with stress Co-operation	Charts Class Registers Receipt books Ledger books	Mk bk3 pg56 P.3 curriculum pg 35	
	6 & 7		SPENDING RESOURCES -What spending is -Things we use & spend on e.g fees, clothes, rent etc -Ways of spending wisely -comparing prices -bargaining -comparing quality -Why we need to spend wisely	The learner; -explains what spending is -lists examples of things we use & spend on -suggests the ways of spending wisely & why	Discovery Group discussion				P.3 curriculum page 36 Teacher's own collection	
4	1 & 2	PROJECTS -What a project is -Examples of projects e.g tree planting ,juice making, fish farming bee keeping	-What a project is -Examples of projects e.g tree planting ,juice making, fish farming bee keeping	The learner; -defines the term project -gives examples of projects	Observation , Group discussion Discovery Demonstration	Observing pictures Answering oral questions	Responsibility Appreciation operation	School env't newspapers	P.3 curriculum pg 37	
3 & 4	-Things needed to begin a project -land, capital, tools, labour etc -Ways of managing a project -keeping records -keeping project tools clean		-names the things needed to start a project -states some of the ways of managing a project							

	5 & 6	KEEPING PEACE IN OUR MUNICIPALITY	KEEPING PEACE IN OUR SUB-COUNTY	-What peace means -Indicators of peace -working together -sharing -no theft	The learner; -explains the meaning of the word peace -identifies the indicators of the peace in an area	Discovery Observation , Group discussion	Answering oral questions Spelling and reading	Interpersonal relation Assertiveness Empathy	Charts Class demonstrations Movies radios	Mk bk3 pg P.3 curriculum pg 39 Teacher's own collection
5	1 & 2		CAUSES OF INSECURITY	-Causes of insecurity *wars *moral decay *theft -Ways of living in peace *sharing *respecting human rights *loving one another *electing leaders -Importance of living in peace *It promotes unity, love and friendship	The learner; -identifies the causes of insecurity in an area -suggests the ways and purpose of living peaceful	Discovery Group discussion	Answering oral questions Spelling and reading	y Cooperation Appreciation		
	3 & 4	KEEPING PEACE IN OUR SUB-COUNTY	CHILDREN'S RIGHTS	-Defining a child and children's rights -Examples of children's rights * a right to food, clothes, shelter	The learner; -defines the term child & children's rights -gives examples of child children's rights	Observation , Group discussion Discovery Feed back	Observing pictures Answering oral questions	Responsibility Appreciation operation	Foodstuffs clothes	Mk bk3 pg 91-92 P.3 curriculum pg 40
	5 & 6			-People who protect children's rights * teachers, parents police officers, -The role of NCC -Importance of children's rights	The learner; -identifies the people who protect children's rights -gives the role of NCC & the importance of children's rights	Group discussion Discovery	Role playing Spelling Writing notes			Monitor SST book 3 pg 60-61 curriculum pg

6	1 & 2		CHILD ABUSE	-What child abuse is -Common types or forms of child abuse; a. Physical forms b. Sexual	The learner; -defines the term child abuse -identifies the forms of child abuse & their examples -mentions the people who abuse children's rights	Observation , Group discussion Discovery Demonstration	Observing pictures Spelling writing	Empathy Belonging Respect	Class demonstrations Charts Text books	Mk bk3 pg 93-95
	3 & 4			c. Emotional/mental abuse d. Child neglect -People who abuse children's rights * some teachers, parents, etc		Role play Observation , Group discussion Discovery Demonstration	Observing pictures Spelling writing	Empathy Belonging Respect	Class demonstrations Charts	
	5 & 6			-Causes of child abuse e.g. poverty, alcoholism, broken /divorced families, death of both parents, wars indiscipline among children, ignorance	The learner; -lists and explains the causes of child abuse	Observation , Group discussion Discovery Demonstration Imitation	imitating different personalities e.g. drunkards Answering oral questions	Appreciation Critical thinking Self-awareness Love	Charts Newspapers and magazines Text books	Monitor SST bk 3 pg 62-63
7	1 & 2	KEEPING PEACE IN OUR SUB-COUNTY	CONTROLLING CHILD ABUSE	-Ways of controlling child abuse. E.g *Teaching adults about children's rights *Teaching children morals *Children should dress decently	The learner; -suggests the ways how child abuse can be controlled	Group discussion Discovery	Role playing		Charts Pupil demonstrations	Mk bk3 pg 96 Monitor SST bk 3 pg 64
	3 & 4		RESPONSIBILITIES OF CHILDREN	-Responsibilities of children in a family	The learner; -states the responsibilities of children in a family, at school and in the country	Demonstration Imitation Observation , Group	Answering oral questions Role playing Writing	Co-operation Effective communication	Environment	P.3 Curriculum 43 Monitor SST book
	5 & 6			-Responsibilities of children in at school						

	7			-Responsibilities of children in the country	-identifies the ways how children can contribute to the economic development	discussion Discovery	notes	nication		Three pages
8	1 & 2	CULTURE & GENERATION IN OUR MUNICIPALITY	CULTURE	concept of culture -Types of culture *material culture * non material Examples of culture taboos ,beliefs ,names, language	The learner; -defines culture -mentions the types of culture -gives the examples of culture	Discussion Discovery Feed back	-defining culture demonstrating some cultural practices	appreciation love care	class demonstrations	Monitor Bk3 pg25s
	3 & 4			-Cultural practices *circumcision *dressing *giving pet names *naming children *paying bride price						
	5 & 6		TABOOS	Taboos -definition Types of taboos -food taboos - religious taboos *Muslims should not eat pork * Catholics should not eat meat on Friday during lent - culture taboos * sitting on your father's chair * sweeping at night	The learner; -defines taboos -gives examples of taboos -mentions types of taboos	Demonstration Discovery Feedback	Defining taboos Mentioning examples of taboos.	concern love care	foodstuffs class demonstrations	
	7			Advantages and disadvantages of taboos Taboos promote unity -They protect wildlife Disadvantages They promote hatred	The learner; -mentions the advantages and disadvantages of taboos	Discovery Feedback		love care		Teacher's collection

9	1 & 2		CIRCUMCISION	<p>Tribes that practices circumcision</p> <p>*Bagisu *Sabiny *Bakonjo</p> <p>Advantages of circumcision</p> <p>-It is a sign of manhood _It promotes unity</p> <p>Disadvantages of circumcision</p> <p>-leads to spread of diseases - bleeding may lead to death</p>	The learner; -states the tribes that carry out circumcision - mentions the advantages and disadvantages of circumcision	Discovery Brainstorming	spelling some words	unity team work	chalkboard illustration	Teachers collection		
	3 & 4	CULTURE AND GENDER	IMPORTANCE OF CULTURE	<p>Importance of culture</p> <p>-culture promotes unity -It groups people -It attracts tourists</p> <p>Dangers of some cultural practices</p> <p>-some of them lead to death - Some of thme lead to spread of diseases Some lead to isolation eg detoothering -Some are so painful</p>	The learner; -states the importance of culture -mention the dangers of some cultural practices	Discussion Feed back	-stating the importance of culture -mentioning the dangers of some cultural practices	appreciation love	chalk board illustration	Thematic curr pg45		
	5 & 6		GENDER	<p>Gender</p> <p>Definition of gender</p> <p>Activities done by adult females</p> <p>-pottery -looking after the family -cooking food</p> <p>Activities done by adult males</p> <p>-fishing -blacksmithing -hunting -looking after cattle</p>	The learner; -defines gender -mentions the activities done by male and female	Demonstration Feedback	-Defining gender -stating the activities done by male and female	appreciation love.	class demonstrations	Kobta Simplified Lit bk pg 166		

