

GRADE TWO ENVIRONMENTAL SCHEME OF WORK TERM THREE

| WE EK | LESSON | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQUIRY QUESTIONS | LEARNING EXPERIENCES | LEARNING RESOURCES | ASSESSMENT | REFLECTION |
|-------|--------|---------------------------|--|---|--|--|----------------------|-------------------------------|------------|
| 1 | 1 | Social environment | Initiating a class income generating project | By the end of the lesson, the learner should be able to: plan for an income generating activity for the class | How could we manage the class income generating activity | In a class discussion, learners to plan for an age-appropriate income generating activity to be carried out by the class. (responsibilities, resources required and time for the activity) | Realia charts | Observation Oral questions | |
| | 2 | | Initiating a class income generating project | By the end of the lesson, the learner should be able to: plan for an income generating activity for the class | How could we manage the class income generating activity | In a class discussion, learners to plan for an age-appropriate income generating activity to be carried out by the class. (responsibilities, resources required and time for the activity) | Realia charts | Observation Oral questions | |
| | 3 | | Initiating a class income generating project | By the end of the lesson, the learner should be able to: participate in initiating the class income generating activity | How could we manage the class income generating activity | Learners to share responsibilities and be guided to carry them out respectively in initiating the selected project | Realia charts | Observation Oral questions | |
| | 4 | | Initiating a class income generating project | By the end of the lesson, the learner should be able to: participate in initiating | How could we manage the class income generating | Learners to share responsibilities and be guided to carry them out respectively in | Realia charts | Observation Oral questions | |

| | | | | | | | | | |
|---|---|--|--|---|--|---|---------------|-------------------------------|--|
| | | | | the class income generating activity | activity | initiating the selected project | | | |
| | 5 | | Initiating a class income generating project | By the end of the lesson, the learner should be able to: participate in the management of the class income generating activity | How could we manage the class income generating activity | Learners to be guided to carry out responsibilities as according to the plan. | Realia charts | Observation Oral questions | |
| 2 | 1 | | Initiating a class income generating project | By the end of the lesson, the learner should be able to: participate in the management of the class income generating activity | How could we plan for an income generating activity | Learners to be guided to carry out responsibilities as according to the plan. | Realia charts | Observation Oral questions | |
| | 2 | | Initiating a class income generating project | By the end of the lesson, the learner should be able to: present selected enterprise | How could we plan for an income generating activity | Learners to present selected enterprise | Realia charts | Observation Oral questions | |
| | 3 | | Initiating a class income generating project | By the end of the lesson, the learner should be able to: develop interest in income generate activities within the school environment | How could we plan for an income generating activity | In a class discussion, learners to select a workable income generating activity that they could undertake at school (activity selected should | Realia charts | Observation Oral questions | |

| | | | | | | | | | |
|---|---|---------------------------------|--|---|---|--|---------------|---|--|
| | | | | | | promote conservation of the environment | | | |
| | 4 | | Initiating a class income generating project | By the end of the lesson, the learner should be able to: determine a workable income generating activity for their class | How could we plan for an income generating activity | In a class discussion, learners to select a workable income generating activity that they could undertake at school (activity selected should promote conservation of the environment) | Realia charts | Observation Oral questions | |
| | 5 | | Initiating a class income generating project | By the end of the lesson, the learner should be able to: appreciate individual efforts in the success of a group activity | How could we plan for an income generating activity | Learners to be guided to carry out responsibilities as according to the plan | Realia charts | Observation Oral questions | |
| 3 | 1 | Care for the environment | Communicating plant protection messages | By the end of the lesson, the learner should be able to recognize appropriate messages on plant protection in school | What messages could be used to communicate plant protection | Learners observe pictures, photographs, and video clips of areas where plants have been destroyed. In groups, learners to outline messages on plant protection | Realia charts | Common accidents and Basic First aid | |
| | 2 | Care for the environment | Communicating plant protection messages | By the end of the lesson, the learner should be able to recognize appropriate messages on plant | What messages could be used to communicate plant protection | Learners observe pictures, photographs, and video clips of areas where plants have been destroyed. In groups, | Realia charts | Observation Oral questions | |

| | | | | | | | | | |
|---|---|---------------------------------|---|--|---|--|---------------|-------------------------------|--|
| | | | | protection in school | | learners to outline messages on plant protection | | | |
| | 3 | Care for the environment | Communicating plant protection messages | By the end of the lesson, the learner should be able to create appropriate plant protection messages to promote conservation | What messages could be used to communicate plant protection | In groups, learners create plant protection messages using hand scripts, electronic and print resources | Realia charts | Observation Oral questions | |
| | 4 | Care for the environment | Communicating plant protection messages | By the end of the lesson, the learner should be able to create appropriate plant protection messages to promote conservation | What messages could be used to communicate plant protection | In groups, learners create plant protection messages using hand scripts, electronic and print resources | Realia charts | Observation Oral questions | |
| | 5 | Care for the environment | Communicating plant protection messages | By the end of the lesson, the learner should be able to appreciate plant protection for environmental sustainability | What messages could be used to communicate plant protection | Learners share selected plant protection messages with the school community | Realia charts | Observation Oral questions | |
| 4 | 1 | Care for the environment | Caring for Animals | By the end of the lesson, the learner should be able to identify ways of keeping an animal shelter clean at home | How could we make an animal shelter secure | Using video clips, photographs and pictures, learners to observe various clean animal shelters being cleaned (dog's kennel, rabbit hutch and cow | Realia charts | Observation Oral questions | |

| | | | | | | | | | |
|---|---------------------------------|--|---|--|--|---|-------------------------------|--|--|
| | | | | and school | | shed). Learners to shoot photographs at home of clean animal shelter and share with others. | | | |
| 2 | Care for the environment | Caring for Animals | By the end of the lesson, the learner should be able to identify ways of keeping an animal shelter clean at home and school | How could we make an animal shelter secure | Using video clips, photographs and pictures, learners to observe various clean animal shelters being cleaned (dog's kennel, rabbit hutch and cow shed). Learners to shoot photographs at home of clean animal shelter and share with others. | Realia charts | Observation Oral questions | | |
| 3 | Care for the environment | Caring for Animals | By the end of the lesson, the learner should be able to participate in keeping an animal shelter clean at home and school | How could we make an animal shelter secure | In groups, learners to discuss ways of keeping an animal shelter clean In groups, learners to be guided to participate in keeping animal | Realia charts | Observation Oral questions | | |
| 4 | Care for the environment | Caring for Animals Caring for Animals | By the end of the lesson, the learner should be able to suggest ways of making an animal shelter secure at home and school | How could we make an animal shelter secure | In groups, learners to discuss ways of keeping an animal shelter clean In groups, learners to be guided to participate in keeping animal | Realia charts | Observation Oral questions | | |
| 5 | Care for the | Caring for | By the end of the | How could we | Learners sing or tell | Realia | Observation | | |

| | | | | | | | | | |
|---|---|---------------------------------|-----------------------------------|---|---|---|---------------|-------------------------------|--|
| | | environment | Animals Caring for Animals | lesson, the learner should be able to appreciate clean and secure animal shelter to reduce risk to the animals | make an animal shelter secure | stories about clean and secure animal shelters | charts | Oral questions | |
| 5 | 1 | Care for the environment | Managing waste | By the end of the lesson, the learner should be able to identify types of waste in the school environment | What types of waste are found in our school environment | In groups, learners to identify different types of waste in the school environment In groups or pairs, learners to share their experiences on different types of waste in school | Realia charts | Observation Oral questions | |
| | 2 | Care for the environment | Managing waste | By the end of the lesson, the learner should be able to sort out different types of waste in the school environment for safe disposal | What types of waste are found in our school environment | In groups, learners to identify different types of waste in the school environment In groups or pairs, learners to share their experiences on different types of waste in school | Realia charts | Observation Oral questions | |
| | 3 | | Managing waste | By the end of the lesson, the learner should be able to identify dangers when handling waste in school | What types of waste are found in our school environment | Through probing questions, learners to identify dangers when handling wastes in school. | Realia charts | Observation Oral questions | |
| | 4 | Care for the | Managing | By the end of the | What types of | Learners listen to a | Realia | Observation | |

| | | | | | | | | | |
|---|---|---------------------------------|-------------------------|--|---|--|---------------|-------------------------------|--|
| | | environment | waste | lesson, the learner should be able to practice safety measures when handling wastes in school | waste are found in our school environment | resource person talking on dangers and safety measures when handling wastes in school. | charts | Oral questions | |
| | 5 | Care for the environment | Managing waste | By the end of the lesson, the learner should be able to communicate safety measures when handling waste in school | What types of waste are found in our school environment | Learners listen to a resource person talking on dangers and safety measures when handling wastes in school. | Realia charts | Observation Oral questions | |
| 6 | 1 | Care for the environment | Caring for water | By the end of the lesson, the learner should be able to state the importance of keeping water safe for human and animal use at home and school | How could we re-use water in the home and school? | Learners to take an excursion around the neighbourhood to identify safely stored or unsafely stored water. Then in groups, learners to discuss the importance of keeping stored water safe | Realia charts | Observation Oral questions | |
| | 2 | Care for the environment | Caring for water | By the end of the lesson, the learner should be able to participate in keeping stored water safe at home and school | How could we re-use water in the home and school? | In groups, learners share experiences on what makes water unsafe in the home and school | Realia charts | Observation Oral questions | |
| | 3 | Care for the environment | Caring for water | By the end of the lesson, the learner should be able to | How could we re-use water in the home and | In groups, learners discuss how water could be re-used in the | Realia charts | Observation Oral questions | |

| | | | | | | | | | |
|---|---|---------------------------------|-------------------------------|--|---|--|---------------|-------------------------------|--|
| | | | | suggest how water could be re-used at home and school | school? | home and school. | | | |
| | 4 | Care for the environment | Caring for water | By the end of the lesson, the learner should be able to participate in re-using water to reduce wastage at home and school | How could we re-use water in the home and school? | Learners to visit the community to find out how water is re-used to reduce wastage | Realia charts | Observation Oral questions | |
| | 5 | Care for the environment | Caring for water | By the end of the lesson, the learner should be able to appreciate re-using water as a way of conserving it. | How could we re-use water in the home and school? | Learners to suggest how they could participate in re-using water to reduce wastage at home and school | | | |
| 7 | 1 | Care for the environment | Conservation of Energy | By the end of the lesson, the learner should be able to recognize appropriate messages on energy conservation | What messages could be used to communicate conservation of energy | Through probing questions, learners discuss reasons for conserving energy Using video clips, internet | Realia charts | Observation Oral questions | |
| | 2 | Care for the environment | Conservation of Energy | By the end of the lesson, the learner should be able to recognize appropriate messages on energy conservation | What messages could be used to communicate conservation of energy | Through probing questions, learners discuss reasons for conserving energy Using video clips, internet | Realia charts | Observation Oral questions | |
| | 3 | Care for the environment | Conservation | By the end of the lesson, the learner | What messages could be used to | In pairs, learners to create simple | Realia charts | Observation Oral questions | |

| | | | | | | | | | |
|---|---|---------------------------------|--------------------------------|---|---|--|---------------|-------------------------------|--|
| | | | on of Energy | should be able to create energy conservation messages to promote awareness at and home and school | communicate conservation of energy | persuasive energy conservation messages | | | |
| | 4 | Care for the environment | Conservati on of Energy | By the end of the lesson, the learner should be able to display energy conservation messages to create awareness in school | What messages could be used to communicate conservation of energy | In groups, learners are guided to read aloud the energy conservation messages they develop | Realia charts | Observation Oral questions | |
| | 5 | Care for the environment | Conservati on of Energy | By the end of the lesson, the learner should be able to demonstrate interest in energy conservationfor conservation for improvement and protection of the environment | What messages could be used to communicate conservation of energy | In groups, learners are guided to read aloud the energy conservation messages they develop | Realia charts | Observation Oral questions | |
| 8 | 1 | Care for the environment | Conservati on of Energy | By the end of the lesson, the learner should be able to recognize appropriate messages on energy conservation | What messages could be used to communicate conservation of energy | Through probing questions, learners discuss reasons for conserving energy Using video clips, internet | Realia charts | Observation Oral questions | |
| | 2 | Care for the environment | Conservati on of Energy | By the end of the lesson, the learner should be able to recognize appropriate | What messages could be used to communicate conservation of | Through probing questions, learners discuss reasons for conserving energy | Realia charts | Observation Oral questions | |

