

SCHEMES OF WORK ENVIRONMENTAL GRADE 1 TERM 1 2020

we ek	LES SON	STTRAND THEME	SUB STRAND	SPECIAL LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCE	LEARNING RESOURCES	ASSESSMENT METHODS	REFL ECTI ON
2	1-2	ENVIRONM ENT AND ITS RESOURCE S	Weather and the sky(observin g the sky)	<ul style="list-style-type: none"> By the end of the lesson the learner should be able to describe the day Describe the appearance of the sky during the night 	<ul style="list-style-type: none"> What do we see when we look at the sky during the day What do you see when we look at the sky during the night? 	<ul style="list-style-type: none"> Learners to observe the sky (the sun, moon, stars, and clouds during the day and share the observation With the help of parents or guardians ,learners to observe the appearance of the sky at night and report back 	<ul style="list-style-type: none"> Sky Video clips 	<ul style="list-style-type: none"> Observation Oral questions 	<ul style="list-style-type: none">
	3	ENVIRONM ENT AND ITS RESOURCE S	Weather and sky (observing the sky)	<ul style="list-style-type: none"> Observe differences in appearance of the sky during the day and the night 	<ul style="list-style-type: none"> What differences do we observe in the day and at night sky 	<ul style="list-style-type: none"> Use stimulus materials to show appearance of the sky during day and at night 	<ul style="list-style-type: none"> Sky Video clips Pictures 	<ul style="list-style-type: none"> Observati on Oral questions 	<ul style="list-style-type: none">
	4-5	ENVIRONM ENT AND ITS RESOURCE S	Weather and sky(observe the sky)	<ul style="list-style-type: none"> Develop curiosity in observation appearance of the sky for enjoyment Tell and discuss the observations made 	<ul style="list-style-type: none"> What do you see when you look at the sky during the day and at night 	<ul style="list-style-type: none"> Learner s to play educative competition games on sun, moon, clouds, and stars Leaners to draw and color the sun , moon, clouds and stars 	<ul style="list-style-type: none"> Compute r games Sky Pictures 	<ul style="list-style-type: none"> Observation Oral question 	<ul style="list-style-type: none">
3	1-2	ENVIRONM ENT AND ITS RESOURCE S	Exploring weather conditions	<ul style="list-style-type: none"> Learners to recognize weather conditions of the day Learners to identify weather conditions of the day 	<ul style="list-style-type: none"> What I the weather today? 	<ul style="list-style-type: none"> Learners to explore weather conditions as an outdoor activity Learners to draw and color the weather symbols explored 	<ul style="list-style-type: none"> Crayons Weather chart 	<ul style="list-style-type: none"> Observation Oral questions n 	<ul style="list-style-type: none">
	3-4	ENVIRONM ENT AND ITS RESOURCE	Exploring weather conditions	<ul style="list-style-type: none"> Make measurable focusts of the day Discuss the weather using 	<ul style="list-style-type: none"> How is the weather today? 	<ul style="list-style-type: none"> Learners to share experiences about daily weather conditions Learners to identify various 	<ul style="list-style-type: none"> Video clips Weather chart 	<ul style="list-style-type: none"> Observation Oral question Discussion 	<ul style="list-style-type: none">

		S		stimulus material		weather conditions of a day using age appropriate stimulus materials			
	5	ENVIRONMENT AND ITS RESOURCES	Exploring weather conditions	<ul style="list-style-type: none"> Appreciate weather conditions at different times of the day 	<ul style="list-style-type: none"> Which are the weather conditions you observed today? 	<ul style="list-style-type: none"> Learners to name various weather conditions for enjoyment 	<ul style="list-style-type: none"> Video clips Chart 	<ul style="list-style-type: none"> Observation Oral question 	•
4	1-2	ENVIRONMENT AND ITS RESOURCES	Water (sources of water)	<ul style="list-style-type: none"> Learners to recognize different sources of water and name them Learners identify sources of water in the immediate environment 	<ul style="list-style-type: none"> What are sources of water? 	<ul style="list-style-type: none"> Learners to name sources of water in the immediate environment Learners to observe a variety of stimulus materials on sources of water 	<ul style="list-style-type: none"> Chart Video clips 	<ul style="list-style-type: none"> Observation Oral question 	•
	3-4	ENVIRONMENT AND ITS RESOURCES	Water (sources of water)	<ul style="list-style-type: none"> Water (sources of water) observe different sources of water in the immediate environments Learners make models of different sources of water 	<ul style="list-style-type: none"> How many sources of water have you observed? 	<ul style="list-style-type: none"> Learners in group us to share ideas of different sources of water in the immediate environment Learners to model different sources of water with the teachers help 	<ul style="list-style-type: none"> Charts Video clips Modeling clay 	<ul style="list-style-type: none"> Observation Oral question Discussions 	•
	5	ENVIRONMENT AND ITS RESOURCES	Water (sources of water)	<ul style="list-style-type: none"> Appreciate sources of water in the immediate environment 	<ul style="list-style-type: none"> Which sources of water are in your environment? 	<ul style="list-style-type: none"> Learners to draw and color sources of water found in the immediate environment 	<ul style="list-style-type: none"> Crayons 	<ul style="list-style-type: none"> Observation Group work 	•
5	1-2	ENVIRONMENT AND ITS RESOURCES	Water(uses of water)	<ul style="list-style-type: none"> Learners to identify uses of water at home Learners to identify the uses of water at school 	<ul style="list-style-type: none"> How do we use water at home How do we use water at school 	<ul style="list-style-type: none"> Learners to identify different uses of water using stimulus materials Learners to identify uses of water at home and school 	<ul style="list-style-type: none"> Charts 	<ul style="list-style-type: none"> Observation Oral question 	•

				using stimulus material					
	3	ENVIRONMENT AND ITS RESOURCES	Water(uses of water)	<ul style="list-style-type: none"> • Demonstrate careful use of water at home and at school 	<ul style="list-style-type: none"> • How do we use water responsibly 	<ul style="list-style-type: none"> • Learners to discuss and practice use of water at home & school 	<ul style="list-style-type: none"> • Soap • Water 	<ul style="list-style-type: none"> • Observation • Group work • Oral question 	•
	4-5	ENVIRONMENT AND ITS RESOURCES	Water (uses of water)	<ul style="list-style-type: none"> • Appreciate careful use of water at home and at school • Draw and color different actuates on uses of water 	<ul style="list-style-type: none"> • How do we use water carefully? 	<ul style="list-style-type: none"> • Learners to appreciate uses of water by draw in and color • Learners to make a scrupture on different uses of water 	<ul style="list-style-type: none"> • Paint 	•	•
6	1	ENVIRONMENT AND ITS RESOURCES	Soil(playing with soil)	<ul style="list-style-type: none"> • Learners to identify ways of playing with soil foe enjoyment • Identify big plants • Identify weeds • Identify plants growing in dry areas • Identify plants growing in wet and water 	<ul style="list-style-type: none"> • In which ways do we play with soil? • Which plant did you observe? 	<ul style="list-style-type: none"> • Learners to identify ways of playing with soil • Learners to identify plants growing in dry areas • Learners to identify plants in wet areas 	<ul style="list-style-type: none"> • Samples of soil • Picture on playing with soil 	<ul style="list-style-type: none"> • Observation • Oral question 	•
7	1-5	ENVIRONMENT AND ITS RESOURCES	Plants exploring(pl ants in the immediate environment)	<ul style="list-style-type: none"> • Observe plants in the immediate environment • Identify plants in the garden • Recognize the edible plants • Draw and name the plants • Identify requirements for germination 	<ul style="list-style-type: none"> • What are the parts of a plant you observed • Which plants grow in the garden • What are the requirements for germination 	<ul style="list-style-type: none"> • Learners to identify plants growing in garden • Learners to recognize the edible parts of a plant • Learners to draw and name the parts of plant • Learners to identify requirements for germination • Learners to identify different seeds 	•	•	•

				<ul style="list-style-type: none"> Identify different seeds 					
8	1-5	ENVIRONMENT AND ITS RESOURCES	Plants (exploring plants in the immediate environment)	<ul style="list-style-type: none"> Learners to appreciate diversity in the immediate Plants sample of seeds Identify different leaves Draw and color make prints of leaves Identify ways of caring for plants Assessment quiz 	<ul style="list-style-type: none"> Which seeds did you observe? What kind of leaves did you see? Which ways do not take care of plants? 	<ul style="list-style-type: none"> Learners to plant with teachers help Learners to recognize different leaves Learners to draw and color make prints of leaves Learners to mention ways of caring for plants Learners to answer questions 	<ul style="list-style-type: none"> Seeds Cans Soil Sample of leaves Pictures on caring for plants 	<ul style="list-style-type: none"> Observation Written exercise Oral question 	•
9	1-5	ENVIRONMENT AND ITS RESOURCES	Animals (exploring animals in the immediate environment)	<ul style="list-style-type: none"> Learners to identify different animals in the immediate environment Identify small animals Identify big animals Identify domestic animals Identify products from domestic animals Identify wild animals 	<ul style="list-style-type: none"> What animals are found in the immediate environment? 	<ul style="list-style-type: none"> Learners are guided to identify different animals (small and big) Learners to identify domestic animals in the immediate environments Learners to tell products from different animals (using stimulus material) Learners to identify wild animals by watching a clip 	<ul style="list-style-type: none"> Charts Pictures Video clips 	<ul style="list-style-type: none"> Observation Oral question 	•
10	1-5	ENVIRONMENT AND ITS RESOURCES	Animals (exploring animals in immediate environment)	<ul style="list-style-type: none"> Learners to observe different animals in the immediate environment Observe insects Observe water 	<ul style="list-style-type: none"> Which animals are insects? Which animals are found in water? Which animals have no legs? 	<ul style="list-style-type: none"> Learners to observe and identify insects Learners to observe identify fish Learners to observe and identify parts of a fish Learners to observe and identify 	<ul style="list-style-type: none"> Video clips Sample of insects Pictures 	<ul style="list-style-type: none"> Observation Oral questions 	•

				animals(fish) <ul style="list-style-type: none"> • Observe birds(he) • Observe a cow • Observe animals without legs 		identify a cow and its parts <ul style="list-style-type: none"> • Learners to observe and identify animals without legs(draw animals) 			
11	1-5	ENVITONM ENT AN ITS RESOURCE S	Animals (exploring animals in the immediate environmen t	<ul style="list-style-type: none"> • Learners to appreciate diversity of animals in the immediate environment 	<ul style="list-style-type: none"> • How many animals have observed? • What do we get from different animals? 	<ul style="list-style-type: none"> • Learners to identify and appreciate animals with many legs • Learners to identify different pets and how to care for them • Learners to listen to a case story on animals for fun • Learners to make courage and manual on animals • Assement C.A.T. 	<ul style="list-style-type: none"> • Video clips • Glues • Feathers • Egg shells • Portraits 	<ul style="list-style-type: none"> • Observation • Oral question • Written questions 	•