P.2 LITERACY LESSON NOTES FOR TERM I

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : Location of our school.

COMPETENCES:

- Naming our school.
- Identifying the road, district and village
- Describing the location of our school

METHOD: Brain storming

- Guided discovery

INTRODUCTION:

Vocabulary

village ,district , road , Cornerstone , Kayunga

CONTENT: OUR SCHOOL

A school is a place where people go to learn

The name of our school is Cornerstone Junior school.

It is found in Mukono district, a half a kilometer along Kayunga, Bugerere road in Kitete village, in Mukono central division.

Our school started in the year 2005.

Now it is _____ years old.

Things we use to tell people where our school is found.

In order to direct people where our school is found, we use the following;

- The name of the school
- The road where the school is found
- The district in which the school is found
- The signpost
- The village
- Division.

EVALUATION

1. What is a school?
2. Fill in the gaps

I go to _____Junior school.

It is found in _____district, along

_____, Bugerere road.

Our school is found in _____village.

A half kilometer along Kayunga,_____ road.

2. Name 4 things we use to tell people where our school is found.

3. In which district is your school found? _____

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : School symbols

COMPETENCES: Defining school symbols

- Naming the school symbol, drawing and shading school symbols

INTRODUCTION: Review of the previous lesson.

Vocabulary

uniform ,badge , motto, anthem , signpost

Method: **Exhibition**

Discussion

CONTENT : SCHOOL SYMBOLS.

School symbols are things which make a school different from other schools.

Examples of school symbols

- School uniform
- School badge
- School motto
- School anthem
- School flag
- School prayer
- School signpost
- School address
- School mission
- *School name*

EVALUATION

1. _____are things which make our school different from other schools.
2. Name 8 examples of school symbols.
3. Draw and shade these school symbols.

School badge	School signpost	School flag

4. *In which district is your school found?*

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood.

SUBTHEME : School symbols

COMPETENCES:

- Identifying and naming components of school uniform
- Telling colours of school uniforms
- Drawing school uniforms

INTRODUCTION: Review of the previous lesson

METHODS: **Exhibition**

Guided discovery

Vocabulary

pinafore ,short , sweater , stockings , shirt

CONTENT : SCHOOL UNIFORM

There are different things which make up school uniform

Components of your school uniform/ things

- shirt
- short
- dress
- badge
- stockings
- sweater
- shoes
- belt

Colours of our school uniform

Component	**Colour**
Short	
Shirt	- white
Stockings	- grey with white stripes
Sweater	- grey
Belt	- grey with white stripes
Shoes	- black

EVALUATION

1 Name 4 components of our school uniform.

2 Name three colours of your school uniform.

3 Match the components to their colours.

Date	Class	No. of pupils	Time

THEME ; Our school and neighbourhood

SUBTHEME : School symbols

COMPETENCES:

- Naming school symbols
- Drawing the school symbols
- Shading the school symbols

METHODS: Exhibition

- Problem solving

INTRODUCTION: Review of the previous lesson.

Vocabulary

maroon ,khakhi, cream , grey , black

CONTENT : **TYPES OF UNIFORM**

We have three different school uniforms i.e.

- Sports wear / for sport days i.e. Tuesday and Thursday
- Regular wear uniform: This is worn on, Monday, Wednesday and Friday
- Casual wears: These are worn by boarding children:- after classes and during weekends .
- Sunday wear-

Ways of keeping our uniform clean.

- By washing
- By ironing

Uses of school uniform

- Uniform makes us look smart
- It's for identification
- uniform promotes respect
- uniform promotes unity

EVALUATION.

1. Fill in the missing letters

   mar_ _n cr_ _m b_a_k

2. Name the threedifferent types of uniforms in our school
3. How do we keep our uniform clean?

   By_____

   By_____

4. Write down 2 uses of school uniform

Date	Class	No. of pupils	Time

THEME ; Our school and neighbourhood

SUBTHEME : School symbols

COMPETENCES:

- Identifying and naming the school symbols
- Drawing the school symbols
- Shading the school symbols

METHODS : Discussion

- Observation

INTRODUCTION: Review of the school symbols.

Vocabulary

badge ,motto , discover , hidden , treasure

CONTENT : SCHOOL BADGE

This is one of the school symbols

Things found on the school badge

- School name
- School motto
- A teacher, holding a Pupil)

School badge

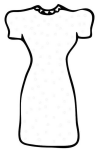
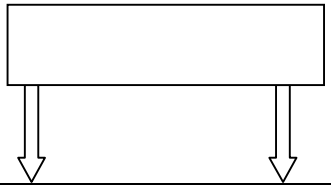


Uses of school badge

- For easy identification of our school
- For reference
- It promotes love among us
- It promotes unity
- It promotes respect for one another

EVALUATION

1. Name 3 things found on our school badges
2. Draw and shade the school badge and colour shade
3. How is a school badge useful to our school?
4. Name the following school symbols.

Date	Class	No. of pupils	Time

THEME ; Our school and neighbourhood

SUBTHEME : School symbols

COMPETENCES:

- Identifying and naming school symbols
- Reciting the school motto
- memorizing the motto

METHODS : recitation

Discussion

- Guided discovery

INTRODUCTION : Review of the previous lessons

Vocabulary

motto ,discover , treasure , hidden , inspiration

CONTENT : SCHOOL MOTTO

Our school has got a motto which states that "Discover the Hidden Treasure"

The motto tells the reason for the school's existence. This means that, there is a hidden treasure in teachers and children too, which has to be discovered through hard work and co-operation.

Uses of a school motto

- For identification of our school
- For inspiration as we work
- It promotes unity

School anthem

This is a special song for the school. Our school has got a school anthem which the children and staff members sing and memorize during the school's

importantfunctions.

- Reciting the school anthem
- Singing and memorizing the school anthem
- Passing and reading the school anthem.

CORNERSTONE SCHOOL ANTHEM

Cornerstone Junior school
your future is bright.
Arise and ride to your glory.
With excellence and wisdom
you will lead us all to
discover the hidden treasure.
We entrust our life in you
We entrust our future in you
(God be your strength and your Light to discover the hidden treasure) x2

Uses of a school anthem

- For the identification of our school
- For love and unity
- For respect to our school
- For inspiration

When do we sing the school anthem?

- During assemblies
- During school public functions. E.g. the open day, the sports day etc

Respect for the school anthem

Our school anthem must be respected in the following ways it.
We stand upright
We have our Right hand touching the chest.

Sing the anthem with love and respect.

Examples of other anthems

- East African Anthem
- Uganda anthem
- School anthem
- Buganda anthem

1. Write down 4 symbols of a school.
2. How is a school anthem useful to a school?
3. When do we sing our school anthem?
4. In which district is your school found?

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : school symbols

COMPETENCES:

- Identifying school symbols
- Naming school symbols
- Drawing the school flag

METHODS : Discussion

- Observation

INTRODUCTION: Review of the previous lesson

Vocabulary

green ,cream , blue , flag , colours

CONTENT : SCHOOL FLAG

It is a special piece of cloth with a particular design.

Our school flag has got three colours

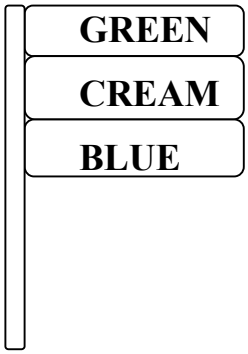
Colours of our school flag are:-

- Green
- Cream
- Blue

Uses of a school flag

- It is used for identification of our school
- It promotes unity and peace
- It shows respect for our school

Drawing and shading the school flag



The Uganda flag is a symbol of our country

It has 3 colours

- black
- yellow
- red

EVALUATION:

1. Name the 3 colours of our school flag.
2. Write down the 3 colours of the Uganda flag.
3. Draw and shade our school flag
4. **Write down three uses of the school flag**

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : School symbols

COMPETENCES:

- ♦ Identifying
- ♦ Naming
- ♦ Describing the school signpost

METHODS : Inquiry

- ♦ Guided discovery

INTRODUCTION: Review of the previous lesson

Vocabulary

sign post , Mukono , Cornerstone , prayer , badge

CONTENT: SCHOOL SIGNPOST

The school signpost is one of the major symbols of a school.

It directs people to the school.

Things found on our school signpost

- ♦ School badge
- ♦ Name of the school
- ♦ The name of the road where our school is found.
- ♦ School motto
- ♦ School mission
- ♦ School address
- ♦ School contact number

Uses of the school signpost

- ♦ It directs people where our school is found

- It advertises our school

School signpost



School prayer

Reciting the school prayer

EVALUATION

1. Name 4 symbols of a school.
2. Name the 3 colours of our school flag.
3. How is a signpost useful to a school?

Which school symbol locates the school?

Date	Class	No. of pupils	Time

THEME : **Our school and neighbourhood**

SUBTHEME : **School symbols**

COMPETENCES: **Naming**

- **Identifying**
- Describing the school symbols

METHODS : Discussion

♦ Guided discovery

INTRODUCTION: Review of the previous lesson

Vocabulary

classroom ,dormitory , library , staffroom , kitchen

School structures

School structures are the buildings found in the school.

Examples of the school structures

- ♦ Classroom
- ♦ Dormitory
- ♦ Kitchen
- ♦ Toilet / latrines
- ♦ Offices
- ♦ Library
- ♦ Stores
- ♦ Canteen
- ♦ Bathrooms
- ♦ Mainhall

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : School symbols

COMPETENCES : Identifying the school structures

- Naming and writing the school structures
- Describing the uses of school structures

METHODS : Discussion

♦ Guided discovery

INTRODUCTION. Review of the previous lesson

Vocabulary

kitchen ,dormitory , library , store, office

CONTENT: **Uses of the school structures**

STRUCTURE		**USES**
Classroom	-	Where children learn from
Dormitory	-	Where boarding children sleep
Kitchen	-	Where our meals are prepared
Toilet / latrine	-	Where we go for deficate / urinate.
Office	-	Where administrators sit
Library	-	Where school books are kept
Store	-	Where school property are kept
Staff room	-	Where teachers sit and rest from

Canteen - where we buy things at school.

Computer room - where computer lessons taught.

Sick bay - where children are given first aid.

EVALUATION.

1. Name any 4 examples of school structures
2. Complete

	STRUCTURE	**USE**
a.	Classroom	_____
b.	_____	Where boarder children sleep
c.	Library	_____
d.	Kitchen	_____
e.	_____	Where administrators sit
f.	_____	Where teachers sit and rest.

3. How are toilets and latrines useful to us?
4. Where do we buy things at school?

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : People in our school

COMPETENCES : Identifying and naming people in our school

- Listing people in our school
- Writing people in our school

METHODS : presentation

♦ Guided discovery

INTRODUCTION: Review of the previous lesson

Vocabulary

teachers ,secretary , matron , driver , cleaner

CONTENT : People in our school

There are very many examples of people in our school.

Examples of people in our school

-	Teachers	-	Matrons	-	Cooks
-	Cleaners	-	Drivers	-	Watchmen
-	Bursar / cashier	-	Secretary	-	Librarian
-	Head teacher	-	Director	-	Pupils
-	Conductors				

Roles of different people in our school

PEOPLE		**ROLE**
Teacher	-	Teaches children
Cook	-	Cooks food
Driver	-	Drives school vans
Matrons	-	Keeps boarder children safe
Cleaner	-	Cleans the school
Watchmen	-	Keep the gate / security in school
Bursar / Cashier	-	Collects school fees
Secretary	-	Types school documents
Librarian	-	Keeps the library records
Headteacher	-	Heads the school
Director	-	Supervises all the activities in the school
Pupils	-	To learn

EVALUATION

1. Who heads the school?
2. List down 6 examples of people found in our school
3. How are cooks important in the school?
4. Who collects school fees at school?

5. Name 2 examples of school structures?

6. Why do you go to school?

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : People in our school

COMPETENCES: Identifying

- Naming people in our school
- Writing and describing people in our school

METHODS : Guided discovery , problem solving

INTRODUCTION : Review of the previous lesson

Vocabulary

Director

Head teacher

Doctor Faith Muyonga

Madam Immaculate Mawanda

CONTENT: **Names of people in our school**

Director - Doctor Faith Muyonga

Head teacher - Madam Immaculate Mawanda

Deputy Head teacher - Mr. Lubwama Fred

Director of studies - Mr. Magumba Yoweri

Others in class

Class teacher - Siisi Ronald

Subject teachers - Alikooba Mebra

EVALUATION

1. Who heads a school?
2. What is the name of our director?
3. Who heads a school?

4. Who is your class teacher?
5. Write down 3 names of your teachers?
6. Why do you go to school?

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : School rules

COMPETENCES : Identifying school rules

- Naming the school rules
- Reading and memorizing the school rules

METHODS : Recitation , problem solving

INTRODUCTION: Review of the previous lesson

Vocabulary

regulations , discipline , rules

permission

CONTENT: School rules

School rules are the guidelines/ instructions of the school.

Examples of school rules

- No going out of school without permission
- Do not escape from school
- Avoid late coming
- Always wear school uniform while at school
- Always respect one another
- Do not steal school property
- Keep the school clean
- Always speak English while at school
- No spoiling school property

- Avoid climbing trees at school
- Respect teachers and elders at school
- Observe discipline while at school

EVALUATION

1. The school guidelines are called
2. Give 4 examples of school rules
3. When you break the school rules, you will be_____ (loved, punished)
4. We should wear school _____while at school in order to be _____. (discipline , smart, uniform)

Date	Class	No. of pupils	Time

THEME ; Our school and neighbourhood

SUBTHEME ; Class rules

COMPETENCES: Identifying class rules

- Naming the class rules
- Reading and memorizing the class rules

METHODS : Recitation , problem solving

INTRODUCTION.- Review of the previous lesson

Vocabulary

materials , respect , visitors, permission

Class rules

Class rules are the guidelines or instructions of the classroom.

Examples of class rules

- Always welcome visitors
- No going out side without permission
- Avoid vernacular speaking in class
- No making noise in class.

- Always complete your work in time
- Avoid dirty work
- No playing in class
- Avoid spoiling class materials
- No fighting in class
- Always bring your book for marking
- Respect each other in class.
- Always make corrections

Importance of school / class rules

- They reduce accidents
- Smartness in the school
- Unity and respect is improved
- Promote discipline and good morals

EVALUATION

1. What are class rules?
2. Write down 6 examples of class rules
3. How are school and class rules important?
4. Give atleast 4 examples of school rules.

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : School routine

COMPETEN CES: Reading the timetable

- Interpreting the timetable
- Drawing the timetable

METHODS : Guided discovery , Discussion

INTRODUCTION: Review of the previous lesson.

CONTENT : SCHOOL ROUTINES

- 5 days of school/ no lessons on Saturday and Sunday
- We arrive at school by 7:00am
- We depart for school at 4:20pm
- We have 2 breaks in the day : –
  - Break time 10:30am – 11:00am
  - Lunch time 1:00 – 1:30pm
- We use break time to take tea
- Lunch time to eat food
- We have a lesson time table
- This shows when the lesson is going to start and end .

PRIMARY TWO TIME TABLE

DAY	8:00 8:30	8:30 9:30	9:30 10:30	10:30 11:00	11:00 12:00	12:00 1:00	1:00 2:00	2:00 3:00	3:00 4:00	4:00 4:30
MON	ASS	M.T.C	GRAM	B	LIT I	Reading	L	GRAM	R.E	RK
TUE		R.E	M.T.C	R	Reading	LIT	U	Compo	Write	WO
WED		LIT	Compo	E	Lug	Compre	N	MTC	GRA	
THUR		MTC	LIT	A	Write	R.E	C	Lug	A/C	ME
FRI		MTC	LIT	K	Reading	Library	H	C L	U B S	HO

Importance of a time table

- It saves time
- It balances all the activities
- It promotes time management

- ♦ It avoids collusion
- ♦ It encourages individual reading
- ♦ It makes us organized in class

EVALUATION

1. Study the time table and answer the following questions.
   For which class is the time table shown above?
2. At what time do you go for break?
3. At what time do you go for lunch?
4. On which day of the week, do we have clubs?
5. How is the timetable important to us?

Date	Class	No. of pupils	Time

THEME : **Our school and neighbourhood**

SUBTHEME : **School routine**

COMPETENCES : Reading the time table / identifying pupils activities

- Interpreting the time table
- Copying the time table

METHODS : Exhibition , Guided discovery

INTRODUCTION : Review of the previous lesson

<u>Vocabulary</u>

learning,playing , sweeping , reading ,compound

CONTENT **Pupils activities**

These are roles played by pupils while at school.

Examples of pupils' activities

- learning
- playing
- picking rubbish
- sweeping the class
- mopping the class
- reading books
- keeping the compound clean
- keeping the classroom clean
- obeying the school / class rules

EVALUATION

1. What are pupils' activities?
2. List down 5 examples of pupil's activities
3. Why do we keep our school / class clean?
4. Name 2 things we use to clean our school?

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : School neighbourhood

COMPETENCES : Defining a neighbour

- Identifying the neighbours
- Naming the examples of school neighbours.

INTRODUCTION . Review of the previous lesson

Vocabulary

doctor , carpenter , mechanics , barber , cobbler

CONTENT : **Neighbour**

A neighbour is a personnear you.

Examples of important people in our neighbourhood

- ♦ doctors
- ♦ bankers
- ♦ traders
- ♦ mechanics
- ♦ carpenters
- ♦ barbers
- ♦ drivers
- ♦ builders
- ♦ lawyers
- ♦ hairdressers
- ♦ police
- ♦ cobbler
- ♦ sailors
- ♦ pilots
- ♦ teachers
- ♦ conductors
- ♦ cyclists/ bodaboda riders
- ♦ farmers
- ♦ tailors
- ♦ soldiers
- ♦ pastors
- ♦ reverends

EVALUATION

1. Who is a neighbour?
2. Write down 4 examples of things found in our school neighbourhood.
3. List down 8 examples important people in our school neighbourhood

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : School neighbourhood

COMPETENCES: Identifying important places

- Naming important places
- Describing important places

INTRODUCTION: Review of the previous lessons

Vocabulary

garage , bank , workshop , hospital , market

CONTENT ; Important places in our school neighbourhood

- ♦ police stations
- ♦ garages
- ♦ banks
- ♦ workshops
- ♦ hospitals
- ♦ churches

- ♦ hotels
- ♦ schools
- ♦ restaurants
- ♦ salons
- ♦ markets
- ♦ courts of law

PLACES AND THEIR USES

PLACE	**USES**
Police station	- Where wrong doers are taken
	- Where low breakers are taken.
Banks	- Where money is kept safely
Hospitals	- Where sick people are treated
Hotels	-Where people go for recreation
Markets	- Where we buy food from
Garage	- Where cars are repaired
Workshop	- Where furniture is made
Church	-Where people go for prayers
Schools	-Where pupils go for learning
Barber's Salons	-Where people cut their hair.

EVALUATION

1 List down 4 important places in our school neighbour hood.

2. How are the following places important?

a) Garage _____

b) Bank_____

c) Church_____

d) School _____

e) Hospital_____

Date	Class	No. of pupils	Time

THEME : **Our school and neighbourhood**

SUBTHEME : **School neighbourhood**

COMPETENCES : Identifying

- Naming
- Describing

INTRODUCTION. Review of the previous lesson

Vocabulary

mechanics , carpenter , barber, builder , police

CONTENT : **Roles of people in our school neighbourhood**

PEOPLE	**ROLES**
Doctor	treats sick people
Trader	buys and sells things
Carpenter	makes furniture
Driver	drives cars
Lawyer	judges the law breakers
Police	keeps law and order
Bankers	controls money in the bank
Mechanics	repairs cars
Barber	cuts hair short
Builders	build houses
Hair dresser	treats the hair
Nurse	helps the doctor in the hospital
Cobbler	mends shoes
Teachers	teaches people
Conductor	collects money in the tax

EVALUATION

1. Who is a neighbour?
2. Complete the table

PEOPLE	ROLE
Doctor	_____
_____	mends shoes
builder	_____
_____	collects money in the taxi
_____	make furniture
Barber	_____
Trader	_____
_____	nurses patients

3. Name any 3 important places in our school neighbourhood.

Date	Class	No. of pupils	Time

THEME : **Our school and neighbourhood**

SUBTHEME : **School neighbourhood**

COMPETENCES: Identifying people's places of work

- Naming places of work
- Describing places of work

INTRODUCTION . Review of the previous lesson

Vocabulary

saloon , cobbler, mechanic , workshop

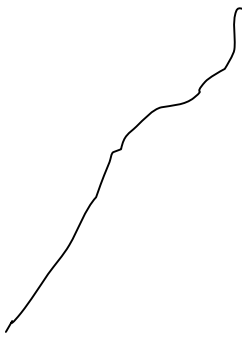
CONTENT **Places of work**

People		**Place of work**
Doctor	-	Hospital
Trader	-	Shop / Market
Carpenter	-	Workshop
Lawyer	-	Coarts of law
Police	-	Police station
Banker	-	Bank
Mechanic	-	Garage
Barber	-	Salon
Hair dresser	-	Salon
Nurse	-	Hospital /clinic/drug shops

EVAL.UATION

1. Match people to their places of work.

People	**Place of work**
doctor	bank
trader	school
carpenter	salon
police	hospital
barber	shop / market
bankers	workshop
teachers	police station



2. Who heads a school?
3. Why do you go to school?
4. Draw these important people

doctor	teacher	policeman

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : School neighbourhood

COMPETENCES : Identifying neighbours benefits to school

- Naming the neighbours benefits to school
- Describing how school neighbours benefit the school

INTRODUCTION . Review of the previous lesson

Vocabulary

security , furniture , employment , education

CONTENT : **How the neigbours benefit from the school**

- It provides education services
- It employspeople around the school. e.g. teachers, cleaners, nurses
- They use our premises as meeting places
- They use the school's play ground for games
- They may borrow our furniture

Evaluation

1. Who is a neighbour?
2. Write down 3 things a school benefits from its neighbours.
3. List down 3 benefits of a school to its neighbour
4. How is a mechanic important in our area?
5. What is the role of the police man in our area?

Date	Class	No. of pupils	Time

THEME : **Our home and community**

SUBTHEME : **Relationship between family members**

COMPETENCES: Defining family

- Identifying g and naming the types of families
- Describing the types of families

INTRODUCTION . Review of the previous lesson

Vocabulary

extended , nuclear , family , children , father

CONTENT **Family**

A family is a group of people related by blood or marriage.

Types of families

Nuclear family

Extended family

Nuclear family

A nuclear family is a family with father, mother and their own children

Members of a nuclear family

father, mother, brother , sister

Extended family

Extended family is the family with father, mother, their children and other relatives

Members of an extended family

- ♦ grand father
- ♦ grand mother
- ♦ father
- ♦ mother
- ♦ uncle
- ♦ aunt
- ♦ sister
- ♦ brother
- ♦ cousin
- ♦ nephew
- ♦ niece
- ♦ grandson/daughter

Questions

1. What is a family?
2. Give 2 types of families
3. What is a n nuclear family?
4. Name the 3 members of a nuclear family.
5. What is an extended family?
6. List down 6 examples of an extended family.

Date	Class	No. of pupils	Time

THEME : **Our home and community**

SUBTHEME : **Relationship between family members**

COMPETENCES: Reading and demonstrating

- Writing
- Drawing and shading

INTRODUCTION . Review of the previous lesson

Vocabulary

Father , Mother , Children , Aunt , Uncle

CONTENT : **Roles of family members**

Different family members play different roles in the family.

Father

- Father heads the family
- Father buys food at home
- Father pays school fees
- Father provides basic needs

- Father protects family members
- Father disciplines children

Mother

- Mother cooks food
- mother washes clothes
- Mother looks after the family
- Mother sometimes provides the basic needs
- Mother cares for the children
- She cleans the house
- Mother guides and counsels children

Children

- Children wash utensils
- Children go for learning
- Children look after animals
- Children sweep the house / compound
- Children wash clothes
- Children mop the house
- Children collect firewood
- Children carry babies
- Children look after animals and birds

EVALUATION

1. Who heads the family?
2. Name 3 members of a nuclear family.
3. A part from heading the family, what are other roles of a father in the family?
4. What are roles of the mother in the family?
5. What are roles of children in the family?

Date	Class	No. of pupils	Time

THEME : **Our home and community**

SUBTHEME : **Roles of people in the community**

COMPETENCES: Defining community

- Identifying the important people in our community
- Naming the important people in our community

INTRODUCTION . Review of the previous lesson

Vocabulary

doctor , teachers, drivers , mechanics , carpenter

CONTENT : **Community**

A community is a group of people living or working together.

Important people in our community

doctor	mechanics
teachers	police officers
lawyers	carpenters
drivers	builders
traders	barbers
bankers	cobblers
hair dressers	conductors
tailor	

Important people their roles

People	**Roles**
Doctor	treats sick people
Teachers	teaches people
Lawyers	judges the law breaker in court
Driver	drives cars
Banker	controls money in a bank

Mechanic	repairs cars
Police officers	keep law and order
Carpenter	makes furniture
Builder	builds houses
Barber	cuts hair short
Cobbler	mends shoes
Hair dresser	treats hair
Conductor	collects money in the taxi

Evaluation

1. What is a community?
2. Write down 6 examples of important people in community.
3. How is the police important in our community?
4. Match people to their roles.

Carpenter	teach children
Cobbler	treat sick people
Teachers	mends shoes
Doctors	makes furniture

Date	Class	No. of pupils	Time

THEME : **Our home and community**

SUBTHEME : **Roles of people in the community**

COMPETENCES: Identifying place in our community

- Naming places in our community
- Drawing places in our community

INTRODUCTION. Review of the previous lesson

Vocabulary

bank, workshop, school , hospital , market

CONTENT : **Important places in the community and their uses**

Places		**Uses**
Bank	-	Where money is kept safe
Workshop	-	Where furniture is made
School	-	Where people learn from
Hospital	-	Where sick people are treated
Garage	-	Where vehicles are repaired
Shop /market	-	where Things are sold
Salon	-	Where people cut their hair / treated
Courts of law	-	Where law breakers are judged
Police station	-	Where criminals are kept
Worship place	-	where people go foe prayers

1. What is a community?
2. Write down 4 important people in our community?
3. Match people to their places of work

People	**Places of work**
Teacher	Taxi
Doctor	Salon
Mechanic	School
Trader	Hospital
Conductor	Garage
Banker	Market
Carpenter	Bank
Barber	Workshop

4. Where is furniture made from?

Date	Class	No. of pupils	Time

THEME : Our home and community

SUBTHEME : Basic needs

COMPETENCES : Defining basic needs

- Identifying and naming basic needs
- Drawing basic needs

INTRODUCTION . Review of the previous lesson

Vocabulary

food , clothes , shelter , security , medical care

CONTENT **Basic needs**

Basic needs are things we can live do without

Examples of basic needs

Food

Water

Clothes

Shelter

Medical care

Examples of needs in our community

Security

Education

Medical care

Good roads

Safe water

Examples of communities

- *Church community*

Ways of meeting community needs

- By enforcing law and order
- By building good schools
- By building more hospitals
- By cleaning the water sources
- Repairing the roads
- Providing safe clean water sources

Evaluation

1. What are basic needs?
2. Write down 5 basic needs.
3. List down 4 examples of community needs?
4. How does the community meet its needs?

Date	Class	No. of pupils	Time

THEME : **Our home and community**

SUBTHEME : **Cultural practices**

COMPETENCES: **Defining cultural practices**

- List examples of cultural practices
- Describing cultural practices

INTRODUCTION : Review of the previous lesson

Vocabulary

marriage , circumcision , burial , funeral rites

CONTENT : **CULTURAL PRACTICES**

These are traditional practices carried out in our community.

Examples of cultural practices

- Circumcision
- Child naming i.e. for twins under Buganda
- Marriage ceremonies
- Burial
- Funeral rites
- Cultural dances
- Greeting
- Dressing

- ♦ Singing and dancing
- ♦ Staple food and cooking

Examples of bad cultural practices

- *Child sacrifices*
- *Female genital mutilation*
- *Early marriage*
- *Forced marriage*
- *De – toothing*
- *Tattooing*

Greeting shows love and unity among people

Different ways of greeting

- ♦ Some people kneel down when greeting
- ♦ Some people stand while greeting
- ♦ Some people hug while greeting
- ♦ Some people greet while shaking hands.
- ♦ Some people sit well while greeting

Activity

Date	Class	No. of pupils	Time

THEME : **Our home and community**

SUBTHEME : **Cultural practices**

COMPETENCES: **Defining cultural practices**

-

-

INTRODUCTION : Review of the previous lesson

<u>Vocabulary</u>

CONTENT :

Cooking, serving and eating

Different people eat different types of food

Examples of food people eat

- Beans,
- posho,
- matooke and G.nuts – Baganda
- sweet potatoes and G.nuts – Basoga
- chicken
- meat

  cassava
- yams
- cow peas
- millet and fish - Bunyoro

Singing and dancing

Different people have different traditional songs and dances

Tribe	**Type of dances**
Basoga	Tamenhaibuga
Baganda	Muwogola, bakismba, nankasa,
Basamya	Owalo
Banyankole	Ekitaguro
Banyoro	Entogoro
Batoro	Lunyege
Bagwere	Namedu
Acholi	Dingidingi
Bagishu	Imbalu

Activity

Date	Class	No. of pupils	Time

THEME : **Our home and community**

SUBTHEME : **Cultural practices**

COMPETENCES: **Defining cultural practices**

-

-

INTRODUCTION : Review of the previous lesson

Vocabulary

CONTENT : **Why do we sing?**

- To entertain other people
- To show victory
- To encourage other people
- To promote our culture
- To get money

Celebrating

- When do we celebrate in our community
- When a baby is born
- When children get married
- When we complete our studies
- When lost a thing/ person is found
- On our birthdays.
- When we win a competition
- When we are entering our new house

Importance of cultural practices

- It Promotes culture
- Encourages discipline and moral growth/ development
- Promotes peace and security
- Promotes co-operation and unity.

EVALUATION

1. What are cultural practices?
2. Write down examples of cultural practices
3. Give 2 importances of cultural practices.

4. Draw these cultural practices

burial	circumcision	marriage

Date	Class	No. of pupils	Time

THEME : **Human body**

SUBTHEME : **Body parts**

COMPETENCES: Identifying body parts

- Naming body parts
- Drawing body parts

INTRODUCTION: Rhyme " this is the way I wash my face"

Vocabulary

shoulder , elbow , breast , stomach , mouth

CONTENT : Human body

(Draw and name body parts)

Uses of body parts

Body parts	**Use**
Ear	for hearing
Eye	for seeing
Nose	for smelling
Mouth	for eating / talking
Hand	for touching/ writing / lifting
Leg	for walking
Neck	for turning our heads
Teeth	for chewing
Finger nails	for scratching
Lips	for covering the teeth

Internal parts

heart

liver

lungs

tooth

Body senses

Body organ	**Body sense**
nose	smelling
eyes	seeing
ears	hearing
tongue	tasting
skin	feeling

Activity

1. Name the body parts.
2. What is the use of the following parts on our bodies

   Ear _____

   Eye_____

   Nose_____

   Mouth_____

   Leg_____

Date	Class	No. of pupils	Time

THEME : **Human body**

SUBTHEME : **Body parts**

COMPETENCES: **Naming the body parts**

- Identifying ways of caring for our body parts.
- Drawing tools for caring our body parts.

INTRODUCTION: Review of the previous lesson

Vocabulary

combing , brushing , bathing , washing

CONTENT : **Ways of caring for different body parts**

We care for our body parts in the following ways

- By cutting the finger and toe nails short
- By brushing our teeth every after a meal
- By combing our hair
- By washing our hands before and after a meal
- By bathing regularly
- Washing our clothes

Why do we care for the body parts

We care for our body parts in order to;

- Avoid diseases
- To avoid bad body smell
- Be avoid bad breath

Things used to care for our body parts

- Tooth brush
- Comb
- Soap
- Bathing sponge
- Water
- Brush
- Towel

EVALUATION

1. How do we care for the following parts of the body?

Parts	**Care**
Hair	_____
Teeth	_____
Finger nail	_____
Feet	_____
Skin	_____

2.Why do we care for our body?

3. Draw these tools for caring for our body parts.

Comb	Soap	Towel	Tooth brush

Date	Class	No. of pupils	Time

THEME : Human body

SUBTHEME : Germs

COMPETENCES: Giving the meaning of germs

- Stating the dangers of germs
- Giving the meaning of health habits

INTRODUCTION: Review of the previous lesson

Vocabulary

organism , living , diseases , spread

CONTENT : **Germs**

Germs are small living organisms which spread diseases.

Types of germs

- fungi
- bacteria
- virus
- protozoa

Dangers of germs

- Germs spread diseases
- Germs cause smelling of the body

Health habits

These are good acts which help us to avoid diseases.

Examples of health habits at home

- Sweeping the house / compound
- Bathing the body
- Brushing the teeth
- Burning rubbish

- Ironing clothes
- Washing clothes
- Clearing bushes around
- Washing our hands before eating food and after using a toilet

Activity

1. _____are small living organisms which spread diseases.
2. How are germs dangerous to our health?
3. What are health habits?
4. Write down 4 examples of health habits.
5. Draw these health habits.

bathing		brushing teeth	washing clothes
Date	Class	No. of pupils	Time

THEME : Human body

SUBTHEME : Health habits

COMPETENCES: defining

- identifying health habits
- Stating health habits

INTRODUCTION: Review of the previous lesson

Vocabulary

ironing , sweeping , rubbish , picking

CONTENT : Examples of health habits at school

- Washing hands after latrines
- Picking rubbish
- Sweeping classrooms
- Cleaning latrines

- ♦ Arranging classrooms
- ♦ Laying the bed (boarders)
- ♦ Cleaning the dormitory
- ♦ Ironing the uniform
- ♦ Brushing teeth
- ♦ Bathing
- ♦ Smoking of latrines
- ♦ Washing hands before eating food.

Importance of good health habits

- It avoids diseases
- It promotes smartness
- It avoids germs
- Promotes personal hygiene
- Avoids bad smell

EVALUATION

1. What are health habits?
2. List down 6 examples of health habits.
3. How are good health habits important to us?

Date	Class	No. of pupils	Time

THEME : Human body

SUBTHEME : Personal hygiene

COMPETENCES: defining personal hygiene

- identifying and activities under personal hygiene
- mentioning activities under personal hygiene

INTRODUCTION : Review of the previous lesson

Vocabulary

hygiene , germs , dirty , clothes

CONTENT : **Personal hygiene**

Personal hygiene is the way of keeping our bodies clean

Activities under personal hygiene

- Bathing
- Brushing the teeth every after a meal
- Ironing clothes
- Washing clothes
- Combing the hair
- Cutting finger nails short

Importance of personal hygiene

- Personal hygiene helps us to avoid bad smell
- Personal hygiene kills germs
- Personal hygiene promotes smartness
- Personal hygiene avoids diseases

Dangers of poor personal hygiene

- It causes death

- It causes sickness
- It causes tooth decay
- It creates a bad smell
- You become dirty and shabby
- We get lice in hair, clothes and beds

Ways of preventing diseases

- Keep personal hygiene
- Keeping the environment clean
- Brushing teeth every after a meal
- Bathing daily

Activity

1. What is personal hygiene?
2. Outline four activities under personal hygiene.
3. Write down dangers of poor personal hygiene.
4. How do we prevent diseases?

Date	Class	No. of pupils	Time

THEME : **Human body**

SUBTHEME : **Sanitation**

COMPETENCES: defining sanitation

- identifying activities under sanitation
- giving activities under sanitation

INTRODUCTION : Review of the previous lesson

Vocabulary

sanitation , compound , kitchen , mopping , slashing

CONTENT: **Sanitation**

Sanitation is the way of keeping our environment clean .

Activities under sanitation

- Sweeping
- Slashing
- Picking rubbish
- Burning rubbish
- Mopping
- Cleaning latrines

Places that need to be kept clean

- toilets
- latrine
- bedroom
- bathroom
- kitchen
- dining room
- compound

Places where germs are common

- *rubbish pit*
- *dust bin*

Ways of keeping our houses clean

- ♦ By removing cobwebs
- ♦ By dusting the furniture
- ♦ By cleaning the window
- ♦ By sweeping the floor
- ♦ By mopping the floor
- ♦ By digging around it.

Ways of keeping our places clean

Places	**Ways of cleaning**
Latrines	Scrubbing, sweeping and mopping them.
Kitchen	Sweeping , mopping
Class	Sweeping , mopping, and picking rubbish

Bedroom	Mopping
Bathroom	Scrubbing/ mopping
Compound	Sweeping and picking rubbish/ digging around it/ slashing

Tools/ materials used to keep those places clean

- Water
- Panga
- Scrubbing brush
- Slasher
- Hoe
- Soap
- Broom

Activity.

1. What is sanitation?
2. List down 4 activities under sanitation.
3. Outline 4 places to be kept clean.
4. How do we keep our toilets clean?
5. How do we keep our classes clean?
6. Draw the following tools used to promote sanitation

water	hoe	soap	slasher

Date	Class	No. of pupils	Time

THEME : Human body

SUBTHEME : Preventing and controlling common diseases

COMPETENCES:

-

-

INTRODUCTION: Review of the previous lesson

Vocabulary

measles , diphtheria , tuberculosis, tetanus , hepatitis

CONTENT: **Examples of common diseases and how they can be controlled**

Typhoid, cough, flue, measles, malaria

How the above diseases can be controlled and prevented

- Through immunization.
- Sleeping under a mosquito net
- Drinking boiled water
- Washing clothes regularly
- Washing hands after visiting a toilet
- Covering our food
- Cutting down bushes around our homes
- Avoiding smoking
- Avoiding spitting any how
- Spraying the areas with insects

Activity

Date	Class	No. of pupils	Time

THEME : **Human body**

SUBTHEME : **Preventing and controlling common diseases**

COMPETENCES: defining immunization

- identifying immunisable diseases
- Naming immunisable diseases

INTRODUCTION: Review of the previous lesson

Vocabulary

measles , diphtheria , tuberculosis, tetanus , hepatitis

CONTENT: **Immunization**

Immunization is the introduction of vaccines into the body.

Examples of childhood immunisable diseases

- Polio
- Tetanus
- Hepatitis
- Measles
- Whooping cough
- Influenza
- Tuberculosis
- Diphtheria

Methods of immunization

- Oral method
- Through injection

Oral methods

This is the type of immunization where by the vaccine is given through the mouth for example polio vaccine.

Through injection

This is the method of immunization where by the vaccine is given through injection.

Diseases immunized against by injection

Measles, tetanus, tuberculosis, polio

Vaccines to immunisable diseases

Polio – Polio vaccine

Measles – measles vaccine

Tetanus –

Tuberculosis - PCG

Activity

1. _____is the introduction of vaccine into the body.
2. Write down 8 childhood immunisable diseases.
3. Write down 2 methods of immunization.

Date	Class	No. of pupils	Time

THEME : Human body

SUBTHEME : Immunization

COMPETENCES : defining

- naming
- drawing and shading

INTRODUCTION : Review of the previous lesson

Vocabulary

measles . diphtheria , tetanus , tuberculosis

CONTENT: **Pictures of children suffering from the child hood immunisablediseases.**

LOOK AT THESE PICTURES

Polio

-The bones are weak not healthy

-The child becomes lame

Diphtheria

-Sore throat

-Swollen neck

Tuberculosis

-Coughing for a long time

-Loss of weight

Tetanus

-Stiff muscles

-The child stops breast feeding

-Tightening of muscles when touched

Measles

-Red eyes

-Dry cough

-Skin rush

-Sores in the mouth

Whooping cough

-Coughing that ends with vomiting

-Fast breathing

Immunization sites

Different diseases have different immunization sites

DISEASES	**SITES**
Polio	Mouth
Tuberculosis	Right upper arm
Measles	Left upper arm

Diphtheria
Tetanus } left upper thigh
Whooping cough

EVALUATION

1. Draw the child suffering from the following diseases

Polio	Tetanus	Measles	Diphtheria

Date	Class	No. of pupils	Time

THEME : Human body

SUBTHEME : Immunization

COMPETENCES: Identifying things on the child health card

- Naming things on the child health card
- Drawing a health card

INTRODUCTION: Review of the previous lesson

Vocabulary

health card , occupation , female , birth order

CONTENT : Child health card

A child is entitled to a card named child health card after immunization.

Things found on a child health card.

- Child's name
- Sex

- Date of birth
- Birth order
- Mother's name
- Mother's occupation
- Father's name
- Father's occupation
- Place where the family live
-

A child health card

EVALUATION

1. List down things found on the child health card.
2. What is the immunization site for polio?

Date	Class	No. of pupils	Time

THEME : **Food and Nutrition**

SUBTHEME : **Classification of food**

COMPETENCES: defining food

- identifying examples of food
- writing the sources of food
- Drawing of food

INTRODUCTION : Review of the previous lesson

Vocabulary

cassava , banana , maize , millet , fish

CONTENT : **Classes of Food**

Food (definition)

- Food is something good to eat or drink and adds value to the body.
- There are three major classes of food we eat
- Energy giving foods also called carbohydrates
- Body building foods – proteins
- Protective foods – vitamins and minerals , fruits and vegetables

Common food

- banana
- cassava
- rice
- millet floor
- ground nuts
- chicken
- carrot
- guavas
- sweet bananas
- cabbage
- pumpkin et

Importance of food to the body

- Food makes the body strong.
- Food helps us to grow.
- Food keeps our body healthy
- Food replaces body cells

Reasons why we eat food

- *Habit*
- *Happiness*
- *Health*
- *Hunger*

Activity

1. What is food?
2. Name three classes of food.
3. Give four at least four importance of food.

Date	Class	No. of pupils	Time

THEME : Food and Nutrition

SUBTHEME : Classification of food

COMPETENCES: defining food

- identifying examples of food
- writing the sources of food
- Drawing of food

INTRODUCTION : Review of the previous lesson

<u>Vocabulary</u>

cassava , banana , maize , millet , fish

CONTENT: ENERGY GIVING FOODS

These are foods eaten to make the body able to do work

Examples of energy giving food

- ♦ cassava
- ♦ sweet potatoes
- ♦ rice
- ♦ yams
- ♦ bananas
- ♦ bread
- ♦ millet flour
- ♦ Irish potatoes

Body building foods

These are foods eaten to help the body to grow

Examples of body building foods

- milk
- eggs
- chicken
- beans
- groundnuts
- cow peas

Immunity is the ability of the body to fight diseases

Protective foods

These are foods to keep the body health

Examples of protective foods are grouped in to two

- Fruits
- Vegetables

Examples of fruits(food that boast the immunity)

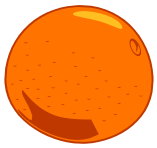
- mango fruit
- orange fruit
- guavas
- apples
- pineapples
- passion fruits
- goose berries
- tomatoes
- pawpaws
- jackfruits

Examples of vegetables

- Cucumber
- Cabbages
- Gallic
- Carrots
- Onions
- Nakats

Exercises

1. Name the diagrams below

			
banana	Pineapple	mango	

Date	Class	No. of pupils	Time

THEME : **Food and Nutrition**

SUBTHEME :

COMPETENCES:

-

-

INTRODUCTION: Review of the previous lesson

<u>Vocabulary</u>

Places where we get food from

- Market
- Shop
- Garden

CONTENT : **<u>FOOD GOT FROM THE SHOPS/MARKET</u>**

- ♦ Chocolate
- ♦ Biscuits
- ♦ Bread
- ♦ Juice e.g. splash , soda, ribena
- ♦ Cooking oil
- ♦ Cakes
- ♦ Sugar

Food got from the garden

- ♦ cassava
- ♦ yam
- ♦ sweet potatoes
- ♦ banana
- ♦ pumpkin
- ♦ nakati
- ♦ eggplant
- ♦ Irish potato
- ♦ onions etc

Ways in which food is made dirty

- ♦ serving food in dirty places
- ♦ serving with dirty hands
- ♦ serving in dirty containers
- ♦ houseflies falling on food

Ways of keeping our food safe

- Serving food in a clean environment
- Washing hands before eating
- Putting food in a refrigerator
- Warming / boiling it

EVALUATION

1. Name four sources of food.
2. Give three examples of food we get from the garden.
3. Give three ways in ways in which food can be made dirty

Date	Class	No. of pupils	Time

THEME : Food and Nutrition

SUBTHEME : Good feeding

COMPETENCES:

- defining a balanced diet -

INTRODUCTION : Review of the previous lesson

Vocabulary

CONTENT: **A BALANCED DIET**

Definition of a balanced diet

A balanced diet is a meal containing all food values in the right amount

Importance of a balanced diet

- for good health
- for strength
- for growth

Activity

1.what is a balanced diet?

2.Name two classes of food

3.Give atleast two importance of a balanced diet

Date	Class	No. of pupils	Time

THEME : Food and Nutrition

SUBTHEME : Good feeding / classes of food

COMPETENCES defining mal-nutrition

INTRODUCTION :Review of the previous lesson

Vocabulary

pot belly , weight , tiredness , brown hair

CONTENT: MAL-NUTRITION

Malnutrition is the condition when the body doesn't have enough food values.

Symptoms and signs of mal-nutrition

- Poor body shape
- Body weakness
- Regular falling of sick
- Loss of weight
- Bony face
- Loss of interest in work
- Low concentration at work

Diseases caused by malnutrition

- *Kwashiorkor*
- *Marasmus*
- *Rickets*

Effects of mal-nutrition

- **Death**
- **Diseases**

- ***Over weight***
- ***Tiredness***
- ***Loss of weight***

EVALUATION

1. What is mal-nutrition?
2. Write down 4 symptoms and signs of mal-nutrition?
3. Give 2 diseases caused due to mal-nutrition.
4. What is balanced diet?
5.

(NON CURRICULUM CONTENT)

Date	Class	No. of pupils	Time

THEME : **Our school and neighbourhood**

SUBTHEME : **Things in our school**

COMPETENCES: Defining living things

- Naming living things
- giving the meaning of living things

INTRODUCTION : Review of the previous lesson

Vocabulary

locomote, respire , excrete , reproduce , grow

CONTENT : **THINGS IN OUR SCHOOL**

There are two types of things in our school

Types of things in our school

- Living things
- Non living things

Living things

Living things are things which have life.

Characteristics of living things

- Living things grow
- Living things reproduce
- Living things move
- Living things respire
- Living things feed
- Living things respond to stimuli

Examples of living things

- Animals
- People
- Birds
- Plants
- Insects

EVALUATION

1. Name the two types of things in our school?
2. What are living things?
3. Write down 6 characteristics of living things
4. Give 5 examples of living things

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : Things in our school

COMPETENCES : defining animals

- Identifying animals
- Naming animals

INTRODUCTION : Review of the previous lesson

Vocabulary

domestic , wild , donkey , horse , camel

CONTENT: **Animals**

There are two types of animals in our environment.

Types of animals

- Domestic animals
- Wild animals

Domestic animals

Domestic animals are animals kept at home

Example of domestic animals

- dog
- goat
- donkey
- cat
- pig
- sheep
- camel
- cow
- rabbit
- horse

1. Write down 2 types of animals.
2. _____animals are animals which kept at home.
3. List down 6 examples of animals kept at home.
4. What are living things?

Date	Class	No. of pupils	Time

THEME **; Our school and neighbourhood**

SUBTHEME **:** **Things in our school**

COMPETENCES: Defining domestic animals

- Identifying domestic animals
- Giving uses of domestic animals

INTRODUCTION: Review of the previous lesson

<u>Vocabulary</u>

guards , transport , meat , hides , purposes

CONTENT : **<u>Uses of domestic animals</u>**

A dog guards our home

A donkey, horse, camel are used for transport

A cow gives us milk and meat

Some animals give us skins and hides

A cat chases away rats

A pig gives us pork

A sheep give us mutton and wool

A rabbit give us veal.

EVALUATION

1. A _____guards our home
2. Name 3 animals used for transport
3. How is a cat useful to us.
4. A cow gives us _____and _____
5. A _____gives us pork.

Date	Class	No. of pupils	Time

THEME : **Our school and neighbourhood**

SUBTHEME : **Things in our school**

COMPETENCES : Defining wild animals

- Identifying wild animals
- Naming wild animals

INTRODUCTION : Review of the previous lesson

<u>Vocabulary</u>

elephant , leopard , rhino , crocodile , snake

CONTENT : Wild animals

Wild animals are animals which live in the bush.

Example of wild animals

- Elephant
- Leopard
- Zebra
- Lion
- Tiger
- Crocodile
- Snake
- Rhino

Uses of wild animals

- Some wild animals give us skins and hides
- For tourist attraction
- We hunt animals for food

Dangers of wild animals

- Wild animals can attack and kill people
- Monkeys spoil farmer's crops
- Snakes may bite us.
- Wild animals eat our chicken

EVALUATION

1. What are wild animals?
2. List down 4 examples of wild animals
3. How are wild animals useful to us?
4. Give 2 dangers of wild animals

Date	Class	No. of pupils	Time

THEME : Our school and neighbourhood

SUBTHEME : Things in our school

COMPETENCES : Identifying animal movement

- demonstrating animal movement
- stating reasons why animals move

INTRODUCTION : Review of the previous lesson

Vocabulary

gliding , running , swimming , hopping

CONTENT : **Animal movement**

Different animals have different way of movement

- Snake by gliding
- Dog by running
- Fish
- Bird
- Grass hopper by jumping

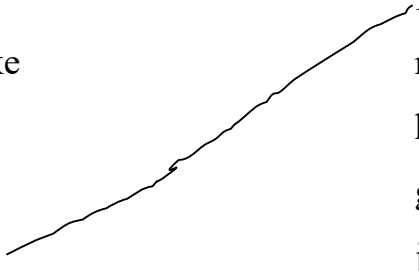
Why do animals move?

- Animals move looking for food
- Animals move looking for water
- Animals move looking for protection
- Animals move to look for new home / shelter
- Animals move to look for mates.
- Animals move to love for lost young ones.

EVALUATION

1. What are domestic animals?
2. Name 4 examples of domestic animals
3. Match animals and their movement

frog	flying
snake	running
fish	hopping
dog	gliding
bird	jumping
grasshopper	swimming



4. Why do animals move?

Date	Class	No. of pupils	Time

THEME **:** **Our school and neighbourhood**

SUBTHEME **:** **Things in our school**

COMPETENCES : Defining non living things

- Identifying the characteristics of non-living things
- List the examples of non living things

INTRODUCTION : Review of the previous lesson

Vocabulary

grow , reproduce , locomote, respire , excrete

CONTENT : **Non- living things**

These are things which do not have things.

Characteristics of non-living things.

- Non – living things do not grow
- Non – living things do not reproduce
- Non – living things do not move
- Non – living things do not respire
- Non – living things do not die

Examples of non-living things

- table
- stones
- chair
- rulers
- utensils
- vans
- books
- beds
- pencils
- computers
- benches
- television

Uses of non-living things in the school

- Computers for typing school documents
- For entertainment e.g. television , radio
- Vans for transport

EVALUATION

1. What are non-living things?
2. Give 6 characteristics of non-living things
3. Write down 8 examples of non-living things

Date	Class	No. of pupils	Time

THEME : **Our school and neighbourhood**

SUBTHEME : **School needs**

COMPETENCES: defining school needs

- Identifying and naming school needs
- Describing school needs

INTRODUCTION . Review of the previous lesson

<u>Vocabulary</u>

Furniture

Books

Teachers

Facilities

CONTENT; **<u>School needs</u>**

School needs are essential things needed by a school.

These are things a school can not do without

Examples of school needs

- Enough furniture
- Classrooms
- Money
- Enough teachers
- Enough text books
- Labour
- The play materials
- Safe water
- School vans

EVALUATION

1. What are school needs?
2. Write down 4 examples of school needs?
3. Draw these school needs

Furniture	School van	Books

Date	Class	No. of pupils	Time

THEME : **Our school and neighbourhood**

SUBTHEME : **School needs**

COMPETENCES: Identifying

- Naming

INTRODUCTION . Review of the previous lesson

<u>Vocabulary</u>

enough

classroom

money

insecurity

CONTENT **<u>Problems facing the schools</u>**

- Lack of enough furniture
- Lack of enough money
- Lack of enough text books
- Lack of enough teachers / few teachers
- Lack of enough facilities e.g. classrooms,play area.
- Insecurity
- Lack of safe water
- Lack of food

Solutions to the problems / how school needs are met

- By collecting school fees to get money
- Employ more teachers
- Buy more books
- Buy more furniture
- Employ good watchmen to avoid insecurity
- Provide safe water
- Build more classrooms

1. What are school needs?
2. Write down 4 symbols of a school
3. What problems do schools face?
4. How does a snake move?
5. Why do animals move?
6. A _____guards our home.

Date	Class	No. of pupils	Time

THEME : Our home and community

SUBTHEME : Relationship between family members

COMPETENCES : Defining weaker members of the community

- Identifying the weaker members of the community
- Describing the weaker members of the community

INTRODUCTION- Review of the previous lesson of the community

Vocabulary

Lame Old

Bick Pregnant

Blind

Weaker members

Weaker members are people who need special care

Examples of weaker members

- The lame people
- The blind people
- The sick people
- The old people
- Babies
- Pregnant women

How do we care for the weaker members?

- By associating with them
- By sharing with them
- By cooking for them food
- By washing for them clothes
- By ironing for them clothes

- By sweeping for them
- By fetching for them water
- By feeding them
- By guiding and counseling them.

1. What are weaker members?
2. List down 6 examples of weaker members in our community?
3. How do we care for the weaker members in our community?

4. Draw theweaker members

Pregnant woman	The old	Baby	The sick

Date	Class	No. of pupils	Time

THEME : Our home and community
SUBTHEME : Relationship between family members
COMPETENCES: Identifying things found at home
- Naming things found at home
- Drawing things found at home

INTRODUCTION- Review of the previous lesson

Vocabulary

domestic furniture
utensils television

CONTENT : Things found at home

There are very many things found at home ie
Animals (domestic animals)
Birds (domestic birds)
Utensils Radio
Furniture Cars
Television

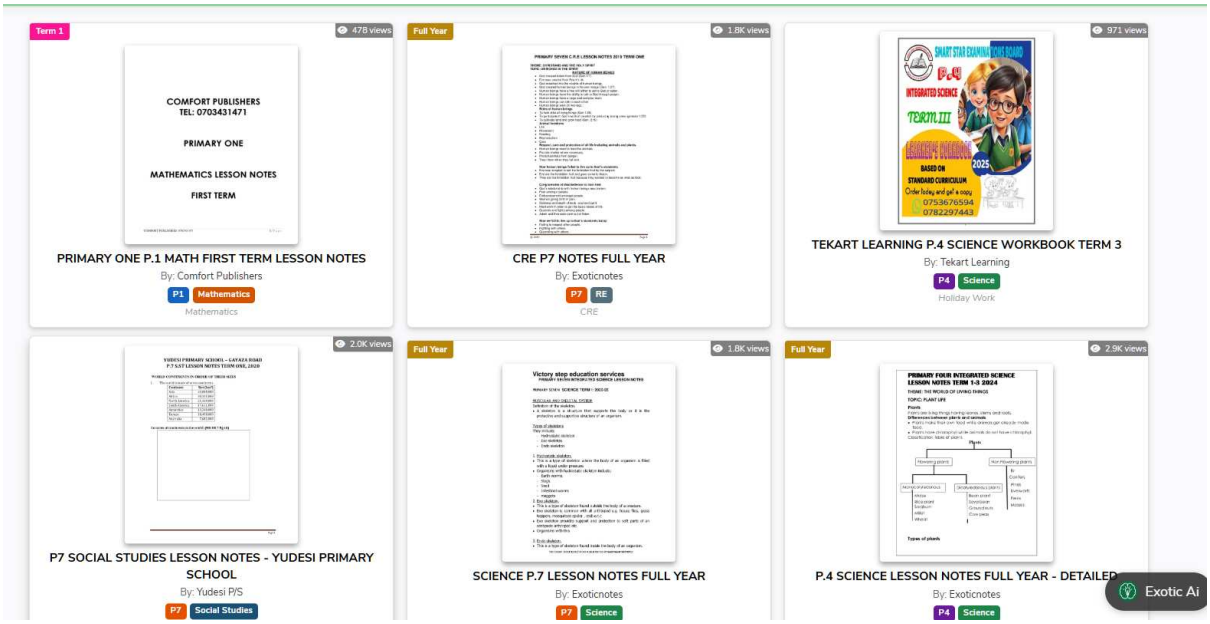
Uses of birds at home

- Birds provide eggs for us
- Birds give us feather for decoration
- We sell birds and get money
- Birds are used in cultural practices e.g. Circumcision and marriage

1. _____are animals kept at home.
2. List down 4 things we get at home.
3. Write down 4 uses of birds
4. Who head a family?
5. Name the two types of the family.

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