


# PRIMARY TWO

# LITERACY

# LESSON NOTES

# TERM 2

**THEME: OUR ENVIRONMENT**

**SUB-THEME: Components of the environment**

**Vocabulary**

rocks hills animals plants

**Lesson notes**

The environment is composed of many things. Some of these things are too small to be seen by our naked eyes. We can identify that they exist by the effect they cause to the environment and people who live there.

**Examples are**

- Hills
- water bodies
- rocks
- houses
- stones
- animals
- plants

Groups of things found in the environment

i) **Living things**
   These are things that have life. Examples include: people, plants, birds, animals, insects

ii) Non-living things
   These are things that do not have life or area still. Example include: furniture, soil, air, houses, stones

**Evaluation exercise**

1. Listen and write
2. Name any three components of the environment
3. Mention the two groups of living things.
4. Draw and name two non-living things.

**SUB-THEME: Characteristics of living things**

**Vocabulary**

- feed
- respire
- breathe
- reproduce
- excrete

**Lesson notes**

- Living things grow
- Living things breathe
- Living things excrete
- Living things reproduce
- Living things feel
- Living things respire
- Living things feed

**Groups of living things**

**There are two groups**

a) Plants like banana plants, maize plants, cassava plants, bean plants
b) Animals like people, snails, birds, fish, insects, crocodiles

**Evaluation exercise**

1. Fill in the missing letters.
   a) gr__w
   b) r__sp__r
   c) r__pr__d__c
   d) excr__t__
2. State two characteristics of living things.
3. Why do you think a stone is a non-living thing?
4. Name the two groups of living things.
5. Why is a goat called a living things? (Give two reasons)

**SUB_THEME: Animal movements**

**Vocabulary**

security, protection, shelter, homes, new

**Lesson notes**

Many animals move when conditions of life become unfavourable for them

- They move to search for new phones
- They move to look for protection
- They move to look for water and food
- They move to look for shelter
- They move to look for their young ones

How animals move

- Birds walk and fly
- Locusts walk, fly and jump
- Fish swim
- People walk
- Baby crawls
- Snakes loop, glide, crawl and slither

- Caterpillars wriggle
- Grasshoppers jump and hop

Evaluation exercise

1. Write correctly
   a) tershe  b) doto  c) ones young
2. State three reasons why animals move from place to place.
3. Complete the table.

| Animal | Movement |
|---|---|
| …….. | swims |
| caterpillar | …… |
| …… | scrawls |
| snakes | …….. |

**Subtheme: Animal movements and protection**

**Vocabulary**

belly, wings, tails, prickly hair, colour, stinger

**Lesson notes**

Different animals use different body parts to move

- Birds use wings and feet to fly, legs to walk and jump
- Snakes use bellies to slither
- Fish use legs to walk
- People use legs to walk

**How animals protect themselves**

- A chameleon changes its colour
- Cows, goats, antelopes use horns
- Cats, lions use claws and strong teeth
- Birds use beaks
- Cockroaches, lady birds and beetles produce a nasty smell
- Snail hides in its shell
- Snakes and spiders produce poisons
- Bees and wasps sting
- Mosquitoes fly away

**Evaluation exercise**

1. Listen and write
2. What do the following animals use to move?
   a) man  b) fish

c) snake
d) birds

3. How do the following animals protect themselves?
   a) chameleon
   b) birds
   c) snakes
   d) cats

**SUB-THEME: Domestic animals**

**Vocabulary**

camel, turkey, pigeons, dog, tamed, horses

**Lesson notes**

Domestic animals are animals kept at home

**For example**

cows, horses, camels, donkeys, goats

Some animals were tamed by man, they live in his home. They area called pets like monkeys, cats, dogs, lizards and some birds

Birds like turkeys, hens, ducks, guinea fowls, clocks are kept in people's home

**Evaluation exercise**

1. What are domestic animals?
2. Name any three domestic animals.
3. Give two examples of domestic birds
4. Listen and write

**SUB-THEME: Importance of domestic animals**

**Vocabulary**

hunting, guard, ploughing, meat, skins, transport

**Lesson notes**

**People keep domestic animals for various purposes**

- Some domestic animals provide man with meat, milk, skins, blood and horns
- Some act as companions and friends to people
- Some help in hunting
- Some help in ploughing or tilling land
- Some are used for transport
- Birds provide meat, eggs and feathers
- We sell some and get money
- Some are paid as bride price

**Meat got from animals**

| **Animal** | **Meat** |
|---|---|
| sheep | mutton |
| Rabbit | rabbit pie |
| cow | beef/becon |
| fish | fillet |

**Caring for domestic animals**

- Giving them shelter
- Giving them food
- Providing them with water
- Cleaning their shelter

**Evaluation exercise**

1. Listen and write
2. Complete these sentences
   a) The ……..and……are used for transport
   b) We get eggs and feathers from……..
   c) The ……..help in ploughing
   d) WE get ……and ……..from cows and goats
   e) The ……..provide us with wool and mutton
   f) The ……..help in hunting and guard man.
3. Name the meat of the following animals
   a) cow
   b) pig
   c) fish
   d) sheep
4. State two ways of caring for animals.

**SUB-THEME: Wild animals**

**Vocabulary**

skins, blood, tourist attraction, horns

**Lesson notes**

Wild animals are animals that live in the bush, sol, forests or water. They are kept in the zoo.

**Examples**

- fish, lions, wild pigs, snakes, millipedes, tigers

**Importance of wild animals**

- They attract tourists
- Some provide us with horns, blood and skins
- The fish provide us with meat
- Elephants are used for transport

**Dangers of wild animals**

- Some spoil our crops like monkeys, squirrels and rats
- Some kill people like lions and leopards
- Some spread disease like Ebola by monkeys

**Caring for wild animals**

- Provide food for them
- Stop bush burning
- Treat them when they are sick
- stop hunting them

**Evaluation exercise**

1. Fill in the missing letters.
   a) l__on
   b) f__sh
   c) sk__n
   d) to__r__sts
2. What are wild animals?
3. State two reasons why man hunts wild animals.
4. Where in Uganda are wild animals kept?
5. Mention any two dangers of wild animals.
6. How can we care for wild animals?

**SUB-THEME: Animals young ones, homes and sounds**

**Lesson notes**

| **Animal** | **Young one** | **Home** | **Sound** |
|---|---|---|---|
| lion | cub | den | roars |
| dog | puppy | kennel | barks |
| fish | fry | water | …… |
| goat | kid | shed | bleats |
| rat | pup | burrow | |
| hen | chick | pen | clucks |
| snake | | grass | hisses |

| | | | |
|---|---|---|---|
| rabbit | kitten | hutch | |
| pig | piglet | sty | grunts |
| cow | calf | byre | lows |
| cat | kitten | basket | purrs |
| man | baby | house | talks/speaks |
| monkey | baby | tree | chatters |
| bee | | hive | hums |
| elephant | calf | | trumpets |
| horse | | stable | neighs |
| bird | nestling | nest | sings |

**Evaluation exercise**

1. Listen and write
2. Give the young ones, homes and sounds
   a) fish
   b) sheep
   c) man
   d) goat
   e) bird
   f) pig

**SUB-THEME: Animals products**

**Vocabulary**

hooves, skins, wool, blood

**Lesson notes**

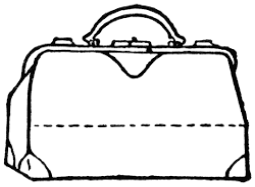
- The cows, deer, buffalos, bush bucks, antelopes and kobs provide us with skins, blood, hooves, horns, bones
- Rabbits provide us with skins
- Sheep provide us with wool
- Elephants provide tusks

**Things made from animal products**

- Animal dung is mixed with plant materials to make manure
- Animal blood is mixed in chicken fees
- Tusks are used to make ivory
- Skins are used to make shoes, bags, belts, drums, wallets, hats
- Milk is used to make ghee, cheese, yoghurt, butter
- Wool is used to make blankets and coats
- Horns are used to make buttons

**Evaluation exercise**

1. Listen and write
2. Mention three products got from animals
3. Name these things made from animal skins





**SUB-THEME: Common insects**

**Vocabulary**

- antennae
- compound
- jointed
- pairs
- moth
- termites

**Lesson notes**

**Examples and characteristics of insects**

The group and numbers of insects vary from place to place according to the conditions favorable for them to multiply. Some insects have wings and others don't have.
Insects have three pairs of legs and three main body parts. All insects have 2 compound eyes, antennae and jointed legs.

**Examples of insects**

- housefly
- mosquito
- field cricket
- grasshopper
- praying mantis
- aphid
- housefly
- dragon fly
- ants
- locust
- cockroach
- tsetse fly
- wasp
- bee
- butterfly
- moth
- termites

Social insects are insects which live and work together. They include honey bees, ants and termites

**NB**: A spider is not an insect because it has eight legs and two main body parts

**Evaluation exercise**

1. Listen and write
2. What are social insects?
   b) List tow examples of social insects
3. Draw and name three common insects
4. Why is a spider not an insects?

**SUBTHEME: Parts of an insects**

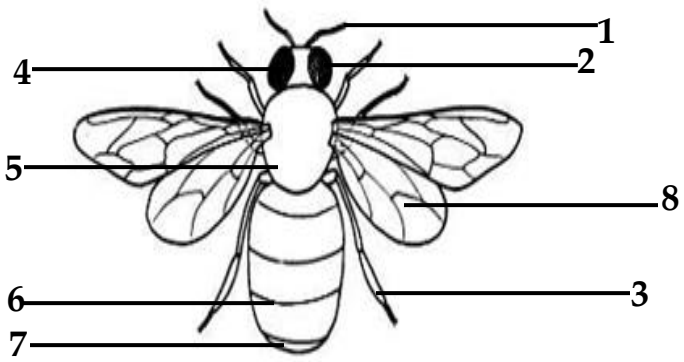
**Vocabulary**

- spiracles
- abdomen
- thorax
- feelers
- compound

**Lesson notes**

Insects have three main body parts. The head, thorax and abdomen
Insects breathe through small holes called spiracles. (Tracheal tubes)

**Parts of an insect**




1. antenna
2. compound eye
3. leg
4. head
5. thorax
6. spiracles
7. abdomen
8. wing

**Evaluation exercise**

1. How many main body parts does an insect have?
2. State the importance of wings to an insect.
3. What do insects use for breathing?
4. On which part of an insect do we find the legs?
5. Draw an insect and name these parts.
   a) head
   b) thorax
   c) compound eye
   d) abdomen
   e) wings
   f) legs

**SUB-THEME: Life history of a butterfly**

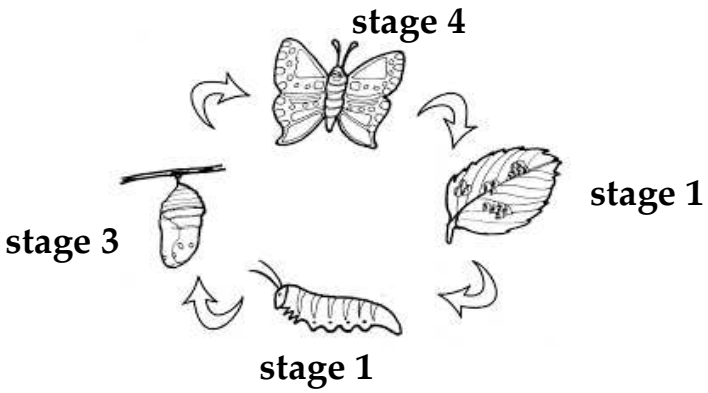
**Vocabulary**

- hatch
- larva
- caterpillar
- cacoon
- pupa
- adult
- spins

**Lesson notes**

1. **The butterfly**

   Most insects have got four stages of growth. The eggs of a butterfly are laid on a lead. After a few days, they hatch into larva. The larva of butterflies are called caterpillars. The caterpillar feed on leaves causing a great deal of destruction. After some time, the caterpillar spins itself in a cocoon made out of silk. This is the pupa stage. It's also known as chrysalis. When the adult butterfly forms, it breaks free from the cocoon.




| | | | | | |
|---|---|---|---|---|---|
| stage 1 | - | Eggs | stage 3 | - | pupa |
| stage 2 | - | larva | stage 4 | - | adult |

**Evaluation exercise**

1. Listen and write
2. What do we call the larva stage of a butterfly?
3. Where do butterflies lay their eggs?
4. Draw and name the stages of life cycle of a butterfly.

**Vocabulary**

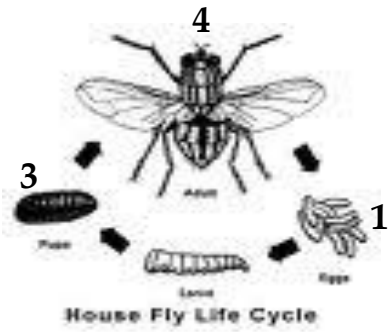
- urine
- faeces
- manure
- maggots
- human
- diarrhoea
- dysentery
- cholera
- rotting

**Lesson notes**

**The house fly**

It is a common insect in many homes. It is a very dangerous insect. Houseflies like sitting and feeding on human food and excretions like nosal secretions urine, sputum and faeces. The female housefly lays eggs in warm, moist rotting material like manure and human wastes. The eggs hatch later out into the larvae called maggots. They stay away from

light. They however hatch into pupa and there after the adult. Houseflies spread diarrhoea, dysentery and cholera.




stage 1 – eggs
stage 2 – larva
stage 3 – pupa
stage 4 – adult

**Evaluation exercise**

1. Write these words correctly.
   a) upapa
   b) neuri
   c) ecefas
   d) gotsmag
2. What do houseflies feed on?
3. What is the larva stage of a housefly called?
4. Mention three disease spread by houseflies.
5. Draw and name the stages of the life cycle of a housefly.

**SUBTHEM: The life cycle of a cockroach**

**Vocabulary**

- hutch
- nymph
- split
- incomplete
- metamorphosis

**Lesson notes**

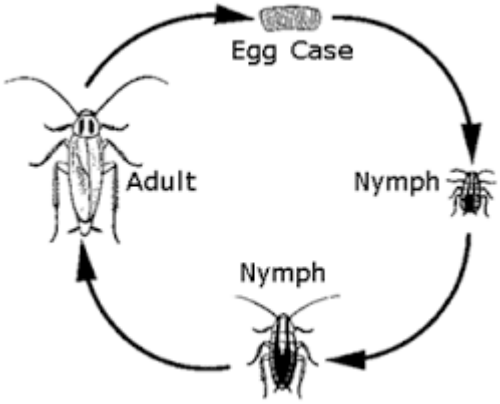
A cockroach has three stages of the life cycle. The female cockroach lays eggs that hatch into the young cockroaches or nymphs.

The nymphs look quite like the adults but they do not have wings and are smaller in size. The nymphs grow and split their skins. This happens six or seven times the young insects growing bigger each time.

At last the skin splits, the wings appear and the adult cockroach is formed. This develops from eggs to nymph and the adult.

This is an incomplete metamorphosis. Other insects with an incomplete metamorphosis life cycle include:-

- Grasshopper and locusts
- Cockroaches spread diarrhoea, dysentery, cholera




**Evaluation exercise**

1. Fill in the missing letters.
   a) n__mp__
   b) c__ckr__ach
2. What do we call a young cockroach?
3. Why does a cockroach have an incomplete metamorphosis?
4. Mention tow diseases spread by cockroach.
5. Draw and name the stages of life cycle of a cockroach.

**SUBTHEME: Useful insects**

**Vocabulary**

- pollinate
- provide
- sell

**Lesson notes**

**The useful insects to man include**

- Bees
- Moths
- Butterflies
- Grasshoppers
- white ants

**Importance**

- Some of these insects are eaten
- Some insects help to pollinate flowers

- Some insects provide honey to man
- We sell some insects and get money

Evaluation exercise
1. Mention six examples of useful insects.
2. State three importance of insects to man.
3. Apart from eating grasshoppers and white ants, how else are they useful to man?
4. How are bees useful to us?

**SUBTHEME: Harmful or dangerous insects**

**Vocabulary**
- Harmful
- Spraying
- Gloves
- Killing
- Harvesting
- Converting
- Boiling

**Lesson notes**

**Examples of harmful insects**
- Cockroach
- Houseflies
- Praying mantis
- Beetles

**Dangers of insects**
- Cockroaches spoil our books and clothes
- Bees and wasps sting man
- Mosquitoes spread germs that cause malaria and yellow fever
- Termites spoil wood
- Houseflies spread germs that cause sleeping sickness in man and Nagana in animals.

**Protection against harmful insects**
- Spray with insecticides
- Sleep under treated mosquito nets
- Boil all water for drinking
- Cover col and cooked food
- Use boots and gloves when harvesting
- Kill the larva stages
- Clear all bushes

**Evaluation exercise**
1. Listen and write

2. Name the insect that spread each of the following diseases.
   a) Nagana and sleeping sickness
   b) Diarrhoea and Dysentery
   c) Malaria
3. State three ways of preventing against harmful insects.
4. Name three harmful insects that are common in our environment.

**SUBTHEM: Common plants**

**Vocabulary**

- fruits
- plants
- avocado
- pawpaw
- seeds
- roots

**Lesson notes**

**Groups of plants**

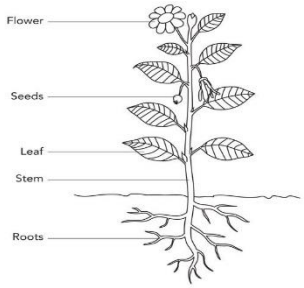
Flowering and non-flowering plants

Flowering plants are plants that bear flowers

**Examples of flowering plants**

- mango plants
- cassava plants
- bean plants
- sweet potato mound
- coffee plant

**Parts of a flowering plant**




**Parts of a plant**

- stem
- roots
- fruits
- leaves
- flowers
- seeds

**Uses of different parts of a plant to a plant**

a) Leaves
   - They make food for the plant. The process is called photosynthesis
   - They help the plant to breathe or respire

b) Flowers
   - They make fruits for the plants

c) Stem
   - It holds the branches
   - Some stems store food for the plant
   - They transport water and mineral salts from the roots to the leaves

d) Fruits
   - They develop seeds for the plant

e) Roots
   - They hold the plant firmly in the soil
   - Some roots store food for the plant
   - They suck water from the soil for the plant

**Evaluation exercise**

1. Mention two examples of common plants
2. Draw a plant and name these parts
   leaves, roots, stem, fruit
3. State the importance of each of these parts of a plant
   a) roots b) stems c) leaves

**SUBTHEME: Importance of plants to people**

**Vocabulary**

- furniture
- wood
- perfumes
- wind breaks
- herbs
- bark cloth
- shade
- rubber
- medicinal
- crafts
- carpenter
- poles
- decoration
- firewood
- timber

**Lesson notes**

- People get wood from some plants
- People get food from some people
- People get bark cloth from the fig tree
- People make colours from some plants
- People get rubber from some plants
- People make cooking oil from some plants like sunflower, simsim and palm fruits
- Plants act as wind breaks
- People use grass to thatch house

- People make clothes out of cotton
- People make crafts from some plants

**Medicinal plants**

These are plants that provide us with medicine

**Examples include**

- bottles brush plant
- mango plant
- guava plant
- aloe plant
- bombo plant
- avocado plant

**Damaging the environment**

- They cut down trees
- they burn the bushes

**Harmful plants**

- Cactus plants

**Care for them**

- We weed them
- We prune them
- We water them
- We spray insects that attack them
- We mulch them

**Evaluation exercise**

1. Write these words correctly
   a) owdo
   b) wood fore
   c) entercarp
   d) desha
2. State four reasons why man grows plants?
3. How are plants important to man?
4. What are medicinal plants?
5. Give three examples of medicinal plants.
6. How do people damage the environment?
7. State two ways of caring for plants.

**SUBTHEME: Food and cash crops**

**Crops are plants grown by man**

**Lesson notes**

**a) Food crops**

These are crops grown for eating

**Examples**

- bananas
- potatoes
- yams
- ground nuts
- millet
- beans
- maize
- cabbages

**b) Cash crops**

**These are crops grown for sale**

**Examples**

- coffee
- cotton
- aloevera
- tobacco
- sugarcane
- sisal
- sunflower
- pyrethrum
- tea
- cocoa

**Importance of cash and food crops**

- We eat all food crops
- We eat some cash crops
- We sell food and cash crops and get money

**Evaluation exercise**

1. Mention four examples of food crops
2. Write down any four examples of cash crops.
3. State two importance of crops.

**SUBTHEME: Products from cash crops**

**Vocabulary**

- cigarettes
- beverages
- medicine
- insecticides
- pesticide

**Lesson notes**

| **Crop** | **products** |
|---|---|
| - cotton | threads, cooking oil, clothes |
| - sugarcane | sugar |
| - tobacco | cigarettes |
| - coffee | coffee beverages |
| - sunflower | cooking oil |
| - sisal | ropes |
| - cocoa | cocoa beverages |

- aloevera — medicine
- tea — tea leaves
- pyrethrum — insecticides and pesticides

**Evaluation exercise**

1. Listen and write
2. Match correctly

| **Crop** | **Product** |
|---|---|
| cotton | cooking oil |
| tobacco | sugar |
| sugar cane | cigarette |
| sunflower | clothes |

3. What product is got from each of these plants
   a) sisal
   b) aloevera
   c) tea
   d) pyrethrum

**SUBTHEME: Seeds**

**Vocabulary**

- sunlight
- warmth
- fertile
- manure
- moisture

**Lesson notes**

A seed is a part of a plant that grows into a new plant

**Examples of edible seeds**

- groundnut seeds
- maize seeds
- ban seeds
- peas seeds

**Examples of non-edible seeds**

- Mango seeds
- avocado seeds

**Germination**

It is the development or growth of a seed embryo into a new plant

**Conditions for a good plant growth**

- sunlight
- warmth
- water/moisture
- fertile soil

**Basic conditions for seed germination**

- Air (oxygen)
- warmth
- water

**Evaluation exercise**

1. Fill in the missing letters.
   a) m_n_r
   b) s_nl_gh
   c) w_rm_ _
2. Briefly define the term germination.
3. Mention three things needed for seed germination.
4. Name three things a good plant needs to grow.

**SUBTHEME: The sun**

**Vocabulary**

universal heat solar warmth harvested

**Lesson notes**

The sun is the main source of the heat, light and energy

**Importance of the sun**

- It provides light
- It dries the harvested seeds
- It provides warmth
- It helps to dry clothes
- It helps flowers to open
- It helps fruits to ripen

**Dangers of two much sunshine**

- It dries water sources
- It brings drought
- It dries young crops in the gardens

**Evaluation exercise**

1. Listen and write
2. State two importance of the sun to man.
3. How is strong sunshine dangerous to us? (Give two ways)

4. The main source of light, heat and energy is the……..

**SUBTHEME: Water**

**Vocabulary**

bathe, drink, cook, wash, swim, plants, ocean, river

**Lesson notes**

Rain is the main source of water

**Uses of water**

- For drinking
- For bathing
- For swimming
- For watering plants
- For cooking

**Dangers of too much rain**

- It causes floods
- It spoils plants
- It kills people and animals
- It spoils houses
- It causes accidents on lakes

**Sources of water**

- Lakes
- Rivers
- Oceans
- Seas

**Evaluation exercise**

1. Listen and write
2. What is the main source of water?
3. Name two sources of water.
4. Write any three uses of water to us.
5. Mention two dangers of too much rain.

**SBTHEME: Air**

**Vocabulary**

Flying, dispersing, winnowing, blows, dust, raises, off, wind

**Lesson notes**

- Air is a mixture of gases

- Wind is moving air

**Importance of wind**
- It helps in winnowing seeds
- It helps to fly kites
- It dries our clothes
- It helps to disperse seeds
- It helps to boats and ships to sail in water
- It helps to make fire

**Dangers of strong wind**
- It causes accidents in air
- It raise dust into our eyes
- It blows off roofs of houses
- It takes our clothes

**Evaluation exercise**
1. Listen and write
2. What is wind?
3. What is air?
4. State two uses of wind to people.
5. How is strong wind harmful to us? (Give two ways)

**SUBTHEME: Types of soil and their uses**

**Vocabulary**
- Sand
- Constructing
- Soil
- Clay
- Loam
- Land
- Farming
- Potter
- Bricklaying

**Lesson notes**

**Importance of soil**

**a) Sandy soil**

It's for building or constructing houses. For making flower vases.

**b) Clay soil**
- For brick making
- For making cups, pots, charcoal stoves
- For constructing houses

**c) Loam soil**
- For growing crops
- For brick making

**Evaluation exercise**

1. Write these words correctly.
   a) dsna b) ycal c) amlo
2. Draw these things made form clay soil
   a) pots b) cups c) bricks
3. State two importance of each type of soil to man.

**THEME 2: THINGS WE MAKE**

**SUBTHEME:** Things we make in the community

Vocabulary

- balls
- dolls
- bricks
- toys
- furniture
- pots
- ropes
- baskets
- mats
- cupboards
- tablets
- chairs
- desks
- stools
- benches

**Crafts are products made by people using hands and creativity**

**Methods of making crafts**

- modeling
- weaving
- knitting

**Materials used to make crafts**

- wires
- clay
- wires
- palm leaves
- banana fibres

**Sources of raw materials**

- swamp
- garden
- banana plants

**Why people make crafts**

- For domestic use
- They sell them and get money
- They help us to know culture
- Some are for playing with

**Questions**

1. Which crafts are made using these methods
   a) modeling
   b) weaving
   c) knitting
   d) black smithing
2. Mention the materials got from these sources
   i) clay ii) sisal iii) swamps
3. What can be made from the following materials?
   a) wires b) clay c) palm leaves

d) banana fibres
e) wood
f) plastics
g) leather
h) metals

**Evaluation exercise**

1. Listen and write.
2. Draw and name four things we make in the community.
3. What do we make from each of the following?
   a) wood
   b) plastics
   c) banana fibres
   d) clay soil
   e) metals
   f) leather
4. What are crafts?
5. Why do people make crafts?

**SUBTHEME: Things we use in a home**

**a) In the kitchen**

**Vocabulary**

- cutlery
- utensils
- saucepan
- spoon
- knife
- dish
- bucket

b) In the sitting room

- chairs
- mats
- table cloth
- radio
- dining table
- side board
- sofa set
- table
- carpet
- television

**Evaluation exercise**

1. Fill in the missing letters.
   a) f__rk
   b) d__sh
   c) r__d__o
   d) ch__irs
   e) sp__ __n
   f) kn__f__
   g) t__bl__
   h) c__rp__t
2. Draw and name four things we use in the kitchen.
3. Draw and name four things we use in the sitting room.

**SUBTHEME: In the bedroom**

**Vocabulary**

- blanket
- bed
- pillow
- mattress
- wardrobe
- nightgown
- duvet
- bed sheets
- towel
- dressing mirror
- pyjams
- slippers

**Types of clothes**

- shirt
- trousers
- skirts
- dresses
- blouses
- bras
- belts
- half slips
- shoes
- ties
- gomesi
- jacket
- sweater
- tunics

**Evaluation exercise**

1. Write these words correctly.
   a) ket blan
   b) dbe
   c) lowte
   d) telb
   e) hsoe
2. Draw and name four things we use in the bedroom
3. Draw and name four examples of clothes we wear.

**THEME 3: Transport in our community**

**SUBTHEME: Transport**

Vocabulary

- transport
- air
- water
- road
- railway
- movement
- division
- quickest
- good

**Lesson notes**

- Transport is the movement of people and goods from one place to another.

**Types of transport**

**a) Road transport**
- It's the quickest type of transport
- It's the most expensive

**b) Air transport**
- It is the quickest type of transport
- It is the most expensive

c) Water transport
- It's used on water bodies
- It's very slow and cheaper

d) Railway transport
- It's used on rail lines

**Evaluation exercise**

1. Fill in the missing letters.
   a) tr__snp__rt
   b) w__t__r
   c) r__ilw__y
   d) m__v__m__nt
2. What type of transport do you use to come to school?
3. Mention the quickest type of transport.

4. What type of transport is used on water bodies?
5. Why do most people use air transport?
6. Briefly define the term transport.

**SUBTHEME: Road transport**

**Vocabulary**

- pedestrian
- animals
- carts
- cycles
- tanks
- ambulance
- bus park
- fare
- vehicles
- private
- government
- tractors
- graders
- taxi parks
- stage
- change
- traffic jam
- shoulders

**Lesson notes**

**Means of road transport**

1. Pedestrians – road user that move on foot.
2. Animals – like donkeys, camels, horses, elephants and oxen
3. Carts – They are vehicles that are pushed or pulled
4. Cycles – like bicycles, tricycles (for young children) and motor cycles
5. Vehicles – include private, personal government and companies
6. Special work vehicle include tractors, graders, tanks (fuel tanks), ambulance, cash delivery

**Evaluation exercise**

1. Listen and write
2. Draw and name five means of road transport.
3. What do we call a vehicle that carries sick people to the hospitals?
4. Mention one group of people that helps us on the road.
5. What means of transport do you use to come to school?

**SUBTHEME: Road utilization**

**Vocabulary**

- utilization
- traffic
- ahead
- crossing
- signs

**Lesson notes**

**Proper utilization of the road**

- Look left, right, left again, if there's no vehicle coming, quickly cross the road but do not run
- Cross from a zebra crossing where there are no car.

**People who help us on the road**

- police
- traffic officers

**People who use the road**

- drivers
- cyclists
- riders
- passengers
- pedestrians

**Basic road signs**

- Parking
- No parking
- Stop
- Humps ahead
- Round about
- Bus stop
- Bridge
- Railways crossing
- School ahead or children crossing

**Evaluation exercise**

1. State two ways of using the road.
2. Where should a busy road be crossed from?
3. Name the basic road signs
4. Draw these road signs
   a) No parking
   b) School ahead
   c) Traffic lights
   d) Bus stop

**SUBTHEME: Railway transport**

**Vocabulary**

- rails
- assemble
- cargo
- engine
- ticket
- station
- wagon
- passenger

**Lesson notes**

- A train move on rails
- It is driven by a driver
- It stops and assembles at a railway station
- The driver uses an engine to drive it
- A train has got wagons
- It carries passengers and cargo

**Evaluation exercise**

1. Write these words correctly
2. Who drives a train?
3. Mention two things carried by a train?
4. Where do trains assemble?
5. Draw a sign of railway crossing.

**SUBTHEME**: **Air transport**

**Vocabulary**

- aircraft
- hostess
- passengers
- lounge
- airline
- land
- flight
- cargo
- take off

**Lesson notes**

**Means of air transport**

- aeroplane
- parachute
- helicopter
- jet
- rocket

1. A pilot flies an aeroplane.
2. An air hostess works in an aeroplane
3. An airport is a place where planes land and take off that has building for passengers to wait in.
4. Uganda's airport is found at Entebbe.
5. A lounge is a room at the airport for waiting in.

**Evaluation exercise**

1. Listen and write
2. Who flies an aeroplane?
3. Where do we find Uganda's airport?
4. Name the person who works in an aeroplane.
5. What is an airport?
   - Air craft is a plane or vehicle that can fly
   - A passenger plane carries people
   - A cargo plane carries goods
   - An airline is a company that takes passengers and goods to different places by planes.

**SUBTHEME: WATER TRANSPORT**

**Vocabulary**

- captain
- floating logs
- dhow
- oar
- sailor

**Lesson notes**

- boat
- ship
- canoe
- floating logs
- ship
- ferry
- a sailor sails a boat
- a captain sails a ship

**Evaluation exercise**

1. Fill in the missing letters.
   a) b__at
   b) s__il__r
   c) c__pt__in
   d) dh__w
2. Draw and name three means of water transport.

**SUBTHEME: COMMUNICATION**

It's the sanding and receiving of messages

**Types of communication**

- Local ways of communication
- Modern ways of communication

**Local ways of communication**

Long ago, people sent messages or communicated to others using

a) Drums (beating them)
b) Horns (blowing them)
c) Bells (gong)
d) They made alarms
e) They clapped hands
f) They whistled
g) They wailed

**Evaluation exercise**

1. Briefly define the term communication.
2. State three ways how people of long ago communicated to others.
3. Draw these means of local communication.
   a) Drum

b) Horns
c) Gong

**Subtheme: Modern ways of communication**

Mass media are people and organizations that provide news and information for the public like radio, television and newspapers.

These days people communicate or send messages to others by

a) Listening to radios
b) Watching the television
c) Reading news papers
d) Using telephones
e) Using computers
f) Reading magazines
g) Using the internet
h) Ringing bells (hand and electric)
i) Writing letters

1. **Examples of radio stations**
   - Beat F.M
   - Capital FM
   - Dembe FM
   - Namirembe FM
   - Akaboozi
   - Sanyu FM
2. **Examples of TV stations**
   - Bukedde TV
   - NBS TV
   - Star TV
   - Top TV
   - TV Africa
   - WBS TV
   - NTV
3. Exmaples of news papers
   - New vision
   - Bukedde
   - Daily monitor
   - Red paper
   - Orumuli

**Evaluation exercise**

1. Mention three ways how people of today communicate to others.
2. You are a border in Namirembe parents' school you need eats and drinks on visitation days.
3. Draw these means of modern communication.
   a) Radio
   b) Bell
   c) Mobile phone
   d) Computer
4. Mention two examples of;

a) Newspapers you know
b) Radio stations you know
c) TV station you know

**THEME 4: Accident and safety**
**SUBTHEME: Common accidents at home and school**
**Vocabulary**

- Unexpected
- Injuries
- Nasal
- Shock
- Bleeding

**Lesson notes**
**An accident**

- It's unexpected danger that injuries the body
- A sudden happening that causes harm to the body.

**Common accidents at school and at home**

- Cuts
- Falls
- Stings
- Nasal bleeding
- Animals bites
- Electricity shocks
- Poisoning
- Road accidents

**Dangerous objects that cause accidents**

- Broken bottles
- Razorblades
- Pangas
- Thorns
- Medicine
- Barbed wire

**Cause of common accidents at home and school**

1. Burns are caused by playing near hot things like stoves, lamps, hot food
2. Falls running about, climbing trees and walls.
3. Cuts – playing with sharp objects like razorblades, knives, broken bottles, panga and hoes
4. Stings – by bees, scorpions and wasps
5. Animal bites by dogs, cats and snakes
6. Poisoning by medicine, poison and bad food
7. Electricity shocks by playing with live wires and sockets
8. Road accidents

**Ways of preventing accidents at home and school.**

- Avoid playing near fire or hot things

- Avoid playing near water bodes
- Keep away medicine from children
- Avoid playing with sharp objects.
- Slash bushes around homes.

**Evaluation exercise**

1. Listen and write
2. Briefly describe an accident is.
3. Mention any four common accidents at home and school.
4. Draw and name objects that cause accidents.
5. State the cause of accidents at home and school.
6. Suggest two ways of overcoming any four common accidents.

**SUBTHEME: First aid**

**Vocabulary**

- injured
- reduces
- life
- saves
- eases
- injury
- recovery
- prevents

**Lesson notes**

1. **First Aid**
   It is the first help given to an injured person before taken to the hospital
2. Importance of fist aid
   - It prevents further injury
   - It helps to bring recovery
   - It eases pain
   - It saves life
3. Ways of helping accident victims
   - Give first aid
   - Call the police
   - Call for an ambulance
4. A casualty
   He is a person who has got an accident
5. A first Aider
   A person who is trained to give first aid

**Examples of first aid**

- Pinching the nose
- Cooling burns with cold water
- Washing cuts with clean water

- Tying cuts to stop bleeding

**Evaluation exercise**

1. Fill in the missing letters
   a) l__f__
   b) inj__ry
   c) r__d__c__s
   d) e__s__s
   e) s__v__s
2. Define the term first aid.
3. Who is a casualty?
4. Why do we give people first aid?? (State three reasons)
5. State two ways of helping accident victims.
6. Give any two examples of first aid.

**SUBTHEME: The first aid kit or box.**

- It's a container used for keeping in materials we use to give first aid.

**Materials include**

- cotton wool
- clean water
- plaster
- surgical blade
- surgical spirit
- soap
- a pair of scissors
- pain killers
- safety pins
- splints
- black stone
- gloves
- razorblade
- a bandage

**Qualities of a good First Aider**

- He should be clean
- He should be kind
- He must be quick

**Places where we find first aid boxes**

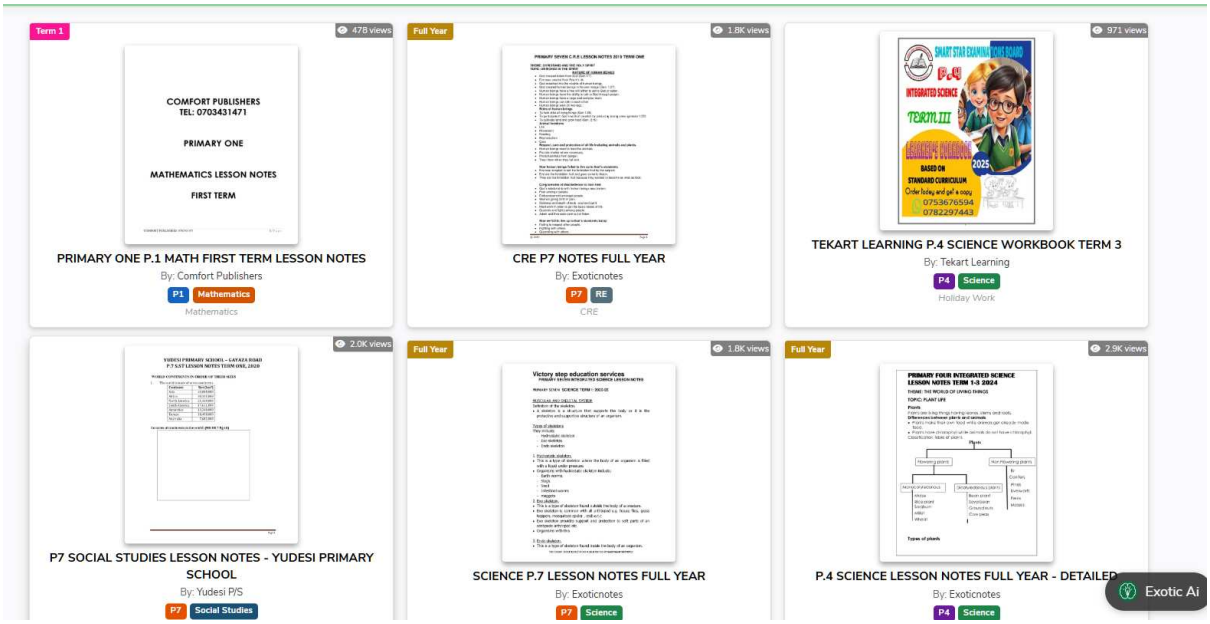
- homes
- vehicles
- schools
- hotels

**Evaluation exercise**

1. Draw a first aid kit.
2. Draw these items found in the first aid kit
   a) Gloves
   b) A pair of scissors
   c) Safety pins
   d) Razor blade
   e) Surgical spirit

3. Name any two places where we find first aid boxes.

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