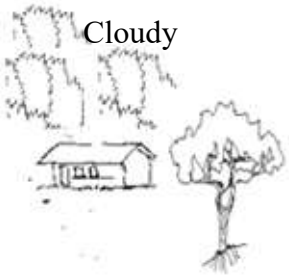
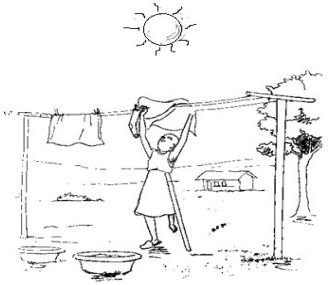
TERM TWO – PRIMARY ONE
LITERACY SCHEME OF WORK

LITERACY SCHEME OF WORK FOR PRIMARY ONE TERM TWO

WK	DP	THEME	SUB THEME	COMPETENCES	CONTENT	METHODS	L/AIDS	LIFE SKILLS	ACT	REF	REM
1	1	Weather	Elements of weather	**A learner,** -Defines the term "weather". -Reads and spells words correctly. -Identifies the elements of weather. -Draws the elements of weather.	**Weather**. Weather is the daily condition of a place recorded for a short period of time. **<u>Elements of weather</u>**. These are things which cause changes in weather. They are: Sunshine, rainfall, clouds,, wind. Mist (cloud cover)	-Guided discovery -Observation -Question and answer.	A chart showing elements of weather	-Responsibility. -appreciation	-Defines the tern weather -Reading -Spelling -Writing -Drawing	Rs them. Lit 1 Text bk Pg56	
	2		Types of weather	**A learner,** Mentions the types of weather. -Reads and spells words correctly. -Matches elements to the types of weather. Draws the types of weather.	**Types of weather.** There are four types of weather i. Rainy weather ii. Cloudy weather iii. Sunny weather iv. Windy weather. v. Misty weather	-Demonstration. -Guided discovery -Observation	A chart showing the types of weather	-Appreciation. -Logical thinking -Care and concern.	-Spelling -Reading -Drawing	Rs them. Lit. 1 Text bk pg 57	

WK	DP	THEME	SUB	COMPETENCES	CONTENT

			THEME								
					Rainy   Cloudy	 Sunny  Windy					
	3		Things used during different types of weather.	-Reads and spells words correctly. -Fills to the missing letters. -Identifies the different things we use during different seasons.	**<u>Things used during rainy weather</u>**. ✓ Rain coat ✓ Jacket ✓ Banana leaves ✓ Sweater ✓ Gum boots ✓ Umbrella ✓ Gloves ✓ Stockings **<u>Things used during cloudy weather.</u>** ✓ Sweater ✓ Jackets ✓ Scalf **Importance of things used to manage weather** **e.g sweaters**	-Observations -Guided discovery -Brain storming	-A chart showing different types of clothes and objects	-Appreciation -Care and concern -Logical thinking.	-Reading spelling drawing	Rs Them Lit 1 Text bk Pg 59 and 60	

WK	DP	THEME	SUB THEME	COMPETENCES	CONTENT	METHODS	L/AIDS	LIFE SKILLS	ACT	REF	REM
					Things used during sunny weather. Umbrella, sunglasses, hats, vests. **<u>How to manage rainy</u>** weather. -Stay in doors -Carrying umbrella -Wearing heavy clothes.						
2	1		Activities done during different weather condition s	-States activities done during different weather conditions. -Fills in the missing letters. -Reads, spells and pronounces words correctly.	**Activities done during windy weather.** -Fly kites -Winnowing seeds. **<u>Activities done during dry/sunny weather.</u>** -Drying clothes. -Washing clothes -Swimming. Activities done during rainy weather. ✓ Water harvesting ✓ Playing indoor games ✓ Planting crops ✓ -Digging to the garden.	-Guided discussion -Observation -Question and answer.	A chart showing activities done during different types of weather.	-responsibility -care	-Reading -Spelling -Writing	Rs them Lit 1 Text bk For P.1 Pg 66	

WK	DP	THEME	SUB	COMPETENCES	CONTENT	METHODS	L/AIDS	LIFE	ACT	REF	REM

			THEME					SKILLS			
	2		Types of seasons	-Mentions the types of seasons. -Identifies activities done in wet and dry season -Draws activities done in different seasons. -Reads, spells and pronounces words correctly	Types of seasons. ✓ Wet season ✓ Dry season **Wet season** (rainy) This is the time when we get a lot of rain. **Dry seasons.** This is the time when we get a lot of sunshine. Examples of activities done in wet season. ✓ Planting ✓ Weeding ✓ Mulching ✓ Water harvesting ✓ Digging ✓ Making bricks. Activities done during dry season ✓ Watering plants ✓ Clearing land ✓ Dry crops ✓ Harvesting crops.	-Guided discovery -Questions and answer	-Flash cards	-Care and concern -Logical thinking.	-Reading -Spelling		
	3	Weather	Effects of weather	A learner, -Identifies the effects of rainy and sunny weather. -Reads and spells words correctly.	**Effects of rainy weather**. *What are effects*? These are good and bad results of different seasons. **Uses of rain**. -Rain provides us with water. -Provides water to plant to grow well	-Guided discovery -Question and answer	-Reading	-Self awareness -Critical thinking -Logical thinking -care and concern	-Reading -Spelling		

WK	DP	THEME	SUB THEME	COMPETENCES	CONTENT	METHODS	L/AIDS	LIFE SKILLS	ACT	REF	REM
					Dangers of much rain. -It causes floods. -Too much rain destroys plants and crops. -Too much rain makes roads slippery. -Too much rain washes away top soil. (soil erosion)						
	4			-Identifies dangers of too much sunshine -Tells the importance of sunshine -Reads, spells and pronounces words correctly	**Dangers of much sunshine.** -Much sunshine dries crops. -Much sunshine dries wells. -Much sunshine leads to droughts. -Much sunshine leads to death of animals. **Uses of sun shine** -Makes solar electricity -Dries seeds. -Dries clothes. **Dangers of cloudy weather**. -We feel too cold on cloudy weather. -Causes accidents -Plane crushes.	-Observation -Guided discussion. -Brain storming	-Flash cards	-Appreciation. -Self awareness -Critical thinking	-Reading -Writing -Spelling		

WK	DP	THEME	SUB THEME	COMPETENCES	CONTENT	METHODS	L/AIDS	LIFE SKILLS	ACT	REF	REM
					Importance of clouds -Nimbus clouds help in rain formation. -Clouds keep the weather cool.						
	5	Weather	Wind	A learner, -Reads and spells words correctly. -Defines wind -Mentions examples of things supported by wind. -Mentions games played with wind.	**Wind**. Wind is moving air. *Examples of games which are supported or moved by wind.* -Kite game. -Ballon game. *Things supported by wind*. -Balloons -Fire -Birds -Boats -Paper -Thread Dangers of too much wind. -It may lead to plane crushes. -It may destroy plants and crops. -It destroys houses and property. **Importance of wind**. -Wind is used for winnowing. -Wind dries our clothes . -Wind makes the weather cool	-Observation -Guided discussion -Brain storming	-Reading -Writing	-Appreciation -Logical thinking	-real object -Flash cards.		

WK	DP	THEME	SUB THEME	COMPETENCES	CONTENT	METHODS	ACT	LIFE SKILLS	L/AIDS	REF	REM
3	1		How to manage the effects of bad weather	-Reads and spells words correctly. -Identifies ways how to manage the bad effects of weather.	**How to manage the effects of bad weather.** -Clothing ourselves well in different types of weather. -Covering the garden with grass during rainy weather. Watering our crops during the dry season. -Planting trees to act as wind breaks. -Harvesting water during rainy season -Revision exercise about weather. -Theme test	-Guided discussion -Brain storming _Observation	-Reading -Spelling	-Care and concern -Appreciation -Self awareness	-Flash cards.		
	2	Accidents and safety	Accidents at home	**A learner,** -Defines an accidents. -Identifies the accidents at home. -Names the accidents at home. -Reads and spells words correctly. -Draws the accidents at home.	**An accident.** **-**An accident is a sudden happening that may cause harm to the body. <u>Examples of accidents at home.</u> These are un expected happenings that may cause harm to the body while at home. They are poisonings fracture (broken bones) burns, cuts, strings, falls, bites, near drowning, electric shock.	-Guided discovery -Brain storming -Question and answer.	-Reading -Drawing -Spelling -Answering questions.	-Self awareness -Care and concern -Critical thinking. -Logical thinking	A chart showing accidents at home. -Flash cards	Rs them. Lit 1 Text bk For Primary one Pg 75	

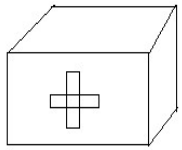
WK	DP	THEME	SUB THEME	COMPETENCES	CONTENT	METHODS	ACT	LIFE SKILLS	L/AIDS	REF	REM
	3		Causes of accidents at home	-States the causes of accidents at home. -Reads, spells and pronounces words correctly.	**Causes of accidents at home.** -Playing with fire. -Playing near fire. -Climbing trees. -Playing with electric wires -Walking in bushy areas. -Playing in water. -Playing with stones.	-Guided discovery -Questions and answer -Guided discussion.	-Reading -Writing -Spelling	-Care and concern -Being careful -Awareness	A chart showing accidents at home.		
	4		How to prevent accidents at home	-Stats the ways of preventing accidents at home. -Reads and spells words correctly. -Learns how to prevent accidents at home	**Ways of preventing accidents at home.** -Keep the children away from fire and water. Avoid climbing trees. -Avoid playing with sharp objects. -Wear shoes in your feet. -Do not play with dogs -Play good games.	-Guided discovery -Questions and answer -Guided discussion	-Reading -Spelling -Filling in	-Awareness -Carefulness -Care and concern	-	Rs them Lit 1 Text bk For Primary one Pg 79 &80	
4	1	Accidents and safety	Dangerous objects at home	A learner, -Reads and spells words correctly. -Identifies the dangerous objects. -Draws the dangerous objects	**Dangerous objects at home.** These are things which cause accidents at home e.g Knife, panga, sharp stones, razorblade, hoe, safety pin, medicine, gun, fire, paraffin, nail,	-Guided discovery -Questions and answer	-Reading -Writing -Drawing	-Awareness	-Care and concern - Real objects - Carefulness	Rs them Lit 1 Text bk For Pri. 1 Pg.74	

WK	DP	THEME	SUB THEME	COMPETENCES	CONTENT	METHODS	ACT	L/AIDS	LIFE SKILLS	REF	REM
					Pin, poison, needle, axe, syringe						
	2		- Accidents on the way	-Reads and spells words correctly. -Identifies the dangerous things on the way. -States examples of accidents on the way to school and their causes.	**Dangerous things on the way to school.** -Speeding vehicles -Stray animals e.g dogs, cats, cows, snakes, sharp stones, pot –holes -Dangerous insects e.g bees, wasps	-Guided discovery -Questions and answer	-Reading -Writing -Drawing	-Real objects	-Self awareness -Care and concern -Responsibility		
	3			-Reads and spells words correctly.	**Examples of accidents on the way to school.** -Motor accident/car knock. -Piercing -Falls, snake bites, stings, dog bite -Cuts. **Causes of accidents on the way to school** ✓ Careless walking ✓ Over speeding ✓ Careless driving ✓ Playing on the road ✓ Playing with dogs ✓ Climbing trees ✓ Bad roads	-Question and answer -Guided discovery -Brain storming	-Reading -Spelling -Writing	-Flash cards	-Care and concern -Self awareness -Critical thinking -Responsibility	Rs them Lit. 1 Text bk For Pri 1 Pg 76 and 79	

WK	DP	THEME	SUB THEME	COMPETENCES	CONTENT	METHODS	ACT	L/AIDS	LIFE SKILLS	REF	REM
					✓ Driving while drunk ✓ Walking bare footed ✓ Vehicles in bad mechanical ✓ Driving while talking on the telephone.						
	4	Accidents and safety	How to prevent accident on the way.	A learner, -Reads and spells words carefully/correctly. -Identifies ways of preventing accidents. -Fills in the missing letters correctly.	How to control accidents on the way -Drivers should drive carefully. -Children should not walk bare footed. -Drivers should follow road signs. -Children should not clam trees. -Cross the road at zebra crossing -Let grown ups help children to cross the road.	-Brain storming. -Guided discovery -Question and answer	-Reading -Spelling -Answering question	A chart showing accidents	-Care and concern -Awareness -Responsibility		
	5		Accidents at school	-Reads and spells words correctly -Identifies the common accidents at school and in class.	**<u>Common accidents at school and in class.</u>** These are un expected happenings that may cause harm to the body while at school e.g Fracture,, knocks, falls, burns, electric shock,	-Brain storming -Guided discover -Question and answer	-Reading -Drawing dangerous objects -Spelling.	-Real objects e.g razorblade pair of compass	-Responsibility -Awareness		

WK	DP	THEME	SUB THEME	COMPETENCES	CONTENT	METHODS	ACT	L/AIDS	LIFE SKILLS	REF	REM
				-Mentions the causes of accident at school -Identifies the dangerous things at school -Fills in the missing letters.	**<u>Causes of accidents at school</u>** -Playing rough games. -Careless handling of hot food. -Playing with sharp objects. **<u>Dangerous things at school.</u>** -Hot food -Hot porridge -Sharpening blades -Razorblades -Swings -Pair of compass -Hot tea.						
5	1	Accident and safety	How to prevent accidents at school	A learner, -Reads and spells words correctly -Identifies ways of controlling accidents at school. -Fills in the missing letters.	**How to control accidents at school.** **-**Avoid playing bad games. -Avoid playing with sharp objects. -Avoid climbing trees. -Avoid playing with fire and hot things. -Cover pit latrines -Play in safe places. *<u>Effects of accidents.</u>* *<u>Accidents lead to:-</u>* ✓ Death ✓ Lameness ✓ Loss of blood ✓ Pain from wounds ✓ Loss of body parts ✓ Illness	-Guided discovery. -Brain storming -Questions and answer. -Role play	-Reading -Spelling words -answering questions.	-Flash cards. -Real objects	-Care and concern -Awareness -Responsibility.		

WK	DP	THEME	SUB THEME	COMPETENCES	CONTENT	METHODS	ACT	L/AIDS	LIFE SKILLS	REF	REM
	2		First aid	-Reads and spells words correctly. -Identifies the accident and the first aid given. -Demonstrates how to give first aid for the simple accidents. -Mentions the qualities of a good first aider.	**First aid**. First aid is the first help given to someone who has got an accident before taking him/her to hospital. A person who gives first aid is a first aider. **Accident**. **First aid given**. *Cut*- Wash the wound with clean water and plaster it. *Fracture (broken bone)* -Tie the broken bones using splints. *Burns* –Pour cold water on the injured part. *Electric shock* – Give milk. Poisoning/drinking paraffin – Give milk Snake bite – Tie between the bitten part and heart, make small cuts around the suck tie parts put a black stones or suck the venom Near drowning – Push /press the navel and the chest cavity when the person is lying at the back. Nose bleeding – Pinch the soft part of the nose, put cold water	- demonstration -Question and answer Guided discovery	-Reading -Spelling - Demonstrating	- Real objects ie water	- Awareness -Logical thinking -Care and concern		

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	3			-States the qualities of a good first aider and reasons why we give first aid.	**<u>Qualities of a good first aider.</u>** A good firs aider should be kind ✓ Sympathetic ✓ Knowledgeable ✓ Observant ✓ Quick *<u>Why do we give first aid</u>*. -To reduce pain -To save life -To stop bleeding -To promote recovery	-Observation -Guided discussion -Brain storming	-Reading spelling -Writing	- Flash card	-Awarenes ss -Care and concern		
	4		First aid box	-Defines a Casuality . -Defines a first aid box. -Identifies things found in the first aid box. -Draws things found in a first aid box.	**<u>A casuality</u>** Causality is a person who has got an accident. **<u>A fist aid box</u>** This is a box where first aid things are kept.  *<u>Things found in a first aid box.</u>* Panadol, gloves, bandage, razorblades, spirit, plaster, cotton wool, iodine, pair of scissors, soap	-Observation -Guided discussion -Brain storming	-Reading -Spelling -Writing -Drawing	A first aid box and real objects.	-Awarenes ss -Care -Concern -Responsi bility.		

WK	DP	THEME	SUB THEME	COMPETENCES	CONTENT	METHODS	ACT	L/AIDS	LIFE SKILLS	REF	REM
	5	Living together	Types of families	A learner, -Defines a family. -Identifies the types of families -Mentions members found in each type of family. -Draws members found in each type of family.	**A family**. A family is a group of people related by blood or marriage. **<u>Types of families</u>**. 1. *<u>Nuclear family.</u>* A nuclear family is a family where we find father, mother, and their own children. -people who start a family *<u>People found in a nuclear family.</u>* Father, Mother, Brother, Sister. 2.**<u>Extended family.</u>** This is a family where we find father, mother, children and their relatives. People found in an extended family. Father, aunt, grandmother, mother, niece, grand father, sister, nephew, uncle, brother, cousin.	-Demonstration -Question and answer	-Reading -Drawing -Spelling	A chart showing types of families	-Appreciation -Self awareness -Care and concern -Self motivation.		

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6	1		Roles of different family members	A learner, -Reads and spells words correctly. -Identifies the roles of different family members.	**Roles of different family members .** *Mother.* ✓ Cooks food ✓ Cares for the children ✓ Cleans the home. *Fathers* ✓ Heads a family ✓ Buys food ✓ Buys clothes ✓ Pays school fees *Children* ✓ Fetch water ✓ Clean the compound ✓ Wash utensils. ✓ Mop the house Simple permanent family (oral)	-Role play -Question and answer -Demonstration -Brain storming	-Reading -Spelling -Answering questions	A chart showing people found in a family.			
	2	Living together	Ways of living together in a school	A learner, -Reads and spells words correctly. -Defines basic needs. -Gives examples of basic needs and other needs. -Draws and names the basic needs.	**Needs of a family** Needs are the things a family requires in their day to day activities. **Basic needs** These are things which man cannot live without. They are: Food, Water, Clothes, Medical care, Shelter. **Other needs** These are needs man can live without e.g education, love, security, television, cars, computers	-Brain storming -Question and answer -Guided discussion.	-Reading -Spelling -Writing -Drawing	-Care -Concern -Appreciation -Awareness	A chart showing basic needs of man.		

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7	1			-Reads and spells words correctly. -Mentions the school activities -Draws activities done at school	**School activities.** These are things we do at school *Examples* Learning, reading, writing, singing, sweeping the classroom, washing, playing, praying, swimming, debating, cleaning	-Question and answer -Guided discussion -Guided discovery	-Reading -Drawing -Answering questions -Writing	-Appreciation -Responsibility	A chart showing activities done at school -Awareness		
	2	Living together	Ways of living together a school	A learner, -Reads and spells words correctly. -States the ways of living together.	**Ways of living together in a school.** We can live together by: ✓ Caring for others. ✓ Helping others. ✓ Sharing with others. ✓ Learning at school. How do we care for others at school? -We help sick friends. -We say sorry to friends in pain. -We take care of small children. -We pick and return lost pencils and colours. **How do we help others at school (Oral)** -We help teachers in collecting books.	-Guided discovery -Brain storming -Role playing	-Reading -Role playing	-Appreciation	-Care and concern		

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					-We help teachers in collecting books. -We help teachers to clean the chalkboard -We clean teachers table. **Sharing at school (written)** At school we share:- Eats, drinks, pencils, rubbers, rulers, tables, benches, books, **Learning at school (Written)** At school we learn different things, -We learn how to read. -We learn how to draw. -We learn how to count. -We learn how to write. -We learn how to pray.						
	3	Living together	School routine	A learner -Reads and spells words correctly. -Identifies the school routines. -States the school rules and regulations. -States the class rules.	**School routine** These are things usually dine at school they include: ✓ Attending assemblies ✓ Singing anthems. ✓ Reciting prayers ✓ Having meals ✓ Cleaning the school ✓ Attending lessons.	-Guided discussion. -Question and answer -Demonstration	-Reading -Spelling -Writing -Drawing	-Awareness -Appreciation -Flash cards	-Responsibility		

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					Our school motto Our school motto is "Discover the Hidden Treasure". **School rules**. Examples of school rules are -Always do your home work and weekend work. -Always speak English. -Always put on proper school uniform. -Always keep time **<u>Class rules</u>** -Respect your teacher. -Keep the classroom clean -Avoid noise making in class. -Stealing is not allowed -Fighting is not allowed.						
	4	Living together	School routine	A learner, Sings the national schools' anthem. Pronounces words correctly	**<u>The national schools' anthem</u> (singing)** We young women and men of Uganda are matching along, the path of Education singing and dancing with joy together uniting for a better Uganda. W are the pillars of tomorrow's Uganda etc.	-Group work -Question and answer	-Singing -Demonstrating -Reciting	-Awareness -Care	A chart showing the song. -Appreciation		

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	5			-Sings the National anthem. -Recites the words in the National anthem -Pronounces words correctly	**Singing the National anthem.** Oh Uganda! May God up hold thee We lay our future in thy hands United free for liberty Together will always stand. Stanza II and III.	-Group work -Recitation -Guided discussion	-Singing -Reciting	-Co-operation - Appreciation	A chart showing the anthem		
8	1			-Sings the school's anthem. -Pronounces the words in the school's anthem correctly.	**Singing the school anthem.** Cornerstone Junior schools your future a bright, arise and ride to your glory, with excellence and wisdom……	-Group work - demonstration	-Reciting -Singing - Demonstrating	-Co-operation - Appreciation	A chart showing the school's anthem		
	2			-Recites the school prayer. -Pronounces the words correctly	**The schools' prayer.** Look at me oh God As my heart silent all To you all I turn For the sins I have committed	-Recitation -Group work -Guided discovery	-Reciting	- Appreciation -Concern	A chart showing the schools' prayer.		
	3	Living together	Ways of living together in the community	A learner, -Identifies different ways of living together in the community. -Reads and spells words correctly	**Things people do together in the community.** -Cleaning well -Praying together -Visiting the sick. -Sharing food with neighbours. -Burial ceremonies (attending) -Weddings (attending	-Brain storming -Guided discovery	-Reading -Writing -Doing an exercise	-	Appreciation -Co-operation -Care		

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					-Attending parties. -Digging together.						
	4			Identifies the ceremonies in our community. -Reads the words correctly -Mentions things we do at ceremonies.	**Ceremonies.** A ceremony is when many people gather together for a reason. **Examples of ceremonies**. *Wedding ceremony*. This is when people get married. *Baptism ceremony.* This is when a child is baptized. **Birth day party.** This is a day when a remember the day when we were born. **Naming ceremony** This is when new born babies are given clan names **Things we do at ceremonies.** -We eat -We sing -W dance -We enjoy Theme test	-Brain storming -Guided discussion -Role play -Question and answer	-Reading -Role playing -Demonstrations	A chart showing some ceremonies	Appreciations -Awareness -Critical thinking.		

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	5	Food and nutrition	Examples of food	A learner, -Reads and spells words correctly. -Defines food -Mentions the examples of food -Pronounces words correctly. -Identifies the sources of food.	**<u>Food</u>** Food is anything good to eat or drink. Examples of food we eat. Meat, Irish potatoes, millet, ground nuts, Matooke, sweet potatoes, beans, fish, yams, millet, cassava, rice Sources of food. This is where we get food from. Examples. Rivers, lakes, wells, garden, animals, plants, birds.	-Observation -Question and answer	-Reading -Spelling -Drawing -Writing	A chart showing examples of food -Real food	-Appreciation -Awareness -Care -Concern		
9	1			-Identifies examples of food and their sources. -Reads and spells words correctly	*<u>Food from birds.</u>* Eggs, chicken, turkey *<u>Food from animals</u>*. Meat, mutton, beef, pork *<u>Food from insects</u>* Honey, grasshoppers, white ants. *<u>Food from lakes and rivers</u>*. Fish, salt, water *<u>Food from plants.</u>* Beans, maize, bananas, cassava etc.	-Observation -Question and answer -Bran storming	-Answering questions -Reading -Writing -Spelling	-Real samples of food	Appreciation Care Awareness.		

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	2		Classes of food	-Reads and spells words correctly. -Identifies the classes of food. -Defines the healthy giving foods. -Gives examples of healthy giving foods.	**<u>Classes of food.</u>** There are 3 major classes of food. 1. Energy giving food (carbohydrates) 2. Healthy giving food (vitamins) 3. Body building food. (proteins) **(Lesson 2)** **<u>Health giving foods (vitamins)</u>** These are foods which protect our bodies against diseases. They are also called vitamins. Examples are fruits and vegetables. *<u>Examples of fruits.</u>* ✓ Passion fruits ✓ Oranges ✓ Pine-apple ✓ Apples ✓ Mangoes *<u>Examples of vegetables</u>* ✓ Cabbage ✓ Dodo ✓ Tomatoes ✓ Nakati	-Brain storming -Observation -Question and answer	-Reading -Spelling -Drawing -Writing	-Real samples of food	Care Awareness Appreciation		

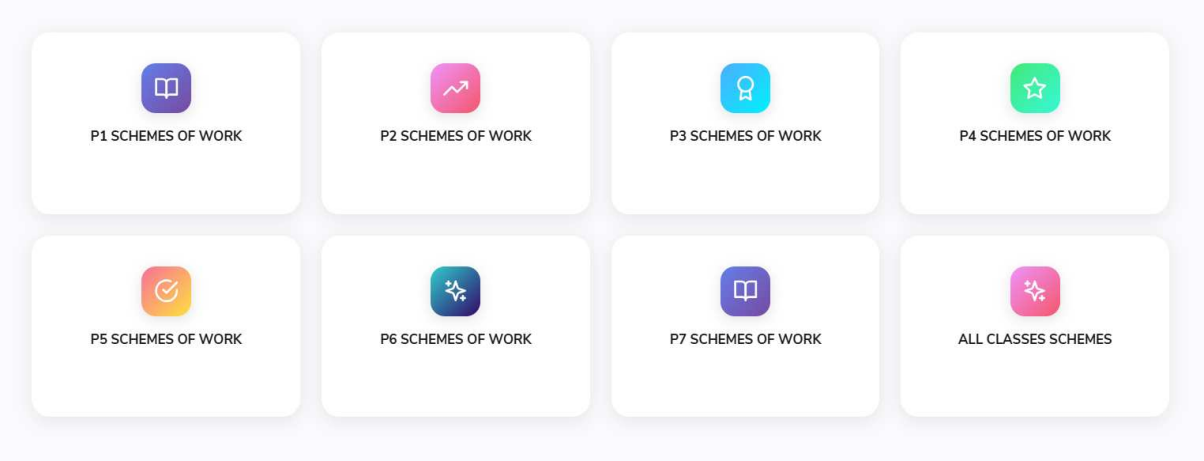
					✓ Egg-plant						
WK	**DP**	**THEME**	**SUB THEME**	**COMPETENCES**	**CONTENT**	**METHODS**	**ACT**	**L/AIDS**	**LIFE SKILLS**	**REF**	**REM**
	3	Food and nutrition	Classes of food	-Defines body building foods. -Reads and spells words correctly. -Gives examples of body building food. -Draws examples of body building foods. -Defines energy giving food. -Gives energy giving food. -Gives examples of energy giving foods.	**<u>Body building food</u>**. These are foods which help our bodies to grow. They are also called proteins. *<u>Examples are</u>*: Fish, chicken, milk, meat, eggs, pork, beans, ground nuts, peas, sim-sim **<u>Energy giving food</u> (carbohydrates)** These are foods which give us energy. *<u>Examples are:</u>* Cassava, Matooke, Maize, Posho, Rice, yams, Irish potatoes, sweet potatoes etc.	-Observation -Question and answer -Brain storming	-Reading -Spelling -Drawing	-Real samples of food	-Appreciations -Care -Awareness		
	4	Food and nutrition	Keeping food safe	**<u>Importance of eating food.</u>** -Defines safe food. -States different ways of keeping our food clean (safe)	**<u>Importance of eating food.</u>** -We eat food to get energy . -To grow. -To have life -To prevent diseases. *<u>What is safe food?</u>* Safe food is food which is free from germs. *<u>Ways we keep food safe</u>* -Covering food. -Washing hands before	-Brain storming -Question and answer	-Reading -Spelling -Writing	-Real object -Fridge -Dishes -Pots -Water -Jerican	-Awareness -Care and concern -Responsubility.		

					eating food.						
WK	**DP**	**THEME**	**SUB THEME**	**COMPETENCES**	**CONTENT**	**METHODS**	**ACT**	**L/AIDS**	**LIFE SKILLS**	**REF**	**REM**
					-Washing hands before preparing food. -Keeping food in clean container. -Washing fruits before eating them. -Wash food before cooking it *Why do we cover food?* -To protect it from flies and dust. *Why do we eat food from clean containers?* -To keep away germs from the food. *Why do we wash fruits before eating?* -To remove germ from them.						
	5	Food and nutrition	Food preservation (ways of preserving food)	A learner, -Defines preserving food. (Food preservation)	**Preserving food**. These are ways of keeping food for a long time without it going bad. *Ways of preserving food*. -By salting e.g meat -By freezing -By smoking	-Brain storming -Guided discussion -Question and answer	-Reading -Writing -Spelling	-Container -Water -Food -Fridge -Pot	-Care -Awareness -appreciation		

WK	DP	THEME	SUB THEME	COMPETENCES	CONTENT	METHODS	ACT	L/AIDS	LIFE SKILLS	REF	REM
					-By Sun drying -By boiling *Why do we preserve food?* So that the food does not go bad (get contaminated) *What makes food go bad?* -Germs make food go bad. *Good eating habits*. -Chew food. -Wash hand before eating. -Pray before you eat. -Avoid talking while eating.						

END

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