# TERM TWO – PRIMARY TWO
# LITERACY I SCHEME OF WORK

## LITERACY I SCHEME OF WORK FOR PRIMARY TWO TERM TWO

| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITIES | LIFE SKILLS | L/AIDS | REF |
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| 1 | 3 | Our environment | Common animals | **The learner:**<br>-Defines environment.<br><br>-Tells the components of environment.<br><br>-Names the examples of living things. | **<u>Environment</u>**<br>Is the natural surrounding of man.<br><br>**<u>Environment</u>**.<br>Are the things around us.<br><br>**<u>Components of environment</u>**.<br><br>They are both living and non-living things.<br><br>**<u>Living things</u>**.<br>Living things are things which have life<br>*Groups of living things*<br>**<u>Examples of living things.</u>**<br>✓ Animals<br>✓ Plants<br>✓ Insects<br>✓ People<br>✓ Birds.<br>✓ | -Explanation.<br><br>-Guided discovery. | -Defining environment.<br><br>-Outlining the components of environment.<br><br>-Naming the examples of living things. | -self awareness.<br><br>-observation | -Real objects. | Kobta P.2 Pg 63 & 64 |
| | 4 | | | **The learner:**<br>-Identifies the characteristics of living things.<br><br>-Defines non-living things. | **<u>Characteristics of living things.</u>**<br><br>-Living things grow.<br>-Living things respire/ breathe.<br>-Living things move.<br>-Living things reproduce.<br>-Living things excrete<br><br>**<u>Non –living things</u>**.<br>Non-living things are things | | -Identifies the characteristics of living things.<br><br>-Defining non-living things. | | | Kobta P.2 Pg 64 |

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| | | | | | which do not have life | | | | | |
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| 1 | 5 | | | -Names the examples of non-living things.<br><br>-Outlines the characteristics of non-living things.<br><br>-Identifies the types of animals.<br><br>-Gives the examples of domestic animal. | **Examples of non-living things.**<br>Stones Chairs<br>Soil Books<br>Tables Clothes<br><br>**Characteristics of non – living things.**<br>-Non living things do not grow.<br><br>-Non-living things do not breathe.<br><br>-Non-living things do not move.<br><br>**Types of animals.**<br>-Domestic animals.<br>-Wild animals.<br><br>**Domestic animals**.<br>Are animals kept at home.<br>**Examples of domestic animals.**<br>Cow Cat<br>Dog Rabbit<br>Norse Camel<br>Pig | -Explanation<br><br>-Guided discussion | -Outlines the examples non-living things.<br><br>-Giving the characteristics of non-living things.<br><br>-Naming the types of animals.<br><br>-Listing the examples of domestic animals. | -Self-awareness<br><br>-Effective communication<br><br>-Audibility | -A chart showing the domestic animals.<br><br>-real objects. | Kobta P.2 Pg 66 |
| 2 | 1 | Our environment | Common animals | The learner:<br>-Identifies the uses of domestic animals.<br><br>-Names the animals used for transport.<br><br>-Gives animal product. | **Uses of domestic animals.**<br>-Cows give us milk and meat.<br>-Some animals are used for transport.<br>-We sell animals and get money.<br>-Animals give us skins and | -Guided discussion<br><br>-Question and answer<br><br>-Explanation | -Identifying the uses of domestic animals.<br><br>-Naming the animals used for transport. | -Effective communication.<br><br>-Self-awareness | | Kobta P.2 Pg 66 |

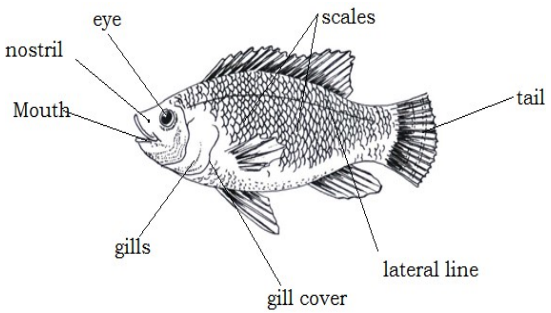
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| | | | | | **Animals used for transport.**<br><br>Donkey Horse<br>Camel Oxen<br><br>**Animal products**.<br>Animal products are things got from animals.<br><br>**Examples**<br>Meat Milk<br>Bone Manure<br>Wool Horns. | | .Giving the animal products. | -Self-esteem | | Kobta P.2 Pg 67 |
| | 2 | | | The learner:<br>-Defines wild animals.<br><br>-Identifies the examples of wild animals.<br><br>-Lists the things made from skins and hides and animal horns. | **Wild animals.**<br>Wild animals are animals which live in the bush.<br>**Examples of wild animals**.<br>Lion Elephant<br>Buffalo Leopard<br>Crocodile Gorilla<br><br>**Things made from skins and hides.**<br>Shoes belt, bags,<br>Capes, drum, Wallets<br><br>**Things made from animal horns and hooves.**<br>Necklaces<br>Earring | | -Defining wild animals.<br><br>-Identifying the examples of wild animals.<br><br>-Listing the things made from skins and hides and animal horns | | -Real objects | Kobta P.2 Pg 68 |

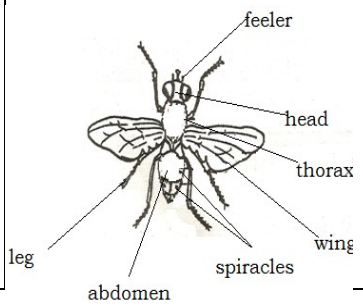
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| | | | | | Glue, buttons. | | | | | |
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| | 3 | Our environment | Common animals | The learner:<br>-Identifies the uses of wild animals.<br><br>-Outlines the dangers of animals.<br><br>-Gives the examples of animal weapons. | **Uses of wild animals**.<br>-They give us skins and hides.<br><br>-They attract the tourists,<br><br>**Dangers of some wild animals.**<br>-Monkeys destroy the farmer's crop.<br><br>-Lions, Tigers can attack and kill people.<br><br>**Animal weapons**.<br>Animals protect themselves using their weapons.<br><br>**Examples.**<br>Dog/Cat-claws/teeth<br>Cows – horns<br>Goat –horns<br>Snake – poisonous teeth | -Guided discussion.<br><br>-Explanation.<br><br>-Guided discovery. | -Identifying the uses of wild animals.<br><br>-Outlining the dangers of animals.<br><br>-Giving the examples of animals weapons. | -Observation.<br><br>-Self awareness<br><br>-effective communication. | | Kobta P.2 Pg 75 |
| 2 | 4 | Our environment | Common animals | The learner,<br>-Identifies animals and their young ones.<br><br>-Identifies the animals and their movement. | -Different animals have different animal young ones.<br><br>**Animal** **Young ones**<br>Cow Calf<br>Goat Kid<br>Pig Piglet<br>Fish Fry<br>Rabbit Kit | -Guided discussion.<br><br>-Explanation.<br><br>-Problem solving | -Identifying the animal young ones<br><br>-Identifying the animal movement | -Effective communication<br><br>-Self-awareness | -A chart showing animal young ones.<br><br>A chart showing animal movem | |

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| | | | | | Animal movement<br>Snake Gliding<br>Animal Movement<br>Man Walking<br>Baby Crawling<br>Frog Hopping | | | | | |
| | 5 | | | **The learner,**<br>-Identifies the reasons as to why animals move.<br><br>-Names the animals and their sound. | Reasons why animals move.<br>-To look for food.<br>-To look for water.<br>-To look for shelter<br><br>**Animal and their sounds**.<br>*Animal* *Sound.*<br>Dog barks<br>Sheep bleats<br>Cat mews/purrs<br>Cow moos<br>Snake hisses | | -Identifying reasons as to why animals move.<br><br>-Naming the animals and their sounds. | | | Kobta P.2 Pg 76 |
| 3 | 1 | Our environment | Common animals | **The learner,**<br>-Defines a home.<br><br>-Identifies the animals and their homes.<br><br>-Identifies the animals meat. | -A home is a place where animals stay or live.<br><br>-A home of animals is called a habitat.<br><br>**Animal** **Homes**<br>Snake burrow<br>Cow byre/kraal<br>Rabbit hutch<br>Dog kennel<br>**Examples of animal**.<br>Meat.<br>Cow - beef<br>Pig - pork<br>Sheep - mutton<br>Calf - veal | -Guided discovery.<br><br>-Explanation<br><br>-Question and answer | -Defining a home.<br><br>-Identifying the animal homes and animal meat. | -Effective communication.<br><br>-Self-awareness | A chart showing animal homes and meat. | Kobta P.2 Pg 70 |

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| | 2 | | | **The learner,**<br>-Names the animals which live in water.<br><br>-Names the external parts of a fish. | Animals which live in the water: fish, frog, snake,, crocodile, rhino<br><br>**External parts of a fish**<br><br> | | -Naming the animals which live in water.<br><br>-Naming the parts of a fish. | -Self awareness<br><br>-Creative thinking | -Real fish<br><br>-A chart | |
| | 3 | Our environment | Common birds | **The learner,**<br>-Identifies the types of birds.<br><br>-Defines the domestic and wild birds.<br><br>-Outlines the examples of birds.<br><br>-Gives the uses of birds. | Birds are some of the components of environment.<br><br>There are 2 types of birds in our environment.<br><br>**Types of birds**.<br>Domestic birds<br>Wild birds.<br><br>Domestic birds are birds kept at home<br>**Examples of domestic birds**.<br>✓ Turkey<br>✓ Duck<br>✓ Pigeon<br>✓ Guinea fowl<br>**Uses of birds**<br>✓ Birds give us eggs and chicken. | -Explanation<br><br>-Guided discussion<br><br>-Question and answer | -Identifying the types of birds.<br><br>-Defining the domestic and wild birds.<br><br>-Outlining the examples of birds.<br><br>-Giving the uses of birds. | -Effective communication<br><br>-Self awareness<br><br>-Audibility | A chart showing birds. | Kobta P.2 Pg 77 |

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| | | | | | -They give us feathers for decoration.<br><br>-We sell birds and get money.<br><br>**Wild birds.**<br>Are birds which live in the bush.<br>**Examples**<br>✓ Parrot<br>✓ Owl<br>✓ Dove<br>✓ Eagles<br>✓ Kiwi<br>✓ Crested crane | | | | | Kobta P.2 Pg 78 |
| 3 | 4 | Our environment | Common insects | **The learner,**<br>-Identifies the examples of insects.<br><br>-Names the external parts of an insect | Insects are also components of our environment.<br><br>**Examples of insects.**<br>Grasshopper Bees<br>Housefly Butterfly<br>White ants Wasps<br>Millipede Spider<br><br>**External parts of an insect**.<br><br> | -Explanation<br><br>-Guided discovery<br><br>-Question and answer | -Identifying the examples of insects.<br><br>-Naming the external parts of an insect. | -Observation.<br><br>-Effective communication<br><br>-Self-awareness. | A chart showing an insect | Kobta P.2 Pg 80 |

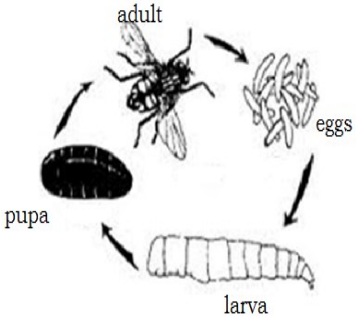
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| | | | | | -A true insect has 3 main body parts.<br>✓ Head<br>✓ Thorax<br>✓ Abdomen.<br>-An insect uses spiracles for breathing.<br><br>-A true insect has 6 legs. (3 pairs). | | | | | |
| | 5 | Our environment | Common insects | **The learner,**<br>-Identifies the type of insect.<br>-Defines harmful insects.<br>-Names the examples of harmful insects. | **<u>Types of insects.</u>**<br>-Harmful insects<br>-Useful insects<br><br>**<u>Harmful insects</u>**.<br>Are insects which are dangerous to us.<br><br>**<u>Examples of harmful insects.</u>**<br>Mosquito Bedbug<br>Wasp Spider<br>Tsetse fly Lice<br>Housefly Cockroaches. | -Explanation<br><br>-Guided discussion. | -Identifying the types of insects.<br><br>- | | | Kobta P.2 Pg 81 |
| 4 | 1 | | | **The learner,**<br>-Identifies the harmful insects and their dangers. | **<u>Examples of harmful insects and their dangers</u>**.<br><u>*Insect*</u> <u>*Danger*</u><br>Mosquito Spread malaria<br>Housefly Spread trachoma, diarrhoea, cholera, dysentery<br>Cockroaches Spread dysentery, food, poisoning | | -Identifying the harmful insect and their dangers. | | | Kobta P.2 Pg 82 |

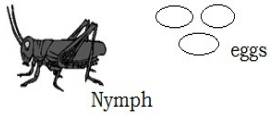
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| | | | | | Bees/wasps Sting people and animals. | | | | |

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| | 2 | Our environment | Common insects | The learner,<br>-Defines useful insects.<br><br>-Names the examples of useful insects.<br><br>-Identifies the benefits of insects to man.<br><br>-Lists the characteristics of insects. | **Useful insects**.<br>These are insects which are beneficial or useful to man.<br><br>**Examples of useful insects**.<br>✓ Bees<br>✓ Grasshopper<br>✓ White ants<br>✓ Butterflies<br><br>**Benefits of insects to man**.<br>-Bees give us honey.<br><br>-Grasshoppers and white ants are eaten as food.<br><br>-Butterflies pollinate flower.<br><br>*These are the features of the insects.*<br>**(Characteristics)**<br>-Insects have three main body parts.<br><br>-Insects have a pair of feelers.<br><br>-They have compound eyes.<br><br>-They have jointed legs. | -Explanation<br><br>-Guided discussion<br><br>-Question and answer | Defining useful insects.<br><br>-Naming the examples of useful insects<br><br>-Identifying the benefits of insects to man.<br><br>-Listing the characteristics of insects | -Effective communication<br><br>-Self-awareness<br><br>-Observation. | | Kobta P.2 Pg 79 |
| | 3 | Our environment | Common insect | The learner,<br>-Identifies the types of life cycle.<br><br>-Draws the stages of a complete life cycle. | **Life cycle of an insect.**<br><br>A life cycle are the stages an insect goes through during its growth. | -Explanation<br><br>-Guided discussion | -Identifying the types of lifecycle<br>-Drawing the stages of a | -Observation<br><br>-Audibility<br><br>-Self- | A chart showing a life cycle. | Kobta P.2 Pg 84 |

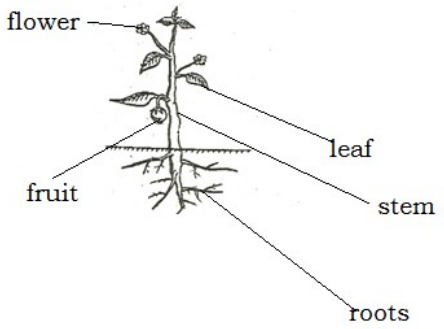
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| | | | | | | Problem | complete life cycle. | awareness | | |

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| | | | | | **<u>Types of life cycles.</u>**<br>-Complete lifecycle.<br>-Incomplete life cycle.<br><br>**<u>A complete life cycle</u>**.<br>A complete life cycle has four major stages of growth.<br><br><br>**<u>Stages of complete life cycle</u>**.<br><br>Eggs, larva, pupa, adult.<br><br>**<u>Examples of insects.</u>**<br>Under complete life cycle.<br>Housefly butterfly<br>Mosquito bees | | -Naming the insects under go a complete life cycle. | | | Kobta P.2 Pg 84 |
| 4 | 4 | Our environment | Common insects | **The learner**,<br>-Identifies larva stages.<br><br>-Names the types of mosquitoes.<br><br>-Identifies diseases caused by different mosquitoes. | **<u>Mosquitoes.</u>**<br>Mosquitoes are very dangerous to us because they spread malaria. They have four stages of growth.<br><br>**<u>Types of mosquito</u>**.<br>-Female anopheles mosquito. | -Explanation.<br><br>-Guided discussion. | -Identifying the types of mosquitoes<br><br>-Naming the diseases caused by mosquitoes. | -Self awareness<br><br>-Audibility<br><br>-Self-esteem | | |

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| | | | | | -Culex mosquito. | | | | | |
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| | | | | | -Tiger/aedea mosquito.<br><br>**<u>Diseases spread by different mosquitoes.</u>**<br><br><u>*Mosquito*</u><br>Culex mosquito<br>**<u>Disease</u>**<br>Elephantiasis<br><br>Female anopheles<br>**<u>Disease</u>**<br>Malaria<br><br>Tiger /aedea<br>**<u>Disease</u>**<br>Yellow fever | | | | | |
| | 5 | | | **The learner,**<br>-Identifies he dangers of a housefly.<br><br>-Names the diseases spread by a housefly<br><br>-Draws the lifecycle of a housefly. | A housefly is one of the common insects in our environment.<br><br>**<u>Dangers of a housefly.</u>**<br><br>-Houseflies spread diseases.<br><br>-Diseases spread by a housefly.<br>✓ Diarrhoea<br>✓ Dysentery<br>✓ Trachoma<br>✓ Cholera | | -Identifying the dangers of a housefly.<br><br>-Naming the diseases spread by a housefly.<br><br>Drawing a life cycle of a housefly. | -Effective communicatio n.<br><br>-Self-awareness<br><br>-Observation. | | |

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| 5 | 1 | | | **The learner,**<br><br>-Identifies the stages of an incomplete lifecycle.<br><br>-Gives the examples of insects under incomplete lifecycle.<br><br>-Draws the life cycle. | Incomplete lifecycle.<br><br>There are 3 stages in this lifecycle i.e<br>✓ Egg - Eggs<br>✓ Nymph - Lavar<br>✓ Adult - Adult<br><br>Examples of insects under incomplete lifecycle.<br><br>✓ Cockroaches<br>✓ Locusts<br>✓ Grasshoppers<br>✓ Life cycle of a grasshopper.<br><br><br><br><br><br>Larva stages of some insects.<br>Butterfly – caterpillar<br>Bee - grub<br>Housefly - maggot<br>Grasshopper- nymph | | -Identifying the stage of an incomplete cycle.<br><br>-Giving the examples of insects under incomplete lifecycle.<br><br>-Drawing the life cycle. | -Observation. | | Kobta P.2 Pg 85 |
| | 2 | | Common plants | **The learner,**<br>-Defines flowering plants.<br><br>Identifies the examples of common flowering plants. | **<u>Flowering plants</u>**<br><br>Are plants which bear flowers. A flowering plant consists of two main system i.e<br>i). The shoot system | -Explanation<br><br>-Guided discussion | -Defining flowering plants.<br><br>-Identifying the examples | -Effective communication.<br><br>-Self awareness. | A chart showing parts of a plant | |

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| | | | | | ii)The root system | | of common flowering plants. | -Observations. | | |

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| | | | | | Examples of common flowering plants.<br>✓ Millet plant<br>✓ Maize plant<br>✓ Pumpkin plant<br><br>**<u>Parts of a flowering plant</u>**.<br><br> | | | | | Kobta P.2 Pg 88 & 89 |
| | 3 | Our environment | Common plants | **The larner,**<br><br>-Identifies the uses of plants.<br><br>-Identifies the parts of plants we eat. | **<u>Plants are useful to us in the following ways</u>**:<br>-Plants are eaten as food.<br>-We get fruits from plants.<br>-Plants are source of oxygen.<br><br>Parts of a plant we eat.<br><br>**Plant** / **Part we eat**<br>Cabbage/ Sukuma — Leaves<br>Mango, Avocado — Fruit<br>Yam, Potatoes — | -Explanation<br><br>-Guided discussion<br><br>-Question and answer | -Identifying the uses of plants<br><br>-Identifying the parts of plants we eat. | -Self-awareness<br><br>-Audibility<br><br>-Observation | | Kobta P.2 Pg 90 |

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| | | | | | Cassava, Roots<br>Sugarcane Stem | | | | | |
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| | | | | | Ways of caring for plants.<br>✓ By watering<br>✓ By spraying<br>✓ By weeding<br>Seeds.<br>A seed is a mature ovule. | | Identifying ways of caring for plants. | | | |
| **5** | 4 | Our environment | Common plants | | **Examples of seeds.**<br>✓ Millet seeds<br>✓ Pawpaw seeds<br>✓ Avocado seeds<br><br>**Uses of seeds**.<br>✓ Some seeds are eaten.<br>✓ Some seed are source of medicine | -Explanation<br><br>-Guided discovery | -Identifying the examples of seeds.<br><br>-Identifying the uses of seeds. | -Observation.<br><br>-Effective communication | | Kobta P.2 Pg 91 |
| | 5 | Our environment | Common plants | **The learner,**<br>-Defines germination, seedling and soil.<br><br>-Identifying the conditions for germination.<br><br>-Identifying the types of soil.<br><br>-Gives the uses of soil. | **Germination.**<br>Is the growing of a seed into a seedling.<br><br>A seedling is a young plant.<br><br>Conditions for germination to take place.<br>✓ Oxygen<br>✓ Water (moisture)<br>✓ Warmth<br><br>**Soil**<br>Soil is the top most layer of the earth's surface.<br>**Types of soil.**<br>✓ Loam soil<br>✓ Sand soil<br>✓ Clay soil | -Explanation<br><br>-Guided discussion<br><br>-Problem solving | -Defining germination<br><br>-Defining seedling.<br><br>-Identifying the conditions for germination<br><br>-Defining soil<br><br>-Identifying the types of soil<br><br>-Giving the | -Effective communication<br><br>-Observation<br><br>-Audibility | -Real objects | Kobta P.2 Pg 92 |

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| | | | | | | | uses of soil. | | | |

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| | | | | | **<u>Uses of different types of soil.</u>**<br><br>-Sand soil is used for building.<br><br>-Clay soil is used for making pottery products e.g pots.<br><br>-Clay soil is used for local medicine. | | | | | Kobta P.2 Pg 93 |
| 6 | 4 | Things we make | Common things we make in our community | **The learner,**<br>-Identifies the things we make<br><br>-Draws the things make | **<u>Things we make.</u>**<br>These are locally hand made things.<br>*<u>Examples of play things we make at home</u>*.<br>✓ Balls<br>✓ Ropes<br>✓ Mats<br>✓ Dolls<br>**<u>Things we use at home.</u>**<br>These things are found in the different places and used for different purpose.<br><br>*<u>In the bedroom</u>*<br>✓ Beds<br>✓ Mats<br>*<u>In the kitchen</u>*<br>✓ Charcoal stove<br>✓ Pots<br>✓ Mingling stick<br>✓ Basket<br>✓ Cupboards | -Explanation<br><br>-Guided discussion<br><br>-Problem solving | -Identifying the things we make<br><br>-Drawing the things | -Self-awareness<br><br>-Effective communication. | -Real objects. | Kobta P.2 Pg 106 |

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| | | | | | In the sitting room<br>✓ Chairs<br>✓ Tables<br>✓ Table cloth<br>✓ Clock face | | | | | |
| | 5 | Things we make | Materials and their sources | **The learner,**<br>-Identifies the materials used for making things.<br><br>-Identifies the source of materials. | **<u>Materials used.</u>**<br>Examples of materials used to make things<br><br><u>*Sisal*</u>: For making doormats.<br><br><u>*Clay*</u>: For making pots, charcoal stove , cups.<br><br><u>*Banana fibers*</u>: For making dolls, mats, balls<br><br><u>*Palm leaves*</u>: For making baskets, mats<br><br><u>*Timber*</u>: For making chairs, tables, bed<br><br>**<u>Sources of materials.</u>**<br>We use to make things<br><br>**<u>Material</u>** **<u>Source</u>**<br>Papyrus reeds swamps<br><br>Clay swamps<br><br>Wood forest<br><br>Palm leaves palm tree | -Explanation<br><br>-Guided discovery<br><br>-Problem solving | -Identifying the materials.<br><br>-Identifying the source of materials | -Effective communication<br><br>-creative thinking<br><br>-Self awareness | -real objects | Kobta P.2 Pg 106 |

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| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
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| 7 | 1 | Things we make | Uses of things we make | The learner,<br>-Identifies the uses of things we make.<br><br>-Identifies the importance of the things we make. | **<u>Uses of things we make</u>**<br>Pot: keeping water.<br>Beds: sleeping on<br>Chairs: sitting on<br>Ropes: for tying animals.<br>Bricks: for building house<br>Importance of the things we make.<br>✓ Fro playing<br>✓ For decoration<br>✓ We sell them to get money. | -Explanation.<br><br>-Guided discussion.<br><br>-Question and answer | -Identifying the uses of things we make.<br><br>-Identifying the importance of things we make. | -effective communication<br><br>-Self – awareness<br><br>-Creative thinking. | -Real objects. | Kobta P.2 Pg 107 |
| | 2 | Things we make | Uses of things we make | **The learner**,<br>-Identifies the types of buildings.<br><br>-Names the building materials<br><br>Names the examples of houses. | **<u>Buildings.</u>**<br>**<u>Types of buildings.</u>**<br><br>-Temporary building e.g huts, unipots, tents, semi permanent buildings.<br><br>-Permanent building e.g flats, bungalows, building materials for:<br>(i). Temporary building Sticks, banana fibers, grass, reeds | | -Identifying the types of building<br><br>-Naming the building materials.<br><br>-Naming the examples of houses. | | | |

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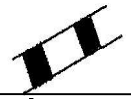
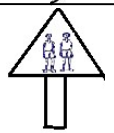
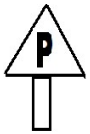
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
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| | | | | | Permanent buildings<br>Cement, bricks, grass, metallic poles, sand stones<br><br>*<u>Examples of permanent buildings.</u>*<br>Flats, bungalows, skyscraper. | | | | | |
| | 3 | Transport in our community | Means of transport | The learner,<br><br>-Defines transport.<br><br>-Identifies the type of transport<br><br>-names the means of water transport. | **<u>Transport</u>**.<br>Transport is the movement of people with their good and services from one place to another.<br><br>**<u>Types of transport.</u>**<br>✓ Water transport<br>✓ Railway transport<br>✓ Road transport<br><br>Water transport refers to the movement on water.<br><br>Means of water transport<br>✓ Ship<br>✓ Boat<br>✓ Yacht<br>✓ Water<br>✓ Ferry<br>✓ Canoe<br>**<u>Users</u>**<br>✓ Sailors<br>✓ Captains | -Explanation<br><br>-Guided discussion.<br><br>-Question and answer | -defining transport.<br><br>-Identifying the types of transport.<br><br>-Naming means of water transport | -Self – awareness<br><br>-Observation.<br><br>-Effective communication.<br><br>-Effective communication.<br><br>Self-awareness. | A chart showing the means of transport. | Kobta P.2 Pg 111 |

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| | | | | | ✓ Navigators | | | | | |
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| | 4 | | | The learner,<br><br>-Identifies the mean of railway transport.<br><br>-Identifies the railway transport users.<br><br>-Identifies the means of air transport.<br><br>-names the people who use air transport. | **<u>Railway transport</u>**<br>This is the type of transport that involves moving on railway lines.<br><br>**<u>Means of railway transport</u>**.<br>-Train.<br><br>**<u>Railway transport</u>**<br>***Users.***<br>-Passengers<br>-Operators<br><br>**<u>Air transport</u>**<br>Air transport is the quickest type of transport.<br><br>***Air transport users***<br>Passengers, Pilots<br><br>**<u>Means of air transport .</u>**<br>Aeroplane , helicopter, jets, parachutes, pockets | | -Identifying the means f railway transport and its users.<br><br>-Identifying the means of air transport.<br><br>-Naming people who use air transport. | -Creative thinking. | | Kobta P.2 Pg 113 |
| | 5 | Transport in our community | Means of transport | **The learner,**<br><br>-Identifies the means of road transport.<br><br>-Identifies the road uses.<br><br>-Identifies the reasons as to why road transport is commonly used. | **<u>Road transport.</u>**<br>This is the type of transport whose means on the road.<br><br>**<u>Means of road transport</u>**:<br>✓ Lorries<br>✓ Motorcycle<br>✓ Horse<br>✓ Camel<br>✓ Buses | -Explanation<br><br>-Guided discussion.<br><br>-Question and answer | -Identifying the means of road transport.<br><br>-Identifies the road users.<br><br>-Naming the means of road transport. | -Effective communication<br><br>-Observation.<br><br>-Creative thinking | | Kobta P.2 Pg 112 |

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| | | | | | ✓ Wheelbarrow<br>✓ Oxen, donkey | | | -Self-awareness. | | |
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| | | | | | **<u>Road users.</u>**<br>✓ Passengers<br>✓ Pedestrian<br>✓ Driver<br>✓ Cyclist<br><br>Why road transport is commonly used.<br>✓ Road transport is affordable.<br>✓ Road transport is flexible<br>✓ Road transport is available<br>✓ Road transport has many means. | | -Identifying the reasons why road transport is commonly used. | | | Kobta P.2 Pg 115 |
| 8 | 1 | | | **The learners,**<br><br>-Identifies the uses of transport.<br><br>-Gives the examples of good transported.<br><br>-Naming the examples of services transported. | **<u>Uses of transport.</u>**<br>-Transport move people from one place to another.<br><br>-Transport helps people to move their goods.<br><br>-Source of income to people.<br>**<u>Examples of goods moved by transport</u>**.<br>✓ Food<br>✓ Animals | -Explanation<br><br>-Guided discussion<br><br>-Question and answer | -Identifying the uses of transport<br><br>-Giving the examples of good transported.<br><br>-Naming the examples of services | -Effective communication.<br><br>-Self-awareness<br><br>-Creative thinking. | | |

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| | | | | | ✓ Clothes<br>✓ Sugar<br>✓ Salt<br>✓ furniture | | transported. | | | |
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| | | | | | **Examples of services move by transport**.<br><br>-Medical services<br>-Security services<br>Education services. | | | | | Kobta P.2 Pg 115 |
| | 2 | | Road safety | The learner,<br>-Identifies the safe ways of crossing the road.<br><br>-Identifies the unsafe ways of crossing the road. | **Safe ways of using the road**<br><br>Road safety is the way people can use the roads safety without accidents.<br><br>**Safe ways of using the road.**<br>-Observing traffic rules.<br>-Following traffic signs<br>-Do not play on the road<br><br>**Un safe ways of using the road.**<br>✓ Playing on the road.<br>✓ Crossing where roads meet<br>✓ Grazing animals along the road. | | -Identifying the safe ways of crossing the road.<br><br>-Identifying the unsafe ways of crossing the road. | | | |
| | 3 | | | The learner,<br>-Identifies the examples of road signs.<br><br>-Draws the road signs | **Road signs.**<br><br>These are signs which direct road users on the road.<br><br>**Examples of road signs.**<br>-Zebra crossing. | -Explanation<br><br>-Guided discovery<br><br>-Questions and answer | -Identifying the examples of road signs<br><br>-Drawing the road signs | -Effective communication<br><br>-Observation<br><br>-Self- | A chart showing the road signs. | Kobta P.2 Pg 116 |

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| | | | | | -School ahead<br>-Humps ahead | | | awareness | | |

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| | | | | | **Road sign** / **Picture**<br>Zebra crossing <br>School ahead <br>Round about <br>Parking   | | | | | |
| | **4** | Transport in our community | Road safety | The learner,<br>-Identifies the colours of traffic lights and their meanings | **Traffic lights.**<br>These are lights mainly found in the road junctions to control traffic jam.<br>-Colours of the traffic lights.<br>✓ Green<br>✓ Orange<br>✓ Red<br>**Meaning of the colours.**<br>Green – Go<br>Orange – Get ready | -Explanation<br>-Guided discussion<br>-Question and answer | -Identifying the colours of traffic lights and their meaning | -Observation<br>-Self-awareness<br>-Creative thinking | A chart showing colours of traffic lights. | |

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| | | | | | Red Stop | | | | | |

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| | 5 | Transport in our community | Road safety | The learner,<br>-Identifies the examples of traffic rules<br><br>-Identifies the dangerous ways of using the road. | **Traffic rules.**<br><br>Are guidelines on the road which control accidents.<br><br>**Examples of traffic rules**.<br>✓ Avoid over speeding.<br>✓ Do not drink and drive<br>✓ Avoid over loading<br>✓ Observe the road signs<br>**Dangerous ways of using the road.**<br>-Playing on the road.<br><br>-Drinking while driving. | | -Identifying the examples of traffic rules.<br><br>-Identifying the dangerous ways of using the road. | | | |
| 9 | 1 | | | The learner,<br>-Identifies the examples of road accidents.<br><br>-Names the causes of road accidents.<br><br>Gives the ways of preventing road accident. | **Road accidents**.<br>**Examples of road accidents**.<br>✓ Motor accidents<br>✓ Cuts<br>✓ Fractures<br>✓ Dislocation<br><br>**Causes of road accidents**.<br>✓ Over loading<br>✓ Poor roads<br>✓ Over speeding<br>✓ Drunken drivers. | | -Identifying the example of road accidents.<br><br>-Naming the cause of road accidents.<br><br>-Killing the ways of preventing road accidents. | -Effective communication.<br><br>-Self-awareness<br><br>-Creative thinking. | | Kobta P.2 Pg 118 |

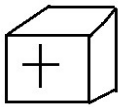
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| | | | | | **Control/prevention of road accidents.**<br>✓ Avoid over loading.<br>✓ Avoid over speeding<br>✓ Repairing bad roads. | | | | | |

| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
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| | 2 | Accident and safety | Common accidents | | **Accident.**<br>An accident is a sudden happening that may cause harm or death.<br><br>**Examples of accidents at home.**<br>✓ Climbing trees<br>✓ Playing with electric wires.<br>✓ Walking bare footed.<br>✓ Playing near fire.<br>✓ Keeping poison near children.<br><br>**Prevention of accidents at home.**<br>✓ Keep medicine out of reach of children.<br>✓ Do not play with fire.<br>✓ Avoid climbing trees.<br>✓ Keep sharp objects away from children. | -Explanation<br><br>-Guided discussion<br><br>-Problem solving | -Defining accident.<br><br>-Identifying examples of accidents at home.<br><br>-Giving the ways of preventing accidents at home. | -Effective communication<br><br>-Self-awareness<br><br>-Creative thinking | | Kobta P.2 Pg 122 &124 |
| | 3 | Accidents and safety | Common accidents | The learner,<br><br>-Identifies the examples of accidents at school. | **Accidents at school**.<br>**Examples of accidents at school.**<br>✓ Fractures<br>✓ Dislocation | -Explanation<br><br>-Guided discussion | -Identifying the examples of accidents at school. | -Effective communication<br><br>-Observation | | |

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| | | | | -Identifies the causes of accidents at school. | ✓ Burns by hot porridge/tea<br>✓ Falling down from the stairs.<br>✓ -Nose bleeding<br>✓ -Knocking feet on stones. | -Problem solving | -Identifying the cause of accidents at school | -Self-awareness | | |
| **WK** | **DP** | **THEME** | **SUB THEME** | **COMPETENCES** | **CONTENT** | **METHODS** | **ACTIVITY** | **LIFE SKILLS** | **L/AIDS** | **REF** |
| | | | | | Causes of accidents at school.<br>✓ Careless running<br>✓ Playing with sharp objects.<br>✓ Climbing trees<br>✓ Walking bear footed. | | | | | Kobta P.2 Pg 124 |
| | 4 | Accidents and safety | Common accidents | The learner,<br>-Identifies the ways of preventing accidents at school.<br><br>-Gives the examples of accidents on the way.<br><br>-name the cause of accidents on the way. | **<u>Prevention of accidents at school.</u>**<br>✓ Avoid climbing trees.<br>✓ Do not play near open holes.<br>✓ Avoid careless running<br>✓ Avoid bad games.<br><br>**<u>Examples of accidents on the way.</u>**<br>✓ Fracture<br>✓ Dislocation<br>✓ Strain<br><br>**<u>Causes of accidents on the way.</u>**<br>✓ Playing on the road<br>✓ Playing in the bush<br>✓ Climbing trees.<br>✓ Poor roads<br>✓ Over speeding | -Explanation<br><br>-Guided discussion<br><br>-Problem solving | -Identifying the ways of preventing accidents at school.<br><br>-Giving the examples of accidents on the way.<br><br>-Naming the cause of accidents on the way. | -Effective communication<br><br>-Self awareness<br><br>-Creative thinking | | |

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| | | | | | ✓ Drunken drivers | | | | | |
| | 5 | | | The learner,<br><br>-Gives the ways of preventing accidents on the way. | **Prevention of accidents on the way.**<br>✓ Avoid playing on the road<br>✓ Do not play in the bush. | -Explanation<br><br>-Guided discussion | -Giving ways of preventing accidents on the way | -Effective communication<br><br>-Self-awareness | | |
| **WK** | **DP** | **THEME** | **SUB THEME** | **COMPETENCES** | **CONTENT** | **METHODS** | **ACTIVITY** | **LIFE SKILLS** | **L/AIDS** | **REF** |
| | | | | -Identifies the effects of accidents.<br><br>-Telling how to manage accidents. | ✓ Always walk carefully.<br>✓ Repairing roads.<br>✓ Do not drink and drive.<br><br>**Effects of accidents**.<br>✓ Death<br>✓ Lameness<br>✓ Loss of blood<br>✓ Injury and pain<br><br>**Management of accidents**.<br>✓ Reporting cases<br>✓ Good feeding<br>✓ Using bandage<br>✓ Taking of medicine<br>✓ Cleaning wounds<br>✓ Rushing to hospital | -Problem solving | -Identifying the effects of accidents<br><br>-Telling how to manage accidents. | -Creative thinking. | | Kobta P.2 Pg 125 |
| 10 | 1 | Accidents and safety | First aid | The learner,<br><br>-Defines first aid, casualty and first aider.<br><br>-Identifies the qualities of a good firs aider.<br><br>-Mentions the importance of first aid. | **First aid.**<br>*What is first aid?*<br>First aid is the first help given to a casualty before being taken to the hospital.<br><br>**A causality**<br>Is a person who has got an accident.<br><br>**First aider**<br>Is a person who gives first aid. | -Explanation<br><br>-Guided discussion<br><br>-Problem solving | -Defining first aid, causality and first aider<br><br>-Identifying the qualities of a good first aider<br><br>-Mentioning the importance's of first aid. | -Effective communication<br><br>-Self-awareness<br><br>-Creative thinking | A chart | Kobta P.2 Pg 126 |

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| | | | | | **Qualities o a good first aider**<br>✓ Should be clean<br>✓ Should be smart and kind.<br>✓ Should be quick. | | | | | |

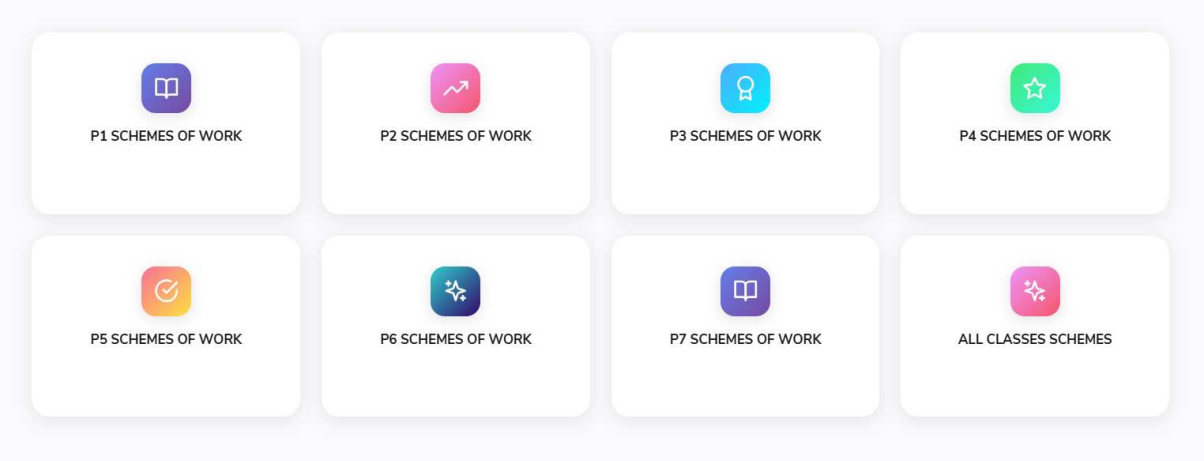
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
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| | | | | | **Importance of first aid**.<br>✓ First aid reduces pain.<br>✓ First aid gives hope for recovery.<br>✓ It also prevents damage.<br>✓ It reduces over bleeding. | | | | | |
| | 2 | Accidents and safety | First aid | The learner,<br>-Defines first aid box and first aid kit.<br>Identifies the things found in the first aid box.<br>Gives the uses of things found in a first aid box. | **First aid box**<br>This is a container that keeps the first aid materials.<br>A first aid kit is a set of all first aid instruments.<br>**A first aid box**<br><br>**Things found in the firsts aid box**<br>Razorblade Plaster<br>Cotton wool Soap<br>Bandage Gloves | -Explanation<br>-Guided discussion<br>-Problem solving | -Defining first aid box, first aid kit.<br>-Identifying things found in the first aid box.<br>-Giving the uses of things found in a first aid box. | -Effective communication.<br>-Self awareness<br>-Creative thinking<br>-Critical thinking | -real objects | Kobta P.2 Pg 126 |

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| | | | | | Spirit Goose<br>Pair of scissors Spirit<br>Pain killers | | | | | |

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| | | | | | **<u>Uses of things found in first aid box.</u>**<br>**<u>Material</u>** **<u>Uses</u>**<br>Razorblade Cutting plaster.<br>Plaster Covering wounds.<br>Gloves Used when touching the wounds | | | | | |
| | **3** | Accidents and safety | First aid | The learner,<br><br>-Identifies the first aid treatment for some accidents | <u>First aid treatment to different accidents.</u><br>(a). **<u>Electric shock</u>**<br>✓ Disconnect the circuit.<br><br>(b). **<u>Nose bleeding</u>**<br>✓ Pinch the nose and breath through the mouth.<br>✓ Put cold pad on the forehead.<br><br>(c) **<u>Burns and scales.</u>**<br>✓ Put the burnt part into cold water for about 15 minutes.<br><br>(d) **<u>Fracture (broken bone).</u>**<br>✓ Tie a splint<br>✓ Take the casualty to the health worker.<br>✓ Tie a bandage around the affected part | | -Explanation<br><br>-Guided discussion<br><br>-Problem solving | -Identifying the first aid treatment for some accidents | -Self awareness<br><br>-Creative thinking<br><br>-Critical thinking | |

**END.**

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