TERM THREE – PRIMARY TWO LITERACY SCHEME OF WORK

SCHEME OF WORK FOR PRIMARY TWO TERM THREE

| W K | D P | THEME | SUB- THEME | COMPETENCES | CONTENT | METHODS | ACTIVITIES | L.SKILLS | L/AIDS | RMK S |
|--------|--------|-----------|--------------------------|-------------------------|------------------------------------|------------|-------------|-----------|------------|------------------|
| 4 | 3 | Peace and | Roles of | - Defining peace | Peace | - Guided | - Defining | - Self | - A chart | |
| 1 | | Security | people who keep peace | - Naming people who | Peace is situation when people | discovery | - Naming | esteem | showing | |
| | | | and | keep peace. | are free from harm or danger. | - Guided | - Describin | - Respect | different | 38 |
| | | | security | - Describing people who | Security is when people and | discussion | g | - Co – | people | .2 Pg |
| | | | | keep peace and security | their property are free from theft | | - | operatio | who keep | urr P |
| | | | | | or damage. | | | n | peace and | Them curr P.2 Pg |
| | | | | | | | | | security | The |
| | 4 | | | - | People who keep peace and | - Guided | - | | - A chart | The |
| | | | | | security | discovery | | | showing | m Bk |
| | | | | | teachers, children, police, | - Question | | | tools used | 2 pg |
| | | | | | religious leaders, soldiers and | and | | | to keep | 144 |
| | | | | | LDU | answer | | | peace and | |
| | | | | | | - Guided | | | security | |
| | | | | | | discussion | | | Kobta | |
| | | | | | | | | | books | |

| 1 | 1 | | - Identifying the roles. | Roles of people who keep | - | - Identifyin | - Assertive | - | |
|---|---|---------------------|--------------------------|----------------------------------|--------------|--------------|-------------|-----------|----------------------|
| | | | - Describing the roles | peace and security | | g | - Self | | |
| | | | - Naming the religious | - Teachers enforcing rules and | | - Describin | awarenes | | |
| | | | leaders. | regulations | | g | S | | |
| | | | | - Children obeying rules and | | - Naming | - Creative | | |
| | | | | regulations. | | | thinking | | |
| | | | | - Police keeps law and order | | | - Critical | | |
| | | | | Religious leaders | | | thinking | | |
| | | | | - Bishop | | | | | |
| | | | | - Reverends | | | | | |
| | | | | - Pastors | | | | | |
| | | | | - Priests | | | | | |
| | 2 | Ways of | - Naming | Ways of promoting peace | - Guided | - Naming | - Self | - A text | |
| | | promoting peace and | - Describing ways of | and security | discussion | - Describin | esteem | book | |
| | | security | promoting peace and | - By practicing religious social | - Guided | g | - Critical | - A chart | |
| | | | security | norms. | discovery | - Drawing | thinking | showing | |
| | | | | - Praying | - Explanatio | - Discussin | - Creative | ways of | - 39 |
| | | | | - Following rules and | n | g | thinking | promoting | 38 |
| | | | | regulations. | | | | peace and | .2 pg |
| | | | | - Thanking | | | | security | ırr P |
| | | | | - Guiding others. | | | | | Thematic curr P.2 pg |
| | | | | - Respecting others | | | | | emat |
| | | | | - Forgiving each other | | | | | The |

| 3 | 3 | | - Defining insecurity | Insecurity - | - Defining - | |
|---|---|--------------|------------------------------|-------------------------------|---------------|----------------------|
| | | | - Naming insecurity acts | Is when people and their | - Naming | |
| | | | - Describing insecurity | property are not safe. | - Describin | |
| | | | acts | Example of insecurity acts | g | |
| | | | | - Theft | - Drawing | |
| | | | | - Wars | | |
| | | | | - Kidnapping of children | | |
| | | | | - Burning of children | | |
| | | | | Examples of wrong doers | | |
| | | | | Thieves, rebels, kidnappers, | | 39 |
| | | | | rapists, robbers | | P.2 |
| | | | | Causes of insecurity | | rr pg |
| | | | | - Poverty | | Thematic curr pg P.2 |
| | | | | - Bad leadership | | mati |
| | | | | - Ignorance of the law. | | The |
| 4 | | Importance | - Identifying the effects of | Negative effects/ problems of | - Identifyin | |
| | | of promoting | promoting peace and | insecurity | g | |
| | | peace and | security | death hunger fear famine | - Describin | |
| | | security | | trauma divorce fight | g | |
| | | | | homeless child abuse | - Demonstr | |
| | | | | loss of property | ating | |
| | | | | child abuse | | |
| | | | | poverty | | |
| | | | | domestic violence | | |
| | | | | disabilities | | |
| | | | | school dropout | | |

| | | | | | positive effects of security | | | | | |
|---|---|------------|------------|--------------------------|--|-------------|-----------------|------------|------------|----------------------|
| | | | | | - safety | | | | | |
| | | | | | - unity | | | | | |
| | | | | | - respect | | | | | |
| | | | | | - free movement | | | | | |
| | | | | | - freedom of speech | | | | | |
| | | | | | - love | | | | | |
| | 5 | Child | Child work | - Defining child work. | Child work | - Guided | - Defining | - Self – | - Water | |
| | | protection | and child | - Naming child work. | Are the activities done by | discussion | - Naming | | | _ |
| | | | abuse | | | | | esteem | - Soap | og 41 |
| | | | | - Describing child work. | children | - Guided | - Describin | - Creative | - Utensils | Thematic curr P.2 Pg |
| | | | | | e.g. fetching water | discovery | g | thinking | - Brooms | urr] |
| | | | | | - washing utensils | - Demonstra | - Demonstr | - Critical | | ic cı |
| | | | | | - sweeping the house | tion | ating | thinking | | mat |
| | | | | | - mopping | | | | | The |
| 0 | 1 | | | - | Examples of child work at | - | - Identifyin | - | - | |
| 5 | | | | | school | | g | | | |
| | | | | | - Sweeping the class. | | - Describin | | | |
| | | | | | Picking rubbish Collecting books | | | | | |
| | | | | | - Cleaning the chalkboard | | g - Demonstr | | | |
| | | | | | - Arranging the classroom | | | | | |
| | | | | | | | ating | | | |
| | | | | | Effects of child work | | | | | |
| | | | | | - Smartness | | | | | |
| | | | | | - Learning | | | | | |
| | | | | | ResponsibilityGood hygiene | | | | | |
| | | | | | - Good Hygiene | | | | | |

| 2 | | - Defining child labour | Child labour | - Defining | - | - | - | |
|---|--------------------|----------------------------|------------------------------------|--------------|--------------|------------|------------|----------|
| | | - Identifying child labour | - Child labour is the act of using | - Identifyin | | | | |
| | | - Describing child labour | children do work for money. | g | | | | |
| | | 5 | Examples of child labour | - Describing | | | | |
| | | | - Fetching water for money | - Discussion | | | | |
| | | | - Quarrying | Discussion . | | | | |
| | | | - Digging for money | | | | | |
| | | | - Selling things on streets | | | | | |
| | | | | | | | | |
| | | | - Riding a boda boda | | | | | |
| | | | A child is a person under 18 | | | | | |
| | | | years. | | | | | |
| 3 | Child work | - Identifying the causes | Causes of child labour | - Question | - Identifyin | - Self | - Rs | |
| | and child abuse | of child labour | - Poverty | answer | g | esteem | thematic | |
| | | - Naming examples of | - Loss of parents | - Guided | - Naming | - Honesty | text books | |
| | | child labour | - Divorce | discovery | - Dramatizi | Interdepen | | |
| | | | - Indiscipline | - Guided | ng | dence | | pg 41 |
| | | | - Broken homes | discussion | | | | 7 |
| | | | Effects of child labour | | | | | curr bk |
| | | | - Dropping out of school. | | | | | |
| | | | - Indiscipline | | | | | Thematic |
| | | | - Sickness | | | | | Then |
| | | | | | | | | |

| - Naming basic needs - Drawing basic needs - Food - Water - Clothes shelter - Medical care - Child abuse - Identifying child abuse - Identifying child abuse - Describing causes of child abuse Describing causes of child abuse Describing child abuse - Denying children food - Denying children clothes - Child battering - Beating children - Defliement - Child abuse - Naming - Drawing - Drawing - Drawing - Defining Defining - Identifyin - Gentifyin - Describin - Describin - Describin - Describin - Describin - Describin - Denying children clothes - Child abuse - Child abuse - Child abuse - Child abuse - Denying children - Defliement - Child labour - Sexual abuse - Naming - Drawing - Drawing - Defining - Identifyin - Describin - Desc | | 4 | | - Defining basic needs | Basic needs | - | - Defining | - | - | |
|--|---|---|------------|---------------------------|-----------------------------------|-------------|--------------|------------|--------|-------|
| Examples of basic needs - Food - Water - Clothes shelter - Medical care - Child abuse - Identifying child abuse acts - Describing causes of child abuse Describing causes of child abuse Describing children food - Denying children food - Denying children clothes - Child battering - Beating children - Defilement - Child abuse - Child abuse - Child abuse - Child battering - Beating children - Defilement - Child abuse - Child abuse - Child battering - Beating children - Defilement - Child abuse - Naming examples of child | | | | - Naming basic needs | - Basic needs are the things man | | - Naming | | | |
| Food - Water - Clothes shelter - Medical care - Defining child abuse - Identifying child abuse - Identifying child abuse - Child abuse at shool - Describing causes of child abuse at shool - Denying children clothes - Child battering - Beating children - Defilement - Child labour - Sexual abuse - Child abuse - Denying children clothes - Child abuse - Child abuse - Child abuse at home - Denying children clothes - Child battering - Beating children - Defilement - Child labour - Sexual abuse - Naming camples of child abuse at school - Reaponsi - Naming - Demonstra - Naming - Sharing - Care - P.2 - P.2 - P.2 - P.2 | | | | - Drawing basic needs | can not do without. | | - Drawing | | | |
| - Water - Clothes shelter - Medical care Child abuse - Identifying child abuse acts - Describing causes of child abuse Describing causes of child abuse Denying children food - Denying children education - Denying children - Defilement - Child labour - Sexual abuse Child abuse at school - Defining child abuse at home - Denying children - Defilement - Child labour - Sexual abuse Examples of child abuse at home - Defilement - Child labour - Sexual abuse Examples of child abuse at school - Defilement - Child labour - Sexual abuse - Naming examples of child abuse at school - Beating children - Defilement - Child abuse at school - Beating children - Demonstra - Demo | | | | | Examples of basic needs | | | | | |
| Child abuse - Identifying child abuse acts - Describing causes of child abuse Denying child abuse - Denying children food - Denying children clothes - Child abuse at home - Denying children clothes - Child abuse at home - Denying children clothes - Child abuse at home - Denying children clothes - Child abuse at home - Denying children clothes - Child abuse at home - Denying children clothes - Child abuse - Denying children - Defilement - Child abour - Sexual abuse - Naming examples of child abuse at school - Beating children - Defilement - Child abuse - Naming examples of child abuse at school - Beating children - Defilement - Child abuse - Naming examples of child abuse at school - Denying children - Defilement - Child abuse - Naming examples of child abuse at school - Beating children - Denying children - Demonstra - Naming - Naming - Naming - Care - Denyonstra - Demonstra - Demonstra - Demonstra - Naming - Naming - Care - P.2 - P.2 - P.2 - P.2 - Defining child abuse | | | | | - Food | | | | | |
| Solution Part Par | | | | | - Water | | | | | |
| Child abuse - Defining child abuse - Identifying - | | | | | - Clothes shelter | | | | | |
| - Identifying child abuse acts child abuse at child abuse. - Describing causes of child abuse at home - Denying children food - Denying children education - Denying children education - Denying children education - Denying children - Defilement - Child abuse - Child abuse - Child abuse - Denying children - Defilement - Child abuse - Naming examples of child abuse at school - Beating children - Sexual abuse - Naming examples of child abuse at school - Beating children - Defilement - Obernostra - Defining - Naming - Naming - Naming - Naming - Sharing - Care - Defilement - Child abuse - Defilement - Demonstra - Demonst | | | | | - Medical care | | | | | |
| acts - Describing causes of children's rights Describing causes of child abuse at home - Denying children food - Denying children clothes - Child battering - Beating children - Defilement - Child labour - Sexual abuse Child work and child abuse - Naming examples of child abuse at school - Beating children - Defining child abuse - Child battering - Beating child abuse - Demonstra - Demonstra - Naming - Naming - Demonstra - Demonstra - Demonstra - Naming - Naming - Demonstra - D | | 5 | | - Defining child abuse | Child abuse | - | - Defining | - | - | |
| - Describing causes of child abuse at home - Denying children food - Denying children education - Denying children clothes - Child battering - Beating children - Defilement - Child labour - Sexual abuse - Naming examples of child abuse at school - Beating children - Defining child abuse at school - Demonstra - Sharing - Sharing - Care - Sharing - Care - P.2 - pg 41 | | | | - Identifying child abuse | - Child abuse is the violation of | | - Identifyin | | | |
| child abuse. home | | | | acts | children's rights. | | g | | | |
| - Denying children food - Denying children education - Denying children education - Denying children clothes - Child battering - Beating children - Defilement - Child labour - Sexual abuse - Naming examples of child abuse at school - Beating children - Defining child abuse at school - Denying children education - Denying children - Denying children education - Denying children - Denying ch | | | | - Describing causes of | Examples of child abuse at | | - Describin | | | |
| - Denying children education - Denying children clothes - Child battering - Beating children - Defilement - Child labour - Sexual abuse - Naming examples of child abuse at school - Denying children education - Denying children - Defilement - Defilement - Defining education - Defining | | | | child abuse. | home | | g | | | |
| - Denying children clothes - Child battering - Beating children - Defilement - Child labour - Sexual abuse - Child work and child abuse - Naming examples of child abuse at school - Responsi bility - Defining children - Defining - Beating children - Demonstra - Naming - Beating children - Demonstra - Naming - Sexual abuse - Naming - Care - Abusing children - Defilement - Guided - Dramatizi - Care - P.2 - pg 41 | | | | | - Denying children food | | | | | |
| - Child battering - Beating children - Defilement - Child labour - Sexual abuse - Child work and child abuse - Naming examples of child abuse at school - Responsi bility - Defining child abuse - Naming examples of child abuse at school - Beating children - Demonstra tion - Naming - Naming - Demonstra tion - Naming - Demonstra tion - Naming - Sharing - Care - Defining - Care - Demonstra tion - Demonstra tion - Naming - Demonstra tion - Demons | | | | | - Denying children education | | | | | |
| - Beating children - Defilement - Child labour - Sexual abuse - Child work and child abuse - Naming examples of child abuse at school - Responsi - Child abuse at school - Naming examples of child abuse at school - Beating children - Defining - Responsi - Text - Defining bility - Naming bility - Boundstra - Defining - Responsi - Text - Defining bility - Dramatiza - Demonstra | | | | | - Denying children clothes | | | | | |
| - Defilement - Child labour - Sexual abuse Child work and child abuse at school - Naming examples of child abuse at school - Beating children - Abusing children - Definement - Child abuse at school - Definement - Defining - Responsi - Text - Defining bility - Defining bility - Sharing - Care - Defining - Responsi - Text - Defining bility - Demonstra - | | | | | - Child battering | | | | | |
| - Child labour - Sexual abuse Child work and child abuse - Naming examples of child abuse at school - Defining child abuse at schoo | | | | | - Beating children | | | | | |
| 4 Child protection protection child abuse at school Child abuse at | | | | | - Defilement | | | | | |
| The protection Child work and child abuse at child abuse at school | | | | | - Child labour | | | | | |
| Protection and child abuse - Naming examples of child abuse at school - Seating children - Abusing children - Defilement - Guided - Dramatizi - Dramat | | | | | - Sexual abuse | | | | | |
| abuse - Naming examples of child abuse at school - Beating children - Abusing children - Defilement - Guided - Dramatizi - Demonstr - Sharing - Care - Defilement - Defilement - Guided - Dramatizi - Demonstr - Sharing - Care - P.2 | A | 1 | | - Defining child abuse. | Examples of child abuse at | - Demonstra | - Defining | - Responsi | - Text | The |
| - Abusing children tion ating - Care P.2 - Defilement - Guided - Dramatizi pg 41 | 4 | | protection | - Naming examples of | school | tion | - Naming | bility | books | matic |
| - Defilement - Guided - Dramatizi pg 41 | | | | child abuse at school | - Beating children | - Dramatiza | - Demonstr | - Sharing | | curr |
| | | | | | - Abusing children | tion | ating | - Care | | P.2 |
| - Corp[oral punishment discovery ng | | | | | - Defilement | - Guided | - Dramatizi | | | pg 41 |
| | | | | | - Corp[oral punishment | discovery | ng | | | |

| 2 | | - Failure to teach children | - Guided | | | |
|---|--|-------------------------------|------------|--------------|--|-------|
| | | Examples of child abuse | discussion | | | |
| | | community | | | | |
| | | - Defilement | | | | |
| | | - Kidnapping | | | | |
| | | - Sexual abuse | | | | |
| | | - Child abuse | | | | |
| | | Causes of child abuse | | - Identifyin | | |
| | | - Poverty | | g | | The |
| | | - Indiscipline | | - Demonstr | | matic |
| | | - Drug addict | | ating | | curr |
| | | - Illiterate families | | - Describin | | P.2 |
| | | Effects of child abuse | | g | | Pg |
| | | - Anger | | | | 42 |
| | | - Loneliness | | | | |
| | | - Fear | | | | |
| | | - Sadness | | | | |
| | | - Hatred | | | | |
| | | - Death | | | | |
| | | - Pain | | | | |
| | | - Lameness | | | | |
| | | - Isolation | | | | |
| | | Prevention of child abuse | | | | |
| | | - By providing children with | | | | |
| | | basic needs | | | | |
| | | - Providing love and security | | | | |
| | | for children | | | | |

| | | | | - By praying | | | | | |
|---|----------|---------------|--------------------------|--------------------------------|------------|-------------|-------------|--------------|-------|
| | | | | - By treating children equally | | | | | |
| 3 | | Ways of | - Defining children's | Children's rights | - | - Defining | - | - | The |
| | | child protein | rights. | Children's rights are natural | | - Naming | | | matic |
| | | | - Identifying children's | freedom enjoyed by children. | | children's | | | curr |
| | | | rights | Examples | | rights | | | P.2 |
| | | | | - A right to a name | | | | | pg 42 |
| | | | | - Right to food. | | | | | |
| | | | | - Right to education | | | | | |
| | | | | - Right to medical care | | | | | |
| | | | | - Importance of observing | | | | | |
| | | | | children's rights | | | | | |
| 4 | Measures | Time | - Naming time of the day | Time | - Guided | - Naming | - Creative | - Wall clock | The |
| | | | - Describing time of the | Time is measured in seconds, | discussion | - Describin | thinking | - Text book | matic |
| | | | day | minutes, hours, days, weeks, | - Guided | g | - Effective | | curr |
| | | | | months and years | discovery | | communi | | P.2 |
| | | | | Time of the day | | | cation | | pg 44 |
| | | | | - Morning time | | | - Unity | | |
| | | | | - Afternoon time | | | - Self | | |
| | | | | - Evening time | | | reliance | | |
| 5 | | | - Describing the time of | Morning time | - | - Describin | - | - | |
| | | | the day | Activities done in the | | g | | | |
| | | | - | morning time | | - Demonstr | | | |
| | | | | - Waking up from bed. | | ation | | | |
| | | | | - Washing the face | | | | | |
| | | | | - Brushing the teeth | | | | | |

| | | | | | afte - Eati - Lun - Cop Acti evel - Goi: - Batl - Eati - Play | ernoon ing lunch ich hour le oying hom ivities do ning time ing back h hing ing supper | essons ne work ne during e | | | | | | |
|---|---|----------|------|---|---|--|--|----------------------------|--|--|---|---|--|
| 5 | 1 | Measures | | Reading time table Identifying the time table Interpreting the time table | Days | 5:00 – 600 bathing ironing cooking bathing washing | 6:00 – 7:00 ironing bathing h/w watching h/w | h/w reading watching | 0 8:00 – 9:00 supper supper supper supper supper | - Reading - Identifyin g - Interpreti ng | - | - | |
| | 2 | | Time | Identifying days of the week.Naming days of the week. | - | | | | - | - | - | - | |

| | 3 | | - Identifying months of | - | - | - | - | - | |
|---|---|----------|--------------------------|-----------------------------|-----------|--------------|-------------|-----------|-------|
| | | | the year. | | | | | | |
| | | | - Naming months of the | | | | | | |
| | | | year. | | | | | | |
| A | 2 | | | | | | - | | _ |
| b | | | - Defining season | Season | - Guided | - | | | -Do - |
| V | | | - Naming types of | A season is a period of | discovery | Identifyin | | | |
| | | | seasons | sunshine or rainfall | | g | | | |
| | | | - Identifying activities | Types of seasons | | - Naming | | | |
| | | | done in different | - Dry season | | - Identifyin | | | |
| | | | seasons | - Wet season | | g | | | |
| | | | | Dry season | | - Describin | | | |
| | | | | Activities | | g | | | |
| | | | | Planting, weeding, pruning, | | | | | |
| | | | | mulching | | | | | |
| | | | | Dry season | | | | | |
| | | | | - Harvesting | | | | | |
| | | | | - Watering | | | | | |
| | | | | - Preparing land | | | | | |
| | 3 | Units of | - Identify the units of | Things measured in litres | - | - Defining | - Creative | - Milk | The |
| | | measures | measures. | - milk - Paraffin | | - Naming | thinking | - Water | matic |
| | | | - Naming things | - oil - soda etc | | - Identifyin | - Critical | - Cooking | curr |
| | | | measured in litres | - | | g | thinking | oil and | P.2 |
| | | | | | | - Describin | - Effective | other | PG |
| | | | | | | g | communi | liquids | 44 |
| | | | | | | | cation | | |

| | | | | - Identifying the things | Things measured in | - | - Identifyin | - | - Sugar | Mk |
|---|---|----------|------------|--------------------------|---------------------------|--------------|--------------|------------|--------------|-------|
| | 4 | | | measured in kilograms | kilograms | | g things | | - Beans | scien |
| | | | | - Naming things | - Sugar | | measured | | - Flour | ce pg |
| | | | | measured in kilograms | - Beans | | in | | - Weighing | 77 |
| | | | | | - Flour | | kilograms | | - Scale | |
| | | | | | - Maize | | - Naming | | | |
| | | | | | - Millet | | | | | |
| | | | | | - Soya beans | | | | | |
| | 5 | | | - Identifying things | Things you can measure in | - | - Identifyin | - | - Black | |
| | | | | measured metres | metres | | g | | board ruler | |
| | | | | - Naming things | - Tables | | - Naming | | - Tape | |
| | | | | measured in metres | - Chalkboard | | - Measurin | | measure | |
| | | | | | - Benches | | g | | - (practical | |
| | | | | | - Classroom | | | | lesson) | |
| | | | | | Play ground | | | | | |
| 7 | 1 | Measures | | - Identifying money | Money | - | - Identifyin | - | - Money in | |
| | | | | - Naming money | Money is the medium of | | g | | form of | |
| | | | | - Exchange money | exchange. | | - Describin | | coins and | |
| | | | | | Values of money | | g | | papers/ | |
| | | | | | - Fifty shillings | | - Exchangi | | notices | |
| | | | | | - One hundred shillings | | ng money | | (practical | |
| | | | | | - Two hundred shillings | | | | work) | |
| | | | | | - Five hundred shillings | | | | | |
| | | | | | - One hundred shillings | | | | | |
| | 2 | | Shapes and | - Identifying shapes | Shapes | - observatio | - Identifyin | - Critical | - A chart | The |
| | | | solids | - Naming shapes | - Square | n | g | thinking | showing | matic |

| | | | - Identifying solids | - Circle | - Guided | - Naming | - Creative | shapes | curr |
|---|------------------------------|------------|--------------------------|-------------------------------|-------------|--------------|---------------|-------------|------|
| | | | - Triangle | discovery | - Drawing | thinking | - Solids like | P.2 | |
| | | | | - Rectangle | - Guided | | - Self- | boxes, | pag |
| | | | | Solids | discussion | | awarenes | balls, | 48 |
| | | | | - Boxes | | | s | stones | |
| | | | | - Balls | | | | | |
| | | | | - Stones | | | | | |
| | | | | - Bags | | | | | |
| | | | | - bottles | | | | | |
| 3 | Recreation, | Recreation | - Defining recreation | Recreation | - Guided | - Defining | - Creative | - Text book | |
| | festivals and Holidays | | - Identifying recreation | Definition of recreation | discussion | - Identifyin | thinking | | |
| | | | activities | Examples of recreation | - Demonstra | g | - Self | | |
| | | | - Naming recreational | activities | tion | - Naming | awarenes | | |
| | | | activities | - Swimming | - Guided | | S | | |
| | | | | - Singing | discovery | | | | |
| | | | | - Playing | | | | | |
| | | | | - Dancing | | | | | |
| | | | | - Picnics | | | | | |
| | | | | - Resting | | | | | |
| | | | | - Reading story books | | | | | |
| 4 | | | - | Recreational activities at | - | Demonstr | - | - | |
| | | | | home | | ation | | | |
| | | | | - Swimming | | Acting | | | |
| | | | | - Riding a bicycle | | Identifyin | | | |
| | | | | - Picnics | | g | | | |
| | | | | - Singing | | | | | |

| | | | | - Reading story books | | | | | |
|---|---|------------|--------------------------|-----------------------------|---------------|--------------|--------------|-------------|------|
| | | | | | | | | | |
| | | | | - Watching movies | | | | | |
| | | | | Recreation in the community | | | | | |
| | | | | - playing football | | | | | |
| | | | | - going to cinema halls | | | | | |
| | | | | - watching football | | | | | |
| | | | | - swimming | | | | | |
| 5 | ; | Recreation | - Defining recreation | Recreation centres | - Discussion | - Discussin | - Empathy | - Text book | The |
| | | | - Identifying recreation | - Cinema halls | - Guided | g | - Sharing | | m |
| | | | centres | - Video halls | discovery | - Defining | - Participat | | curr |
| | | | - Naming the importance | - Clubs | Story telling | - Identifyin | ion | | Pg |
| | | | of recreation | - Bars | | g | - Self- | | 48 |
| | | | | - Beaches | | - Naming | esteem | | |
| | | | | - Hotels | | | | | |
| | | | | - Parks | | | | | |
| | | | | - Stadium | | | | | |
| | | | | - Theatres | | | | | |
| | | | | Importance of recreation | | | | | |
| | | | | - Promotes talents | | | | | |
| | | | | - For friendship formantion | | | | | |
| | | | | - For physical fitness | | | | | |

| 0 | 1 | | | - | Recreation activities for fun | - | - Discussin | - | - | | l |
|----|---|---|-----------|-------------------------|---------------------------------|------------|--------------|------------|--------|-------|---|
| (6 | | | | | and entertainment | | g | | | | l |
| | | | | | - Watching movies | | - Defining | | | | l |
| | | | | | - Listening to music | | - Identifyin | | | | l |
| | | | | | Recreation activities for | | g | | | | l |
| | | | | | learning purpose | | - Naming | | | | l |
| | | | | | - Touring | | | | | | l |
| | | | | | - Playing football | | | | | | l |
| | | | | | - Swimming | | | | | | l |
| | | | | | Dangers of recreations | | | | | | l |
| | | | | | - Leads to | | | | | | l |
| | | | | | - Loss of lives | | | | | | l |
| | | | | | - Injuries | | | | | | l |
| | | | | | - Lameness | | | | | | l |
| | | | | | - Promotes bad morals | | | | | | l |
| | 2 | | Festivals | - Defining | Festivals | - Story | - Defining | - Self | - Text | The | 1 |
| | | | | - Identifying festivals | Festivals are series of | telling | - Identifyin | esteem | books | m | l |
| | | | | - Naming festivals | performance of music or plays | - Guided | g | - Sharing | | curr | l |
| | | | | | with feasting and celebrations. | discovery | - Naming | - Critical | | P.2 | l |
| | | | | | Examples of cultural festivals | - Guided | | thinking | | pg 48 | l |
| | | | | | - Naming ceremony. | discussion | | | | | l |
| | | | | | - Celebration of twins | | | | | | l |
| | | | | | - Circumcision | | | | | | l |
| | | | | | - De – toothing | | | | | | l |
| | | 1 | | | - Marriage | | 1 | | | | ı |
| | | | | | Trialitiage | | | | | | |

| | | | - Cultural festival for different | | | | | |
|---|----------|--|-----------------------------------|------------|---------------|------------|-----------|-------|
| | | | tribes | | | | | |
| 3 | | - | Initiation festivals | - | - Describin | - | - | |
| | | | - Circumcision | | g | | | |
| | | | - Detoothing | | - Demonstr | | | |
| | | | - etc | | ating | | | |
| | | | Importance of festivals | | | | | |
| | | | - for identification | | | | | |
| | | | - for rememberances | | | | | |
| | | | - for feasting and celebration | | | | | |
| | | | - Promotes culture. | | | | | |
| 4 | Holidays | - Defining holidays | Holidays | - | - Defining | - | - | |
| | | - Identifying types of | These are days when people | | - Identifyin | | | |
| | | holidays | are officially free from work. | | g | | | |
| | | - Naming types of | Types of holidays | | - Naming | | | |
| | | holidays | - School holidays | | | | | |
| | | | - National holidays | | | | | |
| | | | - Religious holidays | | | | | |
| | | | - End of term, weekend holidays | | | | | |
| | | | Importance of school | | | | | |
| | | | holidays | | | | | |
| | | | - Enables teachers and children | | | | | |
| | | | to relax | | | | | |
| | + | | NT 41 11 11 1 | - Guided | - Identifyin | - Creative | - A chart | The |
| 5 | | - Defining holidays | National holidays | - Guided | - Identifyifi | - Cleative | - A chart | 1110 |
| 5 | | Defining holidaysIdentifying national | - Independence day | discussion | g | thinking | showing | matic |

| | | | - Labour day | discovery | g | thinking | holidays | P.2 |
|----------|----------|-------------------------|---------------------------------|--------------|--------------|-------------|-----------|------|
| | | | - Women's day | | - Discover | | | Pg |
| | | | - Liberation day | | y | | | 49 |
| | | | Importance of holidays | | | | | |
| | | | - For remembering | | | | | |
| | | | - For celebrations | | | | | |
| | | | - For feasting | | | | | |
| 1 | | - Identifying religious | Religious holidays | - Story | - Identifyin | - | - | |
| y | | holidays | - Christmas day | telling | g | | | |
| | | - Naming religious | - Iddi day | | - Discussin | | | |
| | | holidays | - Good Friday | | g | | | |
| | | - Describing religious | - Easter day | | - Naming | | | |
| | | holidays | - Martyrs day | | - Demonstr | | | |
| | | | Importance of holiday | | ating | | | |
| | | | - Help children to rest from | | - Story | | | |
| | | | school | | telling | | | |
| | | | - For celebrations | | | | | |
| | | | Problems during holidays | | | | | |
| | | | - Over speeding | | | | | |
| | | | - High expenditure | | | | | |
| | | | - High crime rates | | | | | |
| | | | - Over drinking | | | | | |
| | | | - Children some times learn bad | | | | | |
| | | | behaviors | | | | | |
| | | | | | | | | |
| 2 | | - | - Things we use to keep peace | - Explanatio | - Identifyin | - Observati | - A chart | Kobt |
| | security | | | | | | | |

| | | and security | n | g the | on | showing | a Pg |
|--|--|-------------------------------|-----------|--------------|------------|------------|-------|
| | | gun, spear, security, camera, | - Guided | things we | - Creative | things we | 134 |
| | | shield, bow and arrow, baton, | discovery | use to | thinking | use to | The |
| | | tear gas | | keep | | keep peace | m lit |
| | | Place where people go to help | | peace and | | and | P.2 |
| | | them keep peace and security. | | security. | | security | Pg |
| | | The court, church, prison, | | - Drawing | | | 167 |
| | | police station. | | and | | | |
| | | - | | naming | | <u> </u> | |
| | | | | them | | | |
| | | | | - Identifyin | | <u> </u> | |
| | | | | g place | | | |
| | | | | where | | <u> </u> | |
| | | | | people go | | <u> </u> | |
| | | | | to help | | | |
| | | | | them | | <u> </u> | |
| | | | | keep | | <u> </u> | |
| | | | | peace and | | <u> </u> | |
| | | | | security. | | <u> </u> | |