

WK	PD	THEME	TOPIC	SUB - TOPIC	COMPETENCE		CONTENT	LIFE SKILLS	METHODS	ACTIVITIES	L/AIDS	REF	REM	
					SUBJECT	LANGUAGE								
1	1	Our env't in our sub-county	The concept of env't and its components	Env't	<p>The learner;</p> <ul style="list-style-type: none"> <li>- Defines the term env't.</li> <li>- Gives examples of things that make up the env't.</li> <li>- States the x-tics and examples of living and non-living.</li> </ul>	<ul style="list-style-type: none"> <li>- Names the component of the env't.</li> <li>- Reads, writes and spells the words and sentences correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Env't is man and his surroundings.</li> <li>- Component of the env't.</li> <li>- X-tics of living and non-living things.</li> <li>- Examples of living and non-living things.</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Creative and critical thinking</li> <li>- Care</li> <li>- Respect</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> <li>- Nature talk</li> </ul>	<ul style="list-style-type: none"> <li>- Spelling of new words.</li> <li>- Answering written and oral questions</li> </ul>	Local env't	P.3 Curr. Pg.8		
2	2	Our env't in our sub-county	The concept of env't and its components	Components of soil. Humus as a component of soil	<ul style="list-style-type: none"> <li>- Defines soil correctly.</li> <li>- Names the components of soil.</li> <li>- Explains how humus is formed.</li> <li>- Observes correctly the experiments that show soil contains humus</li> </ul>	<ul style="list-style-type: none"> <li>- Spells, reads and writes the words, sentences related to soil and its humus.</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of soil.</li> <li>- Components of soil.</li> <li>- Ways how humus is forms.</li> <li>- Uses of humus in the soil.</li> <li>- Experiment showing soil contains humus.</li> </ul>		<ul style="list-style-type: none"> <li>- Experimentation</li> <li>- Discussion</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Observing and answering oral and written questions.</li> </ul>	<ul style="list-style-type: none"> <li>Drawn charts</li> <li>Water, Jug</li> <li>Soil sample</li> </ul>			

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3		Our env't in our sub-county	The concept of env't and its components	Air as a component of soil	<ul style="list-style-type: none"> <li>- Defines air correctly.</li> <li>- Gives the uses of air.</li> <li>- Observes correctly the experiment that soil contains air.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes, spells and reads the words related to air in the soil.</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of air.</li> <li>- Uses of air in the soil.</li> <li>- Experiment showing soil contains air.</li> </ul>	<ul style="list-style-type: none"> <li>- Critical and creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment</li> <li>- Discussion</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Observing</li> <li>- Answering oral and written question</li> </ul>	Water Soil Sample Jug		
4		Our env't in our sub-county	The concept of env't and its components	Water as a component of soil	<ul style="list-style-type: none"> <li>- Gives uses of water in the soil.</li> <li>- Explains the experiment showing soil contains water.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes, spells and reads the words related to water in the soil.</li> </ul>	<ul style="list-style-type: none"> <li>- Water</li> <li>- Uses of water in the soil.</li> <li>- Experiment showing soil contains water</li> </ul>	-	-	-	Soil sample Stove Saucepans		
5		Our env't in our sub-county	Env't	Mineral salts in soil	<p>The learner;</p> <ul style="list-style-type: none"> <li>- Tells uses of mineral salts to plants.</li> <li>- Gives examples of mineral salts</li> </ul>	<ul style="list-style-type: none"> <li>- Names mineral salts</li> <li>- Spells words about mineral salts.</li> </ul>	<ul style="list-style-type: none"> <li>- Mineral salts</li> <li>- Meaning of mineral salts</li> <li>- Examples of mineral salts.</li> <li>- Weathering and decomposition</li> <li>- Definition of each process.</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Audibility</li> <li>- Respect and empathy</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation</li> <li>- Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Naming mineral salts in the soil</li> </ul>	Pupil's book		NCDV P.3 Curr. Pg.8

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	6	Our env't in our sub-county	Env't	Types of soil and characteristics	The learner; - Names the types of soil. - Gives features of soil.	The learner; - Names different types of soil. - Spells, reads and writes the words and sentences correctly.	Types of soil - Structure of each type of soil. - Characteristics of each type of soil – clay, sand and loam soil.	- Critical thinking	- Brain storming - Discussion	- Identifying types of soil	Chalk board illustration Soil samples	MK Integrated Sci. Bk.3 Pg.7		
2	1	Our env't in our sub-county	Env't	Clayey and its x-tics	The learner; - Identifies clayey with its x-tics	The learner; - Writes down the x-tics of clayey. - Reads and spells the words correctly.	- The types of soil - Clay soil - X-tics of clay - Use of soil	- Concentrability	- Question and answer	- Describing the uses of soil	Pots Plates Bricks	MK Integrated Bk.3 Pg.7 & Pg.9		
	2	Our env't in our sub-county	Env't	Soil profile	The learner; - Defines soil profile. - Illustrates it well. - States x-tics of layers of soil	The learner; - Draws the soil profile. - Names the soil layers. - Spells, reads words and sentences about soil profile.	- Soil profile - Definition of soil profile - Illustration of soil profile - X-tics of each layer	-	-	- Drawing the profile	A chart showing diagram	MK Integrated Sci. Bk.3 Pg.18 P.3 Curr. Pg. 18		

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3		Our env't in our sub-county	Env't	Soil erosion agents and types of soil erosion	The learner; - Defines soil erosion. - Identifies types of soil erosion.	- Names agents of soil erosion. - Names types of erosion	Soil erosion - Definition of soil erosion. - Types of erosion e.g rill erosion, sheet erosion and gully erosion	- Care - Respect of others views	- Brain storming - Question and answer	- Naming - Identifying	Local env't	P.3 Curr. Pg.18	
4		Our env't in our sub-county	Env't	Causes of erosion	The learner; - Explains causes of soil erosion. - Gives control measures	The learner - Reads the words. - Writes words correctly.	Causes of soil erosion - Deforestation - Bush burning - Over stocking e.t.c  Control measures of erosion	-	-	- Reading - Writing - Explaining	Local env't		
5		Our env't in our sub-county	Env't	Soil exhaustion and causes	The learner; - Explains exhaustion - Suggests causes of soil.	The learner; - Reads words correctly. - Writes sentences correctly.	- The concept of soil exhaustion. - Definition - Soil fertility and definition - Causes of soil exhaustion	- Logical reasoning - Concern respect	-	- Describing causes of soil exhaustion	Local env't		

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6		Our env't in our sub-county	Env't	Soil conservation and soil fertility	The learner; - Explains soil conservation. - Defines soil fertility. - States ways of conserving soil.	The learner; - Writes words and sentences correctly.	- The concept of soil conservation - Definition of soil fertility - How to conserve soil? - Practice crop rotation - Mulching - Practice bush fullowing - Terracing hilly areas	-	- Explanatio n	- Describing ways of conserving soil	Pupils book		
3	1	Our env't in our sub-county	Env't	Natural changes, dangers/effect of changes	The learner; - Defines natural change - Gives examples and dangers of natural changes. - Outlines the ways of managing changes.	The learner; - Names examples of natural changes. - Spells and reads the words and sentences related to natural changes.	- Natural changes occur on their own e.g volcanic eruption, landslide, drought e.t.c - Effects/dangers of these changes	- Nature walk - Discuss ion - Questi on and answe r - Techni que	- Creative thinking - Concern for others - Responsibi lity	- Naming natural changes - Stating dangers of natural changes	Local env't	MK Int. Pr. Sci. Bk.3 Pg.8 P.3 Curr.	

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2		Our env't in our sub-county	Env't	Man-made changes	The learner; - Explains good effects and results of man-made changes	The learner; - Names man-made changes - Gives examples and good effects of man-made changes	- Man-made changes take place due to man's activities - Examples of man-made changes - Good effects of man-made changes.	- Responsibility - Care - Joy - Love	- Explanatio n - Discussion - Story telling	- Naming man-made changes			
3		Env't and weather in our sub - county	Air and water	Air	The learner; - Differentiates between air and wind. - States the components of air. - Describes the percentages of air in our env't.	The learner; - Reads, writes and pronounces words correctly.	- The concept of air and wind. - Components of air. - Percentage composition of air in the atmosphere	- Effectiveness - Communication - Unicat - Audibility - Care - Respect	- Discussion - Brain storming - Question and answer	- Outlining the component of air in the percentages	Chalk board illustration Drawn chart	MK Int. Sci. Bk.3 Pg.21	

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4		Env't and weather in our sub - county	Air and water	Properties of air	The learner; - Names the properties of air correctly. - Draws the illustrations to the properties of air.	The learner; - Draws diagrams to show properties of air correctly.	Properties of air - Air has weight - Air occupies space - Air exerts pressure - Air can be compressed  Diagrams to illustrate each property of air	- Drawing - Sharing - Comparison	- Discussion - Explanation	- Drawing the illustration to the properties of air	Drawn charts	MK Int. Blk.3 Pg.21 Curri. Pg.22	
5		Env't and weather in our sub - county	Air and water	Measuring air pressure (barometer ) uses of air	- Names the instrument for measuring air pressure. - States the uses of air.	Draws the instrument and labels it correctly.	Measuring air pressure using a barometer.  Uses of air	-	-	- Drawing and labeling the barometer	Drawn chart		
6		Env't and weather in our sub - county	Air and water	Dangers of air  Rusting and its dangers	- Gives dangers of air/wind. - Explains rusting - Mentions dangers of rusting	Reads, spells and writes words related to rusting correctly.	- Dangers of air Rusting - Dangers of rusting and ways of preventing rusting on metals	- Creative thinking - Concentration for others - Logic - Care	- Excussion - Discussion - Explanation	- Observing rusted metals - Discussing ways of preventing rusting	Env't		

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4	1	Env't and weather in our sub - county	The sun	- Usefulnes and dangers of the sun - Types of shadows	- Gives the forms of energy from the sun. - States the uses and dangers of the sun. - Tells the types of shadows.	Reads, writes and spells the words and sentences correctly.	- Forms of energy from the sun - Uses of the sun - Dangers of the sun - Types of shadows and their uses	-do-	-do-	Observing Stating the uses and dangers of sun, drawing types of shadows	Env't		
	2	Env't and weather in our sub - county	The sun	- Photosynthesis	- Explains the concept of photosynthesis. - Names the conditions, raw materials. - Experiments why plants need light.	Reads, spells and writes the words and sentences correctly.	- Defining photosynthesis. - Conditions for photosynthesis. - Raw materials for photosynthesis - Experiment to show plants need light	- Explanation - Discussion - Question and answer - Experiment	- Observing the growing seedling towards light source	Env't			

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3		Env't and weather in our sub - county	Sources of light	<ul style="list-style-type: none"> <li>- Days and night</li> <li>- Rotation of the earth</li> <li>- Sources of light</li> <li>- Phases of moon</li> </ul>	<ul style="list-style-type: none"> <li>- Explains the idea of days and nights</li> <li>- Names the sources of light and phases of the moon.</li> </ul>	Reads, spells and writes the words and sentences related to source of light.	<ul style="list-style-type: none"> <li>- Days and nights (day time and night time)</li> <li>- Rotation of the earth around the sun.</li> <li>- Sources of light(natural and artificial)</li> <li>- Phases of the moon.</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Discussion</li> <li>- Inquiry method</li> </ul>	<ul style="list-style-type: none"> <li>- Naming the sources of light</li> <li>- Drawing and naming the phases of the moon</li> </ul>	Torches Phones Electricity Drawn charts	MK Int. Bk.3 Pg.29-33 Curr. Pg.22	
4		Env't and weather in our sub - county	Clouds	<ul style="list-style-type: none"> <li>- Types of clouds</li> </ul>	<ul style="list-style-type: none"> <li>- States the different types of clouds.</li> <li>- Gives the x-tics of each type of cloud.</li> </ul>	Name the types of clouds	<ul style="list-style-type: none"> <li>- Different types of clouds</li> <li>- Characteristics of those types of clouds.</li> </ul>	-	-	<ul style="list-style-type: none"> <li>- Observing the types of clouds and naming them</li> </ul>	Env't		
5		Env't and weather in our sub - county	Rain	<ul style="list-style-type: none"> <li>- Influence of clouds on the env't</li> <li>- Measurement of rainfall</li> </ul>	<ul style="list-style-type: none"> <li>- States how clouds affect the env't</li> <li>- Explains how rainfall can be measured.</li> </ul>	Draws and labels the diagram of a rain gauge correctly..	<ul style="list-style-type: none"> <li>- Ways how clouds affect the env't</li> <li>- Measurement of rainfall using a rain gauge</li> </ul>	-	-	<ul style="list-style-type: none"> <li>- Drawing the diagram of a rain gauge</li> </ul>	Drawn chart	MK Int. Bk.3 Pg.36 Curr. Pg.3	

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	<b>6</b>	Env't and weather in our sub - county	Rain	- Influence of rain on the env't - Uses of rain and its dangers - The rain cycle	- Tells how rain affects the env't. - Gives uses and dangers of rain. - Explains the whole process of the rain cycle.	Reads, writes and spells the words and sentences correctly.	- Effects of rain in env't - Important (uses) of rain on soil, plants and animals. - The rain cycle - Dangers of rain in the env't	-	-	- Describing the uses and dangers of rain in the env't	Local env't		
<b>5</b>	<b>1</b>	Env't and weather in our sub - county	Rain	- Sources of water	- Explains what water sources mean. - Gives the examples of natural and artificial sources of water	Names the sources of water correctly	- Sources of water is a place where water is got from - Natural sources e.g rain - Artificial sources of water e.g wells	-	-	- Naming the sources of water both artificial and natural	Local env't		
	<b>2</b>	Env't and weather in our sub - county	Harvesting water	- Harvesting water and its uses	- Explains how to harvest water. - Tells the things used to harvest water and uses of water.	Names the items used for harvesting water	- Harvesting water for domestic use. - Things used to harvest water e.g pails, tanks e.t.c - Uses of water e.g watering plants, drinking e.t.c	- Audibility - Love - Concern for others - Critical and creative thinking	- Explanation - Discussion - Story telling - Question and answer	- Naming and drawing items for harvesting water.	Jerrycan Tanks Pails Buckets	<b>MK Int. Bk.3 Pg.36 -40</b> <b>Curr. Pg.23</b>	

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3		Env't and weather in our sub - county	Rain	- Water contamination	<ul style="list-style-type: none"> <li>- Explains water contamination</li> <li>- Outlines the ways of keeping water gets dirty.</li> <li>- Explains the ways of keeping water sources clean.</li> </ul>	<ul style="list-style-type: none"> <li>Reads words and sentences correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Water contamination is making water to become dirty.</li> <li>- Ways how water gets dirty.</li> <li>- Ways of keeping water sources clean.</li> </ul>	-		<ul style="list-style-type: none"> <li>- Describing ways of keeping water sources clean</li> </ul>	Env't		
4		Living things Animals in our sub - county	Types of living things & x-tics	-	<ul style="list-style-type: none"> <li>- Outlines types of living things and non-living things.</li> </ul>	<ul style="list-style-type: none"> <li>Names animals in the environment</li> </ul>	<ul style="list-style-type: none"> <li>- The living things</li> <li>- Types of living things</li> <li>- X-tics of living things</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Logical reasoning</li> </ul>	-	<ul style="list-style-type: none"> <li>- Naming</li> <li>- Discussing</li> </ul>	<ul style="list-style-type: none"> <li>A chart showing animals in our env't</li> </ul>	P.3 Curr. Pg.26	
5		Living things Animals in our sub - county		- Classes of animals	<ul style="list-style-type: none"> <li>- Identifies animals in air, water and land</li> </ul>	<ul style="list-style-type: none"> <li>Names the animals found in air, land and water</li> </ul>	<ul style="list-style-type: none"> <li>- Classes of animals</li> <li>- Animals in air</li> <li>- Animals in water and on land</li> </ul>	-	-	<ul style="list-style-type: none"> <li>- Naming animals</li> </ul>		MK Int. Sci. Bk.3 Pg.1-6	

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6		Living things	Animals in our sub - county	- Types of animals	- Explains what domestic animals are. - Gives examples - States how to care for domestic animals.	Names domestic animals Draws the animals (domestic and wild)	- Types of animals - Domesticated and non domesticated wild - Domestic and examples how to care for domestic animals	- Creative thinking - Discussion	- Inquiry by experience	-do-	A chart showing domestic animals	MK Int. P.3 Pg.7 P.3 Curr. Pg.26	
6	1	Living things	Animals in our sub - county	- Wild animals	- Gives examples of wild animals. - States how to care for wild animals	Names wild animals	- Definition of wild animals - Examples of wild animals - Care for wild animals	- Respect	-	-do-	A chart showing wild animals	MK Int. P.3 Pg.7 P.3 Curr. Pg.26	
2		Living things	Living things	- Different groups of animals	- Identifies different groups of animals. - Names different groups of animals	- Pronounces new words about groups of animals - Spells, reads and writes new words correctly	- Different groups of animals - Animals with no legs - Animals with different types of feet. - Different body skins. - Animals with different ways of movement.	- Critical thinking - Logical reasoning	- Discussion	Pronouncing Naming Spelling Writing	A chart	MK Sci. Int. Bk.3 Pg.2	

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3		Living things Animals in our sub - county	Living things	- X-tics and products from animals	- Explains x-tics of animals - Identifies x-tics of animals - Explains how products are used	- Spells new words correctly. - Pronounces new words	- X-tics of animals - Products got from animals - Uses of products got from animals	-	- Explanation		Bones Skin Milk			
4				- Animal habitats	- Explains what habitats are	- Reads and writes words related to animal habitats. - Pronounces new words	- Habitats/ homes - Definition of habitats - Examples of homes/habitats with animals e.g dog - kennel, Rabbit - Hutch	- Creative thinking - Love - Care	-	Naming Writing Reading	Local env't		-do- Pg.2 Pg.3 Curr. Pg.27	
5		Living things Animals in our sub - county	Living things	- Different categories of animals	- Identifies animals found in the school compound, garden/field, wetland and ponds	- Spells new words correctly - Reads new words and sentences about habitats	- Categories of animals and their habitats e.g field/garden, school compound, wetland and pond	-do-	-					

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	<b>6</b>	Living things Animals in our sub - county	Living things	- An aquarium and parts of a fish	- Defines an aquarium - Lists animals that live in an aquarium - Label parts of a fish	- Draws the diagram of a fish - Spells and reads new words and sentences	- An aquarium and definition - Example of animals that live in an aquarium - Parts of a fish	-do-	- Questions and answer	Drawing Naming Labeling	-do-	<b>MK Int. Sci. Bk.3 Pg.2</b>	
<b>7</b>	<b>1</b>	Living things Animals in our sub - county	Living things	- Parts of a fish	- Identifies parts of a fish - States functions of each part of a fish	- Pronounces new words - Spells new words - Reads and writes new words	- Function of each part of a fish	-do-			A chart	<b>P.3 Curr. Pg.27</b>	
	<b>2</b>	Living things Animals in our sub - county	Animals	- Defines domestic birds. - Gives example of domestic birds - States uses/ad vantages	- Names examples of domestic animals - Spells and reads words and sentences related to domestic birds.	Birds - Examples of domestic birds - Definition of domestic birds - Importance /advantage of domestic birds	- Explanation - Effective communication	- Logical reasoning - Guided discovery - concern	- Naming examples of domestic birds	Naming examples of domestic birds	Local env't		
	<b>3</b>	Living things Animals in our sub - county	Animals	- Wild birds and flightless birds	- Defines the wild birds. - Gives examples of wild birds - Identifies birds that don't fly	- Names different birds that live in the bush - Spells and reads words related to wild birds	- Wild birds - Examples of wild birds - Examples of birds that don't fly	-do-	Naming the birds	-do-			

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4		Living things Animals in our sub - county	Animals	- X-tics of birds and how to care for birds	- Mentions x-tics of birds - States how to care for birds	- Reads words correctly - Reads sentences correctly	X-tics of birds - They lay eggs - Have scales on their legs - Respire through lungs e.t.c - Care for birds			Describing Mentioning Stating	Lesson notes		
5		Living things Animals in our sub - county	Living things	- Feeding of birds & incubation period	- Tells items on which birds feed. - Explains what the incubation is. - Tells incubation period for different birds.	- Spells new words correctly. - Pronounces new words	- Feeding of birds e.g seeds, fruits, insects - Incubation period - Definition and incubation of different birds	- Guided discovery	Spelling Reading words	A chart	P.3 Curri. Pg.28 Lesson notes		
6		Living things Animals in our sub - county	Living things	- Products from birds	- Lists products from birds - Outline how dangerous birds are.	- Names the products from birds. - Spells, reads words and sentences related for products from birds.	- Products from birds - Dangers of birds to the env't		Naming Listing Outlining	Feathers Eggs			

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8	1	Animals in our sub county/division	Animals in our sub county	- The external parts of a bird	- Tells names of external parts of a bird. - Gives functions of each part	- Names the external parts of a bird and functions - Spells and writes words related to external parts of a bird.	External parts of a bird and functions	- Creative thinking - Fluency	- Discussion - Guided discovery - Explanation	Drawing a bird showing all its external parts	A chart showing the parts of a bird		
	2	Animals in our sub county/division	Animals in our sub county	- Parts of an egg	- Identifies parts of an egg correctly - Draws and labels the parts of an egg.	- Names the parts of an egg - Spells and reads words related to parts of an egg	Parts of an egg and their functions.	- Effective communication - Critical thinking - Concern - Care	- Discussion - Guided discovery - Question and answer	Drawing an egg showing all its parts	A chart showing parts of an egg	P.3 Curr.	
	3	Animals in our sub county/division	Animals in our sub county	- Insects	- Gives examples of insects - Identifies parts of an insect correctly	- Names the parts of an insect. - Spells and writes words related to parts of an insect.	Examples - Houseflies - Termites etc	- Care - Critical thinking	- Brain storming - Question and answer	Drawing an insect showing all the parts	A chart showing parts of an egg	P.3 Curr.	

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4		Animals in our sub county/ division	Animals in our sub county	- Functions of parts of an insect	- Tells the uses of different parts of an insect	- Reads, spells and writes words correctly	Functions of the parts of an insect	- Effective communication - Creative thinking	- Guided discovery - Discussion	Writing the functions of the parts of an insect	Chalk board illustration	Fountain Bk.6		
5		Living things in our sub county	Animals in our sub county	- X-tics of insects	- States the x-tics of insects correctly. - Gives the x-tics of ticks and spiders	- Reads the words and sentences correctly	x-tics of insects - Have 3 main body parts - Have 3 pairs of legs - Breathes thru spiracles - Have one pair of compound eyes x-tics of ticks and spiders (arachnids) - Have 4 pairs of legs - Have 2 main body parts - Breath thru lungs	- Critical reasoning - Effective communication	- Brain storming - Guided discovery - Question and answer	Reading words and sentences	Real insects and arachnids	Fountain Bk.6		

WK	PD	THEME	TOPIC	SUB - TOPIC	COMPETENCE		CONTENT	LIFE SKILLS	METHODS	ACTIVITIES	L/AIDS	REF	REM	
					SUBJECT	LANGUAGE								
6		Animals in our sub county/ division	Animals in our sub county	- Groups of insects	<ul style="list-style-type: none"> <li>- Defines social insects</li> <li>- Gives examples of social insects</li> <li>- Defines solitary insects with examples</li> </ul>	<ul style="list-style-type: none"> <li>- Names examples of social and solitary insects</li> <li>- Reads, spells and writes the words and sentences correctly.</li> </ul>	<p>Groups of insects</p> <p>Social insects live and work together.</p> <p>Solitary insects do not live and work together e.g houseflies, tsetseflies, locusts, crickets, cockroaches e.t.c</p>	<ul style="list-style-type: none"> <li>- Concern critical reasoning</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer approach</li> </ul>	Differentiating between social and solitary insects with examples	Real insects	Fountain Bk.6		
9	1	Animals in our sub county/ division	Animals in our sub county	<ul style="list-style-type: none"> <li>- Habitats of insects</li> <li>- How useful insects are</li> <li>- How harmful some insects are</li> </ul>	<ul style="list-style-type: none"> <li>- Lists the habitats of insects.</li> <li>- Gives the usefulness of some insects.</li> <li>- States how harmful some insects are</li> </ul>	<ul style="list-style-type: none"> <li>- Names the habitat of insects</li> <li>- Reads and writes the words related to habitat of insects</li> </ul>	<ul style="list-style-type: none"> <li>- Habitat is a home of a living thing.</li> <li>- Habitats of different insects</li> <li>- How some insects are useful.</li> <li>- How some insects are harmful</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Guided discovery</li> <li>- Explanation</li> </ul>	Naming habitats for different insects	<p>Cob webs</p> <p>Bee hives</p> <p>Ant hill</p> <p>Soil</p>	MK Bk.4		