



**PRIMARY TWO LITERACY 1A SCHEME OF WORK FOR THIRD TERM 2023**

| WK   | PD   | T<br>H<br>E<br>M<br>E   | SUB-<br>THEME  | CONTENT   | COMPETANCES   | METHOD/<br>TECHNIQUES               | ACTIVITIES  | INDICATORS<br>OF LIFE<br>SKILLS AND<br>VALUES                 | L/AIDS                             | REF  | R<br>E<br>M |
|--|--|---|--|---|---|-------------------------------------|---|---|------------------------------------|--|-------------|
| <b>E.L.O: The child understands and participates harmoniously in promoting purposeful development in society</b> |  |   |  |   |   |                                     |   |   |                                    |  |             |
|  |  |  | <b>P<br/>E<br/>A<br/>C<br/>E<br/>A<br/>N<br/>D<br/>S<br/>E<br/>C<br/>U<br/>R<br/>I<br/>T<br/>Y</b> | <b>NAMING<br/>PEOPLE<br/>WHO KEEP<br/>PEACE<br/>AND<br/>SECURITY</b><br><br><u>examples</u><br>.teacher<br>.parents<br>.police etc<br>.people who cause violence e.g<br>rebels, robbers, thieves<br><u>roles of people who keep peace<br/>and security</u><br>.teachers-provide guidance and<br>.counselling<br>.children- obey rules and regulations | The learner:<br>-defines peace and<br>security<br>-names people who keep<br>peace and security and<br>stating the roles<br>-mentions ways of<br>promoting peace and<br>security | explanation<br>class<br>discussion  | writing roles<br>of people<br>who keep<br>peace and<br>security | -problem<br>solving<br>-awareness<br>-self esteem<br>-respect | chalk<br>board<br>illustrat<br>ion | <b>THEMA<br/>TIC<br/>CURRIC<br/>ULUM<br/>pg<br/>38</b> |             |
|  |  |   |  | <b>Ways of<br/>promoting<br/>peace and<br/>security<br/>Weapons/<br/>tools</b><br><br>.praying<br>.guiding those in wrong<br>.following rules and regulations<br>. peace and security<br>-electing leaders.<br><u>WEAPONS</u><br>guns, pistols, baton   | The learner:<br>-mentions ways of<br>promoting security and<br>peace  | guided<br>discussion<br>explanation | listing ways<br>of promoting<br>peace and<br>security           | problem<br>solving<br><br>friendship<br>formation             | black<br>board<br>illustrat<br>ion | <b>THEMA<br/>TIC<br/>CURRIC<br/>ULUM<br/>pg<br/>38</b> |             |
|  |  |   | <b>Importanc<br/>e of<br/>promoting</b>  | .for safety<br>.for respect<br>.for unity<br>.for love  | The learner:<br>-mentions importance of<br>promoting security and<br>peace  | guided<br>discussion<br>explanation | mentioning<br>importance<br>of promoting                        | problem<br>solving<br>awareness                               | chalk<br>board<br>illustrat<br>ion | <b>THEMA<br/>TIC<br/>CURRIC<br/>ULUM</b>               |             |

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|   |  |                                      | peace and security           |  |  |                                  | peace and security                             | love   |                          | pg 38                             |  |
|   |  |                                      | <b>Effects of insecurity</b> | .death<br>.hunger<br>.fear<br>.famine<br>.divorce<br>.miserly<br>Causes of insecurity<br>.quarrels<br>.fighting in homes<br>.lack of food<br>.violence<br>.defilement  | The learner:<br>-lists down effects of insecurity<br>-states causes of insecurity        | guided discussion<br>explanation | listing causes of insecurity and their effects | awareness<br>patience  | chalk board illustration | <b>THEMA TIC CURRICULUM pg 38</b> |  |
|   |  |                                      | <b>Examples of rules</b>     | .obeying<br>.thanking<br>.sharing<br>.forgiving  | The learner:<br>-lists down examples of rules  | guided discussion                | stating rules                                  | awareness<br>unity   | chalk board illustration | <b>THEMA TIC CURRICULUM pg 38</b> |  |
| <b>E.L.O: The child appreciates work and understands ways and effects of child abuse.</b> |  |                                      |                              |  |  |                                  |  |  |                          |                                   |  |
|   |  | <b>C H I L D P R O T E C T I O N</b> | <b>Child abuse</b>           | -Child abuse is the violation of children's rights. Child abuse is denying of children their rights<br>Children rights are legal claims of children<br><u><b>Examples of rights</b></u><br>-A right to food<br>-A right to love<br>-A right to education | The learner:<br>-defines child abuse and children's rights.<br>-lists examples of rights | explanation<br>guided discussion | listing examples of rights                     | awareness<br>problem solving<br>decision making<br><br>copying with emotions | chalk board illustration | <b>THEMA TIC CURRICULUM pg 44</b> |  |

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|  |  |  | <b>Forms of child abuse</b>            | <u><b>Forms of child abuse</b></u><br>-corporal punishment<br>-defilement<br>-rape<br>-child labour  | The learner:<br>lists forms of child abuse                          | guided discussion                    | listing forms of child abuse               | effective communication                           | chalk board illustration | <b>MK</b><br><b>STANDARD SOCIAL</b><br><b>STUDIES</b><br><b>page 52</b> |  |
|  |  |  | <b>People who practice child abuse</b> | <u><b>People who practice child abuse</b></u><br>-rapists<br>-some parents<br>-some teachers   | The learner:<br>-mentions people who practice child abuse           | guided discussion                    | mentioning people who practice child abuse | awareness responsibility                          | chalk board illustration | <b>MK</b><br><b>STANDARD SOCIAL</b><br><b>STUDIES</b><br><b>page 52</b> |  |
|  |  |  | <b>causes of child abuse</b>           | <u><b>Causes of child abuse</b></u><br>-indiscipline<br>-poverty<br>-ignorance<br>-alcoholism etc  | The learner:<br>- lists causes of child abuse                       | guided discussion<br><br>explanation | listing causes of child abuse              | decision making<br><br>self esteem                | chalk board illustration | <b>MK</b><br><b>STANDARD SOCIAL</b><br><b>STUDIES</b><br><b>page 52</b> |  |
|  |  |  | <b>effects of child abuse</b>          | <u><b>Effects of child abuse</b></u><br>-death<br>-sadness<br>-loneliness<br>-pain<br>-disability  | The learner:<br>lists the effects of child abuse                    | guided discussion<br><br>explanation | stating effects of child abuse             | coping with stress<br><br>effective communication | chalk board illustration | <b>MK</b><br><b>STANDARD SOCIAL</b><br><b>STUDIES</b><br><b>page 52</b> |  |
|  |  |  | <b>child protection</b>                | <u><b>Ways of child protection</b></u><br>-Report cases of child abuse to - police<br>-Punish people who abuse children<br>-Advice children not to move at night | The learner:<br>-lists ways of protecting children from child abuse | guided discussion<br><br>explanation | stating ways of child protection           | problem solving                                   | chalk board illustration | <b>MK</b><br><b>STANDARD SOCIAL</b><br><b>STUDIES</b><br><b>page 52</b> |  |

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|  |  |  |  |   |  | guided discovery                              |                                      |                         |                          |  |  |
|  |  |  | <b>Reasons for children protection</b> | <b>A child</b> is any person below the age of 18 years<br>Children need protection because they are,<br>.Young<br>.Vulnerable<br>.The future generation | The learner:<br>-identifies reasons for child protection | guided discussion<br>discovery<br>explanation | stating reasons for child protection | effective communication | chalk board illustration | <b>MK STANDAR<br/>D SOCIAL STUDIES<br/>page 52</b> |  |

## TOPICAL TEST

|  |  |   |   |  |  |   |                               |  |                          |  |  |
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|  |  |   | <b>Responsibilities of children at home</b> | .Respecting leaders<br>.Cooking<br>.Mopping the house  | The learner:<br>-identifies responsibilities of children at home                 | discovery   | listing roles of children     | awareness                                      | chalk board illustration | <b>MK STANDAR<br/>D SOCIAL STUDIES<br/>page 42</b> |  |
|  |  |   | <b>Responsibilities of parents</b>          | .Educating children<br>.Clothing children<br>.Buying food at home<br>.Providing shelter  | The learner:<br>-states responsibilities of parents                              | explanation   | writing roles of parents      | awareness                                      | chalk board illustration | <b>MK STANDAR<br/>D SOCIAL STUDIES<br/>page 42</b> |  |
|  |  |   | <b>Basic needs and other needs</b>          | <u>Basic needs</u><br>Food<br>Water<br>Clothes<br>Shelter  | <u>other needs</u><br>medical care<br>land<br>education<br>security<br>transport | The learner:<br>-writes needs of man<br>drawing some of the needs | discussion                    | drawing some needs                             | effective communication  | chalk board illustration                           | <b>MK STANDAR<br/>D SOCIAL STUDIES<br/>page 42</b> |
|  |  | <b>B<br/>A<br/>S<br/>I<br/>C<br/><br/>N<br/>E<br/>E<br/>D<br/>S</b> | <b>Resources</b>                            | A resource is something used to meet man's need for example<br>fertile soil (land)<br>water<br>stones<br>animals<br>land<br>time | The learner:<br>-defines a resource<br><br>gives examples of a resource          | explanation<br>guided discussion                                  | listing examples of resources | awareness<br>responsibility<br>problem solving | chalk board illustration | <b>MK STANDAR<br/>D SOCIAL STUDIES<br/>page 42</b> |  |

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|   |   | O<br>F<br>M<br>A<br>N                     |   |   |   |                   |   |                                   |                          |  |  |
|   | 2 |   | <b>How people meet their needs</b>                    | .farming<br>.building houses<br>.selling clothes<br>.milking cows   | The learner:<br>-lists ways of how people meet their needs                  | guided discussion | listing ways of meeting needs                           | effective communication awareness | chalk board illustration | <b>MK STANDARDS SOCIAL STUDIES page 42</b> |  |
|   | 3 |   | <b>Problems faced in meeting needs</b>                | .lack of enough money<br>.unemployment<br>.illiteracy<br>-insecurity  | The learner:<br>-states problems faced in meeting needs                     | explanation       | listing problems faced in meeting needs                 | problem solving<br><br>fluency    | chalk board illustration | <b>MK STANDARDS SOCIAL STUDIES page 42</b> |  |
| 7   | 1 |   | <b>Effect of activities carried out to meet needs</b> | .defforestation<br>.pollution<br>.drought<br>.change in seasons<br>.independence etc  | The learner:<br>-identifies effects of activities carried out to meet needs | guided discussion | writing effects of activities carried out to meet needs | effective communication           | chalk board illustration | <b>MK STANDARDS SOCIAL STUDIES page 42</b> |  |
| <b>E.L.O: The child understands, appreciates and participates in recreation festivals and holidays.</b> |   |   |   |   |   |                   |   |                                   |                          |  |  |
|   | 2 | R<br>E<br>C<br>R<br>E<br>A<br>T<br>I<br>O | <b>Recreation</b>                                     | <u>recreation</u> is something that can be used for leisure time<br><u>examples of recreation centres</u><br>.zoos<br>.beaches<br>.swimming pools | The learner:<br>defines recreation<br>states examples of recreation centers | guided discussion | naming recreation centers                               | awareness<br>love<br>appreciation | chalk board illustration | <b>MK STANDARDS SOCIAL STUDIES page 42</b> |  |

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|   | 3 | N<br>F<br>E<br>S<br>T<br>I<br>V<br>A<br>L<br>S<br>A<br>N<br>D<br>H<br>O<br>L<br>I<br>D<br>A<br>Y<br>S | <b>Recreation activities</b>    | <u><b>example of recreation activities</b></u><br>.picnic<br>.resting<br>.swimming<br>.listening to music   | The learner:<br>identifies some recreation activities                               | guided discussion<br>explanation | listing recreation activities        | unity<br>co-operation                     | chalk board illustration | <b>MK STANDAR<br/>D SOCIAL STUDIES page 42</b> |  |
| 8 | 1 |   | <b>Importance of recreation</b> | .learning<br>.amusement<br>.enjoyment<br>.sport   | The learner:<br>states the importance of recreation                                 | explanation                      | stating the importance of recreation | effective communication<br>fluency        | chalk board illustration | <b>MK STANDAR<br/>D SOCIAL STUDIES page 42</b> |  |
|   | 2 |   | <b>Cultural festival</b>        | Cultural festivals are type of festivals<br>Where music, dance and drama is based on tradition<br><u><b>Examples of cultural festivals</b></u><br>.Dance<br>.Naming<br>.Funeral rites | The learner:<br>-defines cultural festival<br>-lists examples of cultural festivals | discovery<br>explanation         | writing cultural festivals           | effective communication<br>articulation   | chalk board illustration | <b>MK STANDAR<br/>D SOCIAL STUDIES page 42</b> |  |
|   | 3 |   | <b>cultural wear</b>            | <u><b>Examples of cultural wears</b></u><br>Gomesi, kanzu, bark cloth   | The learner:<br>-states examples of cultural wear                                   | guided discussion                | stating examples of cultural wear    | self awareness<br>effective communication | chalk board illustration | <b>MK STANDAR<br/>D SOCIAL STUDIES page 42</b> |  |

## TOPICAL TEST

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|  |  |  | <b>Initiation</b> | -Definition of initiation<br>This is the act of becoming a member of a group<br><u><b>Examples of initiation</b></u><br>circumcision<br>de-toothng<br>tattooing<br>naming | The learner:<br>-defines initiation<br>-states examples of initiation<br>-identifies importance of initiation | explanation<br>discussion | listing examples and importance of initiation | awareness<br>appreciation<br>love | chalk board illustration |  |  |
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|  |                   |  |                 |  |  |   |   |   |                                    |  |            |          |                |          |  |           |  |  |  |  |                                    |  |  |
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|  |                   |  | <b>HOLIDAYS</b> | <b>Holidays</b> ( aperiod of time when you a not at work or at school)<br><b>Types of holidays</b><br>-School holidays<br>-National holidays<br>-Public holidays<br>-Religious holidays  | The learner:<br>-defines a holiday<br>-lists the types of holidays | discovery<br>discussion<br>explanation      | listing the<br>types of<br>holidays             | effective<br>communicati<br>on<br><br>sharing<br><br>creative<br>thinking | chalk<br>board<br>illustrat<br>ion | <b>MK<br/>STANDA<br/>RD<br/>SOCIAL<br/>STUDIES<br/>page 42</b> |            |          |                |          |  |           |  |  |  |  |                                    |  |  |
|  |                   |  | <b>HOLIDAYS</b> | <b>Examples of public holidays</b><br>-Heroes’ day<br>-Martyrs’ day<br>-Independence day<br>-Women’s day   | The learner:<br>-lists examples of public<br>holidays              | discovery<br>discussion<br>explanation      | writing<br>examples of<br>public<br>holidays    | self<br>awareness<br><br>problem<br>solving                               | chalk<br>board<br>illustrat<br>ion | <b>MK<br/>STANDA<br/>RD<br/>SOCIAL<br/>STUDIES<br/>page 42</b> |            |          |                |          |  |           |  |  |  |  |                                    |  |  |
|  |                   |  | <b>HOLIDAYS</b> | <b>Examples of religious holidays</b><br>-Martyr’s day<br>-Idd<br>-Good Friday<br>-Easter Sunday/Monday  | The learner:<br>states examples of<br>religious holidays           | discovery<br>discussion<br>explanation      | writing<br>examples of<br>religious<br>holidays | appreciation  | chalk<br>board<br>illustrat<br>ion | <b>MK<br/>STANDA<br/>RD<br/>SOCIAL<br/>STUDIES<br/>page 42</b> |            |          |                |          |  |           |  |  |  |  |                                    |  |  |
|  |                   |  | <b>HOLIDAYS</b> | <b>Importance of holidays</b><br>-Rest<br>-Help parents at home<br>-Celebrate<br>-Visit friends  | The learner:<br>states importance of<br>holidays                   | guided<br>discussion<br>guided<br>discovery | stating the<br>values of<br>holidays            | awareness<br>appreciation   | chalk<br>board<br>illustrat<br>ion | <b>MK<br/>STANDA<br/>RD<br/>SOCIAL<br/>STUDIES<br/>page 42</b> |            |          |                |          |  |           |  |  |  |  |                                    |  |  |
| <b>E.L.O: The child appreciates work and understands ways and effects of child abuse</b> |                   |  |                 |  |  |   |   |   |                                    |  |            |          |                |          |  |           |  |  |  |  |                                    |  |  |
|  |                   | <b>M<br/>E<br/>A<br/>S<br/>U<br/>R<br/>E<br/>S</b> | <b>SEASONS</b>  | There are two seasons in a year<br>-Dry season<br>-Wet seasons<br><b>-Activities carried out in;</b><br><table><tr><td><b>Dry season</b></td><td><b>Wet season</b></td></tr><tr><td>-Harvesting</td><td>planting</td></tr><tr><td>-Drying yields</td><td>weeding</td></tr><tr><td>-Ploughing</td><td>spraying</td></tr><tr><td>-Storing seeds</td><td>mulching</td></tr><tr><td></td><td>terracing</td></tr></table> | <b>Dry season</b>  | <b>Wet season</b>                           | -Harvesting                                     | planting  | -Drying yields                     | weeding  | -Ploughing | spraying | -Storing seeds | mulching |  | terracing | The learner:<br>-states the activities<br>carried out in the dry<br>season | guided<br>discussion<br>guided<br>discovery<br>explanation | writing<br>activities<br>carried out in<br>the dry and<br>wet season | awareness<br>logical<br>thinking<br><br>effective<br>communicati<br>on | chalk<br>board<br>illustrat<br>ion | <b>MK<br/>STANDA<br/>RD<br/>SOCIAL<br/>STUDIES<br/>page 42</b> |  |
| <b>Dry season</b>  | <b>Wet season</b> |  |                 |  |  |   |   |   |                                    |  |            |          |                |          |  |           |  |  |  |  |                                    |  |  |
| -Harvesting  | planting          |  |                 |  |  |   |   |   |                                    |  |            |          |                |          |  |           |  |  |  |  |                                    |  |  |
| -Drying yields   | weeding           |  |                 |  |  |   |   |   |                                    |  |            |          |                |          |  |           |  |  |  |  |                                    |  |  |
| -Ploughing   | spraying          |  |                 |  |  |   |   |   |                                    |  |            |          |                |          |  |           |  |  |  |  |                                    |  |  |
| -Storing seeds   | mulching          |  |                 |  |  |   |   |   |                                    |  |            |          |                |          |  |           |  |  |  |  |                                    |  |  |
|  | terracing         |  |                 |  |  |   |   |   |                                    |  |            |          |                |          |  |           |  |  |  |  |                                    |  |  |

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| 11 |  |  | SEASONS                          | <u>Types of clothes put on in</u><br><u>Wet season</u>   <u>dry season</u><br>-Jackets   vests<br>-Gumboots<br>-Sweaters<br>-scarfs  | The learner:<br>-lists and drawing types of clothes put on in the wet and dry season  | guided discussion<br>guided discovery<br>explanation | drawing clothes put on in the dry and wet season | effective communication        | chalk board illustration             | MK STANDARDS<br>SOCIAL STUDIES<br>page 42 |  |
|    |  |  | TYPES AND MEANS OF COMMUNICATION | -Definition of communication<br><u>-Types of communication</u><br>-verbal communication<br>-non- verbal communication<br><u>Means of communication</u><br>-Drum, horns, telephones, television, radios, (group means according to types)and then local and modern. | The learner:<br>-defines communication<br>-lists types of communication<br>the learner:<br>-groups means according to types |  | drawing means of communication                   | guided discovery<br>discussion | chart showing types of communication |   |  |
|    |  |  | WAYS OF COMMUNICATION            | -Blowing horns<br>-Drumming<br>-Using newspapers<br>-Using telephones<br>-Using radios   | The learner:<br>lists means of communication  | explanation<br>guided discovery                      | listing ways of communication                    | awareness appreciation         | chalk board illustration             | MK STANDARDS<br>SOCIAL STUDIES<br>page 95 |  |
| 12 |  |  | Importance of communication      | -Provide information<br>-Entertainment<br>-Educational purposes<br>-Employment<br>-Sending messages  | The learner:<br>states the importance of communication  | guided discovery                                     | stating the importance of communication          | awareness                      | chalk board illustration             |   |  |