

GRADE THREE

ENVIRONMENTAL GRADE THREE TERM TWO YEAR 2018

| WEEK | LESSON | STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | KEY ENQUIRY QUESTIONS | LEARNING EXPERIENCE | LEARNING RESOURCES | ASSESSMENT METHOD | REFLECTION |
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| 1 | PREPARATION | | | | | | | | |
| 2 | 1 | Environment and its resources | Energy: Heat Sources of Heat | By the end of the sub-strand, the learner should be able to: a) identify sources of heat in the environment | What are the sources of heat? | Using relevant stimulus materials, learners to identify sources of heat in the environment (sun, gas cooker, electric cooker, charcoal burner, traditional jiko, stove) | Realia Charts | Observation Oral Question Written Question | |
| | 2 | Environment and its resources | Energy: Heat Sources of Heat | By the end of the sub-strand, the learner should be able to: a) identify sources of heat in the environment | What are the sources of heat? | Learners to think, pair and share their experiences on sources of heat at home and community | Realia Charts | Observation Oral Question Written Question | |
| | 3 | Environment and its resources | Energy: Heat Sources of Heat | By the end of the sub-strand, the learner should be able to: a) match different sources of heat to their fuels in the environment | What are the sources of heat? | In groups, learners to match the different sources of heat with the fuels used (gas, electricity, charcoal, firewood, kerosene) | Realia Charts | Observation Oral Question Written Question | |
| | 4 | Environment and its resources | Energy: Heat Sources of Heat | By the end of the sub-strand, the learner should be able to: a) appreciate the different | What are the sources of heat? | Learners interact with parents or guardians to appreciate the | Realia Charts | Observation Oral Question Written | |

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| | | | | sources of heat in the community. | | types of fuels used in the community and report back. | | Question | |
| | 5 | Environment and its resources | Energy: Heat Uses of heat in the environment | By the end of the sub-strand, the learner should be able to: a) identify uses of heat energy in the environment | How is heat energy used in daily life? | Learners to discuss uses of heat energy (warming, cooking, ironing, drying) | Realia Charts | Observation Oral Question Written Question | |
| 3 | 1 | Environment and its resources | Energy: Heat Uses of heat in the environment | By the end of the sub-strand, the learner should be able to: a) use heat energy responsibly to promote conservation and safety | How is heat energy used in daily life? | Learners to use multimedia resources to find out uses on heat energy in daily life. | Realia Charts | Observation Oral Question Written Question | |
| | 2 | Environment and its resources | Energy: Heat Uses of heat in the environment | By the end of the sub-strand, the learner should be able to: a) appreciate conservation of heat energy in daily life. | How is heat energy used in daily life? | In groups, learners to share experiences on appropriate use of energy in the environment to conserve heat energy (when warming, ironing, cooking, drying) | Realia Charts | Observation Oral Question Written Question | |
| | 3 | Environment and its resources | Energy: Heat Dangers of heat energy | By the end of the sub-strand, the learner should be able to: a) identify materials that can start fire in the house | What are the dangers of heat energy? | Learners to identify materials that could start a fire at home (match box, petrol, kerosene, gas, electricity) | Realia Charts | Observation Oral Question Written Question | |

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| | 4 | Environment and its resources | Energy: Heat Dangers of heat energy | By the end of the sub-strand, the learner should be able to: a) identify dangers of heat energy at home | What are the dangers of heat energy? Which materials cause fire? | Learners are guided to identify common causes of fire. | Realia Charts | Observation Oral Question Written Question | |
| | 5 | Environment and its resources | Energy: Heat Dangers of heat energy | By the end of the sub-strand, the learner should be able to: a) demonstrate an understanding of safe ways of moving from the house in case of a fire outbreak. | How should we safely move away in case of a fire outbreak in the house? | Learners simulate safe ways of moving out of the house in case of a fire outbreak. Learners to develop “Dos” and “Don’ts” list during fire outbreaks. The list should be shared at school and at home. | Realia Charts | Observation Oral Question Written Question | |
| 4 | 1 | Environment and its resources | Harmonious Living in the Community Sanitation in the community | By the end of the sub-strand, the learner should be able to: a) describe ways of keeping the market place clean | How could we keep our market place clean? | Learners to visit a market place, explore the sanitation | Realia Charts | Observation Oral Question Written Question | |
| | 2 | Environment and its resources | Harmonious Living in the Community Sanitation in the community | By the end of the sub-strand, the learner should be able to: a) describe ways of keeping the market place clean | How could we keep our market place clean? | Learners to visit a market place, explore the sanitation Learners to observe cleaning activities at a market place from a video clip or photograph | Realia Charts | | |

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| | 3 | Environment and its resources | Harmonious Living in the Community Sanitation in the community | By the end of the sub-strand, the learner should be able to: a) describe ways of keeping the market place clean | How could we keep our market place clean? | Learners to visit a market place, explore the sanitation Learners to observe cleaning activities at a market place from a video clip or photograph | Realia Charts | Observation Oral Question Written Question | |
| | 4 | Environment and its resources | Harmonious Living in the Community Sanitation in the community | By the end of the sub-strand, the learner should be able to: a) participate in keeping the market place clean to promote social cohesion | How could we keep our market place clean? | Learners to reflect think and share their experiences on the sanitation situation in the market place. | | | |
| | 5 | Environment and its resources | Harmonious Living in the Community Sanitation in the community | By the end of the sub-strand, the learner should be able to: a) participate in keeping the market place clean to promote social cohesion | How could we keep our market place clean? | Learners to discuss ways of keeping the market place clean. Learners to discuss the importance of keeping the market clean | Realia Charts | Observation Oral Question Written Question | |
| 5 | 1 | Environment and its resources | Harmonious Living in the Community Sanitation in the community | By the end of the sub-strand, the learner should be able to: a) participate in keeping the market place clean to promote social cohesion | How could we keep our market place clean? | Learners to discuss the role their parents or guardians play during a market cleaning days Learners to display posters | Realia Charts | Observation Oral Question Written Question | |

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| | | | | | | with persuasive messages during market cleaning days. | | | |
| | 2 | Environment and its resources | Keeping safe in the community Responding to strangers | By the end of the sub-strand, the learner should be able to: a) identify appropriate ways of responding to strangers in the community | How could we respond appropriately to strangers? | Learners to listen actively to a relevant age appropriate case story on responding to strangers | Realia Charts | Observation Oral Question Written Question | |
| | 3 | Environment and its resources | Keeping safe in the community Responding to strangers | By the end of the sub-strand, the learner should be able to: a) identify appropriate ways of responding to strangers in the community | How could we respond appropriately to strangers? | Learners to watch a video clip on how they could respond appropriately to strangers | Realia Charts | Observation Oral Question Written Question | |
| | 4 | Environment and its resources | Keeping safe in the community Responding to strangers | By the end of the sub-strand, the learner should be able to: a) respond appropriately to strangers in the community | How could we respond appropriately to strangers? | In groups, learners to reflect, share and report back their experiences about responding to strangers | Realia Charts | Observation Oral Question Written Question | |
| | 5 | Environment and its resources | Keeping safe in the community Responding to strangers | By the end of the sub-strand, the learner should be able to: a) respond appropriately to strangers in the community | How could we respond appropriately to strangers? | Learners are guided on how to use phone when in danger | Realia Charts | Observation Oral Question Written Question | |
| 6 | 1 | Environment and its resources | Keeping safe in the community Responding to strangers | By the end of the sub-strand, the learner should be able to: a)take personal responsibility in keeping | How could we respond appropriately to strangers? | Learners to simulate ways of responding appropriately to strangers | Realia Charts | Observation Oral Question Written Question | |

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| | | | | safe to limit risks. | | | | | |
| | 2 | Environment and its resources | Keeping safe in the community Responding to strangers | By the end of the sub-strand, the learner should be able to: a) take personal responsibility in keeping safe to limit risks. | How could we respond appropriately to strangers? | Learners to find out from parents or guardians appropriate ways of responding to strangers. | Realia Charts | Observation Oral Question Written Question | |
| | 3 | Environment and its resources | Keeping safe in the community Safe and dangerous places in the community | By the end of the sub-strand, the learner should be able to: a) identify safe places in the community | What are the safe places in the community? | Learners to discuss and identify safe places in the community | Realia Charts | Observation Oral Question Written Question | |
| | 4 | Environment and its resources | Keeping safe in the community Safe and dangerous places in the community | By the end of the sub-strand, the learner should be able to: a) identify dangerous places in the community | What are the dangerous places in the community? | Learners to discuss and identify dangerous places in the community | Realia Charts | Observation Oral Question Written Question | |
| | 5 | Environment and its resources | Keeping safe in the community Safe and dangerous places in the community | By the end of the sub-strand, the learner should be able to: a) identify dangerous places in the community | What are the dangerous places in the community? | Learners to do age appropriate community mapping to identify and mark the safe places and dangerous places | Realia Charts | Observation Oral Question Written Question | |
| 7 | 1 | Environment and its resources | Keeping safe in the community | By the end of the sub-strand, the learner should be able to: a) keep personal safety in | What are the dangerous places in the community? | Learners to recognize indications of | Realia Charts | Observation Oral Question Written | |

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| | | | Safe and dangerous places in the community | the community | | dangerous places and situations using the map | | Question | |
| 2 | Environment and its resources | Keeping safe in the community | Safe and dangerous places in the community | By the end of the sub-strand, the learner should be able to: a) respond appropriately to security threats in the community. | How could we respond to security threats in the community | Learners to respond appropriately to threats against safety | Realia Charts | Observation Oral Question Written Question | |
| 3 | Environment and its resources | Keeping safe in the community | Safe and dangerous places in the community | By the end of the sub-strand, the learner should be able to: a) respond appropriately to security threats in the community. | What are the dangerous places in the community? | Learners to discuss with their parents or guardians about dangerous places in the community and report back. | Realia Charts | Observation Oral Question Written Question | |
| 4 | Environment and its resources | Safe Travel | Basic road safety signs | By the end of the sub-strand, the learner should be able to: a) recognize basic road safety signs | How do basic road safety signs enable safe travel? | Learners to observe stimulus materials to recognize basic road safety signs (pedestrian crossing, stop sign, traffic lights) | Realia Charts | Observation Oral Question Written Question | |
| 5 | Environment and its resources | Safe Travel | Basic road safety signs | By the end of the sub-strand, the learner should be able to: a) recognize basic road safety signs | How do basic road safety signs enable safe travel? | Learners to visit a nearby road or children's park for a demonstration on appropriate use of the basic road | Realia Charts | Observation Oral Question Written Question | |

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| | | | | | | signs | | | |
| 8 | 1 | Environment and its resources | Safe Travel Basic road safety signs | By the end of the sub-strand, the learner should be able to: a) use basic road safety signs appropriately to enable safe travel | How do basic road safety signs enable safe travel? | Learners to play an educative multimedia game on basic road signs. | Realia Charts | Observation Oral Question Written Question | |
| | 2 | Environment and its resources | Safe Travel Basic road safety signs | By the end of the sub-strand, the learner should be able to: a) appreciate the use of basic road safety signs in enabling safe travel. | How do basic road safety signs enable safe travel? | Learners to ask their parents or guardian to take them on a safety walk around their neighborhood and report back. | Realia Charts | Observation Oral Question Written Question | |
| | 3 | Environment and its resources | Environmental and cultural events in the community | By the end of the sub-strand, the learner should be able to: a) state how cultural events promote environmental and social wellbeing in the community | What is the importance of environmental and cultural events? | Learners to use stimulus materials on cultural and environmental events in the community Learners to discuss on environmental and cultural events that promote social well being | Realia Charts | Observation Oral Question Written Question | |
| | 4 | Environment and its resources | Environmental and cultural events in the community | By the end of the sub-strand, the learner should be able to: a) participate in cultural events that promote environmental and social | How could we participate in environmental and cultural events in the community? | Learners are guided on how they could participate in events that promote | Realia Charts | Observation Oral Question Written Question | |

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| | | | | wellbeing in the community | | environmental and social well being | | | |
| | 5 | Social environment | Environmental and cultural events in the community | By the end of the sub-strand, the learner should be able to: a) develop interest in environmental and cultural events that promote social wellbeing in the community. | How could we participate in environmental and cultural events in the community? | Learners to find out from elders, parents or guardians about environmental and cultural events that promote social wellbeing and report back. | Realia Charts | Observation Oral Question Written Question | |
| 9 | 1 | Social environment | Enterprise projects Waste management for income generation project at school. | By the end of the sub-strand, the learner should be able to: a) Identify ways of using waste responsibly to generate income (collection) | What activities could learners undertake to generate income from waste management? | Learners to identify ways of using waste to generate income (Collection) | Realia Charts | Observation Oral Question Written Question | |
| | 2 | Social environment | Enterprise projects Waste management for income generation project at school. | By the end of the sub-strand, the learner should be able to: a) Identify ways of using waste responsibly to generate income (sorting) | What activities could learners undertake to generate income from waste management? | Learners to identify ways of using waste to generate income (sorting) | Realia Charts | Observation Oral Question Written Question | |
| | 3 | Social environment | Enterprise projects Waste management for income generation project at school. | By the end of the sub-strand, the learner should be able to: a) Identify ways of using waste responsibly to generate income (Reducing) | What activities could learners undertake to generate income from waste management? | Learners to identify ways of using waste to generate income (Reducing) | | | |
| | 4 | Social environment | Enterprise projects Waste | By the end of the sub-strand, the learner should be able to: | What activities could learners undertake to | Learners to | | | |

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| | | | management for income generation project at school. | a) Identify ways of using waste responsibly to generate income (Reusing) | generate income from waste management? | identify ways of using waste to generate income (Reusing) | | | |
| | 5 | Social environment | Enterprise projects Waste management for income generation project at school. | By the end of the sub-strand, the learner should be able to: a) Identify ways of using waste responsibly to generate income (Recycling) | What activities could learners undertake to generate income from waste management? | Learners to identify ways of using waste to generate income (Recycling) | Realia Charts | Observation Oral Question Written Question | |
| 10 | 1 & 2 | Social environment | Enterprise projects Waste management for income generation project at school. | By the end of the sub-strand, the learner should be able to: a) determine suitable waste management activity to generate income at school | What activities could learners undertake to generate income from waste management? | Learners to observe varied stimulus materials in waste management activities to derive suitable activities for income generation | Realia Charts | Observation Oral Question Written Question | |
| | 3 | Social environment | Enterprise projects Waste management for income generation project at school. | By the end of the sub-strand, the learner should be able to: a) determine suitable waste management activity to generate income at school | What activities could learners undertake to generate income from waste management? | Learners to observe varied stimulus materials in waste management activities to derive suitable activities for income generation | Realia Charts | Observation Oral Question Written Question | |
| | 4 & 5 | Social environment | Enterprise projects Waste management for income generation project at school. | By the end of the sub-strand, the learner should be able to: a) determine suitable waste management activity to generate income at school | What activities could learners undertake to generate income from waste management? | Learners to discuss and identify suitable waste management activity that could | Realia Charts | Observation Oral Question Written Question | |

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| | | | | | | be undertaken by the class to generate income (age appropriate activity) | | | |
| 11 | 1 & 2 | Social environment | Enterprise projects Waste management for income generation project at school. | By the end of the sub-strand, the learner should be able to: a) participate in waste management activity to generate income at school | What activities could learners undertake to generate income from waste management? | Learners to discuss and identify suitable waste management activity that could be undertaken by the class to generate income (age appropriate activity) | Realia Charts | Observation Oral Question Written Question | |
| | 3 | Social environment | Enterprise projects Waste management for income generation project at school. | By the end of the sub-strand, the learner should be able to: a) participate in waste management activity to generate income at school | What activities could learners undertake to generate income from waste management? | Learners to discuss and identify suitable waste management activity that could be undertaken by the class to generate income (age appropriate activity) | Realia Charts | Observation Oral Question Written Question | |
| | 4 & 5 | Social environment | Enterprise projects Waste management for income generation project at school. | By the end of the sub-strand, the learner should be able to: a) participate in waste management activity to generate income at school | What activities could learners undertake to generate income from waste management? | Learners to implement the selected project for managing waste to generate income | Realia Charts | Observation Oral Question Written Question | |

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| 12 | 1 & 2 | Social environment | Enterprise projects Waste management for income generation project at school. | By the end of the sub-strand, the learner should be able to: a) develop interest in undertaking income generating activities in waste management. | What activities could learners undertake to generate income from waste management? | Learners to Participate in the selected project for managing waste to generate income | Realia Charts | Observation Oral Question Written Question | |
| | 3 | Social environment | Enterprise projects Waste management for income generation project at school. | By the end of the sub-strand, the learner should be able to: a) develop interest in undertaking income generating activities in waste management. | What activities could learners undertake to generate income from waste management? | Learners to Participate in the selected project for managing waste to generate income | Realia Charts | Observation Oral Question Written Question | |
| | 4 & 5 | Social environment | Enterprise projects Waste management for income generation project at school. | By the end of the sub-strand, the learner should be able to: a) Participate in undertaking income generating activities in waste management. | What activities could learners undertake to generate income from waste management? | Learners to Participate in the selected project for managing waste to generate income | Realia Charts | Observation Oral Question Written Question | |
| 13 & 14 | C.A.T | | | | | | | | |