

GRADE 2

SUBJECT: ENVIRONMENTAL SCHEMES OF WORK GRADE 2

TERM ONE

W	LESSONS	STRANDS	SUB STANDS	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF
1									
2	1-5	<b>1.0 Environment and its resources</b>	Weather	By the end of the topic, the learner should be able to: a) state different weather conditions b) state ways of responding to different weather conditions c) Respond appropriately to different weather conditions to limit risks to self, others and the environment d) Appreciate differences in weather conditions	1. What are the different weather conditions? 2. How could we respond to different weather conditions	<ul style="list-style-type: none"> <li>□ Learners to observe and discuss prevailing weather conditions, as an outdoor activity</li> <li>Learners to think, pair □ and share experiences on how they could respond to different weather conditions (hot, cold, rainy)</li> <li>Using pictures, video □ clips, learners identify ways of responding to</li> </ul>	Video clips Weather charts	Observation Oral questions Written questions	
3	1-5	<b>Environment and its resources</b>	Recording weather conditions	By the end of the sub-strand, the learner should be able to: a) describe weather conditions at different times of the day b) draw weather symbols to represent different weather conditions c) create a weather record using symbols for a period of one week	1. How is the weather today? 2. What symbols are used to record different weather conditions? 3. How could we	<ul style="list-style-type: none"> <li>□ Learners to observe the weather at different times of the day as an outdoor activity</li> <li>Learners to describe different weather □ conditions (sunny, windy, cloudy, calm, rainy)</li> <li>Learners identify weather symbols from □ charts and other learning resources</li> </ul>	Video clips Weather charts	Observation Oral questions Written questions	

					record weather conditions?				
4	1-5		Interpreting weather messages	By the end of the sub-strand, the learner should be able to: a) interpret weather charts correctly b) communicate weather messages accurately c) develop interest in interpreting and communicating	1. How could we use symbols to communicate weather messages 2. How could we communicate weather messages to others?	Learners to use weather charts to interpret different weather symbols In pairs, learners practice using <input type="checkbox"/> weather symbols to interpret weather messages In a class contest, learners to compete <input type="checkbox"/> narrating weather occurrences for a past week weather chart recording Learners to gather more information on <input type="checkbox"/> weather from parents or guardians	Video clips Weather charts	Observation Oral questions Written questions	
5	1-5	<b>Environment and its resources</b>	Storing water	By the end of the sub-strand, the learner should be able to: a) state the importance of storing water at home and school b) identify ways of storing water in the home and school c) store water appropriately in the home and school d) appreciate safe water storage to prevent health risks to self and others.	1. Why do we store water at home and school? 2. How could we store water at home and school?	<input type="checkbox"/> Learners to explore and observe various ways of storing water at home and in the school In groups, learners to share their <input type="checkbox"/> experiences on why water is stored at homes and school. In groups, learners to share their experiences <input type="checkbox"/> on how water is stored at homes and school. Learners to use video clips, pictures <input type="checkbox"/> and photographs to identify appropriate ways of storing water at home and school Learners to gather more information on <input type="checkbox"/> ways of storing water in the at home and report back	Realia charts	Observation Oral questions Written questions	

6	1-5	<b>Environment and its resources</b>	Transporting Water	By the end of the sub-strand, the learner should be able to: a) identify different ways of transporting water at home and school b) demonstrate suitable ways of carrying small quantities of water at home and school c) appreciate different means of transporting water at home and school.	How is water transported at home and school	<input type="checkbox"/> In groups, learners share experiences on various ways in which water is transported at home and school <input type="checkbox"/> Using pictures and video clips, learners to identify ways of transporting water <input type="checkbox"/> Learners read, tell, or listen to stories about transporting water <input type="checkbox"/> Using age-appropriate containers, learners to carry and store water for personal use <input type="checkbox"/> Learners to find out how water is transported and stored.	Realia Charts	Observation Oral questions Written questions	
7	1-5	<b>Environment and its resources</b>	Soil	By the end of the sub-strand, the learner should be able to: a) model objects with different types of soil	1. What objects could we make with soil? 2. Which type of soil make good ribbons	model objects (balls, ribbons, pots) with different types of soils (clay, loam, sand)	Realia Charts	Observation Oral questions Written questions	
8	1-5	<b>Environment and its resources</b>	Exploring the soil	By the end of the sub-strand, the learner should be able to: b) determine the soil that makes long smooth ribbons	1. What objects could we make with soil?	<input type="checkbox"/> In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons	Realia charts	Observation Oral questions Written questions	

					2. Which type of soil make good ribbons			s	
9	1-5	<b>Environment and its resources</b>		By the end of the sub-strand, the learner should be able to: ) appreciate different types of soil in the immediate environment	1. What objects could we make with soil? 2. Which type of soil make good ribbons	Learners to visit the school <input type="checkbox"/> neighbourhood to observe or take pictures of different types of soils and their uses (sand for construction, clay for modeling, loam for farming)	Realia Charts	Observation Oral questions Written questions	
10	1-5	<b>Environment and its resources</b>	Exploring parts Of plant	By the end of the sub-strand, the learner should be able to: a) identify parts of a plant b) draw different parts of a plant from the immediate environment c) show interest in parts of a plant for learning and enjoyment.	1. What are the different parts of a plant?	<input type="checkbox"/> In a nature walk, learners to explore different plants in the immediate environment. Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants . What are the different parts of a plant? Learners draw or take photographs of <input type="checkbox"/> parts of a plant. Learners are guided to display their <input type="checkbox"/> work for further learning and peer	Realia Charts	Observation Oral questions Written questions	
11	1-5	<b>Environment and its resources</b>	Exploring parts Of plant	By the end of the sub-strand, the learner should be able to: ) draw different parts of a plant from the immediate environment	. What are the different parts of a plant?	<input type="checkbox"/> In a nature walk, learners to explore different plants in the immediate environment. Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants	Realia charts	Observation Oral questions Written questions	

