

WHAT 0757478868 RATIONALIZED 2026 T123 SCHEME OF WORK LESSON PLANS, RECORD OF WORK, LATEST EXAM SERIES TERM 3 JESMA, COMPASS , SIGNAL ETC

2026 Grade 1 Rationalized Environmental Hygiene Schemes of work Term 3

Week	Lesson	Strand	Substrand	Specific Learning Outcomes	Key inquiry Questions	Learning Experiences	Learning Resources	Assessment	Remarks
1	1-4	Resources in our Environment	Water	By the end of the substrand the learner should be able to: a) Identify sources of water in the immediate environment b) Draw and colour different sources of water c) Acknowledge different sources of water in the immediate environment	Why do we care for water sources?	Learner is guided to: • manipulate digital devices to watch videos, observe pictures on different sources of water. • develop originality skills when drawing and coloring different sources of water	Pictures , digital devices , video clips, local environment, learners experiences, learners course books	Oral questions, Observation, drawing	
2	1-4	Resources in our Environment	Water	By the end of the substrand the learner should be able to: a) Discuss uses of water at home and in school b) Record uses of water at home and in school c) Acknowledge different uses of water in the immediate environment	How can you use water without wasting it?	Learner is guided to: • complete a simple word puzzle on sources of water at home and in school • collaboratively model sources of water in class learning space or corner using locally available materials • observe and write uses of water at home and in school	Pictures , digital devices , video clips, local environment, learners experiences, learners course books	Oral questions, Observation, writing	
3	1-4	Resources in our Environment	Water	By the end of the substrand the learner should be able to: a) Discuss careful use	How can you use water without wasting	Learner is guided to: • share experiences	Pictures , digital devices , video clips, local	Oral questions, Observation role-	

				<p>of water at home and school</p> <p>b) Conserve water at home and school</p> <p>c) Acknowledge ways of conserving water in the immediate environment</p>	it?	<p>with peers on careful use of water in the home and school</p> <ul style="list-style-type: none"> • role play water conservation activities that can be used at home and school • make a poster on water conservation (reducing use of water) at home and school 	environment, learner's experiences, learner's course books	playing	
4	1-4	Resources in our Environment	Plants	<p>By the end of the substrand the learner should be able to:</p> <p>a) Identify parts of a plant found in the school garden or compound</p> <p>b) Draw different parts of a plant found at school</p> <p>c) Advocate for conservation of plants in the immediate environment</p>	How can you care for plants in your Environment?	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • take a nature walk to explore parts of a plant. • manipulate a digital device to watch video clips or observe pictures and photographs to identify different parts of a plant. • indicate parts of a plant (flower,,leaves, stem,roots) using real plants or pictures 	<p>Pictures , digital devices , video clips, local environment, learner's experiences, learner's course books</p>	Oral questions , Observation, drawing	
5	1-4	Resources in our Environment	Plants	<p>By the end of the substrand the learner should be able to:</p> <p>a) Carry out activities that conserve plants in the immediate environment.</p> <p>b) Prepare and Plant seeds in the nature corner in class.</p>	How can you care for plants in your Environment?	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • observe safety and carefully collect and observe young plants in the locality. • plant seeds in the nature corner of the class, in a school garden or flowerbed . 	<p>Pictures , digital devices , video clips, local environment, learner's experiences, learner's course books</p>	Oral questions, Observation, drawing	