



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 3 ENVIRONMENTAL ACTIVITIES

Week	Lesson	Strand	Sub strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflection
1	1	Natural Environment	Weather	By the end of the lesson, the learner should be able to: a) Identify unfavourable weather conditions. b) Share experiences on unfavourable weather conditions. c) Appreciate unfavourable weather conditions.	The learner is guided to identify unfavorable weather conditions. Learner to share experiences on unfavourable weather conditions in pairs	What are unfavorable weather conditions?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	2	Natural Environment	Weather	By the end of the lesson, the learner should be able to: a) Use digital device and print media to search for information on unfavourable weather conditions.	The learner is guided to use digital device and print media to search for information on unfavourable weather conditions (heavy rainfall, drought, strong	What did you find out about weather conditions?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



				b) Share findings with peers. c) Enjoy learning using digital devices.	winds, extreme heat, snow, fog) and share findings with peers		<i>rationalized curriculum design</i>		
	3	Natural Environment	Weather	By the end of the lesson, the learner should be able to: a) Explain dangers of unfavourable weather conditions on people. b) Watch videos on the dangers of unfavourable weather on people. c) Acknowledge the dangers of unfavourable weather conditions on people.	The learner is guided to explain dangers of unfavorable weather conditions on people. In groups, watch videos on the dangers of unfavourable weather on people and discuss observations.	What are the dangers of unfavourable weather conditions on people?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home <i>Grade 3 rationalised curriculum design</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	4	Natural Environment	Weather	By the end of the lesson, the learner should be able to: a) Discuss the effects of unfavourable weather conditions in the environment. b) Share experiences on how unfavourable weather conditions affected your environment. c) Appreciate the effects of	The learner is guided to discuss the effects of unfavourable weather conditions in the environment. Learner to share experiences on how unfavourable weather conditions affected your environment.	What are the effects of unfavourable weather conditions in the environment ?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home <i>Grade 3 rationalised curriculum design</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



				unfavourable weather conditions in the environment.					
2	1	Natural Environment	Weather	By the end of the lesson, the learner should be able to: a) Read or listen to stories about appropriate responses to adverse weather conditions. b) Discuss how to respond appropriately to adverse weather conditions. c) Enjoy responding appropriately to adverse weather conditions.	The learner is guided to read or listen to stories about appropriate responses to adverse weather conditions from the teacher, guardians or resource person. Learner to discuss how to respond appropriately to adverse weather conditions.	How can you keep safe during unfavourable weather conditions?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	2	Natural Environment	Weather	By the end of the lesson, the learner should be able to: a) State the effects of unfavourable weather conditions b) Develop listening and speaking skills while actively engaging in discussions on effects of unfavourable weather conditions	The learner is guided to develop listening and speaking skills while actively engaging in discussions on effects of unfavourable weather conditions	Why is it good to have group discussions?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



				c) Have fun engaging in discussions					
	3	Natural Environment	Weather	By the end of the lesson, the learner should be able to: a) Discuss safety measures to observe during unfavourable weather conditions. b) Match unfavourable weather conditions with corresponding safety measures. c) Appreciate safety measures to observe during unfavourable weather conditions.	The learner is guided to match unfavourable weather conditions with corresponding safety measures (shelter indoors, avoid walking through stagnant and flood waters, stay indoors and dress warmly during extreme cold and foggy weather, drink enough water and avoid prolonged exposure to the sun)		Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	4	Natural Environment	Weather	By the end of the lesson, the learner should be able to: a) Watch video clips on how to respond to unfavourable weather conditions. b) Respond appropriately to unfavourable	The learner is guided to watch video clips on how to respond to unfavourable weather conditions. Learner to respond appropriately to unfavourable weather	What do you do when it starts raining heavily on your way to school?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



				weather conditions in the locality. c) Enjoy responding appropriately to unfavourable weather conditions in the locality.	conditions in the locality.		<i>curriculum design</i>		
3	1	Natural Environment	Weather	By the end of the lesson, the learner should be able to: a) Discuss what to wear during unfavourable weather conditions. b) Observe pictures of items to wear during unfavourable weather conditions. c) Acknowledge the need to dress appropriately during adverse weather conditions	The learner is guided to discuss what to wear during unfavourable weather conditions. Learner to observe pictures of items to wear during unfavourable weather conditions.	What do you wear when the weather is hot?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 <i>rationalised curriculum design</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	2	Natural Environment	Weather	By the end of the lesson, the learner should be able to: a) Discuss the importance of keeping safe during unfavourable weather conditions b) Gather information from parents or	The learner is guided to discuss the importance of keeping safe during unfavourable weather conditions. Learner to gather	What is the importance of keeping safe during unfavourable weather conditions?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



				guardians on how to keep safe during unfavourable weather conditions and share it with peers. c) Appreciate the importance of keeping safe during unfavourable weather conditions	information from parents or guardians on how to keep safe during unfavourable weather conditions and share with peers.		<i>rationalised curriculum design</i>		
	3	Natural Environment	Soil	By the end of the lesson, the learner should be able to: a) Look at pictures or actual samples of different types of soil. b) Identify the different types of soil c) Appreciate the different types of soil.	The learner is guided to look at pictures or actual samples of different types of soil. Learners to identify the different types of soil.	Which types of soils do you know?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home <i>Grade 3 rationalised curriculum design</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	4	Natural Environment	Soil	By the end of the lesson, the learner should be able to: a) Move around the school environment and collect different soil samples. b) Name and label the different soil samples collected.	The learner is guided to move around the school environment and collect different soil samples. Learner to name and label the different soil	Which type of soil did you collect?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home <i>Grade 3</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



				c) Have fun identifying different types of soil in the environment.	samples collected.		<i>rationalised curriculum design</i>		
4	1	Natural Environment	Soil	By the end of the lesson, the learner should be able to: a) Discuss the characteristics of different types of soil. b) Write down the characteristics of different types of soil. c) Acknowledge the characteristics of different types of soil.	The learner is guided to discuss the characteristics of different types of soil. Learner to write down the characteristics of different types of soil.	What are the characteristics of different types of soil?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home <i>Grade 3 rationalised curriculum design</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	2	Natural Environment	Soil	By the end of the lesson, the learner should be able to: a) Use sense of touch to interact with various samples of soil (sand, loam and clay soils) to feel texture. b) Discuss the size and texture of different types of soil. c) Enjoy finding out the texture of different types of soil through touch	The learner is guided to use sense of touch to interact with various samples of soil (sand, loam and clay soils) to feel texture. Learner to discuss the size and texture of different types of soil.	Which type of soil has a rough texture?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home <i>Grade 3 rationalised curriculum design</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



	3	Natural Environment	Soil	By the end of the lesson, the learner should be able to: a) Find out from parents or guardians on types of soil found in the locality and share with peers. b) Mount different soil samples on a chart and display the chart in class. c) Appreciate own and others efforts.	The learner is guided to find out from parents or guardians on types of soil found in the locality and share with peers. In pairs, mount different soil samples on a chart and display the chart in class.	Which type of soil is soft to touch?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	4	Natural Environment	Soil	By the end of the lesson, the learner should be able to: a) State how to care for soil in the environment. b) Watch videos on how to care for the soil and discuss observations. c) Embrace ways of caring for the soil.	The learner is guided to discuss on how to care for soil in the environment (manuring, mulching, planting trees,) and share with peers.	How can we take care of the soil?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
5	1	Natural Environment	Soil	By the end of the lesson, the learner should be able to: a) Carry out tree planting activities in the community. b) Develop decision making abilities	The learner is guided to carry out tree planting activities in the community. Learner to develop decision making abilities	Which conservation activities in the environment did you carry out?	Digital devices Journals Magazines Pictures Charts Flash cards	Observation Written test Oral questions Aural questions Peer assessment	



				when actively participating in communal tree planting activities. c) Embrace soil conservation activities in the environment.	when actively participating in communal tree planting activities.		Resources found at home Grade 3 rationalised curriculum design	Self-assessment	
	2	Natural Environment	Heat	By the end of the lesson, the learner should be able to: a) List sources of heat in the environment. b) Think pair and share on sources of heat used at home. c) Embrace the sources of heat in the environment.	The learner is guided to list sources of heat in the environment. In groups, Learners to think, pair and share on sources of heat used at home.	Which sources of heat do you know?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	3	Natural Environment	Heat	By the end of the lesson, the learner should be able to: a) Use pictures or video clips to find out various sources of heat in the environment. b) Enhance open mindedness during group discussions on sources of heat in the environment.	The learner is guided to use pictures or video clips to find out various sources of heat in the environment (sun, charcoal, firewood and kerosene, electricity, gas)	Which sources of heat are used at home?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



				c) Appreciating diverse opinions during group discussions					
	4	Natural Environment	Heat	By the end of the lesson, the learner should be able to: a) Discuss uses of heat in the environment. b) Share your groups' points in class. c) Enjoy discussing the uses of heat in the environment.	The learner is guided to discuss uses of heat in the environment and share in class (cooking, warming, ironing, drying).	What are the uses of heat?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
6	1	Natural Environment	Heat	By the end of the lesson, the learner should be able to: a) Explain what heat conservation is. b) Watch videos on how to conserve heat and discuss observations. c) Embrace heat conservation at home.	The learner is guided to explain what heat conservation is. In groups, watch videos on how to conserve heat and discuss observations.	What is heat conservation?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	2	Natural Environment	Heat	By the end of the lesson, the learner should be able to:	The learner is guided to discuss basic heat	Which basic heat conservation measures	Digital devices Journals Magazines	Observation Written test Oral questions	



				a) Discuss basic heat conservation measures. b) Role-play how to conserve heat in the environment. c) Appreciate basic heat conservation measures.	conservation measures (turning off heat sources when not in use, use energy saving stoves, protecting the fireplace from wind). Learners to role play how to conserve heat in the environment (using energy without wasting it).	do you know?	Pictures Charts Flash cards Resources found at home Grade 3 <i>rationalised curriculum design</i>	Aural questions Peer assessment Self-assessment	
	3	Natural Environment	Heat	By the end of the lesson, the learner should be able to: a) Think pair and share with peers on how to keep safe when dealing with heat from various sources of heat. b) Watch videos on how to keep safe when dealing with heat and discuss observations. c) Enjoy keeping safe when dealing with heat.	The learner is guided to think, pair and share with peers on how to keep safe when dealing with heat from various sources of heat (avoid playing with fire and electrical appliances, prolonged exposure to sun, be aware of fire alarms, be accompanied by responsible adults around fireplace)	How do you keep safe from sources of heat?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 <i>rationalised curriculum design</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



	4	Natural Environment	Heat	By the end of the lesson, the learner should be able to: a) Find out from parents or guardians ways of conserving heat at home. b) Reflect on own experiences of conserving heat at home and share with others. c) Enjoy conserving heat at home.	The learner is guided to find out from parents or guardians ways of conserving heat at home. Learner to reflect on own experiences of conserving heat at home and share with others.	How do you conserve heat at home?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
7	1	Natural Environment	Heat	By the end of the lesson, the learner should be able to: a) Discuss the importance of conserving heat in the environment. b) Write down the importance of different sources of heat. c) Appreciate the importance of different sources of heat in daily life.	The learner is guided to discuss the importance of conserving heat in the environment.	Why is it important to conserve heat in the environment?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	2	Resources in Our Environment	Water	By the end of the lesson, the learner should be able to: a) Identify water sources in the environment.	The learner is guided to think pair and share on sources of water in the environment.	Which sources of water do you know?	Digital devices Journals Magazines Pictures Charts Flash cards	Observation Written test Oral questions Aural questions	



				b) Think pair and share on sources of water in the environment. c) Embrace sources of water in the environment.	Learner to think pair and share on sources of water in the environment.		Resources found at home Grade 3 rationalised curriculum design	Peer assessment Self-assessment	
	3	Resources in Our Environment	Water	By the end of the lesson, the learner should be able to: a) Observe pictures on different sources of water. b) Draw and name sources of water observed from the pictures. c) Appreciate sources of water in your locality.	The learner is guided to observe pictures on different sources of water. Learner to draw and name sources of water observed from the pictures.	Which sources of water are found in our locality?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	4	Resources in Our Environment	Water	By the end of the lesson, the learner should be able to: a) Mention uses of water in the environment. b) Think pair and share on sources and uses of water in the environment. c) Acknowledge the uses of water in the environment.	The learner is guided to think pair and share on uses of water in the environment. Learner to think, pair and share on sources and uses of water in the environment.	What are the uses of water?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



8				MID TERM BREAK					
9	1	Resources in Our Environment	Water	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Observe pictures, listen to audio or watch video clips on how water can be contaminated in the environment. Name ways in which water can be contaminated in the environment Appreciate ways in which water can be contaminated in the environment. 	<p>The learner is guided to observe pictures, listen to audio or watch video clips on how water can be contaminated in the environment (Human activities- washing clothes, bathing, urinating, swimming; Animals- drinking directly from water source, excreting in water sources).</p>	<p>What is contaminated water?</p>	<p>Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design</p>	<p>Observation Written test Oral questions Aural questions Peer assessment Self-assessment</p>	
	2	Resources in Our Environment	Water	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> State ways of preventing water contamination. Practice ways of preventing water contamination. Be encouraged create awareness to others on how to 	<p>The learner is guided to state ways of preventing water contamination. Learner to practice ways of preventing water contamination.</p>	<p>How is water contaminated?</p>	<p>Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised</p>	<p>Observation Written test Oral questions Aural questions Peer assessment Self-assessment</p>	



				prevent water contamination.			<i>curriculum design</i>		
	3	Resources in Our Environment	Water	By the end of the lesson, the learner should be able to: a) Observe a demonstration on how to improvise a water filter. b) Identify and collect locally available materials to use in improvising a water filter. c) Appreciate the use of local materials to make a water filter.	The learner is guided to observe a demonstration on how to improvise a water filter. Learner to identify and collect locally available materials to use in improvising a water filter.	Which materials can we use to improvise a water filter?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 <i>rationalised curriculum design</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	4	Resources in Our Environment	Water	By the end of the lesson, the learner should be able to: a) Make an improvised water filter using locally available materials. b) Develop unique and new ideas when using locally available materials to make improvised water filters. c) Enjoy improvising water filters using locally available materials.	The learner is guided to make an improvised water filter using locally available materials. Learner to develop unique and new ideas when using locally available materials to make improvised water filters.	How is a water filter made?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 <i>rationalised curriculum design</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



10	1	Resources in Our Environment	Water	By the end of the lesson, the learner should be able to: a) Identify ways of making water clean. b) Watch videos on how to make dirty water clean. c) Appreciate ways of making water clean.	The learner is guided to Identify ways of making water clean. Learner to watch videos on how to make dirty water clean.	How can we make dirty water clean?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	2	Resources in Our Environment	Water	By the end of the lesson, the learner should be able to: a) Discuss how to clean dirty water through filtration. b) Clean dirty water through filtration using different materials. c) Have fun cleaning dirty water using the water filter improvised.	The learner is guided to discuss how to clean dirty water through filtration. Learner to clean dirty water through filtration using different materials (a piece of cloth, improvised water filter, sieve)	How is dirty water cleaned through filtration?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	3	Resources in Our Environment	Water	By the end of the lesson, the learner should be able to: a) Discuss on how to make water safe for drinking through boiling.	The learner is guided to discuss on how to make water safe for drinking(boiling) using a variety	How does boiling water make it safe for drinking?	Digital devices Journals Magazines Pictures Charts Flash cards	Observation Written test Oral questions Aural questions	



				b) Using video clips or pictures, observe how to make water safe for drinking through boiling. c) Enjoy making drinking water safe through boiling.	of learning resources (video clips, pictures)		Resources found at home Grade 3 rationalised curriculum design	Peer assessment Self-assessment	
	4	Resources in Our Environment	Water	By the end of the lesson, the learner should be able to: a) Tell activities at home where water is used. b) Make water safe for drinking through boiling while observing safety. c) Have fun boiling water to make it safe for drinking.	The learner is guided to tell activities at home where water is used (washing clothes, hands, dishes, vegetables, fruits)	Which activities involve the use of water at home?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
11	1	Resources in Our Environment	Water	By the end of the lesson, the learner should be able to: a) Discuss with peers some of the ways in which water can be reused. b) Find out from parents or guardians other ways in which water can be reused at home and share with peers.	The learner is guided to discuss with peers some of the ways in which water can be reused (watering plants, washing toilets, sprinkling on earthen surfaces to reduce dust, cleaning outdoor surfaces)	In which ways can water be re-used?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



				c) Appreciate ways of reusing water at home and in school.	Learner to find out from parents or guardians other ways in which water can be reused at home and share with peers.				
	2	Resources in Our Environment	Water	By the end of the lesson, the learner should be able to: a) Discuss ways of conserving water at home and in school. b) Conserve water at home and school as scarce resource. c) Enjoy conserving water at home and in school.	The learner is guided to discuss ways of conserving water at home and in school. Learner to conserve water at home and school as scarce resource.	How do we conserve water at home?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	3	Resources in Our Environment	Water	By the end of the lesson, the learner should be able to: a) State the importance of clean and safe water for healthy living. b) Make posters on ways of conserving water in the environment. c) Value the importance of clean and safe	The learner is guided to state the importance of clean and safe water for healthy living. Learner to make posters on ways of conserving water in the environment.	What is the importance of clean and safe water?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



				water for healthy living.					
	4	Resources in Our Environment	Plants	By the end of the lesson, the learner should be able to: a) Mention plants that are common in your locality. b) Observe pictures of different plants and name them. c) Appreciate plants found in your community.	The learner is guided to mention plants that are common in your locality. Learner to observe pictures of different plants and name them.	Which plants are found in your locality?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
12	1	Resources in Our Environment	Plants	By the end of the lesson, the learner should be able to: a) Identify safety measures to observe when handling plants. b) Listen to a resource person, watch video clips or read print media on safety measures to observe when handling plants in the environment. c) Value safety measures to observe when handling plants.	The learner is guided to identify safety measures to observe when handling plants. Learner to listen to a resource person, watch video clips or read print media on safety measures to observe when handling plants in the environment (protective gear, knowledge of poisonous plants, hand washing, use of	Why should you observe safety when handling plants?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



					tools, disposal of plant waste)				
	2	Resources in Our Environment	Plants	By the end of the lesson, the learner should be able to: a) Carry out nature walk around and interact with different plants found in the immediate environment. b) Demonstrate safety measures when handling plants. c) Enjoy interacting with different types of plants.	The learner is guided to carry out nature walk around and interact with different plants found in the immediate environment. Learner to demonstrate safety measures when handling plants.	Which plants did you see?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	3	Resources in Our Environment	Plants	By the end of the lesson, the learner should be able to: a) Take photos of different plants or pick a few plants or parts during the nature walk. b) Make portfolios and stick the plants or parts of plants c) Appreciate own and others efforts.	The learner is guided to take photos of different plants or pick a few plants or parts during the nature walk. Learner to make portfolios and stick the plants or parts of plants for reference.	Which parts of a plant do you know?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 rationalised curriculum design	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	4	Resources in Our Environment	Plants	By the end of the lesson, the learner should be able to:	The learner is guided to use digital devices to find out what are	Which plants are edible?	Digital devices Journals Magazines	Observation Written test Oral questions	



				a) Use digital devices to find out what are edible and non-edible plants. b) Draw and colour one type of plant and display in class. c) Appreciate edible and non-edible plants.	edible and non-edible plants. Learner to draw and colour one type of plant and display in class.		Pictures Charts Flash cards Resources found at home Grade 3 <i>rationalised curriculum design</i>	Aural questions Peer assessment Self-assessment	
13	1	Resources in Our Environment	Plants	By the end of the lesson, the learner should be able to: a) Discuss edible and non-edible types of plants found in the locality. b) Sort and group various plants in the environment as edible/non-edible. c) Value edible and non-edible types of plants.	The learner is guided to discuss types of plants (edible, nonedible) found in the locality with peers. Learner to sort and group various plants in the environment as edible/non-edible.	Which plants are non-edible?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 <i>rationalised curriculum design</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	2	Resources in Our Environment	Plants	By the end of the lesson, the learner should be able to: a) Search from the internet or print media items used to make kitchen gardens. b) List items used to make kitchen gardens.	The learner is guided to search from the internet or print media items used to make kitchen gardens (old tires, basins, pipes, sacks, hanging/floating pots, plastic	What is a kitchen garden?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 <i>rationalised</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	



				c) Enjoy using digital devices to find out which items are used to make kitchen garden	containers, hanging walls)		<i>curriculum design</i>		
	3	Resources in Our Environment	Plants	By the end of the lesson, the learner should be able to: a) Identify types of vegetables that can be planted in a kitchen garden. b) Collect local materials that can be used to make kitchen gardens. c) Appreciate the use of locally available materials to make kitchen garden.	The learner is guided to identify types of vegetables that can be planted in a kitchen garden. Learner to collect local materials that can be used to make kitchen gardens.	Which vegetables can be planted in a kitchen garden?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 <i>rationalised curriculum design</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
	4	Resources in Our Environment	Plants	By the end of the lesson, the learner should be able to: a) Make a kitchen garden using locally available materials. b) Take pictures of the project and store in his/her portfolio. c) Have fun making a kitchen garden.	The learner is guided to make a kitchen garden using locally available materials. Learner to take pictures of the project and store in his/her portfolio.	Which vegetable did you choose for your kitchen garden?	Digital devices Journals Magazines Pictures Charts Flash cards Resources found at home Grade 3 <i>rationalised curriculum design</i>	Observation Written test Oral questions Aural questions Peer assessment Self-assessment	
14	END OF TERM EXAM AND SCHOOL CLOSING								