

GRADE 2 TERM 3 SCHEMES OF WORK

Term Three Year _____ School _____ Teachers Name _____

Week	Lessons	Strand	Sub Strand	Specific Learning Outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Ref
1	1	SOCIAL ENVIRONMENT Caring for plants	Equipment for watering flower bed	By the end of the lesson, the learner should be able to: a. observe flower beds b. mention the Equipments used in watering flowerbeds c. develop curiosity in preserving flowerbeds for beauty	Learners should be able to demonstrate how flowers look like when not watered Learners in groups to discuss what they have observed	How do we know when flower beds have been watered? How do flowers look like when they have not been watered?	Photographs Sample flower beds Pencils, crayons, books for drawing Enrich Yourself Env. Activities Learners Bk. Grd. 1-page 38-39	Observation written exercise oral questions	
	2		Procedure for watering flowerbeds	By the end of the lesson, the learner should be able to: a. make improvised materials for watering flowerbeds b. describe the procedure for watering flowerbeds c. demonstrate care for flowerbeds by watering them	Learners should be able to demonstrate how flowers look like when not watered Learners in groups to discuss what they have observed	How do we know when flower beds have been watered? How do flowers look like when they have not been watered?	Photographs Sample flower beds Pencils, crayons, books for drawing Enrich Yourself Env. Activities Learners Bk. Grd. 1-page 38-39	Observation written exercise oral questions	
	3	Caring for animals	Animals feeds	By the end of the lesson, the learner should be able to: a. identify common feeds for various domestic animals b. watch a video clip on animal feeds c. appreciate the importance of animal feeds	Learners to identify common feeds for animals at home Learners to watch video clips showing animal feeds	What do domestic animals eat?	Enrich Yourself Env. Activities Learners Bk. Grd. 1-page 40 Video clips, photographs	Observation written exercise oral questions	
	4		Equipment for watering and feeding animals at home	By the end of the lesson, the learner should be able to: a. identify the equipment used in watering and feeding animals at home b. discuss what domestic animals eat c. appreciate the importance of animal feeds	Learners to identify common feeds for animals at home Learners to watch video clips showing animal feeds	What do domestic animals eat?	Enrich Yourself Env. Activities Learners Bk. Grd. 1-page 41 Video clips, photographs	Observation written exercise oral questions	

Scheme Of Work For Secondary School Third Term

University of Maryland, College Park

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the University of Maryland text.

Scheme Of Work For Secondary School Third Term:

Teaching Music in the Secondary School David Bray,2000 This is essential reading for anyone who teaches Music today and needs to keep up to date with all the latest issues and developments It s a practical handbook written by an Inspector with current information on the issues that count Differentiation practical section helps you get the most out of all your pupils Assessment contains an invaluable section including examples and useful checklists to help you get the most out of assessment A levels and ICT the latest information on these important issues **Special Reports on Educational Subjects** Great Britain. Board of Education,1905 *Bulletin of High Points in the Work of the High Schools of New York City* ,1926 Sessional Papers Great Britain. Parliament. House of Commons,1902 **School Training for the Home Duties of Women ...** Great Britain. Board of Education,1906 **High Points in the Work of the High Schools of New York City** ,1921 A Practical Guide to Teaching ICT in the Secondary School Steve Kennewell,Andrew Connell,Anthony Edwards,2007-04-11 This practical and accessible workbook is designed to support student and newly qualified teachers as they develop their basic teaching skills A Practical Guide to Teaching ICT in the Secondary School draws on the best available research concerning student teachers needs and approaches to learning It focuses on the key pedagogical issues which arise during the school experience including managing the class and learning environment developing pupils understanding of concepts including challenging misconceptions different ways of explaining aspects of the subject which pupils find problematic It provides a wealth of practical activities and materials underpinned by relevant theory which have been developed through the authors vast experience of working with student teachers These activities provide opportunities to analyze learning and performance The book has been designed to be written in directly and so provide a useful record of progress Case studies are also included as are examples of existing good practice and a range of tried and tested strategies The book has been written to complement Learning to Teach ICT in the Secondary School A Companion to School Experience but can also be used equally successfully as a stand alone book It has been designed to be used by student teachers on their own or with others or by school or university based tutors with their student teachers to develop and reinforce their understanding of learning to teach IT **Cd** ,1906 *Catalogue* University of Maryland, College Park,1920 *School and Society* ,1915

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