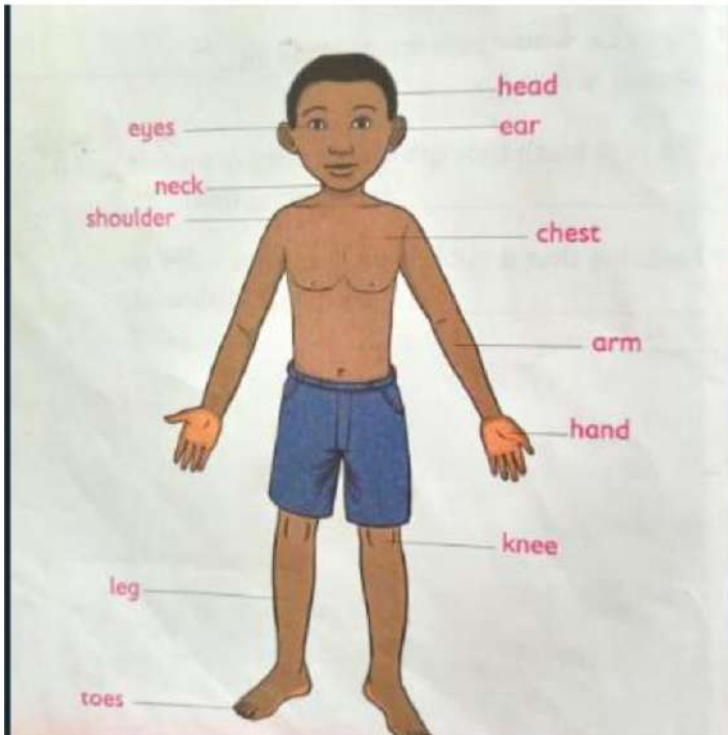


STRAND 1 SOCIAL ENVIRONMENT

1.1 Cleaning My Body

- Our body has many parts.
- Some of the parts in our body are shown below.



We **see** with our **eyes**.
We **smell** with our **nose**.
We **feel** with our **skin**.
We **hear** with our **ears**.
We **taste** with our **tongue**.
We **touch** with our **hands**.
We **walk** with our **legs**.

- When we play and work our body parts get dirt and have germs.
- Our body gets dirty because of sweat.
- Our body also gets dirty when we touch dirty things.
- When our body is dirty, it smells bad.
- Dirty body can also make us to be sick.
- Therefore, they should be cleaned to make us clean and healthy.

Materials we use to clean our body.

- When cleaning the body parts, we use different materials.
- Some of the materials we use are shown below.

Cleaning our face	Cleaning hair.	Cleaning our nose.
Clean water. Basin. Soap. Towel.	Clean water. Soap. Basin. Comb. A towel.	Handkerchief.

Cleaning our teeth.

Clean warm water.
Tooth paste.
Tooth brush
Chewed stick.

Cleaning our hands.

Soap.
Nail cutter.
Towel or cloth.
Clean water.

Cleaning our legs.

Soap.
Basin.
Sponge.
Clean water.
Oil.
Rough stone.
Towel.

clean water



Basin.



Soap.



Towel



Comb



Handkerchief.



Tooth paste.



Chewed stick.



Nail cutter.



Sponge

Oil or jelly.

Rough or pumice stone.














Teacher and learners' activity.

draw and colour materials used to clean different parts of the body,

watch a video clip or observe pictures on oral hygiene practices for personal wellbeing,

practice brushing teeth for proper oral hygiene and personal well-being, observe a demonstration on cleaning parts of the body (*face, hair, hands, legs, feet*), follow appropriate steps to wash own face, hands, feet and hair by careful use (no wastage) of cleaning agents and water (*soap, water, toothpaste*) to enhance diligence and excellence,

Cleaning materials and the body parts the body parts they clean.

Body part	Cleaning material used to clean.		
Face	Face towel 		
Teeth	Tooth brush, chewing stick 	Tooth paste. 	
Hands	Sponge. 	Soap. 	Basin 
Feet	Pumice stone. 	Sponge 	
Hair	Comb. 		
Ears	Ear buds. 		
Nose	Handkerchief 		

Problems related to Oral Hygiene.

Oral hygiene is keeping our teeth and mouth clean.

We keep our mouth clean by brushing daily.

Brushing our teeth makes them clean and healthy.

Brushed teeth are always strong.

When we do not brush our teeth daily, they become dirt and smell bad.

Some of the problems we get when we do not brush our teeth are:

- ✓ Bad breath.
- ✓ Bleeding gum.
- ✓ Cavities.

Bleeding gum



Cavities.



1.2 Our Home.

Materials used to clean our Home environment.

A home is a place where we live and stay.

Homes have one or many houses.



Keeping our home clean

Our home must be kept clean.


Dirty home makes us sick.

Clean home prevents us from getting sick.

We can keep our home clean by:

- ✓ Cutting long grasses that keeps animals like mosquitoes, rats and snakes.
- ✓ Sweeping floors.
- ✓ Mopping floors.
- ✓ Keeping windows open at day time.
- ✓ Clean walls to remove dirt and cobwebs.
- ✓ Clean all items in the house such as utensils and beddings.
- ✓ Clean bathroom, toilets and latrines.
- ✓ Collect rubbish and put in the dustbins.
- ✓ Keep animals houses clean

Materials used to clean home environment.

Type of cleaning	Materials used during cleaning
Sweeping	Broom dust pan 
Wiping	Clean water. Piece of cloth 
Dusting	Piece of cloth or duster 
Mopping	Mopper 
Collecting litter	Dust pan gloves Rake 

Cutting grass

Slasher

Panga



Common accidents at home.

When we are at home, we use different things when working and playing. Some of them can harm us when using them.

When some of the thing harm us we call it an accident.

Some of the common accidents at home are:

- ✓ Falls.
- ✓ Cuts.
- ✓ Burns.

Fall.

Falls are cause by wet slipper floor.



Cuts.

Cuts are caused by sharp objects we touch.



Burns.

Burns are cause by fire or hot things.



What causes fall?

Wet slippery flows
Rooms not arranged well.

What causes cuts?

Sharp objects like
Knife, nails, pins, razor
blade, broken glasses

What causes Burns?

Jiko, stove, paraffin,
match box, hot water,
hot foods



Knife



Nails



Pins



Razor Blade



Broken glasses



Jiko



Hot water



Paraffin



Matchbox

Teachers/Learners Activity.

watch videos or observe pictures on ways of preventing accidents at home (*wiping spills, arranging furniture properly, disposing of waste appropriately, covering open pits, proper handling of tools like knives and forks, proper use and storage of medicine*),

Ways of preventing accidents at home.

- ✓ Wipe in spills on the floors. This helps us not to slide and fall.
- ✓ Arrange furniture in the rooms properly. This helps us to fall and hit things.
- ✓ Dispose waste well to avoid sliding when walking.
- ✓ Cover open pits.
- ✓ Tools like knives and forks should be used with care.
- ✓ Medicines should be used properly.

Ways of ensuring cleanliness at home.

- › Collecting litter.
- › Sweeping.
- › Dusting.
- › Wiping.
- › Proper disposing of waste.

Collecting litter at home.



Dusting.



Wiping.



Sweeping.

Proper disposal of wastes.



Teacher/Learners Activity

practice cleaning places (*compound, living room, kitchen*) and assorted items (*table, chair, mat*) using different suitable cleaning materials (*soap, water, sponge, sisal fibres, piece of cloth*) at home to develop independence.

1.3 Family Needs.

What is a need?

A need means something we must have so as to live.

We can not live without a need.

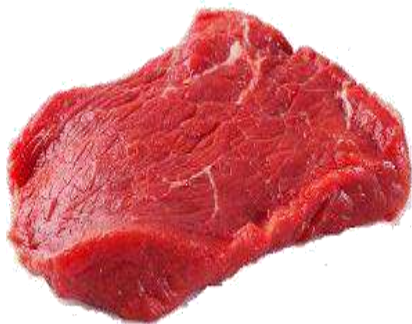
Family needs are thing like:

- ✓ Food.
- ✓ Shelter.
- ✓ Clothing.

Food.

- We eat food to grow and to become healthy.
- Food helps us to keep away diseases.
- We also drink water.
- Some of the food we eat at home are:
 - Meat.
 - Chicken.
 - Fruits.
 - Fish.
 - Eggs.
 - Vegetables.
 - Milk.

Meat.



Chicken.



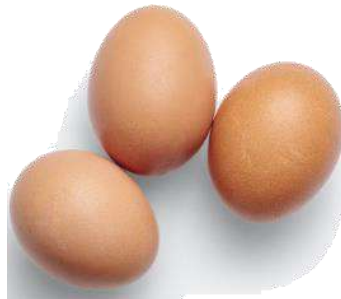
Fruits.



Fish.



Eggs.



Vegetables.



Clothes.

We all need to wear clothes.

Clothes keep our bodies warm.

Clothes also cover our bodies and protect us.

Shoes protect our feet.

Shirt.



Blouse.



Short.



Trouser.



Skirt.



Dress.



Shoes.



Socks.



Jacket.

Sweater.



T-shirt.



Shelter or house.

We need a house to live in.

A house is a shelter for us.

It protects us from cold and rain.

It also protects us from dangerous animals and shelter.



Physical Family Needs.

Physical family needs include

- ✓ Foods.
- ✓ Water.
- ✓ Clothing.
- ✓ Shelter.

Teacher/Learner activity

watch a video clip and/or observe pictures of different physical family needs (*food and water, clothing and shelter*),

observe pictures of food items used by family members, match pictures of food items with their names,

draw and colour items (*food items, water storage container/tap, assorted clothes and hut/house*) that represent family needs,

Reasons for eating Food every day.

We eat food for growth.

We eat food to get energy.

We eat food to prevent illness or getting sick.

1.4 Our School.

Physical features at home and school.

Physical features at home and school include:

- › Rivers.
- › Hills.
- › Roads.
- › Bridges.
- › Buildings.
- › Church.
- › Mosque.

Physical Features

River



Hills



Roads.



Bridge.



Buildings.



Forest.



Teacher/Learner activity.

draw and colour a river, a hill, forest/trees, a bridge, a road, buildings (*church, mosque, temple*).

Safety measures to take while on the way to school.

- Observing road signs.
- Not speaking to strangers.
- Not picking food from strangers.
- Respecting community helpers.

1.5 Our Market.

Roles of People found in the market.

A market is place where we go to sell or buy things.

A market had many people.

Some people go to the market to sell things. These people are called **sellers**.

Some people go to the market to buy things. This people are called **buyers**.

Seller.

They take things to the market to sell and get money.



A seller on the market.

Buyers.

They go to the market to buy what they want to use.



A buyer buying items from a seller.

Teacher learners activity.

observe pictures and/or videos of people found in a market.

Food Items found in the market.

In market, sellers sell items such as food.

People buy food from the market.

Examples of food found in the market include:

Kales/Sukuma wiki.

Cabbages.

Oranges.

Avocados.









Water melons.

Bananas.

Tomatoes.

Spinach.





Mangoes.

<p>Kales/Sukuma wiki.</p> 	<p>Oranges.</p> 	<p>Avocadoes.</p> 
<p>Water melons.</p> 	<p>Bananas.</p> 	<p>Tomatoes.</p> 
<p>Spinach.</p> 	<p>Mangoes.</p> 	

Food items found on the market are put into two categories.

✓ Fruits

✓ Vegetables.

<p>Fruits</p>	<p>Mango</p> 	<p>avocado</p> 	<p>orange</p> 	<p>water melon</p> 	<p>bananas.</p> 
<p>Vegetables</p>	<p>Sukuma wiki</p> 	<p>cabbage</p> 	<p>spinach</p> 	<p>tomatoes.</p> 	

Teacher/Learner activity.

use pictures or flashcards to pick out food items found in the local market, draw and colour different food items found in the market (*orange, mango, banana, kales/sukuma wiki,*)

FRUITS

*lemon) and veg
(spinach, carrot
cabbage.)*

STRAND 2 NATURAL ENVIRONMENT




2.1 Weather and Sky.

Observing the Sky. During day and at Night.

At Daytime:

During the day we are able to see things such as:

- ✓ The sky.
- ✓ Sun.
- ✓ Clouds.
- ✓ Moon.

<p>Sky</p> 	<ul style="list-style-type: none">› It is the free space we see above.› Mostly it is blue in colour.› It has clouds in it.
<p>Sun</p> 	<ul style="list-style-type: none">› Sun gives us light.› We use light to see.› Sun also gives us heat.› Heat keeps us warm.› We use heat from sun to dry our clothes and crops.›
<p>Clouds.</p> 	<ul style="list-style-type: none">› Clouds have different colours.› Some are grey, others are white in colour.› Some clouds give us rain.› Other clouds do not give us rain.

Moon

- › Sometimes we can see the moon during daytime.

At night;

We see.

The sky.

The stars.

The moon.

The sky at night.



Stars at night.



The moon at night.



Teacher learner activities

watch video clips or observe pictures showing the appearance of the sky during the day and at night and share observations on the appearances, draw the findings (*stars, moon, clouds, sun*) of the appearance of the sky during the day and at night, watch video clips or

Weather Conditions in Our locality.

When we feel hot, we say the weather is hot.
When we feel cold, we say the weather is cold.
Sometimes during the day, there is a lot of wind.
Sometimes the weather is calm.

Weather can be windy.

The weather is windy when we see tree bending in one direction.
This means wind is blowing.



Weather can be calm.

On a calm day, the weather is not rainy or hot or windy.



Weather can be sunny.

The weather is always hot.
The sun is always shining through out.
People wear light clothes like vests
and dress to keep cool.



Weather can be rainy.

The day is cold.
There is rain.
People wear heavy clothes such
as jackets, gumboots to keep warm.



Weather can be cloudy.

Cloudy weather shows a lot of clouds in the sky.

The day has less sun.



Teacher/Learners activity.

draw different weather conditions (*cloudy, sunny, windy, rainy, calm*),

observe and share ideas on prevailing weather conditions (*cloudy, sunny, windy, rainy, calm*) as an outdoor activity and make a weather chart,

2.2 Soil.

Our ground is covered with a substance called soil.

The soil is used for many things.

It is used for planting crops.

Soil has different feel or touch.

Some soil is rough.

Some soil is smooth.

Some soil is sticky when mixed with water.

Other soils do not stick when mixed with water.

Sticky soil is called **clay soil**.

Clay soil makes good long ribbons when modelling.



Teacher learner activities.

- make different patterns using soil and paint,
- watch videos or observe pictures of objects made from soil,
- model different objects using soil (*dolls, plate, bowl and a ball*) to develop high self-esteem.

2.3 Sound.

Different sounds in the environment.

Sound is produced by different things.

Things that produce sound are called **sources of sound**.

Things that have strings produce sound when plucked.

They are called **Stringed instrument**.

These are some of the stringed instruments.

Guitar



Abokhano



Nyatiti

Wandindi.



Teachers/Student activity.

take a sound walk in the immediate environment to identify sounds from humans, animals, machines, natural sources and share with peers, watch a video clip or listen to audio clip on ways of creating sound using the body, objects and voice (*plucking, hitting, blowing, shaking snapping, tapping and clicking*).

Way sound is produced/Ways of creating sound.

Sound is produce using different methods.

Sound can be produced hitting.

We use sticks or bare hands to hit drums.



hitting an instrument to produce sound

Sound is produced by plucking.

A plectrum is used for plucking stringed instruments to produce sound.

Plucking is clicking a string on an to vibrate then to produce sound.

Stringed instruments produce sound by vibrating the strings.



Guitar plectrum.

Plucking an instrument to produce sound.

Sound is produced by blowing.

Blowing means using air to pass in an instrument.



blowing an instrument to create sound.

Sound is produced by shaking instruments.



shaking instrument to produce sound.

Sound can be produced by tapping.

This is where bare hands are used to hit the instrument.









Sound can be produced by clicking.

Fingers are used.



Different sound produced by animals.

<p>Cow</p>  <p>A cow moos</p>	<p>Sheep.</p>  <p>A sheep bleats</p>	<p>Bird.</p>  <p>A bird chirps.</p>	<p>monkey.</p>  <p>A monkey chatters.</p>
<p>Cat</p>  <p>A cat meows</p>	<p>Hen</p>  <p>A hen clucks.</p>	<p>Duck.</p>  <p>A duck quacks.</p>	
<p>Dog.</p>  <p>A dog barks</p>	<p>Donkey.</p>  <p>A donkey brays</p>	<p>Elephant.</p>  <p>An elephant trumpets.</p>	

Sources of loud sound.

Loud sound is harmful to our ears.

The following are sources of loud sounds.

- ☆ Tyre bursting.
- ☆ Thunder.
- ☆ Screams.
- ☆ Gunshots.
- ☆ Bomb blast.
- ☆ Music.

Effects or dangers of loud sound.

Loud sound may cause:

- ✧ Headache.
- ✧ Ringing ears.
- ✧ Heart attack.
- ✧ Damage to ears.

Practices that reduce effects of loud sounds.

- ☆ Follow instructions.
- ☆ Avoid using items that have loud sound.
- ☆ Listen to low music.
- ☆ Avoid loud places.

STRAND 3 RESOURCES IN OUR ENVIRONMENT.

3.1 Water.

Water is used every day by plants and animals.

Therefore, water is very important.

Plants need water to grow.

Animals need water for:

- ✓ Drinking.
- ✓ Washing.
- ✓ Bathing.

Places where we get water are called **sources of water**.

Sources of water.

We get our water from the following sources.

- ☞ Rain.
- ☞ Dams.
- ☞ Rivers.
- ☞ Lakes.
- ☞ Wells.

Rain.



Lakes.



Dams.



Wells.



Rivers.

Oceans



Uses of Water.

Drinking-We use water to drink when thirsty.

Bathing -We use water to clean ourselves.

Swimming -We swim in it.

Cooking -We use water at home to prepare food.

Irrigation - We use water on the farm.

Drinking.



Bathing.



Swimming.



Cooking.



Teacher/Learner activity.

share experiences on using water sparingly (*careful use of water - reducing and re-using water*) with peers and caregivers, 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.

3.2 Plants.

Parts of A plant.

Plants are living things.

They grow in the soil.

Most of them are green in colour.

Some produce flowers.

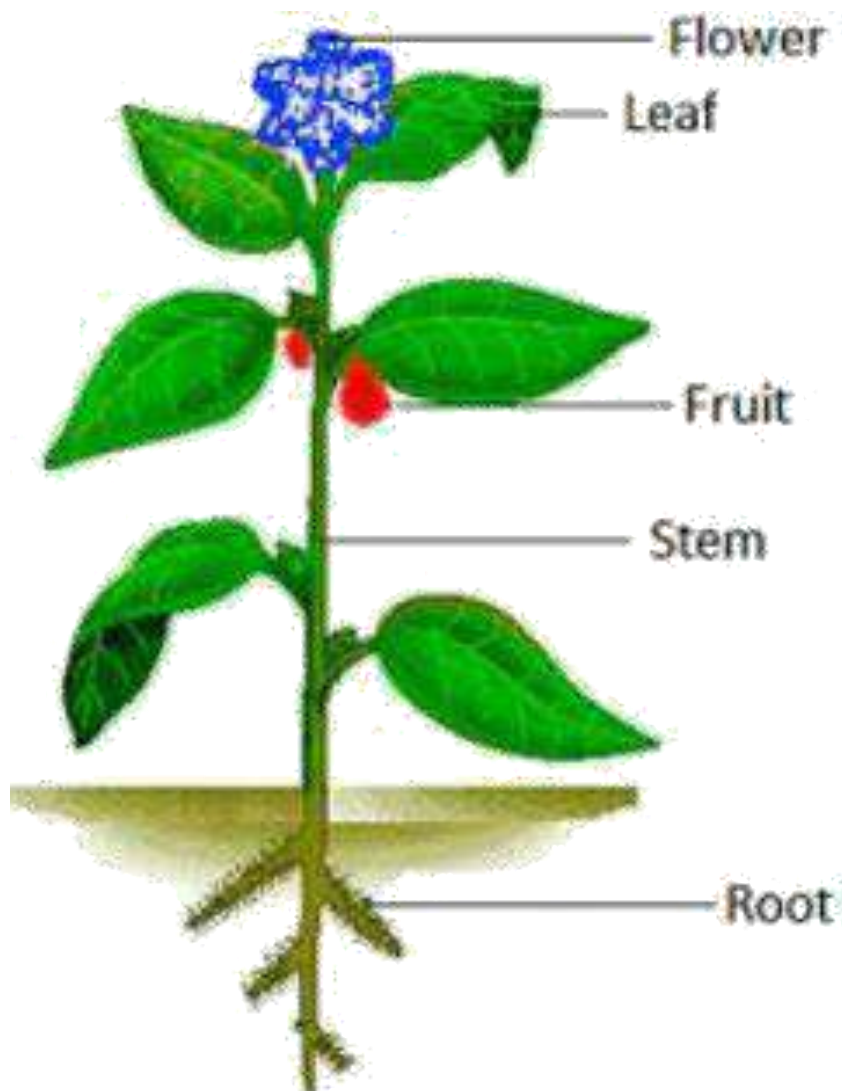
Others do not produce flowers.

Some plants are bigger while other are smaller.

A plant has different parts.

Plants have:

- ☆ Roots.
- ☆ Stem.
- ☆ Leaf.
- ☆ Flowers.



Teacher/Learner activity.

draw different parts of a plant found at school, carry out activities that conserve plants in the immediate environment,

watch video clips, observe pictures and photographs to identify different parts of a plant in pairs,

indicate parts of a plant (*leaves, stem, roots*) using real plants or pictures, colour parts of a plant and display own work for further learning and peer assessment,

Activities that conserve plants in the environment.






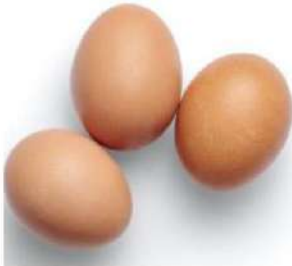







- ✧ Watering.
- ✧ Add manure.
- ✧ Protect plants.

3.3 Animals

We have different animals that stay in our environment.

Some animals give us food.

Some animals give us manure.

<p>Cow</p> 	<p>Gives us milk</p> 	<p>Gives us meat</p> 
<p>Hen</p> 	<p>Gives us meat.</p> 	<p>Gives us eggs.</p> 
<p>Sheep.</p> 	<p>Gives us mutton</p> 	<p>Gives us wool.</p> 
<p>Dog</p> 	 <p>dog help to protect our homes.</p>	
<p>Camel -they help to carry things</p> 	<p>Donkey help to carry things and pull cart.</p> 	

Care activities done to animals.

Watering animals.

Feeding animals.

Treat them when sick.

Give them good house.

Watering animals



Feeding animals



Treating animals.



