



**SCHEME OF WORK
PRIMARY ONE**

SCIENCE AND ELEMENTARY TECHNOLOGY (SET)

Teacher's name		Academic year	2025/2026
School name		No of students	
Class		Terms	
Subject	Science and Elementary Technology (SET)	Number of periods per week	2

TERM ONE

UNIT 1		MATERIALS USED AT SCHOOL AND AT HOME					Periods: 10	
Key unit competence		Name things we use at home and at school and identify their uses						
Dates/ Weeks	Lesson title/ periods	Learning objectives	Content Summary	Teaching and learning activities/ Approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks
Week 1: 8-12/9 /2025	Lesson 1: Writing materials (1 period)	List school writing materials	-Pen -Marker -Notebook -Pencil -Whiteboard -Blackboard -Chalks	-Observe and name materials used to write. -Group discussions or brainstorm to find out the names of materials used to write. -Sort materials used to write from other materials. -Draw and name different writing materials.	-Pictures of writing materials in Pupil's books. -Pens -Pencils -Notebooks -Chalks -Markers -Whiteboard -Chalkboard -Matching cards (picture ⇒ name)	- Observation to check identification and correct use of writing materials - Hands-on practical demonstration of writing with different tools - Sorting exercises (writing materials vs other classroom items) - Drawing and labeling writing materials - Matching cards (picture ↔ name) - Group discussion or brainstorming on the uses of each material	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	

	<p>Lesson 2: Drawing materials (1 period)</p>	<ul style="list-style-type: none"> -List school drawing materials -State what school items are used for 	<ul style="list-style-type: none"> -Drawing -Colours -Art books -Ruler -Shading 	<ul style="list-style-type: none"> -Sort drawing materials from other materials. -Touch various materials used to draw. -Group discussions or brainstorm to find out the names of materials used to draw. 	<ul style="list-style-type: none"> -Colours -Art books -Rulers -Manila papers -Videos including people who are drawing. -Papers 	<ul style="list-style-type: none"> - Observation during sorting and handling of drawing materials - Hands-on practical demonstration of using drawing tools - Group discussion or brainstorming on uses of materials - Creating an art portfolio to showcase learners' work - Drawing and shading exercises with colors and rulers - Reviewing and giving feedback on completed drawings 	<ul style="list-style-type: none"> -SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025) 		
Remedial session									
<p>Week 2: 15-19/9/ 2025</p>	<p>Lesson: 3&4 Reading materials and Time telling materials (1 period)</p>	<ul style="list-style-type: none"> -List school reading materials -List the time telling materials 	<ul style="list-style-type: none"> -To read -Books - Newspapers -Watch -Clock 	<ul style="list-style-type: none"> -Sort reading materials from other materials. -Sort time telling materials from other materials. -Touch various materials used to read. -Group discussions or brainstorm to find out the names of materials used to read. 	<ul style="list-style-type: none"> -Books -Watch -Clock 	<ul style="list-style-type: none"> - Observation during sorting and handling reading/time-telling materials - Creating and following a reading routine - Encouraging independent reading and summarizing content - Drawing and shading time-telling materials - Group discussion on reading habits and uses of clocks/watches - Hands-on practice using clocks/watches to tell time 	<ul style="list-style-type: none"> -SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025) 		

				<ul style="list-style-type: none"> -Draw and shade different materials that tells time. -Watching videos of the children who are reading. -Read from different reading materials. 				
	<p>Lesson 5: Storing materials (1 period)</p>	<ul style="list-style-type: none"> -List school storing materials -Putting things back in the right place after using them 	<ul style="list-style-type: none"> -To keep -Bags -Bookshelf 	<ul style="list-style-type: none"> -Sort storing materials from other materials. -Touch various storing materials which are in class. -Group discussions or brainstorm to find out the names of materials used to store things at school. -Draw and shade different storing materials. -Store various school materials. 	<ul style="list-style-type: none"> -Bags -Bookshelves -Tins 	<ul style="list-style-type: none"> - Observation during sorting and storing activities - Hands-on practice of storing school materials properly - Drawing and shading different storage materials - Evaluating storage space and placement of items - Oral questioning during group discussions - Sorting exercises (storing materials vs other items) 	<ul style="list-style-type: none"> -SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil’s book (REB, 2025) -SET P1 Teacher’s guide (REB, 2025) 	
Remedial session								
<p>Week 3: 22-26/9 /2025</p>	<p>Lesson 6: Cleaning materials (1 period)</p>	<ul style="list-style-type: none"> - List school cleaning materials -Cleaning things used 	<ul style="list-style-type: none"> -Duster -Mop -Water -Dustbin 	<ul style="list-style-type: none"> -Sort cleaning materials from other materials. -Touch various Cleaning materials which are in class. 	<ul style="list-style-type: none"> -Duster -Water -Dustbin -Mop -Videos of pupils cleaning a classroom 	<ul style="list-style-type: none"> - Observation during practical cleaning activities - Hands-on demonstration of using cleaning materials correctly 	<ul style="list-style-type: none"> -SET syllabus for Lower primary (REB, 2025) 	

		at school like desks and blackboards.		<ul style="list-style-type: none"> -Group discussions or brainstorm to find out the names of materials used to clean at school. -Drawing cleaning materials at school. -Clean classroom and various school materials. 	<ul style="list-style-type: none"> -Pictures or flashcards of different cleaning materials. 	<ul style="list-style-type: none"> - Role play/simulation (cleaning classroom or objects) - Sorting exercises (cleaning materials vs other items) - Drawing or labeling school cleaning materials - Oral questioning during group discussions 	<ul style="list-style-type: none"> -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025) 	
	Lesson 7: Kitchen and dining materials (1 period)	<ul style="list-style-type: none"> -List kitchen and dining materials -Putting things back in the right place after using them 	<ul style="list-style-type: none"> -Kitchen -Fork -Plates -Spoon -Dining room 	<ul style="list-style-type: none"> -Sort kitchen materials from other materials. -Drawing and shading different materials used in their home kitchen. -Group discussions or brainstorm to find out the names of materials used in kitchen. 	<ul style="list-style-type: none"> -Plates -Forks -Saucepans -Cups -Spoons -Pictures or flashcard of kitchen and dining materials. 	<ul style="list-style-type: none"> - Observation checklist during sorting and role play activities - Matching exercises (item ↔ name or picture) - Oral questioning about the use and proper placement of items - Drawing and shading kitchen/dining materials - Sorting activity (kitchen vs non-kitchen items) - Role play/simulation (putting items back in their proper places) 	<ul style="list-style-type: none"> -SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025) 	
	Remedial session							
Week 4: 29/9-3/10/2025	Lesson 8 & 9: Sitting room materials	<ul style="list-style-type: none"> -List sitting room materials 	<ul style="list-style-type: none"> -Sitting room -Television -Chairs -Bedroom 	<ul style="list-style-type: none"> -Sort sitting room materials from other materials. 	<ul style="list-style-type: none"> -Pictures of sitting and bedroom materials in Pupil's books 	<ul style="list-style-type: none"> - Object identification of sitting room and bedroom items 	<ul style="list-style-type: none"> -SET syllabus for Lower primary (REB, 2025) 	

<p>and Bedroom materials (1 period)</p>	<p>-Name bedroom materials</p>	<p>-Bed -Mosquito net -Mat</p>	<p>-Sort bedroom materials from other materials. -Group discussions or brainstorm to find out the names of sitting room materials. -Group discussions or brainstorm to find out the names of bedroom materials. -Draw and shade sitting room materials. -Watch videos or pictures of sitting room and bed room.</p>	<p>-Chairs -Television -Mat -Mosquito net -Pictures or flashcard of different sitting room and bedroom materials</p>	<p>- Sorting games (separating sitting room vs bedroom materials) - Matching exercises (item ↔ name or picture) - Oral questioning during group discussions - Drawing and shading materials for visual understanding - Role play/simulation (arranging or using items in a mock room)</p>	<p>-SET P1 Pupil’s book (REB, 2025) -SET P1 Teacher’s guide (REB, 2025)</p>	
<p>Lesson 10 & 11: Home storage and home cleaning materials (1 period)</p>	<p>-List home storage materials -List home cleaning materials</p>	<p>-Home -Box -Basket -Mop -Broom -To clean</p>	<p>-Observe and touch various tools and materials used in their homes. -Group discussions or brainstorm to discover the names of materials used to store at home. -Discuss how to</p>	<p>-Basket -Cupboard -Box -Pot -Mop -Broom -Soap -Water</p>	<p>- Object identification (recognize and name storage/cleaning items) - Sorting games (home storage vs cleaning materials) - Matching exercises (item ↔ name or function) - Oral questioning during group discussions - Role play/simulation of cleaning or storing activities at home</p>	<p>-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil’s book (REB, 2025) -SET P1 Teacher’s guide (REB, 2025)</p>	

				<p>store the home materials.</p> <ul style="list-style-type: none"> -Drawing and shading home storing materials -Sort home cleaning materials from other materials. -Group discussions or brainstorm to find out the names of home cleaning materials. -Clean various tools and materials used at home. <p>student use at their home.</p>		<ul style="list-style-type: none"> - Drawing and shading of storage/cleaning materials 		
Remedial session								
Week 5: 6-10/10/ 2025	Lesson 12: End of unit assessment and remedial session (2 periods)	To assess the competences of pupils	Names of school and home materials as listed in lessons of this unit	<ul style="list-style-type: none"> - Draw and name materials used at school. - Asks oral questions. - Complete matching and sorting exercises. - Identify and select correct items from 	<ul style="list-style-type: none"> - Printed Material: Picture charts or posters related to the unit theme - Audio-Visual Aid: Songs or rhymes played from a phone or speaker, short videos 	<ul style="list-style-type: none"> - Practical demonstrations to apply learned skills - Drawing and labeling school materials - Matching and sorting exercises (pictures ↔ names) - Oral questioning for recall and understanding - Role play/simulation of real-life school situations 	<ul style="list-style-type: none"> -SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025) 	

				<p>pictures or real objects.</p> <p>- Write simple words or circle correct answers in worksheets.</p>	<p>- Flash card to match names with pictures.</p>	<p>- Short written tasks (circling/choosing correct answers)</p>		
UNIT 2 ICT TOOLS						Periods: 10		
Key unit competence		Identify various ICT tools, their uses and use a radio and a television effectively.						
Dates/ Weeks	Lesson title/ periods	Learning objectives	Content Summary	Teaching and learning activities/ Approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks
Week 6: 13-17/10 /2025	Lesson 1: Names of ICT tools (2 periods)	Identify and name various ICT tools.	<p>-Television</p> <p>-Radio</p> <p>- Microphone</p> <p>-ICT tools</p>	<p>-Observe and identify different ICT tools.</p> <p>-Brainstorm to name different ICT tools.</p> <p>-Draw and shade different ICT tools.</p>	<p>- Pictures of ICT tools in Pupil’s books.</p> <p>-Television</p> <p>-Radio</p> <p>-Computer</p> <p>-Microphone</p> <p>-Drawing or pictures of different ICT tools.</p> <p>-Telephone</p>	<p>- Picture identification of ICT tools</p> <p>- Oral questioning to recall names</p> <p>- Drawing and labeling common ICT tools</p> <p>- Matching games (tool ↔ name)</p> <p>- Short group activity: naming tools from real objects or pictures</p>	<p>-SET syllabus for Lower primary (REB, 2025)</p> <p>-SET P1 Pupil’s book (REB, 2025)</p> <p>-SET P1 Teacher’s guide (REB, 2025)</p>	
	Remedial session							
Week 7: 20-24/10/ 2025	Lesson 2: Uses of ICT tools (2 periods)	Identify the use of each learned ICT tools	<p>-News</p> <p>-Calling</p> <p>-Watching</p>	Discuss and brainstorm about the uses of different ICT tools.	<p>-Radio</p> <p>-Telephone</p> <p>-Computer</p> <p>-Television</p> <p>-Videos or pictures of people who are</p>	<p>- Matching ICT tools with their correct uses</p> <p>- Teacher observation during discussions and activities</p> <p>- Short quiz or worksheet on tool functions</p> <p>- Drawing and labeling ICT tools with their uses</p>	<p>-SET syllabus for Lower primary (REB, 2025)</p> <p>-SET P1 Pupil’s book (REB, 2025)</p>	

					using different ICT tools.	- Group presentation of findings	-SET P1 Teacher's guide (REB, 2025)	
Remedial session								
Week 8: 27-31/10/2025	Lesson 3: Using a radio (2 periods)	- Demonstrate how to operate a radio by switching to different radio stations	-Radio -Volume -Tune -On and off	-Practice on how to turn on and turn off a radio -Practice on how to change radio channels and adjust the volume.	-Battery -Radio -Videos or pictures of the people who are using radio	- Practical demonstration of turning on/off and tuning stations - Listening activity (identify a station or program) - Group discussion on different uses of the radio - Drawing/labeling parts of a radio - Matching exercises (radio parts or functions with names)	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								
Week 9: 3-7/11/2025	Lesson 4: Using a television (2 periods)	Demonstrate how to turn on a television and navigate channels	-Television - Screen -Watch -Channel	-Practice on how to turn on and turn off a television. -Practice on how to change television channels and adjust the volume.	-Television -Videos or pictures of the people who are using television.	- Practical demonstration of turning on/off and changing channels - Group discussion on television use and safety - Listening activity to follow instructions correctly - Drawing or labeling parts of a television - Matching channels/pictures to correct names	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								
Week 10: 10-14/11/	Lesson 5: End of unit assessments	-To assess the competence of pupils	Names of ICT tools as listed in the	- Oral questions - Practical tasks - Drawing and naming ICT tools	Digital tools like tablet or Laptop,	- Performance-based assessment through real tasks	-SET syllabus for Lower	

2025	t and remedial session (2 periods)		lessons of this unit	-Matching ICT tools names to their images.	projector or TV Screen.	<ul style="list-style-type: none"> - Use of observation checklists to record individual progress - Oral questioning for recall and understanding - Practical demonstrations (turning on/off, selecting tools, etc.) - Peer and self-assessment activities - Teacher feedback and remedial guidance 	primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
UNIT 3 WATER							Periods: 6	
Key unit competence		Name where water comes from and why water is important.						
Dates/ Weeks	Lesson title/ periods	Learning objectives	Content Summary	Teaching and learning activities/ Approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks
Week 11: 17-21/11/2025	Lesson 1: Sources of water (2 periods)	-List the sources of water - Show interest in knowing where water comes from.	-Water -River -Rain -Source -Tap -Tank	-Visit different water sources and name them. -Draw and shade different sources of water.	-Tap -Tank -Drawing, pictures or videos that shows different sources of water	<ul style="list-style-type: none"> - Observation during group/field activities - Oral questioning and short written listing - Drawing and shading sources of water - Matching exercises with pictures/words - Peer presentation of findings 	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								
Week 12:	Lesson 2: Types of water	-List the types of water	-Dirty water -Clean water	-Discuss and brainstorm different	-Dirty water -Clean water	<ul style="list-style-type: none"> - Observation during sorting/experiment activities 	-SET syllabus for Lower	

24-28/11/2025	(2 periods)			types of water. -Use containers of water and differentiate clean water from dirty water.	-Videos showing types of water.	- Oral questioning and short-listing exercises - Drawing and coloring clean vs dirty water - Simple experiments (identifying differences) - Matching/sorting clean and dirty water examples	primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								
Week 13: 1-5/12/2025	Lesson 3: Importance of water (2 periods)	- Give importance of water - Wash the handkerchief properly.	-Drinking -Washing -Bathing -Cooking	-Discuss and brainstorm the uses of water in daily life. -Practice how to wash a handkerchief using clean water and soap. -Practice how to clean raw food like carrot, sweet potatoes, passion fruits.	-Handkerchief -Water -Soap -Videos or pictures that shows people of are using water in different activities.	- Observation during practical washing/cleaning activities - Oral questioning on daily uses of water - Drawing or coloring activities showing water use - Simple demonstrations/experiments (e.g., washing handkerchief) - Matching pictures with correct water uses	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								
Week 14 and 15: 8-19/12/2025	END OF TERM 1 EXAMS							

TERM TWO

UNIT 3	WATER	Periods: 4
Key unit competence		Name where water comes from and why water is important.

Dates/ Weeks	Lesson title/ periods	Learning objectives	Content Summary	Teaching and learning activities/ Approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks
Week 1: 5-9/1/ 2026	Exercises/activities on the content (2 periods)	-To assess the competences of pupils	All key content as listed in the above lessons of this unit.	-Naming different sources of water. -Drawing sources of water -Writing importance of water. -Writing types of water - Demonstrating steps of washing handkerchief.	-Flash card of matching sources of water with their names. -Pictures of different types of water	- Performance- based assessment through hands- on tasks - Practical demonstrations (e.g., washing handkerchiefs) - Written exercises (listing, writing importance, types of water) - Drawing and labeling different sources of water - Matching activities using flashcards or pictures - Oral questioning to check understanding	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								

<p>Week 2: 12-16/1 /2026</p>	<p>Lesson 4: End of unit assessment and remedial session (2 periods)</p>	<p>-To assess the competences of pupils</p>	<p>All key content as listed in the above lessons of this unit.</p>	<p>-Naming different sources of water. -Drawing sources of water -Writing importance of water. -Writing types of water - Demonstrating steps of washing handkerchief.</p>	<p>Real Objects: Containers of water (cups, bottles, jerrycan) Samples of water sources Interactive tools: Songs or rhymes, musical instruments.</p>	<p>- Performance- based assessment through practical tasks (e.g., washing handkerchiefs, identifying water sources) - Written exercises (naming, listing, or describing types and importance of water) - Drawing and labeling different water sources - Matching activities with real objects or flashcards - Oral questioning to check understanding - Interactive activities using songs, rhymes, or musical instruments</p>	<p>-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)</p>	
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UNIT 4		ANIMALS					Periods: 10	
Key unit competence		Identify domestic, wild and aquatic animals and their importance.						
Dates/ Weeks	Lesson title/ periods	Learning objectives	Content Summary	Teaching and learning activities/ Approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks
Week 3: 19-23/1/ 2026	Lesson 1: Domestic animals and their importance (2 periods)	-Identify domestic animals. -Give the importance of domestic animals. -Difference between domestic and wild animals	-Domestic -Home -Animals -Cat -Cow -Goat -Hen -Milk -Meat	-Visit a nearby farm or use pictures to observe the domestic animals and identify their importance. -Drawing and shading domestic animals -Sort domestic animals from other animals.	-Videos or pictures that shows different domestic animals and what they provide. -Flashcards of domestic animal's drawings with their names.	-Matching animals to their correct uses -Sorting pictures of domestic animals from other animals -Drawing and labeling a domestic animal -Question and answer session about domestic animals. -Group discussion on animal's learners have at home and their uses. - Fill-in-the-blank exercises	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
	Remedial session							
Week 4: 26-30/1/ 2026	Lesson 2: Wild animals and their importance (2 periods)	-Identify wild animals -Give importance of wild animals	-Wild -Animals -Bush -Lion -Tourist	-Use pictures to name wild animals and explain their	-Videos or pictures that shows different wild animals	-Name wild animals orally. -Match animals to their uses.	-SET syllabus for Lower primary (REB, 2025)	

		-Help protect animals in their homes, water, and forests.	-Elephant	importance. -Sort wild animals from other animals.	-Flashcards of wild animal's drawings with their names.	-Sort animals (wild vs. domestic). -Draw and label a wild animal. -Identify animals from pictures.	-SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								
Week 5: 2-6/2/ 2026	Lesson 3: Aquatic animals (2 periods)	-Identify aquatic animals -Give importance of aquatic animals	-Aquatic -Water -Meat -Fish -Crocodile	-Use pictures to identify examples of aquatic animals and their importance. -Sort aquatic animals from other animals.	-Videos or pictures that shows different aquatic animals and what they provide. -Flashcards of aquatic animal's drawings with their names.	-Name aquatic animals orally. -Match animals to their water habitat. -Draw and label an aquatic animal. -Identify aquatic animals from pictures. -Question and answer on uses of aquatic animals. -Complete a matching worksheet. -Group discussion on where aquatic animals live.	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								

<p>Week 6: 9-13/2 /2026</p>	<p>Exercises/activities on the content (2 periods)</p>	<p>-To assess the competences of pupils</p>	<p>All key content as listed in the above lessons of this unit.</p>	<p>-Pupils classify animals using all categories taught; -Group presentations; -Draw or label animals and explain classification</p>	<p>-Flashcards of matching animals with their names. -Flashcard of different animals and sort animals in the same categories.</p>	<p>-Oral naming and writing of animals using flashcards or pictures. -Sorting animals into groups: domestic, wild, and aquatic. -Drawing and coloring different types of animals. -Question and answer about uses of animals and where they are found.</p>	<p>-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)</p>	
Remedial session								
<p>Week 7: 16-20/2/ 2026</p>	<p>Lesson 4: End of unit assessment and remedial session (2 periods)</p>	<p>-To assess the competences of pupils</p>	<p>All key content as listed in the above lessons of this unit.</p>	<p>-Pupils classify animals using all categories taught; -Group presentations; -Draw or label animals and explain classification</p>	<p>-Flashcards of matching animals with their names. Songs or rhyme - Animal sounds audio - Visual Aid: Charts/posters showing: Types of animals (domestic vs wild), Animal habitats</p>	<p>-Oral naming and writing of animals using flashcards or pictures. -Sorting animals into groups: domestic, wild, and aquatic. -Drawing and coloring different types of animals. -Question and answer about uses of animals and where they are found.</p>	<p>-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)</p>	

					(farm, forest, home)				
UNIT 5		PLANTS					Periods: 8		
Key unit competence		Name plants that people grow and plants that grow on their own.							
Dates/ Weeks	Lesson title/ periods	Learning objectives	Content Summary	Teaching and learning activities/ Approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks	
Week 8: 23-27/2/ 2026	Lesson 1: Cultivated plants (2 periods)	-Identify cultivated plants that are found in the community where the school is located	-Plants -Cultivated -Beans -Maize -Tomatoes	-Do guided research in different books from the school library to identify different types of plants that grow in their community and at school. -Discuss different plants and group them based on whether they are cultivated or not cultivated. -Learners go on a nature walk to observe plants in the school garden or community.	-Beans -Maize -Sorghum -Banana plants -Videos of gardens and what they plant in those gardens.	-Oral naming and writing cultivated plants using flashcards or real samples. -Matching pictures of plants with their names or uses. -Sorting plants into cultivated and non-cultivated groups. -Drawing and coloring common cultivated plants found in the community.	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)		

				-Teacher guides pupils to name crops like maize, beans, carrots, bananas.				
Remedial session								
Week 9: 2-6/3/ 2026	Lesson 2: Non-cultivated plants (2 periods)	-Identify non-cultivated plants that are found in the community where their school is located	-Non-cultivated -Bush -Aloe vera -Black jack	-Students observe non-cultivated plants in nearby environment (bush, forest); -Compare cultivated and non-cultivated plants.	-Aloe vera -Black jack	-Point to or touch pictures of non-cultivated plants -Group plants into cultivated and non-cultivated plants. -Answer oral questions about where non-cultivated plants grow. -Identify wild plants during a nature walk. -Match plant pictures with their names. - Draw a non-cultivated plant and share information.	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								
Week 10: 9-13/3 /2026	Exercises/activities on the content (2 periods)	To assess the competences of pupils	All key content as listed in the above	-Pupils complete exercises	-Beans -Maize -Sorghum -Aloe vera -Black Jack	Observation: - Watch learners as they interact with real plants or pictures.	-SET syllabus for Lower primary (REB, 2025)	

			lessons of this unit.	-Match plants to cultivated/non-cultivated categories		- Assess how they identify parts of a plant (roots, stem, leaves, flowers) Matching activities: Provide flashcards or worksheets where learners match plants to their uses (e.g. banana, food, tree, shade). Match plant parts to their functions.	-SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								
Week 11: 16-20/3 /2026	Lesson 3: End of unit assessment (2 periods)	-To assess the competences of pupils	All key content as listed in the above lessons of this unit.	- Identify and name cultivated and non-cultivated plants using pictures or real samples. -Group plants into cultivated and non-cultivated categories practically. -Answer simple oral questions about the differences and	Real plants, plant parts, posters, flashcards, drawing materials, worksheets, farming tools, teacher, learners	Observation: - Watch learners as they interact with real plants or pictures. - Assess how they identify parts of a plant (roots, stem, leaves, flowers) - Matching activities: Provide flashcards or worksheets where learners match plants to	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	

				importance of each type. - Draw and label examples of both cultivated and non-cultivated plants. -Explain where each type of plant grows.		their uses (e.g. banana, food, tree, shade). Match plant parts to their functions.		
Remedial session								
Week 12 & 13: 23/3-3/4 /2026	END OF TERM 2 EXAMS							

TERM THREE

UNIT 6 MAIN PARTS OF THE HUMAN BODY							Periods: 18	
Key unit competence		Name main body parts, say what they do, and keep them clean.						
Dates/ Weeks	Lesson title/ periods	Learning objectives	Content Summary	Teaching and learning activities/ Approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks
Week 1: 20-24/4/ 2026	Lesson 1: Main parts of human body (2 periods)	- Identify and show the main parts of the human body - Draw and label main parts of the human body	-Head -Trunk -Arms -Legs	-Observe pictures and touch the main human body parts. -Pupils sing “head-shoulders-knees-and-toes” song;	-Pictures or video that show main parts of the body. -Drawings of main parts of the body.	-Use of formative assessments like quizzes -Group discussions - Visual labeling activities	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil’s	

				Point to parts on their bodies. -Draw a person and label parts	-Flash cards with main parts of the body.	Observation and questioning	book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								
Week 2: 27/4-1/5 /2026	Lesson 2: Parts of the head (2 periods)	Name parts of the head and their use.	-Eyes -Ears -Nose -Mouth	-Observe picture and touch the main parts of the head and identify their uses. -Use a mirror to identify parts on their own faces; Say functions (e.g. "I use my eyes to see ____"	- Drawings of the mains parts of the head - Pictures of main parts of the head.	-Group discussions -Visual labeling activities -Oral Questioning Observation -Quizzes	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								
Week 3: 4-8/5 /2026	Lesson 3: Taking care of human body parts: Washing our body (2 periods)	-Explain ways of taking care of different parts of our bodies -Recognize and respect the body and what it does. -Practice the washing of the body	-Bathing -Body -Washing -Soap -Water -Basin -Sponge	-Discuss how human body parts can be cleaned and practice washing them. -Pupils observe demonstration of full body wash. - Group discussion	-Soap -Water -Basin	-Practical Demonstration -Ask students to demonstrate how to wash their hands, face, or other parts of the body using	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025)	

				on when and why to wash the body		water and soap. -Quizzes or Checklists -Role-Playing Scenarios	-SET P1 Teacher's guide (REB, 2025)	
Remedial session								
Week 4: 11-15/5 /2026	Lesson 4: Taking care of human body parts: Washing hands (2 periods)	-Explain ways of taking care of different parts of our bodies -Recognize and respect the body and what it does. -Practice the washing of the body -Explain ways of taking care of our hands	-Hand -Washing -Soap -Water	-Practice cleaning some parts of the body by washing hands. -Pupils watch a handwashing demonstration. - Practice steps of washing hand in pairs.	-Soap -Water -Video that show how to wash hands, using soap and clean water.	- Task analysis -Observation: Break down hand washing into simple steps - Checklist Evaluation: Use a checklist to track whether all steps are completed in the correct order and with proper technique. - Demonstration and Feedback: Ask the individual to demonstrate hand washing.	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								

<p>Week 5: 18-22/5 /2026</p>	<p>Lesson 5: Taking care of human body parts: Brushing the teeth (2 periods)</p>	<p>-Explain ways of taking care of our teeth -Practice the brushing of teeth</p>	<p>-Teeth -Toothbrush -Toothpaste</p>	<p>-Practice cleaning some parts of the body by brushing the teeth -Observe brushing technique using videos or real activity and Practice on their own -Discuss when to brush</p>	<p>-Toothbrush -Toothpaste -Water -Video that shows how to brush teeth properly.</p>	<p>-Task Analysis: Break down the process of brushing teeth into smaller, manageable steps (e.g., picking up the toothbrush, applying toothpaste, brushing each section of the mouth, rinsing - Observation: Watch the individual brush their teeth to evaluate technique, duration, and thoroughness. -Pay attention to whether they cover all areas (front, back, and chewing surfaces) and use proper motions (e.g.,</p>	<p>-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)</p>	
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						circular brushing).		
Remedial session								
Week 6: 25-29/5 /2026	Lesson 6: Taking care of human body parts: Cleaning the nose (2 periods)	-Explain ways of taking care of our Nose -Practice the cleaning of nose	-Nose - Handkerchief	-Practice cleaning some parts of the body by cleaning nose. -Observe teacher demonstrating nose cleaning with handkerchief; -Practice nose cleaning safely;	-Handkerchief -video that show how to clean nose by using handkerchief	Observation - Practical Demonstration -Role -playing	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								
Week 7: 1-5/6/ 2026	Lesson 7: Taking care of human body parts: Doing sports (2 periods)	-Explain how doing sports help our body to be strong and healthy -Do simple exercises like jumping, stretching, or running.	-Sport -Health -Bones	-Observe pictures and discuss the importance of physical exercise. -Do physical exercises. -Warm-up: Jumping jacks, stretching; -Group games; -Teacher leads movement song	-Balls -Skipping ropes -Videos or pictures of people who are doing sport.	-Observe pupils doing exercises like jumping or stretching. -Ask simple questions like "Why do we do sport?" -Ask pupils to explain how sport helps the body.	-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil's book (REB, 2025) -SET P1 Teacher's guide (REB, 2025)	
Remedial session								

<p>Week 8: 8-12/6 /2026</p>	<p>Exercises/activities on the content (2 periods)</p>	<p>-To assess the competences of pupils</p>	<p>All key content as listed in the above lessons of this unit.</p>	<p>-Match pictures of parts of the body with names or functions. -Identifying steps of cleaning some parts of the body.</p>	<p>-Flashcard with body parts to match with their names. -Drawing of a person and label it.</p>	<p>-Ask pupils to name body parts. -Matching exercises: match parts of the head to their uses -Matching exercises: match parts of the head to their uses (e.g., eyes – seeing). -Draw and label body parts on paper or board. -Draw and label body parts Filling in empty space</p>	<p>-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil’s book (REB, 2025) -SET P1 Teacher’s guide (REB, 2025)</p>	
Remedial session								
<p>Week 9: 15-19/6/ 2026</p>	<p>Lesson 8: End of unit assessment and remedial session (2 periods)</p>	<p>To assess the competences of pupils</p>	<p>All key content as listed in the above lessons of this unit.</p>	<p>-Pupils complete tasks: point, name, match, and demonstrate hygiene actions;</p>	<p>-Flashcard with body parts to match with their names. -Drawing of a person and label it.</p>	<p>-Matching exercises: match parts of the head to their uses -Oral identification of body parts (e.g., head, arms, legs).</p>	<p>-SET syllabus for Lower primary (REB, 2025) -SET P1 Pupil’s book (REB, 2025)</p>	

						-Group discussions; Oral quiz. -Draw and label body parts Filling in empty space	-SET P1 Teacher's guide (REB, 2025)	
Week 10 & 11: 22/6-3/7/2026	END OF TERM 3 EXAMS							