



Primary One – Term 2

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Time, t, is now!!!

PRIMARY ONE

TERM 2

THEME 6: ACCIDENTS AND SAFETY

Expected Learning Outcomes: The learner is able to identify and know the common accidents, understand the importance and effects of taking precautions



Accidents and Safety at Home

Common Accidents at Home

- (i) **Burns** – touching hot pans, kettles, or fire.
- (ii) **Falling** – slipping on wet floors or stairs.
- (iii) **Cutting** – using knives or sharp objects carelessly.
- (iv) **Poisoning** – swallowing medicine or chemicals.
- (v) **Snake/Dog Bite** – being bitten by animals.
- (vi) **Drowning** – falling into water containers or ponds.
- (vii) **Electricity** – touching sockets or wires with wet hands.

Safety Measures

- (i) **Burns:** Keep hot items away from children, use mitts.
- (ii) **Falling:** Keep floors dry, use handrails, avoid clutter.
- (iii) **Cutting:** Store knives safely, supervise children.
- (iv) **Poisoning:** Lock medicines and chemicals in cupboards.
- (v) **Snake/Dog Bite:** Avoid strange animals, keep compound clean.
- (vi) **Drowning:** Cover water containers, supervise children near water.
- (vii) **Electricity:** Do not overload sockets, keep wires away from water.

Classroom Activities

- **Role Play:** Pupils act out unsafe vs. safe behaviors (e.g., playing near fire vs. staying away).
- **Chant:** *Burns, falls, cuts, and bites, Safety at home makes things right!*
- **Picture Drawing:** Pupils draw one accident and how to prevent it.

Exercise 6.1

1. Name two accidents that can happen at home.

Answer: Burns, falling (others possible).

2. What should you do to prevent poisoning?

Answer: Lock medicines and chemicals in cupboards.

3. Why is it dangerous to play with electricity?

Answer: It can cause shocks or death.

4. Fill in the blank: *We must keep the floor ____ to prevent falling.*

Answer: *dry*

5. Use the word **safe** in a sentence about home.

Example: It is safe to keep knives away from children.

Teaching Tip: Use real-life examples pupils can relate to (like water buckets, cooking fire, or pets at home). This makes the lesson practical and memorable.

Exercise 6.2

Read the story and answer the questions that follow

Story: A Busy Morning at Home

One Saturday morning, Sarah was helping her mother in the kitchen. She wanted to carry a hot kettle, but it slipped and almost burned her hand. Her brother Tom was running in the sitting room and fell on the wet floor. Later, their little sister Anna tried to open a cupboard with medicine bottles. Luckily, their father saw her and stopped her.

Mother gathered the children and said, “Accidents can happen at home if we are not careful. Hot things can burn, wet floors can cause falls, and medicine can make us sick. We must always be safe.”

The children promised to be careful and to follow safety rules at home.

Questions

1. Name two accidents that happened in the story.

Answer: Burns and falling.

2. What almost burned Sarah’s hand?

Answer: A hot kettle.

3. Why did Tom fall in the sitting room?

Answer: Because the floor was wet.

4. What was Anna trying to open?

Answer: A cupboard with medicine bottles.

5. What lesson did the children learn at the end of the story?

Answer: They learned that accidents can happen at home and they must be careful to stay safe.

Teaching Tip: After reading the story, let pupils act it out in a short role-play. This helps them understand both the accidents and the safety measures in a fun, memorable way.

Exercise 6.3

Read the poem and answer the questions that follow

Poem: *Be Careful at Home*

Do not touch the fire, no,
It can burn and hurt you so.

Keep the floor clean, dry, and neat,
So we don't fall on our feet.

Knives and scissors, sharp and small,
Put them away, safe for all.

Lock the medicine, keep it tight,
So children stay healthy and bright.

Do not play with wires near,
Electric shocks bring pain and fear.

Safety rules we must obey,
To keep accidents far away.

Teaching Tip: Pupils can recite the poem while acting out the actions (pretend drying the floor, locking a cupboard, keeping away from fire). This makes the lesson lively and memorable.

Revision Questions

1. What should we avoid touching because it can burn us?

Answer: We should avoid touching **fire** because it can burn us.

2. Why should we keep the floor clean and dry?

Answer: To prevent **falling** and hurting ourselves.

3. Where should knives and scissors be kept?

Answer: They should be put **away safely**.

4. What must we do with medicine bottles at home?

Answer: They must be **locked tightly** in cupboards.

5. Why should we not play with wires?

Answer: Because electricity can cause **shocks and pain**.

Main Effects of accidents

1. **Blindness** – losing sight after an eye injury or burn.
2. **Deafness** – losing hearing after loud noise or ear injury.
3. **Lameness** – being unable to walk properly after a fracture or serious fall.
4. **Sickness** – becoming ill after poisoning, bites, or infections.
5. **Death** – the most serious effect, when life is lost.

Exercise 6.4

Read the dialogue and answer the questions that follow:

Dialogue: *Talking About Accidents*

Teacher: Children, what happens when accidents occur?

Sarah: Some accidents can make us blind.

Tom: Others can make us deaf.

Anna: If we fall badly, we can become lame.

Peter: Poisoning can make us sick.

Teacher: Yes, and sometimes accidents can even cause death.

Children (together): That is why we must be careful at home!

Questions

1. What effect did Sarah mention?

Answer: Sarah mentioned **blindness**.

2. Who said accidents can cause deafness?

Answer: Tom said accidents can cause **deafness**.

3. What happens if someone falls badly?

Answer: Someone can become **lame**.

4. Which accident effect did Peter talk about?

Answer: Peter talked about **sickness**.

5. Why should we be careful at home?

Answer: Because accidents can cause **serious harm or death**.

Teaching Tip: After reading the dialogue, let pupils act it out in pairs or groups. This helps them practice speaking, listening, and understanding the seriousness of accidents in a lively way.

Teaching Point

Accidents can cause **serious harm**. That is why we must always be **careful at home** and follow **safety rules** to avoid these effects.

Classroom Activities

- (i) **Role Play:** Pupils act out an accident and show its effect (e.g., touching fire → burn → sickness).
- (ii) **Drawing:** Pupils draw one accident and its effect.
- (iii) **Chant:** *Blindness, deafness, lameness too, Accidents harm me and you!*

Exercise 6.4

1. Count from 1 – 60
2. Write number names up to 20

Multiplication Table of 2

Equation Answer

$$2 \times 1 = 2$$

$$2 \times 2 = 4$$

$$2 \times 3 = 6$$

$$2 \times 4 = 8$$

$$2 \times 5 = 10$$

$$2 \times 6 = 12$$

$$2 \times 7 = 14$$

$$2 \times 8 = 16$$

$$2 \times 9 = 18$$

$$2 \times 10 = 20$$

Classroom Activities

- (i) **Chant:** *Two ones are two, Two twos are four, Two threes are six, Let's learn more!*
- (ii) **Flashcards:** Show pupils a card with " 2×5 " and let them shout the answer.
- (iii) **Repeated Addition:** Show that $2 \times 3 = 2 + 2 + 2 = 6$.

Exercise 6.5

1. What is 2×4 ?

Answer: $2 \times 4 = 8$.

2. Write 2×7 as repeated addition.

Answer: $2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$.

3. Fill in the blank: $2 \times 9 = \underline{\quad}$.

Answer $2 \times 9 = 18$

4. Which number comes after $2 \times 5 = 10$?

Answer: $2 \times 6 = 12$

5. Use the word **twice** in a sentence about multiplication.

Example: Twice three is six.

Teaching Tip: Pupils learn best through rhythm and repetition. Encourage them to sing or clap while reciting the table of 2.

Exercise 6.6

6. Match number to name

Number	Name
1	Eight
2	six
3	one
4	five
5	four
6	nine
7	seven
8	ten
9	three
10	

7. Add

$$\begin{array}{r} \text{(i)} \quad 4 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 3 \\ + 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 6 \\ + 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 2 \\ + 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 4 \\ + 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 3 \\ + 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 3 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 1 \\ + 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 24 \\ + 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 61 \\ + 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 31 \\ + 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 61 \\ + 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 72 \\ + 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 23 \\ + 54 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 83 \\ + 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 52 \\ + 14 \\ \hline \\ \hline \end{array}$$

8. Write three causes of accidents at home.

Oral exercise USING STRUCTURES

(i) Don't play with ... (pin, knife, thorn, fire, razor blade, broken glass, needle, sharp, hurt, fall, burn, cut)

(ii) Show me a (pin, knife, thorn, fire, razor blade, broken glass, needle, sharp, hurt, fall, burn, cut)

This is a ...

That is a ...

(iii) Are you ...(hurt, burnt)?

Yes, I am...

No, I am not

Common Accidents on the Way

1. **Snake/Dog/Insect Bites** – when walking in bushes or near animals.
2. **Motor Accidents** – crossing roads carelessly or riding in unsafe vehicles.
3. **Drowning** – falling into rivers, ponds, or roadside ditches filled with water.
4. **Cuts/Injuries** – stepping on sharp objects or falling.
5. **Electrical Shock** – touching fallen electric wires.
6. **Lightning** – being outside during a storm.

Safety Measures

- (i) Walk on safe paths, avoid bushes.
- (ii) Cross roads carefully, use zebra crossings.
- (iii) Do not play near rivers or ponds.
- (iv) Wear shoes to protect feet from sharp objects.
- (v) Stay away from fallen electric wires.
- (vi) During storms, stay indoors to avoid lightning.

Classroom Activities

- (i) **Role Play:** Pupils act out unsafe vs. safe behaviors (e.g., running across the road vs. using zebra crossing).
- (ii) **Drawing:** Pupils draw one accident and how to prevent it.
- (iii) **Chant:** *On the way, be safe each day, Accidents happen if we play!*

Exercise 6.7

1. Name two accidents that can happen on the way.

Answer: Motor accident, snake bite (others possible).

2. What should you do when crossing the road?

Answer: Cross carefully, use zebra crossing.

3. Why should children avoid rivers and ponds?

Answer: Because they can fall and drown.

4. Fill in the blank: *We must stay ____ during a storm to avoid lightning.*

Answer: Indoors.

5. What should you do if you see a fallen electric wire?

Answer: Stay away and tell an adult.

Teaching Tip: Link this lesson with *accidents at home* so pupils understand that safety is important both **inside the home** and **outside on the way**.

Exercise 6.8

Read the story and answer the questions that follow:

Story: *Walking to School*

One morning, James and Mary were walking to school. On the way, they saw a dog barking at them. James wanted to run, but Mary said, "Let's walk slowly and stay calm." The dog went away.

As they crossed the road, a car came very fast. Mary held James' hand and they waited at the zebra crossing until the car passed.

Later, they saw a big puddle of water near the path. James wanted to play in it, but Mary said, "No, you might slip and drown. Let's keep to the dry path."

When they reached school safely, their teacher praised them for being careful on the way.

Questions

1. What animal did James and Mary see on the way?

Answer: They saw a **dog**.

2. Why did Mary tell James not to run?

Answer: Because running could make the dog chase him.

3. Where did they wait before crossing the road?

Answer: They waited at the **zebra crossing**.

4. What did James want to do near the puddle?

Answer: He wanted to **play in the puddle**.

5. What lesson did the children learn from their journey?

Answer: They learned that being **careful on the way prevents accidents**.

Teaching Tip: After reading, let pupils act out the story in groups. One group can show unsafe behavior (running, playing in puddles), and another group can show safe behavior (walking calmly, using zebra crossing). This makes the lesson lively and practical.

Measuring Capacity (Non-Standard Units)

Capacity means how much a container can hold.

Instead of using litres or millilitres, children can use **cups, spoons, bottles, tins, jugs**.

Examples:

- (i) A jug can hold **3 cups of water**.
- (ii) A bucket can hold **5 bottles of water**.

Activity: Pupils pour water into a cup, then count how many cups fill a jug.

Measuring Distance (Non-Standard Units)

Distance means how far one place is from another.

Instead of using metres or kilometres, children can use **footsteps, hand spans, sticks, ropes**.

Examples:

- (i) The classroom door is **10 footsteps** from the teacher's table.
- (ii) The mat is **5 hand spans** wide.

Activity: Pupils walk from the blackboard to the window and count their steps.

Classroom Activities

Game: Pupils measure the length of their desk using hand spans.

Role Play: One group measures water with cups, another measures distance with footsteps.

Chant: *Steps and cups, hands and tins, Measuring shows what fits within!*

Exercise 6.9

1. What does capacity mean?

Answer: Capacity means how much a container can hold.

2. Name two non-standard units for measuring capacity.

Answer: Cups, bottles (others possible: spoons, tins, jugs).

3. How can you measure the distance from the door to the window without a ruler?

Answer: By counting footsteps.

4. Fill in the blank: A jug can hold ____ cups of water.

Answer: Example: 3 cups (answers may vary depending on activity).

5. Why do we use non-standard units in Primary One?

Answer: Because they are simple and easy for children to understand.

Teaching Tip: Always make this lesson practical. Bring real containers and let pupils measure water, or let them walk and count steps. This makes measuring fun and memorable.

Common Accidents at School

1. **Cuts and Injuries** – from sharp objects like broken glass or pencils.
2. **Drowning** – in school ponds, tanks, or nearby water.
3. **Fractures** – from falling while playing or running.
4. **Falling in Pit Latrine/Septic Tank** – when pupils play carelessly near toilets.
5. **Poisoning** – from swallowing chemicals, chalk dust, or unsafe food.

Safety Measures

- (i) Do not play with sharp objects.
- (ii) Avoid running carelessly in class or playground.
- (iii) Stay away from ponds, tanks, or deep water.
- (iv) Do not play near pit latrines or septic tanks.
- (v) Do not eat or drink unknown substances.
- (vi) Always report dangerous places or things to teachers.

Classroom Activities

- (i) **Role Play:** Pupils act out unsafe vs. safe behaviors (e.g., running in class vs. walking carefully).
- (ii) **Drawing:** Pupils draw one accident and how to prevent it.
- (iii) **Chant:** *At school we learn each day, Safety helps us work and play!*

Exercise 6.10

1. Name two accidents that can happen at school.

Answer: Cuts and injuries, fractures (others possible).

2. What should pupils avoid doing near pit latrines?

Answer: They should avoid **playing near them**.

3. Fill in the blank: Running carelessly can cause ____.

Answer: Fractures or injuries.

4. Why should pupils not eat unknown substances?

Answer: Because they can cause **poisoning**.

5. What should you do if you see a dangerous place at school?

Answer: Report it to a **teacher**.

Teaching Tip: Link this lesson with *accidents at home* and *accidents on the way* so pupils understand that safety is important **everywhere**—at home, on the way, and at school.

Exercise 6.12

1. Count 1- 60
2. Write number 1 – 30
3. Write one to ten
4. Write five things that cause accidents
5. Write five ways of preventing accidents

THEME 7: LIVING TOGETHER

Learning Outcomes of theme 7: The learner is able to identify people, relate and appreciate ways of living with them harmoniously.



Members of nuclear family

Father – provides for and guides the family.

Mother – cares for the children and manages the home.

Children – sons and daughters living with their parents.

A nuclear family is made up of **father, mother, and children living together in one home.**

Classroom Activities

- (i) Pupils draw their family members and label them.
- (ii) Role play: Father, mother, and children showing their roles.
- (iii) Chant: *Father, mother, children too, That's a family, me and you!*

Exercise 7.1

1. Who are the members of a nuclear family?

Answer: Father, mother, and children.

2. What is one role of the father in a nuclear family?

Answer: The father provides for and guides the family.

3. What is one role of the mother in a nuclear family?

Answer: The mother cares for the children and manages the home.

4. Where does a nuclear family live?

Answer: Together in one home.

5. Why is a nuclear family important?

Answer: Because it gives love, care, and support to the children.

Teaching Tip: Use drawings and songs to make the idea of a nuclear family clear and memorable for young learners.

Exercise 7.2

Read the poem and answer the questions that follow

Poem: *Our Nuclear Family*

Father works to give us food,

Mother cares and keeps us good.

Children play and learn each day,

Together at home we laugh and stay.

Love and care make us strong,

In our family we all belong.

Questions

1. Who provides food in the nuclear family according to the poem?

Answer: The **father** provides food.

2. What is the role of the mother in the poem?

Answer: The **mother** cares and keeps the children good.

3. What do children do each day?

Answer: Children **play and learn** each day.

4. Why is love and care important in a family?

Answer: Because love and care make the family **strong**.

5. Who are the members of a nuclear family?

Answer: Father, mother, and children.

Teaching Tip: Pupils can recite the poem with actions (father pretending to work, mother caring, children playing). This makes the lesson lively and memorable.

Members of extended family

- (i) **Grandmother** – the mother of your father or mother.
- (ii) **Grandfather** – the father of your father or mother.
- (iii) **Uncles** – the brothers of your father or mother.
- (iv) **Aunts** – the sisters of your father or mother.
- (v) **Other Relatives** – cousins, nieces, nephews, and others related by blood or marriage.

An extended family includes **grandparents, uncles, aunts, cousins, and other relatives** in addition to the nuclear family.

Classroom Activities

- (i) Pupils draw their extended family members.
- (ii) Role play: Pupils act as grandparents, uncles, and aunts showing their roles.
- (iii) Chant: *Grandma, grandpa, uncles too, Aunts and cousins, part of you!*

Exercise 7.3

1. Who is the mother of your father or mother?

Answer: The **grandmother**.

2. Who are the brothers of your parents called?

Answer: They are called **uncles**.

3. Who are the sisters of your parents called?

Answer: They are called **aunts**.

4. Name two other relatives in the extended family.

Answer: Cousins and nephews (others possible).

5. Why is the extended family important?

Answer: Because they give **love, support, and guidance** to the family.

Teaching Tip: Use a **family tree diagram in words** to help pupils visualize how grandparents, uncles, aunts, and cousins connect to the nuclear family.

Exercise 7.4

Read the story below and answer the questions that follow

Story: *Visiting Grandparents*

Last holiday, Peter and his sister Jane went to visit their grandparents. Their grandmother welcomed them with warm hugs, and their grandfather told them funny stories.

Later, their uncle took them to the farm to see cows and goats. Their aunt cooked delicious food for everyone. In the evening, cousins came to play games with Peter and Jane.

Peter said, “Our extended family makes us happy. We learn, play, and share together.” Jane added, “Yes, they give us love and care.”

Questions

1. Who welcomed Peter and Jane with hugs?

Answer: Their **grandmother**.

2. What did the grandfather do for the children?

Answer: He told them **funny stories**.

3. Where did the uncle take Peter and Jane?

Answer: To the **farm** to see cows and goats.

4. Who cooked food for the family?

Answer: Their **aunt** cooked food.

5. Why is the extended family important?

Answers: Because the extended family gives **love, care, and happiness**.

Teaching Tip: After reading, let pupils role-play the story—some acting as grandparents, uncles, aunts, and cousins. This helps them understand the roles of extended family members in a fun way.

Exercise 7.5

Read the dialogue below and answer the questions that follow

Dialogue: *Our Extended Family*

Teacher: Children, who is part of the extended family?

Mary: Grandmother and grandfather.

Peter: Uncles and aunts too.

Jane: We also have cousins.

Teacher: Very good! Why is the extended family important?

John: Because they give us love and care.

Mary: They also help us when we need support.

Teacher: Excellent! We must respect and appreciate our extended family.

Questions

1. Who did Mary mention as part of the extended family?

Answer: Mary mentioned **grandmother and grandfather**.

2. Who did Peter add to the extended family?

Answer: Peter added **uncles and aunts**.

3. What other relatives did Jane talk about?

Answer: Jane talked about **cousins**.

4. Why did John say the extended family is important?

Answer: John said the extended family is important because they give **love and care**.

5. What should we do to our extended family?

Answer: We should **respect and appreciate** our extended family.

Teaching Tip: Pupils can role-play this dialogue in groups, each taking the role of a family member. This makes learning about the extended family lively and memorable.

Exercise 7.6

1. Count from 50 – 70.
2. Write numbers from 41 – 50
3. Write number names from one to fifteen
4. Add

$$\begin{array}{r} \text{(i)} \quad 4 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 3 \\ + 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 6 \\ + 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 2 \\ + 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 3 \\ + 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 3 \\ + 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 3 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 1 \\ + 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 24 \\ + 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 61 \\ + 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 31 \\ + 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 61 \\ + 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 72 \\ + 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 23 \\ + 54 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 83 \\ + 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 52 \\ + 14 \\ \hline \\ \hline \end{array}$$

Exercise 7.7

1. Write members of nuclear family.
2. Write members of extended family.
3. Write female members of a family
4. Write male members of family
5. Draw members of a family

Oral exercise

Construct sentences of the form:

This is my .../our ... (grandmother, grandfather, uncle, aunt, nephew, niece, father, mother, sister, brother, baby.)

This is her/his ...

What is ... doing?

Ways of Living Together in School

- (i) **Playing** – pupils play games together like football, skipping, and hide-and-seek.
- (ii) **Sharing** – pupils share books, pencils, toys, and food.
- (iii) **Working** – pupils clean the classroom, sweep the compound, and arrange desks.
- (iv) **Caring** – pupils care for friends who are sick or sad.
- (v) **Helping** – pupils help each other with classwork or carrying things.
- (vi) **Learning** – pupils learn together in class by listening, reading, and writing.

Classroom Activities

- (i) **Role Play:** Pupils act out sharing pencils or helping a friend who fell.
- (ii) **Drawing:** Pupils draw children playing or learning together.
- (iii) **Chant:** *Play and share, work with care, Help and learn, together we earn!*

Exercise 7.8

1. Name two activities pupils do together at school.

Answer: Playing and sharing (others possible: working, caring, helping, learning).

2. Why is sharing important in school?

Answer: Because it shows love and helps everyone.

3. What do pupils do when a friend is sick or sad?

Answer: They **care** for the friend.

4. Fill in the blank: Pupils ____ the classroom to keep it neat.

Answer: Pupils **clean** the classroom.

5. What is the main reason pupils learn together in class?

Answer: To gain **knowledge and skills**.

Teaching Tip: Reinforce this lesson with **songs, role plays, and group work** so pupils experience the joy of living together harmoniously in school.

Examples of School Routine

- (i) **Obey Rules** – pupils follow instructions, keep discipline, and respect teachers.
- (ii) **Recite School Motto** – pupils say the motto to remind them of the school's values.
- (iii) **Sing the Anthem** – pupils sing the national or school anthem during assembly.
- (iv) **Say the School Prayer** – pupils pray together for guidance and blessings.

Classroom Activities

- (i) **Role Play:** Pupils act out obeying rules (e.g., lining up quietly).
- (ii) **Choral Recitation:** Pupils recite the motto together.
- (iii) **Singing:** Pupils sing the anthem in groups.
- (iv) **Prayer Time:** Pupils practice saying the school prayer.

Exercise 7.9

1. Name two examples of school routine.

Answer: Obeying rules and singing the anthem (others possible: reciting motto, saying prayer).

2. Why should pupils obey school rules?

Answer: Because rules keep discipline and order in school.

3. What do pupils recite to remind them of the school's values?

Answer: Pupils recite the **school motto**.

4. Fill in the blank: Pupils sing the ____ during assembly.

Answer: Pupils sing the **anthem** during assembly.

5. Why is the school prayer important?

Answer: Because it asks for **guidance and blessings**.

Teaching Tip: Reinforce this by practicing the real school routine daily—lining up, reciting the motto, singing, and praying—so pupils learn through repetition.

Exercise 7.10

1. Count from 61 – 70
2. Write number names 16 – 20
3. Write numbers 41 – 50
4. Subtract

$$\begin{array}{r} \text{(i)} \quad 5 \\ - 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 5 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 6 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 7 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 6 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 3 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 8 \\ - 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 9 \\ - 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 24 \\ - 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 64 \\ - 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 35 \\ - 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 69 \\ - 16 \\ \hline \\ \hline \end{array}$$

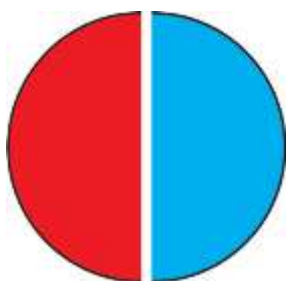
$$\begin{array}{r} \text{(xiii)} \quad 78 \\ - 27 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 54 \\ - 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 83 \\ - 11 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 57 \\ - 14 \\ \hline \\ \hline \end{array}$$

Understanding Half



Half means dividing something into **two equal parts**.

Each part is the same size.

Example:

- If you cut an apple into two equal pieces, each piece is **half**.
- If you fold a paper into two equal parts, each part is **half**.
- If you share 4 sweets equally between two children, each gets **2 sweets** (that is half of 4).

Classroom Activities

- (i) Pupils cut a fruit or paper into two equal parts.
- (ii) Pupils share pencils or sweets equally between two friends.
- (iii) Pupils draw shapes (circle, square) and shade half.

Exercise 7.11

1. What does half mean?

Answer: Half means dividing something into **two equal parts**.

2. If you cut an orange into two equal parts, what do you get?

Answer: You get **two halves**.

3. Half of 4 sweets is how many?

Answer: Half of 4 sweets is **2 sweets**.

4. Fill in the blank: Half means dividing into ____ equal parts.

Answer: Half means dividing into **two** equal parts.

5. Why must halves be equal?

Answer: Because if they are not equal, it is **not a true half**.

Teaching Tip: Use real objects like fruits, papers, or classroom items to demonstrate halves. This makes the concept practical and easy for pupils to grasp.

Exercise 7.11

Form sentences using the following words: **share, care, talk, play, learn, work, sweep**

Oral exercise

Form sentences

- (i) What are you doing?
- (ii) I/We ...
- (iii) What do you do every day?
I/We ... (pray) every d

Ways of Living Together in the Community

Examples

- (i) **Working Together** – people clear roads, build bridges, and repair schools.
- (ii) **Cleaning Wells** – community members clean wells to get safe water.
- (iii) **Sharing** – people share food, tools, and ideas.
- (iv) **Caring** – people care for the sick, the elderly, and orphans.

Classroom Activities

- (i) **Role Play:** Pupils act out cleaning a well or helping an elderly person.
- (ii) **Drawing:** Pupils draw people working together in the community.
- (iii) **Chant:** *Work and share, clean with care, Living together everywhere!*

Questions

1. Name two ways people live together in the community.
Answer: Working together and sharing (others possible: cleaning wells, caring).
2. Why do people clean wells?
Answer: To get **safe water**.
3. Fill in the blank: People ____ food and tools in the community.
Answer: People **share** food and tools in the community.
4. Who do people care for in the community?
Answer: The **sick, elderly, and orphans**.
5. Why is working together important?
Answer: Because it brings **development and unity**.

Teaching Tip: Connect this lesson with real examples from the pupils' community—like road clearing, water harvesting, or helping neighbors—so they see how living together makes life better.

Exercise 7.12

Read the poem below and answer the questions that follow:

Poem: *Living Together*

We clear the roads, we make them neat,
Working together makes life sweet.

We clean the wells, the water flows,
Sharing helps the friendship grow.

We care for sick, we help the old,
Living together is love untold.

Questions

1. What do people do to make roads neat?

Answer: People **clear the roads**.

2. Why do people clean wells in the community?

Answer: To make sure **water flows safely**.

3. Fill in the blank: Sharing helps the ____ grow.

Answer: Sharing helps the **friendship** grow.

4. Who do people care for in the community?

Answer: The **sick and the old**.

5. What is the main lesson of the poem?

Answer: The lesson is that **living together means working, sharing, and caring with love**.

Teaching Tip: Pupils can recite the poem in groups, clapping or drumming softly to keep rhythm. This makes the values of cooperation and care lively and memorable.

Participating in Different Ceremonies

Types of Ceremonies

- (i) **Wedding** – people gather to celebrate when a man and woman get married.
- (ii) **Naming Ceremony** – family and friends meet to give a baby a name.
- (iii) **Baptism** – Christians gather to baptize a child or adult with water as a sign of faith.

Importance of Ceremonies

- (i) They bring people together.
- (ii) They show love and unity.
- (iii) They help us share joy and faith.

Classroom Activities

- (i) **Role Play:** Pupils act out a naming ceremony or baptism.
- (ii) **Drawing:** Pupils draw a wedding scene.
- (iii) **Chant:** *Wedding, naming, baptism too, Ceremonies bring me and you!*

Exercise 7.13

1. Name two types of ceremonies people attend.

Answer: Wedding and baptism (others possible: naming ceremony).

2. What happens during a wedding?

Answer: A man and woman get married.

3. What is the purpose of a naming ceremony?

Answer: To give a baby a name.

4. Fill in the blank: Baptism is a sign of ____ in Christianity.

Answer: Baptism is a sign of **faith** in Christianity.

5. Why are ceremonies important in the community?

Answer: Because they bring people together and show love and unity.

Teaching Tip: Use stories and role plays to make ceremonies real for pupils. They can act out a simple naming ceremony or pretend to attend a wedding to understand the joy of living together.

Exercise 7.14

Count in 10s up to 70

Multiplying by 10 as Repeated Addition

Meaning: Multiplying by 10 means **adding the same number ten times**.

Examples

1. $10 \times 2 = 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 20$
2. $10 \times 3 = 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 30$
3. $10 \times 5 = 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 50$

Classroom Activity

- (i) Pupils clap **10 times** for each number (e.g., clap 10 times for 2, then count: 2, 4, 6... up to 20).
- (ii) Use bottle tops or sticks: group them in tens and count by adding.
- (iii) Draw circles with 10 dots inside each, then count the total.

Exercise 7.15

- 1. Write 10×4 as repeated addition.
- 2. What is 10×6 ?
- 3. Show 10×1 as repeated addition.
- 4. What is 10×9 ?
- 5. Write 10×8 as repeated addition.



Suggested Answers

- 1. $4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 40$.
- 2. $6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 = 60$.
- 3. $1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 = 10$.
- 4. $9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 = 90$.
- 5. $8 + 8 + 8 + 8 + 8 + 8 + 8 + 8 + 8 + 8 = 80$.

Teaching Tip: Pupils can pair up in class. Each pair represents “10,” then they add themselves to another pair to show multiplication as repeated addition.

Exercise 7.16

Use the following words in sentences: village, care, share, clean, help cook.

Oral exercise

Use the following

What is/he/she/they ... doing?

He/she/they is/are ...ing

Exercise 7.17

1. Count 1-70
2. Write number symbols 0-50
3. Write number names 1-25
4. Add

$$\begin{array}{r} \text{(i)} \quad 4 \\ + 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 3 \\ + 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 2 \\ + 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 2 \\ + 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 4 \\ + 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 6 \\ + 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 3 \\ + 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 1 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 24 \\ + 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 21 \\ + 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 38 \\ + 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 61 \\ + 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 52 \\ + 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 25 \\ + 54 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 33 \\ + 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 52 \\ + 14 \\ \hline \\ \hline \end{array}$$

Horizontal Subtraction

Horizontal subtraction is when we write numbers **side by side** and take away.

Example 1

$7 - 3 = 4$ So, if you have 7 sweets and eat 3, you are left with 4.

Example 2

$9 - 5 = 4$ If you had 9 mangoes and gave away 5, you remain with 4.

Example 3

$6 - 2 = 4$ Six birds on a tree, 2 fly away, 4 remain.

Exercise 7.19

1. $8 - 4 = \underline{\quad}$
2. $5 - 2 = \underline{\quad}$
3. $10 - 7 = \underline{\quad}$
4. $6 - 3 = \underline{\quad}$
5. $9 - 6 = \underline{\quad}$
6. $7 - 2 = \underline{\quad}$
7. $6 - 4 = \underline{\quad}$
8. $9 - 3 = \underline{\quad}$
9. $5 - 1 = \underline{\quad}$
10. $8 - 5 = \underline{\quad}$



Answers

- | | |
|-----------------|-----------------|
| 6. $8 - 4 = 4$ | 6. $7 - 2 = 5$ |
| 7. $5 - 2 = 3$ | 7. $6 - 4 = 2$ |
| 8. $10 - 7 = 3$ | 8. $9 - 3 = 6$ |
| 9. $6 - 3 = 3$ | 9. $5 - 1 = 4$ |
| 10. $9 - 6 = 3$ | 10. $8 - 5 = 3$ |

Teaching Tip: Let pupils use counters (stones, bottle tops, sticks) to physically “take away” items. This makes subtraction fun and easy to understand.

Exercise 7.20

1. Name people and things in the community
2. Talk about various ways of living together, e.g.: sharing, working together, playing etc

THEME 8: FOOD AND NUTRITION

Expected Learning Outcomes: The learner is able to identify sources of food, appreciate its uses and demonstrate ways of keeping it safe.



Names of Foods

- (i) Fish
- (ii) Peas
- (iii) Millet
- (iv) Groundnuts
- (v) Bananas
- (vi) Eggs
- (vii) Meat
- (viii) Potatoes

Sources of Foods

Where foods come from:

- (i) Lake → fish
- (ii) Garden → peas, millet, bananas, potatoes
- (iii) Market → all types of food
- (iv) River → fish
- (v) Animals → eggs, meat, milk
- (vi) Plants → simsim, groundnuts, bananas
- (vii) Shops → packaged foods, flour, sugar

Exercise 8.1

Match the food to its source

Food	Source
Fish	Hen
Sugar	Garden / Plants
Eggs	Lake / River
Milk	Shop
Bananas	Cow

Teaching Tip: Bring real samples or pictures of foods and ask pupils to say where each comes from. You can also organize a “food basket” activity where learners sort items into *plants* and *animals* sources.

Exercise 8.1

1. Count from 71 – 80
2. Write numbers from 61 – 70
3. Writing number names 20 – 30
4. Match

16	twenty
17	nineteen
18	sixteen
19	eighteen
20	seventeen

5. Add

$$\begin{array}{r} \text{(i)} \quad 4 \\ + 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 3 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 2 \\ + 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 2 \\ + 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 4 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 2 \\ + 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 3 \\ + 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 1 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 24 \\ + 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 21 \\ + 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 38 \\ + 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 61 \\ + 37 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 52 \\ + 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 25 \\ + 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 33 \\ + 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 52 \\ + 13 \\ \hline \\ \hline \end{array}$$

6. Subtract

$$\begin{array}{r} \text{(i)} \quad 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 7 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 3 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 9 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 7 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 8 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 24 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 27 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 88 \\ - 52 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 69 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 56 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 65 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 33 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 54 \\ - 13 \\ \hline \end{array}$$

Exercise 8.2

Use: potatoes, water, bananas, millet, fish, peas, groundnuts, beans, eggs, simsim, shop, market, garden to make sentences

Structure

1. Where do we get ... from?

We get ... from ...

2. Are these/those ...?

Yes, they are ...

No, they are not

3. Do you like ... (matooke)?

Yes, I do ...

No, I don't ...

Uses of Food to Our Bodies

Food helps our bodies in many ways:

- a) **Health** → keeps us free from diseases.
- b) **Strength** → gives us energy to play, walk, and work.
- c) **Growth** → helps children grow tall and strong.
- d) **Repair** → heals wounds and replaces worn-out cells.
- e) **Warmth** → keeps the body warm.
- f) **Energy** → fuels the body for daily activities.

Exercise 8.3

1. Name two uses of food to our bodies.

Answer: Health, strength, growth, repair, warmth, energy.

2. Which use of food helps children grow tall?

Answer: Growth.

3. Which use of food helps us to play and work?

Answer: Strength / Energy.

4. Which use of food helps us to heal wounds?

Answer: Repair.

5. Why is food important for health?

Answer: Because it prevents diseases and keeps the body strong.

Exercise 8.4

- (a) count numbers from 40 – 70
- (b) write numbers from 30 to 40
- (c) Write number names from thirty one to forty

(d) Add

$$\begin{array}{r} \text{(i)} \quad 2 \\ + 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 5 \\ + 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 7 \\ + 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 3 \\ + 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 4 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 2 \\ + 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 2 \\ + 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 3 \\ + 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 24 \\ + 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 23 \\ + 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 22 \\ + 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 62 \\ + 37 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 54 \\ + 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 65 \\ + 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 33 \\ + 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 54 \\ + 13 \\ \hline \\ \hline \end{array}$$

(e) Subtract

$$\begin{array}{r} \text{(i)} \quad 2 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 5 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 7 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 3 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 6 \\ - 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 2 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 9 \\ - 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 4 \\ - 4 \\ \hline \\ \hline \end{array}$$

(ix) $\begin{array}{r} 24 \\ - 12 \\ \hline \end{array}$	(x) $\begin{array}{r} 45 \\ - 24 \\ \hline \end{array}$	(xi) $\begin{array}{r} 77 \\ - 52 \\ \hline \end{array}$	(xii) $\begin{array}{r} 68 \\ - 37 \\ \hline \end{array}$
(xiii) $\begin{array}{r} 67 \\ - 15 \\ \hline \end{array}$	(xiv) $\begin{array}{r} 52 \\ - 32 \\ \hline \end{array}$	(xv) $\begin{array}{r} 33 \\ - 22 \\ \hline \end{array}$	(xvi) $\begin{array}{r} 54 \\ - 13 \\ \hline \end{array}$

Telling Time for Meals

Children should learn that meals are eaten at different times of the day:

- (i) **Breakfast** → Morning (around 7:00–8:00)
- (ii) **Lunch** → Midday (around 12:00–1:00)
- (iii) **Supper/Dinner** → Evening (around 7:00–8:00)

Examples

- (i) We eat **breakfast** at 7 o'clock in the morning.
- (ii) We eat **lunch** at 12 o'clock in the afternoon.
- (iii) We eat **supper** at 7 o'clock in the evening.

Exercise 8.5

1. At what time do we eat breakfast?

Answer: Breakfast is eaten in the morning (around 7–8 o'clock).

2. Which meal is eaten at 12 o'clock?

Answer: Lunch.

3. Name the meal eaten in the evening.

Answer: Supper/Dinner.

4. Why do we eat breakfast?

Answer: To give us energy to start the day.

5. Which meal gives us strength to play in the afternoon?

Answer: Lunch.

Teaching Tip: Use a clock or draw one on the board. Ask pupils to point to the time when each meal is eaten. You can also role-play: “It is 7 o’clock, what meal do we eat?”

Exercise 8.5

Match the following



Fish



Beans



Bananas



Eggs

Exercise 8.6

Fill in the missing letters

F__sh	B__ans	B__nan__	__eat	si__sim
__ggs	L__ke	G__rden	__ilk	Pl__nts
pe__s	Pot__toes	M__rket	An__mals	gro__ndn__ts

Exercise 8.7

Use the following words: e.g. fish, banana, rice, mango, peas, ground nuts, eggs, strong, weak, sick, health to make sentences or ask questions

Structures

1. Do you like ... ?
I like / don't like ...
2. Do you eat ... ?
We eat for health and strength
Yes, I do/No, I don't ...

Exercise 8.8

Draw the followings:

- (a) Fish
- (b) banana
- (c) mango
- (d) eggs

Ways of Keeping Food Safe

We keep food safe by:

- (i) **Covering** → to protect food from dust and flies.
- (ii) **Washing** → to remove dirt and germs.
- (iii) **Smoking** → to preserve fish and meat.
- (iv) **Salting** → to keep fish and meat from spoiling.
- (v) **Cooking** → to kill germs and make food ready to eat.
- (vi) **Refrigerating** → to keep food fresh and cool.
- (vii) **Sun drying** → to remove water and prevent rotting.
- (viii) **Storing** → to keep food in clean containers or granaries.

Exercise 8.9

1. How do we protect food from dust and flies?

Answer: We protect food from dust and flies by covering it.

2. Why do we wash food before eating?

Answer: We wash food before eating to remove dirt and germs.

3. How do we preserve fish and meat for a long time?

Answer: We preserve fish and meat for a long time by smoking or salting them.

4. What do we do to kill germs in food?

Answer: We kill germs in food by cooking it.

5. How do we keep food fresh and cool?

Answer: We keep food fresh and cool by refrigerating it.

Teaching Tip: Bring real examples (like a covered plate, salt, fridge picture, or sun-dried maize) and let pupils explain how each keeps food safe. This makes the lesson practical and memorable.

Importance of Keeping Food Safe

We keep food safe because it helps us to:

- (i) **Avoid contamination** → food stays clean and free from germs.
- (ii) **Avoid rotting** → food lasts longer and does not spoil quickly.
- (iii) **Avoid bad smell** → food remains fresh and pleasant to eat.
- (iv) **Avoid diseases** → safe food prevents sickness like diarrhea and food poisoning.
- (v) **Stay healthy** → clean food keeps our bodies strong.

Exercise 8.10

1. Why do we keep food safe?

Answer: We keep food safe to avoid contamination, rotting, bad smell, and diseases.

2. What happens when food is contaminated?

Answer: When food is contaminated, it becomes dirty and harmful to eat.

3. How does keeping food safe prevent diseases?

Answer: Keeping food safe prevents diseases by stopping germs from entering our bodies.

4. Why should we avoid food that has a bad smell?

Answer: We should avoid food with a bad smell because it is spoiled and can make us sick.

5. Mention two results of keeping food safe.

Answer: Keeping food safe helps us stay healthy and makes food last longer.

Teaching Tip: Bring examples of spoiled food (like a rotten banana or sour milk) and fresh food. Let pupils compare the smell and appearance, then explain why safe food is better.

Exercise 8.11

1. Count from 71 – 80
2. Write number words from fifty one – seventy

Multiplication by 3 as Repeated Addition

Multiplying by 3 means **adding the same number three times**.

Examples

1. $3 \times 2 = 2 + 2 + 2 = 6$
2. $3 \times 4 = 4 + 4 + 4 = 12$
3. $3 \times 5 = 5 + 5 + 5 = 15$

Classroom Activity

- (i) Pupils clap **three times** for each number (e.g., clap 3 times for 2, then count: 2, 4, 6).
- (ii) Use bottle tops or sticks: group them in threes and count by adding.
- (iii) Draw circles with 3 dots inside each, then count the total.

Exercise 8.12

1. Write 3×3 as repeated addition.
2. What is 3×6 ?
3. Show 3×1 as repeated addition.
4. What is 3×7 ?
5. Write 3×8 as repeated addition.



Suggested Answers

1. $3 + 3 + 3 = 9$
2. $6 + 6 + 6 = 18$

3. $1 + 1 + 1 = 3$

4. $7 + 7 + 7 = 21$

5. $8 + 8 + 8 = 24$

Teaching Tip: Let pupils form groups of three in class. Each group represents “3.” Then add groups together to show multiplication as repeated addition.

Wholes, Halves, and Quarters



Whole → the complete item, not divided.

Half → dividing something into **two equal parts**.

Quarter → dividing something into **four equal parts**.

Examples

(i) **Four quarters make a whole**

- If you cut a chapati into 4 equal pieces, all 4 pieces together make the whole chapati.

(ii) **Two quarters make a half**

- If you take 2 pieces out of the 4 quarters, you get half of the chapati.

(iii) **One quarter is smaller than a half**

- One quarter is only one piece out of 4, while a half is two pieces out of 4.

Classroom Activity

- (i) Draw a circle on the board. Divide it into 4 equal parts.
- (ii) Shade 1 part → quarter.
- (iii) Shade 2 parts → half.
- (iv) Shade all 4 parts → whole.
- (v) Let pupils fold paper into 4 equal parts, then identify quarters, halves, and the whole.

Exercise 8.13

- 1. How many quarters make a half?
- 2. How many quarters make a whole?
- 3. If you eat 1 quarter of a cake, how many quarters are left?
- 4. What is bigger, a half or a quarter?
- 5. If you join 2 quarters, what do you get?

Answers

- 1. Two quarters make a half.
- 2. Four quarters make a whole.
- 3. If you eat 1 quarter of a cake, 3 quarters are left.
- 4. A half is bigger than a quarter.
- 5. If you join 2 quarters, you get a half.

Teaching Tip: Use real objects like fruits, chapati, or paper folding to demonstrate quarters, halves, and wholes. Pupils understand better when they see and touch the parts.

Exercise 8.14

1. Match



quarters



whole



halves

2. Use the following of keeping food safe in sentences: clean, cover, cook, salt, sun drying, wash, store

Structure

How do we keep food safe?

We keep food safe by

Oral exercise

Use: play, walk, eat, drink, mop, cook, run

1. What are they doing?
They are ...ing
2. What are we ...ing?
We are ...ing
3. What is he/she doing...?
He/she is ...

Exercise 8.15

Draw the following

- (a) Chair
- (b) Table
- (c) Boy
- (d) Girl
- (e) Fish
- (f) Egg
- (g) Sweet potato

Exercise 8.16

1. Count from 71 – 80
2. Write number name from fifty to eight

$$\begin{array}{r} \text{(i)} \quad 3 \\ + 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 6 \\ + 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 4 \\ + 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 4 \\ + 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 3 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 7 \\ + 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 2 \\ + 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 5 \\ + 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 42 \\ + 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 54 \\ + 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 22 \\ + 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 42 \\ + 37 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 33 \\ + 25 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 44 \\ + 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 35 \\ + 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 58 \\ + 11 \\ \hline \\ \hline \end{array}$$

3. Subtract

$$\begin{array}{r} \text{(i)} \quad 3 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ii)} \quad 8 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iii)} \quad 9 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(iv)} \quad 4 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(v)} \quad 8 \\ - 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vi)} \quad 7 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(vii)} \quad 7 \\ - 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(viii)} \quad 6 \\ - 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(ix)} \quad 42 \\ - 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(x)} \quad 54 \\ - 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xi)} \quad 87 \\ - 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xii)} \quad 98 \\ - 37 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiii)} \quad 66 \\ - 25 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xiv)} \quad 57 \\ - 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xv)} \quad 35 \\ - 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(xvi)} \quad 58 \\ - 13 \\ \hline \\ \hline \end{array}$$

4. Write five ways of keeping food safe
5. Give five examples of food
6. Give three sources of food
7. Draw and colour at least 3 pictures of different foods

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Time, t, is now!!! Vote the best!!!

Thank you

Dr. Bbosa Science