

LESSON PLAN: No

School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size									
I	26 th Sept. 2022	SET	P6	1	1 of 7	40min	45									
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				Learners with low vision												
Unit title		Mechanics and blacksmith tools														
Key Unit Competence		To be able to know the Common mechanics tools and their uses														
Title of the lesson		Common mechanics tools and their uses.														
Instructional Objective		By using mechanics tools such as spanners, pliers, screw drivers, mechanics hammer among others and further, learners will be able to use mechanics tools safely.														
Plan for this Class (location: in / outside)		Inside and outside Individual research work on who a mechanic is.														
Learning Materials (for all learners)		Common mechanics tools such as spanner, pliers, screw driver, hack saw, mechanics hammer, etc. • Charts showing mechanics tools and their uses														
References		• Pupil’s book for Science Elementary Technology and ICT for Primary 6,														
Timing for each step	Description of teaching and learning activity				Generic competences and Cross cutting issues to be addressed + a short explanation											
	Learners observe mechanics at work and watch the video and discover the various mechanics tools and their uses as the teacher guides them.															
	Teacher activities		Learner activities													
Introduction/ Revision 5 min	Ask Let learners some probing questions such as: - Who is a mechanic? - What do mechanics use to do their work?		Answer the questions asked by a teacher individually After the class teacher and learners carry out the discussion on the given answers and take a decisions on considered answers.		1. Peace and values education Caution learners against using tools as weapons to hurt others, people should live in peace and harmony in order to develop.											
Development of the lesson 25 min	(i) Ask learners to mention the mechanics tools given by the teacher (ii) Ask learners to observe the pictures in the introduction of their Pupil’s Book. (iii) Allow them to discuss and describe the pictures. From their description let them predict and naming the Mechanic tools.		Let them practice using the different tools. Let learners observe how the various tools are being used. They can come up with a table like this: <table><tr><td>Tool</td><td>drawing</td><td>use</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>		Tool	drawing	use							(2. Co-operation During group discussions and pair works, let learners engage one another by giving a chance for all to participate. Also, during group presentations, you can allow rotational presentations within the group members.		
Tool	drawing	use														
Conclusion (Synthesis+ Assessment) 10 min	Giving learners a task of using mechanics tools and assessing how they use the tools.		Answer the evaluation questions asked and follow the correction.		Peace and values education Inform them that they should be willing all the time to accommodate views of others.											
Teacher self-evaluation																

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Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
I	26 th Sept 2022	SET	P6	1	3 of 7	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				Learners with low vision			
Unit title		Mechanics and blacksmith tools					
Key Unit Competence		To be able to give the dangers and precautions when using mechanic tools safely					
Title of the lesson		Dangers and precautions when using mechanic tools					
Instructional Objective		By obtaining things such as grease, oil and sand paper, learners will be able to store mechanics tools properly and practice maintaining them safely.					
Plan for this Class (location: in / outside)		Inside and outside Individual research work on who a mechanic is.					
Learning Materials (for all learners)		Obtain things such as grease, oil and sand paper					
References		• Pupil’s book for Science Elementary Technology and ICT for Primary 6,					
Timing for each step	Description of teaching and learning activity					Generic competences and Cross cutting issues to be addressed + a short explanation	
	Learners Obtain things such as grease, oil and sand paper						
	Teacher activities		Learner activities				
Introduction/ Revision 5 min	Introduce the lesson by reminding learners what they learnt in the previous lesson. Ask them to name some mechanics tools that they know.		Answer the questions asked by a teacher individually After the class teacher and learners carry out the discussion on the given answers and take a decisions on considered answers.			2. Peace and values education Caution learners against using mechanics tools in bad way, people should live in peace and harmony in order to develop.	
Development of the lesson 26 min	Ask learners to the activities carried out during the lesson should give learners enough practices on how to maintain mechanics tools. To give learners enough practices on how to maintain mechanics tools. It should also motivate learners to develop a habit of keeping tools safely and not misusing them.		Learners carry out the activity during the lesson should give learners enough and practices on how to maintain mechanics tools. Learners develop the habit of keeping tools safely and not misusing them.			(2. Co-operation During group discussions and pair works, let learners engage one another by giving a chance for maintaining mechanics tools to participate. Also, during group presentations, you can allow rotational presentations within the group members.	
Conclusion (Synthesis+ Assessment) 10 min	Giving learners a task of using mechanics tools and assessing how they use the tools. Mention different methods used to maintain mechanics tools?		Answer the evaluation questions asked and follow the correction. Ans: The tools can be maintained by oiling, greasing and cleaning and wiping.			Peace and values education Inform them that they should correct by willing all the time to accommodate views of others.	
Teacher self-evaluation							

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Term	D ate	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
I	27 th Sept 2022	SET	P5	1	1 of 7	40min	30
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		CARPENTRY TOOLS					
Key Unit Competence		To be able to Identify and name carpentry tools.					
Title of the lesson		Identification of carpentry tools					
Instructional Objective		By using textbooks, learners will be able to: Knowledge and understanding Identify and name carpentry tools					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Real tools • Charts • Flask cards • XO laptops					
References		• Pupil’s Book page 2. • Other relevant Textbooks • XO Laptop • Internet					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Identifying and name carpentry tools		
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	<ul style="list-style-type: none">➤ Find out from learners the carpentry tools available in learners’ homes before the lesson.➤ Identify cutting tools such as an axe, hand saw, bow saw and table saw.	<p>Observe the carpentry tools provided by the teacher</p> <p>Identifying the cutting tools from other tools.</p>	<i>i) Critical Thinking</i> Learners recall responses they had given earlier in order to respond to individual assessment questions.
Development of the lesson 27 min	<p>(i) Ask learners to mention the carpentry tools they have in their homes.</p> <p>(ii) Ask learners to observe the pictures in the introduction of their Pupil’s Book.</p> <p>(iii) Allow them to discuss and describe the pictures. From their description let them predict and naming the carpentry tools.</p>	<p>Identifying the carpentry tools they have at home.</p> <p>Observing the picture in pupil’s book.</p> <p>Identifying and naming the carpentry tools there in.</p>	<i>(ii) Problem Solving</i> Learners provide answers to given assessment questions. <i>(i) Gender Education</i> All learners will be given equal chances to respond to questions.
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	<i>(ii) Inclusive Education</i> Assessment questions should be suited for all levels of learners (both slow and high)
Teacher self-evaluation			

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Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
I	27 th Sept 2022	SET	P5	1	2 of 7	40min	31
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		CARPENTRY TOOLS					
Key Unit Competence		To be able to Explain the Usage and Maintenance of some Carpentry Tools					
Title of the lesson		Usage and Maintenance of some Carpentry Tools					
Instructional Objective		By using textbooks, learners will be able to: Explain use and maintenance of carpentry tools.					
Plan for this Class (location: in / outside)		Inside					
Learning Materials (for all learners)		• Real tools • Charts • Flash cards • XO laptops					
References		• Pupil’s Book page 4 • Relevant Textbooks • XO Laptop • Internet • Magazines					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Explain the Usage and Maintenance of some Carpentry Tools.		
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Ask learners in pairs to discuss and identify the tools drawn. Allow them to hold some of the tools. Ask them to identify.	In pairs, learners discuss and give names of carpentry tools shown in Activity 1.1. Hold and identify displayed Carpentry tools with the help of the teacher.	<i>i) Critical Thinking</i> Learners recall responses they had given earlier in order to respond to individual assessment questions.
Development of the lesson 28 min	Demonstrate to learners how each tool is used and maintained. Point out safety measures to be taken when using them. Allow learners to use and maintain the tools as outlined in the Pupil’s Book pages 4 – 10.	Following Observing the picture in pupil’s book. Use and maintain the tools as outlined in the Pupil’s Book pages 4 – 10.	<i>(ii) Problem Solving</i> Learners provide answers to given assessment questions. <i>(ii) Gender Education</i> The teacher will give equal chances to both boys and girls to participate in class activities.
Conclusion (Synthesis+ Assessment) 10 min	Let the learners take short notes on use and maintenance of the tools.	The learners take short notes on use and maintenance of the tools.	<i>(iii) Financial Education</i> Learners identify carpentry tools and attach value to their usage.
Teacher self-evaluation			

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Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
I	04 th Oct. 2022	SET	P5A,B	1	3 of 7	40min	31
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		CARPENTRY TOOLS					
Key Unit Competence		To be able to Identify dangers of Carpentry Tools and Security Measures					
Title of the lesson		Dangers of Carpentry Tools and Security Measures					
Instructional Objective		By using textbooks, learners will be able to identify the dangers of Carpentry Tools and Security Measures					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Real tools • Charts • Flask cards • XO laptops					
References		• Pupil’s Book page 2. • Other relevant Textbooks • XO Laptop • Internet					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Identifying dangers of Carpentry Tools and Security Measures		
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	<ul style="list-style-type: none">➤ Find out from learners the carpentry tools available in learners’ homes before the lesson.➤ Identify cutting tools such as an axe, hand saw, bow saw and table saw.	<p>Observe the carpentry tools provided by the teacher</p> <p>Identifying the cutting tools from other tools.</p>	<i>i) Critical Thinking</i> Learners recall responses they had given earlier in order to respond to individual assessment questions.
Development of the lesson 29 min	<p>(i) Ask learners to mention the carpentry tools they have in their homes.</p> <p>(ii) Ask learners to observe the pictures in the introduction of their Pupil’s Book.</p> <p>(iii) Allow them to discuss and describe the pictures. From their description let them predict and naming the carpentry tools.</p>	<p>Identifying the carpentry tools they have at home.</p> <p>Observing the picture in pupil’s book.</p> <p>Identifying and naming the carpentry tools there in.</p>	<i>(ii) Problem Solving</i> Learners provide answers to given assessment questions. <i>(i) Gender Education</i> All learners will be given equal chances to respond to questions.
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	<i>(ii) Inclusive Education</i> Assessment questions should be suited for all levels of learners (both slow and high).
Teacher self-evaluation			

LESSON PLAN

No.:

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Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
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I	3th Oct. 2022	SET	P5		4of 6	40min	31
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		Masonry tools					
Key Unit Competence		To be able to Identify Usage of and maintenance of masonry tools					
Title of the lesson		Usage of and maintenance of masonry tools					
Instructional Objective		By using textbooks, learners will be able to identify Usage of and maintenance of masonry tools					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Real tools • Charts • Flask cards • XO laptops					
References		• Pupil’s Book page 2. • Other relevant Textbooks • XO Laptop • Internet					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Identifying Usage of carpentry tools		
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	<ul style="list-style-type: none">➤ Find out from learners the masonry tools available in learners' homes before the lesson.➤ Identify Usage of and maintenance of masonry tools	Observe the masonry tools provided by the teacher Identifying the Usage of and maintenance of masonry tools	i) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Development of the lesson 30 min	(i) Ask learners to mention the masonry tools they have in their homes. (ii) Ask learners to observe the pictures in the introduction of their Pupil's Book. (iii) Allow them to discuss and describe the pictures. From their description let them predict Usage of and maintenance of masonry tools	Identifying the masonry tools they have at home. Observing the picture in pupil's book. Identifying Usage of and maintenance of masonry tools	(ii) Problem Solving Learners provide answers to given assessment questions. (ii) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iii) Financial Education Learners identify carpentry tools and attach value to their usage.
Teacher self-evaluation			

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Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
I	03 Oct. 2022	SET	P4		6 of 7	40min	40
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		Object Production					
Key Unit Competence		To be able to explain the process of Making toy bicycle					
Title of the lesson		Making toy bicycle					
Instructional Objective		By using textbooks, learners will be able to explain the process of Making toy bicycle					
Plan for this Class (location: in / outside)		Inside					
Learning Materials (for all learners)		• Real tools • Charts • Flask cards • XO laptops					
References		• Pupil’s Book page 2. • Other relevant Textbooks • XO Laptop • Internet					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	<ul style="list-style-type: none"> ➤ Find out from learners the toy materials available in learners' homes before the lesson. ➤ Explain the process of Making toy bicycle 	Observe the sample toys provided by the teacher Explain the process of Making toy bicycle	<i>i) Critical Thinking</i> Learners recall responses they had given earlier in order to respond to individual assessment questions.
Development of the lesson 31 min	(i) Ask learners to mention the example of toys they know (ii) Ask learners to observe the pictures in the introduction of their Pupil's Book. (iii) Allow them to discuss and describe the pictures. From their description let them predict help learners by showing the process to follow by Making toy bicycle	Identifying the toys they have seen. Observing the picture in pupil's book. Follow the process of Making toy bicycle there in.	<i>(ii) Problem Solving</i> Learners provide answers to given assessment questions. <i>(ii) Gender Education</i> The teacher will give equal chances to both boys and girls to participate in class activities.
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	<i>(iii) Financial Education</i> Learners identify carpentry tools and attach value to their usage.
Teacher self-evaluation			

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Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	6 th Oct 2022	SET	P5		1 of 7	40min	31
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		Computer Research					
Key Unit Competence		To be able to identify the steps of creating e-mail					
Title of the lesson		Identification of carpentry tools					
Instructional Objective		By using textbooks, learners will be able to identify the steps of creating e-mail.					
Plan for this Class (location: in / outside)		Inside					
Learning Materials (for all learners)		Books, computers, smart phone,					
References		• Pupil’s Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Ask learners different questions for assessing if they master well the thought units. (ii) Allow them to talk about the keywords related to e-mail in order for them to predict what they are going to learn in the unit.	Learners to follow the question asked by the teacher and answer where there is necessary. Talk about the keywords related to e-mail in order for them to predict what they are going to learn in the unit.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Development of the lesson 25 min	(iii) Write different the steps of creating e-mail on the chalk board. Ask the learners to copy the identify the steps of creating e-mail written on the chalk board. Guide learner's discussions on the steps of creating e-mail written on the chalk board.	Follow and copy the steps of creating e-mail written by a teacher on the chalk board. The learners to copy the identify the steps of creating e-mail written on the chalk board. Learner's discussions on the steps of creating e-mail written on the chalk board.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify carpentry tools and attach value to their usage.
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self-evaluation			

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Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
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I	05 th Oct 2022	SET	P6	1	1 of 5	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		Writing Skills					
Key Unit Competence		To be able to identify the elements of Gnome environment					
Title of the lesson		the elements of Gnome environment					
Instructional Objective		By using textbooks, learners will be able to identify the elements of Gnome environment					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		Smart phone, computer, books, internet,					
References		• Pupil’s Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines					
Timing for each step	Description of teaching and learning activity					Generic competences and Cross cutting issues to be addressed + a short explanation	
	identify the elements of Gnome environment						
		Teacher activities			Learner activities		
Introduction/ Revision 5 min	(i) Ask learners to observe introduction pictures of gnome interface. (ii) Allow them to talk about the pictures in order for them to predict writing activity they are going to learn in the unit.			Learners to observe introduction pictures of gnome interface. Talk about the pictures in order for them to predict writing activity what they are going to learn in the unit.		(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.	
Development of the lesson 26 min	(iii) write the notes related to the process of switching from sugar interface to gnome interface identify the elements of Gnome environment Carrying out the discussion on the written notes by identifying the elements of Gnome environment			write the notes related to the process of switching from sugar interface to gnome interface identify the elements of Gnome environment Learners on their desk Carrying out the discussion on the written notes by identifying the elements of Gnome environment Present their discussion to the whole class.		(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify carpentry tools and attach value to their usage.	
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.			Answer the evaluation questions asked and follow the correction.		(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.	
Teacher self-evaluation							

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Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
I	05 th Oct. 2022	SET	P4		2of 7	40min	40
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		Computer my Friend					
Key Unit Competence		To be able to identify the parts of a computer					
Title of the lesson		identify the parts of a computer					
Instructional Objective		By using textbooks, learners will be able to identify the parts of a computer					
Plan for this Class (location: in / outside)		Inside					
Learning Materials (for all learners)		Books, computer, smartphone,					
References		• Pupil’s Book page 18 • Internet • Magazines • Relevant textbooks • XO laptop					
Timing for each step	Description of teaching and learning activity					Generic competences and Cross cutting issues to be addressed + a short explanation	
	Identify the commonly used masonry tools.						
	Teacher activities		Learner activities				
Introduction/ Revision 5 min	(i) Ask learners to observe introduction pictures of a computer. (ii) Allow them to talk about the pictures in order for them to predict what they are going to learn in the unit.		Learners to observe introduction pictures of a computer. Talk about the pictures in order for them to predict what they are going to learn in the unit.			(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.	
Development of the lesson 27 min	(iii) Display the shape of a computer and ask the learners to identify the parts of a computer Ask the learners to write the parts of computer observed on the given picture Explain to the learners the importance of the parts of a computer given		Observe the displayed shape of a computer and ask the learners to identify the parts of a computer learners write the parts of computer observed on the given picture follow explanation and predict the importance of the parts of a computer given.			(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify the parts of plants and attach value to their usage.	
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.		Answer the evaluation questions asked and follow the correction.			(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.	
Teacher self-evaluation							

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Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	05 th Oct 2022	SET	P4		1 of 7	40min	40
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		Computer my friend					
Key Unit Competence		To be able to identify the elements of sugar interface					
Title of the lesson		Identification of carpentry tools					
Instructional Objective		By using textbooks, learners will be able to identify the elements of sugar interface correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Charts showing masonry tools, pictures in books, flash cards and boards.					
References		• Pupil’s Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Ask learners to observe introduction pictures of XO laptop. (ii) Allow them to talk about the pictures in order for them to predict what they are going to learn in the unit.	Learners to observe introduction pictures of XO laptop. Learners talk about the pictures in order for them to predict what they are going to learn in the unit.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Development of the lesson 32 min	(iii) To give the learners a time of observing the picture of XO laptop given by a teacher and show the point symbolize the elements of sugar interface on the key board. Ask the learners to write the elements of sugar interface in their exercises notebook.	The learners take a time of observing the picture of XO laptop given by a teacher and show the point symbolize the elements of sugar interface on the key board. The learners to write the elements of sugar interface in their exercises notebook.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners helped by a teacher Identify the elements of sugar interface
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self-evaluation			

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I	04 th Oct 2022	SET	P4	2	1 of 5	40min	40
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		Object Production					
Key Unit Competence		To be able to make object production from sticks & straws					
Title of the lesson		to make object production from sticks & straws					
Instructional Objective		By using textbooks, learners will know how to make and maintain simple utility objects, toys and learning materials correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		Straws and sticks, Pictures showing a house and a toy bicycle made using straws and sticks, Charts.					
References		• Pupil’s Book page 27, XO laptop and Relevant art and craft books.					
Timing for each step	Description of teaching and learning activity					Generic competences and Cross cutting issues to be addressed + a short explanation	
	How to make and maintain simple utility objects, toys and learning materials.						
	Teacher activities		Learner activities				
Introduction/ Revision 5 min	(i) Identify the most common local material used in making utility objects. • Explain the techniques used in making each type of object based on the materials. • Explain the maintenance of toys, utility objects and learning, objects produced.		Learners to observe introduction pictures. Talk about the pictures in order for them to predict what they are going to learn in the unit. Learners will explain the maintenance of toys, utility objects and learning, objects produced.			(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.	
Development of the lesson 25 min	To guide learners how to make toys, utility objects and learning materials using sticks and sorghum straws, wood and paper. • Display dexterity for safety of utility objects and learning materials.		Learners will follow and practice the activity shown by a teacher making toys, utility objects and learning materials using sticks and sorghum straws, wood and paper. Learners will learn how to dexterity for safety of utility objects and learning materials.			(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify how to make and maintain simple utility objects, toys and learning materials	
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.		Answer the evaluation questions asked and follow the correction.			(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.	
Teacher self-evaluation							

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Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	03 th Oct 2022	SET	P4	2	4 of 6	40min	42

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category	None
Unit title	Object Production
Key Unit Competence	To be able to identify the commonly Making toys using sorghum straws and sticks
Title of the lesson	Making toys using sorghum straws and sticks
Instructional Objective	By using textbooks, learners will be able to make a Toy House Using straws and sticks
Plan for this Class (location: in / outside)	Inside and outside and outside
Learning Materials (for all learners)	Straws and sticks, Pictures showing a house and a toy bicycle made using straws and sticks, Charts.
References	• Pupil's Book page 27, XO laptop and Relevant art and craft books.

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Introduce the unit by asking learners to describe briefly the pictures on page 27 let them also predict what they are going to learn in the unit.	learners to describe briefly the pictures on page 27 learners also will predict what they are going to learn in the unit.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Development of the lesson 25 min	(ii) Allow learners to discuss briefly in pairs what toys are. (iii) Display charts and pictures showing how to make a toy house. (iv) Also display steps outlined in Pupil's Book page 27. (v) Following steps in (ii) above, demonstrate to learners how to make a toy house.	Learners to discuss briefly in pairs what toys are. Learners will judge on displayed charts and pictures showing how to make a toy house. Following steps in above, demonstrate to learners how to make a toy house.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify
Conclusion (Synthesis+ Assessment) 10 min	(vi) Go around assisting learners who are experiencing difficulties. (vii) Give learners time for them to finish their work. (viii) Award marks for work done.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self-evaluation			

LESSON PLAN**No.****School name:** Child Care Academy**Teacher's name:** BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	03 Oct. 2022	SET	P5		1 of 7	40min	30
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		Object Production					
Key Unit Competence		To be able to make Learning Materials Using Manila Paper					
Title of the lesson		Identification of Making Learning Materials Using Manila Paper					
Instructional Objective		By the end of the lesson, the learner should be able to make parallelogram, rhombus and trapezium using manila paper.					
Plan for this Class (location: in / outside)		Inside and outside and outside					
Learning Materials (for all learners)		• Colored manila papers • Pair of scissors and razor blade • Ruler • Compass • Protractor • Glue/cellotape • Crayons • Paint and brush					
References		• Pupil's Book page 27, XO laptop and Relevant art and craft books.					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Ask learners to draw a rhombus, a parallelogram and a trapezium in their Notebooks. (ii) Demonstrate to the learners how to draw rhombus, parallelogram.	Learners to observe introduction pictures. Talk about the pictures in order for them to predict what they are going to learn in the unit.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Development of the lesson 25 min	(iii) Ask learners to draw these shapes on manila papers. (iv) Let them follow the procedures outlined in Pupil's Book pages 30 – 32. If colored Manila paper is not readily available use ordinary paper. (v) Caution learners on dangers of using sharp objects. (vi) Go round inspecting the learners work. (vii) Let learners paint or colour the shapes using crayons or paint to make them attractive.	Discuss on Masonry tools such as water level, trowel, plumb line, float, tape measure, metre ruler, T-square, and shovel. Learners to write the names of the tools they know in their notebooks.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify carpentry tools and attach value to their usage.
Conclusion (Synthesis+ Assessment) 10 min	1. Assess learner's knowledge on common shapes. Take note of how they use sharp objects, co-operation and communication skills. 2. Award them marks on ability to perform tasks in each outlined step.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self-evaluation			

LESSON PLAN No.School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	04 th Oct 2022	SET	P4		5 of 6	40min	40

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category	None
Unit title	Object Production
Key Unit Competence	To be able to Maintain Utility and Learning Objects
Title of the lesson	Identification of Maintenance of Utility and Learning Objects
Instructional Objective	By the end of the lesson, the learner should be able to State ways to keep the various objects produced safely.
Plan for this Class (location: in / outside)	Inside and outside
Learning Materials (for all learners)	<ul style="list-style-type: none"> • Charts • Bags • Shelves • Made objects • Clipboards • Cartons
References	• Pupil's Book page 27, XO laptop and Relevant art and craft books.

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Identify the Maintenance of Utility and Learning Objects		
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Group learners into manageable groups. (ii) Ask learners to discuss various ways materials are kept at home.	Learners to observe introduction pictures. Talk about the pictures in order for them to predict what they are going to learn in the unit.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Development of the lesson 25 min	(iii) Let learners practise various ways of maintaining objects they have made in storage places available. (iv) Ask learners to discuss other ways of maintaining utility and learning objects. (v) Ask the learners to write in their notebooks reasons for maintaining toys and other objects made.	Learners will discuss various ways materials are kept at home. Learners will discuss other ways of maintaining utility and learning objects. The learners to write in their notebooks reasons for maintaining toys and other objects made.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify Maintenance of Utility and Learning Objects
Conclusion (Synthesis+ Assessment) 10 min	1. Observe learners keenly as they store the made objects. Award marks for correct storage of objects. 2. Award them marks on ability to perform tasks in each outlined step.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
I	14 th Oct. 2022	SET	P6	7	2 of 6	40min	

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category		Learners with low vision (3)
Unit title	Programming	
Key Unit Competence	To be able to identify the process of working with stage in Scratch and animation	
Title of the lesson	the process of working with stage in Scratch	
Instructional Objective	By the end of the lesson, learners should be to Describe instructions used to display things such as text, images or video and sound. correctly.	
Plan for this Class (location: in / outside)	Inside and outside	
Learning Materials (for all learners)	XO laptops • Desktops • Laptops • Sugar on a disk • Projector • Internet	
References	• Pupil's book for Science Elementary Technology and ICT for Primary 5,	

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Describe instructions used to display things such as text, images or video and sound.		
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Ask learners to switch on their laptops and open Turtle blocks activity. Letting learners know that turtle blocks can also be used for displaying text, numbers, sounds and videos.	Learners will remind about the circulatory system they learnt about in the previous unit. learners carry out the tasks highlighted in this activity then discuss their findings with friends.	<i>Standardization culture</i> Bring to the attention of learners the need to seek medical healthcare in standard and quality hospitals whenever they have problems with their respiratory system.
Development of the lesson 25 min	Guide learners to discover the role of respiratory system, which is to bring fresh air into the lungs and remove waste air out of the body. Let learners practice with the commands Activity 6.4 in pupil’s book page 120.	They should then run the program and see what happens. Next, learners should practice displaying images and capturing images using the webcam camera.	<i>Financial education</i> Emphasize the fact that learners should practice good hygiene to avoid conditions and disease of the respiratory system in order to avoid spending money on treatment.
Conclusion (Synthesis+ Assessment) 10 min	Summarize the lesson by highlighting the key points, which should include the way of arranging commands in drawing shapes and allowing learners to write short notes.	Learners will arranging commands in drawing shapes and allowing learners to short notes.	<i>Inclusive education</i> All learners should be encouraged to participate during lessons and practicals.
Teacher self-evaluation	Working with stage in scratch		

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	18 th Oct. 2022	SET	P5	6	2 of 24	40min	31

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category		Learners with low vision (3)
Unit title	PROGRAMMING	
Key Unit Competence	To be able to identify the elements of scratch and arithmetic operation	
Title of the lesson	the process of identify the elements of scratch	
Instructional Objective	By using, XO laptops and textbooks, learners will be able to identify the elements of scratch, correctly.	
Plan for this Class (location: in / outside)	Inside	
Learning Materials (for all learners)	XO laptops or any other computers Pamphlets, handouts and textbooks	
References	• Pupil's book for Science Elementary Technology and ICT for Primary 5,	

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Begin this lesson by reminding learners what they learnt in the previous lesson. Let them recall the procedure they used to animate the cat. Ask them whether the cat or sprite was moving or not and whether the movement can be improved.	Learners will remind what they learnt in the previous lesson. Let them recall the procedure they used to animate the cat. Learners will show the cat or sprite was moving or not and whether the movement can be improved.	Standardization culture Bring to the attention of learners the need to seek medical healthcare in standard and quality hospitals whenever they have problems with their respiratory system.
Development of the lesson 25 min	At this point, you can ask them how the background of their animation was and whether they think it can be made better. Also, ask them whether the cat or sprite was moving or not and whether the movement can be improved.	They should then run the program and see what happens. Next, learners should practice displaying images and capturing images using the webcam camera.	Financial education Emphasize the fact that learners should practice good hygiene to avoid conditions and disease of the respiratory system in order to avoid spending money on treatment.
Conclusion (Synthesis+ Assessment) 10 min	Summarize the lesson by highlighting the key points, which should include the way of arranging commands in drawing shapes and allowing learners to write short notes.	Write the commands which made animations in question. (Ans: Assess learner answers and award marks accordingly).	Inclusive education All learners should be encouraged to participate during lessons and practicals.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	20 ^h OCT. 2022	SET	P6	7	2 of 6	40min	45

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category		Learners with low vision (3)
Unit title	Programming	
Key Unit Competence	To be able to identify the process of working with stage in Scratch	
Title of the lesson	the process of working with stage in Scratch	
Instructional Objective	By using XO laptop, learners will describe instructions used to Display things such as text, images or video and sound, correctly.	
Plan for this Class (location: in / outside)	Inside and outside	
Learning Materials (for all learners)	-XO laptops - Internet	
References	• Pupil's book for Science Elementary Technology and ICT for Primary 5,	

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Describe instructions used to display things such as text, images or video and sound.		
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Ask learners to switch on their laptops and open Turtle blocks activity. Letting learners know that turtle blocks can also be used for displaying text, numbers, sounds and videos.	Learners will remind about the circulatory system they learnt about in the previous unit. learners carry out the tasks highlighted in this activity then discuss their findings with friends.	Standardization culture Bring to the attention of learners the need to seek medical healthcare in standard and quality hospitals whenever they have problems with their respiratory system.
Development of the lesson 25 min	Guide learners to discover the role of respiratory system, which is to bring fresh air into the lungs and remove waste air out of the body. Let learners practice with the commands Activity 6.4 in pupil’s book page 120.	They should then run the program and see what happens. Next, learners should practice displaying images and capturing images using the webcam camera.	Financial education Emphasize the fact that learners should practice good hygiene to avoid conditions and disease of the respiratory system in order to avoid spending money on treatment.
Conclusion (Synthesis+ Assessment) 10 min	To give the learners written exercises in order to assess their understanding To give learners a time to write the notes	Will answer the questions asked by a teacher in their exercises notebooks Will copy the notes in their notebooks.	Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self-evaluation			

LESSON PLAN No:

School name: **Child Care Academy**

Teacher's name:

BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
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I	31 th October 2022	SET	P4	1	1 of 5	40min	40
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		Writing Skills					
Key Unit Competence		To be able to identify the process of Word processing					
Title of the lesson		Word processing					
Instructional Objective		By using textbooks, learners will be able to identify the process of Word processing					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		Smart phone, computer, books, internet,					
References		• Pupil’s Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Ask learners to observe introduction the process of Word processing (ii) Allow them to talk about the pictures in order for them to predict writing activity they are going to learn in the unit.	Learners to observe introduction on the process of Word processing. Talk about the pictures in order for them to predict writing activity what they are going to learn in the unit.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Development of the lesson 25 min	(iii) write the notes related to the process of Word processing Carrying out the discussion on the written notes the process of Word processing	write the notes related to the process of the process of Word processing identify the elements of Word processing Learners on their desk Carrying out the discussion on the written notes by identifying the elements of Gnome environment Present their discussion to the whole class.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify the process of Word processing and attach value to their usage.
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self-evaluation			

LESSON PLAN:**School name:** Child Care Academy**Teacher's name:** BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	31 th October. 2022	SET	P6	10	5 of 7	40min	45

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category	Learners with low vision (3)
Unit title	Circulatory system
Key Unit Competence	To be able to Explain the process of circulation of blood.
Title of the lesson	Main organs of the human circulatory system and its function
Instructional Objective	By the end of the lesson, learners should be able to explain the process of circulation of blood in the body, correctly.
Plan for this Class (location: in / outside)	Inside and outside Explain the process of circulation of blood.
Learning Materials (for all learners)	Obtain things such as chart of circulation of blood, and using books
References	• Pupil's book for Science Elementary Technology and ICT for Primary 6,

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Ask probing questions to introduce the lesson. Show learners the charts of circulation of blood. Using the charts, they should identify the organs they observed	Answer the questions asked by a teacher individually After the class teacher and learners carry out the discussion on the given charts and take a decisions on blood circulate in the body.	Peace and values education Caution learners against using this charts of circulation of blood learners observe one by one in peace and harmony in order to develop, values.
Development of the lesson 25 min	Provide learners with the chart on circulation of blood. Let them write the names of the organs that make up the circulatory system and briefly explain their roles.	Learners will draw the path of blood in their notebooks and label it. Learners will write the names of the organs that make up the circulation of blood.	(2. Co-operation During group discussions and pair works, let learners engage one another by giving a chance for all to participate.
Conclusion (Synthesis+ Assessment) 10 min	Summarize the lesson by highlighting the key points about blood circulation as learners take summary notes.	Learners take summary notes. And answer all questions written on the chalk board	Peace and values education During group presentations, you can allow rotational presentations within the group members in peacefully.
Teacher self-evaluation			

LESSON PLAN:**School name:** Child Care Academy**Teacher's name:** BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	4th November. 2022	SET	P6	10	2 of 7	40min	45

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category		None
Unit title	Circulatory system	
Key Unit Competence	The main function of human circulatory system and Name and identify the organs that make up the human circulatory system.	
Title of the lesson	Main organs of the human circulatory system and its function	
Instructional Objective	By using a structure of heart, learners will be able to explain the main function of human, Circulatory system and Name and identify the organs that make up the human circulatory system correctly.	
Plan for this Class (location: in / outside)	Inside and outside Class discuss on the shape of circulatory system	
Learning Materials (for all learners)	Obtain things such as chart, and using books	
References	• Pupil's book for Science Elementary Technology and ICT for Primary 6,	

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Ask probing questions to introduce the lesson. Show learners the charts on the circulatory system. Using the charts, they should identify the organs they observed	Answer the questions asked by a teacher individually After the class teacher and learners carry out the discussion on the given charts and take a decisions on considered answers.	Peace and values education Caution learners against using this charts learners observe one by one in peace and harmony in order to develop, values.
Development of the lesson 25 min	Give learners enough practices on from the probing questions, learners may mention circulatory system. Let them write the names of the organs that make up the circulatory System and briefly explain their roles.	Learners explain the main function of human circulatory system. Learners will write the names of the organs that make up the circulatory system and briefly explain their roles.	(2. Co-operation During group discussions and pair works, let learners engage one another by giving a chance for all to participate. Also, during group presentations, you can allow rotational presentations within the group members.
Conclusion (Synthesis+ Assessment) 10 min	Giving learners a task of using circulatory system charts	Answer the evaluation questions asked and follow the correction.	Peace and values education Inform them that they should be answer the give exercises and to accommodate views of others silently and safely.
Teacher self-evaluation			

LESSON PLAN:**School name:** Child Care Academy**Teacher's name:** BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	7 th November. 2022	SET	P4	7	2 of 6	40min	40

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category		None	
Unit title	Programming for children		
Key Unit Competence	To be able to Identify the elements of turtle Art		
Title of the lesson	Identify the elements of turtle Art		
Instructional Objective	By using XO laptops, learners will be able to Identify the elements of turtle Art correctly.		
Plan for this Class (location: in / outside)	Inside and outside Explain how Turtle Art can be used to draw geometric shapes.		
Learning Materials (for all learners)	XO laptops • Desktops • Laptops • Sugar on a disk • Projector • Internet		
References	• Pupil’s book for Science Elementary Technology and ICT for Primary 6,		
Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Avail chats showing geometrical shapes. Allow learners to refer from the Pupil’s Book page 67.		
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Review the previous lesson studied in ICT by asking learners different questions in order to assess learners. Show a structure of main toolbar And ask learners to discuss on it	Answer different questions asked by a teacher Observe the given diagram then start naming the elements of main tool bar helped by a teacher.	Standardization culture Encourage learners to develop positive attitude and appreciate the production of quality shapes and interesting programs. Encourage both boys and girls to keep on practising and sharing their activities with others.
Development of the lesson 25 min	Assist learners through guided discovery to know that Turtle Art has a Number palette containing operators that are useful in carrying out mathematical calculations.	learners through guided discovery to know that Turtle Art has a Number palette containing operators that are useful in carrying out mathematical calculations.	Financial education Encourage learners to make good use of Turtle Art. Inform learners of economic rewards in the future when they advance in education.
Conclusion (Synthesis+ Assessment) 10 min	Let them practice drawing different type of polygons using Turtle commands. Give them enough time to do the activities/tasks	learners will take a time to practise drawing different type of polygons using Turtle commands	Inclusive education Encourage learners to embrace Turtle Art and Sprite Activities.
Teacher self-evaluation			

LESSON PLAN:**School name:** Child Care Academy**Teacher's name:** BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	10 th November. 2022	SET	P6	7	2 of 6	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				Learners with low vision (3)			

Unit title	Respiratory system
Key Unit Competence	To be able to Identify the Parts and mechanisms of respiratory system
Title of the lesson	Identify the Parts and mechanisms of respiratory system
Instructional Objective	By using the chart of respiratory, learners should be able to Identify the Parts and mechanisms of respiratory system, correctly.
Plan for this Class (location: in / outside)	Inside and outside
Learning Materials (for all learners)	The books, the chart of respiratory system, internet
References	• Pupil's book for Science Elementary Technology and ICT for Primary 5,

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	To introduce the lesson, I will remind learners about the circulatory system they learnt about in the previous unit. Let them carry out the tasks highlighted in this activity then discuss their findings with friends.	Learners will remind about the circulatory system they learnt about in the previous unit. Learners carry out the tasks highlighted in this activity then discuss their findings with friends.	Standardization culture Bring to the attention of learners the need to seek medical healthcare in standard and quality hospitals whenever they have problems with their respiratory system.
Development of the lesson 25 min	Guide learners to discover the role of respiratory system, which is to bring fresh air into the lungs and remove waste air out of the body.	Learners have a rough idea what respiratory system and its function is hence you can now delve further into the components of the respiratory system.	Financial education Emphasize the fact that learners should practice good hygiene to avoid conditions and disease of the respiratory system in order to avoid spending money on treatment.
Conclusion (Synthesis+ Assessment) 10 min	Assess whether the learning objectives of the lesson were met by asking questions	What did you learn in this lesson? (Ans: The function of the respiratory system in human body and the organs that make up the respiratory system.)	Inclusive education All learners should be encouraged to participate during lessons and practicals.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	11 th Nov 2022	SET	P4	7	2 of 6	40min	41
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			

Unit title	Programming
Key Unit Competence	To be able to identify the process of working with stage in Scratch window
Title of the lesson	the process of working with stage in Scratch window
Instructional Objective	By the end of the lesson, learners should be to Describe instructions used to Display things such as text, images or video and sound. Correctly.
Plan for this Class (location: in / outside)	Inside and outside
Learning Materials (for all learners)	XO laptops • Desktops • Laptops • Sugar on a disk • Projector • Internet
References	• Pupil's book for Science Elementary Technology and ICT for Primary 5,

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Ask learners to switch on their laptops and open Turtle blocks activity. Letting learners know that turtle blocks can also be used for displaying text, numbers, sounds and videos.	Learners will remind about the scratch activity they learnt about in the previous unit. Learners carry out the tasks highlighted in this activity then discuss their findings with friends.	Standardization culture Bring to the attention of learners needs to the use of computer, through running project in in the stage as a component of scratch window.
Development of the lesson 25 min	Guide learners to running a sprite in the stage, by arranging and giving them a command. Let learners practice with the commands Activity 6.4 in pupil's Book page 120.	They should then run the program and see what happens. Next, learners should practice displaying images and capturing images using the webcam camera.	Financial education Emphasize the fact that learners should get skills in the use of ICT materials
Conclusion (Synthesis+ Assessment) 10 min	Summarize the lesson by highlighting the key points, which should include the way of arranging commands in drawing shapes and allowing learners to write short notes.	Learners will arranging commands in drawing shapes and allowing learners to short notes.	Inclusive education All learners should be encouraged to participate during lessons and practice.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	14 th Nov 2022	SET	P6	7	2 of 6	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			

Unit title	Respiratory system
Key Unit Competence	To be able to explain the respiratory process
Title of the lesson	explain the respiratory process
Instructional Objective	By the using the Chart of respiratory system, learners will be able to explain the respiratory process, correctly.
Plan for this Class (location: in / outside)	Inside and outside
Learning Materials (for all learners)	Chart of respiratory system
References	• Pupil's book for Science Elementary Technology and ICT for Primary 5,

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Begin this activity by letting learners feel the breathing process as described in procedure no. 1 in this activity. They should repeat this several times and come up with a conclusion on what is happening.	Learners feel the breathing process as described in procedure no. 1 in this activity. They should repeat this several times and come up with a conclusion on what is happening	Standardization culture Bring to the attention of learners the need to seek medical healthcare in standard and quality hospitals whenever they have problems with their respiratory system.
Development of the lesson 25 min	Guide learners to describe what they have seen. Ask probing questions such as: 1. What happened to the ribs? (Ans: <i>They were moving up and down or inwards and outwards</i>)	Learners describe what they have seen. And they will answer the asked question and make deep discussion on process of respiration	Financial education Emphasize the fact that learners should practice good hygiene to avoid conditions and disease of the respiratory system in order to avoid spending money on treatment.
Conclusion (Synthesis+ Assessment) 10 min	Let learners come up with summary notes on breathing mechanism. Assess their work then correct them accordingly.	Learners will take notes on breathing mechanism. Assess their work then correct them accordingly.	Inclusive education All learners should be encouraged to participate during lessons and practice.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	15 th Nov 2022	SET	P4	7	2 of 7	40min	41

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category	
Unit title	Air
Key Unit Competence	To be able to identify the compositions of Air
Title of the lesson	the process of identify the compositions of Air
Instructional Objective	By using the inflated and deflated balloons, learners will be to identify the compositions of Air, accurately.
Plan for this Class (location: in / outside)	Inside and outside
Learning Materials (for all learners)	Tyres, balloons charts, chalk board.
References	• Pupil's book page 92 teacher's guide and internet.

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Draw the diagram of floater and inflated wheel on the chalk board and ask learners to give their presentations on: air can be compressed. Let one learner in each group present.	Learners will observe introductory pictures on page 120. Learners will discuss in pairs about the identity of the pictures. Let them explain briefly what they will learn in the unit.	Peace and Value Education • Air is the mixture of many gases. It plays big role in our lives and it gives air we breathe in. We Need to share this resource for sustainable peace and development.
Development of the lesson 25 min	Ask learners to attempt questions in Activity 10.1 individually Allow learners to compare their responses in Activity 10.1 in groups of 2 or three in a desk. Let learners make presentations in class by explaining to the compositions of air.	To attempt questions in Activity 10.1 individually To compare their responses in Activity 10.1 in groups of 2 or three in a desk. To make presentations in class.	Gender Education • It is the responsibility of all to conserve the environment. Pupils of both genders Should be sensitized on the importance of air in our lives. The teacher should promote this during teaching.
Conclusion (Synthesis+ Assessment) 10 min	Give them probing questions to Allow them discover the four main component of air. Correct them where necessary.	To discover the component of air. Correct the questions where necessary.	Environment and Sustainability We should protect our environment from the harmful materials that can harm air.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	23 th Nov 2022	SET	P5	7	2 of 6	40min	32

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category		None
Unit title	Soil	
Key Unit Competence	To be able to Identify the steps of land preparation	
Title of the lesson	Identify the steps of land preparation	
Instructional Objective	By using the charts and books, learners should be able to Identify the steps of land preparation correctly.	
Plan for this Class (location: in / outside)	Inside and outside Identify the steps of land preparation	
Learning Materials (for all learners)	Bushes, soil(land), charts, books	
References	• Pupil's book for Science Elementary Technology and ICT for Primary 5,	

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Ask learners to observe the introductory pictures, briefly describe each picture and predict what they are going to learn in the unit. Organise learners into groups of 5. Assign the learners plots of land.	Learners observe the introductory pictures, briefly describe each picture and predict what they are going to learn in the unit. Learners organize in groups of 5. Assign the learners plots of land.	<i>Environmental and Sustainability</i> Soil is a major component of the environment. Animals and plants depend on soil either directly or indirectly.
Development of the lesson 25 min	Let learners start preparing the soil for cultivation by following the steps outlined in Activity 9.1 on page 108. Explain to the learners each step after they have finished carrying out.	Learners start preparing the soil for cultivation by following the steps outlined in Activity 9.1 on page 108. the learners each step after they have finished carrying out.	<i>Peace and Value Education</i> Land is a natural resource. As the population increases, land becomes a source of many conflicts. Learners need to be taught the importance of sharing this national resource for sustainable peace.
Conclusion (Synthesis+ Assessment) 10 min	Identify all the activities involved in land preparation. • Practice the land preparation activities before planting maize seed in their plots	Practice the activities involved in land preparation, before planting maize seed in their plots	<i>Gender Education</i> The teacher should avoid stereotypes and bias when handling this topic. Both genders should be encouraged to participate in the activities of the lesson.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
II	9 th Jan. 2023	SET	P5		2 of 7	40min	32

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category		NONE
Unit title	Plants	
Key Unit Competence	To be able to identify the importance of plant	
Title of the lesson	the process of identify the importance of plant	
Instructional Objective	By using plants, learners should be to Describe identify the importance of plant, correctly.	
Plan for this Class (location: in / outside)	Inside and outside	
Learning Materials (for all learners)	XO laptops or any other computers Pamphlets, handouts and textbooks plantation	
References	• Pupil's book for Science Elementary Technology and ICT for Primary 5,	

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Ask learners to observe introductory pictures on page 120. Allow them to discuss in pairs about the identity of the pictures. Let them explain briefly what they will learn in the unit.	Learners will observe introductory pictures on page 120. Learners will discuss in pairs about the identity of the pictures. Let them explain briefly what they will learn in the unit.	<i>Peace and Value Education</i> • A forest is a resource. It plays big role in promoting harmony and peace. We need to share this resource for sustainable peace and development.
Development of the lesson 25 min	Ask learners to attempt questions in Activity 10.1 individually Allow learners to compare their responses in Activity 10.1 in groups of 2 or three in a desk. Let learners make presentations in class.	To attempt questions in Activity 10.1 individually To compare their responses in Activity 10.1 in groups of 2 or three in a desk. To make presentations in class.	<i>Gender Education</i> • It is the responsibility of all to conserve the environment. Pupils of both genders should be sensitized on the importance of plants in our environment. The teacher should promote this during teaching.
Conclusion (Synthesis+ Assessment) 10 min	Give them probing questions to allow them discover conditions of a good chicken house. Correct them where necessary.	To discover conditions of a good chicken house. Correct the questions where necessary.	<i>Environment and Sustainability</i> The rate at which trees are being cut down is higher than the rate they are being replaced.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
II	9 th Jan. 2023	SET	P4	9	1 of 10	40min	39

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category	
Unit title	SOIL
Key Unit Competence	To be able to explain the composition of the soil
Title of the lesson	the composition of the soil
Instructional Objective	By using chart of different component of the soil and observation, the learner will be able to explain the composition of soil correctly.
Plan for this Class (location: in / outside)	Inside and outside
Learning Materials (for all learners)	<ul style="list-style-type: none"> • Chart pictures • Drawing in Pupil's Book • Real objects (learners in class) • Blackboard
References	Pupil's Book page 167-168 Internet, XO laptop and relevant textbooks

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Teacher with the learners went to the playground to show them some of the component of soil, like stones, clay, sand, humus, water, The teacher should ask the learners to perform Activity 3 given on pages 167–168 of the Pupil's book.	The learners with a teacher went to the playground to show them some of the component of soil, like stones, clay, sand, humus, water,	Standardization culture Bring to the attention of learners needs to the composition of the soil.
Development of the lesson 25 min	The teacher should ask the learners to carry out the activity by following the steps given on pages 167–168 of the Pupil's book. After completion of the activity, the teacher should discuss with the learners that soil has the following components: 1. Air 2. Moisture or water 3. Clay, sand, stones and humus.	To attempt questions asked group discussions To compare their responses in groups expose of three in a desk. To make presentations in class.	Financial education Emphasize the fact that learners should get skills in the components of the soil.
Conclusion (Synthesis+ Assessment) 10 min	Doing practical activities to identify different components of soil.	They will answer all the questions asked by the teacher and ask where they are not understand.	Inclusive education All learners should be encouraged to participate during lessons and practice.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
II	10 th Jan. 2023	SET	P4	9	1 of 10	40min	39

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category	
Unit title	SOIL
Key Unit Competence	To be able to explain the Types of the soil
Title of the lesson	the Types of the soil
Instructional Objective	By using different categories of soil, the learner will be able to explain the Types of the soil correctly.
Plan for this Class (location: in / outside)	Inside and outside
Learning Materials (for all learners)	<ul style="list-style-type: none"> • Chart pictures • Drawing in Pupil's Book • Real objects (learners in class) • Blackboard
References	Pupil's Book page 167-168, Internet, XO laptop and relevant textbooks

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Teacher will help the learners to Observe the various samples of soil collected from different sites, labelling them according to their characteristics.	The learners will Observe the various samples of soil collected from different sites, labelling them according to their characteristics.	Standardization culture Bring to the attention of learners needs to the types of the soil.
Development of the lesson 26 min	The teacher should ask the learners to collect samples of soil from places like lake side, farm and a construction site. Teacher should ask them to observe the colour, size and the feel of different soil samples. After completion of the activity, the teacher should discuss with the learners that there are three main kinds of soil–Loam, Clay and Sand. Teacher should discuss with the learners the characteristics of the three types of soil as given on page 167 of the Pupil's book.	They will collect samples of soil from places like lake side, farm and a construction site. The learners will discuss to three main kinds of soil–Loam, Clay and Sand.	Financial education Emphasize the fact that learners should get skills in the types of the soil.
Conclusion (Synthesis+ Assessment) 10 min	Ask learners to Identification of types of soil.	They will answer all the questions asked by the teacher and ask where they are not understand.	Inclusive education All learners should be encouraged to participate during lessons and practice.
Teacher self-evaluation			

LESSON PLAN No.:

School name: Child Care Academy

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
II	11 /1/ 2023	SET	P6	8	1 of 7	40min	45

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category	None
Unit title	Plants
Key Unit Competence	To be able to identify the parts of plant.
Title of the lesson	Identification the parts of plant
Instructional Objective	By using textbooks, learners will be able to identify the parts of plant correctly.
Plan for this Class (location: in / outside)	Inside and outside
Learning Materials (for all learners)	School garden, different plants, drawings, and books of SET
References	• Pupil's Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	to identify the parts of plant.		
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Ask learners to observe introduction pictures of plant. (ii) Allow them to talk about the pictures in order for them to predict what they are going to learn in the unit.	Learners to observe introduction pictures of plant. Talk about the pictures in order for them to predict what they are going to learn in the unit.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Development of the lesson 25 min	(iii) Display the plant and ask learners to discover its different parts and discuss to it function. Ask learner to answer questions (a) and (b) in Activity 11.4 on page 140. (ii) Allow learners to discuss the importance of parts of trees for the environment based on their responses to question (c).	Learners to discover its different parts and discuss to it function. Learners will answer questions (a) and (b) in Activity 11.4 on page 140. (ii) Allow learners to discuss the importance of parts of trees for the environment based on their responses to question (c).	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify parts of flower and attach value to their usage.
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self-evaluation			

LESSON PLAN No:

School name: **Child Care Academy**

Teacher's name:

BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
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II	12/1/ 2023	SET	P6		3 of 7	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		plants					
Key Unit Competence		To be able to identify the parts of flower.					
Title of the lesson		Identification the parts of flower					
Instructional Objective		By using textbooks, learners will be able to identify the parts of flower correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		Drawing, charts, plantation around the school, and use of SET books					
References		• Pupil’s Book page 16. • Internet • Relevant textbooks • XO laptop • Magazines					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Take learners for a field visit to collect flowers. Let them come back to class with them and dissect them. ii. Let the learners observe the dissected flowers using naked eyes, then hand lens. Ask them what they can see.	Learners for a field visit to collect flowers. Let them come back to class with them and dissect them. Learners observe the dissected flowers using naked eyes, then hand lens. Ask them what they can see.	(i) Gender Education The teacher will give equal chances to both boys and girls to participate in class activities.
Development of the lesson 26 min	(iii) Provide learners with charts showing parts of a flower. Let them compare what they saw to these charts. Guide learners to draw the parts of a flower in their notebooks then label them. In their groups, they can play a game of pointing and naming the various parts. Let one member point at a part as others name the part.	Learners observe the charts showing parts of a flower. Let them compare what they saw to these charts. Learners will draw the parts of a flower in their notebooks then label them. Learners in their group will play a game of pointing and naming the various parts. Let one member point at a part as others name the part.	(ii) Problem Solving Learners provide answers to given assessment questions. (iii) Financial Education Learners identify parts of flower and attach value to their usage.
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	(iv) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
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II	13 th Jan. 2023	SET	P4	9	1 of 10	40min	39
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		SOIL					
Key Unit Competence		To be able to explain the Agent of soil erosion					
Title of the lesson		the Agent of soil erosion					
Instructional Objective		By using different categories of soil, the learner will be able to explain the Agent of soil erosion correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		Pupil’s Book, Internet, XO laptop and relevant textbooks					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Definition of soil erosion Identification of different agents of soil erosion Pouring water on bare soil to show the process of soil erosion. To carry out an activity to show the effect	The learners will definition of soil erosion and identify the different agents of soil erosion Pouring water on bare soil to show the process of soil erosion..	Standardization culture Bring to the attention of learners needs to the agent of the soil erosion.
Development of the lesson 27 min	The teacher should ask the learners to take some garden soil and place it on a flat surface. Teacher should ask them to take a watering can filled with water. Teacher should ask them to pour water on the soil from above. Teacher should ask them to note the observation. The teacher should discuss with the learners that the process of carrying away of soil by wind, water or other agents is called soil erosion .	Learners will observe that when water is poured on the soil, it washes away some soil. The learners will discuss how the soil is carried away by wind, water or other agents is called soil erosion .	Financial education Emphasize the fact that learners should get skills in the agent of the soil erosion.
Conclusion (Synthesis+ Assessment) 10 min	The teacher should discuss with the learners that the factors that are responsible for soil erosion are called agents of soil erosion.	They will answer all the questions asked by the teacher and ask where they are not understand.	Inclusive education All learners should be encouraged to participate during lessons and practice.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
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II	24 th Jan. 2023	SET	P5	12	2 of 6	40min	32
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		DIGESTIVE SYSTEM					
Key Unit Competence		To be able to Identifying stages of digestion.					
Title of the lesson		Identifying stages of digestion.					
Instructional Objective		By using chart of digestive system, the learner will be able to Identifying stages of digestion correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		Pupil’s Book page 154, Internet, XO laptop and relevant textbooks.					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Ask the learners to look at the digestive system that they have drawn in their notebooks. (ii) Guide them on how to label the parts that they have not labelled.	The learners to look at the digestive system that they have drawn in their notebooks. The learners will label the parts that of digestive system down in their notes books.	<i>Peace and Value Education</i> • A forest is a resource. It plays big role in promoting harmony and peace. We Need to share this resource for sustainable peace and development.
Development of the lesson 28 min	(iii) Ask the learners to sit in their working groups and discuss the digestion process. (iv) Let each one of them describe how they can help their own digestion.	The learners will sit in their working groups and discuss the digestion process. Describe how they can help their own digestion.	<i>Gender Education</i> • It is the responsibility of all to conserve the environment. Pupils of both genders Should be sensitized on the stages of the Digestive System.
Conclusion (Synthesis+ Assessment) 10 min	(v) Summarize by explaining the digestion process. Check learners confidence and communication abilities.	They will answer all the questions asked by the teacher and ask where they are not understand.	<i>Environment and Sustainability</i> The rate at which trees are being cut down is higher than the rate they are being replaced.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
II	25 th Jan. 2023	SET	P5	12	1 of 6	40min	32
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		DIGESTIVE SYSTEM					
Key Unit Competence		To be able to explain Parts and Functions of the Digestive System					
Title of the lesson		Parts and Functions of the Digestive System					
Instructional Objective		By using chart of digestive system, the learner will be able to explain Parts and Functions of the Digestive System correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		Pupil’s Book page 152, Internet, XO laptop and relevant textbooks					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Display the wall chart of the digestive system. Ask learners to discuss in pairs the pictures in Pupil's Book page 152.	Learners will observe introductory pictures on page 152. Learners will discuss in pairs about the identity of the pictures. Let them explain briefly what they will learn in the unit.	Peace and Value Education <ul style="list-style-type: none"> • A forest is a resource. It plays big role in promoting harmony and peace. We Need to share this resource for sustainable peace and development.
Development of the lesson 29 min	Ask learners to sit in pairs. Let each learner ask their partner to describe the movement of food from the mouth to the anus. Let them touch their body to demonstrate movement of food along the digestive system.	To attempt questions asked individually To compare their responses in groups of 2 or three in a desk. To make presentations in class.	Gender Education <ul style="list-style-type: none"> • It is the responsibility of all to conserve the environment. Pupils of both genders Should be sensitized on the Parts and Functions of the Digestive System.
Conclusion (Synthesis+ Assessment) 10 min	Listen to the learners as they describe the movement of food. <ul style="list-style-type: none"> • Evaluate if they know food moves from the mouth to the anus. • Mark the digestive system they have drawn. 	They will answer all the questions asked by the teacher and ask where they are not understand.	Environment and Sustainability The rate at which trees are being cut down is higher than the rate they are being replaced.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
II	26 th Jan. 2023	SET	P5	12	3 of 6	40min	32
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		DIGESTIVE SYSTEM					
Key Unit Competence		To be able to identify Hygiene of Digestion.					
Title of the lesson		Identify Hygiene of Digestion.					
Instructional Objective		By using chart of digestive system, the learner will be able to identify Hygiene of Digestion correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		Pupil’s Book page 154, Internet, XO laptop and relevant textbooks.					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Ask learners to collect materials needed for the lesson. (iii) Allow the learners to discuss in their groups how to keep the digestive system healthy.	learners collect materials needed for the lesson The learners will discuss in their groups how to keep the digestive system healthy.	Peace and Value Education • A forest is a resource. It plays big role in promoting harmony and peace. We Need to share this resource for sustainable peace and development.
Development of the lesson 30 min	(vii) Let them hang the posters at the back of their class. (v) Share with other members of the class. (vi) Assign them groups to design posters that encourage healthy digestive system.	The learners will sit in their working groups and discuss the digestion process. Describe how they can help their own digestion.	Gender Education • It is the responsibility of all to conserve the environment. Pupils of both genders Should be sensitized on the stages of the Digestive System.
Conclusion (Synthesis+ Assessment) 10 min	(iv) Let them write notes in their notebooks.	They will answer all the questions asked by the teacher and ask where they are not understand.	Environment and Sustainability The rate at which trees are being cut down is higher than the rate they are being replaced.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
II	27 th Jan. 2023	SET	P5	12	4 of 6	40min	32
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		DIGESTIVE SYSTEM					
Key Unit Competence		To be able to identify Components of a Balanced Diet.					
Title of the lesson		Identify Components of a Balanced Diet.					
Instructional Objective		By using chart of digestive system, the learner will be able to identify Components of a Balanced Diet Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		Pupil’s Book page 154, Internet, XO laptop and relevant textbooks.					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Identify Components of a Balanced Diet.		
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Assign them working groups. Let them present all the foods they have collected on the table. (ii) Ask them to list in their notebooks the types of foods they have collected.	learners collect materials needed for the lesson The learners will discuss in their groups how to keep the digestive system healthy.	<i>Peace and Value Education</i> • A forest is a resource. It plays big role in promoting harmony and peace. We Need to share this resource for sustainable peace and development.
Development of the lesson 31 min	(iii) Allow them to place each food in Activity 12.5 in its correct group. (iv) Discuss the various components of a balanced diet as outlined on pages 159 -160. (v) Go round ensuring that learners have grouped various foods in their correct groups to make a balanced diet.	The learners will sit in their working groups and discuss the digestion process. Describe how they can help their own digestion.	<i>Gender Education</i> • It is the responsibility of all to conserve the environment. Pupils of both genders Should be sensitized on the stages of the Digestive System.
Conclusion (Synthesis+ Assessment) 10 min	(vi) Ask them to place the food that they brought to class into their correct food groups. (viii) Let them practice good food hygiene when serving and eating their food.	They will answer all the questions asked by the teacher and ask where they are not understand.	<i>Environment and Sustainability</i> The rate at which trees are being cut down is higher than the rate they are being replaced.
Teacher self-evaluation			

LESSON PLAN:

School name: Child Care Academy

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
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II	30 th Jan. 2023	SET	P4	8	4 of 8	40min	39
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		ANIMALS					
Key Unit Competence		To be able to identify the characteristics of fish.					
Title of the lesson		Identify the characteristics of fish.					
Instructional Objective		By using a feature of fish, the learner will be able to identify the characteristics of fish.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		Pupil’s Book page 154, Internet, XO laptop and relevant textbooks.					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Assign them in working groups. The teacher should show the learners the picture of a fish given on page 185 of the Pupil's book.	The learners will observe and make discussion in their groups about the picture of a fish given on page 185 of the Pupil's book	<i>Peace and Value Education</i> • animals have big role in in the development of populations Need to share this resource for sustainable peace and development.
Development of the lesson 32 min	Teacher will ask the following questions: What does the picture show? Where do fish live? Write some characteristics of a fish. After getting answers from the learners, the teacher should discuss that this is a fish. Teacher will discuss with the learners the characteristic features of a fish as given on page 186 of the Pupil's book.	The learners will give the answers related to the questions asked by the teacher. Learners will discuss with the teacher the characteristic features of a fish as given on page 186 of the Pupil's book.	<i>Gender Education</i> • It is the responsibility of all to conserve the environment. Pupils of both genders Should be sensitized on the stages of the Digestive System.
Conclusion (Synthesis+ Assessment) 10 min	Ask learners to give out the characteristic features of a fish.	They will answer all the questions asked by the teacher and ask where they are not understand.	<i>Environment and Sustainability</i> If the animals are well kept they give important harvesting among people.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
II	31 Jan. 2023	SET	P4	8	5 of 8	40min	39
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		ANIMALS					
Key Unit Competence		To be able to identify the mode of locomotion of animals.					
Title of the lesson		Identify the mode of locomotion of animals.					
Instructional Objective		By using chart of digestive system, the learner will be able to identify the mode of locomotion of animals Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		(Pages 195–198 of Pupil’s book), teachers guide, Internet, XO laptop and relevant textbooks.					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Teacher will ask them to observe the movement of different animals like birds, lizards, rabbits, elephants and Crocodiles.	learners will observe the movement of different animals like birds, lizards, Rabbits, elephants and crocodiles.	<i>Peace and Value Education</i> • A forest is a resource. It plays big role in promoting harmony and peace.
Development of the lesson 33 min	The teacher should discuss that the movement of animals is called locomotion and on the basis of locomotion, animals are classified into various groups. Teacher will discuss with the learners the classification of animals according to their locomotion mode such as flying, crawling, jumping or hopping, walking and swimming as given on page 195 of the Pupil's book.	Helped by the teacher learners will classify animals according to their locomotion mode such as flying, crawling, jumping or hopping, walking and swimming as given on page 195 of the Pupil's book.	<i>Gender Education</i> • It is the responsibility of all to conserve the environment. Pupils of both genders Should be sensitized on the stages of the Digestive System.
Conclusion (Synthesis+ Assessment) 10 min	Teacher will help learners to carry out Activities 22 and 23 as per the procedure given on pages 197–198 of the Pupil's book.	Helped by the teacher Learners to carry out Activities 22 and 23 as per the procedure given on pages 197–198 of the Pupil's book.	<i>Environment and Sustainability</i> The rate at which trees are being cut down is higher than the rate they are being replaced.
Teacher self-evaluation			

LESSON PLAN:

School name: Child Care Academy

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
II	2 nd Feb. 2023	SET	P6	13	2of 7	40min	32
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		RESPIRATORY SYSTEM					
Key Unit Competence		To be able to identify respiratory organs.					
Title of the lesson		Identify respiratory organs.					
Instructional Objective		By using chart of digestive system, the learner will be able to identify respiratory organs Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures of respiratory system • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		Internet, XO laptop and relevant textbooks.					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Teacher will help both gifted and slow learners to be given equal opportunity to lead in group discussions and to do Presentations of group findings to the rest of the class. Explain the main function of human respiratory system • Describe the human respiratory system.	both gifted and slow learners to be given equal opportunity to lead in group discussions and to do Presentations of group findings to the rest of the class.	Standardization culture Bring to the attention of learners the need to seek medical healthcare in standard and quality hospitals Whenever they have problems with their respiratory system.
Development of the lesson 34 min	Ensure all learners respect other's views irrespective of their Shortcomings or talents. The teacher will carry out activity that should help learners identify the various organs that make up the respiratory system and appreciate its function in the body.	The learners will identify the various organs that make up the respiratory system and appreciate its function in the body.	Financial education Emphasize the fact that learners should practice good hygiene to Avoid conditions and disease of the respiratory system in order to avoid spending money on treatment. Successful chest specialists in the area where the learners come from.
Conclusion (Synthesis+ Assessment) 10 min	Ask learners questions related to the lessons of respiratory organs studied on.	They will answer all the questions asked by the teacher and ask where they are not understand.	Gender education Emphasize to learners that anybody irrespective of their gender can pursue a carrier in medicine. Give examples of role models who are
Teacher self-evaluation			

LESSON PLAN:

School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
II	2 nd Feb. 2023	SET	P4	8	6 of 8	40min	39
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		ANIMALS					
Key Unit Competence		To be able to identify the mode of reproduction.					
Title of the lesson		Identify the mode of reproduction.					
Instructional Objective		By using chart of digestive system, the learner will be able to identify the mode of reproduction Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		(Pages 200–201 of Pupil’s book), Internet, XO laptop and relevant textbooks.					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	The teacher should discuss with the learners the definition of reproduction. The teacher should ask the learners to observe the pictures given on page 200	learners collect will Grouping Animals According to their Reproductive Mode	Standardization culture Bring to the attention of learners needs to the mode of reproduction.
Development of the lesson 35 min	Teacher will ask different questions like: Which animals lay eggs? Which animals give birth to their young ones? How do these animals reproduce? After the learners present their answers, the teacher should discuss that some animals like tigers, humans and dogs reproduce by giving birth to their young ones. Some other animals like hens, frogs and snakes reproduce by laying eggs.	The learners will answer the given questions in their working groups and After the learners present their answers.	Financial education Emphasize the fact that learners should get skills in the the mode of reproduction .
Conclusion (Synthesis+ Assessment) 10 min	Teacher will give a small assessment to assess learners understanding	They will answer all the questions asked by the teacher and ask where they are not understand.	Inclusive education All learners should be encouraged to participate during lessons and practice.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
II	3 rd Feb. 2023	SET	P6	13	1 of 7	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		RESPIRATORY SYSTEM					
Key Unit Competence		To be able to identify mechanisms of respiration					
Title of the lesson		Identify mechanisms of respiration.					
Instructional Objective		By using chart of respiratory system, the learner will be able to identify mechanisms of respiration.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		, Internet, XO laptop and relevant textbooks.					
Timing for each step	Description of teaching and learning activity					Generic competences and Cross cutting issues to be addressed + a short explanation	
	Identify mechanisms of respiration.						
	Teacher activities		Learner activities				
Introduction/ Revision 5 min	Assign them working groups. Let them present all the mechanisms of respiration. Ask them to list in their notebooks the mechanisms of respiration they have collected.		learners collect materials needed for the lesson The learners will discuss in their groups about mechanisms of respiration			<i>Peace and Value Education</i> • A mechanisms of respiration is a resource. We Need to share this resource for sustainable peace and development.	
Development of the lesson 36 min	Ask learners to sit in pairs. Let each learner ask their partner to describe the mechanisms of respiration. Let them discuss in their group work about the mechanisms of respiration.		The learners will sit in their working groups and discuss the mechanisms of respiration Describe how they can help their own respiration process.			<i>Gender Education</i> • It is the responsibility of all to conserve the environment. Pupils of both genders Should be sensitized on the mechanisms of respiration.	
Conclusion (Synthesis+ Assessment) 10 min	Ask them to the mechanisms of respiration that they brought to class into their groups.		They will answer all the questions asked by the teacher and ask where they are not understand.			<i>Environment and Sustainability</i> The rate at which trees are being maintained as well is generating air we breathe.	
Teacher self-evaluation							

LESSON PLAN:

School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
II	6 th Feb. 2023	SET	P6	13	2 of 7	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		RESPIRATORY SYSTEM					
Key Unit Competence		To be able to identify the care of the human respiratory system.					
Title of the lesson		Identify the care of the human respiratory system.					
Instructional Objective		By the end of the lesson, learners will be able to explain the care of the human respiratory system Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		Pupil’s Book page, Internet, XO laptop and relevant textbooks.					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	This lesson will involve a practical Activity and group work. Guide learners to go through the procedures given on pages 243 - 244 in their textbooks.	Learners will involve a practical Activity and group work Learners go through the procedures given on pages 243 - 244 in their textbooks.	<i>Critical thinking</i> This competence will be developed by learners as they answer the probing questions such as those on page 253 at the beginning of this unit and as they discuss the results of the various practical activities
Development of the lesson 37 min	Ask probing questions along the way, for example: why should the bottle be filled halfway with water? What is the use of the tissue paper? • Let learners discuss the results of the experiment in their groups. • Highlight other points about safety of respiratory system as listed in Pupil's book page 245. Let learners write summary points.	The learners will discuss the results of the experiment in their groups. They should write summary notes and nominate a group leader to do presentation on their behalf.	<i>Co-operation and interpersonal management and life skills</i> During group discussions and Pair-work let learners engage one another by giving a chance for all to participate. Also, during Group presentations, you can allow rotational presentations within the group members.
Conclusion (Synthesis+ Assessment) 10 min	• Summarize by highlighting the main aim of the experiment which is to find out the effect of smoking on the lungs.	They should write summary notes and nominate a group leader to do presentation on their behalf.	<i>Environment and Sustainability</i> The rate at which trees are being cut down is higher than the rate they are being replaced.
Teacher self-evaluation			

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School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
II	6 th Feb. 2023	SET	P6	13	5 of 7	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		RESPIRATORY SYSTEM					
Key Unit Competence		To be able to identify the diseases of the respiratory system.					
Title of the lesson		Identify the diseases of the respiratory system.					
Instructional Objective		By the end of the lesson, learners will be able to identify main diseases of the respiratory system and state their causes, signs & symptoms and how to prevent them Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		Pupil’s Book page, Internet, XO laptop and relevant textbooks.					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	The teacher will Introduce the lesson by reminding learners about common diseases that they know or might have come across. Ask probing questions such as: What causes the disease? How can the disease be controlled?	The learners will answer to the questions asked by a teacher0	<i>Critical thinking</i> This competence will be developed by learners as they answer the probing questions such as those on page 253 at the beginning of this unit and as they discuss the results of the various practical activities
Development of the lesson 38 min	You can then ask them if they think respiratory system can be affected by diseases. Let them do discuss on this. Put learners in groups depending on the size of the class and the abilities of class members to harmonize their findings. Let them choose a group leader to do a presentation on their behalf.	The learners will think on respiratory system how can be affected by diseases. They will do discussion in groups depending on the size of the class and the abilities of class members to harmonize their findings	<i>Communication in English</i> Communication in English will be improved when learners freely participate in the discussions and presentations. Encourage all learners irrespective of their abilities to participate in group discussions, during presentations
Conclusion (Synthesis+ Assessment) 10 min	Guide learners to write short notes and draw a table on various respiratory diseases, their causes, signs & symptoms and control/prevention measures.	They should write summary notes and nominate a group leader to do presentation on their behalf.	<i>Environment and Sustainability</i> The rate at which trees are being cut down is higher than the rate they are being replaced.
Teacher self-evaluation			

LESSON PLAN:

School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
II	10 th Feb. 2023	SET	P6	13	5 of 7	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		RESPIRATORY SYSTEM					
Key Unit Competence		To be able to identify the Suffocation.					
Title of the lesson		Identify the diseases of the respiratory system.					
Instructional Objective		By the end of the lesson, learners will be able to define suffocation, state its causes and do first aid to a suffocation victim Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		Pupil’s Book page, Internet, XO laptop and relevant textbooks.					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Suffocation concept is introduced at this level due to the fact that it is a danger that young children as well as adults face in their daily lives. The concept of suffocation may be relatively new to learners in theory but in practice,	The learners will follow the introduction on this level due to the fact that suffocation is a dangerous on young children as well as adults face in their daily lives.	Critical thinking This competence will be developed by learners as they answer the probing questions such as those on page 253 at the beginning of this unit and as they discuss the results of the various practical activities
Development of the lesson 39 min	Ask learners to brainstorm about other risks that occur around them. Such risks involve fire accidents, getting cuts or bruises, electric shocks among others. Ask them what happens when such incidences occur. Ask them to say whether the same should happen when one suffocates.	The learners will discuss on the risks that occur around them. Such risks involve fire accidents, getting cuts or bruises, electric shocks among others	Communication in English Communication in English will be improved when learners freely Participate in the discussions and presentations. Encourage all learners irrespective of their abilities to participate in group discussions, during presentations
Conclusion (Synthesis+ Assessment) 10 min	Put learners in pairs and let them act first aid for suffocation as they saw in the video. One learner should act a victim while the other gives first aid. They should then change roles.	Act first aid for suffocation as they saw in the video. One learner should act a victim while the other gives first aid. They should then change roles.	Inclusive education All learners should be encouraged to participate during lessons and practice.
Teacher self-evaluation			

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Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
II	13 th Feb. 2023	SET	P6	9	5 of 7	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		ANIMALS					
Key Unit Competence		To be able to identify the Classification of Animals According to the Feeding Mode.					
Title of the lesson		Identify the Classification of Animals According to the Feeding Mode.					
Instructional Objective		By the end of the lesson, learners will be able to Classify of Animals According to the Feeding Mode Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Chart pictures • Drawing in Pupil’s Book • Real objects (learners in class) • Blackboard					
References		(Pages 198–200 of Pupil’s book), Internet, XO laptop and relevant textbooks.					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Identify the Classification of Animals According to the Feeding Mode .		
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	The teacher should ask the learners to carry out Activity 24 given on pages 198–199 of the Pupil’s book. Help learners to group Animals According to the Feeding Mode (Pages 198–199 of Pupil’s book)	The learners will carry out Activity 24 given on pages 198–199 of the Pupil’s book. learners will group Animals According to the Feeding Mode.	Standardization culture Encourage learners to develop positive attitude and appreciate the production of quality shapes and interesting programs. Encourage both boys and girls to keep on practising and sharing their activities with others.
Development of the lesson 40 min	The teacher should guide the learners to read and carry out the activity Themselves. teacher discuss with the learners the classification of animals according to their feeding mode such as Herbivores, Insectivores, Carnivores, Omnivores and Granivores	The learners will discuss on the risks that occur around them. Such risks involve fire accidents, getting cuts or bruises, electric shocks among others. The learners will classify of animals according to their feeding mode such as Herbivores, Insectivores,	Financial education Encourage learners to make good use of Turtle Art. Inform learners of economic rewards in the future when they advance in education.
Conclusion (Synthesis+ Assessment) 10 min	The teacher should ask questions from the unit review exercises covering all the lessons to assess the competences achieved by the learners.	Learners will ask questions from the unit review exercises covering all the lessons to assess the competences achieved by the learners.	Inclusive education Encourage learners to embrace Classification of Animals According to the Feeding Mode.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
III	17 th , April 2023	SET	P4	12	3 of 8	40min	39
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				NONE			
Unit title		Plants					
Key Unit Competence		To be able to identify the importance of plant					
Title of the lesson		the process of identify the importance of plant					
Instructional Objective		By using plants, learners should be to Describe identify the importance of plant, correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		XO laptops or any other computers Pamphlets, handouts and textbooks plantation					
References		• Pupil’s book for Science Elementary Technology and ICT for Primary 5,					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	Ask learners to observe introductory pictures on page 120. Allow them to discuss in pairs about the identity of the pictures. Let them explain briefly what they will learn in the unit.	Learners will observe introductory pictures on page 120. Learners will discuss in pairs about the identity of the pictures. Let them explain briefly what they will learn in the unit.	Peace and Value Education • A forest is a resource. It plays big role in promoting harmony and peace. We need to share this resource for sustainable peace and development.
Development of the lesson 25 min	Ask learners to attempt questions in Activity 10.1 individually Allow learners to compare their responses in Activity 10.1 in groups of 2 or three in a desk. Let learners make presentations in class.	To attempt questions in Activity 10.1 individually To compare their responses in Activity 10.1 in groups of 2 or three in a desk. To make presentations in class.	Gender Education • It is the responsibility of all to conserve the environment. Pupils of both genders should be sensitized on the importance of plants in our environment. The teacher should promote this during teaching.
Conclusion (Synthesis+ Assessment) 10 min	Give them probing questions to allow them discover conditions of a good chicken house. Correct them where necessary.	To discover conditions of a good chicken house. Correct the questions where necessary.	Environment and Sustainability The rate at which trees are being cut down is higher than the rate they are being replaced.
Teacher self-evaluation			

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Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
III	19 th April, 2023	SET	P5	13	1 of 6	40min	33
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				NO			
Unit title		REPRODUCTIVE SYSTEM					
Key Unit Competence		To be able to identify the functions of the male and female reproductive systems					
Title of the lesson		the functions of the male and female reproductive systems					
Instructional Objective		By using chart of reproductive system, the learners should be able to give the functions of the male and female reproductive systems. Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		<ul style="list-style-type: none">• Chart pictures• Drawing in Pupil’s Book• Real objects (learners in class)• Blackboard					
References		Pupil’s Book page 154, Internet, XO laptop and relevant textbooks.					
Timing for each step	Description of teaching and learning activity					Generic competences and Cross cutting issues to be addressed + a short explanation	
	the functions of the male and female reproductive systems						
	Teacher activities		Learner activities				
Introduction/ Revision 5 min	Ask learners to observe introductory pictures in Pupil’s Book page 168. Let them discuss in pairs and predict what is to be learnt in the unit. (ii) Let the learners to name some parts of their bodies.		learners collect materials needed for the lesson The learners will discuss in their groups how to keep the digestive system healthy.			Attitudes and Values <ul style="list-style-type: none">• Show concern to care for genital organs in order to prevent diseases.• Be aware of his /her sexual characteristics and changes at puberty.	
Development of the lesson 41 min	(iii) Ask learners to give the functions of some body parts. (iv) Lead the learners in the discussion of the male and female reproductive system. (iv) Display charts and pictures of male and female reproductive organs.		The learners will sit in their working groups and discuss the digestion process. Learners observe and identify the external parts of the reproductive systems.			Comprehensive sexuality education HIV/AIDS is spreading fast especially among adolescents and the youth. Emphasize that abstinence is the most effective way of avoiding infections and early pregnancies.	
Conclusion (Synthesis+ Assessment) 10 min	Explain the functions of the human reproductive system. <ul style="list-style-type: none">• Draw and label external parts of the male and female reproductive system.• Explain the functions of the male and female genital organs.		They will answer all the questions asked by the teacher and ask where they are not understand.			Gender Education <ul style="list-style-type: none">• It is the responsibility of all Pupils of both genders will appreciate the importance of talking about questions related to genital organs.	

Teacher self-evaluation	
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Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
III	20 th April 2023	SET	P5	13	3 of 6	40min	33
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		REPRODUCTIVE SYSTEM					
Key Unit Competence		To be able to identify sexual characteristics at puberty					
Title of the lesson		Sexual Characteristics at Puberty					
Instructional Objective		By using chart of reproductive system, the learners should be able to identify sexual characteristics at puberty Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Charts • Pictures • Illustrations • Models					
References		Pupil’s Book page 171 and Internet.					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Let learners to observe pictures on secondary sexual changes in boys and girls in the Pupils' Book page 172 – 174. Ask learners to do Activities 13.4 and 13.5 individually go round marking their responses.	Learners will observe pictures on secondary sexual changes in boys and girls in the Pupils' Book page 172 – 174. Will answer the questions individual.	Attitudes and Values <ul style="list-style-type: none"> Appreciate the importance of talking about changes at puberty. Show concern to care for genital organs.
Development of the lesson 42 min	(ii) Ask learners to describe the secondary sexual changes observed in boys and girls from the pictures. (iii) Put learners in groups of 5 and let them discuss and identify the sexual characteristics taking place in boys and girls during puberty.	Learners will describe the secondary sexual changes observed in boys and girls from the pictures. Learners will sit in groups of 5 discuss and identify the sexual characteristics taking place in boys and girls during puberty.	Comprehensive sexuality education Recognize sexual characteristics at puberty as a way to practice principles of Responsible sexual behavior.
Conclusion (Synthesis+ Assessment) 10 min	(iv) Find out if the pupils can write down the changes that occur in boys & girls during puberty.	They will answer all the questions asked by the teacher and ask where they are not understand.	Gender Education <ul style="list-style-type: none"> All together the boys and girls will discuss of the changes during puberty.

Teacher self-evaluation	
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LESSON PLAN:School name: **Child Care Academy**

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Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
III	19 th April 2023	SET	P5	13	5 of 6	40min	33
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		REPRODUCTIVE SYSTEM					
Key Unit Competence		To be able to identify Safe Responsible Behavior					
Title of the lesson		Safe Responsible Behavior					
Instructional Objective		By using chart of reproductive system, the learners will be able to explain responsible sexual behavior Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Charts. • Pictures. • Internet. • Magazines.					
References		Pupil’s Book page 177 and XO laptop					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Introduce the lessons through probing questions on acceptable behaviour in the society and risky behaviour. (ii) Let learners to read the story in Activity 13.7 page 177. Allow them to discuss the story.	Follow teacher's explanation. Learners to read the story in Activity 13.7 page 177. Allow them to discuss the story.	Attitudes and Values • Appreciate the importance of talking about changes at puberty. • Show concern to care for genital organs.
Development of the lesson 25 min	(iii) Built on the responses from the story to enlighten learners about responsible behaviour. (iv) Discuss content in pages 178 - 179 as a class. Get learners involved in the discussions. Allow presentation of educative case studies.	Learners will describe the responsible behaviour. Learners will sit in groups of 5 Discuss content in pages 178 - 179 as a class.	Comprehensive sexuality education Recognize sexual Safe Responsible Behavior as a way to practice principles of Responsible sexual behavior.
Conclusion (Synthesis+ Assessment) 10 min	(v) Ask learners to make short notes on the sub-topic. Mark learner's notes.	They will answer all the questions asked by the teacher and ask where they are not understand.	Gender Education • All together the boys and girls will discuss of the changes during puberty.

Teacher self-evaluation	
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LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
III	25 th April 2023	SET	P5	14	1 of 5	40min	33
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		LIGHT					
Key Unit Competence		To be able to identify Light Propagation					
Title of the lesson		Light Propagation					
Instructional Objective		By using chart of periscope, the learners will be able to explain how Light Propagate Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Charts. • Pictures. • Internet. • Magazines.					
References		Pupil’s Book page 183 • Internet • Relevant textbooks					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Put the learners in groups. Tell them to look at introductory pictures on Pupil's Book page 183. Let them describe the pictures as well as predict what they are going to learn in this unit.	Follow teacher's introductory. Learners will describe the pictures as well as predict what they are going to learn in this unit.	Gender Education Girls and boys should be distributed equally in class groups. When sharing duties in groups, share them equally between boys and girls.
Development of the lesson 25 min	(ii) Display the materials to be used on the table. (iii) Demonstrate to them on how to perform the experiment on how light travels. (v) Let them write their observations and conclusion in their books. (vi) Allow them to compare results and present their findings in class.	Learners will observe the give teaching aids Learners will write their observations and conclusion in their books.	Financial Education The teacher should let learners know that we need money to install electricity. We can use, other sources of light like lamps, torches and candles. Caution the learners to take care and conserve light as it is expensive.

Conclusion (Synthesis+ Assessment) 10 min	Go round observing learners as they carry out the activity. Assess them to know if they have understood the content.	Learners will carry out the activities given by a teachers in their respective group work.	Attitudes and Values <ul style="list-style-type: none"> • Responsibility • Confidence • Working in groups
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
III	26 th April 2023	SET	P5	14	2 of 5	40min	33
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		LIGHT					
Key Unit Competence		To be able to identify the reflection of Light					
Title of the lesson		identify the reflection of Light					
Instructional Objective		By using chart of reflection of light, the learners will be able identify the reflection of Light Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		Real objects e.g. papers (oiled and clear), torch, notebooks • Charts • Pictures in pupils books • Board					
References		• Pupil’s Book page 184 • Internet • Relevant textbooks • XO laptop					
Timing for each step	Description of teaching and learning activity					Generic competences and Cross cutting issues to be addressed + a short explanation	
	identify the reflection of Light						
		Teacher activities			Learner activities		
Introduction/ Revision 5 min	(i) Assign them into working groups. (ii) Display the charts and let them discuss how light travels through different media.			Joining the group given by a teacher Learners will discuss how light travels through different media.		Gender Education Girls and boys should be distributed equally in class groups. When sharing duties in groups, share them equally between boys and girls.	
Development of the lesson 25 min	Display learning materials to be used on the table. Let them share with the rest of the class about the findings and discussion. Explain to them how light travels through various media.			Learners will observe the give teaching aids They will following explanation on how light travels through various media.		Financial Education The teacher should let learners know that we need money to install electricity. We can use, other sources of light like lamps, torches and candles. Caution the learners to take care and conserve light as it is expensive.	

Conclusion (Synthesis+ Assessment) 10 min	Assess if learners can investigate and explain how light travels through different Media.	Learners will carry out the activities given by a teachers.	Attitudes and Values To investigate how light travels through different type of media. <ul style="list-style-type: none"> • Self-awareness. • Working with others. • Effective communication.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
III	03 th May 2023	SET	P6	14	4 of 5	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		LIGHT					
Key Unit Competence		To be able to Explain the meaning of reflection and refraction of light.					
Title of the lesson		Laws of reflection of light					
Instructional Objective		By using chart of reflection of light, the learners will be able to explain the meaning of reflection and refraction of light Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Mirror, source of light, wall, pencil, ruler, water in a glass • Charts • Pictures in pupils books • Board • XO laptop.					
References		• Pupil’s Book page 186 • Internet • Relevant textbooks • XO laptop					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Ask learners to get into their working groups. (ii) Ask the learners to carry out the experiment on reflection of light following the steps outlined on Pupil's Book page 186. Let them record their observations in their notebooks.	Joining the group given by a teacher The learners will carry out the experiment on reflection of light by following the steps outlined on Pupil's Book page 186.	Gender Education Girls and boys should be distributed equally in class groups. When sharing duties in groups, share them equally between boys and girls.
Development of the lesson 25 min	(iii) Tell them to do the experiment on refraction as outlined in Activity 14.4. Pupil's Book page 188. (iv) Allow them to discuss their findings.	Learners will do the experiment on refraction as outlined in Activity 14.4. Pupil's Book page 188. They will share their findings with other groups	Financial Education The teacher should let learners know that we need money to install electricity. We can use, other sources of light like lamps, torches and candles.

	(vi) Allow them to share their findings with other groups to see what they have written.	to see what they have written.	
Conclusion (Synthesis+ Assessment) 10 min	Assess learner's presentations to find out if they have understood the concept. Give learners multiple choice questions to help learners recap what they have learnt throughout the topic.	Learners will carry out the activities given by a teachers.	Attitudes and Values To investigate how light travels through different type of media. • Self-awareness. • Effective communication.
Teacher self-evaluation			

LESSON PLAN No:

School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
III	10 th May 2023	SET	P6		3 of 7	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				None			
Unit title		CARPENTRY TOOLS					
Key Unit Competence		To be able to Identify dangers of Carpentry Tools and Security Measures					
Title of the lesson		Dangers of Carpentry Tools and Security Measures					
Instructional Objective		By using textbooks, learners will be able to identify the dangers of Carpentry Tools and Security Measures					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Real tools • Charts • Flask cards • XO laptops					
References		• Pupil’s Book page 2. • Other relevant Textbooks • XO Laptop • Internet					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Identifying dangers of Carpentry Tools and Security Measures		
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	<ul style="list-style-type: none">➤ Find out from learners the carpentry tools available in learners’ homes before the lesson.➤ Identify cutting tools such as an axe, hand saw, bow saw and table saw.	<p>Observe the carpentry tools provided by the teacher</p> <p>Identifying the cutting tools from other tools.</p>	i) Critical Thinking Learners recall responses they had given earlier in order to respond to individual assessment questions.

Development of the lesson 33 min	(i) Ask learners to mention the carpentry tools they have in their homes. (ii) Ask learners to observe the pictures in the introduction of their Pupil's Book. (iii) Allow them to discuss and describe the pictures. From their description let them predict and naming the carpentry tools.	Identifying the carpentry tools they have at home. Observing the picture in pupil's book. Identifying and naming the carpentry tools there in.	<i>(ii) Problem Solving</i> Learners provide answers to given assessment questions. <i>(i) Gender Education</i> All learners will be given equal chances to respond to questions.
Conclusion (Synthesis+ Assessment) 10 min	Write the evaluation questions on the chalkboard and correct them.	Answer the evaluation questions asked and follow the correction.	<i>(ii) Inclusive Education</i> Assessment questions should be suited for all levels of learners (both slow and high).
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
III	15 ^h May 2023	SET	P6	13	5 of 6	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		REPRODUCTIVE SYSTEM					
Key Unit Competence		To be able to identify Safe Responsible Behavior					
Title of the lesson		Safe Responsible Behavior					
Instructional Objective		By using chart of reproductive system, the learners will be able to explain responsible sexual behavior Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Charts. • Pictures. • Internet. • Magazines.					
References		Pupil’s Book page 177 and XO laptop					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Practice the principles of responsible sexual behavior		
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Introduce the lessons through probing questions on acceptable behavior in the society and risky behavior. (ii) Let learners to read the story in Activity 13.7 page 177. Allow them to discuss the story.	Follow teacher’s explanation. Learners to read the story in Activity 13.7 page 177. Allow them to discuss the story.	Attitudes and Values • Appreciate the importance of talking about changes at puberty. • Show concern to care for genital organs.

Development of the lesson 25 min	(iii) Built on the responses from the story to enlighten learners about responsible behavior. (iv) Discuss content in pages 178 - 179 as a class. Get learners involved in the discussions. Allow presentation of educative case studies.	Learners will describe the responsible behavior. Learners will sit in groups of 5 Discuss content in pages 178 - 179 as a class.	<i>Comprehensive sexuality education</i> Recognize sexual Safe Responsible Behavior as a way to practice principles of Responsible sexual behavior.
Conclusion (Synthesis+ Assessment) 10 min	(v) Ask learners to make short notes on the sub-topic. Mark learner's notes.	They will answer all the questions asked by the teacher and ask where they are not understand.	<i>Gender Education</i> • All together the boys and girls will discuss of the changes during puberty.
Teacher self-evaluation			

LESSON PLAN:

School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
III	16 th May 2023	SET	P4	14	2 of 5	40min	42
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		Sensory organs					
Key Unit Competence		To be able to Explain the Structure, Function and Maintenance of Ear					
Title of the lesson		Structure, Function and Maintenance of Ear					
Instructional Objective		By using chart of reflection of light, the learners will be able to explain the Structure, Function and Maintenance of Ear Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Charts • Pictures in pupils books • Board • XO laptop.					
References		• Pupil’s Book (<i>Pages 240–246 of Pupil’s book</i>) • Internet • Relevant textbooks • XO laptop					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Explain the Structure, Function and Maintenance of Ear		
	Teacher activities	Learner activities	

Introduction/ Revision 5 min	(i) Ask learners to get into their working groups. (ii) The teacher should ask the learners to perform Activity 18 given on page 240 of the Pupil's book.	Joining the group given by a teacher The learners will perform Activity 18 given on page 240 of the Pupil's book.	Gender Education Girls and boys should be distributed equally in class groups. When sharing duties in groups, share them equally between boys and girls.
Development of the lesson 25 min	The teacher should guide the learners to carry out this activity as per the procedure given on page 240 of the Pupil's book. ..After the activity, the teacher should discuss with the learners that ears are our sensory organs of hearing.	The learners to carry out this activity as per the procedure given on page 240 of the Pupil's book. They will ears are our sensory organs of hearing.	Financial Education The teacher should let learners know that we need ears are our sensory organs of hearing and making money
Conclusion (Synthesis+ Assessment) 10 min	Assess learner's presentations to find out if they have understood the concept. Give learners multiple choice questions to help learners recap what they have learnt throughout the topic.	Learners will carry out the activities given by a teachers.	Attitudes and Values To investigate how ears are important sensory organ in human body. Self-awareness. • Effective communication.
Teacher self-evaluation			

LESSON PLAN:School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
III	22 May 2023	SET	P4	14	2 of 5	40min	42
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		Sensory organs					
Key Unit Competence		To be able to Explain the parts of eye					
Title of the lesson		Structure, the parts of eye					
Instructional Objective		By using chart of eye, the learners will be able to explain the parts of eye Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Charts • Pictures in pupils books • Board • XO laptop.					
References		• Pupil’s Book (<i>Pages 240–246 of Pupil’s book</i>) • Internet • Relevant textbooks • XO laptop					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed
	Explain the Structure, the parts of eye		
	Teacher activities	Learner activities	

			+ a short explanation
Introduction/ Revision 5 min	(i) Ask learners to get into their working groups. (ii) The teacher should ask the learners the structure of eye to discuss on.	Joining the group given by a teacher The learners will discuss on the parts of eye.	Gender Education Girls and boys should be distributed equally in class groups. When sharing duties in groups, share them equally between boys and girls.
Development of the lesson 25 min	The teacher should guide the learners to carry out the parts of eye on the parts of eye ..After the activity, the teacher should discuss with the learners that eye are our sensory organs of sight or seeing.	The learners to carry out this activity on the parts of eye on the parts of eye. the teacher should discuss with the learners that eye are our sensory organs of sight or seeing	Financial Education The teacher should let learners know that we need ears are our sensory organs of hearing and making money
Conclusion (Synthesis+ Assessment) 10 min	Assess learner's to the parts of eye	Learners will carry out the activities given by a teachers.	Attitudes and Values To investigate the parts of eye. Self-awareness. • Effective communication.
Teacher self-evaluation			

LESSON PLAN:

 School name: **Child Care Academy**

Teacher's name: BIZABISHAKA Valens

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
III	26 May 2023	SET	P4	14	2 of 5	40min	42
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		Sensory organs					
Key Unit Competence		To be able to Explain the eye defect					
Title of the lesson		Structure, the eye defect					
Instructional Objective		By using chart of short sightedness, the learners will be able to explain the eye defect Correctly.					
Plan for this Class (location: in / outside)		Inside and outside					
Learning Materials (for all learners)		• Charts • Pictures in pupils books • Board • XO laptop.					
References		• Pupil’s Book (<i>Pages 240–246 of Pupil’s book</i>) • Internet • Relevant textbooks • XO laptop					
	Description of teaching and learning activity					Generic competences	

Timing for each step	Explain the Structure, the eye defect		and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction/ Revision 5 min	(i) Ask learners to get into their working groups. (ii) The teacher should ask the learners the eye defect to discuss on.	Joining the group given by a teacher The learners will discuss on the parts of eye.	Gender Education Girls and boys should be distributed equally in class groups. When sharing duties in groups, share them equally between boys and girls.
Development of the lesson 25 min	The teacher should guide the learners to carry out the eye defect on the parts of eye ..After the activity, the teacher should discuss with the learners that eye are our sensory organs of sight or seeing.	The learners to carry out this activity on the parts of eye on the eye defect. The teacher should discuss with the learners that eye are our sensory organs of sight or seeing.	Financial Education The teacher should let learners know that the eye defect
Conclusion (Synthesis+ Assessment) 10 min	Assess learners to the eye defect.	Learners will carry out the activities given by a teachers.	Attitudes and Values To investigate the eye defect. Self-awareness. • Effective communication.
Teacher self-evaluation			