

# SCIENCE SCHEME FOR PRIMARY SIX TERM II

WK	PD	THEME	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	METHODS	LIFE SKILL	L AIDS	Suggested activities	REF
1	2	The world of living things	Classification of plants	<ul style="list-style-type: none"> <li>- The learner classifies plant in to flowering and non flowering plants names parts of a flowering</li> </ul>	The learner names classes of plants -Describes flowering plants	<ul style="list-style-type: none"> <li>- Flowering plants</li> <li>- Defines flowering plants are plants which bear flowers and reproduce by means of seeds.</li> <li>- Structure of a flowering plant</li> <li>-Leaves , flower , stems , fruits, seeds, roots function of each part.</li> </ul>	Discussio n  Observati on	Effective communicatio n  Care  love	flowering plant. -A chart showing a flowering plant	<ul style="list-style-type: none"> <li>- Observing different flowering plants</li> <li>- Drawing and naming parts of a plant</li> <li>- States functions of each part</li> </ul>	Fountain integrated SciBk 6 Pg 162
2	1			<ul style="list-style-type: none"> <li>- Learners draws different types of roots</li> <li>- Gives examples of plants with such roots</li> </ul>	Learners outlines functions of roots to a plant -Names different types of roots	<b>Roots</b> <ul style="list-style-type: none"> <li>- Functions of roots to plants</li> <li>- uses of roots to animals</li> </ul> <b>Types of roots</b> <ul style="list-style-type: none"> <li>- Primary roots</li> <li>- Tap roots</li> <li>- Fibrous roots</li> <li>- Secondary roots</li> <li>- Adventitious roots</li> <li>- Claspig roots</li> <li>- Prop roots</li> <li>- Buttress roots</li> <li>- Storage root</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussi on</li> <li>- Questio n and answer</li> <li>- observa tion</li> </ul>	<ul style="list-style-type: none"> <li>- problem solving</li> <li>- critical thinking</li> <li>- care</li> </ul>	-Different roots  Charts showing roots	<ul style="list-style-type: none"> <li>- Sorting samples of roots</li> <li>- Drawing roots</li> <li>- Naming</li> </ul>	

2	2	The world of living things	Classification of plants (stem)	<ul style="list-style-type: none"> <li>- Learner classifies plants into groups of flowering and non flowering plants</li> <li>- Functions of stems</li> </ul>	<ul style="list-style-type: none"> <li>- The learner names the functions of stems</li> <li>- Spells scientific words correctly acts out a dialogue about types of stems.</li> </ul>	<ul style="list-style-type: none"> <li>- Stems</li> <li>- Functions of stems</li> <li>- Types of stems</li> <li>- Upright stems (erect) stems</li> <li>- Underground stems</li> <li>- Stem tubers</li> <li>- Rhizomes</li> <li>- Bulbs</li> <li>- Corms</li> <li>- Examples of each</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Onions</li> <li>- Ginger</li> <li>- Different stems</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing stems</li> <li>- Naming stem</li> </ul>	- Fountain integrated SciBkPg 166
2	3		Leaves	<ul style="list-style-type: none"> <li>- The learner names the parts of a leaf</li> <li>- Describes the functions of leaves</li> <li>- Uses</li> <li>- Characteristics to prepare simple classification of leaves</li> </ul>	<ul style="list-style-type: none"> <li>- The learner writes words about parts of leaves</li> <li>- Draws and labels parts of a leaf.</li> <li>- The learner writes words about parts of leaves</li> <li>- Reads words and sentences , stories about leaves</li> </ul>	<ul style="list-style-type: none"> <li>- Leaves</li> <li>- <b>Parts of a leaf</b></li> <li>- Functions of leaves</li> <li>- Leaf venation</li> <li>- Net work leaf venation</li> <li>- Parallel leaf venation</li> <li>- <b>Types of leaves</b></li> <li>- Compound leaves</li> <li>- Simple leaves</li> <li>- Examples of two types of leaves</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Fluency</li> </ul>	<ul style="list-style-type: none"> <li>- Real leaves</li> <li>- Chart showing leaves</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing leaves</li> <li>- Naming leaves</li> <li>- Collecting leaves from environment</li> </ul>	Fountain integrated sci BK 6 Pg 168 - 171
2	4		Photosynthesis	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes photosynthesis</li> <li>- Names the conditions and raw materials for plant to carry out photosynthesis</li> </ul>	<ul style="list-style-type: none"> <li>- Writes description of photosynthesis</li> <li>- Spells and writes words about photosynthesis</li> </ul>	<ul style="list-style-type: none"> <li>- Photosynthesis</li> <li>- Dfn:</li> <li>- Requirements</li> <li>- Raw materials</li> <li>- Conditions</li> <li>- By products</li> <li>- How leaves are adapted to photosynthesis</li> <li>- Testing for starch</li> </ul>	<ul style="list-style-type: none"> <li>- Conducted class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Responsibility</li> <li>- care</li> </ul>	<ul style="list-style-type: none"> <li>- Iodine solution</li> <li>- Cassava</li> <li>- Potato leaves</li> </ul>	<ul style="list-style-type: none"> <li>- Carry out experiment to test for starch</li> </ul>	Fountain integrated Sci BK 6 Pg 171 – 173

2	5		Transpiration	<ul style="list-style-type: none"> <li>- The learner Describes transpiration</li> <li>- Name the importance of transpiration to plants</li> </ul>	<ul style="list-style-type: none"> <li>- The learner Reads words, sentences and stories about transpiration</li> </ul>	<ul style="list-style-type: none"> <li>- Transpiration</li> <li>- Dfn:</li> <li>- Importance of transpiration</li> <li>- Factors which affects the rate of transpiration</li> <li>- Temperature</li> <li>- Water supply</li> <li>- Humidity</li> <li>- Speed of wind</li> <li>- Surface area of a leaf.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>- experimentation</li> </ul>	<ul style="list-style-type: none"> <li>- critical thinking</li> <li>- love</li> </ul>	<ul style="list-style-type: none"> <li>- Polythene paper</li> <li>- Rubber band</li> <li>- Plant</li> </ul>	<ul style="list-style-type: none"> <li>- Carrying out an experiment to test transpiration in the plants environment</li> </ul>	.
2	6		Flowers	<ul style="list-style-type: none"> <li>- Learner draws the flower</li> <li>- They name the parts of the flower</li> </ul>	<b>Dfn</b> <ul style="list-style-type: none"> <li>- Pistil</li> <li>- Stamen</li> <li>- Ovules</li> <li>- Corolla</li> <li>- Calyx</li> </ul>	<ul style="list-style-type: none"> <li>- Flowers</li> <li>- Dfn</li> <li>- Structure of a flower</li> <li>- Reproductive parts of a flower</li> </ul> <b>Uses of flowers to</b> <ul style="list-style-type: none"> <li>- Man</li> <li>- Plants</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- care</li> </ul>	<ul style="list-style-type: none"> <li>- A chart showing a flower</li> <li>- A flower</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Naming parts of a flower</li> </ul>	- Fountain integrated Sci BK 6 Pg 176

3	1		Pollination and fertilization	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Defines the term pollination</li> <li>- Lists down agents of pollination mentions types of pollination</li> <li>- Explains the characteristics of</li> <li>- Wind and insect pollinated flower</li> <li>- Describes the process of fertilisation</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Defines</li> <li>- Pollination</li> <li>- Describes agents of pollination</li> <li>- Reads words and stories about pollination</li> </ul>	<ul style="list-style-type: none"> <li>- Pollination and fertilization</li> <li>- Definition of pollination</li> <li>- <b>Agent of pollination</b></li> <li>- Wind</li> <li>- Insects</li> <li>- Birds</li> <li>- Water</li> <li>- <b>Types of pollination</b></li> <li>- Self pollination</li> <li>- Definition</li> <li>- Characteristics of cross pollinated flowers</li> <li>- Characteristics of wind pollinated flowers.</li> <li>- Fertilization</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>- Guided discovery</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Decision making</li> <li>- Love</li> <li>- care</li> </ul>	<ul style="list-style-type: none"> <li>- Flowers</li> </ul>	<ul style="list-style-type: none"> <li>- Describes</li> <li>- Characteristics of wind and insect pollinated flowers</li> <li>- Uses characteristics to classify different types of pollination</li> <li>- Audio visual presentation</li> </ul>	Tropical Bio Intro to Bio MK SciBk 6
3	2		Fruits	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Defines a fruits</li> <li>- Mentions types of fruits</li> <li>- Gives and identify types of fruits</li> </ul>	<ul style="list-style-type: none"> <li>- The learner names types of fruits</li> <li>- Characteristics of each type</li> </ul>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Characteristics of fruits</li> <li>- Types of fruits</li> <li>- Succulent fruits</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation</li> <li>- Observation</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Love</li> <li>- care</li> </ul>	<ul style="list-style-type: none"> <li>- Fruits and seeds</li> <li>- Grounding fruits</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing fruits and naming different parts classifying</li> <li>- Drupes</li> <li>- Dehiscent fruits</li> <li>- Characteristics of each types and example importance of fruits</li> </ul>	Comp scibk 6

3	3		Seed dispersal	<ul style="list-style-type: none"> <li>- The learner Describes seed dispersal</li> <li>- Identifies agents of dispersal</li> <li>- Names the characteristics of seeds dispersed by various</li> </ul>	<ul style="list-style-type: none"> <li>- The learner Reads words , sentences and stories about seed dispersal</li> <li>- States the ways seeds are dispersed</li> <li>- State the characteristics of the various seeds</li> </ul>	<b>Seed dispersal</b> <b>Dfn</b> <ul style="list-style-type: none"> <li>- Seed dispersal</li> <li>- Importance of seed dispersal eg.</li> <li>- Water</li> <li>- Wind</li> <li>- Animals</li> <li>- Self dispersal</li> <li>- Characteristics of seeds dispersed by</li> <li>- Water</li> <li>- Wind</li> <li>- Animals</li> <li>- Self dispersal</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discover y</li> <li>- Questio n and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Effectiv e commu nication</li> <li>- Critical thinking</li> <li>- care</li> </ul>	<ul style="list-style-type: none"> <li>- Seeds</li> <li>- Charts</li> <li>- Text books</li> </ul>	<ul style="list-style-type: none"> <li>- Observe different plants in the environment</li> <li>- Carrying out a simple study to identify different seeds</li> <li>- Describing methods of seed dispersal</li> </ul>	Understanding intscibk 6
3	4		Plant propagation	<ul style="list-style-type: none"> <li>- The learner describes plants propagation</li> <li>- Identifies methods of plant propagation</li> <li>- Participates in propagation of some plants</li> </ul>	<ul style="list-style-type: none"> <li>- The learner writes words about propagation</li> <li>- Reads words sentences and stories about propagation</li> </ul>	<ul style="list-style-type: none"> <li>- Meaning of propagation</li> <li>- Methoids of plants propagation</li> <li>- By seeds</li> <li>- By vegetative propagation seeds</li> <li>- A seed is a mature ovule</li> <li>- Groups of seeds</li> <li>- Monocotyledonous seeds</li> <li>- Monocotyledonous</li> </ul>	<ul style="list-style-type: none"> <li>- Observa tion</li> <li>- Discussi on</li> <li>- Questio n and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Stems</li> <li>- Bulbs</li> <li>- Seeds</li> <li>- Old tins</li> <li>- Growing plants</li> </ul>	<ul style="list-style-type: none"> <li>- Observe different seeds</li> <li>- Carrying out experiment planting seeds</li> <li>- Identifying characteristi cs of monocots and dicots</li> </ul>	Fountain intergrated Sci Bk 6 Pg 67 and Supplementary Sci Std 8  MK

3	5		Germination	<ul style="list-style-type: none"> <li>- The learner describes germination</li> <li>- Names the requirements of seed germination</li> <li>- Identify types of seed germination</li> </ul>	<ul style="list-style-type: none"> <li>- The learner writes simple words about germination</li> <li>- Reads words sentences and stories about seed germination</li> <li>- Draw and labels different methods of plant propagation</li> </ul>	<b>Germination Dfn</b> <ul style="list-style-type: none"> <li>- <b>Types of germination</b></li> <li>- Epigeal germination</li> <li>- Hypogeal</li> <li>- Epigeal germination</li> <li>- Meaning of epigeal seeds which under goepigeal.</li> </ul> <b>Hypogeal</b> <ul style="list-style-type: none"> <li>- Examples of seeds which undergo hypogeal germination conditions for germination. Moisture , oxygen , warmth</li> <li>- Differentiate monocots and dicots</li> </ul>	<ul style="list-style-type: none"> <li>- Observa tion</li> <li>- Discussi on</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Effect commu nication</li> </ul>	<ul style="list-style-type: none"> <li>- Germin ating seeds</li> </ul>	<ul style="list-style-type: none"> <li>- Planting different seeds and observing them</li> <li>- Caring for the plants</li> </ul>	. Comp intscibk 6
3	6		Tropism	<ul style="list-style-type: none"> <li>- Defines tropism</li> <li>- Identify types of tropism</li> <li>- Draws diagrams to show experiment on tropism</li> </ul>	<ul style="list-style-type: none"> <li>- Spells</li> <li>- Write</li> <li>- Pronounces</li> <li>- Use words in sentences correctly</li> </ul>	<b>Tropism</b> Is the response of a plant towards a given stimulus.  Types of tropism <ul style="list-style-type: none"> <li>- Photo tropism</li> <li>- Geo tropism</li> <li>- Hydro tropism</li> <li>- Thigmo tropism</li> <li>- Chemo tropism</li> </ul>	<ul style="list-style-type: none"> <li>- Explana tion</li> <li>- Brain stormin g</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- care</li> </ul>	<ul style="list-style-type: none"> <li>- audio visual</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Defining each type of tropism</li> </ul>	. Comp intscibk 6
4	1		Propagation	<ul style="list-style-type: none"> <li>- Describes plant propagation defines propagation correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Writes simples description of some common plants</li> </ul>	<ul style="list-style-type: none"> <li>- Types of vegetative propagation</li> <li>- Natural</li> <li>- Artificial</li> <li>- Natural / vegetative propagation</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussi on</li> <li>- Guided discover y</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Effectiv e commu nication</li> </ul>	<ul style="list-style-type: none"> <li>- Seeds</li> <li>- Leaves</li> <li>- Stems</li> <li>- Sucker etc</li> </ul>	<ul style="list-style-type: none"> <li>- Planting various crops</li> </ul>	. Comp intscibk 6

				<ul style="list-style-type: none"> <li>- Identify types of propagation</li> </ul>		<ul style="list-style-type: none"> <li>- Uses of rhizomes leaves , seeds , corn , stem, tubers , suckers methods of artificial vegetative propagation</li> <li>- Stem cutting grafting , layering</li> <li>- Budding marcotting</li> <li>- Advantages of vegetative propagation</li> <li>- Importance of plants</li> </ul>		<ul style="list-style-type: none"> <li>- Love</li> <li>- Care</li> </ul>			
4	2		Non – flowering plants	<ul style="list-style-type: none"> <li>- The learner names examples of non – flowering plants</li> <li>- Uses characteristics to prepare simple classification of non – flowering plants</li> </ul>	<ul style="list-style-type: none"> <li>- Describe non flowering plants</li> <li>- Read words about non – flowering plants</li> <li>- Draw and label non – flowering plants</li> </ul>	<ul style="list-style-type: none"> <li>- Dfn of non – flowering plants</li> <li>- Spore producing plants</li> <li>- Ferns , mosses , liver worts</li> <li>- Reasons why regarded as plants</li> <li>- Have simple leaves , stems and roots</li> <li>- Structure of each</li> <li>- Conifers produced by means of seeds by do not bear flowers</li> <li><b>Examples</b></li> <li>- Pine , cederfir, podo , ginkgo</li> <li>- Economic uses of conifers and general uses</li> </ul>	<ul style="list-style-type: none"> <li>- Explana tion</li> <li>- Discussi on</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Effectiv e commu nication</li> </ul>	<ul style="list-style-type: none"> <li>- Mosses</li> <li>- Ferns</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing about non – flowering plants</li> <li>- Observing non – flowering plants</li> <li>- Discussing example of non – flowering plants</li> </ul>	Baroque intscibk 6

4	3	Sci in Human activities and occupation	Keeping cattle	<ul style="list-style-type: none"> <li>- The learner identifies the different reasons for keeping cattle</li> <li>- Identifies the different breeds of cattle</li> <li>- Names the characteristics of each breed</li> <li>- Identifies the difference between the different breeds</li> <li>- Mention the advantages and disadvantages of each breed</li> </ul>	<ul style="list-style-type: none"> <li>- The learner names the reasons for keeping cattle</li> <li>- Names the different breeds of cattle</li> <li>- Acts out advantages about and disadvantages of exotic and local breeds.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Cattle</b></li> <li>- <b>Dfn</b></li> <li>- Reasons for keeping cattle</li> <li>- External features of a cow</li> <li>- Breeds of cattle</li> <li>- Local / indigenous cattle</li> <li>- Exotic breed</li> <li>- Characteristics of each breed differences between breeds of cattle (Local and exotic )</li> <li>- Advantages of local breeds over breeds.</li> <li>- Advantages of exotic breeds over local breeds</li> </ul>	<ul style="list-style-type: none"> <li>- Conducted class discussion</li> <li>- Guided discovery</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Love</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Real cattle</li> </ul>	<ul style="list-style-type: none"> <li>- Observe different types of cattle types of cattle on a farm</li> <li>- Discussing different breeds of cattle</li> <li>- Attending operation of cattle of cattle on a farm names , care feeding and their diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Comp scibk 6</li> <li>- Baroque intscibk 6</li> </ul>
4	4		Types of cattle	<ul style="list-style-type: none"> <li>- The learner identifies the different breeds of cattle</li> <li>- Identifies different breeds of cattle</li> </ul>	<ul style="list-style-type: none"> <li>- The learners acts out adialogue about external features of a bull and a cow</li> </ul>	<ul style="list-style-type: none"> <li>- Types of cattle</li> <li>- Dairy cattle</li> <li>- Beef cattle</li> <li>- Dual purpose cattle</li> <li>- Work type of cattle characteristics , shape and example of each breed</li> <li>- Difference between dairy and beef cattle</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Real cattle</li> <li>- Charts showing cattle</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing different types / shapes of cattle</li> </ul>	<ul style="list-style-type: none"> <li>- Comp intscibk 6</li> </ul>



4	5		Reproduction in cattle	<ul style="list-style-type: none"> <li>- The learner Reads words sentences and stories about mating , insemination , artificial insemination</li> </ul>	<ul style="list-style-type: none"> <li>- The reproductive organs               <ul style="list-style-type: none"> <li>a)Female</li> <li>b) Male reproductive organ.</li> </ul> </li> <li>- Parts and functions</li> <li>- Reproduction in cattle</li> <li>- Heat in cattle</li> <li>- Mating in cattle.</li> <li>a)Pasture mating</li> <li>b)Hand mating</li> <li>- Insemination</li> <li>- Advantages and disadvantages of each type of insemination</li> </ul>	<ul style="list-style-type: none"> <li>- Naming different parts of the reproductive system in cattle</li> </ul>	<ul style="list-style-type: none"> <li>- Discussi on</li> <li>- Explana tion</li> <li>- Questio n and answer</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Problem solving</li> <li>- Love</li> <li>- care</li> </ul>	<ul style="list-style-type: none"> <li>- chart of the reproducti ve systems of cattle</li> </ul>	<ul style="list-style-type: none"> <li>- Charts</li> <li>- Text books</li> </ul>	<ul style="list-style-type: none"> <li>- Comp intscibk 6</li> </ul>
4	6		Calf management	<ul style="list-style-type: none"> <li>- Learner</li> <li>- States different ways of animal , identification</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words sentences and stories about mating gestation period and calving in cattle.</li> </ul>	<ul style="list-style-type: none"> <li>- Calf management</li> <li>- Feeding               <ul style="list-style-type: none"> <li>a) Colostrums and its advantages</li> <li>b) Farm practices eg numbering , dehorning , disbudding , castration , deworming , spraying , dipping and removal of extra teats</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Conduct ed class discussi on</li> </ul>	<ul style="list-style-type: none"> <li>- Effectiv e commu nication</li> </ul>	<ul style="list-style-type: none"> <li>- A farm (real life situation )</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing ways of identifying animals</li> </ul>	<ul style="list-style-type: none"> <li>- Comp scibk 6</li> </ul>

4	7		Breeding in cattle	<ul style="list-style-type: none"> <li>- Gives examples of breeds of cattle</li> </ul>	<ul style="list-style-type: none"> <li>- Dfn</li> <li>- Different types of breeding</li> </ul>	Breeding in cattle Types of breeding <ul style="list-style-type: none"> <li>- Inbreeding</li> <li>- Cross breeding</li> <li>- Out breeding</li> <li>- Line breeding</li> </ul>	<ul style="list-style-type: none"> <li>- Explana tion</li> <li>- Guided discover y</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- A cattle farm</li> </ul>	<ul style="list-style-type: none"> <li>- Stating example of breeds</li> </ul>	<ul style="list-style-type: none"> <li>- do</li> </ul>
5	1		Cattle management	List different systems of grazing cattle	<ul style="list-style-type: none"> <li>- Acts a dialogue about systems of grazing cattle</li> </ul>	Cattle management (cave) <ul style="list-style-type: none"> <li>- Feeding</li> <li>a)Types of feeds</li> <li>b) Systems of grazing cattle</li> <li>c)Tettering</li> <li>d)Strip grazing</li> <li>e) Herding (free range)</li> <li>f) Digestive system of a cow</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct ed class discussi on</li> <li>- Guided discover y</li> <li>- Questio n and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Effectiv e commu nication</li> <li>- Love</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- A chart showing the digestiv e system of a cow</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing the digestive system of a cow</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding intscibk 6</li> </ul>
	2		Cattle management	<ul style="list-style-type: none"> <li>- Housing and fencing in cattle</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Reads words</li> <li>- Housing</li> <li>- Fencing</li> <li>- Kraal</li> <li>- Byer</li> <li>-</li> </ul>	Housing <ul style="list-style-type: none"> <li>a) Importantce of housing cattle</li> <li>b)Types of cattle houses.</li> </ul> Fence Importance of fencing <ul style="list-style-type: none"> <li>b)Types of fences</li> </ul>	<ul style="list-style-type: none"> <li>- Discussi on</li> <li>- Brain stormies t</li> <li>- Guided discover y</li> </ul>	<ul style="list-style-type: none"> <li>- Effectiv e commu nication</li> <li>- Fluency</li> <li>- Care</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- A farm</li> </ul>	<ul style="list-style-type: none"> <li>- Observing different milking process</li> <li>- Listing types of fences , stating importances of housing cattle</li> </ul>	Fountain

3		Cattle produces	<ul style="list-style-type: none"> <li>- The learner States methods of pursuing cattle products (Milk , meat, hides )</li> </ul>	<ul style="list-style-type: none"> <li>- The learner Acts out a dialogue on how milking is done</li> </ul>	<ul style="list-style-type: none"> <li>- Milk and milk products</li> <li>- Measuring of milking</li> <li>- Methods of milking               <ul style="list-style-type: none"> <li>a)Handing milking</li> <li>b)Machine milking</li> </ul> </li> <li>- preservation of milk products</li> <li>- importance of lacto meter and strip cup</li> <li>- Other cattle products               <ul style="list-style-type: none"> <li>- Beef – cow during and urine</li> <li>- Horns blood hooves</li> <li>- Preservation of beef</li> <li>- Preparation of hides</li> <li>- Wet - salting</li> <li>- Suspension drying</li> <li>- Marketing cattle products</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>- Guided discovery</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Problem solving</li> <li>- Love</li> </ul>	<ul style="list-style-type: none"> <li>- Real milk products</li> </ul>	<ul style="list-style-type: none"> <li>- Listing cattle products</li> <li>- Stating methods of preservation of cattle products</li> </ul>	- Comp bk 6
4 & 5		Cattle parasites and diseases	<ul style="list-style-type: none"> <li>- Identify and name the different diseases of cattle.</li> <li>- Describes the causes signs and symptoms cattle diseases</li> <li>- Mention the prevention control and treatment of the cattle diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Names the diseases of cattle according to causes</li> <li>- Acts out a dialogue about cattle diseases</li> <li>- Spell the diseases of cattle and write them correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Cattle diseases according to their causes (organisms)               <ul style="list-style-type: none"> <li>a)Bacterial diseases</li> <li>b) Viral diseases</li> </ul> </li> <li><b>signs of sickness in animals.</b> <ul style="list-style-type: none"> <li>- Transmission</li> <li>- Signs of good health in animals</li> </ul> </li> <li>- Cattle diseases               <ul style="list-style-type: none"> <li>a)Protozoa diseases eg East coast fever (ECF)</li> <li>- Anaplasmosis</li> <li>- Heart water</li> <li>- Trypanosomiasis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Conducted class discussion</li> <li>- Explanation</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Problem solving</li> <li>- Care</li> <li>- responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Audio visual presentation on cattle parasites</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing a visit to a farm to write up on cattle diseases.</li> <li>- Discussing ways of stating alive stock farm</li> <li>- Carrying out activities which care and protect domestic animal</li> </ul>	- Baroque intsci

						Signs of the above and diseases - Symptoms of diseases prevention , control and treatment b) Bacterial diseases - Anthrax - Brucellosis - Calf scour etc					
	6		Cattle keeping	- Identify the cattle diseases caused by virus - Spell and write the diseases - Name the cattle diseases caused by parasites. - Identify and state ways of control	- Reads words stories and sentences about cattle diseases - Name and correctly spell the cattle diseases - Write words about cattle diseases - Act out a dialogue about cattle diseases	- <b>Viral diseases</b> - Foot and mouth disease - Rinder pest other cattle diseases - Milk fever bloat - Mode of transmission - <b>Signs of the disease</b> - Symptoms of the disease - Prevention and control of each disease - <b>Cattle parasites</b> - Meaning of cattle parasites - Dangers of cattle - <b>Types of parasites</b> - Ways of controlling different parasites - Farm records - Meaning , importance and types of farm records	- Guided discussion - Brain stormies - Guided discovery	- Critical thinking - Problem solving - Care -	- Real cattle	- Visiting a farm and identifying the sick animals	- Comp intsci

7	1		Cattle keeping	<ul style="list-style-type: none"> <li>- The learner describes the records kept on a farm</li> <li>- Identify the importance of the farm records</li> </ul>	<ul style="list-style-type: none"> <li>- Name different records kept on a farm</li> </ul>	<ul style="list-style-type: none"> <li>- Types of records</li> <li>- Health , labour, records, marking records, field records, filed records, inventories, dairy recorded</li> <li>- Meaning of each of the above records.</li> <li>- Reasons for keeping such a record on alive stock</li> </ul>	<ul style="list-style-type: none"> <li>- Conducted class discussion</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Decision making</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Charts pupils text books</li> </ul>	<ul style="list-style-type: none"> <li>- Stating the importance of various records</li> </ul>	<ul style="list-style-type: none"> <li>- Comp scibk 6</li> </ul>
	2		Name the requirements for starting live stock farm	<ul style="list-style-type: none"> <li>- Reads and spells</li> <li>- Capital</li> <li>- Labour</li> <li>- Machinery</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Requirements of starting alive stock farm</li> <li>- Factors to consider before starting alive stock farm</li> <li>- Land , labour , capital ready market , management t , machinery etc</li> <li>- Meaning of each and importance</li> <li>- How some of the above can be obtained</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion on ways of starting a farm</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>- Explanation</li> <li>- Question and answer</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>- Out of class lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Stating factors considered when starting a farm</li> </ul>	<ul style="list-style-type: none"> <li>- Comp intscibk 6</li> </ul>
	3 & 4	The environment	Resources in the environment	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Identifies resources from living and non living things</li> <li>- Lists different types of rocks</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Names resources</li> <li>- Describes living and non living things as resources</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Resources</b></li> <li>- <b>Dfn</b></li> <li>- Ways of getting resources</li> <li>- Resources from non – living things such as soil, water, air and wind, sun, rock and minerals.</li> <li>- <b>Types of rocks.</b></li> <li>- Igneous rocks</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Explanation</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Love</li> <li>- Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>- rocks</li> </ul>	<ul style="list-style-type: none"> <li>- Observing things around us which are useful resource</li> <li>- Discussing ways of proper</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding intsci</li> <li>- Comp scibk 6</li> </ul>

						<ul style="list-style-type: none"><li>- Metamorphic rocks</li><li>- Sedimentary rocks</li><li>- Fossils and uses</li><li>- <b>Importance of rocks</b></li><li>- Alloys and reasons for making them</li><li>- Examples of alloys</li><li>- Manganese steel</li><li>- Nick steel</li><li>- Stain less steel</li><li>- Cabalt steel</li></ul>		-		harvesting of resource	
	5		Mentions resources got from plants and animals	<ul style="list-style-type: none"><li>- Names different fuels</li></ul>	<ul style="list-style-type: none"><li>- Fuels</li><li>- Charcoal , fire wood, oil coal , resource from living things</li><li>- Plants eg medicine , food , fibres</li><li>- Animals eg wool , silk , food , honey , horns etc</li><li>- Animals also used to do work eg carrying ploughing transport</li></ul>	<ul style="list-style-type: none"><li>- Discussing uses of different fuels</li></ul>	<ul style="list-style-type: none"><li>- Guided discovery</li><li>- Guided discussion</li><li>- Question and answer</li></ul>	<ul style="list-style-type: none"><li>- Critical thinking</li><li>- Problem solving</li><li>- Care</li><li>-</li></ul>	<ul style="list-style-type: none"><li>- Charcoal</li><li>- Firewood</li><li>- Oil</li></ul>	<ul style="list-style-type: none"><li>- Stating the uses of different fuels</li></ul>	Comp scibk 6
	6		Conservation of resources	<ul style="list-style-type: none"><li>- The learner participates in different ways of conserving environment</li></ul>	<ul style="list-style-type: none"><li>- Writes ways of caring from animal resources</li></ul>	<ul style="list-style-type: none"><li>- Conservation meaning of conservation</li><li>- Reasons for conservation</li><li>- Once over used resources become extinct or endangered</li><li>- For future generations to see</li><li>- Protect the environment</li></ul>	<ul style="list-style-type: none"><li>- Guided discussion</li><li>- Brain storming</li></ul>	<ul style="list-style-type: none"><li>- Effective communication</li><li>- Problem solving</li><li>- care</li></ul>	-	<ul style="list-style-type: none"><li>- Discussing ways of caring and conserving resource</li><li>- Practical preparing campaign message for</li></ul>	Comp scibk 6

						- Non renewable resources by using 5R's.				sustainable use of resource	
8	1		Conservation of resources	<ul style="list-style-type: none"> <li>- States the ways of conserving resources</li> </ul>	<ul style="list-style-type: none"> <li>- Reads spells</li> <li>- Recycle</li> <li>- Reject</li> <li>- conservation</li> </ul>	<ul style="list-style-type: none"> <li>- Reducing , rejecting , recycling</li> <li>- B) conservation of renewable resources</li> <li>- Replacing the used ones</li> <li>- Reserving natural vegetation</li> <li>- Use of wind lie conservation</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct ed class discussi on</li> <li>- Questio n and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Conserv ation</li> <li>- care</li> </ul>	<ul style="list-style-type: none"> <li>- polythen e</li> <li>- plastic tins</li> </ul>	<ul style="list-style-type: none"> <li>- stating ways of conserving resources</li> </ul>	Comp scibk 6
	2		Harvesting of resources	<ul style="list-style-type: none"> <li>- Outlines ways of controlling degradation of resources</li> </ul>	<ul style="list-style-type: none"> <li>- Gives different methods of harvesting resources</li> </ul>	<ul style="list-style-type: none"> <li>- Harvesting of resources</li> <li>- Meaning of the term harvesting</li> <li>- Proper harvesting and using of resources</li> <li>- Importance of harvesting</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussi on</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Find out from community how people use the available resource</li> </ul>	Comp scibk 6
	3		The human body	<ul style="list-style-type: none"> <li>- Respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Names respiratory organs</li> </ul>	<ul style="list-style-type: none"> <li>- Respiratory system</li> <li>- Meaning of respiration</li> <li>- Products of respiration</li> <li>- Respiratory organs</li> <li>- Breathing</li> <li>- Types of breathing</li> <li>- Respiratory system.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussi on</li> <li>- Explana tion</li> <li>- Questio n and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Self-awaren ess</li> <li>- Critical thinking</li> <li>- love</li> </ul>	<ul style="list-style-type: none"> <li>- a chart of the respirat ory tract</li> </ul>	<ul style="list-style-type: none"> <li>- Observing models of respiratory organs</li> <li>- Carrying out an experiment to illustrate breathing in and out.</li> <li>-</li> </ul>	Baroque intscibk 6

4		Respiratory tract	<ul style="list-style-type: none"> <li>- Demonstrates an experiment on human respiration</li> </ul>	<ul style="list-style-type: none"> <li>- Listens to stories about breathing and respiratory</li> </ul>	<ul style="list-style-type: none"> <li>- Functions of each part of the system</li> <li>- Nose</li> <li>- Epiglottis</li> <li>- Trachea</li> <li>- Bronchus</li> <li>- Lungs</li> <li>- Alveoli (Air Sacs)</li> <li>- Adaptabilities of air sacs</li> </ul>	<ul style="list-style-type: none"> <li>- Conducted class discussion</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Articulation</li> <li>- Self-awareness</li> <li>- Love</li> </ul>	<ul style="list-style-type: none"> <li>- Real lungs of a cow</li> <li>- Audio visual on</li> <li>- Lungs</li> </ul>	<ul style="list-style-type: none"> <li>- Naming and giving functions of parts of the respiratory tract</li> </ul>	- Mk intscibk 6
5		Diseases and disorders of the respiratory system	<ul style="list-style-type: none"> <li>- Identifies diseases and disorders of respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>- Reads and spells</li> <li>- Pertussis</li> <li>- Diphtheria</li> <li>- Tuberculosis</li> <li>- influenza</li> </ul>	<ul style="list-style-type: none"> <li>- Diseases of respiratory system infectious respiratory diseases</li> <li>- Tuberculosis</li> <li>- Influenza</li> <li>- Diphtheria</li> <li>- Pneumonia</li> <li>- Whooping cough</li> <li>- Causes of each of the above disease</li> <li>- Prevention and control of each disease</li> </ul>	<ul style="list-style-type: none"> <li>- Conducted class discussion</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Real lungs</li> <li>- Chart showing lungs</li> </ul>	<ul style="list-style-type: none"> <li>- Listing diseases of the respiratory system</li> </ul>	- Mk intscibk 6
6	The human body	Diseases of the respiratory system	<ul style="list-style-type: none"> <li>- Name the non-infectious diseases</li> <li>- Identify the causes of respiratory diseases</li> <li>- Describes the conditions that lead to noninfectious</li> </ul>	<ul style="list-style-type: none"> <li>- Spells and writes words about non infectious diseases</li> <li>- Reading words, stories and sentences about noninfectious respiratory diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Non – infectious respiratory diseases.</li> <li>- Bronchitis</li> <li>- Emphysema</li> <li>- Asthma</li> <li>- Lung cancer</li> <li>- Conditions that worsen the above diseases</li> <li>- Disorders of the respiratory system</li> <li>- Choking</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>- Explanation</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Self-awareness</li> <li>- Problem solving</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Text book teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Observing model of the respiratory organs</li> <li>- Carrying out experiment to illustrate breathing and out in relation to</li> </ul>	Baroque intscibk 6



				respiratory diseases		<ul style="list-style-type: none"><li>- Ways of keeping the system in a healthy conditions</li><li>- Regular physical body exercises</li><li>- Routine medical check – ups</li><li>- Avoiding smoking</li></ul>				<ul style="list-style-type: none"><li>food and oxygen</li><li>- Discussing diseases disorders</li><li>- Listening talks from resource persons</li></ul>	
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