**VICTORIOUS PRIMARY SCHOOL**

**PRIMARY TWO LITERACY LESSON NOTES TERM ONE 2014**

**Theme:** Our school and neighbourhood

**Sub-theme:** Location, symbols and benefits of our school.

**Content:** Name and Location of our school.

**Definition:** A school is a lace where we go to learn.

The name of our school is Victorious Primary School

**Location:** Our school is located at Bakuli market along Namirembe road. It is found in Rubaga division in Kampala district.

The post office number of our school is 26278, Kampala – Uganda.

**Activity**

1. ……………………… is a lace where we go to learn.

2. Our school is found in …………………………..division.

3. Write down the post office number of our school.

4. Along which road is our school found?

5. Name the district in which our school is found.

6. Listen and write: a) School b) Bakuli c) place

7. Draw your school.

8. Draw and name four things near your school.

**Reference:**

Comprehensive social studies book 2 page 1

MK standard SST book 2 page 1

Monitor SST pupils book 2 page 1

Fountain SST – Our school book 2 page 1

Our lives today – Social studies book 2 page 2

Sharing our world book 2 page 39

**Theme:** Our school and neighbourhood

**Sub-theme:** Location, symbols and benefits of our school

**Content:** Symbols of our school

Symbols are things which make our school different from other schools. Another name for school symbols is school attributes.

**School symbols include;**

* Our school uniform: Checked dress and shirt, navy blue shorts
  + - * Sports wear, Sky blue T-shirts and blue checked shorts.
* School sign post
* School flag: Our school flag has two colours; light blue and navy blue
* School motto; “**GOD IS ABLE**”
* School anthem
* School badge
* School mission
* School address

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| C:\Documents and Settings\ACADEMIKS\Local Settings\Temporary Internet Files\Content.Word\FLAG.JPG | Jul17018 | D:\DATA\desktop\Pictures\PHOTOS\DRESS.jpg | **VICTORIOUS RIMARY SCHOOL**  **P.O.BOX 26278, KAMPALA**  **NAMIREMBE ROAD** |
| School flag | School badge | School uniform | School sign post |

**Activity**

1. ………………. are things which make our school different from other schools?

2. Mention at least three school symbols you know.

3. Write down the motto of your school.

4. Name these school symbols.

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5. Draw and name two school symbols you know.

6. Fill in the missing letters to form correct words.

a) anth\_\_\_m b) b\_\_\_dg\_\_\_ c) uniform

**References:**

Comprehensive social studies book 2 age 4 – 5

Monitor social studies book 2 page 3 – 5

MK social studies book 2 page 2 – 4

Fountain social studies book 2 page 2 – 3

Our lives today-social studies page 2 – 3

Sharing our world book 2 page 2

Primary school curriculum for Uganda book 2 page 14

**Theme:** Our school and neighbourhood

**Sub-theme:** Location, symbols and benefits of our school

**Content:** Uses of school symbols

1. **School uniform:** It makes a learner look smart and disciplined. It also makes learners look different from other schools.

2. **School Motto:** The school motto encourages us to work hard and trust in God.

3. **School prayer:** It unites learners. It teaches learners to put trust in God. It teaches learners to have respect for one another.

4. **School anthem:** The school anthem makes the school different from other schools. It expresses the beliefs of our school.

5. **School badge:** The school badge helps people to know /identify the children of our school.

6. **School sign post:** The school sign post directs people to where the school is located.

7. **School flag:** The school flag gives learners a feeling of unity.

8. **School mission:** The school mission encourages learners to be self reliant and to grow into wholesome persons.

9. **School address:** The school address gives learners an identity.

**Activity**

1. What males us smart, disciplined and different from other schools?

2. The school…………………..helps us to know the children of our school.

3. ………………..unites learners and teaches them to trust in God and respect one another.

4. What gives learners a feeling of unity?

5. The school …………………encourages learners to be self reliant and to grow into wholesome persons.

**Reference:**

Our lives today – social studies book 2 page 3

Comprehensive SST book2 page 5

MK standard SST book 2 page 5

**Theme:** Our school and neighbourhood

**Subtheme:** Location, symbol and benefits of our school

**Content:** Benefits to the school from the neighbourhood

**Definitions:**

Neighbourhood are places found near or around us.

Neighbour is a person who lives near you or another person.

**Benefits to the school from the neighbourhood.**

[Things the school gets from the neighbourhood]

1. The school gets labour from the neighbourhood

2. The school buys food from the neighbourhood.

3. The school buys land from the neighbourhood.

4. Parents to the school pay school fees and the school gets money.

5. The school gets learners from the neighbourhood.

6. The school gets instructional materials from the neighbourhood.

7. The school gets building materials from the neighbourhood.

8. The school gets medicine from the neighbourhood.

9. The school gets water from the neighbourhood.

**Activity**

a) A person who lives near you is called…………………

b) …………….are places found near or around us.

c) Listen and write; Labour , learners, neighbourhood

d) State at least three benefits the school gets from the neighbourhood.

e) Circle things the school gets from its neighbourhood.

Food Sheep labour lion building materials

f) Draw and name any two things the school gets from the neighbourhood.

**References:**

Sharing our world book 2 page 10 – 11

Fountain social studies book 2 page 22 – 25

Monitor social studies book 2 page 34 – 35

MK standard SST book 2 age 65 – 66

**Theme:** Our school and neighbourhood

**Sub-theme:** Location, symbol and benefits of our school.

**Content:** Benefits the neighbourhood gets from the school.

**Things the neighbourhood gets from school.**

1. The school provides education to children of people in the school neighbourhood.

2. The school provides furniture on functions to its neighbourhood.

3. The school provides venues fro community meetings and functions.

4. The school provides market for the goods of people found in the school neighbourhood like land, food etc

5. The school provides employment to the people in the neighbourhood.

6. The school carries out community project like cleaning the school neighbourhood and giving to the needy.

7. The school helps to shape u the discipline of the neighbourhood through teaching the children.

8. The school provides furniture to the neighbourhood like chairs and tables.

**Activity**

1. Write down three ways in which the neighbourhood benefits from the school.

2. Listen and write: a) market b) medicine c) chair

3. Read and draw: Furniture , School , Market

**Reference:**

Sharing our world book 2 page 10 – 11

Fountain social studies – our school book 2 page 22 – 23

Monitor social studies book 2 page 34 – 35

MK standard SST book 2 page 65 – 66

**Theme:** Our school and neighbourhood

**Sub-theme:** Causes of problems between the school and its neighbourhood.

**Content:**

Problems faced by people in our neighbourhood

* Poverty
* Expensive food
* Inadequate clean water
* Diseases
* Unemployment
* Insecurity
* Bad roads
* Overcrowding
* Poor housing
* Accidents

**Problems faced by schools**

* Overcrowding in classes
* Lack of play grounds
* Shortage of furniture
* Some schools lack trained teachers
* Some parents don’t pay school fees in time and the school don’t have money to run the schools.
* Some schools don’t have enough instructional materials
* Some schools don’t provide learners with food and water which affects their performance.
* Some people steal school property.
* Some administrators misuse school money.
* Some schools don’t provide learners with medical care.
* Burning of schools

**Activity**

1. Fill in the missing letters to form correct words.

Po\_\_erty di\_\_ \_\_\_se f\_\_ \_\_d

2. Write down any two problems faced by people in our school neighbourhood.

3. Mention any three problems faced by schools.

4. Draw an overwhelming class.

**Reference:**

Primary School curriculum for Uganda Page 15

MK social studies book 2 page 38

Comprehensive SST book 2 page 22

Monitor SST book 2 age 28 – 29

**Theme:** Our school and neighbourhood

**Sub-theme:** Causes of problems between the school and its neighbourhood.

**Content:**

**Solutions to problems faced by the school and people in the school neighbourhood.**

* Poverty: people should work hard to get money.
* Bad roads: government should construct good roads.
* Overcrowding in class: more land should be bought to construct enough classrooms.
* Diseases: Children should be immunized against immunisable diseases and also sleep under mosquito nets.
* Schools should employ trained teachers.
* Parents should be encouraged to pay school fees in time.
* Schools should work hand in hand with parents to provide meals.

**References**

MK SST book 2 page 38

Primary school curriculum for Uganda book 2 page 15

Comprehensive SST book 2 page 22

Monitor book page 46 – 48

**Theme:** Our school and neighbourhood

**Sub-theme:** Causes of problems between the school and its neighbourhood.

**Content:**

**Causes of problems**

* Theft
* Quarrels
* Fights
* Damages and brokages
* Use of bad language
* Trespassing

**Ways of preventing the problems between the school and the neighbourhood**

* Respecting one another
* Observing rules and regulations
* Coopering with the neighbourhood
* Involving the community in school activities like sports days, school community projects, etc

**Activity**

1. Listen and write

Q\_\_arr\_\_ls th\_\_\_ft fi\_\_ht d\_\_\_m\_\_\_g\_\_\_

2. Write down four causes of problems between the school and the community

3. List down three ways of solving such problems.

**Reference:**

Primary school curriculum book 2 page 15

Sharing our world book 2 page 36 – 37

Comprehensive SST book 2 page 45 – 49

**Theme:** Our school and neighbourhood

**Sub-theme:** Benefits to the school from neighbourhood

**Content:**

**People found in our school and their responsibilities**

1. Learners – they come to study

2. Head teacher – Heads and looks after the school

3. Deputy Head teacher – Helps the head teacher.

4. Store keeper – Records and keeps school property.

5. Secretary – Types all school work such as letter.

6. School bursar – Receives all school money.

7. Administrator – Makes sure that all school needs are met.

8. Principal – Over sees all school activities.

9. School nurse – Gives first aid to sick school books.

10. Librarian – Records and keeps school books.

11. Security guards – Guards the school.

12. Class monitors – help to organize the class.

**Activity**

**1. Match people to their roles**

Secretary help teachers

School nurse come to school to learn

Deputy head teacher transport people

Transporters / drivers helps the head teacher

Learners gives first aid

Prefects Keeps and records school property

Store keeper types school work

2. Who heads the school?

3. ……………. teach learners.

4. Who guards the school and its property?

5. ……………. records and receives all school money.

6. Listen and write.

Head teacher study property money

7. Name three groups of found in your school.

8. What do class monitors do?

**References:**

Monitor social studies – our school book 2 page 9 – 11

Fountain social studies – our school book 2 page 6 – 9

MK standard SST book 2 page 15 – 17

Sharing our world book 2 page 4

Comrehensive social studies page 11 – 13

**Theme:** Our school and neighbourhood

**Subtheme:** Benefits to the school from neiighbourhood

**Content:**

**Needs of our school.**

**Types of needs**

a) Basic needs b) Essential needs

**Definitions**

a) **Basic needs;** are things a person must not live without like food, clothes, shelter and water.

b) **Essential needs;** are needs a person must have in order to be happy like transport, security, medical care etc.

**NOTE:** Money is not a need but a medium of exchange.

**Needs of a school**

a) A school needs a library to read from

b) A school needs a toilet and latrines to ease ourselves from

c) A school needs food for teachers and children

d) A school needs a store for keeping things.

e) A school needs water for drinking

f) A school needs learning materials like pencils, pens, books.

g) A school needs furniture like tables, chairs, and desks.

h) A school needs transport

i) A school needs medical care.

j) A school needs people to work in the school. E.g teachers, security officers.

k) A school needs offices, kitchen etc.

**Activity**

1. Write the two types of needs

2. ………….are needs a person must not live without.

3. Draw these needs.

Furniture Buildings Learning materials Security officers

4. Mention the four basic needs of man.

5. We ease ourselves from the …………………

6. School books are recorded and kept in a ………………………..

**Reference:**

Monitor social studies – our school book 2 page 13

**Activity**

1. How many buildings are in your school?

2. Name three things we use at school.

3. What do you need to use in a classroom to learn?

4. What do we need the following for;

a) chalkboard b) sickbay c) toilets and latrines d) bell

5. How do these help us at school?

a) lorry b) security officer/guard

**References:**

Our lives today book 2 page 15

Monitor SST book 2 age 16

Sharing our world book 2 page 16

Comprehensive SST book 2 page 15 – 16

**Theme:** Our School and neighbourhood

**Sub-theme:** Benefits to the school from neighbourhood

**Content:**

**How school get their needs.**

1. Parents pay money inform of school fees to the school.

2. Some schools get money from the management

3. The government pays money to some schools in form of Universal Primary Education (U.P.E)

4. Some schools have friends or donors who give them money.

5. School children stage concerts and the school gets some money.

6. Some donors carry out fundraising to get money.

7. Some banks lend schools money.

8. Some schools have projects like; rabbit keeping, poultry keeping, etc.

**Problems faced by schools in order to meet their needs.**

Some school administrators misuse school funds.

Some school administrators do not plan for the school well.

Some people mishandle school property.

Some schools do not have enough buildings.

Some parents do not pay school fees in time.

**Activity**

1. Match the following needs of a school to their uses.

Buses for writing on the chalkboard

Mats for keeping in our books

Chalk for transporting learners

Table for drinking

Water for sitting on

2. Mention any three ways in which schools meet their needs.

3. List down any three problems faced by schools in meeting their needs.

**Reference:**

Sharing our world book 2 age 6

MK standard social studies book 2 page 36 – 37

Comprehensive social studies book 2 page 46

Our lives today social studies book 2 page 34 – 35

Monitor social studies for Uganda pupil’s book 2 page 16 – 17

**Theme:** Our school and neighbourhood

**Sub-theme:** Benefits to the school from neighbourhood

**Content:**

**Buildings / structures found in our school.**

**A structure** is a building which has walls and a roof.

Structures include: urinals, toilets, store , library, offices , sickbay, classrooms.

**Buildings in our school and their uses.**

**Classroom –** is where people learn from classrooms protect learners from bad weather, classrooms provide shelter.

**Offices –** it is where the head teacher, deputy head teacher, administrator do their work from.

**Library –** is where school books are kept.

**Toilets, latrines, urinals –** is where we ease ourselves from.

**Staff room –** is where teachers meet and do their work.

**Sick bay –** is where sick school children are given first aid from and rest.

**Store –** is where school property is kept.

**Kitchen –** is where meals are prepared from.

**Activity 1**

1. ………………..is a room where books are kept.

2. Write down the three laces where we can ease ourselves from.

3. Fill in the missing letters.

cl\_\_ssr\_\_ \_\_m t\_\_il\_\_t ur\_n\_\_ls l\_\_br\_\_ry

4. What are the following rooms used for?

Classroom Kitchen store sickbay

5. Where is school food prepared from?

6. What is the use of a sickbay?

7. Why are pupils not allowed to play near the kitchen?

8. Who takes care of your school store?

**Activity II**

**Match these school structures to their uses.**

Library sick school children are given first aid from

Store teachers do their work from

Kitchen headteachers does his/her work from

Sick bay school property is kept

Offices where things are sold from

Canteen food is prepared from

Urinal, toilets, latrines ease ourselves from

Staffroom School books are kept

**References**

Monitor social studies for Uganda book 2 page 6 – 7

Our lives today social studies book 2 page 9 – 11

Comprehensive social studies book 2 page 8

MK standard social book 2 age 7 – 10

**Theme:** Our school and neighbourhood

**Sub-theme:** Benefits to the school from neighbourhood

**Content:**

**Maps and pictures**

**Definitions**

**A picture** is a drawing of an object as seen from the sides.

**A map** is a drawing of an object as seen from above.

**Examples**

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**Activity**

Draw pictures for these maps

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**References:**

Our lives today social studies book 2 page 7

Comprehensive social studies book 2 page 7

Sharing our world book 2 page 3

Monitor SST book 2 page 6

**Theme:** Our school and neighbourhood

**Subtheme:** Benefits to the school from neighbourhood

**Content:**

**Building material**

Building materials are things used to construct buildings.

There are two types of building materials.

1. Strong building materials.
2. Weak building materials

**Definitions**

1. **Weak building materials** are materials used to construct temporary buildings.

2. **Strong building materials** are materials used to construct permanent buildings.

3. **Permanent buildings/house** are buildings which are strong and last for a long eriod of time.

4. **Temporary houses/buildings** are buildings which are strong and last for a long period of time.

Examples of weak building materials; papyrus, reeds, poles, mud, grass, sticks, fibre.

Weak building materials are used to construct temporary houses such as a hut, igloo, kiosk, tent, unipot.

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| Hut | Igloo | Tent |

Examples of strong building materials

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| Sand | Iron bars | Stones |
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| Iron sheets | Tiles | C:\Documents and Settings\ACADEMIKS\Local Settings\Temporary Internet Files\Content.Word\CEMENT.JPGBricks |
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| Nails | Water | Cement |

Strong building materials are used to construct permanent houses like.

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|  |  |
| Bungalow | Flat |

**Note:** water and nails are used to construct both permanent and temporary buildings.

**Activity**

1. ………………..materials are materials used to construct buildings.

2. Draw and name any four examples of weak building materials.

3. Mention any three strong building materials.

4. Name the following building materials.

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5. List down any three temporary houses you know.

6. …………………buildings are buildings which are strong and last for a long period of time.

7. What type of buildings are constructed using the following materials; grass, reeds, fibre?

**Reference:**

Monitor SST for Uganda book 2 pages 7 and 8

MK standard SST book 2 pages 12 – 13

Our lives today book 2 pages 12 and 13

Comprehensive SST book 2 pages 10 and 9

**THEME ANALYSIS**

1. What is a school?

2. In which district is your school found?

3. Write the name of your school.

4. In which division is your school found?

5. Write down four school attributes you know.

6. What is the motto of your school?

7. Draw and name three school symbols you know.

8. What is the colour of school uniforms?

9. What makes your school different from other schools?

10. State the uses of the school symbols below:

a) School flag b) school sign post c) school badge

11. What gives learning a feeling of unity?

12. Who is a neighbor?

13. Write down four important things found in your school neighbourhood.

14. Places found near or around us are called.

15. State three ways in which a school benefits from its neighbourhood.

16. Draw and name three things the school gets from the neighbourhood.

17. How does the neighbourhood benefit from the school? (State three)

18. What is the use of your school flag?

19. Draw and show how your school sign post looks like.

20. Which materials were used to build your classroom?

21. Write down two causes of problems between the school and the neighbourhood.

22. Who heads a school?

23. Write down any three people who help you at school.

24. Who guards the school and its property?

25. What problems do you face in your school? (Give two)

26. How is your headteacher important to your school?

27. Name three groups of people found in your school.

28. Which materials were used to construct most buildings in your village? (Give three)

29. Write down the two types of building materials you know.

30. Why are permanent houses good?

31. What are basic needs?

32. Draw and name three basic needs of man you know.

33. Mention any three things a person would need in order to be happy.

34. Write down any two places where disciplined people ease themselves from.

35. State the two types of houses.

36. Which building materials are used to construct the permanent houses? (give three)

37. Draw these temporary houses given below:

a) unipot b) kiosk c) tent

**Theme:** Our Home community

**Sub-theme:** Relationship among family members

**Content:** Home and Community

**Definitions**

A home is a place where people or animals live

A community is a group of people living and working together.

A family is a group of people living together related by blood, marriage or adotion.

**Members found in a family and their responsibilities**

**Father**

He heads the family

He buys food in the home

He pays school fees

**Mother**

Mother cooks food

Mother washes clothes

She takes care of the whole family

**Children**

Children fetch water

Children wash utensils

Children clean the compound

Children hold babies

Greeting and respecting elders.

**Activity**

1. …………….. is a group of people living together related by blood, marriage or adoption.

2. Draw and name any three people found in a family.

3. Write down any three responsibilities of each of the following;

a) Children

b) Father

c) Mother

4. A group of people living and working together is called a…………………….

5. Write down any four communities found near our school.

**Reference:**

Monitor SST book 2 page 43 – 44

Our lives today book 2 page 32

Primary School curriculum for Uganda book 2 age 17

MK standard SST book 2 pages 83 – 84

**Theme:** Our Home and community

**Sub-theme:** Relationship among family members

**Content:** Types of families.

There are two types of families.

1. **Nuclear family**
2. **Extended family**

**Nuclear family;**

Is a family in which we find father, mother and their own children only? Members found in a nuclear family are: father, mother, children (sons, daughters)

**Extended family:**

Is a family in which we find father, mother, children and other relatives like aunt, uncle, grandmother, grandfather, etc

Members found in the extended family include:

Father, mother, children, aunt, uncle, cousin, niece, nephew, grandmother, grandfather, etc

**Activity**

1. The two types of families are ………………………….. and ……………………………

2. A family in which we find father, mother and their own children is called?

3. Write down any three people found in an extended family.

4. Draw and name any three groups of people found in a nuclear family.

**Reference:**

Monitor standard SST for Uganda book 2 page

Monitor English course for Uganda book 2 page 48

Primary school curriculum book 2 page 17

**Theme:** Our Home and community

**Sub-theme:** Relationships among family members

**Content:** A home

**Definitions**

**A home** is a lace where people or animals stay or live.

**A home stead** is a home and its surroundings.

**Types of homes**

There are two types of homes. Namely;

1. Village home

2. Town home

**A town home** is found in town.

**A village home** is found in the village.

**Things found in a town home;**

Television, sofa set, radio, flat iron, fridge, washing machine, cooker.

**Things found in a village home:**

Granary, hoe, axe, rake, pots, panga, etc

**Activity**

1. …………….. is a place where people or animals live or stay.

2. How do we call a home and its surroundings?

3. Draw and name any two types of homes you know.

4. Match the following things in a village and town home to their uses.

Granary fetching and keeping water

Hoe ironing clothes

Axe cooking food

Flat iron storing food in the village

Washing machine digging

Cooker chopping trees and slitting firewood

Pot Washing clothes

**References**

MK standard SST book 1 page 1 – 2

Comprehensive SST book 1 pages 1 – 3

Monitor book 1 pages 1 – 2

**Theme:** Our Home and community

**Sub-theme:** Roles of different people in the community

**Content:** People and their roles/responsibilities/work

**Person Role**

Doctor treats people

Teacher teaches learners

Garbage collector collects garbage

Fishmonger sells fish

Nurse gives first aid

Fisherman catches fish

Pilot flies aeroplanes

Priest / Pastor Preaches the word of God in church

Market vendor sells things in the market

Shop keeper sells things in the shop

Oculist examines and treats sick eyes

Dentist treats sick teeth

Optician sells glasses/extension lenses

Imam/Sheikh leads prayers in the mosque

Butcher sells meat

Barber trims hair

Tailor sews and mends clothes

Airhostess serves people in an aeroplane

Cobbler makes and mends shoes

Librarian records and keeps books

Carpenter makes furniture

Soldier defends the country

Hunter hunts animals

Herdsman looks after cattle

Policeman keeps law and order

Peasant grows food

Farmer grows food

**Activity1**

Match people and their work

Pilot treats sick people

Fish monger treats sick teeth

Market vendor makes furniture

Oculist flies aeroplanes

Dentist sells fish

Carpenter sells things in the market

Priest/Pastor examines and treats sick eyes

Doctor preaches the word of God.

**Activity 2**

1. A person who catches fish is called a ……………………….

2. Who sells extension eye glasses or lenses?

3. I defend a country, I am a…………………………..

4. How do we call a person who treats people’s eyes?

5. What is the work of a librarian?

6. What do peasants do?

**References:**

Monitor English course for Uganda book 2 page 72 – 73

Primary school curriculum for Uganda book 2 page 17

Monitor SST book 2 page 42 – 43

MK English book 2 page 146 – 150

Active English book 2 page 13 – 14

International edition – side by side page 116

English Junior book 1 page 50

**Theme:** Our home and community

**Sub-theme:** Cultural practices and values in the community.

**Content:** Acceptable behaviour according to different cultures / Societal and cultural norms.

**Culture;**

Culture is an accepted way of doing things in a given tribe. It involves beliefs and customs. There are different tribes in Uganda and each tribe has its own culture;

**Greetings:**

Some people like; Baganda kneel while greeting, Bakiga don’t kneel while Banyankole hug.

**Praying;**

Some people sing and dance while praying and other pray quietly.

**Naming of children:**

Some cultures children are named by their father while in others grand parents are the ones to name their grand children.

**Marriage;**

Some people pay bride price while others only give gifts.

**Funeral rites;**

Some tribes do their funeral rites after some days while others do theirs there and then.

**Dressing;**

Baganda wear gomesi and kanzu, Banyankole wear mushanana, some other tribes wear bed sheets.

**Cooking, serving and eating;**

Some tribes prepare food from banana leaves while others just put their food in water.

**Cultivation;**

People weed and cultivate their crops differently depending on the regions in which they come from.

**Activity – practical lesson**

Pupils will role play cultural practices in different tribes.

**Reference:**

Primary school curriculum book 2 page 18 – 19

**Theme:** Our home and community

**Sub-theme:** Roles of different people in the community

**Content:** Health or good habits

Bathing daily

Sweeping the compound and house

Burning rubbish

Washing and ironing clothes

Combing hair

Cutting nails short

Brushing teeth after every meal

Washing hands before eating and after visiting the toilet

Trimming hair

Polishing shoes

Cleaning toilets

**Activity 1**

Practical lesson – children will demonstrate the good habits.

**Activity 2**

1. Write down any four health habits you know.

2. Why do we wash our hands before and after eating food?

3. Why do we wash our hands after visiting the toilet?

4. Give two reasons why we brush our teeth.

**Reference:**

MK integrated science book 2 page 46 – 48

Uganda primary integrated science course 2 page 24

Primary school curriculum for Uganda page 18

A new primary science book 2 page 14

**THE ANALYSIS**

1. What is a home?

2. What is a community?

3. What is a family?

4. State the two types of families.

5. How are the following important in a family?

a) Father b) Mother c) Children

6. Draw and name members found in an extended family.

7. Give the two types of homes.

8. Where do we find a home town?

9. How is a doctor important in a community?

10. Why do most people like the Librarian?

11. Who makes and mends shoes?

12. Juma has sick eyes. Whom should he visit for help?

13. I sell things in a market. I am a ……………………

14. Write down three health habits you know.

15. Why should we wash and iron our clothes?

16. Mention any three cultural practices you know.

17. Write down any two tribes which kneel down when greeting.

**Theme:** The human body and health

**Sub-theme:** Parts of the body and their functions

**Content:** Parts of the body

Head – On the head we have the eyes, lips, nose, ears, hair, eyelids, tongue, neck.

Arm – On the arm we have the hand, finger, elbow, nails, thumb, wrist.

Leg – On the leg we have the foot, thigh, calf, toes, knee, ankle, heal.

Other parts are; shoulders, chest, stomach, buttocks, breast, skin.

**Parts of the body (photocopied work)**

**Activity**

Parts of the body and their uses. (Photocopied work)

**Reference:**

Essential English book 2 page 56 – 57

MK primary School curriculum teacher’s guide book for Uganda page 20

Monitor English book 2 page 54

**Theme:** The human body and health

**Sub-theme:** Sanitation

**Content:**

Sanitation is the general cleanliness of the environment.

**Ways in which we keep our environment clean**

By trimming hedges

BY weeding the flower gardens

Proper use of dustbins and rubbish pits

Pouring rubbish into the rubbish pit and burning it.

Cleaning and protecting classrooms, windows and doors.

Proper use of toilets, latrines and keeping them clean.

Using toilet paper and water in the toilet

Slashing the compound

Scrubbing the toilet, bathroom, pit latrines and kitchen.

**Activity**

1. …………………… is the general cleanliness of the environment.

2. Environment are things around us. Name two things found in the environment.

3. Write down any four ways in which we keep our environment clean.

4. Why should we keep our toilet or latrines clean?

**Reference:**

Integrated science book 2 page 7 – 10

Primary school curriculum book 2 page 20 – 21

MK Integrated science book 2 pages 24 – 26

**Theme:** The human body and health

**Sub-theme:** Sanitation

**Content:** Things used to keep our environment clean and their uses.

Water for cleaning classrooms, toilets and around us

Brooms for sweeping

Brushes for scrubbing

Dustbins for putting in rubbish

Hoe digging and weeding

Rake for collecting rubbish

**Activity**

1. Fill in the missing letters to form correct words.

Sl\_\_sher d\_\_\_stb\_\_\_\_n r\_\_bb\_\_\_sh \_\_t

2. Mention two things used to keep our environment clean.

3. Draw and name two things used to keep the environment clean.

4. What are the following used for;

a) rake b) dustbin c) slasher

**Reference:**

Integrated science course 2 page 9 – 11

MK Integrated science book 2 page 46 – 48

Comprehensive SST book 2 page 24 – 25

A new primary science for Uganda – teacher’s guide book 2 page 10 – 11

**Theme:** The human body and health

**Sub-theme:** Personal Hygiene

**Content:** Skills for keeping clean

**Personal hygiene** is the general cleanliness of the body.

**Skills for keeping the body clean.**

Brushing

Bathing

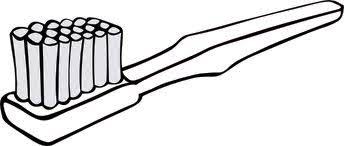
Washing and ironing clothes regularly

Cutting finger nails short

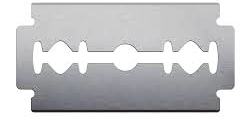
Combing and trimming hair

**Materials used to keep the body clean**

Soap towel tooth brush Water



Vaseline Razor blade Tooth paste comb Sponge



**Activity 1**

Practical lesson – learner will demonstrate ways of keeping the body clean.

**Activity 2**

1. ……………….is the general cleanliness of the body.

2. Write down two skills of keeping the body clean.

3. Draw these materials used to keep the body clean.

a) soap b) basin c) Tooth brush d) Comb e) Towel f) Razor blade

4. How can you keep your body clean? (Give two ways)

**Reference:**

MK Integrated science book 2 age 22

Science in Action book 2 page 1 – 2

Understanding Integrated Science book 2 age 12

A new Uganda Primary Integrated Science course 2 page 11

**Theme:** The human body and health

**Sub-theme:** Personal Hygiene

**Content:** Things used to keep the body clean and their uses.

Towel for wiping the body after bathing

Soap for bathing, washing clothes and utensils

Comb for combing hair

Pair of scissors for trimming hair

Razor blade for trimming fingernails

Tooth brush for brushing teeth

Tooth paste for brushing teeth

Sponge for scrubbing the body

Eye pad for cleaning the eyes

Water for washing clothes, utensils

Flat iron for ironing clothes

**Reasons why we keep the body clean**

To avoid bad smell

To avoid diseases

To avoid body parasites like lice, fleas

To avoid germs

**Activity**

1. How do we use the following to keep the body clean?

a) Comb b) tooth brush c) tooth paste d) razor blade

2. State four reasons why we keep the body clean.

3. Draw yourself washing clothes or bathing

4. Write down three ways of keeping the body clean.

**Reference:**

Understanding Integrated Science book 2 page 13

MK Integrated Primary Science book 2 age 23

Science In Action book 2 page 1 – 7

A New Uganda Integrated Science course book 2 page 11

**Theme:** The human body and health

**Sub-theme:** Personal hygiene

**Content:** Preventing and controlling common diseases

**Examples of common disease**

Flu, malaria diarrhea, dysentery, cholera, mumps

**Ways in which common diseases are spread.**

**Malaria:** is spread by a female anopheles mosquito.

**Flu and cough:** are airborne diseases

**Diarrhoea / dysentery:** spread through eating dirty things.

**Mumps / cholera:** through body contact.

**How to prevent and control common disease**

**Malaria**

By sleeping under a mosquito net.

Draining stagnant water and clearing bushes around our homes

Spraying

Oiling stagnant water

**Mumps –** Avoiding body contact with infected people

**Diarrhoea / dysentery –** By keeping our food safe.

**Activity**

1. Write down any three common diseases you know in the community.

2. How are the following diseases spread?

a) Malaria b) diarrhoea c) flu d) cholera

3. Why is it important for us to sleep under a mosquito net and clear bushes from around our homes?

**Reference:**

Primary School Curriculum book 2 age 21

Science in Action book 2 page 4 – 5

MK Integrated Science book 2 page 24

**Theme:** The human Body and Health

**Sub-theme:** Personal Hygiene and skills for keeping clean

**Content:** Immunisation

**Immunisation:** is the giving of a vaccine to prevent immunisable diseases.

**A vaccine:** is a special medicine used to immunize against the immunisable diseases.

**Examples of immunisable diseases**

Polio, Tetanus, Whooping cough, Measles, Tuberculosis, Diptheria, Hepatitis B, Haemophilus, Influenza B, Cervical Cancer.

**Signs and symptoms of immunisable diseases**

**NB:** signs are seen while symptoms are felt.

**Polio**

a) Lameness b) Weak limbs c) Paralysis of the limbs

**Measles**

a) Dry cough b) Red eyes c) Runny nose

d) Fever e) Skin rash f) Sore mouth

**Methods of immunization**

Oral and injection

**Activity**

1. …………… is the giving of a vaccine to prevent immunisable diseases.

2. Mention any four immunisable you know.

3. How can we prevent immunisable diseases?

4. Write down any two signs of measles.

**Reference:**

MK Integrated Primary Science book 2 page 40 – 45

**Theme:** The human body and health

**Sub-theme:** Personal hygiene and skills for keeping clean

**Content:** Signs and symptoms of immunisable diseases

**Tuberculosis**

a) Prolonged cough b) Fever c) Loss of weight d) Weakness of the body

**Diptheria**

a) Difficulty in breathing b) Sore throat c) Swollen neck d) Fever

**Tetanus**

a) Fever b) Runny nose c) Fast breathing

**Whooping cough**

Prolonged cough

**Hepatitis B**

a) Fever b) Joint pain c) Yellow eyes d) Dark urine

**IMMUNISATION CARD**

Child health card is a centre card which shows details about the child’s immunization

**Sample immunization card**

Health unit……………………………….child’s name……………………

Child’s number………………………….Date of birth……………………

Birth order……………………………….child’s sex………………………

Father’s name…………………………...Mother’s name………………..

Father’s occupation…………………….Mother’s occupation………….

Where the family lives…………………………………………………….

**Activity**

1. Give two signs for the following immunisable diseases.

a) Polio b) Measles

2. ……………………….is a card which shows details about the child’s immunization.

3. Write down three things found on the immunization card.

**Reference:**

A new Primary science for Uganda book 2 page 31

MK Integrated science book 2 page 43 – 44

A new Uganda Integrated science course book 2 age 20 – 21

**Theme:** Food and Nutrition

**Sub-theme:** Classification of food

**Content:** Common foods in our community

Food is something we eat or drink.

**Common foods;** matooke, beans, rice, cassava, yams, meat

|  |  |  |
| --- | --- | --- |
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| Yam | Cassava | Meat |
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| Matooke | Fish | Eggs |

**Sources of food**

Market, garden, water bodies, farm, bushes, shops.

**Activity**

1. ………….is any thing we eat or drink.

2. Draw these common foods.

a) yam b) cassava c) matooke d) meat e) eggs f) beans

3. Write down three other common foods you know.

4. Give two sources of food.

**Reference:**

MK Integrated primary science book 2 page 88

A new Uganda primary integrated science book 27

**Theme:** Food and Nutrition

**Sub-theme:** Classification of food

**Content:** Classes of food

1. Proteins – body building foods

2. Carbohydrates – Energy giving food

3. Vitamins – health giving food (protective)

4. Fats

5. Mineral salts

6. Roughages

7. Water

**Classes of food and examples of food;**

**Proteins / body building food / grow food**

Fish, eggs, milk, chicken, beef, ground nuts, soya beans, beans

**Carbohydrates/energy giving food / go food**

Cassava, sweet potatoes, maize, rice, millet, sorghum, wheat, irish potatoes, yams

**Vitamins . health giving food / protective food / glow food**

Mangoes, guavas, oranges, apples, cabbage, dodo, spinach, nakati

**Fats**

Blue band, cow-ghee, butter

**Mineral salts –** salt

**Roughages –** cabbage, mango, coconut

**Water**

**Activity**

1. Fill in the missing letters

a) Pr\_\_t\_\_ins b) c\_\_\_rb\_\_hydrates c) f\_\_ts

2. Write any four classes of food you know.

3. Give three examples of food in each of these classes of food.

a) Vitamins b) Carbohydrates c) Proteins

**Reference:**

A new Primary Science for Uganda book 2 page 40 – 41

Understanding Integrated Science book 2 page 36

MK science book 2 teachers – guide page 72

**Theme:** Food and Nutrition

**Subtheme:** Classification of food

**Content:**

**Ways of keeping food safe**

1. Washing foods and fruits e.g. vegetables before eating them.

2. Cooking food properly.

3. Keeping food in the fridge.

4. Using clean utensils to serve and keep food.

5. Washing hands before touching, serving or eating food.

**Ways of preserving food**

1. Smoking food

2. Freezing food

3. Canning / tinning food

4. Salting the food

5. Sun drying food

**Why do we preserve food?**

1. To avoid germs.

2. Preserve food for future use

3. Prevent food from going bad

**Activity**

1. How can we keep food safe? (Give three ways)

2. Write down any two reasons why we keep things clean.

3. State four ways in which we can preserve food.

**Reference:**

A new primary school science for Uganda page 40 – 41

Understanding Integrated science book 2 page 36

MK science – teachers guide book 2 age 72

**Theme:** Food and Nutrition

**Sub-theme:** Classification of food

**Content:**

**How food gets dirty**

By using dirty hands to serve food

Not covering food

Keeping food in a dirty environment

**Dangers of poor food handling**

It causes diseases

It causes food contamination

It causes food poisoning

It makes food to go bad

**Good feeding**

**Balanced diet;** is a meal containing all food values.

**Importance of eating a balanced diet**

1. To grow well

2. To be strong

3. To be healthy

4. To be intelligent

**Activity**

1. ………………is a meal containing all food values?

2. Why is it bad to use dirty hands to serve food?

3. Write down any three ways in which food gets dirty.

4. How does poor handling of food affect people?

**Reference:**

Primary curriculum for Uganda book 2 page 24

MK primary science book 2 page 90

A new primary science for Uganda – teacher’s guide book 2 age 24

**Theme:** Food and Nutrition

**Sub-theme:** Classification of food

**Content:**

**Effects of poor feeding**

It leads to malnutrition

It may lead to death

It may lead to sickness

It may lead to blindness

It may lead to one having poor body shape.

**Signs of poor feeding**

Malnutrition

Loss of appetite

General body weakness

Dullness

**Activity**

1. Write down any three signs which show that a person is badly fed.

2. Write den any four effects of bad feeding.

**THEME ANALYSIS**

1…………………is something we eat or drink.

2. Name any three common foods.

3. Draw and name any three laces where food is got from.

4. Mention any five classes of food.

5. Why are proteins good for young children?

6. List down foods in each of these classes of food;

a) Proteins b) Carbohydrates c) Vitamins d) Fats

7. Write down any four ways in which we keep food safe.

8. Mention any four ways of preserving food.

9. A meal containing all food values is called?

10. Give four reasons as to why it it good for children to eat a balanced diet.

11. Why is it not good for children to eat a balanced diet?