

SCHEME OF WORK FOR P.4 SCIENCE TERM I

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITY	LIFE SKILLS AND VALUES	INSTRUCTIONAL MATERIALS	REF
1	1	WORLD OF LIVING THINGS	PLANT LIFE	<p><u>Types of plants</u></p> <ul style="list-style-type: none"> Flowering plants Non flowering plants. <p><u>Flowering plants</u></p> <ul style="list-style-type: none"> Definition. Examples of flowering plants Parts of a flowering plant. Functions of each part. Systems of a flowering plant <p><u>Main parts of a flowering plant</u></p> <ol style="list-style-type: none"> Leaves <ul style="list-style-type: none"> Structure Uses of leaves. Types of leaves. Leaf venation <p><u>Process in leaves</u></p> <ul style="list-style-type: none"> Photosynthesis Transpiration 	<p><u>Language competence</u></p> <p>The learner:</p> <ul style="list-style-type: none"> Spells the words correctly. Pronounce the given words correctly. <p>Subject competences</p> <p>The learner:</p> <ul style="list-style-type: none"> States the types of plants. Name the parts of a flowering plant. Discusses the functions of parts of a flowering plant. <p><u>Subject competences</u></p> <p>The learner:</p> <ul style="list-style-type: none"> States the type of stems Describes the functions of stems and roots. States the uses of flowers to man and plants to plants and man 	<p>-Guided discovery</p> <p>-Discussion</p> <p>-Demonstration</p> <p>-Question and answer.</p> <p>-Explanation</p> <p>- Observation</p>	<p>-Note taking</p> <p>-Drawing</p> <p>-Naming</p>	<p>Critical thinking.</p> <p>Problem solving.</p> <p>Decision making.</p> <p>Effective communication</p> <p>Appreciation</p>	<ul style="list-style-type: none"> Prepared chart. Leaves. flowers 	<p>Comp. Science Pupils book 4.</p> <p>MK integrated scie pupils bk 4</p>

				<p>2. Stems</p> <ul style="list-style-type: none"> - Types of stems. - Function of the stem. - Ways (methods) how weak stems climb others. <p>3. Roots</p> <ul style="list-style-type: none"> - Describe roots. - Functions of roots. - Types of roots. <p>4. Flowers</p> <ul style="list-style-type: none"> - Definition - The structure - Functions of parts of a flower. - Uses of a flower to man and plants. <p><u>Pollination</u></p> <ul style="list-style-type: none"> • Definition. • Types of pollination. • Agents of pollination. • Characteristics of wind and insect pollinated flowers. <p><u>Fertilization</u></p> <ul style="list-style-type: none"> • Definition. • Where it takes place in a flower. • Reproductive parts of a 	<p><u>Language competence</u></p> <p>The learner:-</p> <ul style="list-style-type: none"> • Pronounces the words correctly. • Spells the given words correctly. <p><u>Subject competences</u></p> <p>The learner:</p> <ul style="list-style-type: none"> • Defines fertilization. • Identifies the reproductive parts of a flower. • Draws different structures of flowers • Identifies the male and female parts of a flower • Defines what a flower is <p><u>Language competences</u></p> <p>The learner:</p> <ul style="list-style-type: none"> • Pronounces the given words correctly. • Spells' and writes the words correctly. • Make correct sentences 					
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				flower. *Pistil *stamen Seeds <ul style="list-style-type: none"> • Definition • Structure of seeds • Types / classes / groups of seeds. • Functions of seeds. • Difference between a seed and a fruit. Germination <ul style="list-style-type: none"> • Definition • Types of germination. • Conditions necessary for germination. 	using the given words.						Mk intergrated Pri Sci BK 4 Pg 7 - 8
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		WORLD OF LIVING THINGS	GROWING CROPS	<p><u>Crops</u></p> <ul style="list-style-type: none"> Definition Common crops grown <ul style="list-style-type: none"> *Maize *Sorghum *Peas, etc <p><u>Groups of crops</u></p> <ul style="list-style-type: none"> Perennial crops. Annual crops. Definition and examples of the above groups of crops. <p><u>Garden tools</u></p> <ul style="list-style-type: none"> Examples Uses of each garden tool. Caring for the garden tools. <p><u>Crop growing practices</u></p> <p><u>Land preparation</u></p> <ul style="list-style-type: none"> Tools used. Activities involved in land preparation. When land is prepared (season) <p><u>Planting materials selection.</u></p> <ul style="list-style-type: none"> Why it is done? Qualities of a good planting material (viable seeds) How different crops are planted (propagation) <p><u>Planting</u></p> <ul style="list-style-type: none"> Methods / ways of planting. Description of the methods 	<p><u>Subject competences</u></p> <p>The learner:-</p> <ul style="list-style-type: none"> Identifies common crops grown. States the groups of crops and explains each. Identifies garden tools and their uses. <p><u>Language competences.</u></p> <p>The learner:</p> <ul style="list-style-type: none"> Spells, pronounce, reads and write given words correctly. <p><u>Subject competences</u></p> <p>The learner:-</p> <ul style="list-style-type: none"> Identifies tools used in land preparation. Describes how different crops are propagated or planted. Identifies methods of planting. <p><u>Language competences</u></p> <p>The learner:-</p> <ul style="list-style-type: none"> Pronounces, spells, reads, writes and makes sentences using the given words. 	<p>-Question and answer.</p> <p>-Discovery</p> <p>-Inquiry</p> <p>Demonstration</p> <p>Observation</p>	<p>-Answering question</p> <p>-Writing</p> <p>-Demonstration</p>	<p>-Awareness</p> <p>-Creative thinking</p> <p>-Care</p> <p>Responsibility</p>	<ul style="list-style-type: none"> Real objects (plants) A chart with garden tools. 	
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		WORLD OF LIVING THINGS	GROWING CROPS	<ul style="list-style-type: none"> Staking Gap fitting <u>Pests and disease control</u> <ul style="list-style-type: none"> Definition of pests. Examples of pests. Effects of pests and diseases. Diseases of some crops. Signs of diseases. Ways of controlling pests and diseases to plants <u>Harvesting</u> <ul style="list-style-type: none"> Definition When to harvest and why? Tools used in harvesting. <u>Food preservation</u> <ul style="list-style-type: none"> Definition Methods of preserving food. Reasons for preserving food <u>Storage</u> <ul style="list-style-type: none"> Examples of storage pests. Types of stores. Qualities of a good store. 	<p><u>Subject competences</u></p> <p>The learner:-</p> <ul style="list-style-type: none"> Defines a pest. Gives examples of pests. Discusses ways of controlling pests and disease. <p><u>Language competences</u></p> <p>The learner:</p> <ul style="list-style-type: none"> Pronounces, spells, reads the given words correctly. <p><u>Subject competences</u></p> <p>The learner:-</p> <ul style="list-style-type: none"> Identifies examples of storage pests. States the types of stores. States reason for preserving food. <p><u>Language competences</u></p> <p>The learner:-</p> <ul style="list-style-type: none"> Pronounces, spells the words correctly. 	<p>Discussion.</p> <p>Explanation.</p>	<p>Defining.</p> <p>Writing.</p> <p>Reading</p>	<p>Responsibility</p> <p>Concern.</p> <p>Honesty.</p> <p>Care</p>		
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		OUR ENVIRONMENT	Weather changes around us.	<ul style="list-style-type: none">• Definition of weather and climate• Types of weather.• Elements of weather / factors• Weather struments• Structures of weather instruments.	<u>Subjects</u> The learner:- <ul style="list-style-type: none">• Describes the changes in weather.• Makes accurate measurements of rainfall.• Uses thermometer to measure temperature.	<ul style="list-style-type: none">-Group work.-Guided discovery.-Question and answer.-Guided discussion.	Answering both oral and written questions.	<ul style="list-style-type: none">-Effective communication-Critical thinking-Creative thinking.-Problem solving.	Weather chart. Clinical thermometer A chart showing clinical thermometer.	Comprehe nsive book four pg. Mk.scie Bk 4 Integrated Bk. 4.
		OUR ENVIRONMENT	Weather changes around us.	<u>.Types of rainfall.</u> <ul style="list-style-type: none">• Formation of rain/ water cycle• Advantages of rain and disadvantages. <u>Sunshine</u> <ul style="list-style-type: none">• Advantages and dangers of sunshine. <u>Cloud cover</u> <ul style="list-style-type: none">• Types of clouds and their characteristics.• Advantages of clouds. <u>Wind</u> <ul style="list-style-type: none">• Definition.• Instrument used to measure.	<ul style="list-style-type: none">• Draws a simple weather chart.• Describes an experiment to show how rain is formed• Names the parts of thermometer. Languages. The learner:- <ul style="list-style-type: none">• Explains orally the water cycle.• Pronounce, spell and write parts of a clinical thermometer.• Defines evaporation• Defines condensation• Defines transpiration			<ul style="list-style-type: none">-Self awareness.-Prediction		

				<ul style="list-style-type: none"> Advantages of wind. <p><u>Humidity:</u></p> <ul style="list-style-type: none"> Definition. Instrument used to measure. Advantages of humidity. <p><u>Atmospheric pressure</u></p> <ul style="list-style-type: none"> Definition. Causes. Instrument used. <p><u>Temperature</u></p> <ul style="list-style-type: none"> Definition Instrument used Types of thermometer. <p>(a) <u>Clinical thermometer.</u></p> <ul style="list-style-type: none"> - Structure. - Liquid used and reasons - Advantages of using mercury - Normal human body temperature of Celsius and Fahrenheit scale. <p>both scales.</p>						
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				(b) <u>Minimum and maximum thermometer.</u> - Structure.						
	3 4	HUMAN HEALTH	Personal Hygiene	<u>Personal hygiene.</u> <ul style="list-style-type: none"> • Definition. • Ways of keeping our body clean. • Items used in keeping our bodies clean. • Things used to keep our bodies clean. e.g <ul style="list-style-type: none"> - Towels - Soap - Razorblade - Water - Comb - Brushes • Importance of keeping our bodies clean. <ul style="list-style-type: none"> * Remove germs. * Remove dirt. * Avoid bad smell. * Keep health. * Be smart. 	<u>Subject:</u> The learner should be able to:- <ul style="list-style-type: none"> • Define personal hygiene. • State ways of keeping our bodies clean. • Give the importance of personal hygiene. • Demonstrate clean body activities. <u>Language.</u> <ul style="list-style-type: none"> • Spell the words correctly. • Pronounce the words correctly. • Write the words in correct spelling. 	-Discussion. -Discovery -Demonstration -Observation Question and answer.	-Combing hair. -Brushing teeth. -Washing the face. -Cutting finger nails short.	-Appreciation. -Caring. - Responsibility -Self esteem - Assertiveness Concern	- Comb - Water - Tooth paste. - Tooth brush. - Nail cutters.	MK. Intergrated primary Science Bk.

SCHEME OF WORK FOR P.4 SCIENCE TERM II

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITY	LIFE SKILLS AND VALUES	INSTRUCTIONAL MATERIALS	REF
1	1	HUMAN HEALTH	OUR FOOD	<p><u>OUR FOOD</u></p> <ul style="list-style-type: none"> Definition: <ul style="list-style-type: none"> *Food *Feeding *Nutrition <u>Sources of food</u> <ul style="list-style-type: none"> *Super markets *Markets *Shops *Gardens Forest Why we eat food. (5Hs) Uses of food in the body. Balanced diet. <ul style="list-style-type: none"> *Definition *Components of balanced diet (classes of food) Sources of food values. <p>Carbohydrates:</p>	<p><u>Subject:</u></p> <ul style="list-style-type: none"> Defines <ul style="list-style-type: none"> *Food *Feeding *Nutrition *Balanced diet *Deficiency diseases States why we eat food?. Gives some sources of food. Mentions some of the components of balanced diet. <p><u>Language</u></p> <ul style="list-style-type: none"> Pronouncers, spell,s writes and reads words and sentences correctly. <p><u>Language competence</u></p> <p>The learner:-</p> <ul style="list-style-type: none"> Pronounces the words 	<p>-Guided discovery</p> <p>-Group discussion.</p> <p>-Think pair share.</p>	<p>- Note making.</p> <p>- Collecting food sources of food values.</p> <p>-Grouping them according to food values.</p> <p>-Drawing and painting different food stuffs.</p>	<p>-Appreciation.</p> <p>-Care</p> <p>-Love</p> <p>Responsibility</p>	<ul style="list-style-type: none"> Real objects (food stuffs) 	<p>Comp. Science bk 4. Pg.</p> <p>MK integrated scie pupils bk 4</p> <p>Pg.</p>

				<p>Vitamins</p> <p>Proteins</p> <p><u>Deficiency disease etc.</u></p> <ul style="list-style-type: none"> • Definition • Examples • Causes • Sign of symptoms of each disease. • Prevention. • Ways in which food gets contaminated, bad feeding habits. • Prevention of food contamination. • Preparation of simple dishes locally. 	<p>correctly.</p> <ul style="list-style-type: none"> • Spells the given words correctly. 					
			HUMAN BODY ORGAN	<p><u>Major body organ</u></p> <ul style="list-style-type: none"> • Definition - Organ. • Examples of major body organs. * Eyes * Brain * Ears * Stomach 	<p><u>Subject:</u></p> <ul style="list-style-type: none"> - Identifies different body organs. - Defines: Organ. - States ways of caring for our body organs. - Draws and labels body organs. 	<p>-Discussion</p> <p>-Guided discovery.</p> <p>-Question and answer.</p> <p>-</p>	<ul style="list-style-type: none"> • Singing a song. • Note making. • Drawing. • Answering both oral and written questions. 	<p>-Selfawareness</p> <p>-Responsibility</p> <p>Confidence</p> <p>-Fluency.</p> <p>-Effective communicatio</p>	<p>- Chart showing body organs.</p>	

				<ul style="list-style-type: none">* Nose* Bladder* Heart* Lungs* Liver* Tongue. Kidneyd <ul style="list-style-type: none">• Structure showing location of each body organ.• Structure of each part and function.• Diseases and disorders.• Care for each body organ.	Language: <ul style="list-style-type: none">- Reads, pronounces, spells and writes words correctly.- Answers simple comprehension questions correctly.	Demonstration.		n <ul style="list-style-type: none">-Creative thinking-Critical thinking.		
		HUMAN BODY	THE TEETH	<u>TEETH</u> <ul style="list-style-type: none">• Sets of teeth.• Types of teeth and their uses.• The tooth structure.• Functions of the internal parts of the tooth.• Regions of the tooth.• Diseases and disorders of the teeth.• How to care for the teeth.	<u>Subject</u> <p>The learner:-</p> <ul style="list-style-type: none">• Identifies sets of teeth.• Describes the different types of teeth and their functions.• Draws different types of teeth with correct labeling. <u>Languages</u> <ul style="list-style-type: none">• Reads, writes, pronounces words and sentences correctly.	<p>-Discussion.</p> <p>-Question and answer.</p> <p>-Group work.</p> <p>Guided discovery.</p>	<ul style="list-style-type: none">• Matching types of teeth to diagrams.• Drawing and labeling teeth structures.• Practicing brushing of teeth.• Answering oral and written questions.	<p>-Effective communication.</p> <p>-Self awareness.</p> <p>-Critical thinking.</p> <p>-Problem solving.</p> <p>-Decision making.</p> <p>- Confidence</p> <p>-Care</p> <p>-Acceptance</p>	<p>-A chart showing different types of teeth.</p>	<p>Comprehe nsive scie Bk. 4 pg. 151 – 164.</p> <p>Intergrated scie. Bk. 4 pg. 112 – 118.</p> <p>Fountain scie. Bk. 4 pg 119 - 129</p>

		HUMAN HEALTH	SANITATION	<ul style="list-style-type: none"> • Definition <ul style="list-style-type: none"> - Its elements (activities) • Importance of good sanitation. • Germs and diseases <ul style="list-style-type: none"> - Definition - Where they are found. - Types of germs - How they are spread. - Dangers of germs. - The germ cycle (4Fs). • Rotting <ul style="list-style-type: none"> - Definition - Importance of rotting - Causes of rotting. - Dangers of rotting. • Ways of protecting against germs and diseases in our environment. 	<p>Subject</p> <p>The learner:-</p> <ul style="list-style-type: none"> • Identifies sanitation concerns. • Draws diagrams on transmission of germs (germ path). • Carries out activities of keeping the environment clean. • Defines rotting <p>Language</p> <ul style="list-style-type: none"> • Spells, write and pronounce words correctly. 	<ul style="list-style-type: none"> -Discussion - Demonstration. -Question and answer. -Guided discovery. 	<ul style="list-style-type: none"> -Drawing the germ path. -Answering oral and written questions. -Demonstrating way of keeping classroom clean. 	<ul style="list-style-type: none"> -Self esteem. Effective communication. -Critical thinking. -Problem solving. -Care -Love -Respect. appreciation 	<ul style="list-style-type: none"> • Brooms. • Dustbin • Water • Plates • Prepared charts. 	<p>Comp. scie BK. 4.</p> <p>Integrated Scie. Bk.4</p> <p>MK. Bk. 4 pupils scie.</p>
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SCHEME OF WORK FOR P.4 SCIENCE TERM III

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITY	LIFE SKILLS AND VALUES	INSTRUCTIONAL MATERIALS	REF
		COMMUNICABLE DISEASES AND WORM INFESTATION	Diarrheal diseases or faecal diseases	<ul style="list-style-type: none"> Definition of Diarrhoea. Examples of diarrhoeal diseases. Causes The 4Fs Prevention. Dehydration (Definition) Its causes Signs (Use of ORS) Solutes Solvent Solution Rehydration (Definition) Preparation of ORS and SSS. 	<ul style="list-style-type: none"> Identifies diarrheal diseases. Describes the spread of the above diseases. Demonstrates the preparation of ORS and SSS. Draw the structure of a tape worm. Tell how tape worms enter our bodies. Defines dehydration Defines rehydration 	-Demonstration -Discussion -Guided discovery -Question and answer	-Note making -Preparing ORS and SSS -Cleaning the toilet or latrines -Boiling water - Making SSS	-Critical thinking -Problem solving -Decision making -Self awareness	<ul style="list-style-type: none"> Water Sugar Salt Spoons Chart showing the 4Fs 	Mk integrated Pri Sci Bk 4 Pg 124 Functional intergrated Pri Sci for Ug Pg 180
2	1	HUMAN HEALTH	VECTORS AND DISEASES	<u>Common Vectors</u> <ul style="list-style-type: none"> Definition of vectors Examples of common vectors <ul style="list-style-type: none"> Cockroaches Ticks Bedbugs House flies Mites Rats Lice Mosquitoes Tsetse flies 	The learners:- <ul style="list-style-type: none"> Defines vectors Identifies some common disease vectors 	-Guided discovery -Question and answer Discussion. Observation	- Naming - Drawing - Answering questions Match	- Awareness - Care Responsibility -Self	<ul style="list-style-type: none"> A chart with some vectors. Real vectors like cockroaches 	

				<p>* Life cycle of vectors</p> <p>* <u>Diseases spread by each vector</u></p> <ul style="list-style-type: none"> • Body structure • Their habitat • Their feeding habits • Their life cycles • How they protect themselves from enemies <p><u>How vectors spread diseases.</u></p> <ul style="list-style-type: none"> • Through bites of infected animals • Through contaminated food • Through contaminated air • Through open wounds • Through infected insect bites <p><u>Prevention and control</u></p> <ul style="list-style-type: none"> • Proper hygiene • Covering food. • Spraying • Biological control. • Sleeping under a treated mosquito net. 	<ul style="list-style-type: none"> • Describes characteristics of some disease vectors. 	Field Study		<p>awareness</p> <p>-Decision making</p> <p>Taking</p> <p>Decision</p> <p>Sharing</p> <p>Appreciation</p> <p>Effective communication</p>		
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		HUMAN HEALTH	Accidents poisoning and first Aid	<p><u>Accidents</u></p> <ul style="list-style-type: none"> • Definition • Types of accidents • Causes of accidents • Prevention of accidents <p><u>First Aid</u></p> <ul style="list-style-type: none"> • Definition • Reasons for giving first aid. • Responsibilities of a first aider. • Qualities of a first aider. • First aid kit (box) • How to use a first aid kit. • Components of the first and kit and uses. • Places where we find first aid box 	<p>The learner:-</p> <ul style="list-style-type: none"> - Names common accidents and poisoning at home, on the way to, from and at school. - States causes of accidents and poisoning. - Demonstrates how to take care of one who has taken poison. <p><u>Language</u></p> <ul style="list-style-type: none"> - Talks about common accidents. - Reads and writes words, sentences and stories about accidents. 	<p>-Guided discussion</p> <p>-Group work.</p> <p>Demonstration.</p>	<ul style="list-style-type: none"> • Collecting first aid items. • Making a first aid box. • Demonstrating how to give first aid. 	<p>-Critical thinking.</p> <p>-Problem solving</p> <p>-Coping with stress.</p> <p>-Care Sympathy</p> <p>- Responsibility</p>	<p>-Real first aid materials.</p> <p>- Chart showing common accidents.</p>	Mk intergrated Prim Sci Bk 4 Pg 154
		WORLD OF LIVING THINGS	Animal life (Rabbits)	<p><u>Definition of terms</u></p> <ul style="list-style-type: none"> • Rabbitory • Rabbit keeping <p><u>External parts of a rabbit</u></p>	<p><u>Subject</u></p> <ul style="list-style-type: none"> • Defines new terms. • Names external parts of a rabbit. • Names breeds of rabbits. • Lists examples of exotic 	<p>Guided discovery</p> <p>Discussion</p>	<ul style="list-style-type: none"> • Drawing. • Note taking • Answering oral and written questions. 	<p>-Effective communication.</p> <p>-Critical thinking.</p> <p>-Creative</p>	-Prepared chart	Mk Intergrated Prim Bk 4 Pg 180

				<p>Breeds of rabbits</p> <ul style="list-style-type: none"> • Local • - Exotic • Examples of exotic breeds. <p>Importance / uses of rabbits.</p> <ul style="list-style-type: none"> • Advantages of keeping rabbits over other animals. • Housing in rabbits. • Management practices. • Diseases of rabbits and their control. • Keeping farm records. 	<p>breeds.</p> <ul style="list-style-type: none"> • Explains the uses of rabbits • Describes the habitat for rabbits • Demonstrates skills in keeping rabbits. • Names diseases of rabbits and their control. • Signs of a sick rabbit • Requirements of starting a rabbitary farm 	<p>Demonstration</p> <p>Question and answer.</p> <p>Group work field trip.</p>		<p>thinking.</p> <p>-Decision making</p> <p>-Problem solving.</p> <p>-Appreciation</p> <p>- Patience</p> <p>-Care</p> <p>-Fluency</p>		
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		HUMAN HEALTH	Road traffic accidents, sprains, strains, bruises wounds <ul style="list-style-type: none"> • Definition of road accidents. • Causes of road traffic accidents. • How to cross the road e.g. from zebra crossing. • How to prevent road traffic accidents. <p>Injuries / Fractures</p> <p><u>Types of injuries.</u></p> <ul style="list-style-type: none"> • Fractures (types and their first aid) • Sprains and strains (their first aid). • Dis location and its first aid. • Bruises and their first aid. • Blisters and their first aid. • Wounds and their first aid. 	Subject competences The learner <ul style="list-style-type: none"> - Names causes of road accidents - Name road users - Demonstrates how to cross a busy road. <p>Language</p> <ul style="list-style-type: none"> - Talks about common injuries. - Reads , poems , posters about accidents 					
			Accidents, poisoning and First Aid <ul style="list-style-type: none"> • Definition of <ul style="list-style-type: none"> • Poison • Poisoning - Common poisons in our homes. - Causes of poisoning. - Signs of poisoning - First aid - How to prevent poisoning. 						

			Intestinal worms infestation	<p>Definition:</p> <ul style="list-style-type: none"> • Intestinal worms • Parasites • Examples of intestinal worm <p>(a) Tape worms</p> <ul style="list-style-type: none"> - Structure - How it spreads - How it feeds - What it feeds on - Effect on body prevention and control <p>(b) Hook worms</p> <ul style="list-style-type: none"> • Structure • How they enter into the body. • How they feed. • Prevention and control. <p>(c) Round worms (Nematodes)</p> <ul style="list-style-type: none"> • Structure. • How they enter into the body. • How they feed. • Prevention and control. <p>(d) Pin worms (thread worms)</p> <ul style="list-style-type: none"> • Their structure • Feeding habits • How they enter the body. • Prevention and control <p>Whip worms</p> <ul style="list-style-type: none"> • Structure • How they enter our bodies. • Their feeding habits • Prevention and control 						
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