

P.3 INTEGRATED SCIENCE SCHEME OF WORK TERM I

W K	P D	THEME	TOPIC	SUB – TOPIC	SUBJECT COMPETENCE S	LANGUAGE COMPETENCES	CONTENT	MTDS	LIFE SKILLS & VALUES	ACTIVITY	T/ L AIDS	REF	R E M
1	1	ENVIRONMENT IN OUR SUBCOUNTY	SOIL	SOIL COMPON ENTS	The learner; 1. Defines environm ent. 2. Mentions compone nts of the environm ent. 3. Gives the meaning of soil. 4. Mentions compone nts of soil.	The learner; 1. Reads and writes words like humus, particles , air, and water.	<u>Environment.</u> I. Defin ition of enviro nme nt. II. Comp onen ts of the enviro nme nt. <u>Soil.</u> III. Mean ing of soil. IV. Comp onen ts of soil.	1. Brain storming. 2. Guided discovery. 3. Question and answer.	- Cooperation -Effective communicat ion -Fluency -Confidence -Logical flow of ideas.	Naming different soil components .	Real soil. Env't.	Comp Pri. Sciebk 3 page 9. MK PriSciebk 3 page 14. COBTA Page 1.	
	2				<ul style="list-style-type: none"> Performs experime nts to demonstr ate each soil compone nt. Mentions the uses of air and water in the soil. 	Reads words like ; <ul style="list-style-type: none"> Contain s Humus Formati on Bubbles Vapour 	<u>Experiments to show the components of soil.</u> <ul style="list-style-type: none"> Soil contains air, water and humus. Uses of air, water and humus in the soil. 	-observation. - experimentatio n. -Question and Answer technique.	-critical thinking -confidence	-performing expts to show the components of soil.	-soil - kerosene stove.	Comp. Sciepg 10 COBTA Page 1.	

							<ul style="list-style-type: none"> • Meaning of <u>humus</u>. • How humus is formed. 						
	3	ENVIRONMENT IN OUR SUBCOUNTY	SOIL	Types of soil	<ul style="list-style-type: none"> ✓ Mentions the processes that lead to soil formation ✓ Names the types of soil. 		<u>Ways soil is formed.</u> -Weathering. - Decomposition <u>Types of soil.</u> -Loam soil. -Clay soil. -Sandy soil. <u>Loam soil</u> - Characteristics -Structure -Uses	-Guided Discovery. -discovery -Story telling.	-Effective Common	Naming different types of soil.	Soil	Comp. PriScie bk 3 page 12 COBTA Page 3.	
2	1				The learners : -describes the characteristics of Sandy soil -mentions the uses of sandy soil -draws the structure of sandy soil particles	-reads sentences correctly Spells given words -sandy Particles	<u>Sandy soil</u> -structure x-tics -uses of sandy soil <u>Clay soil</u> - characteristics Structure /nature of its particles -Uses of soil to animals	Question and answer Guided discovery	Creative thinking	Identifying different Soil types from the samples		Comp Pri Sci Book 3 Page 13	

							and plants -uses of soil to people						
					defines soil profile -names of the layers Of the soil profile -mentions the spaces where children can see The soil profile	writes words about the soil profile e.g -gravel -parent rock -Top soil -query	<u>SOIL PROFILE</u> -Definition -layers of the soil profile -places where the soil can be observed -uses of each layer of the soil profile to man -		Effective Communica tion -fluency Confidence Appreciation	-			Comp Pri Sci Bk Page 12 COBTA Page 3
	3				Defines soil fertility -mentions ways of improving soil fertility -ways soil loses its fertility -	constructs sentences about soil fertility -	<u>SOIL FERTILITY</u> -Definition -Ways of improving soil Fertility -ways soil can lose its fertility -	Guided discussion	Care problem solving	Mentioning ways of improving soil fertility -	Soil fertilizer s	Comp Pri Sci Book 5	
2	4	ENVIROM ENT IN OUR SUB COUNTY	SOIL	SOIL FERTILIT Y	The learner: -Defines soil erosion -Mentions the agents of soil erosion -mentions the causes of soil erosion -	The leaners: -Reads and spells given words -constructs Sentences correctly -soil erosion destroys soil fertility -	<u>SOIL EROSION</u> -Definition -Agents of soil erosion - -causes of soil erosion	Guided discovery	Effective Communica tions -verbal communicat ion -confidence	Naming the agents And causes of soil erosion -	. environ ment	. comp Bk 3 Page 20	
3	1				mentions	reads and writes	<u>Types of soil</u>	Question and	Problem			COBTAnt	

					<p>types of soil erosion</p> <ul style="list-style-type: none"> -Discusses ways of controlling soil erosion - 	<p>words correctly e.g</p> <ul style="list-style-type: none"> -Terracing -Ploughing Contour - -mulching 	<p><u>erosion</u></p> <ul style="list-style-type: none"> -sheet erosion -Gully erosion -Rain drop erosion -Rill erosion -ways of controlling of --soil erosion in the garden -ways of controlling soil erosion the garden. -ways of controlling soil erosion in the compound - 	answer technique	solving			book Page 7	
2					<p>Defines mulching</p> <ul style="list-style-type: none"> -mentions the example Of mulching materials. -state the advantages of mulching a garden - -mentions the dangers of mulching a garden 	<p>Reads, spells and pronounces words correctly e.g</p> <ul style="list-style-type: none"> -mulches -control -husks -weeds -pests 	<p><u>Mulching</u></p> <ul style="list-style-type: none"> -Definition of mulching -Examples of mulches -importance of mulching a garden -dangers of mulching a garden - 			-			

3	3	ENVIRONMENT IN OUR SUB COUNTY	SOIL	SOIL FERTILITY	The learner : -gives the meaning of a crop rotation -mentions the crops which can be put under crop rotation -states the advantages of crop rotation -	The learner: - Constructs sentences about crop rotation e.g crop rotation maintains soil fertility	<u>Crop rotation</u> -Definition of crop rotation -crops which can be grown under crop rotation -advantages of crop rotation to farmers	question and answer -guided discovery	Effective communication -fluency -logical flow of idea -problem solving	- Discussing the advantages of crop rotation	Chalk board illustration	Mk pri Science Book 3 Page 26	
	4			AIR AND THE SUN	components of air Learners; - Defines air - Mentions the component of air - States the percentage composition of air	- Reads and spell words like , oxygen, carbon dioxide, rare gases	<u>AIR.</u> -What is air -Components -percentage Composition of air e.g. oxygen -21% Nitrogen - 78% Carbon dioxide – 0.03% Rare gases 0.97%	-Role play -Discussion			School garden	Comp Pri Science Book 3 Page 14	
4	1				- Mentions the uses of each component of air - Draws a fireextinguisher and state its use.	- Reads and writes words and sentences correctly	- <u>Uses of each</u> - Components of air ie oxygen, nitrogen, carbon dioxide and rare gases					mk pri scie bk3 page 27	

							<ul style="list-style-type: none"> - <u>The fire extinguisher and its importance</u> - Experiment to show that oxygen supports burning - 						
4	2	ENVIRONMENT IN OUR SUBCOUNTY	AIR AND THE SUN	Properties of air	<ul style="list-style-type: none"> - The learner: - Mentions the properties of air - Performs the experiment that air occupies space and exerts pressure. - States the application of air occupies and exerts pressure 	.The learner: Reads and spells given words e.g. -Properties. -Occupies. -Pressure. -Syringe. Pumping.	<u>Properties of air</u> <u>Air exerts pressure</u> Experiment. Application in daily life.	Question and answer technique	Performing experiments to demonstrate the properties of air	<ul style="list-style-type: none"> - Effective communication - Logical flow of ideas - Fluency appreciation	Balloons Glasses water card boards	Comp Pri Scie Bk3 Page 16	
	3						<ul style="list-style-type: none"> - <u>Air has weight</u> - Experiment - Application in daily life - Air can be 	Experimentation Guided discussion				COMBTA Lit BOK3 Page 17	

							compress ed - Air expands when heated Air moves objects						
	4				Defines wind Mention the uses of wind. Writes the dangers of wind	Reads and writes words and sentences correctly Eg - Moves - Motion - destroy - Blows - roots	WIND -definition of wind -uses of wind -Dangers of stronger wind. -Tools which use wind in order to operate. -Games played using air /wind.						
5	1	ENVIROMENT IN OUR COUNTRY	AIR AND THE SUN	THE SUN	The learner; - Explains where the sun raises and sets from - Names the forms of energy got from the sun. -states the uses of the sun to people	The learner; reads and writes words and sentences correctly -constructs correct sentences about the sun.	<u>THE SUN</u> -where it sets and rises -The sun as the mainnatural source of energy. Other natural sources of light - Uses of the sun to the people Dangers of prolonged sunshine	Question and answer Guided discussion	Naming the directions of the sun when setting and rising	Effective communicat ion -fluency -accuracy	environ ment	Compreh ensive science book 3 pages 23 COBTA Page 21	

	2				<ul style="list-style-type: none"> - Defines a shadow - Mentions the characteristic of shadows of different times of the day - Names the day - Names the regions of a shadow. - mentions the uses of shadows in the mouth 	<ul style="list-style-type: none"> - Reads and writes words correctly e. g - umbra - penumbra - dark Image. 	SHADOWS. - definition of shadows Characteristic of shadows - illustration of shadows. - uses of shadows of people Topical test.	Observation	Appreciation Friendship formation	Naming regions of shadow	School environment	Mm Pri Sci Bk3 Page 24 COBTA PAGE 22	
	3	ENVIRONMENT IN OUR SUBCOUNTRY	CHANGE IN THE ENVIRONMENT	Natural changes	<ul style="list-style-type: none"> - Defines change - Mention the types of changes - State the examples of natural changes - Mention some danger of natural changes. 	<ul style="list-style-type: none"> - Tells stories about different natural changes 	<ul style="list-style-type: none"> - <u>CHANGES IN THE ENVIRONMENT</u> - Meaning of change - Types of changes - <u>Natural</u> - <u>Meaning</u> <u>EXAMPLES</u> Dangers of some natural changes. 	Self-discovery Question and answers	Problem solving Effective communication	- Naming common natural changes	environment	Mk Pri Scie Bks Page 30	

5	4	Environment in our sub county	Change in the environment	Natural changes	<p>The learner;</p> <ul style="list-style-type: none"> - Mentions the days of managing dangerous natural changes - Defines people made changes - Mentions examples of made changes. - States the dangers of people made changes to the environment 	<ul style="list-style-type: none"> - The learner; reads, writes and spells words correctly. - Deforestation - Afforestation - Burning - Bush 	<ul style="list-style-type: none"> - <u>Ways of managing or controlling natural changes.</u> - <u>People made changes</u> - Definition - Examples 	<p>Guided Discussion</p> <p>Brain storming</p>	<p>Effective Communication</p> <p>Problem solving</p>	<p>Discussing Ways of managing natural and people made changes</p>	<ul style="list-style-type: none"> - Chalk board illustration <p>Environment</p>	<p>Comp Pri science Book 3 Page 58</p> <p>Mk Primary Science Book 3 Page 32</p> <p>COBTA Page 10</p>	
6	1						<ul style="list-style-type: none"> - Dangers of People made changes in the environment. -ways of managing people made changes in the environment. 	<p>Question and answer</p>	<p>Effective communication</p>	<p><u>Nature walk</u> Drawing different of weather</p>	<p>Chart Illustration Showing Conditions of weather</p>	<p>Comp Primary Science Book 3 Page 24</p>	

6	3	WEATHER CHANGES IN OUR SUB COUNTY	WEATHER AND SEASONS	WEATHER	<p>The learner;</p> <ul style="list-style-type: none"> - Defines a cloud - Mentions the types of clouds - Gives the uses of clouds to the people - Mentions the dangers of clouds 	<p>The learners ;</p> <ul style="list-style-type: none"> -construct sentences about clouds -spells words like nimbus, stratus, arrus..... 	<p><u>CLOUDS</u></p> <ul style="list-style-type: none"> -Definition -types of clouds -uses of clouds to people -Dangers of Of the clouds in the environme nt 	Guided discussion	Effective Communication -fluency Logical flow of ideas	-mentioning the types of clouds -Describing each type of clouds.	- The sky and clouds	Mk Pri Science Book 3 Page 38	
	4				<ul style="list-style-type: none"> - Defines rain fall and rain mentions the processes involved in rain formation -performs an Experiment to show the rain cycle 	<ul style="list-style-type: none"> - Spells and pronounces - Words like - Evaporation - Transpiration - Freezing - Conversation 	<p><u>Rain fall</u></p> <ul style="list-style-type: none"> - Definition - Processes involved in the rain cycle - Illustrations to show the rain cycle - Experiment ,to demonstrate the rain cycle 	<ul style="list-style-type: none"> - Brain storming <p>Question and answering technique</p>	Problem solving appreciation			COBTA Page 27 Comp Pri Science Book 3 Page 27	
7	1				<ul style="list-style-type: none"> - Mentions the uses of rain in the environment - States the dangers of rain in the environment - Discusses ways of 	<ul style="list-style-type: none"> - Reads poems about the rain 	<ul style="list-style-type: none"> - Uses of rain in the environment - Dangers of too much rain in the environment -Discusses ways of managing 	-	-			<ul style="list-style-type: none"> - COBT A - Page 25 	

					managing rainy weather		rainy weather - Names the instrument for measuring the amount of rainfall received in an area						
7	2	WEATHER CHANGES IN OUR SUB COUNTY	WEATHER AND SEASONS	Weather Instruments	The learner; - Mentions different weather instruments - Draws each weather instruments - States the uses of each weather instrument	Learner; Names common weather instruments -wind vane -wind sock -anemometer	- <u>Weather instrument</u> - Diagrams of each weather instrument - Uses of each weather instrument	- Discovery Question and answering technique	- Appreciation	Drawing different weather Instruments	Models of weather Instruments	Comp Pri Science Book 4 Page 199	
	3			Seasons	The learner; - Defines a season - Mentions the types of seasons in Uganda - Writes down activities done in the dry and wet seasons	- Constructs sentences about seasons e.g farmers ,plants, crop during the dry season	<u>Seasons</u> -Definition of a season -Types of seasons -Activates carried out during dry and wet season -why is harvesting done during the dry season		Effective Communication -fluency -Audibility -Accuracy			COBT A Lit Book Page 28	

4				<p>The Learner;</p> <ul style="list-style-type: none"> - Defines harvesting - Mentions the methodsof harvesting crops - Names the crop harvested by each method 		<ul style="list-style-type: none"> - <u>Harvesting</u> - Definition - Methods of harvesting Crops harvested by each method. -season for harvesting. - Importance of harvesting during the dry season. Importance of seed selection. 						
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	2	Environment in our sub county	MANAGING WATER	Water source	<p>Mention the source of water.</p> <p>-Mention the uses of water at home.</p> <p>- Discusses ways water gets contaminated at home and at the source</p> <p>Discuss the ways of protecting water sources.</p> <p>-Names the things used for harvesting water.</p>	<p>- Reads and writes word and sentences correctly</p> <p>Spells and pronounces words.</p> <p>- E.g.</p> <p>- Dirty</p> <p>Uncovered</p> <p>-Fencing</p> <p>Protect</p> <p>protection</p> <p>-</p>	<p>- SOURCES OF WATER.</p> <p>- Types of water sources</p> <p>- Examples of natural and people made sources of water</p>	<p>Question and answer</p> <p>-uses of water at home.</p> <p>-Industrial uses of water.</p>	Brain storming	<p>Effective communication</p> <p>-Influence confidence.</p> <p>-Accuracy</p>	<p>Discuss ways of protecting water sources.</p>	<p>Pots</p> <p>Terry cans.</p> <p>Water</p>	M

	3				-	- .	<ul style="list-style-type: none">- Ways water gets contaminat ed at home and at the source.- How to make water safe for drinking- How to make water clean- Ways of protecting water sources. Ways of making water safe for drinking	Guided discovery		Problem solving	Discuss ways of harvesting water		COM P Pri Scie Bk3 Page 40	
	4				-		<ul style="list-style-type: none">-Ways of harvesting water. Importance of storing water.				Creative thinking		COBT A Lit Bk Page 24	