**CORNERSTONE JUNIOR SCHOOL - MUKONO**

**P.3 INTEGRATED SCIENCE SCHEME OF WORK TERM I 2018**

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| **WK** | **PD** | **THEME** | **TOPIC** | **SUB – TOPIC** | **SUBJECT COMPETENCES** | **LANGUAGE COMPETENCES** | **CONTENT** | **MTDS** | **LIFE SKILLS & VALUES** | **ACTIVITY** | **T/ L AIDS** | **REF** | **REM** |
| **1** | **1** | **ENVIRONMENT IN OUR SUBCOUNTY** | SOIL | SOIL COMPONENTS | The learner;   1. Defines environment. 2. Mentions components of the environment. 3. Gives the meaning of soil. 4. Mentions components of soil. | The learner;   1. Reads and writes words like humus, particles, air, and water. | Environment.   1. Definition of environment. 2. Components of the environment.   Soil.   1. Meaning of soil. 2. Components of soil. | 1. Brain storming.  2. Guided discovery.  3. Question and answer. | -Cooperation.  -Effective communication  -Fluency  -Confidence  -Logical flow of ideas. | Naming different soil components. | Real soil.  Env’t. | Comp  Pri. Scie bk 3 page 9.  MK Pri Scie bk 3 page 14.  COBTA Page 1. |  |
|  | **2** |  |  |  | * Performs experiments to demonstrate each soil component. * Mentions the uses of air and water in the soil. | Reads words like ;   * Contains * Humus * Formation * Bubbles * Vapour | Experiments to show the components of soil.   * Soil contains air, water and humus. * Uses of air, water and humus in the soil. * Meaning of humus. * How humus is formed. | -observation.  -experimentation.  -Question and Answer technique. | -critical thinking  -confidence | -performing expts to show the components of soil. | -soil  -kerosene stove. | Comp. Scie pg 10 COBTA Page 1. |  |
|  | **3** | **ENVIRONMENT IN OUR SUBCOUNTY** | **SOIL** | **Types of soil** | * Mentions the processes that lead to soil formation * Names the types of soil. |  | Ways soil is formed.   * Weathering. * Decomposition   Types of soil.  -Loam soil.  -Clay soil.  -Sandy soil.  Loam soil  -Characteristics  -Structure  -Uses | -Guided Discovery.  -discovery  -Story telling. | -Effective  Common | Naming different types of soil. | Soil | Comp. Pri Scie 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 | Sandy soil  -structure x-tics  -uses of sandy soil  Clay soil  -characteristics  Structure /nature of its particles  -Uses of soil to animals and plants  -uses of soil to people | Question and answer  Guided discovery | Creative thinking | Identifying different  Soil types from the samples |  | Comp  Pri  Sci  Book 3  Page 13 |  |
|  |  |  |  |  | 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 | SOIL PROFILE  -Definition  -layers of the soil profile  -places where the soil can be observed  -uses of each layer of the soil profile to man |  | Effective  Communication  -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 | SOIL FERTILITY  -Definition  -Ways of improving soil  Fertility  -ways soil can lose its fertility | Guided discussion | Care problem solving | Mentioning ways of improving soil fertility | Soil fertilizers | Comp  Pri  Sci  Book 5 |  |
| **2** | **4** | **ENVIROMENT IN OUR SUB COUNTY** | **SOIL** | **SOIL FERTILITY** | 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 | SOIL EROSION  -Definition  -Agents of soil erosion   * -causes of soil erosion | Guided discovery | Effective  Communications  -verbal communication  -confidence | Naming the agents  And causes of soil erosion | . environment | . comp  Bk 3  Page 20 |  |
| **3** | **1** |  |  |  | mentions types of soil erosion  -Discusses ways of controlling soil erosion | reads and writes words correctly e.g  -Terracing  -Ploughing  Contour   * -mulching | Types of soil erosion  -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 | Question and answer technique | Problem solving |  |  | COBTAnt book  Page 7 |  |
| **2** |  |  |  |  | Defines mulching  -mentions the example  Of mulching materials.  -state the advantages of mulching a garden   * -mentions the dangers of mulching a garden | Reads, spells and pronounces words correctly e.g  -mulches  -control  -husks  -weeds  -pests | Mulching  -Definition of mulching  -Examples of mulches  -importance of mulching a garden  -dangers of mulching a garden |  |  |  |  |  |  |
| **3** | **3** | **ENVIROMENT 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 | Crop rotation  -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 | AIR.  -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 | * **Uses of each** * Components of air ie oxygen, nitrogen,carbondioxisde and rare gasses * **The fire extinguisher and its importance** * Experiment to show that oxygen supports burning |  |  |  |  | mk  pri  scie  bk3  page 27 |  |
| **4** | **2** | **ENVIRONMENT IN OUR SUBCOUNTY** | **AIR AND THE SUN** | .  Properties of air | * **The leaner:** * 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 leaner:**  Reads and spells given words e.g.  -Properties.  -Occupies.  -Pressure.  -Syringe.  Pumping. | **Properties of air** Air exerts pressure  Experiment.  Application in daily life. | Question and answer technique | Performing experiments to demonstrate the properties of air | * Effective communication * Logical flow of ideas * Fluency   appreciation | Balloons  Glasses water card boards | Comp  Pri  Scie  Bk3  Page  16 |  |
|  | **3** |  |  |  |  |  | * **Air has weight** * Experiment * Application in daily life * Air can be compressed * Air   expands  when heated  Air moves objects | Experimentation  Guided discussion |  |  |  | COMBTA  Lit  BOK3  Page  17 |  |
|  | **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. | THE SUN  -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 communication  -fluency  -accuracy | environment | Comprehensive science book 3 pages 23  COBTA  Page 21 |  |
|  | **2** |  |  |  | * 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 | -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** | **EVIRONMENTIIN OUR SUBCOUNTY** | **CHANDE IN THE ENVIROMENT** | **Natural changes** | -Defines change  -Mention the types of changes  -State the examples of natural changes  -Mention some ganger of natural changes. | -Tells stories about different natural changes | * CHANGES IN THE ENVIRONMENT * Meaning of change * Types of changes * Natural * Meaning   EXAMPLES  Dangers of some natural changes. | Self-discovery  Question and angers | 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** | The learner;   * 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 | * The learner; reads, writes and spells words correctly. * Deforestation * Afforestation * Burning * Bush | * Ways of managing or controlling natural changes. * People made changes * Definition * Examples | Guided  Discussion  Brain storming | Effective  Communication  Problem solving | Discussing  Ways of managing natural and people made changes | * Chalk board * illustration   Environment | Comp  Pri science  Book 3  Page 58  Mk  Primary  Science  Book 3  Page  32  COBTA  Page 10 |  |
| **6** | **1** |  |  |  |  |  | * Dangers of   People made changes in the environment.  -ways of managing people made changes in the environment. | Question and  answer | Effective communication | Nature walk  Drawing different of weather | Chart  Illustration  Showing  Conditions of weather | Comp  Primary  Science  Book 3  Page 24 |  |
| **6** | **3** | **WEATHER CHANGES**  **IN OUR SUB COUNTY** | **WEATHER AND SEASONS** | **WEATHER** | The learner;   * Defines a cloud * Mentions the types of clouds * Gives the uses of clouds to the people * Mentions the dangers of clouds | The leaners ;  -construct sentences about clouds  -spells words like nimbus, stratus, arrus……. | CLOUDS  -Definition  -types of clouds  -uses of clouds to people  -Dangers of  Of the clouds in the environment | 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** |  |  |  | * Defines rain   fall and rain  mentions the processes involved in rain formation  -performs an  Experiment to show the rain cycle | * Spells and pronounces * Words like * Evaporation * Transpiration * Freezing * Conversation | Rain fall   * Definition * Processes involved in the rain cycle * Illustrations to show the rain cycle * Experiment ,to demonstrate the rain cycle | * Brain storming   Question and answering technique | Problem solving  appreciation |  |  | COBTA  Page 27  Comp  Pri  Science  Book 3  Page 27 |  |
| **7** | **1** |  |  |  | * Mentions the uses of rain in the environment * States the dangers of rain in the environment * Discusses ways of managing rainy weather | * Reads poems   about the rain | * Uses of rain in the environment * Dangers of too much rain in the environment -Discusses ways of managing rainy weather * Names the instrument for measuring the amount of rainfall received in an area |  |  |  |  | * COBTA * Page 25 |  |
| **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 | * Weather instruments * 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 | Seasons  -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 |  |  | COBTA  Lit  Book  Page 28 |  |
|  | **4** |  |  |  | The Learner;   * Defines harvesting * Mentions the methodsof harvesting crops * Names the crop harvested by each method |  | * Harvesting * Definition * Methods of harvesting   Crops harvested by each method.  -season for harvesting.  -Importance of harvesting during the dry season.  Importance of seed selection. |  |  |  |  |  |  |
| **8** | **1**  **2** | **Environment in our sub county** | **MANAGING WATER** | Water source | Mention the source of water.  -Mention the uses of water at home.  -Discusses ways water gets contaminated at home and at the source  Discuss the ways of protecting water sources.  -Names the things used for harvesting water. | * Reads and writes word and sentences correctly * Spells and pronounces words. * E.g. * Dirty   Uncovered  -Fencing  Protect  protection | * SOURCES OF WATER. * Types of water sources * Examples of natural and people made sources of water | Question and answer  -uses of water at home.  -Industrial uses of water. | Brain storming | Effective communication  -Influence confidence.  -Accuracy | Discuss ways of protecting water sources. | Pots  Terry cans.  Water | M |
|  | **3** |  |  |  |  | * . | * Ways water gets contaminated 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 |  | COMP  Pri  Scie  Bk3  Page  **40** |  |
|  | **4** |  |  |  |  |  | -Ways of harvesting water.  Importance of storing water. |  |  | Creative  thinking |  | COBTA  Lit  Bk  Page  **24** |  |