**TERM THREE – 2020 PRIMARY THREE LITERACY IB SCHEME OF WORK OF CORNERSTONE JUNIOR SCHOOL - MUKONO DISTRICT**

# DISCOVER THE HIDDEN TREASURE

**CORNERSTONE JUNIOR SCHOOL – SCHEME OF WORK FOR P.3 LIT IB TERM THREE 2020**

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| WK | DP | THEME | SUB-THEME | CONTENT | COMPETENCES | Activities | Methods | L.SKILLS | L/AIDS | RMKS |
|  | 1 | **Culture and gender in our division** | **Customs in our sub – county** | * Culture – is the way people live and behave   in a given society.  **Aspects of culture**   * Belief customs traditions   **A belief -** is a feeling that something is true or false.  **A custom** is an acceptable behavior in a given society.  **A tradition** is a belief / custom practiced by a particular culture.  **Types of culture**   * Material culture * Non – material culture   **Examples of customs/ culture practices**   * Marriage * Child naming * Dancing / singing * Circumcision * Greeting * Dressing * Burial * Tattooing | **Subject**   * Defines culture * Gives and describes the aspects of culture. * Names and describes types of culture. * Describes several customs in our division.   **Language**   * Reads and spells the vocabulary correctly. * Reads and answers questions about culture. * Culture * Behave * Circumcision * Language * Belief | * Defining culture * Naming types of culture * Describing customs in our division * Reading and spelling new words | * Effective communication * Class discussion * Demonstration * Observation | * Confidence * Self awareness * Belonging * Appreciate | * A chart showing cultural practices | * P.3 curr Pg 43 * Kobta s.b pg 178 * Rs thematic pg 148 |
|  | 1 |  |  | * **Marriage -**  is a legal union of a man and woman as husband and wife.   **Types of marriage**   * Religious marriage * Civil marriage * Cultural traditional marriage   **Bride price items given today**   * Cows * Goats * Cocks * Fruits * Chairs * Sodas   **Importance of marriage**   * To get respect * To have children * To show maturity * It shows responsibility | **Subject**   * Defines marriage * Gives and describes types of marriage * Defines bride price * Gives the importance of marriage   **Language**   * Reads and spells new words correctly. * Answers questions orally about marriage. * Marriage * Dowry * Bride price * Union * Religious | * Defining marriage * Describing types of marriage and the importance * Reading and spelling vocabulary correctly * Answering questions | * Role play * Observation * Explanation * Guided discovery * Question and answer | * Friendship formation * Copying with emotions * Self awareness | * A marriage certificate * Real life experience | P.3 Curr pg 43 Kobta Pg 179 |
|  | 2 |  | **Customs in our division** | **Steps of marriage**   * Courtship * Introduction * Wedding   **Qualities of a good marriage partner**   * Should be respectful * Should be God fearing * Should be loving and healthy   **How marriage was looked at long ago**   * A man with many wives was highly respected. * Un married women were not respected.   **How marriage is looked at today**   * A man with many wives is discouraged. * Bride price is paid at one’s will * Children look for their partners | * Gives steps of marriage * Describes the qualities of a good marriage partner * Describes how marriage is considered today. * **Language** * Reads and spells the vocabulary * Reads and answers questions about marriage * Marriage * Union * Dowry * Religious * Bride price | * Giving steps of marriage * Describing qualities of a good marriage partner. * Reading and spelling new words correctly * Answering questions about marriage | * Guided discovery * Explanation * Question and answer | * Real life situation | P.3 curr Pg 43  Kobta 179 |
|  | 3 |  |  | * **Greeting -**  is the formal expression of good wishes.   **Why we greet one another?**   * To show respect * To create unity * To create/ build relationships.   **How greetings is practiced?**   * Shaking hands * Hugging * Kneeling * Standing straight   **Dressing in different cultures.**   * E.g Baganda - Kanzu gomesi * Karimonjog – beads etc | * Defines greeting * Gives reasons why we greet one another * Demonstrates how greeting is practiced * Talks about dressing * **Language** * Reads and spells the vocabulary * Reads and answers the questions * Greeting * Racing * Concern * Communication | * Defining greeting * Giving reasons why we greet one another * Demonstrating how greeting is practiced. * Reading and spelling the vocabulary | * Demonstration * Observation * Question and answer | * Identifying * Respect * Self awareness | * Beads * Kanzu * Gomesi | P.3 curr Pg 43 Kobta pg 178 Rs Thematic Pg 153 |
|  | 4 |  | Customs in our sub – county | * Burial - This is the act of burying the dead. * Death – This is a state of losing life   **Causes of death**   * Diseases, accidents, skin, witch craft, murder, suicide   **Effects of death**   * Reduces the population of the country * Increases the number of orphans * Leads to school drop out. * Talking a bout burial practices in different cultures.   **How death is looked at today**   * People believe in life after death. * People believe that death is God’s plan | * Defines death and burial * Gives the causes of …. * Effects of death are described. * Talks about death today and language.   **Language**   * Reads and spells new words correctly. * Reads and answers questions about burial. * Witch craft, suicide, accident, murder, burial | * Defining burial and death * Giving effects and causes of death. * Reading and spelling new words correctly. * Reading and answering about burial | * Explanation * Guided discovery * Question and answer | * Empathy * Loyalty * Copying with emotions | * Real life situation | P.3 CURR pg 43 Kobta pg 178 |
| 3 | 1 |  |  | **Importance of death**   * It makes one live a new life. * It makes one have a complete rest. * It enables one to be exposed to judgment. * **Food -**  is anything eaten or drunk   What is a staple food?  This is a basic type of food eaten by most people in an area or region. | * Describes the importance of death. * Defines food. * Defines what a staple food is   Judgment, staple, basic, complete, eternal life | * Describing the importance of death. * Defining food and a staple food | * Observation * Guided discovery * Question and answer * Inquiry | * Effective communication * Sharing * Appreciation | * Matooke * G. nuts * Millet * Cassava flour |  |
| **Tribes have different food dishes**  Staple foods  **Tribe food dish**   * Baganda matooke * Banyankole millet ( kalo) * Samia mixed with   maize / cassava  flour   * Basoga sweet potatoes * Acholi millet/ sorghum   with cassava  flour   * Bagisu malewa | * Talks and describes staple foods in different cultures.   **Language**   * Discusses with teacher * Reads and spells the vocabulary * Reads and answers questions. * Garden * Taboo * Totem * Culture * Circumcision | * Discussing and describing staple foods in different cultures * Reading and spelling new words correctly. | * Discussion * Question and answer * Recitation | * Sharing * Identifying * Self awareness * Appreciate | * Potatoes * Millet * Flour * G. nuts | P.3 curr pg 43  RS thematic pg 154 |
|  | 2 |  |  | **Taboos**  **What is a food taboo?**  This is a type of food which is forbidden in one’s culture or religion e.g  Pork for Moslems  Totem for clans  **What is a totem?**  Is an animal / object that is respected by people in a given clan.  **Examples of food beliefs**   * Women and girls are not allowed to eat chicken and eggs. * Men are not allowed to eat oil nuts.   **Other taboos**   * Do not sweep at night. * Sisters and brothers are not allowed to marry each other | * Defines a food taboo. * Defines a totem * Gives some examples of food beliefs and taboos   **Language**   * Reads and spells new words, beliefs correctly. * Totem, religion, taboo, chicken * Reads and answers questions about taboos. | * Defining a food taboo. * Defining a totem * Giving examples of food and beliefs. * Reading and spelling the vocabulary correctly. | * Explanation * Question and answer * Guided discovery | * Effective communication * Self awareness * Belonging | * Real life situation | P.3 curr pg 43 Kobta pg 180 |
|  | 3 |  | Customs in our division | * Child naming: children are names according to their tribes and clans. * Different names carry different meanings   **Name meaning tribe**  Kasozi hill Baganda  Lutalo war  Kiwanuka thunder  Walumbe death  Musisi earth quake  Nambwire night Samia  Wabwire night  Wanjala famine Samia/ Bagisu   * **Twin naming -** Children born at the some time by the some mother.   **Names of twins sex tribe**   * Babirye F Baganda * Nakato F * Wasswa M * Kato M * Isingoma M Banyankole * Kato M Banyoro * Nyangoma F Bakiga * Nyakato F Batooro   **Names of parents for twins**   * Isabirye – father * Nabirye – Mother - Basoga * Salongo – father * Nalongo – mother - Baganda | **Subject**   * Gives names in different tribes with their meanings. * Gives names of twins in different tribes and their parents * Gives the importance of child naming. * **Language** * Reads and spells new words correctly. * Reads and answers questions about child naming. * Culture, death * Identification, famine, tribe, thunder, earth quake. | * Giving names and their meaning of different tribes. * Giving names of twins and their parents. * Reading and spelling the vocabulary correctly. * Reading and answering about child naming. | * Recitation * Question and answer * Observation | * Belonging * Creative thinking * Appreciate * Effective communication * Sharing | * Twins * Kato * Babirye * Children bearing the identified names | P.3 curr pg 43  Rs thematic 153 |
| 4 |  |  | **Importance of child naming**   * To promote culture * For easy identification |  |  |  | * Sharing * Belonging * Appreciate self awareness * Friendship formation | * Relating to the animals and birds which they saw at UWEC |  |
| 1 |  |  | **What is a clan?**  A clan is group of people under one fore father or founder.  **Symbols of a clan**   * Names * Drum sound * Totem * Fore father   **Forms of clans in Buganda**   * Animal form * Bird form * Plants * Insects   **Examples in each form**   1. **Animal form**   Mpologoma ( lion)  Ngo ( leopard)  Nkima ( Monkey)   1. **Plant form**   Kobe  Butiko   1. **Bird form**   Nyange (lark)  Nakinsige  Namungoona  Mufima  Nkebuka  Amazzi  G’ekisasi   1. **Duties of a clan head**  * Settles disputes among clan leaders. * Keeps clan records. * Organizes clan meetings  1. **Importance of customs**  * They attract tourists. * They show gender roles. * For cultural heritage / belonging * They are for learning purposes | * Defines a clan. * Gives symbols of a clan. * Gives forms of clans in Buganda and examples in each. * Describes duties of a clan head. * Gives the importance customs in our division.   **Language**   * Reads and spells the new words correctly. * Reads and answers questions about customs. * Clan * Tribe * Language * Origin * disputes | * Defining a clan * Giving symbols of a clan * Giving forms of clans in Buganda and examples in each * Describing duties of a clan leader and the importance of customs * Reading and spelling new words correctly * Reading and answering questions about customs | * Guided discovery * Discussion * Question and answer * Inquiry | P.3 curr page 43 |
| 2 | Culture and gender in our division | **Culture in our division** | **Singing and dancing**  Different tribes in Uganda have different work and dances. These include;  **Baganda luganda Bakisimba**  **Nankasa**  **Muwogola**  **Basoga lusoga Nalukuka**  **Temenaibugha**  **Bagisu lugisu Imbalu**  **Kadodi**  **Reasons why people from different tribes sing**   * To entertain others * To worship God/ Allah * To promote culture   **Examples of cultural instruments**   * Xylophone * Guitar * Tube fiddle * Long drum * Piano * Flute   **Examples of dancing costumes**   * Beads * Skins * Back cloth * Sisal strings | * Talks about dances in different cultures. * Gives reasons why people from different tribes sing. * Names some cultural instruments used * Gives examples of dancing costumes   **Language**   * Reads and spells new words correctly * Recites the tribes and their different dances * Culture, promote guitar, back cloth and entertainment * Whistles * Costumes * Console * Singing * worship | * Talking about dances in different cultures. * Giving reasons why people from different tribes sing. * Naming cultural instruments during the dances * Reading and spelling new words correctly. * Reciting tribes and their different dances | * Recitation * Demonstration * Observation * Question and answer | * Appreciate * Belonging * Confidence * Friendship formation | * Dancing costumes used when demonstrating the dances. * Performing different dances and songs by children from different tribes. * A chart showing different dances in different cultures | P.3 curr pg 43  Rs thematic pg 153 |
|  | 3 |  |  | **Gender**  is a state of being male or female  **Types of gender**   * Masculine gender * Feminine gender   **Characteristics of boys and girls**  **Boys**   * Deep voices * Do not have breasts * Strong   **Girls**   * Soft voices * Have breasts * Weak   **Gender roles in traditional society**  **Men/ boys (males)**   * Carrying out fishing * Hunting * Providing family security   **Women / girls (females)**   * Producing children * Cleaning the house * Cooking food | * Defines gender * Gives the types of gender. * Describes the characteristics of boys and girls. * Talks about gender roles in the traditional society.   **Language**   * Reads and spells new words correctly. * Gender, state, hunting, fishing, security * Exhibits * Language * Communication * considered | * Defining gender * Giving types of gender * Describing characteristics of boys and girls. * Reading and spelling the vocabulary | * Illustration * Narration * Question and answer * Observation | * Appreciate * Effective communication * Self awareness | * Children in class. * Male and female teachers | P.3 curr pg 44  Rs thematic pg 155 |
| **Gender roles in our modern society**  1  5  Activities done by both boys and girls   * Fetching water * Cooking food * Washing clothes * Mopping the house * Sweeping   **Un fair gender relations in the traditional society**   * Boys are considered to brighter than girls. * Women are not allowed to talk in public. | * Talks about gender roles in our modern society. * Describes un fair relations of gender in the society.   **Language**   * Reads and spells the vocabulary * Equal * Gender * Rights * Fairly * distribution | * Carrying out some activities in class like sweeping, picking, rubbish * Describes unfair relations of gender * Reading new words | * Role play * Observation * Demonstration * Question and answer | * Self esteem * Self esteem * Friendship formation * Sharing | * Brooms * Rag * Dirty clothes * Basin * Matooke * Knife | P.3 curr pg 44  Rs thematic pg 156 |
|  | 2 |  |  | * **Gender equity.**  This is the fair treatment of both males and females.   **Ways of promoting gender**   * Fair distribution of work. * Providing needs to both boys and girls. * Giving fair punishments. * Allowing both to express their feeling.   **Ways of promoting culture**   * Sharing roles and responsibility. * Writing books. * Through music dance and drama * Respecting cultural norms. | * Defines gender equity. * Describes the ways of promoting gender. * Describes the ways of promoting culture   **Language**   * Reads and spells new words correctly. * Equity, gender, norms, treatment, punishment | * Defining gender equity * Describing the ways of promoting gender and culture. * Reading and spelling new words correctly | * Explanation * Question and answer * Class discussion | * Appreciation * Sharing * Self esteem | * Real life situation | P.3 CURR pg 44  Rs thematic PG 156 |
|  | 3 |  |  | **Importance of cultural practices**   * They teach good morals. * They help us to preserve culture. * They help people to know more about their tribes.   **Dangers of cultural practices**   * Spread of diseases like HIV/ AIDS * Some names given to children have bad effects. * Some cause public shame e.g open circumcision * Some obscene words and songs are used during twin initiation | * Describes the importance of culture * Gives the dangers of cultural practices   **Language**   * Reads and answers questions about cultural practices. | * Describing the importance of culture and the dangers of cultural practices * Reading and spelling new words correctly | * Guided discovery * Explanation * Question and answer | Copying with emotions  Empathy  Self esteems | * Real life situation | Rs thematic pg 158 |
| 6 |  |  |  |  |  |  |  |  |  |  |
|  | 1 |  |  | **Special needs children:**  are children who unable to use part of their bodies or brains properly because of a disease/ injury.  **Examples of special needs**  **Children**   * Lameness * Blind * Deaf * Dumb   **Ways of helping the needy people**   * Giving them basic needs. * Being kind to them * Loving them * Working and playing with them.   **Things they need**   * Medical care * Protection * Food * Love * Clothes * Shelter | **Subject**   * Defines special needs children. * Gives examples of special needs children. * Describes ways of helping the needy.   **Language**   * Reads and spells new words * Pronounces correctly   Injury, disease, deaf, dumb, protection, shelter, medical care. | * Defining special needs children * Giving examples and describing ways of helping the needy. * Reading and pronouncing words correctly | * Question and answer * Class discussion * Inquiry | * Acceptance * Concern * Self esteem * Love * Care |  | Pg 44 |
|  | 2 |  |  | **What are legends?**  Are stories of long ago  **Examples of legends.**   * The first Muganda / Kintu and Nambi * The spear and the beads. * Mundu and seera * The first Bachwezi * Talks about the lessons we learn from the legends in Uganda. | **Subject**   * Reads and spells new words. * Defines legends * Gives examples of legends. * Revise through the legends. * Revise through the legends   **Language**   * Pronounces the vocabulary correctly   Legend, story, mundu | * Defining legends * Giving examples of legends * Pronounce the new words correctly | * Inquiry * Narration * Guided discovery | * Effective communication * Identifying * Self awareness | * Documentary about legends | Pg 44 |
|  |  |  | **Customs in our sub – county** | * A topical test will be given |  |  |  |  |  |  |
|  |  | Basic technology in our division | Technology | * **Technology -**  The way of doing work or making things using knowledge skills/ machines. This is done to make work easier. * The child applies basic scientific knowledge and skills in processing and making materials for self – reliance.   **Types of materials used in technology**   * Traditional technology * Modern advanced technology   **Natural and artificial materials**   * Natural – Got from nature   **Examples of natural materials**   * Banana fibres * Palm leaves * Sisal * Clay * Minerals * Papyrus * Grass * Wood   **Sources of natural materials**   * Banana fibres * Clay, papyrus * Banana plantations * Swamps | **Subject**   * Defines technology * Gives types of technology. * Talks about natural materials and their examples * **Language** * Reads and pronounces new words correctly   Technology, practical, solving, problems, natural, palm leaves, banana fibres, swamp, papyrus | * Defining technology * Giving types of technology * Describes natural materials * Reading and pronouncing new words | * Explanation * Guided discovery * Question and answer * Discussion * Observation | * Self reliance * Effective communication * Care * Responsibility * Creativity | * Real materials * Sisal * Banana fibres * Excursion to a swamp wetland banana plantation | Thematic curr P.3 pg 51  Kobta pg 186, 185 |
|  | 3 |  |  | * **Artificial materials -** are materials re – cycled materials that can be used to make other things.   **Examples of artificial materials**   * Wires, plastics, paper, polythene, bags, metal, bottle tops, straws.   **Characteristics of both natural and artificial materials according to texture, size, colour and weight** | **Subject**   * Defines artificial materials and examples * Talks about features of materials   **Language**   * Reads and spells new words   Plastic, polythene straws, metal | * Defining artificial materials. * Describing materials * Reading * Spelling | * Question and answer * Observation * Discussion | * Creativity * Orientation * Sharing | * Polythene bags * Straws * Plastics | Thematic curr P.3 pg 51  Kobta 186 |
|  | 1 | Basic technology in our division | Technology | **Processing and making things from natural materials**   * Processing is the using of raw – materials to make products * **Natural products**   **Raw materials products**  Clay pots, plates, cups,  stoves  Palm leaves mats, hats, bags  Wood furniture  Sculptures  **Ways of making products from natural and artificial materials**   * Weaving * Recycling * Welding * Modeling | **Subject**   * Defining processing * Describing ways of making products * Giving products made out of natural materials * **Language** * Reading and spelling new words correctly * Materials, palm leaves, furniture, sculpture | * Defining the term processing. * Giving products made out of natural materials * Reading and pronouncing * creativity * Sharing * Responsibility * new words correctly | * observation * question and answer * guided discovery * inquiry | * Creativity * Sharing * Responsibility | * Palm leaves * Grass for brooms * Beads | P.3 curr PG 52  Rs Thematic pg 188,  189 |
|  | 2 |  |  | * **Artificial materials**   **Raw materials products**  Plastics mugs, plates  Jerrycans  Straws bags, mats  Paper envelops, bags  **Importance of products made**   * For employment * Source of income * Learning purpose * For decoration * Promote * Culture | **Subject**   * Gives products got out of artificial materials * Describes the importance of products   **Language**   * Reads and spells the vocabulary correctly * Plastic, straws, income, purpose | * Giving products made out of artificial materials * Describing the importance of products | * Observation * Guided discovery * Question and answer | * Creativity * Sharing * Responsibility | * Polythene bags * Bottle tops * Wires | P.3 curr Pg 51 188, 188  Rs. Thematic |
|  | 3 |  |  | **Crafts**  Are things made from local materials  **Examples of crafts**   * Dolls * mats * ropes * stoves * carpets   **Examples of local materials**   * palm leaves * sisal * clay * grass * banana fibres   **A black smith**. Is a person who makes things out of iron.  **Things made by a black smith**   * spears * arrows * hooks * stoves * pans * axe | **Subject**   * defines crafts * gives examples of crafts. * Names examples of local materials * Talks about a black smith.   **Language**   * Reads, spells and pronounces new words correctly * Local, carpents, sisal, palm leaves, balck smith, arrows, spears, axe, hooks | * Defining crafts and giving examples * Defining a black smith and products made. * Reading * Pronounce * Spelling | * Question and answer * Observation * Explanation * Inquiry | * Effective communication * Creativity * Sharing * Creative thinking | * Real objects * Pan stove * Axe * Ropes | P.3 curr pg 51 hoe stove pan stove dolls ropes |
|  | 4 |  |  | **Importance of technology**   * Technology simplifies work * It helps in production of goods * It helps to develop the country. * It helps in construction of roads.   **Disadvantages of technology**   * Pollution of the environment * Un employment * Causes death through accidents * It has interfered with culture | **Subject**   * Describes the importance of technology * Gives disadvanteges of technology   **Language**   * Reads, spells and pronounces vocabulary   Technology, accident, production, construction, enviroment, culture, employment | * Describing the importance of technology * Reading * Spelling * Pronounce | Explanation  Guided discovery | * Effective communication * Self awareness | * Real life situation | P.3 curr pg 51 |