

LITERACY 1A SCHEME OF WORK FOR PRIMARY 3 TERM III

ELO: The child understands and appreciates different cultures and demonstrates an awareness that promotes harmonious living.

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| **W K** | **P D** | **THEM E** | **TOPIC** | **SUBTOP IC** | **COMPETENCES** | | **CONTENT** | **MTHD/TEC HNIQUES** | **IND. L. SKILLS & VALUES** | **TL/AIDS** | **REF** | **RE M** |
| **1** | **1** | **Cultur e and gender in our divisio n** | **Custo m in our divisio n** | **Cultural practice s** | **SUBJECT** | **LANGUAGE** | **Concept of culture**  - identifying the different cultural practices | discussion explanation question & answer  brain storming | critical thinking responding to questions | Chalkbo ard illustrati on | Curriculum page 25 |  |
| The learner;  - defines culture | The learner;  - spells out cultural practices e.g. taboos, language, dressing,  funerals etc. |
|  | **2**  **& 3** |  |  | **Taboos** | The learner;  - explains food taboos | The learner;  - reads out different food  taboos | * defining food taboos and associated tribes * advantages and   disadvantages of taboos. | question and answer explanation  discussion | assertiveness standing up for ones rights  volunteering | Chalkbo ard illustrati  on | Teachers collection |  |
|  | **4**  **& 5** |  |  | **Circumci sion** | The learner;  - states the tribes that practices circumcisio n | The learner;  - reads writes & pronounces new words. | Tribes that practice circumcision.  **Advs of circumcision**  e.g. a sign of manhood.   * promotes unity Dis adva. * leads to spread of disease. * bleeding may lead to death. | guided discussion  explanation feed back | effective communication logical flow of ideas confidence audibility | Chalkbo ard illustrati on | Thematic curriculum book 3  page 43 |  |
|  | **6**  **& 1** |  |  |  | The learner; | The learner;  - reads, spells the words. | **Advantages** | question & answer | critical thinking analysing  statements | Chalkbo ard | Thematic curriculum |  |

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|  |  |  |  |  | - lists the advantage of culture |  | * promoting culture heritage, moral values, unity and co- operation.   **Disadvantages**   * leads to malnutrition | guided discussion  explanation | selecting and evaluating information | illustrati on | book 3  page 44 |  |
| **2** | **2** | **Cultur e and gender in our divisio**  **n** | **Gende r** |  | The learner;  - defines gender | The learner;  - spells, pronounces new words | **Concepts of gender** Activities done by boys and girls in respect of gender. | explanation guided discussion | creative thinking fluency  logical thinking | Chalkbo ard illustrati on | Thematic curriculum book 3  page 44 |  |
|  | **3** |  |  | **Equity** | The learner;  - states ways of promoting equity. | The learner;  - spells, writes & pronounces new words. | Concept of equity. How to promote equity.  e.g. through distribution of work, basic needs etc | question & answer | creative thinking logical reasoning  initiating new ideas | Chalkbo ard illustrati on | Thematic curriculum book 3  page 45 |  |
|  | **4**  **& 5** |  |  |  | The learner;  - lists the importance of promoting equity. | The learner;  - spells, writes & pronounces new words. | **Importance of promoting equity.**   * makes tasks lighter * promoting uniformity **Danger of promoting equity** * promotes laziness * promotes disrespect | question & answer  feed back | caring for others interacting freely with others |  | Teachers collection |  |
|  | **6** |  |  | **Ways of promotin g and preservi ng culture** | The learner;  - states ways of promoting and preserving  culture | The learner;  - writes, reads and pronounces new words. | **Ways of promoting & preserving culture**   * documentation * initiation * attending funerals * tattooing | brain storming  explanation | friendship formation expressing one’s point of views | Chalkbo ard illustrati on | Teachers collection |  |
| **3** | **1** |  |  | **Dangers of some cultural practice s** | The learner;  - states the dangers of cultural practices | The learner;  - writes, reads, pronounces & spells words. | **Dangers**   * sharing of objects may lead to spread of diseases. * it leads to skin diseases. * it can cause fear. * it leads to hatred. * it lead to deformity. | explanation question & answer | critical thinking taking decision |  | Teachers collection |  |

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|  | **2** | **Basic techno logy in our divisio n** | **Techn ology** | **Materials used in technolo gy** | The learner;   * defines technology * lists materials   used in technology. | The learner;  - pronounces, reads, writes new words. | **Concept of technology**   * types of material used in technology and examples. Types of technology * low - modern * medium * advanced | question & answer  discussion | effective communication confidence | Chalkbo ard illustrati on | Thematic curriculum book 3page 57 |  |
|  | **3** |  |  | The learner;  - states the characteristi cs of technology | The learner;  - writes, reads & pronounces new words. | x-tics of materials used in technology.  Some are rough, big, smooth, hard, small etc.. | display guided discovery | negotiating temper control thanking using persuasive  language | Chalkbo ard illustrati on | Thematic curriculum book 3  page 52 |  |
|  | **4** |  | **Energy** |  | The learner;  - reads the uses of artificial resources | The learner;   * defines energy * discusses the uses of artificial energy * sources of   energy | **Uses of artificial sources of energy**.   * helps to move vehicles. * source of light | explanation question & answer | Effective communication | Real objects | Teachers collection |  |
|  | **5** |  |  | **Natural sources of energy** | The learner;  - writes the natural source of  energy. | The learner;  - discusses importance of natural sources  of energy. | Natural sources of energy and their importance wind, animals, water etc..  - for moving wind mills | question & answer  feed back | appreciation | Real objects |  |  |
|  | **6** |  |  | **Ways of saving energy** | The learner;  - reads ways of  saving energy | The learner;  - explains ways of saving energy | **How to save energy**   * using stoves, bulbs etc.. * putting out fire after use etc.. | explanation question & answer | critical thinking | Immedia te environ ment | Thematic curriculum book 3  page 56 |  |
| **4** | **1**  **2** |  |  | **Importan ce of saving energy** | The learner;  - lists the importance of saving  energy. | The learner;  - discusses how good saving is | **Importance**   * avoid wastage * minimize costs | discussion  guided discovery | critical thinking | Immedia te environ ment | Teachers collection |  |
|  | **3**  **4** |  |  | **Danger** | The learner;  - writes the danger of energy. | The learner;  - the danger of energy | **Dangers of energy** What is brought about by fire strong wind   * leads to accidents, death. * demolition of houses. | questions and answer | critical thinking confidence |  | Teachers collection |  |

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|  | **5** |  |  | **Ways of avoiding dangers of energy** | The learner;  - discusses ways of avoiding dangers of energy. | The learner;  - writes ways of avoiding angers of energy. | **How to avoid dangers caused by energy**   * planting trees to act as wind breaks. * using fire extinguishers * proper installation of electricity in houses. | discussion explanation  brain storming | critical thinking responsibility | Immedia te environ ment & chalkbo ard illustrati  on | Thematic curriculum book 3 |  |
|  | **6** | **PHYSI CAL FEATU RES** |  |  | The learner;  - writes and reads physical features | The learner;   * defines physical features. * gives the examples of physical   features. | **Definition of physical features.**  Examples of physical features   * mountains * valleys | explanation discovery  brain storming |  | Chalkbo ard illustrati on | MONITOR SST BOOK 4  PAGE 5 |  |
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| **5** | **1** |  | **Physic al feature** | **Land use in our district** | The learner;  - writes, reads the importance of land. | The learner;   * gives the importance of land. * mentions types of land | **Importance of land**   * farming * mining * building Types of land * rural land * urban land | discussion explanation feed back | critical thinking confidence | Chalkbo ard illustrati on | Monitor SST book page 15 |  |
|  | **2** |  |  | **Valleys and hills** | The learner;  - reads and writes valley hills | The learner;   * defines a hill and a valley. * gives examples of valleys and hills | **Definition of a hill and a valley.**  Examples of hills and valleys  Importance of hills and  valleys | explanation discussion  discovery | critical thinking | Chalkbo ard illustrati on | Fountain SST book 4 page 15 |  |
|  | **3** |  |  | **Advanta ged and disadvan tages of valleys and hills** | The learner;  - writes, reads the advantage & disadvantag es of valleys &  hills. | The learner;  - gives the advantages and disadvantages of valleys and hills. | **Advantages**   * help in rain formation * have fertile soils that favour farming **Disadvantages** * leads to soil erosion * make road construction difficult. | explanation  question and answer  discovery | problem solving  decision making  evaluating facts | Chalkbo ard illustrati on | Fountain book 4  page 15-  16 |  |
|  | **4** |  |  | **Lakes and**  **rivers** | The learner; | The learner; | Definition of a lake, a river. Examples of lakes and  rivers in Uganda. | explanation question &  answer | creative thinking  acceptance | SST  Atlas | Fountain SST book  4 page 17 |  |

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|  |  |  |  |  | - reads the lakes and  rivers | - mentions a list of dangers of  lakes &rivers. |  | brain storming |  |  |  |  |
|  | **5** |  |  | **Importan ce of lakes and rivers** | The learner;  - writes and reads the importance of lakes and  rivers. | The learner;  - mentions a list of dangers of lakes and rivers. | **Dangers of lakes and rivers**   * harbours dangerous animal e.g. snakes. * breeding areas for vectors. | brain storming  discussion | appreciation confidence | Chalkbo ard illustrati on | Fountain SST book 4 page 17-  18 |  |
|  | **6** |  |  | **Dangers of lakes and rivers** | The learner;  - writes the dangers of lakes and  rivers. | The learner;  - gives the activities carried out on a  plateau. | **Definition of a plateau.**  Activities carried out. | explanation question & answer feed back | critical thinking problem solving | Chalkbo ard illustrati on | Fountain SST book 4 page 16 |  |
| **6** | **1** |  |  |  |  |  | **Agriculture**   * cattle keeping * cultivation * mining, tourism, brick making, pottery, trading | explanation question & answer brain  storming | critical thinking appreciation | Chalkbo ard illustrati on | Fountain SST book 4 page 16 |  |
|  | **2** |  |  | **Mountai n** | The learner;  - mentions the mountains | The learner;  - mention mountains in Uganda | **Definition of a mountain**  Examples of mountain   * Mt. Elgon * Mt. Rwenzori * Mt. Mufumbiro | explanation question & answer  feed back | critical thinking appreciation | SST  Atlas | Fountain SST book 4 page 14-  15 |  |
|  | **3** |  |  |  | The learner;  - writes the advantages and disadvantag es of mountains | The learner;  - lists down the advantages and disadvantages of mountains | **Advantages**   * rain formation * animal habitat   **Disadvantages**   * displace people due to volcanic eruptions * transport difficulty. * soil erosion | brains storming  explanation feed back | problem solving | Chalkbo ard illustrati on | Fountain SST book 4 page 14-  15 |  |
|  |  |  |  |  |  |  | **REVISION** |  |  |  |  |  |