**VICTORIOUS EDUCATION SERVICES.**

**P.O.BOX 26278, KAMPALA**

**SUBJECT: SCIENCE GENERAL TOPICS GENERAL COMPETENCES**

**CLASS: PRIMARY THREE (i) CROP GROWING (i) Acquire basic skills for crop care, and growing.**

**STREAM\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ii) ANIMAL KEEPING (ii) Get knowledge of natural and man-made changes.**

**TERM: II (iii) PLANT LIFE**

**YEAR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **WK** | **PD** | **THEME** | **TOPIC** | **SUB-TOPIC** | **COMPETENCES** | | | **CONTENT** | **METHOD** | **ACTIVITIES** | **I.M.S** | **L/SLS**  **IND. & VALUES** | **REF** | **REM** |
|  |  |  |  |  | **SUBJECT** | **LANGUAGE** | |  |  |  |  |  |  |  |
| **1** | **REVISION OF TERM ONE’S WORK** | | | | | | | | | | | | | |
| 2 | 1 | CROP GROWING | Garden tools | Examples of garden tools | Defines garden tools.  Draws and names some garden tools | | Reads, spells and writes the vocabulary correctly | **Garden tools.**  Garden tools are implements used in the garden.  **Examples:**  **C:\Documents and Settings\Administrator\Desktop\PICTURES by Liz\5908.jpg**  **C:\Documents and Settings\Administrator\Desktop\PICTURES by Liz\Axe.jpg**  **C:\Documents and Settings\Administrator\Desktop\PICTURES by Liz\garden-rake-01.jpg** | Demonstration  Observation  Discussion | Drawing  Discussing  observing | Drawn pictures of some garden tools.  Some garden tools | Critical thinking  Analytical  Observation | Comp. sci. bk3 pgs 35-38  Oxford sci. bk3 pgs 27-28 |  |
|  | 2 |  |  | Uses of garden tools | Mentions various examples of garden tools.  States the uses the mentioned garden tools | | Reads, spells and writes the vocabulary correctly | **Uses of garden tools.**  **Hoe:** digging, weeding.  **Rake:** collecting rubbish, leveling soil.  **Panga:** cutting small trees, clearing the bush.  **Slasher:** clearing the bush | Demonstration  Discussion  Guided discovery | Observing  Writing  Asking and answering questions | Some examples of garden tools | Exp’tal awareness  Critical thinking | Mk Int. sci. bk3 pgs 50-51 |  |
|  | 3 |  |  | Maintenance and storage of garden tools | Identifies ways of maintaining and storing garden tools | |  | **Ways of maintaining garden tools:**  Removing the soil from tools after use.  Wash and dry tools after use.  Oil/ grease tools to prevent them from rusting.  Paint some garden tools.  Fix the garden tools properly. | Discussion  Demonstration  Guided discovery | Discussing  demonstrating | Hoe  Panga  Knife | Env’tal awareness  Critical thinking | Int. sci. bk3 pg 42  Mk Int. sci. bk3 pgs 51- 52 and trs guide pgs 42-43. |  |
|  | 4 |  |  | Importance of using well maintained tools | States the importance of using well maintained tools.  Mentions the damages of using rusting.  Identifies ways of preventing rusting | | Reads, spells and writes the vocabulary correctly | **Importance of using well maintained tools.**  Helps to avoid accidents.  Makes work easier  Tools last for long time.  **Dangers of rusting.**  Tools become blunt.  Tools become weak.  Some tools develop holes.  **Prevention of rusting.**  Oiling garden tools.    Keep garden tools in dry places  Paint garden tools | Demonstration  Discussion  Guided discovery | Answering questions  Writing  Discussing  Demonstrating | Oil  Paint  Hoe  Panga | Critical thinking | Mk. Int sci. bk3 pgs 42-53 |  |
| 2 | 5 | GROWING CROPS | SITE FOR CROP GROWING | Choosing a site for growing crops | Describes a good site for growing crops  Identifies good planting materials.  States reasons why we should not plant damaged seeds. | |  | **A good garden site.**  The site should have a good gentle slope.  Have enough light from the sun.  Should be near water source.  Should be protected from animals.  **Choosing good planting materials.**  Seeds should be big and smooth.  Seeds not destroyed by pests and diseases.  Seeds should be healthy and mature. | Discussion  Demonstration  Observation  Guided discovery | Writing  Discussing  Identifying  Discussing | Seeds  Cassava stems | Appreciation  Critical thinking | Comp.sci. bk3 pg 33  Mk. Sci bk3 pgs 54-55  A new pri sch sci for Ug bk3 pg 1 |  |
|  |  |  | Nursery bed | Nursery bed | Defines a nursery bed and transplanting  Lists steps involved in preparing a nursery bed. | |  | **Nursery bed.**  A nursery bed is a place where seeds are first planted before they are taken to the main garden.  **How to prepare a nursery bed.**  Clear the bush.  Make the soil smooth and fine.  Add some manure to the soil.  Put lines where to put the seeds.  **Transplanting** is the transfer of seedlings from a nursery bed to a well prepared garden.  The best time for transplanting is **evening.**  **A seedling** is a young plant. | Discussion  Guided discovery  Observation | Asking and answering questions  Discussing  Writing  Demonstrating | A nursery bed.  A chart showing a nursery bed. | Appreciation  Critical thinking | Comp. sci bk3 pg34.  Under . Int sci bk3 pg 45 |  |
| 2 | 7 | CROP GROWING | Crop growing | Preparing a nursery bed | Demonstrates the preparation the preparation of a nursery bed  States the uses of a nursery bed. | | Reads, spells and writes the vocabulary correctly | **A nursery**  **bed**      **Uses of a nursery bed.**  Gives shelter to seedlings.  It makes it easy to select seedlings.  It is easy to care for the seedlings | Guided discovery  Discussion  Demonstration  observation | Drawing  Discussing  Writing | Sticks  Grass  Seeds  Manure/ soil | Appreciation  Critical thinking  Env’tal awareness | Comp. sci bk3 pg 37  Und. Int sci bk3 pg 45 |  |
|  | 8 |  |  | Methods of planting crops | Mentions the methods of crop growing  States the groups of crops grown.  Draws the root of a legume crop. | |  | **Methods of crop growing.**  **Row planting** is the growing of crops in lines.  **Broadcasting/ scattering** is the scattering of seeds of seeds allover the garden the garden.  **Groups of plants grown in the garden.**  Cereals.  root crops.  Legumes.  Vegetables.  Fruit crops.  **The structure of a root of a legume crop.**  **C:\Documents and Settings\Administrator\Desktop\PICTURES by Liz\legumunous plant.gif** | Observation  Discussion  Guided discovery | Drawing  Answering questions  Writing | Sample of seeds  Roots of legumes | appreciation | Oxford pri sci bk3 pg 31  Und. Int sci bk3 pg 45  Comp. sci bk3 pg 39  Mk. Int sci bk3 pg 56. |  |
| 3 | 1 | GROWING CROPS | Planting common vegetables | Planting common vegetables | Defines vegetable crops  Gives examples of leafy and root vegetables.  Identifies parts of plants planted. | |  | **Vegetables.**  **Vegetables** are crops eaten raw or cooked.  Some vegetables are root crops e.g. carrots  **Examples** of leafy vegetables include; cabbage, lettuce.  **Parts of a plant planted are;**  Stem cutting  Seeds  Suckers  Crown  Leavers (vines)  Roots | Discussion  Observation  Guided discovery | Drawing  Naming  Observing  Defining  Discussing | Carrots  Cabbage |  | Oxford pri. Sci bk3 pg 31  Comp pri sci bk3 pg 39  Mk int. pri sci bk3 pgs 56-58 |  |
| 3 | 2 | GROWING CROPS |  | Germination | Defines germination  States the conditions necessary for germination  carry out exp’ts to show conditions necessary for germination | |  | **Germination.**  It is the process by which a seed develops into a seedling.  **Conditions necessary for germination.**  Oxygen  Warmth  Moisture  **Exp’ts to show conditions necessary for germination.**  Get some tins, seeds, soil and water, cotton wool.  Put the seeds in each tin.  Observe the changes in different tins until germination. | Discussion  Observation  Guided discovery | Experimenting  Discussing  Discovering  Guiding | Sharing  observation | Oil  Bean seeds  Water  Cotton wool | Mk sci. bk3 pg 59  Comp sci. bk3 pgs 40-41  Oxford pri. Sci. bk3 pg 29 |  |
|  | 3 |  |  | Common crop pests and diseases | Defines crop pests.  Gives examples of crop pests.  States effects of pests to crops | | Reads, spells and writes the vocabulary correctly. | **Crop pests** are living organisms which spoil our crops.  **Examples:**  Rats, caterpillars, locusts, grasshoppers, monkey.  **Effects of crop pests.**  Pests destroy crops.  They make crops unhealthy.  Pests reduce the quality of food.  They lead to farm loss. | Observation  Discussion  Guided discovery | Defining  Observing  Writing  discussing | Critical thinking | Seeds  Infected plants | Oxford pri sci bk3 pg 32.  Mk int sci bk3 pg60  comp. int sci bk3 pgs 41-42 |  |
|  | 4 |  |  | Control of crop pests | States the ways of controlling crop pests.  Identifying traditional methods of controlling pets. | | Reads, spells and writes the vocabulary correctly. | **Ways of controlling crop pests.**  Building fences around the garden.  Spraying with pestcides.  Removing and destroying the affected plants/parts.  Using clean planting materials.  Weeding  Practising crop rotation  Traditional methods of crop pest control.  Using ash and urine. | Observation  Guided discovery  Discussion | Identifying  Discussing  Writing and spelling | Critical thinking | Pesticides  Infected plants | Mk sci bk3 pg60  Comp. pri. Sci. bk3 pgs 42-43 |  |
|  | 6 | GROWING CROPS | Common crop diseases | Diseases | Identifies the part of the crop affected by the disease.  Matches diseases with the correct crops they affect | |  | **Examples of crop diseases.**  **Cassava moisaic** attacks leaves.  **Leaf spot** – cotton leaves.  **Maive streak-**maize leaves.  **Tomato blight-** tomato leaves.  **Panama diseases-** banana leaves | Discussion  Demonstration  Guided discovery  Observation  Discussion | Writing  Discussing | Infected plants |  | Comp. pri. Sci. bk3 pg42  Mk. Int. sci. bk3 pg62 |  |
|  | 6 |  |  |  | Identifies ways of controlling crop diseases | |  | **How to control crop diseases.**  Spray with chemicals  Removing the diseased plants.  Early planting.  Pratice crop rotation.  Plant resistant variety. | Discussion  Demonstration  Guided discovery | Discussing  Observing  Writing | Crop infected  Spray pump |  | Comp. pri. Sci. bk3 pg42  Mk. Int. pri. Sc bk3. Pg63 |  |
|  | 7 |  |  | Importance of growing enough food | States the importance of growing enough food.  Mention types of food stores.  Draws both modern and traditional food stores | |  | **Production.**  It creates food security.  The family gets enough balanced diet.  The surplus food sold to get money.  Children can’t steal people’s food.  **Food stores.**  Traditional store.  C:\Documents and Settings\Administrator\Desktop\PICTURES by Liz\granary.jpg  rat guards  **modern store** | Observation  Guided discovery  Discussion | Writing  Discussion  Observing | A chart showing food stores  Real foods e.g. beans. Ground nuts, maize, millet,  sorghum |  | Comp. pri. Sci. bk3 pg43  Mk. Int. sci. bk3 pg63 |  |
|  | 8 |  | Monitoring natural and man-made changes | Types of changes in the env’t. | Defines env’t.  Identifies examples of man-made changes. | |  | **Environment** is the things around us.  There are two types of changes in the env’t;  (i) Man-made or people made changes.  (ii) Natural changes.  **Man-made changes** are changes caused by man. (human activities) e.g. road construction.  Farming  Making cars  Cutting trees | Observation  Discovery  Discussion | Drawing  Writing  Discussing | Desks  People |  | Comp. pri. Sci. bk3 pgs 51-53 |  |
| 4 | 1 |  |  | Effects of man-made changes | States good and bad effects in the env’t. | |  | **Effects of man-made changes on the env’t.**  **Good effects.**  Brings a new look to the env’t.  Farming helps us to have food.  Good roads makes transport easy and cheap.  Buildings are used for shelter and industry.  **Bad effects.**  Good roads make drivers make drivers drive fast hence causing accidents.  Smoke from industries spoil air.  Cutting trees causes soil erosion and drought.  Bush burning destroys animal habitats.  Leads to land degradation. | Discussion  Guided discovery | Discussing  Writing | School env’t |  | Mk. Int. pri.sci. bk3 pgs 78-83 |  |
|  | 2 |  |  | Natural changes | Defines natural changes.  Gives examples of natural changes.  Identifies some effects of natural changes | |  | **Natural changes** are changes that cannot be controled by man.  **Examples:**  Plants and animal growth.  Changes in seasons ie drought, floods.  **Bad effects of natural changes.**  Floods spread diseases.  Animals die due to prolonged drought.  People die when they drown in floods. | Discussion  Observation  Guided discovery | Monitoring  Answering questions  Writing | School env’t |  | Comp. pri. Sci. bk3 pgs 51-53  Mk. Int sci bk3 pgs 78-83 |  |
|  | 4 |  |  | Managing changes in our env’t. | Identifies natural changes in animals  Identifying ways of managing natural and man made changes | |  | **How to manage changes.**  **Floods** – Avoid clearing swamps.  Dig big trenches to avoid floods.  Don’t build near water sources.  Plant trees.  **Drought –**Avoid clearing wetlands.  Dig valley dams to keep water for animals and irrigation.  **Spoilt roads –** Repairing roads.  **Accidents –** Proper use of road signs.  Driving and riding care fully on the road.  Using the road carefully when waling.  Having traffic rules.  **Rusting –** keeps tools clean and dry to avoid rusting.  Plant some tools i.e wheel barrow and slashers to prevent them from rusting. | Discussion  Guided discovery  Observation | Discussing  Guiding  Observing | Chalkboard il lustration  Some rusted materials |  | Comp. pri. Sci. bk3 pg54  Mk. Int. sci. bk3 pgs 82-83 |  |
| 4 | 5  &  6 | a | PLANT LIFE | Flowering plant | Defines aflowering plant.  States the two systems of a flowering plant.  Draw and name parts of aflowering plant | |  | **A flowering plant**  Flowering plants are plants which bear flowers.  e.g. mangoes,pawpaws,beans,orangesetc  A flowering plant has two systems .  (a) Ashoot system.  (b) Root system.  **Structure of a flowering plant.**  **C:\Documents and Settings\Administrator\Desktop\ALL PICTURES\flowering plant 1.gif** | Observation  Disscussion | Drawing.  Naming  Writing. | A flowering plant.  A chart showing a flowering plant. |  | Understanding.Int.Sci.Bk3 pgs.29-30.  Anew Ug.Int.Sci.Bk3 pg 67  Comp.Pri.Sci.Bk3 pg.55 |  |
|  | 7  &  8 | PLANT LIFE | Roots. |  | -Outlines examples of roots.  -draws and name some types of roots. | |  | Types of roots  \_Tap roots.  \_Prop roots.  - Fibrous roots | Guided discovery.  Observation.  Discussion. | Discussing.  Observing. |  | Roots of various plants.  Achart showing pictures of roots. | Mk.Int.Pri.Sci..Bk3 Pg 90  Comp.Pri.Sci.Bk3 pg.56-57  Anew Ug.Pri.Sci.Bk3 pg 68 |  |
|  |  |  |  |  | **-S**tates the fuctions of roots to the plant.  -Give uses of roots to p  people.  Identifies crops for climbing  And creeping stems.  Draw and name various types of stems. | |  | **Functions of roots to a a plant.**  **-Roots hold the plant firmly in the soil.**  **-Roots hold the plant up right.**  **Some roots store food for the plant.**  **The root cap protects the growing root.**  **Uses of roots to people.**  **-They are eaten as food.**  **-**Used for medicinal purposes  **Types of stems.**  **S**tems are parts of the plant usually above the ground from which leaves branches, flowers, and fruits develop.  There are four types of stems.  (1)Upright stems.(erect)e.g. oranges, mangoes,  (2)Underground/storage stems e.g. onions, ginger.  C:\Documents and Settings\Administrator\Desktop\PICTURES by Liz\yam.jpg yam | Observation.  Guided discovery.  Disscusion  Observation  Guided discovery  Groupwork.. | Naming.  Observing.  Writing  Discussing  Writing. |  | Examples of roots of plants  Examples of plants onions, ginger.. | Comp.Pri. Sci.Bk3.Pg.57  Anew ug.Pri.Sci.Bk.3 pg.71  Mk. Int.Pri.Ssci.Bk3 Pg.90  Comp.Pri.Sci.Bk3 pg.58-59 |  |
|  | 3 |  |  |  | Identifies crops for climbing and creeping stems.  Draws and names various types of stems | |  | **Climbing/ weak stems.**  These are weak stems which cannot support themselves, upright.  They climb other plants to get sunlight.  **Ways through which weak stems climb others**  -Using tendrils, using hooks,  --by twinning.  (iii)Creeping stems.  Potatoes, grass, wandering, jew, water melon, pumpkins, etc  They grow on top of the ground. | Question and answer. | Observing |  | Some samples of plants e.g beans,peas. | Mk.Int.Sci.Bk3 pg 87-94 |  |
|  | 4 |  |  |  | States the uses of stems to a plant.  Identifies uses of stems to people  Gives examples of stems | |  | **Uses of stems to a plant.**  They hold the leaves to get sunlight.  They hold the flowers.  Stems take water to the leaves.  **Uses of stems to man.**  They are eaten.  Used for building houses.  For firewood and charcoal.  We get timber from stems. | Practice and review  Discussion  Guided  discovery | Answering question  Discussing | Furniture  Charcoal  Ginger  Onions |  | A new Ug. Pri. Sci. bk3 pg 69  Comp. pri. Sci. bk3 pg 59  Mk. Pri. Sci. bk3 pg88 |  |
|  |  |  |  |  | Draws the diagram of a leaf and names its parts | |  | **Parts of a leaf**  **New words;** leaf stalk, apex, simple leaf, midrib, leaf blade  **A leaf.** | Observation  Discussion  Guided discovery | Observing  Discussing  Drawing | Leaves |  | Und.int. pri. Sci. bk3 pg 63  Mk. Int. pri. Sci. bk3  Comp. pri. Sci. bk3 pg85  Comp. pri. Sci bk3 pg60. |  |
|  | 6 |  | Plant life | leaves | Identifies simple and compound leaves.  Names some plants that bear simple leaves and compound leaves.  Draws the two types of leaves | |  | **Types of leaves.**  **Simple leaves**  **746729_f520[1]**  **Compound leaves.**  **compound-leaves[1]**  Compound leaves have many leaflets on one leaf stalk | Group work  Discussion | Writing  Drawing | Simple leaves  Compound leaves |  | Comp. pri. Sci. bk3 pg60 |  |
| 5 | 7  &  8 |  | Plant life | Uses of leaves to people | Mentions the uses of leaves to the plant  Defines some terms related to uses of plants  States the conditions needed for photosynthesis to take place. | |  | **Functions of leaves to a plant.**  Leaves make food (starch) for the plant.  Plants breathe through small holes found on the leaves called stomata.  Some leaves store food and water such as onion and cabbages.  Leaves carry on transpiration which is the process by which plants lose water into the atmosphere. | Discussion  Guided discovery  Observation | Answering question  Observing  Discussing | Plants  Leaves |  | Comp. pri. Sci. bk3 pgs 60-61  Mk. Int. sci. bk3 pgs 86-87  A new int. sci. bk3 pg 67  Oxford pri. Sci. bk3 pg 47 |  |
|  |  |  |  |  |  | |  | **Photosynthesis** is the process by which green plants make their own food.  **Photo –** light  **Synthesis** – to make.  **Conditions for photosynthesis**  Sunlight, chlorophyll, water, carbon dioxide. |  |  |  |  |  |  |
| 6 | 1  &  2 | PLANT LIFE | Uses of leaves | Uses of leaves | Gives uses of leaves to people | |  | **Uses of leaves to people.**  For food  For medicine  Decoration  Study purpose | Discussion  Guided discussion | Writing  Discussing | Leaves  School  Env’t | Appreciation | Comp sci. bk3 pg 61  Mk. Int sci. bk3 pg 87 |  |
|  |  |  |  |  | Defines a flower  Draws and names parts of a flower | |  | **The structure of a flower**  **flowerparts[1]** | Observation  Discussion | Writing  Observing  Drawing  Discussing | Real flowers  Chart showing a diagram of a flower |  | Und. Int. sci bk3 pg63  A new int. sci bk3 pg 70  Comp. pri. Sci. bk3 pgs 61-62 |  |
| 6 | 3 |  | PLANT LIFE | Flower | States the function for the parts of a flower.  Identifies the female and male parts of a flower  Draws the female and male parts of a flower | |  | **Parts of a flower and their uses.**  **Petals-** attract insects for pollination.  -protect the parts of the flower  **Stigma.**  -receives pollen grains.  **Anthers.**  -produce pollen grains.  **Style.**  -it holds the stigma upright.  **Filament.**  -holds the anthers in position.  **Ovary.**  Keeps ovules & develops into a fruit.  **Ovules.**  -these develop into seeds.  **Sepals.**  -protect the flower when it is still young  **Flower stalk.**  -it holds the flower in an upright position | Discussion  Observation  Guided discovery | Answering questions  Discussing  Observing  Drawing | Effective communication  Critical thinking | Real flower  A chart showing a drawn flower male and female parts | A new int. sci. bk3 pg70  Mk. Int. pri. Sci. bk3 pg91  Comp. pri. Sci. bk3 pgs 62-63. |  |
|  | 4 |  |  |  |  | |  | **The pistil (female part)**    **Stamen (male part)** |  |  |  |  |  |  |
| 6 | 5 |  | PLANT LIFE | Flower | Identifies the uses of a flower to a plant and man | |  | **Uses of a flower to the plant.**  -they attract insects for pollination  -They produce seeds which grow into plants.  **Uses of a flower to man.**  **-**Flowers are used to make perfume, insecticides.  -for decoration, gifts. etc | Discussion  Project method  Story telling | Discussing  Identifying | Potted plants  flower | Critical thinking | Mk. Int. pri. Sci. bk3 pg63  Comp. pri. Bk3 pg67  Und. Int. pri. Sci. bk3 pg67. |  |
|  | 6 |  |  | Pollination | Defines pollination  States types of pollination  Describes self pollination  Identifies the x-tics of self pollinated flowers. | |  | **Pollination.**  **Pollination** is the transfer of pollen grains from anthers to the stigma.  **Types of pollination.**  1. Self pollination  2. Cross pollination  Self pollination is the transfer of pollen grains from the anthers to the stigma of the same flower.  seedhar_flower[1]  **x-tics of self pollinated flowers.**  Flowers have longer filaments than the style. | Discussion  Demonstration  Guided discovery | Naming  Drawing  Discussing  Answering questions | A chart showing self pollination | Effective communication | Mk. Int. pri. Sci. bk4 pgs 28-29 |  |
|  | 7 |  | PLANT LIFE | pollination | Defines pollination  States the x-tics of cross pollination | |  | **Cross pollination.**  It is the transfer of pollen grains from the anther heads to the stigma of another flower of the same type.  cross pollination[1]  **Characteristics.**  -The filaments are shorter than the style.  -The male and the female mature at different times. | Discussion  Discovery  Demonstratio | Drawing  Writing  Discussing | A chart showing cross pollination | Critical thinking | Mk. Int. pri. Sci.bk4 pgs 28-29  Comp. pri. Sci. bk4 pgs 50-51 |  |
| 7 | 8  1 |  | PLANT LIFE | Agents of pollination  Agents of pollination | Identifies the agents of pollination.  States the x-tics of insect pollinated flowers.  States the x-tics of wind pollinated flowers | |  | **Agents of pollination.**  Wind, animals, running water, insects.  **x-tics of insect pollinated flowers.**  -They are large and easily seen.  -They have bright coloured petals.  -They have good scent.  -They have nector.  **x-tics of wind pollinated flowers.**  -Flowers are small and not easily seen.  -Their petals have dull colours.  -They don’t produce nector.  -They produce a lot of pollen grains.  -Their pollen grains are light. | Discussion  Guided discovery  Guide discovery  discussion | Discussing  Answering questions.  Observing  Answering questions  Discussing | Chalkboard illustration.  Flowers  Chalkboard illustration | Effective communication | Comp. pri. Sci. bk3 pgs 52-53.  Comp. pri. Bk3 pgs 52-53 |  |
|  | 2 |  | Primary Health Care | Primary Health Care | Defines P.H.C and family.  Mentions some examples of health problems. | |  | **New words.**  Individuals, families, communities, marriage, adoption, practice.  **Primary Health Care.**  These are health practices where individuals, families and communities come together to solve their health problems.  **A family** is a group of people living together related by blood, marriage of adoption.  **Examples health problems.**  Diseases, dirty water, dirty compound. Etc. |  |  |  |  |  |  |
|  | 3 |  | P.H.C | Roles of family members | Mentions various family members.  States roles of each individual in the family in order to promote P.H.C | |  | **Examples of family members.**  Father, mother, children, grand mother /mother etc.  **Roles of a father.**  -He heads the family.  -responsible for all family members.  -provides needs e.g. shelter, food, clothing.  -decides for the family.  **Roles of a mother.**  -cares for the family  -prepares food  -cares for the sick  -cares for the children.  **Roles of children.**  -help in domestic work.  -help I digging and producing food for the family. | Role play  Dramatisation  Discussion  Giuded discovery | Discussing  Role play  Writing  Answering questions | Classroom  Env’t |  | Mk.Int. pri. Sci. bk3 pg 97-98  Und. Int. bk3 pgs 34 -35  Comp. pri. Bk3 pgs 65-66 |  |
| 7 | 4 | P.H.C | P.H.C | Importance of working together | States the importance of working together | |  | **New words.**  Vaccine, cleanliness, hygiene, env’t  **Working together can be important in the following ways:**  -simplifies work.  -saves time.  -people to do not get too tired.  -A lot of work is done in a short time.  -individuals become more responsible. | Giuded discovery  Discussion  Practical work. | Discussing  Practicing  Sanitation.  Answering questions | School env’t  Brooms |  | Und. Int. sci. bk3 pg 70.  Comp. pri. Sci. bk3 pg 66.  Mk. Int. pri. Sch. Sci. bk3 pg99. |  |
|  | 5 |  |  | Elements of P.H.C | Identifies the elements of P.H.C  Defines the term related to P.H.C e.g. Sanitation. | |  | **Elements of P.H.C.**  Sanitation  Immunization  Personal hygiene  Child to child. | Giuded  discovery discussion  group work | Discussing  Answering questions  Defining |  |  | Und. Int. sci. bk3 pg71  Comp. pri. bk3  Pg66  Oxford pri. Sci. bk3 pg 54 |  |