# VICTORIOUS PRIMARY SCHOOLS

**PRIMARY THREE SCIENCE SCHEME OF WORK FOR TERM 3, 2017**

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| WK | PD | TOPIC | SUB-TOP | L/S | COMP |  | **CONT** | **MTHD** | **ACT** | **TL/AIDS** | **REF** | **REM** |  |
| 1 | REVISION & BEGINNING OF TERM EXAM | | | | | | | | | | | | |
| 2 | Human health | Vectors & diseases in the environment | Vectors | Critical thinking  Awareness  Effective communication | A learner defines a vector, a germ, mentions examples of vectors | Defines a vector germ  Mention examples of vectors  Mention x-tics  Talks about ways how vectors spread diseases | Proboscis  Microscope  Mosquito  Fleas  Cockroach | Def.  A vector is an organism that carries that causes diseases  Examples of vectors include mosquitoes, tsetse flies, infected cats, water, snails, cockroaches, infected dogs, rats, fleas, ticks, itch mites  x-tics of vectors  some have hairy house fly  Some have sticky bodies e.g. cockroach.  Some have | Discussion  Guided discovery | Defining vectors and germs |  |  |  |

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| 6 | 5 | Personal and food hygiene | | | | Food hygiene | | Ways of preserving food. | | Appreciation  Care  Love  Sharing | | **A learner mentions ways of preserving food**  **States ways of preventing food wastage** | | Salting  Security  Future use  Cereals  Tinning | | **Ways of preserving foods.**  -by keeping it in refrigerator.  -by salting  By sun drying  -by smoking  By tinning/canning  **Reasons for food preservation.**  **1.**for future use.  2.to prevent food wastage.  3.to prevent the food from going bad.  4.for food security. | | Discussion  Guided discovery | | Observing  Asking  oral questions | | Personal food stuffs  Chalkboard illustration. | | Comp.pri.sci.bk 3 pg85-86  Oxford primary science bk. 3 .pg. 68 | |  |
| 7 | 1 | Accidents, poisoning and first aid | | | | accidents | | accidents | | Appreciation.  Analyzing  Critical thinking | | **A learner defines an accident.**  **Mentions types of accidents at home and on the road.** | | Damage  Injury  Shock  bicycle | | An accident is a sudden happening that may cause damage or injury to the body.  Types of accidents.  -Burns  -cuts  -fractures  -a child drinking poison.  -electric shocks | | Discussion  Guided discovery.  Illustration. | | Observation  discussion | | Sharp objects  Eg knives razor blades.  Drugs  Paraffin  Chalkboard illustration | | Comp.pri.sch.sci. bk 3 pg 89  Oxford pri sch sci bk 3 pg 75 | |  |
| 7 | 2 | Accidents and first aid | | | | Accidents | | Causes of accidents and preventions. | | A learner identifies the causes of accidents.  -suggests the possible preventive measures of the accidents | | **Dangerous**  **Environment**  **Drowning**  **Games**  **Vehicles** | | Causes of accidents.  -speeding  -playing on the road  - driving vehicles in bad conditions.  -bad roads.  Praying with electric wires.  Prevention of accidents.  -avoid playing with electric wires.  -avoid playing on the road.  -avoid overloading.  -avoid speeding. | | Observation  Guided discovery  Observation | | Discussing  Observing. | |  | | A chart showing some causes and preventive measures of accidents. | | Comp.pri.sch sci bk 3 pg 89  Oxford pri sch sci bk 3 pg 75 | |  |
| 7 | 3 and 4 | Human health | | | | accidents | | First aid | | Self awareness  Love  Appreciation.  Decision making | | **A learner defines first aid.**  **-states the qualities and responsibility of a good first aider.** | | -Casualty  -orally  -recovery  -save | | -what is first aid? First aid is the first help given to a casualty.  How to give first aid.  -orally (mouth to mouth breathing)  -carry the casualty on a stretcher.  WHY DO WE GIVE FIRST AID.  -To save life.  -to reduce  -to promote recovery.  -RESPONSIBLITIES OF A FIRST AIDER.  To assess the situation of the casualty.  To take the casualty to hospital or health center.  To help in identifying problems using signs and symptoms.  QUALITIES OF A GOOD FIRST AIDER.  -He should have common sense.  He should be observant, kind gentle etc. | |  | |  | |  | |  | |  |
| 7 | 5 | Human health | | | | Accident and first aid | | First aid box | | Critical thinking  Self awareness  Creative thinking. | | **A learner defines a first aid kit.**  **Identifies places where we find first aid boxes can be found.** | | Bandage  Pair of scissors  Safety pin  Cotton wool  spirit | | FIRST AID BOX  This is a box made up of either wood or plastic where we keep the things we use for first aid.  -a cross is painted on the cross.  The content in the box is the FIRST AID KIT.  Places where we find first aid boxes ;homes, offices, factories, restaurants, vehicles, schools.  Contents in the first aid box.  -bandage  -safety pin  -pair of scissors  -cotton wool.  -spirit | | Practice and review.  Observation  Discovery | | Discussing  Role playing  Guided discovery. | | A chart showing a first aid box and its equipments  Chalkboard illustration. | | Comp.pri.sch sci bk 3 pg 92  Mk integ pri sci bk 3 pg 141 | |  |
| 8 | 1 | Human health | | | | The concept of HIV/AIDS | | How aids spreads. | | Awareness  Self respect  Decision making | | **A learner writes HIV/AIDS in full.** | | -acquired  -  Immune  =syndrone-infected-virus | | Write HIV/AIDS in full.  How the virus is spread.  -sharing sharp objects.  -Blood transfusion.  -Having sexual intercourse with an infected person.  From mother to new born babies. | | Discussion  Guided discovery | | Spelling words  Telling stories | | charts | | Primary school curriculum bk 3 pg  No more tears bk 5ss | |  |
| 8 | 2 |  | | | | Effects of HIV/AIDS | |  | | Awareness  Self respect | | **A learner mentions the effects of HIV/AIDS** | | Segregation  Stigma  Death  Poverty | | EFFECTS OF HIV/AIDS  -death  -poverty  -stigma  -segregation  -loss of jobs  -lack of basic needs.  -school drop out.  -continuous illness. | | Discussion.  Guided discovery.  Role play. | | Reading  Writing  Telling stories | | A chart  Photos  Magazines  News papers | | Primary school curriculum book 3 pg | |  |
| 8 | 3 |  | | | | Ways of caring for HIV/AIDS patient. | |  | | Sympathy  Love  Care  Respect  Decision making. | | **A learner gives ways of caring for HIV/AIDS patients.** | | -counseling  -balanced diet  Guiding  Patients | | WAYS OF CARING FOR HIV/AIDS PATIENTS.  -Using gloves when helping.  -not sharing sharp objects.  -by giving drugs  -by guiding and counseling.  -by providing a balanced diet. | | Discussion  Guided discovery | | Reading  Writing  Telling stories | | Real objects eg safety pins  Gloves | | Primary school curriculum | |  |
| 8 | 4 |  | | | |  | | Control measures. | | Care  Respect  Love  Critical thinking | | **A learner mentions ways of preventing AIDS.** | | Being truth fullness. | | PREVENTION AND CONTROL OF AIDS.  -abstaining from sex.  -avoid pre-marital and extra-marital sex.  -all blood donors be screened.  -using a condom if you wish to have sex with an infected person. | | Discussion  Guided discovery. | | Discussing  Writing  Telling stories | | Real life situation | | Primary school curriculum book 3 pg | |  |
| 8 | 5 |  | | | | The concept of HIV/AIDS | | Signs and symptoms of AIDS. | | Awareness  Sympathy  Care | | **A learner mentions the signs symptoms of AIDS.** | | Persistence  Diarrhoea  Cough  fever | | SIGNS AND SYMPTOMS OF AIDS.  -Persistent fever.  -chronic diarrhea  -loss of weight  -chronic cough  -skin rash  Shingles locally called Kisipi. | | Guided discussion  Guided discovery. | | Reading  Writing  Telling stories | | Word cards. | | Prim. Sch. curr. Bk 3 pg s | |  |
| 8 | 6 |  | | | |  | | Tradition and social practices that can lead to HIV/AIDS | | Awareness | | **A learner lists down the various traditional and social practices that can lead to HIV.** | | Tatooing  Circumcision  Extract  Infected  piercing | | TRADITION AND SOCIAL PRACTICES THAT CAN LEAD TO TRANSIMISION OF HIV.  -circumcision.  -tatooing  Ear and nose piercing  Extraction of teeth  Sharing the tooth brush  Jigger extraction  Having intercourse with an infected person. | | Guided discovery  Guided discussion | | Reading  Writing  Telling stories | | Word cards | | Prim.sch.curr.bk 3 pg | |  |
| 9 | 1 | Energy  In our sub county | | | | Energy | | Sources of energy | | Appreciation  Care  Concern  Creativity | | **A learner explains the meaning of energy.**  **Identifies types of energy**  **Describes the different sources of energy.**  **Give uses of wind as a source of energy.**  **Mention dangers of wind as a source of energy.** | | Reads and pronounces words eg fuel,diesel,petrol ,electricity,battery etc | | Energy is the ability to do work.  TYPES OF ENERGY.  -Kinetic energy  -potential energy.  Examples of natural sources of energy.  -wind  -sun  -water  Uses of wind as a source of energy.  -sailing boats.  -running wind mills.  -flying kites  Dangers of wind as a source of energy.  -capsizes boats. | | Discussion  Guided discovery  Demonstration | | Writing  Filling in  Discussing  Stating | | Stones    Balls    Chairs    environment | | Primary sch.curr.for.uganda bk 3 | |  |
| 9 | 2 |  | | | |  | |  | |  | | **A learner gives the uses of water as a source of energy.**  **Gives dangers of water as a source of energy.** | | Reads, pronounces and spells the words.  -hydro  -rafting  -floods.  - | | USES OF WATER AS A SOURCE OF ENERGY.  --generates hydro electricity  -running water is used by rafters to move their boats.  -it sails boats.  Dangers of water as s source energy.  -running water causes soil erosion. | | Discussion  Guided discovery  Demonstration | | Writing  Discussing  Stating | |  | | Pri. Sch curr.For Uganda bk 3  KOBTA SCIENCE BK 3 | |  |
| 9 | 3 | ENERGY IN OUR SUB COUNTY | | | | SOURCCES OF ENERGY | | Uses of the sun as a source of energy. | | Appreciation  Awareness | | **A learner identifies the uses of a sun as a source of energy.**  **-gives the dangers of the sun as a source of energy** | | Reads, spells and pronounces the words eg  -solar  -drought  -panel | | Uses of the sun as a source of energy.  -provides heat for drying things.  -provides light.  -gives solar energy.  Dangers of the sun as a source of energy. | | Discussion  Explanation  Guided discovery. | | Spelling  Discussing  Explaining  Writing | | Solar panel on the computer lab. | | Mk intergrated sci. bk 3 pg 56-59  KOBTA SCI.BK 3  Pri.sch sci bk 3 pg | |  |
| 9 | 4 |  | |  | | Artificial sources of energy | | Appreciation  Awareness | | **A learner;**  **Gives examples of artificial sources of energy.**  **-identifies examples of fuel.**  **-gives uses of diesel and paraffin.** | |  | | Artificial sources of energy.  -fuel  -electricity  EXAMPLES OF FUEL  -Wood  -diesel  -paraffin  -petrol  =USES OF DIESEL.  =USES OF CHARCOAL/WOOD  =USES OF PARAFFIN | | Discussion  Explanation  .  Guided discovery. | | Spelling  Discussing  Explanation  Writing  Drawing | | Wood  Charcoal  Paraffin  Lamp | | MK.INT.SCI.BK.3 PG 3  KOBTA SCIENCE BK 3  PRIM SCH CURR.BK 3 | | |  |
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| 9 | 5 | ENERGY IN OUR SUB COUNTY. | | | | ENERGY | | Ways of saving energy | | Responsibility  Care  Concern | | **A learner;**  **-identifies ways of saving energy.**  **-describes the importance of saving energy.** | | Pronounces, spells and reads the words eg  Switch on/off  -circuit  -appliances  -destruction  Switch | | Ways of saving energy  Importance of saving energy. | | Discussion  Explanation  Demonstration  Guided discovery | | Discussing  Explaining  Demonstrating | | Energy saving bulbs  switch | | KOBTA PRI. 3 SCI BK PG  PRI. SCH. CURR. FOR UGANDA. | |  |
| 9 | 6 |  | | | |  | | DANGERS OF ENERGY | | Responsibility  Awareness  Care  concern | | **A learner;**  **-mentions the dangers of energy.**  **-Identifying ways of avoiding dangers of energy.** | | Reads, pronounces and writes the words correctly;  Stove  Shock  Circuit breaker  Minimize extinguishe | | Dangers of energy.  -strong wind destroys crops in the garden.  -live electric wires can shock and kill people.  -WAYS OF AVOIDING DANGERS OF ENERGY.  -Using fire extinguishers  -Avoid playing with fire  -Avoid playing with electric wires. | | Discussing  Explanation  demonstration | | Discussing  explanation | | Match box  Electric wires | | KOBTA SCIENCE BK 3  PRIMARY SCHOOL CURR.FOR UGANDA BK 3.S | |  |