# VICTORIOUS PRIMARY SCHOOLS

**PRIMARY THREE SST SCHEME OF WORK FOR TERM 3, 2018**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **WK** | **DAY** | **LESSON** | **THEME** | **SUB-THEME** | **L/A** | **COMPETENCES**   |  |  | | --- | --- | | **SUBJECT** | **LANGUAGE** | | | **CONTENT** | **MTHD** | **ACT** | **L/SKILL INDICATOR** | **INST/MATERIAL** | **REF** | **REMARK** |
| 1 |  |  |  |  |  | REVISION OF HOLIDAY WORK | |  |  |  |  |  |  |  |
| 2 | MON | 1 | GENDER & CULTURE IN OUR DIVISION | CULTURAL PRACTICES | LIT II | |  |  | | --- | --- | | SUBJECT | LANGUAGE | | The learner defines culture and customs  Identifies types of culture and example | The learner spells and reads now words | | | Definition of culture and custom  Types and examples of culture | Demonstration  Observation | Defining culture and customs  Identifying types and examples of culture | Self –awareness  Effective communication  Sharing  Love  Care | Bark cloths  Kind of food | P.3 curr. Pp. 43  Mk Bk. 3 |  |
|  |  | 2 |  |  |  | |  |  | | --- | --- | | SUBJECT | LANGUAGE | | The learner identifies example of cultural practices | Reads words  Spells words | | | Mentions examples of cultural practices | Brain storming | Identifying the cultural practices | Creative thinking | Chalkboard and illustration | Mon- Bk 3 |  |
|  |  | 3 |  |  |  | |  |  | | --- | --- | | SUBJECT | LANGUAGE | | The learner defines taboo and give examples | Pronounces words  Writes down taboos | | | Defines taboo and gives examples | Questions and answers | Defining taboo and giving examples | Friendship formation  Belonging  Cooperation | Traditional music  Instruments | Mk STD Bk. 3 |  |
|  |  | 4 | GENDER & CULTURE | Cultural practices | LITERACY  TWO | |  |  | | --- | --- | | SUBJECT | LANGUAGE | | The learners mentions the the importance of customs and culture | Reads sentences  Writes sentences | | | Importance of customs and culture | Guided discovery  Explanation | Mentioning the importance customs and culture | Self awareness | Chalkboard illustration | P.3 curr. Pp. 43 – 44 |  |
|  |  | 5 |  |  |  | |  |  | | --- | --- | | SUBJECT | LANGUAGE | | The learners gives the dangers of customs and cultural practices | Reads words like curr.  Reads sentences | | | Dangers of customs and cultural practices | Guided discussions | Giving the dangers of customs and cultural practices | Friendship formation | Chart showing some cultural practices | Monitor Bk. 3 |  |
|  |  | 6 |  | GENDER |  | |  |  | | --- | --- | | SUBJECT | LANGUAGE | | The learners define Gender  Gives features males and females | Reads new words.  Writes words. | | | Definition of Gender  Features of male and female | Observation | Defining gender  Giving features of male and female | Respect  Belonging  Identity  Togetherness | Achart shwoing activities done by boys | Achart  Showing actitivities  Done by boys. |  |
| 3 |  | 1 |  |  |  | |  |  | | --- | --- | | SUBJECT | LANGUAGE | | The learners mentions activities done by boys | Reads and spells words | | | Mentions activitie done by boys |  | Mentioning activities done by boys | Togetherness |  |  |  |
| 3 |  | 2 | GENDER AND CULTURE | GENDER | LITT II | |  |  | | --- | --- | | SUBJECT | LANGUAGE | | The learners Mentions activities done by girls | Reads and spells words | | | Mentions activities done by girls | Demonstration  Observation | Mentioning activities done by girls | Effective communication | Chalkboard illustration | P.3 curr. Pp. 45 |  |
|  |  | 3 |  | Equity |  | |  |  | | --- | --- | | SUBJECT | LANGUAGE | | The learners define equity  Gives example of equity | Reds new words  Pronounces new words | | | Definition of equity  Examples of equity | Guided discovery | Defining equity  Giving examples of equity | Self awareness |  | Mk TD Bk. 3 |  |
|  |  | 4 |  |  |  | |  |  | | --- | --- | | SUBJECT | LANGUAGE | | The learners mentions wys of promoting and preserving culture | Reads sentences  Spells words like documenting , reponsibilty | | | Identifying way of promoting and preserving culture. | Explanation | Mentioning ways of promoting and preserving culture | Love  Care  Tolerance | Achart bearing ways of preserving culture | Comprehensice Bk. 3 |  |
|  |  | 5 |  |  |  | |  |  | | --- | --- | | SUBJECT | LANGUAGE | | The learners writes HIV in full and AIDS  Mentions causes of HIV AIDS | Reads words  Spells words like Human Virus | | | Writes HIV IDS in full  Causes and the spread of HIV AIDS | Inquiry | Writing HIV and AIDS in full  Mentioning the causes of HIV/AIDS |  | Sharp objects |  |  |
|  |  | 6 | GENDER AND CULTURE | EQUITY | LIT II | |  |  | | --- | --- | | SUBJECT | LANGUAGE | | The learners mention signs of HIV/AIDS | Spells words  Reads words like weight, diarroea | | | Signs of a person HIV/ AIDS infected | Explanation | Mentioning signs of HIV/AIDS | Effective communication  Assertiveness | Textbooks | P.3 curr. Pp. 49 |  |
| 4 | 1 |  |  |  |  | |  |  | | --- | --- | | SUBJECT | LANGUAGE | | The learners mentions different ways of preventing HIV / AIDS | Reads words  Articulates words likje abstain | | | Ways of preventing HIV/AIDS description  Guided discovery | Mentioning different ways of preventing HIV/AIDS problem solving  Decision aking | Chalkboard illustration |  |  |  |  |
|  | 2 |  |  |  |  | |  |  | | --- | --- | | ECT | LANGUAGE | | The learners mentions different ways of caring for HIV/AIDS victims | Reads words  Makes sentences | | | Ways of caring for people living with HIV/AIDS | Group discussions | Mentioning ways of caring for HIV AIDS victims | Sympathy  Love  Care  Concern | A chart bearing ways of preventing HIV/AIDS and its effects |  |  |
|  | 3 |  |  |  |  | |  |  | | --- | --- | | ECT | LANGUAGE | | The learners mentions effects of HIV/AIDS | Reads and spells words Makes sentences with new words | | | Effects of HIV/ AIDS to people/ communities, families |  | Mentioning the effects of HIV/ AIDS |  |  |  |  |
| 4 | 4 | CULTURE AND GENDER | PIASCY |  | LIT II |  | | PIASCY in full why it was initiated and its meaning | Observation  Explanation  Description | Writing PISCAY in full  Describing PIASCY and its importance | Effective communication decision making | Word cards |  |  |
|  | 5  & 6 |  |  |  |  | |  |  | | --- | --- | | ECT | LANGUAGE | | The learner writes PIASCY in full.  Gives its meaning and importance | Reads and spells words | | | Reads statements  Reads and interprets PIASCY massages | Examples of PIASCY massages | Description | Mentioning examples of PIASCY massages and their meaning |  |  |  |
| 5 | 1 |  |  |  |  | |  |  | | --- | --- | | ECT | LANGUAGE | | The learners defines life skills  Gives example of life skills | Reads new words and sentences | | | Definition of life skills  Examples of life skills | Demonstration | Defining life skills  Giving examples of life skills | Endurance  Sympathy  Empathy  Courage | Chalkboard use |  |  |
|  | 2 | BASIC TECHNOLOGY IN OUR DIVISION / SUB-COUNTY | Natural and artificial material |  | LIT II | |  |  | | --- | --- | | ECT | LANGUAGE | | The learners defines technology and natural materials | Reads new words | | | Definition of technology mention example of natural materials |  | Defining technology and natural materials |  |  |  |  |
|  | 3 | BASIC TECHNOLOGY IN OUR DIVISION / SUB-COUNTY | Natural and artificial material |  | LIT II | |  |  | | --- | --- | | ECT | LANGUAGE | | The learners identifies sources natural materials | Reads new words like swamps, anthills, grass | | | Sources of natural resources | Questions and answers  Brain storming | Identifying sources of natural materials | Effective communication  Appreciation |  |  |  |
|  | 4 |  |  |  | LIT II | |  |  | | --- | --- | | ECT | LANGUAGE | | The learners identifies artificial materials | Reads new words like wire, strwas, metals. | | | Definition of artificial materials  Examples of artificial materials | Question and answer | Identifying artificial materials | Sharing effective communication | Real object like like mats, basket | Thematic curr. Bk 3 Pp. 53 |  |
|  | 5 |  |  |  | LIT II | |  |  | | --- | --- | | ECT | LANGUAGE | | The learners identifies ways of processing and making things from natural materials | Reads new words like products, juice, mats, baskets | | | Materials used and products got from them | Brain storming  Demonstration | Mentions ways of making products from natural materials demonstrating them | Appreciation  Sharing | Real objects like mats, basket | MK SST Bk 3  Sharing our world |  |
| 6 | 1 | BASIC TECHNOLOGY | JNATURAL AND ARTIFICIAL MATERIALS |  |  | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | ECT | LANGUAGE | | The learners mention the source of artificial materials | Reads new words like, recycling | | |  |  | | --- | --- | | ECT | LANGUAGE | | The learners mention the source of artificial materials | Reads new words like, recycling | | |  |  | | | The source of artificial materials is recycling | observation | Mentioning the sources of artificial materials | Sharing appreciation |  | do |  |
|  | 2 | BASIC TECHNOLOGY | NATURAL AND ARTIFICIAL MATERIALS |  | LIT 2 | |  |  | | --- | --- | |  |  | | Identifies products got from artificial materials | Reads new words | | | Products got from artificial materials | Guided discovery | Identifies materials and products got from artificial materials | creativity | Straws wires plastics | Mk bk 3 |  |
|  | 3 |  |  |  |  | Learners identifies uses of products got from artificial materials | Reads words  Reads sentences | Uses of products got from artificial materials | Guided discovery demonstration | Identifies uses of products got artificial materials | Effective communication | Knife jerry can | P3 curriculum |  |
|  | 4 | BASIC TECHNOLOGY | NATURAL AND ARTIFICIAL MATERIALS |  | Lit 2 | The learners mentions differences between natural and artificial materials | Reading comparisons | Differences between natural artificial materials | observation | Mentioning differences between natural and artificial materials | creativity | A chart showing artificial and natural materials | MKstarndad bk3 |  |

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