**P.3 LITERACY 1B SCHEME OF WORK FOR SECOND TERM 2024**

**Expected learning outcome:**

**-The child acquires, appreciates and applies basic scientific knowledge about living things in day to day life.**

**-The child appreciates the uses of different plants and participates in crop production for self-reliance.**

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| **WK** | **PD** | **THEME** | **SUB-THEME** | **CONTENT** | **COMPETENCES** | **METHOD/ TECHNIQUES** | **ACTIVITY** | **INDICATORS OF LIFE / SKILLS** | **T/L AIDS** | **REF** | **REM** |
| 1 | 1 | Animals in our sub county or division | Living things | Definition  -examples of living things  -group of living things  -characteristics of living things | Learner;  - defines living things  -identifies group of living things  -identifies characteristic of living things | Guided discussion  -question and answer  -market stall | -defining  -naming  -listing  -answering  -writing  -matching | **Effective communication**  -fluency  -audibility  **Decision making**  -accepting  -asking  -question and answer  **Critical thinking**  -analyzing statements  -taking decision | Immediate environment  -chalk board illustration | Curr guide bk 3 page 26  Comp science book 3 page 1 |  |
|  | 2 | Animals in our sub county or district | Types of animals | -domestic animals  -definition  -wild animals  -definition  -examples | Learner  -defines domestic and wild animals  -giving examples of domestic and wild animals | Guided discovery  -brain storming | -defining  -naming  -listing  -answering  -writing  -matching | **Effective communication**  -fluency  -audibility  **Decision making**  -accepting  -asking  -question and answer  **Critical thinking**  -analyzing statements  -taking decision | Immediate environment  -chalk board illustration | Curr guide bk 3 page 26  Comp science book 3 page 1 |  |
|  | 3 |  | Animal homes | e.g A pig - sty  A goat - pen/ shed  A cow – kraal / byre  A sheep / pen  A horse – stable  A bird - nest | Learner  -names the homes of different animals | Guided discussion  Question and answer  Think share and pair | -defining  -naming  -listing  -answering  -writing  -matching | **Effective communication**  -fluency  -audibility  **Decision making**  -accepting  -asking  -question and answer  **Critical thinking**  -analyzing statements  -taking decision | Immediate environment  -chalk board illustration | Curr guide bk 3 page 26  Comp science book 3 page 1 |  |
|  | 4  &  5 |  | Birds  (Types) | **X-tics of birds**  - lay eggs  - warm blooded  - uses lungs for respiration  - undergoes internal fertilisation  **Types of birds**  -domestic birds  -wild birds  -examples of domestic and wild birds | Leaner:  -defines domestic and wild birds  -gives examples of domestic birds | Guided discussion  Discovery  Island hop | -identifying  -naming  -listing  -answering  -drawing | **critical thinking**  -responding to questions  -analyzing statements  **Effective communication**  -fluency  -audibility  -accuracy  **problem solving**  -taking a decision  -finding different things | A chart showing domestic domestic birds | Curr guide  Book 3 page 27 |  |
| 2 | 1 |  | External parts of a bird | Naming and drawing the external parts of a bird.  (practical lesson.) | Learner:  -names the external parts of a bird. | Guided discovery  -question and answer  -think pair and share | -identifying  -naming  -listing  -answering  -drawing | **critical thinking**  -responding to questions  -analyzing statements  **Effective communication**  -fluency  -audibility  -accuracy  **problem solving**  -taking a decision  -finding different things | A chart showing domestic domestic birds | Curr guide  Book 3 page 27 |  |
|  | 2 |  | External parts of a bird | -functions of each parts of a bird. | Learner:  - -states the functions of external parts of a bird | Guided discovery  -question and answer  -think pair and share | -identifying  -naming  -listing  -answering  -drawing | **critical thinking**  -responding to questions  -analyzing statements  **Effective communication**  -fluency  -audibility  -accuracy  **problem solving**  -taking a decision  -finding different things | A chart showing domestic domestic birds | Curr guide  Book 3 page 27 |  |
|  | 3 |  | Uses of birds | -source of income  -source of meat  -provide eggs  -provide feathers for decoration | Leaner  -mentions the uses of birds to man | Question and answer | -identifying  -naming  -listing | **critical thinking**  -responding to questions  -analyzing statements  **Effective communication**  -fluency  -audibility  -accuracy  **problem solving**  -taking a decision  -finding different things | A chart showing domestic domestic birds | Curr guide  Book 3 page 27  MK BK5  PG 32 |  |
|  | 4 |  | Insects | -groups of insects  -social insects  -solitary insects  -examples of social and solitary insects | Learner  -identifies the two groups of insects.  -defines social and solitary insects  -gives examples of social and solitary insects | -guided discovery  -question and answer | -identifying  -naming  -listening  -writing | **critical thinking**  -responding to questions  -analyzing statements  **Effective communication**  -fluency  -audibility  -accuracy  **problem solving**  -taking a decision  -finding different things | A chart showing domestic domestic birds | Curr guide  Book 3 page 28 |  |
|  | 5 |  | Characteristics of insects | -have three main body parts  -have three pairs of legs.  -have spiracles  -have compound eyes.  -drawing of an insect and name the external parts. | Learner  - states the characteristic of insects  -draws and names parts of an insect  -gives the functions of each part | -guided discovery  -question and answer | Naming  Drawing | **critical thinking**  -responding to questions  -analyzing statements  **Effective communication**  -fluency  -audibility  -accuracy  **problem solving**  -taking a decision  -finding different things | A chart showing domestic domestic birds | Curr guide  Book 3 page 28 |  |
| 3 | 1 |  |  | **Functions of each part of an insect**  -spiracles – respiration  wings – flight.  -legs: for movement  -feelers: feeling\sensing. | Learner  -states the functions of each part of an insect | -guided discovery  -question and answer | -identifying  -naming  -listening  -writing | **critical thinking**  -responding to questions  -analyzing statements  **Effective communication**  -fluency  -audibility  -accuracy  **problem solving**  -taking a decision  -finding different things | A chart showing domestic birds | Curr guide  Book 3 page 28 |  |
|  | 2 |  | Life cycle of an insect | -complete metamorphosis  -incomplete metamorphosis  -examples of insects that undergo complete and incomplete metamorphosis  \*cockroaches incomplete  \*locusts metamorphosis  \*cricket  \*grasshoppers | Learner  -names the two life cycles of insects.  -gives examples of insects that undergo the two life cycles. | Guided discovery | Naming  -drawing | **critical thinking**  -responding to questions  -analyzing statements  **Effective communication**  -fluency  -audibility  -accuracy  **problem solving**  -taking a decision  -finding different things | A chart showing lifecycle of insects | Curr guide  Book 3 page 28 |  |
|  | 3 |  | Uses and dangers of insects | -sources of food.  - source of income  **dangers of insects**  -some sting  -Some spread diseases, germs (vectors)  -some destroy crops(pests) | Learner  -states the dangers and uses of insects | Guided discussion | Naming  -drawing | **critical thinking**  -responding to questions  -analyzing statements  **Effective communication**  -fluency  -audibility  -accuracy  **problem solving**  -taking a decision  -finding different things | A chart showing life cycles of insects | Curr guide  Book 3 page 28 |  |
|  | 4 |  | Harmful and useful insects | Useful insects e.g.  -bees, ants, butterflies.  Harmful insects e.g.  -mosquitoes  -houseflies  -wasps etc. | Learner  -identifies harmful and useful insects | -brain storming  -question and answer | -identifying  -naming  -discussion | **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -analyzing statements  -responding to questions  **Problem solving**  Taking decision  Evaluating facts | Chalk board illustration | Comp sci bk 3 page 23 |  |
|  | 5 |  | Insect habitat | Definition :  (a home for insects)  -examples of insect habitats  -ant hills -grass/ plants  -soil -houses  -hives, web  (1)insects that stay in:  \*ant hill e.g. ants  \*web e.g. spider  \*soil e.g. crickets etc.  \*hives e.g. bees. | Learner  -defines insect habitat  -gives examples of insect habitats | -guided discussion  -island hop |  | **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -analyzing statements  -responding to questions  **Problem solving**  Taking decision  Evaluating facts | Chalk board illustration | Comp sci bk 3 page 23  Curr guide bk 3 page 29 |  |
| 4 | 1 |  |  | Caring for insects  -provide hives  -plant flowers  -provide water.  Caring for domestic animals and birds.  -feeding them  -treating them  -protecting them | Learner  -mentions ways for caring for insects and domestic animals | -guided discussion |  | **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -analyzing statements  -responding to questions  **Problem solving**  Taking decision  Evaluating facts | Chalk board illustration | Comp sci bk 3 page 23  Curr guide bk 3 page 29 |  |
|  | 2 | Plants in our sub county / division | Plant habitat | Definition:  (A home of plants)  -examples of plant habitats  -garden -swamps  -water -dry rocks etc  (1)**Plants and their habitants**  Garden – maize  -millet etc  Deserts –cactus -sisal  -lichens | ;earner  -defines plant habitat  -gives examples of plant habitat | -explanation  -guided discovery  -island hope | -listing  -identifying  -naming | **Effective communication**  -fluency -audibility  -accuracy  **Critical thinking**  -analyzing statements  -responding to questions  **Problem solving**  Taking decision  Evaluating facts | Chalk board illustration | Comp sci bk 3 page 6-7 |  |
|  | 3  And 4 |  | Flowering plants | Definition of flowering plants  -parts of flowering plants  [http://t0.gstatic.com/images?q=tbn:ANd9GcQXTan7e12AUWdwhJzPU9r9mYeuMB7_0Sscp45Sg7BcI5fC9IyipQ](http://www.google.com/imgres?q=PARTS+OF+A+PLANT&hl=en&biw=1341&bih=555&tbm=isch&tbnid=MQiYeLJYruS0zM:&imgrefurl=http://secondgradeplantsunit.wikispaces.com/Label+the+Parts+of+the+Plant&docid=UOJvakBuGPJmFM&imgurl=http://secondgradeplantsunit.wikispaces.com/file/view/plants.png/225409048/plants.png&w=519&h=613&ei=9j7tUZ_8DoPUtAac-IC4Bw&zoom=1&iact=hc&vpx=516&vpy=2&dur=1124&hovh=244&hovw=207&tx=127&ty=129&page=3&tbnh=143&tbnw=121&start=53&ndsp=34&ved=1t:429,r:57,s:0,i:260) flower    stem  leaf  fruit    roots  Uses of each part of a plant. | Learner;  -defines a flowering plant.  -gives examples of flowering plants  -draws and names the parts of a flowering plant | -guided discussion  -questions and answer | -drawing  -naming  -listing | **Problem solving**  -making choice  -taking a decision  **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -analyzing  -responding to questions appropriately. | A chart of a flowering plant | Comp sci bk 3 page 62 |  |
| 5 | 5  &  1 |  | Leaves | **LEAVES**  -parts of a leaf  -types of leaves  -uses of leaves to  a) plant  b) man | Learner  -draws and names the parts of the leaf  -names the two types of leaves  -states the uses of leaves | -demonstration  -guided discussion | Observing  Naming | **Problem solving**  -making choice  -taking a decision  **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -analyzing  -responding to questions appropriately. | A chart of a flowering plant | Comp sci bk 3 page 62 |  |
|  | 2 &3 |  | Stems | Types of stems  -upright stems  -underground stems  -climbing stems  -uses of stems  a)plant  b)man | Learner  -identifies the three types of stems  -states the uses of stems to plants and man | Guided discovery | -observing  -naming | **Problem solving**  -making choice  -taking a decision  **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -analyzing  -responding to questions appropriately. | A chart of a flowering plant | Comp sci bk 3 page 65-66 |  |
|  | 4 |  | ROOTS | **Types of root systems.**  -fibrous root system  - tap root system  -kinds of roots  -parts of a tap root. | Learner  -identifies the two main types of root system | Guided discovery | -observing  -naming | **Problem solving**  -making choice  -taking a decision  **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -analyzing  -responding to questions appropriately. | A chart showing types of roots | Comp sci bk 3 page 63 |  |
|  | 5 |  | Flowers | **FLOWERS**  -definition  -parts of a flower  -uses of each part of a flower. | Learner  -defines a flower  -names the parts of a flower.  -states the uses of each part of a flower | Demonstration  -guided discussion | -drawing  -identifying  -naming | **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -responding to questions appropriately  -analyzing statements | A chart showing parts of a flower | Comp sci bk 3 page 69 |  |
| 6 | 1 |  |  | Female and male parts of a flower i.e pistil and stamen  -drawing of a male and female part of a flower.  That is stamen and pistil | Learner  -names the male and female parts of a flower.  -draws the male and female part of a flower. | Explanation  -demonstration  Guided discovery | -drawing  -identifying  -naming | **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -responding to questions appropriately  -analyzing statements | A chart showing parts of a flower | Comp sci bk 3 page 69 |  |
|  | 2 |  | Pollination | **POLLINATION**  -definition  -types of pollination  -agents of pollination | Learner  -defines pollination  -identifies the two types of pollination  -states the three agents of pollination | -explanation  -demonstration  -guided discovery | -drawing  -identifying  -naming | **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -responding to questions appropriately  -analyzing statements | A chart showing parts of a flower | Comp sci bk 3 page 89 |  |
|  | 3 |  |  | Characteristics of insect pollinated flowers  -have scent  -have sticky stigma  -have brightly coloured petals  **Characteristics of pollinated flowers**  -have dull petals  -have no nectar  Produce a lot of …… | Learner  -states the characteristic of insect and wind pollinated flowers | Guided discovery | -drawing  -identifying  -naming | **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -responding to questions appropriately  -analyzing statements | A chart showing parts of a flower | Comp sci bk 3 page 90-91 |  |
|  | 4 |  | Seeds | **SEEDS**  Definition  -examples of seeds  -types of seeds that is monocotyledonous seeds and dicotyledonous seeds  Practical lesson | Learner  -defines a seed  -gives examples of seeds  -names the two types of seeds. | -guided discussion  -demonstration | -defining  -naming  -drawing  -writing | **Effective communication**  -audibility  -accuracy  -fluency  **Problem solving**  -evaluating facts  -taking decision  **Critical thinking**  -responding to questions correctly.  -analyzing statements | A chart showing parts of a bean and maize seed. | Comp science bk 4 page 42 |  |
|  | 5 |  |  | -parts of a maize grain  -functions of each part of a maize grain  -practical  (Ref. MK BOOKS and pg 42 for a diagram. | Learner  -defines a seed  -gives examples of seeds  -names the two types of seeds. | -guided discussion  -demonstration | -defining  -naming  -drawing  -writing | **Effective communication**  -audibility  -accuracy  -fluency  **Problem solving**  -evaluating facts  -taking decision  **Critical thinking**  -responding to questions correctly.  -analyzing statements | A chart showing parts of a bean and maize seed. | Comp science bk 4 page 42 |  |
| 7 | 1 |  |  | -parts of a bean seed.  -functions of each part of a bean seed.  -uses of seeds.    “Practical lesson” | Learner  -defines a seed  -gives examples of seeds  -names the two types of seeds. | -guided discussion  -demonstration | -defining  -naming  -drawing  -writing | **Effective communication**  -audibility  -accuracy  -fluency  **Problem solving**  -evaluating facts  -taking decision  **Critical thinking**  -responding to questions correctly.  -analyzing statements | A chart showing parts of a bean and maize seed. | Comp science bk 4 page 42 |  |
|  | 2 |  | Germination | **GERMINATION**  -definition  -types of germination  -conditions for germination to take place  -illustrations of types of germination  “Practical lesson” | Learner  -defines germination.  -gives the types of germination  -states the conditions necessary for germination to take place. | -guided discussion  -demonstration  -think, pair and share | -defining  -naming  -drawing  -writing | **Effective communication**  -audibility  -accuracy  -fluency  **Problem solving**  -evaluating facts  -taking decision  **Critical thinking**  -responding to questions correctly.  -analyzing statements | A chart showing parts of a bean and maize seed. | Comp science bk 4 page 42 |  |
|  | 3 |  | A nursery bed | **NURSERY BED**  Definition  -uses of a nursery bed to;  a) plants  b) farmer  -crops that can be grown in a nursery bed.  -caring for seedling in a nursery bed. | Learner  -defines a nursery bed.  -states the uses of a nursery bed.  -identifies the crops grown in a nursery bed. | -guided discussion  -demonstration | -defining  -naming  -drawing  -writing | **Effective communication**  -audibility  -accuracy  -fluency  **Problem solving**  -evaluating facts  -taking decision  **Critical thinking**  -responding to questions correctly.  -analyzing statements | A chart showing parts of a bean and maize seed. | Comp science bk 4 page 42 |  |
|  | 4 |  | Crop growing practices | -land preparation  -planting  -weeding  -thinning  -advantages and disadvantages of broad casting method. | Learner;  -describes the different crop growing practices.  -states the advantages of row planting.  -gives advantages and disadvantages of broad casting methods. | -guided discussion  -demonstration | -defining  -naming  -drawing  -writing | **Effective communication**  -audibility  -accuracy  -fluency  **Problem solving**  -evaluating facts  -taking decision  **Critical thinking**  -responding to questions correctly.  -analyzing statements | A chart showing parts of a bean and maize seed. | Comp science bk 4 page 42 |  |
|  | 5 |  |  | -  -advantages and disadvantages of row planting | Learner;  -gives the advantages and disadvantages of row planting | -guided discussion  -demonstration | -defining  -naming  -drawing  -writing | **Effective communication**  -audibility  -accuracy  -fluency  **Problem solving**  -evaluating facts  -taking decision  **Critical thinking**  -responding to questions correctly.  -analyzing statements | A chart showing parts of a bean and maize seed. | Comp science bk 4 page 42 |  |
| 8 | 1 and 2 |  | Caring for crops | -weeding  -thinning  -pruning  -watering  -definition of terms  -examples of weeds.  -methods of controlling weeds.--advantages and disadvantages of controlling weeds | Learner  -gives ways of caring for crops  -defines major terms  -gives examples of weeds.  -states ways of controlling weeds. | -explanation  -guided discovery | -defining  -naming  -drawing  -writing | **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -analyzing statements  -responding to questions appropriately  **Problem solving**  -evaluating facts | Weeds  Immediate environment | Comp sci bk 3 page 37 |  |
|  | 3 |  | Crop rotation | **CROP ROTATION**  -definition  -advantages of crop rotation | Learner  -defines crop rotation  -states the advantages of crop rotation | Guided discovery | -defining  -naming  -drawing  -writing | **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -analyzing statements  -responding to questions appropriately  **Problem solving**  -evaluating facts | Weeds  Immediate environment | Comp sci bk 3 page 37 |  |
|  | 4 |  | Crop pests | -definition  -examples of crop pests  -methods of controlling pests | Learner  -defines crop pests  -gives examples of crop pests  -states ways of controlling crop pests | Guided discovery | -defining  -naming  -drawing  -writing | **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -analyzing statements  -responding to questions appropriately  **Problem solving**  -evaluating facts | Weeds  Immediate environment | Comp sci bk 3 page 37 |  |
|  | 5 |  | Crop diseases | -tomato blight  -maize streak  -banana wilt  -methods of controlling crop pests | Learner  -identifies some crop diseases | Guided discovery | -defining  -naming  -drawing  -writing | **Effective communication**  -fluency  -audibility  -accuracy  **Critical thinking**  -analyzing statements  -responding to questions appropriately  **Problem solving**  -evaluating facts | Weeds  Immediate environment | Comp sci bk 3 page 37 |  |
| 9 | 1 and 2 |  | Harvesting | **HARVESTING**  -definition  -methods of harvesting  -tools used in harvesting | Learner  -defines harvesting  -identifies methods of harvesting  -states three tools used in harvesting | -guided discovery  -explanation | -identifying  -naming  -listing  -writing | **Effective communication**  -fluency  -accuracy  **Problem solving**  -taking choices  **Critical thinking**  -responding to questions appropriately | Chalk board illustration | Comp sci book 3 page 40 |  |
|  | 3 and 4 |  | Food storage | -Definition  -preparation of crops for storage.  -why do we store crops.  -how do stored crops get spoilt?  -illustration of a local granary. | Learner  -defines food storage  -states ways of preparing crops for food storage. | -guided discovery  -explanation | -identifying  -naming  -listing  -writing | **Effective communication**  -fluency  -accuracy  **Problem solving**  -taking choices  **Critical thinking**  -responding to questions appropriately | Chalk board illustration | Comp sci book 3 page 47 |  |
|  | 5 |  | Garden tools | Definition  -examples of garden tools.  e.g.- hoe  -panga  -axe  -rake  and others  (practical lesson) | Learner  -defines garden tools.  -gives examples of garden tools  -states the uses of garden tools | -guided discovery  -explanation | -identifying  -naming  -listing  -writing | **Effective communication**  -fluency  -accuracy  **Problem solving**  -taking choices  **Critical thinking**  -responding to questions appropriately | Chalk board illustration | Comp sci book 3 page 39-42 |  |
| 10 | 1 |  |  | -uses of garden tools.  -how to care for garden tools.  e.g. - cleaning them.  -painting them.  Why do we paint them? | Learner  -defines garden tools.  -gives examples of garden tools  -states the uses of garden tools | -guided discovery  -explanation | -identifying  -naming  -listing  -writing | **Effective communication**  -fluency  -accuracy  **Problem solving**  -taking choices  **Critical thinking**  -responding to questions appropriately | Chalk board illustration | Comp sci book 3 page 39-42 |  |
|  | 2 |  | Reason for caring for garden tools | **Reason for caring for garden tools**  -prevent rusting  -prevent leakage  -make them last long  -conditions for rusting  -effects of rusting | Learner  -states reasons for caring for garden tools  -mention two conditions necessary for rusting to occur10 | -guided discovery  -explanation | -identifying  -naming  -listing  -writing | **Effective communication**  -fluency  -accuracy  **Problem solving**  -taking choices  **Critical thinking**  -responding to questions appropriately | Chalk board illustration | Comp sci book 3 page 42 |  |
|  | 3  &  4 |  | Groups of crops | -root crops  -legumes  -cereals  -fruit crops  -vegetable crops  Types of crops.   1. Cash crops 2. Food crops   Examples of each  Types of crops i.e (cash crops and food crops) | Learner  -identifies different groups of crops  -give examples of crops | Explanation  Guided discovery | Identifying  Naming  Writing  Listening | **Effective communication**  -fluency  -audibility  -accuracy | Chalk board illustration | Comp sci bk 3 page 43-44 |  |

**Complied by:**

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