## PRIMARY FIVE SCIENCE SCHEME OF WORK FOR TERM THREE

ТНЕМЕ	TOPIC
Managing changes in the	Types of changes
environment	
Science in human activities and	Keeping Goats, Sheep and Pigs
occupation	
Human health	Food and nutrition
Human health	Primary health Care (PHC)

WK	PD	THE ME	TOPIC	SUB TOPIC	СОМРЕТЕ	ENCES	CONTENT	METHOD/ TECHNIQU E	ACTIVITY	LIFE SKILLS/ VALUES	REF
					LANGUAGE	SUBJECT					
1					ugh holiday work					T	
2	1			Biological	<ul><li>Names agents of</li></ul>	<ul><li>Describes</li></ul>	<ul><li>Definition of</li></ul>	<ul><li>Group</li></ul>	<ul><li>Describing</li></ul>	<ul><li>Critical</li></ul>	<ul><li>Fountain</li></ul>
				changes.	change.	biological	biological	discussion.	biological	thinking	integrated
					<ul><li>Read words</li></ul>	changes.	changes.	•Observation.	changes.	<ul><li>Problem</li></ul>	science
					correctly.	•Lists down	<ul><li>Examples of</li></ul>	<ul><li>Question</li></ul>	<ul><li>Copying</li></ul>	solving.	book 5 pg
					<ul><li>Writes words</li></ul>	example of	biological	and answer.	lesson notes	<ul><li>Effective</li></ul>	43.
					correctly.	biological	changes in the		in their	com.	<ul><li>Baroque</li></ul>
						changes.	environment.		exercise		integrated
		r=1					<ul><li>Characteristics</li></ul>		books.		science pg
		LHI	HE				of biological				148-150.
		ž _	Z,				changes.				
		SES	ES I				<ul><li>Consequences</li></ul>				
		ANG	NA NM				of biological				
		MANAGING CHANGES IN THE ENVIRONMENT	TYPES OF CHANGES IN THE ENVIRONMENT				changes.				
	2	ING	OF (	Chemical	•Reads words and	•Describes	<ul><li>Definition of</li></ul>	•Group	<ul><li>Discussing</li></ul>	<ul><li>Problem</li></ul>	•Mk
		AG	ES	changes	uses them in	chemical	chemical	discussion	characterist	solving.	integrated
		IAN	IYF		sentences	changes.	changes.	•Observation.	ics of	<ul><li>Critical</li></ul>	science
		2	-		correctly.	•Lists down	<ul><li>Examples of</li></ul>	<ul><li>Question</li></ul>	chemical	thinking.	book 5 pg
					<ul><li>Recites poems</li></ul>	examples of	chemical	and answer.	changes.		51.
					about changes.	chemical	changes in the		<ul><li>Burning</li></ul>		<ul><li>Baroque</li></ul>
						changes.	environment.		papers.		inte science
							<ul><li>Characteristics</li></ul>				book 5 pg
							of chemical				151-152
							changes.				

					LANGUAGE	SUBJECT					
2	3			Physical changes	•Reads words and uses them in	•Describes physical	•Definition of physical	•Observation	•Describing physical	•Problem solving.	•Fountain integrated
		НЕ	8	G	sentences correctly	changes.  •Lists down examples of physical	changes.  Examples of physical changes in the environment.  Characteristics of physical changes.  Consequences of physical changes.		changes. • Experimenti ng on physical changes.	•Critical thinking.	science bk 5 Baroque inte science book 5 pg 153-155.
	4	MANAGING CHANGES IN THE ENVIRONMENT	ATMOSPHERIC CHANGES	Atmospher ic change	•Reads words and uses them in sentences correctly	<ul> <li>Describes atmospheri c changes.</li> <li>Lists examples of atmospheri c changes</li> </ul>	<ul> <li>Definition of atmospheric changes.</li> <li>Examples of atmospheric changes in the environment.</li> <li>Characteristics of atmospheric changes.</li> </ul>	●Observation	<ul> <li>Naming examples of changes in the atmosphere</li> <li>Experimenting on atmospheric changes.</li> </ul>	<ul><li>Problem solving.</li><li>Critical thinking.</li></ul>	•Fountain integrated science bk 5.
	5	MAN	ATI	Natural and manmade changes.	•Reads and writes words about manmade and natural changes.	Describes natural and man made changes.     Lists examples of natural and man made changes 1 to 5 changes.	<ul> <li>Natural</li> </ul>	•Observation. •Whole group discussion.	•Answering oral questions and written questions. •Stating natural changes.	<ul><li>Analyzing situations.</li><li>Self expression</li></ul>	•Mk integrated science book 5 pg 60

SCIENCE IN HUMAN ACTIVITIES			GOATS	•Reads words sentences and stories about goats. •Writes sentences about goats.	•Describes goats. •Defines the terms used in goat keeping.	<ul> <li>Describe goats.</li> <li>Definition of the common terms used in goat keeping.</li> </ul>	•Class discussion. •Observation.	<ul><li>Identifying goats.</li><li>Describing different types of</li></ul>	<ul><li>Care</li><li>Response</li><li>Audibility.</li><li>Confidence</li></ul>	_
			GOATS	sentences and stories about goats.  •Writes sentences	goats. •Defines the terms used in goat	•Definition of the common terms used in goat keeping.	discussion.	goats.  •Describing different	<ul><li>Response</li><li>Audibility.</li></ul>	integra science
4AN ACTIVITIES				stories about goats. •Writes sentences	•Defines the terms used in goat	the common terms used in goat keeping.		•Describing different	•Audibility.	science
4AN ACTIVITIES				goats. •Writes sentences	terms used in goat	terms used in goat keeping.	•Observation.	different		
4AN ACTIVITIES				•Writes sentences	in goat	goat keeping.			<ul><li>Confidence</li></ul>	5.
4AN ACTIVITIES					_			types of		
4AN ACTIVITIES				about goats.	keeping.	a.		types of		•Fountai
4AN ACTIVITIES						•Give reasons		goats.		integrat
4AN ACTIVITIES					<ul><li>Gives</li></ul>	why farmers		<ul><li>Writing</li></ul>		science
4AN ACTIVIT					reasons	keep goats.		notes.		•Baroque
1AN ACTI		EP			why			<ul><li>Drawing a</li></ul>		inte sci
7 Y	ION	SHE			farmers			goat.		book 5
<u> </u>	AND OCCUPATION	KEEPING GOATS, SHEEP AND PIGS			keep goats.					160-16
	CO	G GOATS, AND PIGS	External	•Reads words	•Draws a	•External parts	•Observation.	•Drawing the	<ul> <li>Appreciate</li> </ul>	•Mk
I HI	00	NG C	parts of a	sentences and	goat and	of a goat.	•Class	picture of a	<ul><li>Audibility.</li></ul>	integrat
EIN	AND	EPIL	goat.	stories about	names its	•Breeds of goats.	discussion.	goat.		science
ENC		X E		goats.	external			<ul><li>Listing</li></ul>		5.
SCI				•Writes sentences	parts.			external		•Fountai
				about goat	•Gives the			parts of		integrat
				keeping.	breeds of			goats.		science
				•Draws a goat.	goats.					5.

					LANGUAGE	SUBJECT					
3	1.	(CTIVITIES 10N	SHEEP	Breeds of goats.	<ul> <li>Reads words, sentences and stories about goats.</li> <li>Writes sentences about goat keeping.</li> </ul>	<ul> <li>Describes local breeds of goats.</li> <li>Describes exotic breeds of goats.</li> <li>Gives</li> </ul>		•Whole class discussion.	<ul> <li>Listing products from goats.</li> <li>Giving examples of breeds of goats.</li> </ul>	<ul> <li>Audibility</li> <li>Confidenc e.</li> <li>Self expressio n.</li> <li>Appreciate .</li> </ul>	<ul> <li>Integrated science Bk</li> <li>5.</li> <li>Fountain integrated science k5</li> <li>Baroque inte science book 5 page 161-162.</li> </ul>
	2& 3	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION	G GOATS,	Advantage of keeping local breeds of goats.	•Write words, sentences and stories about breeds of goats.	•Gives advantages of keeping local breeds of goats. •Gives disadvantag ed of keeping local breeds of goats. •Give disadvantag es of keeping exotic breeds of goats.	keeping local breeds of goats.  •Disadvantages of keeping local breeds of goats.  •Disadvantages of keeping exotic breeds of goats.	•Explanation. •Observation.	Observing different breeds of goats. Stating the advantages of keeping local breeds of goats.	•Acceptanc e. •Asking question. •Concern.	•Integrated science Bk 5. •Fountain integrated science Bk 5

					ı					
				LANGUAGE	SUBJECT					
4			_	<ul><li>Writes words,</li></ul>	<ul><li>Gives</li></ul>	<ul><li>Housing of</li></ul>	<ul><li>Observation</li></ul>	<ul><li>Stating the</li></ul>	<ul><li>Acceptanc</li></ul>	<ul><li>Integrated</li></ul>
			and	sentences and	proper	goats.	•Whole class	gestation	e.	science Bl
			managem	stories about	housing of	<ul><li>Gestation</li></ul>	discussion.	period in	<ul><li>Being</li></ul>	5.
			ent of	goats.	goats.	period of goats.		goats.	open	<ul><li>Fountain</li></ul>
			goats.		<ul><li>Mentions</li></ul>	<ul><li>Kidding</li></ul>		<ul><li>Describing</li></ul>		integrated
					gestation	<ul><li>Heat period in</li></ul>		ways of		science B
					period of	goats.		housing and		5
					goats.	<ul><li>Caring for</li></ul>		managing		
	S				<ul><li>Defines</li></ul>	pregnant		goats.		
		Ь			kidding.	nanny.				
		SHEEP			<ul><li>Describes</li></ul>	•Signs of good				
	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION	S, SF			heat period.	milk goats.				
5	IAN JPA	KEEPING GOATS, AND PIGS	Housing	•Writes words and	•Defines	Definition of:	•Observation.	•Writes notes	•Volunteeri	•Integrate
		S (	and	sentences	different	<ul><li>Castration</li></ul>	<ul><li>Group</li></ul>	<ul><li>Describing</li></ul>	ng.	science B
	N H	ING A	managem		routine	<ul><li>Advantages of</li></ul>	discussion.	ways of	<ul> <li>Responsibi</li> </ul>	5.
	AN CE	EP	ent of		activities on	castrating		housing and	lity.	<ul><li>Fountain</li></ul>
	EN	<del> </del>	goats.		a goat farm.	animals.		managing	<ul><li>Working</li></ul>	integrate
	SC					<ul><li>Methods of</li></ul>		goats.	in groups.	science B
						castrating				5
						animals.				•Baroque i
						<ul><li>Disadvantages</li></ul>				science
						of castrating				book 5 pg
						animals.				166-7

					LANGUAGE	SUBJECT					
	6	TIVITIES	GOATS, SHEEP ID PIGS	Routine activities done in goat managem ent	•Write words, sentences and tell stories about routine activities done on a farm of goats.	•Defines dosing, drenching, disbudding, dipping, hoof trimming. •Gives advantages of each of the above process.	•Defines dosing, drenching, disbudding, dipping, hoof trimming. Gives advantages of each of the above activities.	•Observation. •Group discussion.	•Discussing routine farms activities. •Demonstrating drenching	<ul> <li>Articulate.</li> <li>Sharing</li> <li>Working in groups</li> <li>Response.</li> </ul>	•Integrated science Bk 5. •Fountain integrated science Bk 5
	7	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION	KEEPING GOATS, AND PIGS	Grazing goats.	•Writes words and sentences about grazing goats.	<ul> <li>Lists down methods of grazing goats.</li> <li>Gives advantages of each system.</li> <li>Gives disadvantag es of each system.</li> </ul>	<ul> <li>Methods of grazing goats.</li> <li>Advantages of each system.</li> <li>Disadvantages of each system.</li> </ul>	•Observation •Demonstrati on	<ul> <li>Discussing the lesson topic of the day.</li> <li>Describing ways of caring for goats.</li> </ul>	<ul> <li>Appreciation</li> <li>Responsibility.</li> <li>Care</li> <li>Asking questions.</li> </ul>	•Integrated science Bk 5. •Fountain integrated science Bk 5
4	1		Rearin g goats.	Reasons for rearing goats.	•Writes words about rearing of goats	•Gives reasons why for rearing goats.	•Reason why people rear goats.	•Observation	•Describing ways of caring for goats	•Critical	•Integrated science

				LANGUAGE	SUBJECT					
2			Rearing	<ul><li>Writes</li></ul>	<ul><li>Define terms</li></ul>	<ul><li>Defines terms</li></ul>	•Whole class	•Drawing a	<ul><li>Thinking</li></ul>	<ul><li>Fountain</li></ul>
			sheep.	sentences	like: docking,	like: docking,	discussion	diagram of		integrate
				about keeping	shearing,	shearing, ewe,		a sheep.		d science
				sheep.	ewe, etc.	etc.		<ul><li>Listing the</li></ul>		Bk 5
					•Draws a	•Draws a		external		
					diagram of a	diagram of a		parts of a		
					sheep and	sheep and		sheep.		
	TES				names its	names its				
					external	external parts.				
	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION				parts.	like;				
3	IAN	SHEEP	Products	•Reads words	•Names the	•Products got	<ul><li>Observation</li></ul>	•Listing	<ul><li>Critical</li></ul>	•Integrate
	HUM	SHLLI	from sheep	about sheep	products got	from sheep.	group	products	thinking	d science
	IN ON				from sheep.	•Breed of sheep.	discussion.	goat from		Bk 5.
	INCE A				•Gives breeds	<ul><li>Mention</li></ul>		sheep.		<ul><li>Fountain</li></ul>
	SCIE				of sheep.	example of				integrate
	•				<ul><li>Mentions</li></ul>	each breeds of				d science
					examples of	sheep.				Bk 5
					each breed of					<ul><li>Baroque</li></ul>
					sheep.					int
					<ul><li>Breeding in</li></ul>					science
					sheep.					book 5
										pg 164.

4		SHEEP	Diseases of sheep and goats.	Reads words on diseases of sheep and goats.	•Lists diseases of sheep and goats. •Gives signs	•Diseases of sheep and goats.	•Observation •Group discussion	•Naming common parasites and	•Apprecia te •Response •Care	•Integrate d science Bk 5.
	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION				and symptoms of the diseases of sheep and goats.  •Mentions the ways of preventing and controlling the spread of the diseases to sheep and goats.	symptoms of the diseases of sheep and goats.  •Mentions the ways of preventing and controlling the spread of the diseases to sheep and goats.		diseases of sheep.	•Asking question.	•Fountain integrate d science Bk 5
5	SCIENCE IN HI AND OG	PIGGERY	parts of a	<ul> <li>Reads words about pigs.</li> <li>Writes sentences about pigs.</li> </ul>	<ul> <li>Draws external parts of a pig.</li> <li>Mentions breeds of pigs.</li> <li>Gives examples of each breed.</li> <li>Explains proper ways of housing pigs.</li> </ul>	<ul> <li>External parts of a pig.</li> <li>Mentions breeds of pings.</li> <li>Examples of each breed.</li> <li>Proper ways of housing pigs.</li> </ul>	•Observation •Groups discussion.	<ul> <li>Drawing a diagram of a pig.</li> <li>Listing the external parts of a pig.</li> </ul>	•Apprecia te •Response •Care •Asking question.	<ul> <li>Integrate d science Bk 5.</li> <li>Fountain integrate d science Bk 5</li> <li>Baroque int science boob 5</li> </ul>

											pg 171-
											173.
					LANGUAGE	SUBJECT					
•		SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION	PIGGERY	DISEASES OF PIGS.	•Reads words about pigs. Writes sentences about pigs.	•Lists diseases of pigs. •Gives signs and symptoms of each diseases. •Mentions the ways of preventing and controlling the spread of the diseases to pigs.	<ul> <li>Diseases of pigs.</li> <li>Signs and symptoms of the diseases of pigs.</li> <li>Mentions the ways of preventing and controlling the spread of the diseases to pigs.</li> </ul>	•Group discussion	•Naming common parasites and diseases in pigs.	•Apprecia te •Response •Care •Asking question.	•Integrate d science Bk 5. •Fountain integrate d science Bk 5
	7	SCIENCE IN F	PIGGERY	A PIGGERY	<ul> <li>Reads words about pigs.</li> <li>Writes sentences about pigs.</li> </ul>	•Gives requirements for starting a piggery farm. •Gives records kept on a piggery farm. •States the importance of keeping records.	<ul> <li>Requirements for starting a piggery farm.</li> <li>Records kept on a piggery farm.</li> <li>Importance of keeping records.</li> </ul>	<ul><li>Observation.</li><li>Group discussion.</li></ul>	<ul> <li>Recording activities in piggery.</li> </ul>	<ul><li>Apprecia te</li><li>Response</li><li>Care</li><li>Asking question.</li></ul>	•Integrate d science Bk 5. •Fountain integrate d science Bk 5 •Baroque int science book 5 pg 179-180.

6	1				3.51.1.						
6	1				Mid term	Exam.					
		HUMAN HEALTH	FOOD AND NUTRITION	FOOD	•Reads words about food. •Writes words about food.	<ul> <li>Defines food.</li> <li>Gives reasons why people eat food.</li> <li>Lists down the classes of food and the uses of food to the body.</li> <li>Defines nutrition gives the importance of nutrition to the body.</li> </ul>	<ul> <li>Define food and nutrition.</li> <li>Gives reasons why people eat food.</li> </ul>	•Observation. •Group discussion	•Listing different classes of food.	ring responsi bility	•Mk Integrate d science Bk 5. •Fountain integrate d science Bk 5
	2	HUMAN	FOOD AND	BREAST FEEDING	•Writes words, sentences to tell stories about breast feeding.	<ul> <li>Defines breast feeding.</li> <li>Gives advantages &amp; disadvantage s of breast feeding to:</li> <li>1. A baby</li> <li>2. A mother</li> <li>3. A family</li> </ul>	<ul> <li>Define breast feeding</li> <li>Gives advantages of and disadvantages breast feeding to:</li> <li>1. A baby</li> <li>2. A mother</li> <li>3. A family</li> </ul>	•Observation. •Group discussion	advantages and	e. •Sharing •Working	•Mk Integrate d science Bk 5. •Fountain integrate d science Bk 5 •Baroque int science book 5 pg 182.
					LANGUAGE	SUBJECT					

3	BOTTLE	•Writes words,	•Defines bottle	•Defines bottle	•Observation.	<ul><li>Explaining</li></ul>	<ul><li>Apprecia</li></ul>	•Mk
	FEEDING	sentences to	feeding.	feeding.		instances	te.	Integrate
		tell stories	•Gives	•Gives		when bottle	<ul><li>Response</li></ul>	d science
		about bottle	advantages	advantages		feeding is	•Care.	Bk 5.
		feeding.	and	and		necessary.	<ul><li>Asking</li></ul>	<ul><li>Fountain</li></ul>
			disadvantage	disadvantages			question.	integrate
			s of bottle	of bottle				d science
			feeding to:	feeding to:				Bk 5
			1. A baby	4. A baby				
	Z		2. A mother	5. A mother				
	TIO		3. A family	6. A family				
HUMAN HEALTH	FOOD AND NUTRITION FOOD FOR VULNERABLE PEOPLE	•Writes words, sentences to tell stories about vulnerable people.	<ul> <li>Defines vulnerable people.</li> <li>Lists down groups of vulnerable people.</li> <li>Reasons why vulnerable people feed that way.</li> </ul>	<ul> <li>Defines vulnerable people.</li> <li>Lists down groups of vulnerable people.</li> <li>Reasons why vulnerable people feed that way.</li> </ul>	Observation.     Whole class discussion.	•Listing different groups of vulnerable people.	<ul><li>Apprecia te.</li><li>Response</li><li>Care.</li><li>Asking question.</li></ul>	•Mk Integrate d science Bk 5. •Fountain integrate d science Bk 5 •Baroque int science book 5 pg 186
		LANGUAGE	SUBJECT					

5				•Writes words,	• Defines	• Defines	- Ob a overati	Discussing	- Ammuo oi -	- M1-
3				• writes words, sentences to tell	traditional	traditional		• Discussing	<ul><li>Apprecia</li></ul>	∙Mk
				stories about	customs and	customs and	<ul><li>Whole class</li></ul>	the customs and food taboos.  • Writing	te.	Integrate
				traditional	food taboos.	food taboos.	discussion.		<ul><li>Response</li></ul>	d science
			ИS	custom and food	• Gives examples	• Gives examples			•Care.	Bk 5.
				taboos.	of traditional	of traditional				
				taboos.	customs and	customs and		and	<ul><li>Asking</li></ul>	<ul><li>Fountain</li></ul>
			.O.I OS:		food taboos.	food taboos.		disadvantage	question.	integrate
			ADITIONAL CUSTOM AND FOOD TABOOS.		• Mentions	• Mentions		of food		d science
			ე ₹		advantages	advantages and		taboos.		Bk 5
			AL D 7		and	disadvantages of				<ul><li>Baroque</li></ul>
		NO I	00 00		disadvantages	traditional				int
	H.	Ĭ	Ţ.		of traditional	customs and				-
	LI	R	<u>ā</u> Ķ		customs and	food taboos.				science
	HUMAN HEALTH	U	TRADITIONAL CUSTOMS AND FOOD TABOOS.		food taboos.	<ul><li>Mentions food</li></ul>				book 5
	H 1	Ž	-		<ul><li>Mentions food</li></ul>	consumption				pg 186
	AN	8	FOOD AND NUTRITION TRADITION AND FOO		consumption	patterns in the				
	M	Æ			patterns in the	community.				
	HI	90			community.	<ul> <li>Staple food in</li> </ul>				
		Õ				different				
		<b>1</b>				communities.				
6				<ul><li>Writes words</li></ul>	<ul><li>Defines</li></ul>	<ul><li>Defines</li></ul>	<ul><li>Discussion</li></ul>	<ul><li>Answering</li></ul>	<ul><li>Critical</li></ul>	<ul><li>Fountain</li></ul>
			-	sentences to tell	malnutrition.	malnutrition.	<ul><li>Explanation</li></ul>	oral	thinking.	integrate
			<u>o</u>	stories about	<ul><li>Lists down</li></ul>	<ul><li>Lists down</li></ul>	<ul><li>Question and</li></ul>	questions.	<ul><li>Self</li></ul>	d science
			MALNUTRITION	malnutrition.	deficiency	deficiency	answers	<ul><li>Copying brief</li></ul>	awarenes	Bk 5
					diseases and	diseases and		notes.	S.	
					their causes.	their causes.				
					<ul> <li>States ways of</li> </ul>	<ul><li>States ways of</li></ul>				
					preventing the	preventing				
					deficiency					
					diseases.					

		LANGUAGE	SUBJECT			

	7	HUMAN HEALTH	FOOD AND NUTRITION	Primary Health Care	<ul> <li>Reads words about primary health care.</li> <li>Writes sentences about primary health care.</li> </ul>	<ul> <li>Defines P. H.C.</li> <li>Lists down principles of P. H.C</li> <li>Lists down the elements of P. H.C.</li> <li>Mentions the activities carried out under P. H.C.</li> </ul>	<ul> <li>Defines P. H.C.</li> <li>Lists down principles of P. H.C</li> <li>Lists down the elements of P. H.C.</li> <li>Mentions the activities carried out under P. H.C.</li> </ul>	• Class discussion • Observation.	<ul> <li>Answering oral questions.</li> <li>Copying brief notes.</li> </ul>	<ul> <li>Audibilit</li> <li>y</li> <li>Sharing</li> <li>Caring</li> <li>Responding to question.</li> </ul>	<ul> <li>Mk</li> <li>Integrate</li> <li>d science</li> <li>Bk 5.</li> <li>Fountain</li> <li>integrate</li> <li>d science</li> <li>Bk 5</li> </ul>
				1	1		T	T	<u> </u>	1	
					LANGUAGE	SUBJECT					
7	1	атн	PRIMARY HEALTH CARE (PHC)	Responsibil ities of individuals, families and communitie s in the promotion of health.	<ul> <li>Reads words about P.H.C.</li> <li>Writes sentences about P.H.C.</li> </ul>	•Identifies activities done by an individual in promoting P.H.C. •Gives suitable life styles and good health practices.	<ul> <li>Identifies     activities done     by an     individual in     promoting     P.H.C.</li> <li>Suitable life     styles and good     health     practices.</li> </ul>	<ul><li>Class discussion</li><li>Observation.</li></ul>	<ul><li>Picking rubbish.</li><li>Sweeping.</li><li>Mopping.</li></ul>	<ul><li>Sharing informati on.</li><li>appreciati on</li></ul>	●Fountain integrate d science Bk 5 ●Baroque int science book 5 pg 195-197
		HUMAN HEALTH		School health committee	<ul> <li>Writes words on school health committee.</li> <li>Reads words.</li> <li>Writes sentences about school health committee.</li> </ul>	<ul> <li>Defines health committee.</li> <li>Gives the activities done by a health committee.</li> <li>Discuss child to child programme.</li> <li>Gives examples of people with special needs.</li> </ul>	<ul> <li>Defines health committee.</li> <li>Gives the activities done by a health committee.</li> <li>Discuss child to child programme.</li> <li>Gives examples of people with special needs.</li> </ul>	<ul> <li>Class discussion</li> <li>Observation.</li> <li>Question and answer.</li> </ul>	<ul><li>Picking rubbish.</li><li>Sweeping.</li><li>Mopping.</li></ul>	<ul> <li>Asking question.</li> <li>Articulate .</li> <li>Sharing informati on.</li> </ul>	<ul> <li>Mk</li> <li>Integrate</li> <li>d science</li> <li>Bk 5.</li> <li>Fountain</li> <li>integrate</li> <li>d science</li> <li>Bk 5</li> </ul>