

P.5 SCIENCE SCHEME TERM III

| WK | PD | THEME | TOPIC | SUB TOPIC | SUBJECT COMPETENCE | LANGUAGE COMPETENCE | CONTENT | METHODS | SKILLS | ACTIVITY | T/AIDS | REF |
|----------|-------------|--|------------------|--------------------|---|---|---|--|---|--|--|--|
| 1 | 1 & 2 | Managing changes in the environment | Types of changes | Biological changes | The learner; States the types of changes Describes the biological changes States the examples and characteristics of biological changes | The learner; Reads, spells, pronounces and describes key words -environment -condense | Biological change Meaning of biological changes Characteristics of biological changes Examples and classes of biological changes Advantages of biological changes Disadvantages of biological changes | | | | | |
| | 3 | | | | The learner; Explains physical changes Mentions examples, characteristics of physical changes States the advantages and disadvantages | The learner; Reads, spells, pronounces and describes key words -reverse evaporate solidify | Physical changes Definition of physical changes Characteristics of physical changes Examples of physical changes Importance of physical changes Disadvantages of physical changes | <ul style="list-style-type: none"> ▪ Guided discovery ▪ Inquiry ▪ Observation | <ul style="list-style-type: none"> ▪ Effective communication , Fluency and Audibility ▪ Values i.e concern, care and responsibility | <ul style="list-style-type: none"> ▪ Stating and describing types of changes ▪ Copying notes a ▪ Answering written exercise | <ul style="list-style-type: none"> ▪ Text books ▪ Chalk board illustration | <ul style="list-style-type: none"> ▪ P.5 syllabus page 41-43. Compre. Book 5 page 40-41 , Baroque book 5 page 148 – 149 and Fountain book 5 pages 33 - 35 |

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| 2 | 1 & 2 | Managing changes in the environment | Types of changes | Chemical changes | <p>The learner; Describes chemical changes</p> <p>States examples, characteristics m advantages and disadvantages of chemical changes</p> | <p>The learner; Reads, spells, pronounces and describes key words irreversible rust</p> | <p>Chemical changes What they are</p> <p>Their characteristics</p> <p>Their examples and classes</p> <p>Their advantages and disadvantages</p> | <ul style="list-style-type: none"> ▪ Guided discovery ▪ Inquiry ▪ Observation ▪ Effective communication , Fluency and Audibility ▪ Values i.e concern, care and responsibility ▪ Stating and describing types of changes ▪ Copying notes a ▪ Answering written exercise ▪ Text books ▪ Chalk board illustration ▪ P.5 syllabus page 41-43. Compre. Book 5 page 40-41 , Baroque book 5 page 148 – 149 and Fountain book 5 pages 33 - 35 |
| | 3 & 4 | Science in human activities and occupation | Keeping goats , sheep and pigs | Goat keeping | <p>The learner; Gives reasons and uses of keeping goats</p> <p>Draws a structure of a goat with all the external parts</p> <p>Gives the products from goats</p> | <p>The learner; Reads, spells, pronounces key words -kid -kidding -nanny -billy</p> | <p>Goat keeping Common terms used here</p> <p>Reasons for keeping goats</p> <p>Advantages of keeping goats</p> <p>External parts of a goat.</p> <p>Products got from a goat.</p> <p>Uses of some parts of a goat</p> <p>Advantages of keeping goats over cattle</p> | <ul style="list-style-type: none"> ▪ Question and answer ▪ Guided discovery ▪ Problem solving , Effective communication, fluency and audit ability Values : care, concern, responsibility ▪ Observing parts of a goat and a pig, drawing structure of a pig and sheep, copying notes and answering written exercises ▪ Real goat and pigs ▪ Pictures in the text books ▪ P.5 syllabus pages 43-45, banquet book pages 160 -163, Fountain book 5 pages 50-55, Comprehension book 5 56 – 58 |

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| 3 | 5 | Science in human activities and occupation | | | | | | | | | |
| | 1 | Keeping goats , sheep and pigs | Goat keeping | <p>The learner; Gives reasons and uses of keeping goats</p> <p>Draws a structure of a goat with all the external parts</p> <p>Gives the products from goats</p> | <p>The learner; Reads, spells, pronounces key words -kid -kidding -nanny -billy</p> | <p>Types of breeds of goats</p> <p>Breeds of goats</p> <p>Gestation period of a goat</p> <p>Diseases and parasites of goats</p> | <ul style="list-style-type: none">Question and answerGuided discovery | <ul style="list-style-type: none">Problem solving , Effective communication, fluency and audit ability Values : care, concern, responsibility | <ul style="list-style-type: none">Observing parts of a goat and a pig, drawing structure of a pig and sheep, copying notes and answering written exercises | <ul style="list-style-type: none">Real goat and pigsPictures in the text books | <ul style="list-style-type: none">P.5 syllabus pages 43-45, banquet book pages 160 -163, Fountain book 5 pages 50-55, Comprehension book 5 56 – 58 |
| | | Keeping goats , sheep and pigs | Goat keeping | <p>The learner; Gives reasons and uses of keeping goats</p> <p>Draws a structure of a goat with all the external parts</p> <p>Gives the products from goats</p> | <p>The learner; Reads, spells, pronounces key words -kid -kidding -nanny -billy</p> | <p>Systems of grazing goats</p> <p>Housing for goats</p> | <ul style="list-style-type: none">Question and answerGuided discovery | <ul style="list-style-type: none">Problem solving , Effective communication, fluency and audit ability Values : care, concern, | <ul style="list-style-type: none">Observing parts of a goat and a pig, drawing structure of a pig and sheep, copying notes and answering written exercises | <ul style="list-style-type: none">Real goat and pigsPictures in the text books | <ul style="list-style-type: none">P.5 syllabus pages 43-45, banquet book pages 160 -163, Fountain book 5 pages 50-55, Comprehension book 5 |

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| 4 | 1 & 2 | Science in human activities and occupation | Keeping goats , sheep and pigs | Sheep keeping | <p>The learner; Gives types of breeds of sheep</p> <p>States the gestation period</p> | <p>The learner; Reads, spells and describes key words -ram -lambing -mutton</p> | <p>Diseases ad parasites of sheep</p> <p>Control, prevention, signs and symptoms of diseases of goat.</p> <p>Management of sheep and goats</p> | <ul style="list-style-type: none"> ▪ Guided discussion ▪ Demonstration ▪ Inquiry | <ul style="list-style-type: none"> ▪ Problem solving, Effective communication i.e. fluency ▪ Values : Logic, responsibility | <ul style="list-style-type: none"> ▪ Observing parts of a sheep in a pig, Drawing external parts, copying notes and doing written exercise | <ul style="list-style-type: none"> ▪ Real goats and pigs, pictures in the text books | <ul style="list-style-type: none"> ▪ P.5 syllabus pages 43 – 45, Baroque book 4 pages 170 – 175 , Fountain books pages 61 – 65. |
| | 4 & 5 | Science in human activities and occupation | Keeping goats , sheep and pigs | Sheep keeping | <p>The learner; Gives types of breeds of sheep</p> <p>States the gestation period</p> | <p>The learner; Reads, spells and describes key words -ram -lambing -mutton</p> | <p>Sheep keeping Types of breeds of sheep</p> <p>Breeds of sheep</p> <p>Housing for sheep</p> <p>Gestation period of sheep</p> | <ul style="list-style-type: none"> ▪ Guided discussion ▪ Demonstration ▪ Inquiry | <ul style="list-style-type: none"> ▪ Problem solving, Effective communication i.e. fluency ▪ Values : Logic, responsibility | <ul style="list-style-type: none"> ▪ Observing parts of a sheep in a pig, Drawing external parts, copying notes and doing written exercise | <ul style="list-style-type: none"> ▪ Real goats and pigs, pictures in the text books | <ul style="list-style-type: none"> ▪ P.5 syllabus pages 43 – 45, Baroque book 4 pages 170 – 175 , Fountain books pages 61 – 65. |
| | 2 & 3 | Science in human activities and occupation | Keeping goats , sheep and pigs | Sheep keeping | <p>The learner' describes key words used</p> <p>Points our reasons for keeping sheep</p> <p>Draws external parts of a sheep</p> | <p>The learner; Reads, pronounces, spells and describes key words -rain -ewe -marino</p> | <p>Sheep keeping Common terms used here</p> <p>Reasons for keeping sheep</p> <p>Advantages of keeping sheep</p> <p>External parts of a sheep</p> <p>Uses of some parts of a sheep</p> | <ul style="list-style-type: none"> ▪ Question and answer ▪ Guided discovery | <ul style="list-style-type: none"> ▪ Problem solving, Effective communication, fluency and audit ability ▪ Values : care, concern, responsibility | <ul style="list-style-type: none"> ▪ Observing parts of a goat and a pig, drawing structure of a pig and sheep, copying notes and answering written exercises | <ul style="list-style-type: none"> ▪ Real goat and pigs ▪ Pictures in the text books | <ul style="list-style-type: none"> ▪ P.5 syllabus pages 43-45, banquet book pages 160 -163, Fountain book 5 pages 50-55, Comprehension book 5 56 |

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| 5 | 5 & 1 | Science in human activities and occupation | Keeping goats , sheep and pigs | Pig keeping | <p>The learner; Describes common terms used</p> <p>States reasons of keeping pigs</p> <p>Gives uses of keeping pigs and their products</p> <p>States the factors to consider when choosing a good pig</p> | <p>The learner; Reads, spells, pronounces and describes key words</p> <p>-farrow -farrowing -boar -sow</p> | <p>Pig keeping Common terms applied</p> <p>Reasons for keeping pigs</p> <p>Importance of keeping pigs</p> <p>External parts of a pig</p> <p>Uses of some parts of a pig</p> <p>Factors to consider when choosing a good pig</p> | <ul style="list-style-type: none"> ▪ Guided discussion ▪ Demonstration ▪ Inquiry | <p>Problem solving, Effective communication i.e. fluency Values :</p> <ul style="list-style-type: none"> ▪ Logic, responsibility | <ul style="list-style-type: none"> ▪ Observing parts of a sheep in a pig, Drawing external parts, copying notes and doing written exercise | <ul style="list-style-type: none"> ▪ Real goats and pigs, pictures in the text books | <ul style="list-style-type: none"> ▪ P.5 syllabus pages 43 – 45, Baroque book 4 pages 170 – 175 , Fountain books pages 61 – 65. |
| | 3 & 4 | Science in human activities and occupation | Keeping goats , sheep and pigs | Pig keeping | <p>The learner; Describes common terms used</p> <p>States reasons of keeping pigs</p> <p>Gives uses of keeping pigs and their products</p> <p>States the factors to consider when choosing a good pig</p> | <p>The learner; Reads, spells, pronounces and describes key words</p> <p>-farrow -farrowing -boar -sow</p> | <p>Pig keeping Common terms applied</p> <p>Reasons for keeping pigs</p> <p>Importance of keeping pigs</p> <p>External parts of a pig</p> <p>Uses of some parts of a pig</p> <p>Factors to consider when choosing a good pig</p> | <ul style="list-style-type: none"> ▪ Guided discussion ▪ Demonstration ▪ Inquiry | <p>Problem solving, Effective communication i.e. fluency Values :</p> <ul style="list-style-type: none"> ▪ Logic, responsibility | <ul style="list-style-type: none"> ▪ Observing parts of a sheep in a pig, Drawing external parts, copying notes and doing written exercise | <ul style="list-style-type: none"> ▪ Real goats and pigs, pictures in the text books | <ul style="list-style-type: none"> ▪ P.5 syllabus pages 43 – 45, Baroque book 4 pages 170 – 175 , Fountain books pages 61 – 65. |

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| 6 | 2 & 3 | <ul style="list-style-type: none"> Guided discussion Demonstration and Inquiry Problem solving, Effective communication i.e. fluency Values : Logic, responsibility Observing parts of a sheep in a pig, Drawing external parts, copying notes and doing written exercise | <p>The learner; Mentions the qualities of a good pig sty</p> <p>Describes heat periods and their signs in pigs</p> <p>Gives the gestation period of pigs</p> | <p>The learner; Reads, spells, pronounces and describes new words</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> | <p>Qualities of good pig sty</p> <p>Heat periods and signs in pigs</p> <p>Gestation period in pigs</p> <p>Steaming up</p> <p>Weaning in pigs</p> | <ul style="list-style-type: none"> Guided discussion Demonstration Inquiry Problem solving, Effective communication i.e. fluency Values : Logic, responsibility Observing parts of a sheep in a pig, Drawing external parts, copying notes and doing written exercise Real goats and pigs, pictures in the text books P.5 syllabus pages 43 – 45, Baroque book 4 pages 170 – 175 , Fountain books pages 61 – 65. |
| | 4 & 5 | | | | | |
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| 6 | 1 | <p>Human health</p> <p>Food and Nutrition</p> <p>Introduction</p> | <p>The learner; Describes common terms used</p> <p>States the classes of food and their values</p> <p>Gives the importance of food and why people eat food</p> | <p>The learner; Reads, spells, describes and pronounces key words</p> <p>-habit</p> <p>-nutrients</p> <p>-growth</p> | <p>Food and nutrition Common terms applied</p> <p>Classes and food values</p> <p>Reasons for eating food and uses of food</p> <p>Best food for a baby and why?</p> <p>Breast feeding What is means</p> <p>Advantages to the;</p> <p>-baby</p> <p>-mother</p> <p>-family</p> <p>Disadvantages of breast feeding</p> | <ul style="list-style-type: none"> Question and answer Effective communication i.e fluency Answering written exercise in oral Describing breast feeding Chalk board illustration |
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| | 2 & 3 | Human health | Food and nutrition | Bottle feeding | <p>The learner; Describes bottle feeding</p> <p>States the disadvantages of bottle feeding</p> <p>Gives the advantages of breast feeding over bottle feeding</p> <p>Conditions that lead to bottle feeding</p> | <p>The learner; Reads, pronounces, describes and spells key words</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> | <p>Bottle feeding Meaning of bottle feeding</p> <p>Advantages of bottle feeding to the baby, mother and family</p> <p>Disadvantages of bottle feeding to the baby, mother and family</p> <p>Advantages of breast feeding over bottle feeding</p> <p>Cordination under which bottle feeding is recommended.</p> | <p>Guided discovery</p> <p>▪ Question and answer</p> | <p>Effective communication i.e audibility, fluency</p> <p>▪ Values : care, concern and love</p> | ▪ | ▪ | ▪ |
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