

THIRD TERM PRIMARY FIVE SCIENCE SCHEME OF WORK - 2022

WK	PD	THEME	TOPIC	S-TOPIC	COMPETENCES		CONTENT	METHODS	L/ SKILLS & VALUE	T/AIDS	L/ ACTIVITIES	REF	REN
					LANGUAGE	SUBJECT							
2	1	Human Body	Food and Nutrition	Feeding (food)	The learner: -pronounces words like taboos and Beliefs. -Spells words like taboos and beliefs -Writes poems about feeding	The learner: - Defines food and feeding - States the meaning of nutrition - States the importance of food -Why people eat food	Nutrition Definition of food Importance of food Reasons why people eat food. The 5H's	-Guided Discovery -Demonstration Guided discovery Brain storming	-problem Solving -Self Awareness Appreciation Critical thinking	-Different food stuffs like eggs, mangoes, posho	-collecting some items -observing Displayed Foods and their uses	Comp sci pupils Bk. 5. Supplementary science bk8 Understanding integrated science bk5	
2	2			Traditional customs and taboos.	The learner: -Writes words like Customs taboos. -Spells words like Customs taboos.	The learner: -Defines food taboos. -mentions the types of food taboos. -States the advantages and disadvantages of food taboos	Food taboos Types of food taboos Cultural food taboos Religious food taboos Examples of food taboos Advantages and disadvantages of food taboos.	Guided Discussion discovery	Logic Critical Thinking appreciation	Community	Discussing Food taboos Of communities	Understanding integrated science bk5 Comprehensive science book5	
	3			Food Beliefs.	The learner -Writes words like oil nuts. -Spells words like Oil nuts	-defines food beliefs -States examples of food beliefs.	Food beliefs Examples of food beliefs. Advantages and disadvantages of Food beliefs Effects of food beliefs to our communities.	Guided Discovery discussion	Logic Appreciation Problem solving	Community	Discussing Food beliefs with community members and their effects		

	4			Breast Feeding	The learner; - Explains the term breast feeding - reads writes and pronounces words like pregnancy, breast digestible correctly	The learners: -defines the term Breast feeding. -States the Advantages of Breast feeding. -Mentions the Advantages of breast feeding to (i) a mother (ii) a baby (iii) Gives conditions under which breast feeding is restricted	Breast feeding is act of suckling a baby breast milk produced by the mother a) Advantages of breast feeding to the Mother b) Advantages of breast feeding to a baby. Disadvantages of breast feeding Conditions under which breast feeding is restricted	Demonstration Brain storming Guided discussion Discovery	Self-awareness Creative thinking Love Care Appreciation	Chart showing A breast feeding mother	Observing breast feeding Discussing advantages and disadvantages of breast feeding	- supplementary science bk8 Understanding integrated science bk5	
	5	Human Body	Food And Nutrition	Bottle Feeding	The learner: -pronounces words like bottle feeding. -Spells words like Bottle feeding nutrients	The learner: -Explains the term Bottle feeding. -States the Advantages of bottle Feeding -Identifies the Disadvantages of bottle feeding -Gives conditions under which bottle feeding is used	Bottle feeding - Advantages of bottle feeding - Disadvantages of bottle feeding -Conditions under which bottle feeding is used	-Demonstration -Guided Discussion - Brain storming	-Problem Solving -Self esteem	-Bottle -Milk	Demonstrating bottle feeding Discussing merits and demerits of bottle feeding	-comprehensive Primary School Science Pupil's Bk. 5. - Integrated science pupils Bk. 5	
	6			Proper ways of carrying out bottle	The learner: -Pronounces the Words correctly like Saucepan, boiling, weaning	The learner: -Identifies the various steps taken when carrying out bottle feeding	Steps taken while carrying Out bottle feeding -Have separate	Brain storming Guided discussion Discovery	- Love - Care - Appreciation	Bottle Saucepan water	Demonstrating steps of cleaning bottles and	Understanding integrated	

				feeding .		-Defines weaning Gives the importance of weaning	saucepan with a lid for boiling. -The feeding bottle should have a lid to cover the nipple. Weaning, importance and how to start	-Demonstration -observation	-Critical thinking -Effective communication		keeping them safely.	science bk5	
	7			Vulnerable groups.	The learner: -Explains the term vulnerable -Mentions the Vulnerable groups of people. -Ways of caring for Vulnerable.	The learner: -Spells words like Sick people Weaning children. -Pronounces words like weaning children	-Vulnerable groups of people are people who need special care and diet -Examples of vulnerable groups of people -care for vulnerable -Food for the vulnerable people	-Brain storming -Guided discussion -Discovery -Demonstration	-Love -Care -Appreciation -Critical thinking	Visit to vulnerable people	Visiting Vulnerable people	Understanding integrated science bk5	
	8	Human body	Food and Nutrition	Food Consumption Patterns	The learner: -Writes words like Meals, patterns. -Pronounces words like meals. -Spells words like Meals etc.	The learner: -Defines food Consumption Pattern. -States the importance of good feeding patterns. -mentions the Factors considered when choosing Food for a meal.	Food consumption Pattern is the number of meals a person has in a day, the time he or she has meals and what he or she eats at each meal. Importance of good Feeding patterns. -To make our bodies Strong.	-Discovery -Guided Discussion - observation	-Critical thinking -problem Solving -Effective communication	Food stuffs Eaten in various areas	-collecting and observing food Stuffs of various areas	Understanding integrated science bk5 Comprehensive science bk5	

							-To enable our brains to work properly. Factors that determine food consumption pattern						
3	1			Balanced diet	A learner spells, writes, reads and pronounces words like nutrients, carbohydrates, vitamins, proteins	A learner defines a balanced diet - Gives the classes of food - mentions sources of food - differentiate cases of food - Gives the components of a balanced diet - States functions of different classes of food	A meal that contains all food values in their right amounts - Components of a balanced diet - Classes of food - Sources and functions of carbohydrates, vitamins and proteins	Guided discovery Discovery Brain storming observation	Self awareness Creative thinking Critical thinking Effective communication Love Care	Food stuffs	- Observing and grouping different foods according to their classes they belong.	Supplementary science bk8	
3	2	Human body	Food and Nutrition	Malnutrition and Deficiency diseases	The learner: - Writes, reads, spells and pronounces words like deficiency, kwashiorkor etc correctly	The learner: - defines malnutritional/ deficiency diseases. - Mention examples of deficiency diseases. - Suggests the signs and symptoms of each deficiency diseases.	Deficiency diseases are diseases which are caused due to lack of certain food value in the diet. Examples, Haemophilia Kwashiorkor, Night blindness, Beriberi, pellagra, scurvy, rickets, Anaemia, Goitre	Guided discussion Brain storming Discovery observation	Effective communication Self awareness Care	Diagrams showing malnourished persons	-observing and discussing signs of a malnourished person	-do-	-
	3	Human Body	Food and Nutrition	Feeding habits	A learner: -Writes words like	The learner: -defines the word	A habit is something you do regularly	-Demonstration Brain storming	Critical thinking	-soap -water	-demonstrating	Comp	

					Habits. -Spells words like fatty foods.	Habit. -Mentions the examples of bad feeding habits. -States the good feeding habits. -States dangers of bad feeding habits	without thinking it. Examples of feeding habits. -Washing hands while eating -Not taking while eating -Not allowing cats/dogs to eat with -Eating fatty foods -Eating a lot of spicy Foods - Examples of bad eating habits - Eating food with dirty hands	Guided discussion - Discovery	Self Awareness - Effective communication	-food and observing good eating habits -discussing effects of bad eating habits.	Pr Sch Sci Bk. 5. Mk integrated project Sci Bk. 5.		
		Human health	Accidents, poisoning and first aid	Accidents at home, on the way and at school	The learner: Spells and reads words like; casualty, injuries correctly Constructs sentences using words like; casualty	The learner: Gives the examples of accidents at home, on the way and at school	-Definition of an accident, a casualty -Examples of accidents -Injuries like fracture, burns scalds -cause -Prevention	Effective communication -logical flow of ideas -Confidence Self-awareness -Making choices -Caring for oneself Empathy -Guiding others - Comforting	Guided discussion Guided discovery Demonstration Observation	Discussing the examples of accidents, injuries, cause and prevention Drawing structures of different fractures	Hot water Stretcher Arm sling Badge Empty tins of poison	P.4 integrated science syllabus pg.21-22	



				Poisoning	The learner: Spells, pronounces and reads words like; paraffin correctly	The learner: States the cause of poisoning	-Definition of poisoning -Cause of poisoning -Prevention of poisoning		Guided discussion Observation	Discussing the causes of poisoning Observing empty tins of poisoning		Mk integrate d priscie bk 4 pg	
				First aid kit	The learner: Spells and reads words like; badge, spirit correctly	The learner: Mentions the components of first aid kit and their uses	-Definition of first aid and first aid kit -Components of first aid kit and their uses		Observation Guided discussion Guided discovery	Observing the elements of first aid kit and their uses Drawing some of the equipment	Safety pin Badge Razor blade	Comprehensive pri science bk 4 pg 99-108	
3	20	Human health	Communicable intestinal diseases and worm infestation Communicable	Diarrhoeal diseases or faecal diseases	The learner: - reads, writes and spells words like. diarrhoea, Typhoid dysentery correctly	The learner: - Defines what Diarrhoeal disease are. - mentions examples of Diarrhoeal diseases	-Diarrhoeal diseases like; - Diarrhea - Dysentery - Cholera - Typhoid	Empathy -supporting others -caring Creative thinking -finding ways of doing things	- Guided discovery - Guided discussion	- Discussing examples of Diarrhoeal diseases	- safe water - soap - Nail cutter	Mk integr pri scie bk Comprehensive pri scie bk 57-8 P.4 integrated science syll pg.19-20	


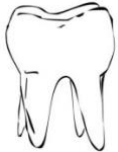
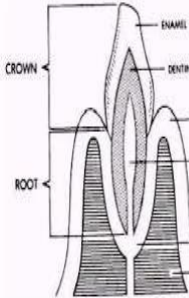
			intestinal diseases and worm infestation							and their signs and symptoms			
				Causes of intestinal diseases	The learner: - Constructs sentences about communicable intestinal diseases	The learner: - Describes the causes of communicable intestinal infections	-causes of communicable intestinal diseases	Problem solving -Taking a decision	- Guided discovery - Guided discussion	- Discussing the causes of communicable intestinal infections	- soap water nail cutter		
				How diseases are spread through 4fs	The learner: -spells, pronounces and reads words like; faeces, food, flies	The learner: -Discusses the ways how diseases are spread.	-How diseases are spread through 4fs -Diseases spread through 4fs	Critical thinking -Taking a decision -Analyzing statements	- guided discussion - demonstration	- Discussing how diseases are spread	-Pupils -Food stuffs		
				Treatment and prevention of intestinal communicable diseases	The learner: -pronounces Oral Rehydration Solution correctly	The learner: -Discusses ways of preventing such diseases	-Treatment and prevention of intestinal communicable diseases -ORS -Preparation of OR			- cutting long finger nails. Preparing ORS washing hands	-salt -sugar -clean water -spoon		
				Worm infestation	The learner: -spells and reads words like; tape	The learner:	-Definition of worms	Decision making	-guided discussion	Observing a video	A chart showing		

					worms, round worms correctly.	-Defines the term intestines worms -Gives the examples of worms	- Types of parasites - examples of intestinal worms - Structures of some intestinal worms	-Asking questions -Giving instructions	- Observation	clip for worm sdraw ing and labelli ng parts of a tapew orm.	parts of a tape worm		
		Human health		Signs and symptoms of worm infestation	The learner: -constructs sentences using words like; tape worm, thread worms correctly	The learner: -mentions the signs and symptoms of worm infestation	- Signs and symptoms of worm infestation - Dangers of worm infestations to the body	Self esteem -Expressing likes and dislikes	- Explanation -Guided discovery -Guided discussion	- Discussing the signs and symptoms of worm infestation			
				Ways of treating and preventing worm infestation	The learner : reads, writes short sentences about preventing worm infestation	The learner : suggests ways of preventing worm infestation	- Ways of treating and preventing worm infestation	Empathy -Listening to others - Comforting Self-awareness -Care for oneself	- Observation - Guided discussion	-Washing hands. -Cuttin g long finger nails short	Clean water Razor blade		
			Vectors and diseases	Common vectors	The learner: writes short sentences about vectors correctly	The leaner: Gives the examples of common vectors	- Common vectors and the diseases they spread in particular. - Life cycles		- Guided discussion - observation	- Drawing and labelling parts vector s	- a drawn chart showing vectors		

										Naming parts of the housefly			
		Human health	Immunization	Immunity	<p>The learner:</p> <p>Defines the term immunity</p> <p>Describes the types of immunity</p> <p>States importance of immunization.</p>	<p>The learner:</p> <p>Spells relevant words like; resist, toxoids, attenuated, killed vaccines, infection correctly</p>	<p>Definition of immunity and immunization</p> <p>Types of immunity</p> <p>Importance of immunisation</p>	<p>Guided discovery</p> <p>Demonstration</p>	Effective communication	<p>Syringes</p> <p>Needles</p> <p>Audibility</p> <p>Fluency</p> <p>Values</p> <p>Responsibility</p> <p>Concern</p> <p>Love</p> <p>Making choice</p>	<p>Identifying different types of immunity from a chart</p> <p>Stating ways people get different types of immunity</p>	<p>Comprehensive science bk5 pp.14-151.</p> <p>Functional science bk 5 pp.153-168.</p>	
					<p>The learner:</p> <p>Explains how vaccines are made.</p> <p>Names different vaccines and the diseases immunised</p> <p>States the importance of vaccines in the body.</p>	<p>The learner:</p> <p>Spells reads and writes words; hib, hep, DPT, BC, Polio</p>	<p>Uses of vaccines</p> <p>Types of vaccines</p> <p>Ways of administering different vaccines</p>			<p>A chart showing immunisation sites on human body</p>	<p>Role play activity done on immunisation</p> <p>Giving the types of vaccines</p> <p>Writing short forms about immunisation in full.</p>	<p>MK integrate d primary Science BK 5 42-53.</p> <p>Understanding int. sci. book</p>	
				The childhood immunisable diseases	<p>The learner:</p> <p>Names childhood immunisable diseases</p>	<p>The learner:</p> <p>Spells and writes words like; diphtheria, pertussis and</p>	<p>Childhood immunisable diseases</p> <p>Causes, spread, signs</p>	<p>Demonstration</p> <p>Guided discovery</p>	Decision making	<p>Acceptance</p> <p>Flash cards showing immunisation</p>	<p>Observing vaccines</p> <p>Identifying sites for</p>		

					Describes the prevention and control of childhood immunisable diseases Mentions other immunisable diseases. States the causes, signs and symptoms of such diseases.	measles correctly.	and symptoms. How they are controlled Other immunisable diseases Causes, spread, signs and symptoms Effects of such diseases Their control.		Giving instructions Effective communication Fluency Confidence Problem solving Making a decision Value Care for oneself	immunisable diseases.	immunisation Matching diseases and vaccines.		
				The roles of people in immunisation	The learner: States roles played by various groups of people in immunisation	The learner: Role plays what different people can do during immunization.	Roles played by individuals ,families and communities during immunisation	Role play Dramatization discussion	Effective communication Fluency Audibility Values Responsibility Concern	A format of child health card A chart showing sites of immunisation on human body	Playing roles of different people during immunisation.		
				Sites of immunisation	The learner: Draws a diagram and shows sites of immunization States the importance of the child health card	The learner: Reads and writes words like; oral method and injection correctly.	Sites for immunization Importance of child health card.	Guided discussion Guided discovery Demonstration	Critical thinking Selecting and evaluating information Value Concern observation		Drawing diagram showing immunisation sites. Discussing the importance of a child health card.		

2 a n d 3	The huma n body	The teeth	Sets of teeth	The learner States the two sets of teeth Determines the number of teeth in each set of teeth. Writes the dental formula in each set of teeth	The learner Mentions the two sets of teeth Constructs correct sentences on the sets of teeth	Sets of teeth Milk teeth This is the first set of teeth to grow in a child They are 20 in number. They fall off at 6 or 7 years Permanent teeth This is the second and final set of teeth in main. They develop to replace the milk teeth they are 32 in number.	Display Observatio n discussion	Empathy Critical thinking Self- awareness	Descr ibing differ ent sets and types of teeth Value s Logic care accep tance audib ility	Models of teeth Nature table		
4 a n d 5			Types of teeth	The learner Identifies the types of teeth Explains the adaption of each set of teeth	The leaner Mentions the type of teeth Constructs correct sentences about the types of teeth Draws the different types of teeth	Types of teeth Incisor  Canine  Premolar	Guided discovery Guided discussion Observatio n Drawing	Critical thinking Creative thinking Fluency Self awareness	Drawi ng and labelin g types of teeth Names types of teeth Observ es differe nt types	A drawn chart showing types of teeth Models of teeth from resource centre		

							 Molar 	Conference responsibility		of teeth			
8	1 a n d 2	The huma n body	The teeth	Parts of tooth	The learner Labels parts of the a tooth	The learner Draws the parts of a tooth correctly Spells the parts correctly Constructs correct sentences on the function of the body	Part of a tooth  <small>Figure 6-3. Section of a tooth and p</small> Functions of the parts Enamel; hardest tissue in the human body It prevents wear and tear of the tooth Dentine; helps the tooth to receive food. Pulp cavity; Contains blood vessel that bring	Demonstration Guided discovery Question and answer Observation	Self – awareness Problem solving Self-esteem Empathy Values Confidence Audibility Responsibility Care acceptance	Observing parts of the tooth Drawing parts of a tooth	Teeth models drawn chart showing parts of the tooth Chart showing a canine tooth		

							food to the tooth																								
	3	The human body	The teeth	Dental formula in man	The learner States what dental formula is Identifies the dental formula in man	The learner Constructs correct sentences on the formula in man	<table><tr><td>types</td><td>up</td><td>Low</td></tr><tr><td>incisor</td><td>4</td><td>4</td></tr><tr><td>canines</td><td>2</td><td>2</td></tr><tr><td>premolars</td><td>4</td><td>4</td></tr><tr><td>molars</td><td>6</td><td>6</td></tr></table> Dental formula is the arrangement of teeth in the buccal cavity Dental formula 2 1 2 3 2 1 2 3	types	up	Low	incisor	4	4	canines	2	2	premolars	4	4	molars	6	6	<table><tr><td>Guided discovery</td></tr><tr><td>Discovery Demonstration</td></tr><tr><td>Counting</td></tr></table> Critical thinking	Guided discovery	Discovery Demonstration	Counting	Self-awareness Confidence Problem solving	Stating the dental formula	Teeth models from the resource room		
types	up	Low																													
incisor	4	4																													
canines	2	2																													
premolars	4	4																													
molars	6	6																													
Guided discovery																															
Discovery Demonstration																															
Counting																															
	4 and 5			Teeth diseases and disorders	The learner Identifies teeth diseases and disorders Describes signs of teeth diseases	The learner Spells correctly the tooth diseases Constructs correct sentences about teeth diseases	Teeth diseases Dental caries Plaque Periodontal disease disorders Broken teeth Teeth cracks Improper growth Dental cavities	Discussion Guided discovery Question and answer Observation	Problem solving Empathy Self-awareness Values Responsibility Care	Identifying diseases of teeth Story telling	Brushes twigs floss																				
9	1 and 2			Brushing and flossing teeth	The learner Demonstrates how to brush teeth well Demonstrates how to floss teeth carefully	The learner Use correct vocabulary in speech about brushing and flossing teeth	Brushing; is done using twigs, tooth brush, tooth paste, salt, and charcoal.	Discussion Discovery Demonstration	Problem solving Critical thinking Care	Practical work Brushing teeth	Tooth brushes Toothpaste Twigs Floss Salt																				

					Identifies items for brushing and flossing teeth explains when teeth should be brushed		It's done after a meal and before bed Flossing teeth is done using a dental floss to remove dirt in between the teeth		Responsibility	Rinsing teeth Flossing teeth			
	3			Good and bad foods for the teeth	The learner Identifies food that are good for teeth Identifies bad food stuffs for teeth	The learner Spells out correctly the good and bad foods for the teeth	Food that makes teeth healthy include; fish bananas, pineapples, oranges, milk, posho, foods that are bad for teeth include; Soda, biscuits, cakes, sweets. brush teeth after eating such foods	Discovery demonstration	Problem solving Fluency care	Identifying food items good for teeth	Food with our locality		
	4 and 5	Human body	Human health	Revision questions	The learner Answers correctly the set question about teeth	The learner Write correct spelling on teeth and questions	Revision test How many teeth does a normal grown up person have? Draw a tooth and indicate						

							the following parts Crown Neck Root Give any three ways we can care for our teeth						
15	Human body	Digestive system.	Digestion and organs of the digestive system. Digestion of food in the mouth and stomach	The learner: Defines the term digestion. States the importance of digestion in the body. Draws the diagram of the digestive system. Labels parts of the digestive system. States the function of each part labelled and named. States where digestion begins and ends. Discusses digestion in the mouth, stomach,	The learner: Reads and writes words like; mouth, gullet, ileum, peristalsis, tongue, salivary amylase glands and colon correctly.	Digestion Organs of the digestive system Diagram of the digestive system. Importance of digestion in the body. Digestion of food where it begins and ends. Digestion of food in the mouth, stomach, duodenum, and ileum Peristalsis	Guided discussion Guided discovery demonstration	Effective communication Audibility Fluency Values Self awareness Problem solving Caring for mouth and stomach.	A chart showing digestive system of a human being. Presentations about peristalsis	Drawing diagram of digestive system. Naming parts of the digestive system. Discussing what happens to food in the mouth and stomach. Demonstrating peristalsis	MK integrated primary Science BK 5 pp.54-62. Comprehensive pri. Sci. bk7 pp.11-17 Primary five curriculum Pp. 28-29 Primary school curriculum		

					duodenum, and ileum. Defines peristalsis.							m bk 5 pp. 28- 29 Introduc tion to biology pp.85-92	
				Digestion in the duodenum and ileum. End products of food digestion and absorption.	The learner: Explains the process of digestion in the duodenum and ileum. Mentions the enzymes that digest food in the duodenum and ileum. The learner: States the end products of each class food Explains the meaning of food absorption States where absorption of food, water and alcohol occurs.	The learner: Reads sentences and stories related to digestion of food.	Digestion of food in the duodenum and ileum Digestive juices in the duodenum and ileum Adaptation of ileum to food absorption	Guided discussion	Problem solving Taking a decision Decision making Acceptance Value Love for food	A chart showing digestive system	Discussing digestion of food in the ileum and duodenum.		

						The learner: Reads and writes words like; glucose, amino acids, fatty acids correctly.	Ends products from digestion of food. Why vitamins and mineral salts are not digested? Food absorption Adaptation of the ileum to food absorption.	Guided discovery Group discussion	Critical thinking Analyzing statements Value Honesty Concern Decision making Analyzing statements Value Concern	A chart showing digestive system	Identifying end products of food digestion. Stating and drawing specific parts where food, water and alcohol absorption occurs.		
				Enzymes	The learner: Defines the word enzyme States the importance of enzymes during digestion Mentions the examples of enzymes.	The learner: Reads, writes examples of enzymes correctly. Spells words like ptyalin, amylase, rennin, lipase, lactase, gastric correctly.	Definition of an enzyme. Importance of enzymes during digestion. Conditions under which enzymes work. Characteristics of enzymes.	Guided discovery Group discussion Brain storming	Effective communication Logical flow of ideas. Values Concern Care for oneself		Stating the importance of enzymes during digestion Mentioning the examples of enzymes.		

				<p>Diseases and disorders of the digestive system.</p>	<p>The learner: Defines diseases and disorders. Mentions the common diseases and disorders of the digestive system. States signs, symptoms, causes and control of the diseases and disorders of the digestive system.</p>	<p>The learner: Writes a story about diseases and disorders of the digestive system.</p>	<p>Diseases and disorders of the digestive system Ways of the controlling diseases and disorders of the digestive system.</p>	<p>Guided discovery Demonstration</p>	<p>Decision making Giving instruction. Telling consequences of decisions made. Value Care for yourself.</p>		<p>Covering food Washing hands with soap and clean water Chewing food properly</p>		
				<p>Activities that promote proper functioning of the digestive system. Eating habits</p>	<p>The learner: States activities that promote and maintain the digestive system Demonstrates activities that promote and maintain the system. Demonstrates behavior of good eating habits. Discusses the bad eating habits and their effects.</p>	<p>The learner: Writes and reads sentences related to proper maintenance of the digestive system. The learner: Reads story about the good and bad eating habits.</p>	<p>Activities that promote proper functioning of the digestive system.</p>	<p>Demonstration Guided discovery Guided discussion Brain storming</p>	<p>Critical thinking Giving reasons for action taken. Value Self-reliance Concern respect observation</p>	<p>Utensils Flash cards water</p>	<p>Demonstrating activities for proper functioning of the digestive system. Discussing good and bad eating habits.</p>		

