**P.5 SCIENCE SCHEME OF WORK TERM III**

**2023**

**WAKISO CLASSIC SCHOOL**

**TERM III**

**@ WACS**

**COMPILED BY: OSCAR LODDA @ WACS 2023**

TOPICAL BREADOWN

THEME: MANAGING CHANGES IN THE ENVIRONMENT

TOPIC 1: TYPES OF CHANGES IN THE ENVIRONMENT

* **Types of changes**
* Biological changes
* chemical changes
* Physical changes
* Biological changes
* Characteristics
* Examples of biological changes in plants and in animals
* **Chemical changes**
* **Characteristics of chemical changes**
* Examples of chemical changes
* **Physical changes**
* Characteristics of a physical change
* Examples of physical changes
* Changes in the states of matter
* **Effects of different changes in the environment**
* **Ways man manages the different changes**

**THEME:** **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION**

TOPIC 2: KEEPING GOA TS, SHEEP AND PIGS

* **The external parts of a goat**
* **Reasons why people keep goats**
* **Breeds of goats**
* Milk breeds and their characteristics
* Breeding
* The gestation period
* M**ethods of grazing**
* Free range (herding)
* Tethering
* Paddocking
* Zero grazing
* Advantages and disadvantages of different methods of grazing goats
* **Keeping sheep**
* The external features of a sheep
* Reasons why people keep sheep
* Defining some of the terms used in keeping sheep
* Docking
* Lambing
* Shearing
* **Local breeds of sheep**
* Black head Persian
* Massai sheep
* Somali sheep
* **Exotic sheep**
* Breeding in sheep
* Gestation period (same as in goats)
* **Diseases in goats and sheep**
* Pneumonia, foot rot, foot and mouth disease, nagana, coccidiosis
* Their causes, spread, signs and symptoms, prevention and control
* **Piggery**
* Defining common terms used in piggery
* Piggery, utter, sow, piglet, hoof trimming, farrowing
* Identifying the types of pigs
* Exotic pigs, local pigs and their characteristics
* Examples of exotic breeds of pigs
* **Systems for keeping pigs**
* Extensive –advantages and disadvantages
* Intensive -advantages and disadvantages
* **Why house pigs**
* **Features of a good sty**
* **Care for pigs**
* Feeding
* Types of feeds
* castration
* Hoof trimming
* Tooth clipping
* deworming
* **Diseases of pigs**
* The causes, spread, signs and symptoms of different diseases of pigs.
* Prevention and control of the diseases.
* Factors one should consider when starting a livestock farm.
* **Record keeping**
* Types of records
* **Importance of record keeping**
* **Advantages of food taboos**
* **Disadvantages of food taboos**
* **Food consumption patterns in Uganda**
* central
* Western
* Eastern
* Northern

**THEME:** **HUM AN HEA LTH**

**TOPIC 2: FOOD AND NUTRITION**

* **Review of food values and their deficiencies**
* **Breast feeding**
* **Advantages of breast feeding the baby**
* **To mother**
* **To the family**
* **Bottle feeding**
* **Advantages and disadvantages of breastfeeding**

To baby

To mother

* **Vulnerable groups of people**
* **Examples of vulnerable groups of people.**
* Traditional customs and food taboos
* **Food taboos**
* Forbidden foods
* Examples of food taboos

**THEME:** **HUM AN HEA LTH**

**TOPIC 2: PRIMARY HEALTH CARE**

* This is the Essential Health Care where individuals families and communities come together to solve their health problems.
* **Elements of PHC**
* Health Education
* Food and Nutrition
* Immunisation
* Maternal and child Health Care
* Control of communicable diseases
* Environmental sanitation
* **Principles of PHC**
* Availability and affordability
* Should be acceptable
* Suitable for solving problems of people in the community.
* Ensures health for all individuals, families and all people in the community
* **Responsibilities of an individual**
* Maintain personal hygiene e.g.
* Keeping your environment clean
* **Responsibilities of family**
* Balanced diet
* Maintain family hygiene
* Immunisation of all members
* **Responsibilities of community**
* Health centres
* Protect water sources
* Repairing roads
* Rehabilitation centres
* Suitable life styles and good health practices
* living in a way that reduces the chances of getting a disease
* **Examples**
* Balanced diet
* body exercises
* Adequate rest
* washing clothes and bed sheets
* **Good health practices**
* caring for others
* reporting health problems
* Health parades
* Health committee
* Gardening, child to child
* **People with special needs**
* **How to care for people with special needs**

PRIMARY FIVE SCIENCE SCHEME OF WORK TERM III 2023

LEARNIG OUTCOME: The learner is able to demonstrate basic knowledge and simple skills for managing changes in the environment.

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| **W K** | **P D** | **THE ME** | **TOPI C** | **S/TOP IC** | **COMPETENCES** | | **CONTENT** | **METHOD S/TECHNI QUES** | **IND. OF L/SKILLS & VALUES** | **ACTIVITY** | **IMS** | **REF** | **R E M** |
| **SUBJECT** | **LANGUAGE** |
| **1** |  | **COMPLETION OF TERM II SYLABUS** | | | | | | | | | | | |
| **2** | **1**  **& 2** | **MAN AGIN G CHN AGE S IN THE ENVI RON MEN T** | **TYP ES OF CHA NGE S IN THE ENVI RON MEN T** | **Biolo gical chang es** | -defines the term environment, change  -identifies the types of changes  -defines a biological change  -give examples of biological | The learner;  -uses sentences to describe biological changes  -Gives examples  -reads, pronounces  -spells  -recites | **TYPES OF CHANGES IN THE ENVIRONMENT**  Environment- things around us.  Types of environment  - physical & biological Change to become different or make something different **Types of changes**  -Biological changes  -chemical changes  -Physical changes  **Biological changes**  These are changes that take place in living things Characteristics  -Examples of biological changes in plants and in  animals | discussi on  explanat ion  guided discover y | critical thinking  creative thinking  problem solving  self esteem  empathy | Defining terms  -Identifying types of change  -Defining a biological change  -giving examples of biological changes | Chalk board illustra tions | P.7  Curriculum page 41  Mk SCI 5  Comp SCI 5  Fountain SCI 5  Plants in the environme nt |  |

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| **SUBJECT** | **LANGUAGE** |
| 2 | **3**  **& 4** | **MAN AGING CHNAGES IN THE ENVIRONMEN T** | **TYPES OF CHANGES IN THE ENVI RONMEN T** | **Chem ical chang es** | -defines chemical changes  -identifies the characteristic of chemical changes  -gives examples of chemical  changes in the environment | The learner;   * spells new words. * reads sentences about chemical changes.   -tell stories about chemical changes | **Chemical changes**  This is a change that is irreversible and there is a new substance formed **Characteristics of chemical changes**  -examples of chemical changes  Rusting, burning wood, a fuel to ash, decomposition | experim entation | critical thinking  creative thinking  effective commun ication  problem solving | -defining chemical changes  -Identifying the characteristics of chemical changes  -Gives examples of chemical  changes in the environment | Paper s match sticks nails c/boar d illustra tions | P.5  curriculum Mk SCI 5  Metals  Comp SCI 5  Fountain SCI 5 |  |
| 2 | **5**  **& 6**  **1**  **& 2** | **Physi cal chang es** | The learner;  -defines a physical change  -mentions the characteristics of a physical change  -gives examples of physical change | The learner;  -explores and draws conclusions about physical changes  -tells stories about physical changes  - reads words and sentences about physical changes. | **Physical changes**  This is a change where there is no new substance formed and is reversible.  -characteristics of a physical change  -examples of physical changes  -> changes in the states of matter  -> landslides ->earth quakes  -> placement faulting | discussi on  guided discover y  experim entation  rojectt on  rojectt ion | critical thinking  creative thinking  effective commun ication  problem solving  self esteem  empathy | -Describing the physical changes  -mentioning the characteristics of a physical change  -giving examples of a physical change. | Sourc e of heat Water in a kettle Bottle with cold water | P.5  curriculum page 42  Mk SCI 5  Fountain SCI 5  Comp. SCI 5  Environme nt |  |
| **3** | **3**  **& 4** | **Effect s of differ ent roject in the enviro nment** | The learner;  -explains the effects of the various changes to animals and plants.  -gives ways in which man can manage the  different | The learner; writes words and sentences about how man can handle different changes in the environment | **Effects of different changes in the environment**  -increase in size  -increase in temperature  -mountain formation  - Rain formation  -Displacement of people **Ways man manages the different changes**  -digging trenches | Giving ways in which man can manage the different changes in the environment | Chalk board illustra tions | P.5  curriculum page 42  MK SCI 5  Fountain SCI 5  Comp. SCI 5 |  |

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|  |  |  |  |  | changes in the environment |  | -evacuation  -afforestation  -Body care and guidance |  |  |  |  | Our environme  nt |  |
| ***LO: The learner is able to demonstrate scientific knowledge and skills necessary for keeping bigger animals and to start and manage animal keeping project.*** | | | | | | | | | | | | | |
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| 3 | **5**  **& 6** | **SCIE NCE IN HUM AN ACTI VITIE S AND OCC UPA TION**  **S** | **KEEPING GOATS SHEEP AND PIGS** | **Goat keepi ng** | The learner;  -draws and labels the external parts of a goat.  -states reasons why people keep goats | The learner;  -writes, draws reads, spells the new terms in goat keeping. | **The external parts of a goat**  **Reasons why people keep goats**  -meat, milk, skins, manure,  social function | rojectt on  rojectt ion  discussi on  explanat ion | effective commun ication  decision making  critical thinking | -Drawing and labeling the external parts of a goat  -stating reasons why people keep goats | Chart  rojectt of goats  Goat | P.5  curriculum page 44 Textbooks  Mk SCI 5  Fountain SCI 5 |  |
| **4** | **1**  **& 2** | **Breed s of goats** | The learner; identifies the breeds of goats  -states the gestation period of a goat.  -states the signs of heat in goats | The learner; describes the breeds of goats  -pronounces  -spells  -recites some lines about goats | **Breeds of goats**  -milk breeds and their characteristics  -milk breeds and their characteristics Breeding  -The gestation period of a goat 5 months  -signs of heat in goats | guided discover y  think pair share | Identifying the breeds of goat  -stating gestation period of a goat  -Identifying signs of heat in goats | Chalk board illustra tions Goats picture s | P.5  curriculum page 44  Mk SCI 5  Fountain SCI 5  Comp. SCI 5 |  |
| 4 | **3**  **& 4** | **roject of grazin g goats** | The learner;  -states the systems and methods of grazing goats | The learner; uses sentences to give the advantages and disadvantages of the system of grazing | **Methods of grazing**  -Free range (herding)  -tethering  -paddocking  -zero grazing  -Their advantages and disadvantages | Stating the systems and methods of grazing goats | The goat at school | P.5  curriculum page 44  Mk Sci 5 Fountain SCI 5  Comp SCI  5 |  |

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| 4 | **5**  **& 6** | **SCIE NCE IN HUM AN ACTI VITIE S AND OCC UPA TION** | **KEE PING GOA TS SHE EP AND PIGS** | **Sheep** | The learner;  -draws and identifies the external features of sheep | The learner;  -reads, spells names parts of a sheep | **Keeping sheep**  The external features of a sheep  -Reasons why people keep sheep  -Defining some of the terms used in keeping sheep  -docking -lambing  -shearing | guided discussi on  rojectt ion  brain storming | effective commun ication  decision making  critical thinking | Drawing and naming the external features of a sheep | Pictur e in text books  Chart  Chalk board illustra tions | P.5  curriculum page 44  MK SCI 5  Comp SCI 5  Fountain SCI 5 |  |
| 5 | **1**  **& 2** | **Breed s of sheep** | The learner;  -gives examples of i)local breeds of sheep  ii)exotic breeds of sheep  -states the gestation period of a sheep. | The learner;  -tells stories about sheep   * spells new words * reads sentences about breeds of sheep. | **Local breeds of sheep**  -Black head Persian  -Maasai sheep  -Somali sheep b)**Exotic sheep**  -merino  -Romney marsh  -corriedale, Hampshire down Breeding- (Same as in goats) Gestation period (same as in goats) | Giving examples of i)local sheep  ii) exotic sheep  -> Stating the gestation of sheep. | Chalk board illustra tion | P.5  curriculum page 44  MK SCI 5  Science Comp. SCI 5  Fountain SCI 5 |  |
| 5 | **3**  **& 4** | **Disea ses in goats and sheep** | The learner; identifies the common diseases attack sheep and  goats | The learner;  - discusses the causes, sings/ symptoms preventive | **Diseases in goats and sheep**  Pneumonia, foot rot, foot and mouth disease, nagana, coccidiosis |  |  | Identifying the causes, signs/symptom s  Preventive  measures of | Chalk board illustra tions | P.5  curriculum page 44 |  |

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|  |  |  |  |  | -identifies the causes, spread  -suggests ways of prevention and control | measures of diseases in sheep | -Their causes, spread signs and symptoms, prevention and control |  |  | diseases in sheep and goats |  |  |  |
| **W K** | **P D** | **THE ME** | **TOPI C** | **S/TOP IC** | **COMPETENCES** | | **CONTENT** | **METHOD S/TECHNI QUES** | **IND. OF L/SKILLS & VALUES** | **ACTIVITY** | **IMS** | **REF** | **R E M** |
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| 5 | **5**  **& 6** | **SCIE NCE IN HUM AN ACTI VITIE S AND OCCUPATIONS** | KEE PING GOATS SHE EP AND PIGS | **Pigge ry** | The learner;  -defines the terms used in piggery  -piggery, litter, sow farrowing, piglet, hoof trimming  -identifies the types the pigs | The learner;  - reads, spells draws  -names the types of pigs | **Piggery**  Defining common terms used in piggery  -piggery, utter, sow, piglet, hoof trimming, farrowing  -Identifying the types of pigs Exotic pigs, local pigs and their characteristics Examples of exotic breeds of pigs  Large white, land race  wassex, saddle bade | guided discussi on  discover y  explanat ion  rojectt on  rojectt ion | effective commun ication  decision making  critical thinking | -Defining the terms used in piggery  -Identifying the types of pigs | Chalk board illustra tion | P.5  curriculum page 44  Mk SCI 5  Fountain SCI 5  Comp. SCI 5 |  |
| 6 | **1**  **& 2** | **Syste ms of keepi ng pigs** | The learner;  -names the systems used in keeping pigs  -states the advantages and disadvantages  -states the reasons why people house pigs  -identifies the  features of a good sty | The learner;  - writes words and sentences about systems of keeping goats. | **Systems for keeping pigs**  -extensive –advantages and disadvantages  -Intensive-advantages and disadvantages  **Why house pigs**  -To protect them from harsh weather  -to prevent them from straying  -**Features of a good sty**  -dry and warm  -slanting floor  -well ventilated | -Naming the systems used in keeping pigs  -stating the advantage and disadvantages  -stating reasons why people keep pigs  -stating the features of a good sty | Chalk board illustra tion | P.5  curriculum page 44  Mk SCI 5  Fountain SCI 5  Comp. SCI 5 |  |
| 6 | **3**  **& 4** |  |  | **Carin g for pigs** | The learner; states and defines the activities done | The learner;  - explains how we can care for pigs | **Care for pigs**  - Feeding – Types of feeds  -castration  -Hoof trimming  -Tooth clipping |  |  | States and defines ways of caring for pigs |  | P.5  curriculum page 44 |  |

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|  |  |  |  |  | when caring for pigs |  | -deworming |  |  |  |  |  |  |
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| 6 | **5**  **& 6** |  | **KEEPING GOATS SHEEP AND PIGS** | **Disea ses of pigs** | The learner;  -identifies the diseases that attack pigs  -state the causes spread, signs  /symptoms and prevention/cont rol | The learner;   * spells new words * writes sentences about piggery projects | **Diseases of pigs**   1. Anthrax 2. foot rot 3. swine fever 4. Foot and mouth disease v)pneumonia 5. Hog cholera, piglet anaemia   The causes, spread, signs and symptoms  -prevention and control of the  diseases | effective commun ication  decision making  critical thinking | guided discover y  discussi on  explanat ion | Identifying the diseases that attack pigs  -stating the causes, signs/symptom s, prevention and control | Chalk board illustra tion | P.5  curriculum page 44-  45  Mk SCI 5  Comp. SCI 5  Fountain SCI 5 |  |
| 7 | **1**  **& 2** | **Starti ng a pigge ry roject t** | The learner;  -mentions the points one should consider when starting a livestock farm  -defines record keeping  farm records  -identifies the types of farm records  -states the importance of  record keeping | The learner;   * spells new words * writes sentences about piggery projects. | Factors one should consider when starting a livestock farm.  Land, labour, capital, market  **Record keeping**  \*Types of records  -health  -breeding  -inventory  -production **Importance of record keeping**  -show profits and losses  -Farmers fairly taxed  -Farmers plan for the farm | effective commun ication  decision making  critical thinking | guided discover y  discussi on  explanat ion | -Mentioning the points one should consider before starting a livestock farm  -Defining record keeping  -farm records | Chalk board illustra tion | P.5  curriculum page 45  MK SCI 5  Comp. SCI 5  Fountain SCI 5  Examples of records  (sample) |  |
| ***LO: The learner is able to use scientific knowledge about food and nutrition for proper growth and development.*** | | | | | | | | | | | | | |
| 7 | **3**  **& 4** | **HUM AN HEA LTH** | **FOO D AND NUTION** | **Revie w of food value**  **s and** | The learner;  -identifies the food values.  -gives their importance | The learner; explains the importance of the food values and | **FOOD AND NUTRITION** | effective commun ication | discussi on  explanat ion | -identifying the food values  -curing their importance | Chalk board illustra tions | P.5  curriculum page 46  Mk SCI 5 |  |

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| **W K** | **P D** | **THE ME** | **TOPI C** | **S/TOP IC** | **COMPETENCES** | | **CONTENT** | | | | | **METHOD S/TECHNI QUES** | **IND. OF L/SKILLS & VALUES** | **ACTIVITY** | **IMS** | **REF** | **R E M** |
| **SUBJECT** | **LANGUAGE** |
| 7 | **3**    **&**    **4** | **HUM AN HEA LTH** | **FOO D AND NUTRITION** | **Their defici encie s** | -mentions the deficiency diseases | gives the deficiency  recite rhymes about food |  | Carbo hydrat  es | Provide energy | Marasm us |  | decision making  critical thinking | illustrati on  observat ion  brain storming | -mentions their deficiency diseases | Real objects | Fountain SCI 5  Comp. SCI 5  Foods |  |
| Minera l salts |  |  |
| Iodine | Muscle  developm ent | Goitre |
| Iron | Formatio  n of blood | Anaemi  a |
| Vitami n A | Eye sight | Night blindne  ss |
| Vit B | Good nerves | Beriber |
| Vit C | Healthy  gums | Scurvy |
| 7 | **5**  **& 6** | **HUM AN HEA LTH**  **HUM AN HEA LTH** | **Breas t feedin g** | The learner;  -defines breast feeding  -gives the advantages of breast feeding to   1. baby 2. mother 3. family | The learner;  - spells new words  sings songs about breast feeding | **Breast feeding**  -Breast feeding is when the baby sucks breast milk from the mothers breast.  **Advantages of breast feeding the baby**  -provides antibodies  -at the required temp  -Provides nutrients  -clean  **To mother**  -improves nutrition  -cheap, saves time  -delays next pregnancy  **To the family**- cheap, delays next pregnancy | | | | | effective commun ication  decision making  critical thinking | discussi on  explanat ion  illustrati on  observat ion | -Defining breast feeding  -giving the advantage of breast feeding to   1. baby 2. mothers | Feedi ng bottles  Milk | P.5  curriculum page 46  Mk SCI 5  Fountain SCI 5  Comp. SCI 5 |  |
| **8** | **1**  **& 2** |  | **Bottle feedin g** | The learner;  -defines bottle feeding  -gives the advantages of | The learner; role plays bottle feeding | **Bottle feeding**  -This is when a baby is fed on cow milk using a bottle.  **-Advantages and**  **disadvantages** | | | | |  |  | -defining bottle feeding  -giving the  advantage and disadvantages | Drinki ng bottle | P.5  curriculum page 46  MK Sci 5 |  |

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| **SUBJECT** | **LANGUAGE** |
| 8 | **1**  **&**  **2** | **HUM AN HEA LTH** | **FOO D AND NUTRITION** | **Bottle feedin g** | bottle feeding to baby and mother  -gives disadvantages of bottle feeding to baby mother | The learner;   * spells words   writes sentences about vulnerable groups of people | 1. To baby 2. To mother | discussi on  explanat ion | effective commun ication  self awarene ss | of bottle feeding | Chalk board illustra tion | Fountain SCI 5 |  |
| 8 | **3**  **& 4** | **Vulne rable group s of peopl e** | The learner;  -defines vulnerable groups of people  -gives examples of vulnerable groups of people and the main foods they need | The learner;   * spells words * writes sentences about vulnerable groups of people | **Vulnerable groups of people**  -These are groups of people who are easily hurt due to lack of a balanced diet.  **Examples of vulnerable groups of people.**  \*Breast feeding mothers and their babies  \*Pregnant mothers- (their foods)  \*The weaning babies  \*The sick /invalid  /convalescent  \*the elderly | discussi on  explanat ion  guided discover y  brain storming | effective commun ication  self awarene ss  creative thinking  self esteem  critical thinking  problem solving | -Defining vulnerable groups of people  -Giving examples of vulnerable groups of people | Chalk board illustra tions | P.5  curriculum page 47  Mk SCI 5  Fountain SCI 5  Comp. SCI 5 |  |
| 8 | **5**  **& 6** | **HUM AN HEA LTH** | **Food taboo s** | The learner;  -gives examples of traditional customs about food  -defines food taboos and gives examples | The learner;  -explains the different food taboos and traditional customs about food.  -tells stories about food taboos | Traditional customs and food taboos  -Rewarding one who helps in harvesting with food  -One kneels when peeling food.  **Food taboos**  -Forbidden foods Examples of food taboos  -Moslems don’t eat pork Catholics don’t eat beef on  Fridays in lent | Giving examples of traditional custom about food  -defining food taboos  -giving examples | Samples of foood | P.5  curriculum page 47  MK SCI 5  Fountain SCI 5  Comp. SCI 5 |  |

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| **9** | **1**  **& 2** | **HUM AN HEA LTH** | **FOO D AND NUTRITION** | **Food consu mptio n patter n** | The learner;  -gives the advantages and disadvantages of food taboos  -discusses the food consumption patterns in Uganda | The learner;  -dramatises food taboos  -tells stories about food taboos | **Advantages of food taboos**  \*They create respect for food and culture  \*They help to conserve some plants and animals in the environment  \*they reduce extinction for some organisms **Disadvantages**   * Malnutrition   **Food consumption patterns in Uganda**   * central Western Eastern   Northern | discussi on  explanat ion  guided discover y  observat ion  dramatis ation  role play | self awarene ss  self esteem  empathy  problem solving  critical thinking  decision making | -Giving the advantage and disadvantages of food taboos  -Discussing food consumption patterns in Uganda | Chalk board illustra tion | P.5  curriculum page 47 |  |
| ***LO: The learner is able to apply knowledge of the elements and principles of PHC for an improved quality of life.*** | | | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |
| 9 | **3**  **& 4** | **HUM AN HEA LTH** | **PRIM ARY HEA LTH CAR E** | **Eleme nts of P.H.C** | The learner;  -writes PHC in full  -explains what primary health care is  -identifies and explains the elements of PHC | The learner; describes what PHC is, its elements and its principles  -learner explains how | **PRIMARY HEALTH CARE**  -This is the Essential Health Care where individuals families and communities come together to solve their health problems.  2) Elements of PHC  \*Health Education  \*Food and Nutrition  \*Immunisation  \*Maternal and child Health Care  \*control of communicable diseases  \*Environmental sanitation | discussi on  explanat ion  guided discover y  observat ion  dramatis ation  role play | self awarene ss  self esteem  empathy  problem solving  critical thinking  decision making | -writing PHC in full  -Explaining what PHC is  -Identifying the elements of PHC | Chalk board illustra tion | P.5  curriculum page 49  Mk SCI 5  Comp. SCI 5  Fountain SCI 5  Our environme nt |  |
| 9 | **5**  **& 6** |  | **Princi ples of PHC** | The learner;  -identifies and explains the principles of PHC | The learner;  - uses sentences to explain the principles of PHC  -sings songs  about PHC | **Principles of PHC**   1. Availability and affordability 2. Should be acceptable iii)suitable for solving problems of people in the   community. | -Explaining the principles of PHC | Chalk board illustra tion | P.5  curriculum page 49  Mk SCI 5 |  |

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|  |  |  |  |  |  |  | iv)Ensures health for all individuals, families and all people in the community | gallery walk |  |  |  | Comp SCI 5  Fountain SCI 5 |  |
| **W K** | **P D** | **THE ME** | **TOPI C** | **S/TOP IC** | **COMPETENCES** | | **CONTENT** | **METHOD S/TECHNI QUES** | **IND. OF L/SKILLS & VALUES** | **ACTIVITY** | **IMS** | **REF** | **R E M** |
| **SUBJECT** | **LANGUAGE** |
| **10** | **1**  **& 2** | **HUM AN HEA LTH** | **PRIM ARY HEALTH CAR E** | **Activi ties in PHC** | The learner;  - mentions and explains the activities in PHC  a)individual b)family c)community | The learner;  -sings songs  -recites poems about health | **Responsibilities of an individual**  -Maintain personal hygiene e.g.  -Keeping your environment clean  **Responsibilities of family**  -balanced diet  -Maintain family hygiene  -immunisation of all members **Responsibilities of community**  -Health centres,  -protect water sources  -Repairing roads,  -rehabilitation centres | discussi on | self awarene ss  empathy  problem solving | -identifying the roles of individuals families and communities in PHC | Chalk board illustra tion | P.5  curriculum page 49  Comp. SCI 5  MK SCI 5  Fountain SCI 5 |  |
| 10 | **3**  **& 4** | **Suita ble life styles** | The learner; identifies the suitable life styles and good health practices | The learner;  -sings  -recites rhymes about healthy lifestyles | Suitable life styles and good health practices  -living in a way that reduces the chances of getting a disease  **Examples**  -Balanced diet  -body exercises  -Adequate rest  -washing clothes and bed sheets | discussi on  explanat ion | self awarene ss  empathy  problem solving | -Identifying the suitable life styles and good health practices | Chalk board illustra tion | P.5  curriculum page 49  Mk SCI 5  Comp. SCI 5  Fountain SCI 5 |  |
| 10 | **5**  **& 6** |  | **Good health practi ces** | The learner;  - mentions and explain good health practices | The learner;  -role play  -reciting | **Good health practices**  -caring for others  -reporting health problems  -Health parades  -Health committee | -mentioning the good health practices | Chalk board illustra tion | P.5  curriculum page 49  MK SCI 5 |  |

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|  |  |  | **PRIM ARY HEA LTH CAR E** |  | The learner;  - mentions and explain good health practices | The learner;  -role play  -reciting | -Gardening, child to child | guided discover y | critical thinking  decision making | mentioning the good health practices | Chalk board illustra tion | Comp. SCI 5  Fountain SCI 5 |  |
| 11 | **1** | **HUM AN HEA LTH** | **Peopl e with speci al needs** | The learner; identifies people with special needs  -gives ways of caring for people with special needs | The learner;  -writes words, sentences about caring for people with special needs  -tells stories  -recites poems | **People with special needs**  -The sick  -the elderly’  -the disabled (PWD)  -The young  **How to care for people with special needs**  -medication  -protection  -nutrition  -hygiene | -identifying people with special needs  -Giving ways f caring for people with special needs | Chalk board illustra tion | P.5  curriculum page 49  Mk SCI 5  Comp. SCI 5  Fountain SCI 5 |  |
| 11 |  | **REVIS ION AND END OF TERM III EXAMINATIONS 2023** | | | | | | | | | | | |