**MOTHERCARE PREPARATORY SCHOOL - BUNAMWAYA**

**PRIMAY FIVE**

**SST SCHEME OF WORK**

**TERM III, 2024**

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| **WK** | **PD** | **THEME** | **TOPIC** | **SUB**  **TOPIC** | **SUBJECT COMPETEMNCE** | **LANGUAGE COMPETENCE** | **CONTENT** | **METHODS** | **ACTIVITIES** | **SKILLS/ VALUES** | **INST. MAT.** | **REF.** | **REM** |
| 1 | 1 | Living together in Uganda | Uganda as an independent nation | State and attributes of a nation | The learner;  -states the meaning of a state.  -gives examples of the attributes of a nation. | The learner;  -pronounces, reads, writes and uses words and structures to construct sentences correctly.  -New words are; attribute, aspiration etc. | -Meaning of a state.  -Characteristics of a state.  - attributes of a nation | -Guided discovery  -Discussion  -Exposition | Defining words like; state and giving characteristics of a state  -Reading a text from MK | **Decision making**  -Acceptance  **Effective communication**  -fluency  -accuracy  **values**  -Love  -Unity  -Respect  -sharing | -Flag  -pictures of ;Coat of arms  -Emblem  -MK and comp. S.ST course books | -Comprehensive SST book 5 pg 147  Mk sst139 |  |
|  | 2 | Living together in Uganda | Uganda as an independent nation | The Uganda National flag. | The learner ;  -mentions the person who designed the Uganda flag.  -identifies the colours of the flag.  -gives the meaning of each colour.  -explains how the National flag should be respected.  -explains why Uganda should have a National flag, when it is used and how it is used. | The learner;  -reads and pronounces the new words correctly. E.g. mast, indigenous etc. | -Grace Ibingira designed the Uganda flag, it has three colours i.e. black, yellow and red in six stripes.  It is raised early in the morning and lowered late in the evening. | -Guided discovery  -Discussion  -Observation | Answering oral questions, drawing the Uganda flag  Colouring the flag | -Acceptance  -Love  -Unity  -Respect  -sharing  -Observation  -Drawing  -Shading  -Pasting | -Flag  -Coat of arms  -Emblem etc. Reference Centre | -Comprehensive SST book 5 – 147 Mk sst139 |  |
|  | 3 | Living together in Uganda | Uganda as an independent nation | The Uganda National coat of arms | The learner names the person who designed the Uganda coat of arms.  -Mentions the features found on the Uganda coat of arms.  -states what each feature represents.  -Explains how it is important.  -how it is used, when it is used  -how it is respected. | The learner reads and pronounces the new words correctly. | Paul Mukasa designed the coat of arms.  -It has features like; crested crane, kob, the drum, spear and shield, the motto, cash crops etc. | -Guided discovery  -Discussion  -Exposition  -Observation | -Draw the Uganda national coat of arm  -Colouring the coat of arm | -Sharing  -Drawing accurately. | Flag  -Coat of arms  -Emblem  -Chart showing the Uganda coat of arms. | -Comprehensive SST book 5 pg 150 Mk sst 149 |  |
|  | 4 | Living together in Uganda | Uganda as an independent nation | The Uganda National anthem | The learner;  -names the person who composed the Uganda National Anthem.  -Reads and sings all the three stanzas of the anthem.  -Explains what each stanza describes about Uganda as a Nation  -Why Uganda should have it.  -How it is used, when it is used, how it is respected. | The learner;  Reads and pronounces the new words correctly. | George Wilberforce Kakoma composed the Uganda flag.  -It has three stanzas.  -It symbolizes the country’s principles. Hopes and goals. | -Guided discovery  -Discussion  -Exposition  -Observation | Spells and writes the key words correctly.  -Answering oral questions.  -Singing the anthem  -Pasting the anthem in their books.  -Association  - | -Acceptance  -Love  -Unity  -Respect  -Sharing | -Flag  -Coat of arms  -Emblem  etc. | MK standard SST bk 5 page149 and Mk sst pg141 |  |
| 1 | 5 | Living together in Uganda | Uganda as an independent nation | The Uganda National Emblem and Motto. | The learner;  -Identifies the Uganda motto and Emblem.  -State what each one symbolizes to the nation. | The learner;  Reads and pronounces the new words correctly.  -The new words are; National seed, currency, emblem etc. | The crested crane is the Uganda’s National emblem.  -It symbolizes gentleness, humbleness and peace loving people of Uganda.  FOR GOD AND MY COUNTRY is the Uganda’s motto | -Guided discovery  -Discussion  -Exposition  -Observation | -Draw the Uganda’s emblem  -Answering oral questions.  -Essay/ composition  -Writing about the emblem.  -Article / composing write ups about Uganda as an independent nation. | -Acceptance  -Love  -Unity  -Respect  -Sharing.  -Accuracy  drawing and shading  -Association | -Flag  -Coat of arms  etc | MK standard SST bk 5 page 141 |  |
| 2 | 1 | Living together in Uganda | Uganda as an independent nation | Democracy and its importance | The learners;  -defines the term democracy.  -states the importance of democracy.-gives the challenges of democracy. | The learner;  -reads and pronounces the new words correctly.  -the new words are democracy, challenges etc. | Meaning of democracy.  -Importance of democracy.  -Challenges of democracy. | Guided discovery  -Discussion  -Exposition  -Observation | -Spell and writes the key words correctly.  -Answering oral questions.  -Debates | -Tolerance of other people’s views. | A copy of the national constitution |  |  |
| 2 | 2 | Living together in Uganda | Uganda as an independent nation | Types of elections | The learner;  -gives the meaning of the word elections.  -states the types of elections.  -explains the types of elections.  -gives reasons for holding bye-elections | The learner;  -reads and pronounces the new words correctly.  -The new words are: constituency, constable, electorate, and presiding officer.  -Polling station,  -Polling assistant - Returning officer | -meaning of election.  -The types of elections in Uganda are;  -Parliamentary elections  -Local council elections and bye – elections.  -Causes of Bye elections. | -Story telling  -Guided discovery  -Discussion  -Brain storming | -Spell and writes the key words.  Correctly.  -Answering oral questions. | -Acceptance  --Volunteering  --Cooperation  -Logical flow of ideas.  -Concern. | -Textbooks | MK standard SST bk 5 page 148 |  |
| 2 | 3 | Living together in Uganda | Uganda as an independent nation | Duties of electoral commission and terms used in elections. | The learner;  -gives the meaning of Bye-elections.  -Gives duties of the electoral commission.  -How elections are conducted  - | The learner;  -reads and pronounces the new words correctly. The new words are; constituency, Bye elections, polling cast votes, rigging reference etc. | -Roles of electoral commission e.g.  -Demarcating constituencies, registering the electorate, declaring results etc.  -Terms used in election e.g. Ballot. Presiding, proxy, observers, constable etc. | Guided discovery  -Discussion  -Brain storming | -Spelling, writing and pronouncing the new words. | -Acceptance  -Volunteering  -Cooperation  -Patriotism  -Nationalistic | -Text books eg MK standard pupils book 5 | MK standard SST bk 5 page 149 |  |
| 2 | 4 | Living together in Uganda | Uganda as an independent nation | Electoral system | The learner identifies the electoral system.  -States the advantages and disadvantages of each system. | The learner;  -reads and pronounces the new words correctly. The new words are; rigging, ballot, suffrage and secret ballot system, open elections | Electoral systems.  Advantages and disadvantages of the secret ballot system and open elections  -Electoral colleges | -Guided discovery  -Discussion  -Brain storming | -Spells and writes the key words correctly.  -Answering oral questions.  -Discussing the merits and demerits of each system of election. | Anxiety  Wish  Willingness  Devotion  Responsibility  Acceptance  Volunteering  Cooperation | Text books e.g. Mk pupils book  Reference Centre | MK standard SST bk 5 page 150  The winner pupils book |  |
| 2 | 5  &  1 | Living together in Uganda | The government of Uganda | The executive | The learner;  -States the composition of the executive.  -Outlines of the executive. | The learner;  -reads and pronounces the new words correctly. The new words are; permanent secretary. | Composition of the executive.  -Duties of the executive | -Story telling  -Guided discovery  -Discussion  -Brain storming | -Spells and writes the key words correctly.  -Answering oral questions. | Love  Sharing  Cooperation  Care  Concern | Text books  E.g. Comprehensive sst pupils book 5 | MK standard SST bk 5 page 151  Comprehensive sst |  |
| 3 | 2 | Living together in Uganda | The government of Uganda | The judiciary | -The learner;  -states the composition of the Judiciary.  -Outlines the duties of the judiciary | The learner;  -reads and pronounces the new words correctly. | Composition of the Judiciary.  -How the judiciary maintains law and order. | -Story telling  -Guided discovery  -Discussion  -Brain storming | -Spells and writes the key words correctly.  -Answering oral questions.  -Drawing hierarchical structures of each organ. | Love  Sharing  Cooperation  Care  Concern | Text books Mk sst pupils book 5  Reference Centre | MK standard SST bk 5 page  The winner sst pupils books |  |
| 3 | 3  &  4 | Living together in Uganda | The government of Uganda | Legislature | The learner;  -gives the roles of the legislature,  -States the composition of the parliament  -states the duties of different categories of people in the parliament. | The learner;  -reads, spells, pronounces and uses the new words correctly in a sentence. | Functions of legislature categories of people in the parliament.  -How laws are made in the parliament.  -Terms titles connected to the parliament. | -Story telling  -Guided discovery  -Discussion  -Brain storming  -Debates | -Spell and writes the key words correctly.  -Answering oral questions.  -Debating about | Love  Sharing  Cooperation  Care  Concern  Patriotism | Text books e.g. the winner pupils book 5 | MK standard SST bk 5 page 123 |  |
| 3 | 5  &  1 | Living together in Uganda | The government of Uganda | The constitution and its importance | The learner;  -gives the meaning of a constitution  -states the importance of a national constitution  -gives the constitutions so far used in Uganda. | The learner;  -reads, spells, pronounces and uses the new words correctly in a sentence.  -Identifies differences and similarities among Uganda’s constitution  -steps taken in constitutional making,amending | Meaning of constitution.  -importance of a constitution  -Constitution so far used i.e. 1961, 1962, 1966, 1967 and 1995 | -Story telling  -Guided discovery  -Discussion  -Brain storming | -Spells and writes the key words correctly.  -Answering oral questions. | -Love  -Volunteering  -Cooperation  -Logical flow of ideas  -Concern | Text books Mk standard pupils book 5 | MK standard SST bk 5 page 134 - 135 |  |
| 4 | 2 | Living together in Uganda | The government of Uganda | Duties of the government | The learner  -states the meaning of a government  -mentions the types of government.  -states the duties of government  -levels of gov’t i.e.  –Local gov’t  -Central gov’t | The learner;  -reads and pronounces the new words correctly.  -the new words are monarchy, democratic etc | Meaning of government.  -Characteristics of democratic government, duties of government | -Story telling  -Guided discovery  -Discussion  -Brain storming | -Spell and writes the key words correctly/  -Answering oral questions  -Drawing a gov’t hierarchical structure | -Love  -Sharing  -Cooperation  -Care  -Concern | Text books e.g. mk standard and comprehensive | MK standard SST bk 5 page 131  -Comp SST bk 5 pg 123 |  |
| 4 | 3  &  4 | Living together in Uganda | The government of Uganda | Types of communication and importance | The learner;  -gives the meaning of communication.  -mentions the types of communication  -states the importance of communication  -mentions the barriers to communication. | The learner  -reads and pronounces the new words correctly. The new words are; communication, verbal and non-verbal etc  -Explains how gov’t communicates to the people  -Explains how people communicate to their gov’t  -Explains why gov’t & people need to communicate. | Meaning of communication.  -Types of communication  -Importance of communication | -Brain storming  -Demonstration  -illustration  -Group discussion  -role play | -Spells and writes the key words correctly.  -Answering oral questions  -Dramatizing  -role play | -Cooperation  -Sharing  -Love | Teacher’s illustration  -Mobile phones  -Sim cards |  |  |
| 4 | 5  &  1 | Living together in Uganda | The government of Uganda | Government income and expenditure (sources of government income) | The learner identifies sources of government income.  -explains the sources of government income. | The learner;  -reads and pronounces the new words correctly. The new words are; expenditure, privatization and revenue | Definition of income/revenue sources of government income.  Taxes, tourism, exports, court fines etc. | -Story telling  -Guided discovery  -Discussion  -Brain storming | -Spell and writes the key words correctly.  -Answering oral questions | -Accuracy  -Being open  -Responsibility | Text books eg Mk standard pupils book 5 | MK standard SST bk 5 page 138 - 139 |  |
| 5 | 2 | Living together in Uganda | The government of Uganda | Types of taxes (direct taxes) | The learner;  - gives examples of direct taxes.  -explains what is meant by direct taxes, | The learner; reads and pronounces the new words correctly. | Direct taxes, PAYE, LST, income tax, fees, license, court fines and market dues. | -Story telling  -Guided discovery  -Discussion  -Brain storming | -Spell and writes the key words correctly.  -Answering oral questions. | -Accuracy  -Being open  -Responsibility | Text books comprehensive social studies | MK standard SST bk 5 page 138 - 139 |  |
| 5 | 3  &  4 | Living together in Uganda | The government of Uganda | Indirect taxes | The learner;  -explains indirect taxes.  -gives reasons why people do | The learner; reads and pronounces the new words correctly. The new words are; smuggling and levy etc | Indirect taxes, Excise duty VAT, customs duty, Why people pay taxes.  Why people do not want to pay taxes.  -Effects/causes of smuggling | -Story telling  -Guided discovery  -Discussion  -Brain storming | -Spells and writes the key words correctly.  -Answering oral questions.  -Simulation of revenue assessment, smuggling etc. | -Accuracy  -Being open  -Responsibility  -Honesty | Text books | MK standard SST bk 5 page 138 - 139 |  |
| 5 | 5 | Living together in Uganda | The government of Uganda | How government spends her money |  | The learner; reads and pronounces the new words correctly. | The government spends her money on: salaries and pensions, social services, defence, agriculture, mining etc. |  | Spells and writes the key words correctly.  -Answering oral questions.  -Preparing personal budgets.  -Proposing family budgets.  -Why budgeting is important to; individuals, family, school, government, P.5 pupils | -Accuracy  -Being open  -Responsibility  -A sample of budgetary allocation for Uganda government, K.C.C.A | Text books like mk standard sst pupils book 5 | MK standard SST bk 5 page 138 - 139 |  |
| 6 | 1  &  2 | Living together in Uganda | The government of Uganda | Types of budget. | The learner;  -States the meaning of a budget.  -Explains the types of budget.  -States the importance of budgeting to a family and a country. | The learner;  -Reads and pronounces the new words correctly... The new words e.g. budget, surplus, deficit. | -Meaning of budget.  -Types of budget.  -Disadvantages of deficit.  -Solutions to the deficit budget.  -Importance of budget. | -Story telling  -Guided discovery  -Discussion  -Brain storming | -Spell and writes the key words correctly.  -Draw illustration showing types of budgets.  -Answering oral questions  -Preparing budgets | -Planning  -Financial discipline. | Text books MK standard book5 | MK standard SST bk 5 page 110 |  |
| 6 | 3  &  4 | Living together in Uganda | The government of Uganda | Citizenship | The learner;  -States the meaning of citizenship.  -Mentions the rights of citizens.  -States the duties/ responsibilities of a citizen. | The learner;  -Reads and pronounces the new words correctly. The new words are; naturalization, descent, adopt etc. | -Meaning of citizenship.  -The rights of citizen ns.  -Duties and responsibilities of a citizen. | -Story telling  -Guided discovery  -Discussion  -Brain storming  -Debates | -Spell and writes the key .words correctly.  -Answering oral questions  -Debating  -Responsibility about patriotism. | -Love  -Sympathy  -Cooperation  -Care  -Concern  -Responsibility  -Patriotism. | Text books. Pupils in the class from different countries | MK standard SST bk 5 page 122 |  |
| 6 | 5  &  1 | Living together in Uganda | Population size and distribution in Uganda | Population census | The learner;  -States the meaning of population census.  -Outlines the difficulties faced during census. | The learner; Reads and pronounces the new words correctly. | -Population census.  -Importance of population census.  -Problems faced during census. | -Story telling  -Guided discovery  -Discussion  -Brain storming  -Simulation of a census activities | Spell and writes the key words correctly.  -Answering oral questions.  -Act out roles of enumerators | -Sharing  -Caring for others  -Innovativeness. | Text books, children in the class | MK standard SST bk 5 page 145- 146 |  |
| 7 | 2 | Living together in Uganda | Population size and distribution in Uganda | Population growth | The learner gives the meaning of population growth.  -States the factors that contribute to population increase.  -Identifying ways of controlling population growth. | The learner;  -reads and pronounces the new words correctly. The new words are fertility rate, premarital, abstinence etc. | -Population growth.  -Factors affecting population growth.  -Ways of controlling population growth. | -Story telling  -Guided discovery.  -Discussion  -Brain storming  -Observation  -Simulation | -Spells and writes the key words correctly.  -Answering oral questions.  -Interpreting pictures.  -Designing popn control messages.  -Acting out roles. | -Sharing  -Caring for others  -Innovativeness | Text books eg standard sst book5 | MK standard SST bk 5 page 149- 150 |  |
| 7 | 3  &  4 | Living together in Uganda | Population size and distribution in Uganda | Population distribution | The learner;  -states the meaning of population distribution.  -Explains the factors affecting population distribution. | The learner;  -Reads and pronounces the new words correctly. | Population distribution.  -Factors affecting population distribution ie relief, rainfall, fertility of the soil, vegetation cover, social services. etc | -Story telling  -Guided discovery.  -Discussion  -Brain storming | -Spells and writes the key words correctly.  -Answering oral questions.  -Observation | -Sharing  -Caring for others  -Innovativeness  -Association/ comparison | Text books, pupils in the classroom | MK standard SST bk 5 page 146- 147 |  |
| 7 | 5  &  1 | Living together in Uganda | Population size and distribution in Uganda | Population census | The learner;  -gives the meaning of population density.  -Identifies densely and sparsely populated areas in Uganda. | The learner;  -reads and pronounces the new words correctly. The new words are dense, sparse, etc. | -Population density.  -Formula for population density  -Densely and sparsely populated areas in Uganda. | -Story telling  -Guided discovery.  -Discussion  -Brain storming  -Observation | -Spells and writes the key words correctly.  -Answering oral questions  -Drawing pasting and colouring | -Sharing  -Caring for others  -Innovativeness | Text books Mk standard sst pupils book 5 | MK standard SST bk 5 page 148- 149 |  |
| 8 | 2  &  3 | Population size and distribution in Uganda | Population size and distribution in Uganda | Population census | The learner;  -states the advantages and disadvantages of low and high population.  -identifies the effects of high population on the environment.  -suggests solutions to the problems of high population. | The learner;  -reads and pronounces the new words correctly. The new words are; exhaustion, encroachment, desertification etc. | -Advantages and disadvantages of low and high population.  -Effects of high population on the environment.  -Solutions to problems of high population. | Story telling  -Guided discovery  -Discussion  -Brain storming  -Debates | -Spells and writes the key words correctly.  -Answering oral questions.  -Participating in debates about population distribution, control etc. | Sharing, caring for others, innovativeness | Text books  -Teachers illustrations | MK standard SST bk 5 page 148- 149,150 |  |