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| **--** | **PD** | **THEME** | **TOPIC** | **S-TOPIC** | **COMPETENCES** | | **CONTENT** | **METHODS** | **L/ SKILLS**  **& VALUE** | **T/AIDS** | **L/**  **ACTIVITES** | **REF** |
|  |  |  |  |  | **LANGUAGE** | **SUBJECT** | **BIOLOGICAL CHANGES** |  |  |  |  |  |
| **1** | **1** | **Managing**  **Changes**  **in**  **The**  **Environm**  **ent** | **Types of**  **changes** | **Biological**  **changes** | **The learner:**  **-Spells words like growth, germination**  **-Write**  **SentencesAbout biological changes.**  **Outlines the various examples of biological Changes.** | **The learners:**  **-Defines biological**  **Changes**  **-Mentions the**  **Examples of**  **Biological changes.**  **-States the**  **characteristics of**  **Biological changes**  **Give the importance**  **and dangers of**  **biological changes** | **These are changes that**  **take**  **Place in the life of living**  **Things.**  **Examples**  **-growth, germination**  **Characteristics of**  **Biological changes**   * **importance and dangers**   **of biological changes**   * **Good and bad effects**   **of biological changes** | **-Demonstration**  **-Guided discovery**  **-Guided discussion** | **-Self**  **awareness**   * **Critical thinking** * **Love** * **Appreciation** | **-Chart showing stages of growth in plants and animals** | **-Observing growth in germination and in human beings.**  **-discussing effects of some biological changes like transpiration** | **Compsci**  **bK 5.**  **Integrated sci**  **Pupils Bk. 5**  **-Mk int**  **Sc**  **pupils Bk.5.** |
| **1** | **2** |  |  | **Chemical**  **Changes.** | **The**  **Learner:**  **-Pronounce Words**  **LikeRotting,Rusting**  **Burning.**  **-Write poems about**  **the effects of**  **rusting.**  **-Draws diagramsto**  **Showrusting.** | **The learners:**  **-defines the term**  **Chemical change.**  **-mentions the**  **Examples of**  **Chemical changes.**  **-States the characteristics of chemical**  **changes.**  **-Describes the**  **Experiment about**  **Rusting.**  **-Effects.** | **Chemical changes**  **A type of change**  **where new**  **Substances are**  **formed.**  **Examples of**  **Chemical changes.**  **Rusting , burning,**  **rotting.** | **Experimentation**  **Demonstration**  **Guided discussion**  **observation** | **-Problem**  **Solving**  **logic** | **Match box, water ,nails or pins** | **Drawing**  **experiments**  **observing burning of papers**  **discussing observed results of experiments** | **Comp**  **primary**  **science**  **bk. 5**  **-integrated**  **Primary**  **Science**  **Bk 5**  **-Mk**  **Integrated**  **Primary**  **Science**  **Bk. 5** |
|  | **3** |  |  | **Physical**  **Changes** | **The learners:**  **-Spells words like condensation,**  **Evaporation, melting.**  **-Physical changes**  **In the environment.** | **The learner:**   1. **Defines physical**   **Changes**  **2.Mentions the**  **examples of**  **Physical changes.**   1. **States the**   **Characteristics**  **Of physical**  **Changes.** | **Physical change is a type**  **Change where no new**  **substance is formed.**  **Examples of physical**  **Changes**  **-Condensation , melting**  **Sublimation, freezing.**  **Evaporation**  **- characteristics of physical change**  **- importance and dangers of physical changes**  **- Good and bad effects of physical changes** | **-Explanation**  **-demonstrate**  **Ion**  **-Guided-**  **discovery** | **-Problem**  **Solving**  **-Self**  **esteem** | **Kettle or sauce pan stove, bottle**  **Bucket**  **Candle wax** | **-Collecting**  **Materials**  **-observing**  **Changes of**  **State.**  **-drawing a**  **Conclusion**  **About the**  **experiment** | **Comp**  **Pr**  **Scie**  **Bk 5**  **Supplementary science bk8**  **Contemporary science bk for upper primary**  **.** |
| **1** | **4** | **Manag**  **ing**  **changes**  **in the**  **environ**  **ment** | **Types of**  **Changes** | **Natural**  **Changes** | **The learner:**  **-Spell s words like**  **Landslides, Earth**  **Quakes Floods**  **-Pronounces words**  **Like Earth quakes** | **The learners:**  **-defines natural**  **Changes.**  **-mentions the**  **Examples of natural**  **Changes.**  **-State the effects**  **Natural changes in**  **the environment.**  **-cites the control of natural changes** | **natural changes**  **-examples of natural changes**  **- effects of natural changes in the environment**  **- control of natural changes** | **-Guided discussion**  **- Discovery**  **- Brain storming** | **-Self**  **Awareness**  **-problem**  **solving**  **-Critical thinking** | **-school**  **Environment**  **-environment**  **Outside school** | **-visiting the**  **environment**  **and ask the**  **community**  **how they**  **Control**  **these changes** | **-comp**  **Bk .5**  **-Mk. integrated primary science bk.5.**  **Understanding intergrated science bk5** |
|  | **5** |  |  | **Changes**  **In the**  **Atmosphere**  **Re.** | **The learner:**  **-Explains the words**  **Like rainy, cloudy,**  **Windy etc. correctly**   * **Writes, reads spells and pronounces words like atmospheric correctly** | **The learner:**   * **defines**   **atmospheric**  **change.**  **-Mentions the**  **Examples of**  **Atmospheric**  **Change.**  **-State the effects of atmospheric**  **Changes to man,**  **animals and plants.** | **Examples of atmospheric**  **Changes.**  **-Global warming.**  **-Changes in ozone layer**  **-Change in weather**  **Conditions.**   * **changes in the quality of air** | **Guided discussion**  **Discovery**  **Brain storming**  **observation** | **-Problem**  **solving.**  **-self**  **awareness** | **Environment**  **Outside**  **school** | **-Observing**  **Changes of**  **Weather**  **that day**  **-discussing**  **the effects**  **that change**  **bring to the**  **environment** | **Comprehensive guide book of intergrated science volume 2** |
|  | **6** |  |  | **People**  **Made**  **Changes** | **The learner: -**  **Pronounces words**  **like people**  **Made changes.**  **-Spells words like**  **Deforestation ,**  **Re-forestation** | **The learners;**  **-Defines man made**  **Changes.**  **-Mentions the examples of man made**  **Changes.**  **-States the effects**  **of people made**  **changes** | **Manmade are changes**  **in the environment**  **that are brought about**  **by people**  **Examples**  **-aafforestation**  **-De-forestation**  **- Road construction.** | **Brain storming**  **Guided discussion**  **Discovery**  **excursion** | **Self-awareness**  **Creative thinking**  **appreciation** | **Buildings**  **Areas where road construction is taking place** | **Observing areas where people have made changes and their effects.** | **Comprehensive guide book of intergrated science vol2** |
| **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** | **-observing**  **Displayed**  **Foods and**  **their uses** | **Comp**  **sci pupils Bk. 5.**  **Supplementary science bk8**  **Understanding intergrated science bk5** |
| **2** | **2** |  |  | **Tradition**  **al**  **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 taboo** * **Cultural food taboo** * **Religious food taboo** * **Examples of food**   **taboos**   * **Advantages and**   **disadvantages of**  **food taboos.** | **Guided**  **Discussion**  **discovery** | **Logic**  **Critical**  **Thinking**  **appreciation** | **Community**  **members** | **Discussing**  **Food taboos**  **Of commun**  **ities** | **Understanding intergrated 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**  **memebers** | **Discussing**  **Food beliefs**  **with comm**  **unity mem**  **bers 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**   1. **a mother** 2. **a baby** 3. **Gives conditions under which breast feeding is restricted** | **Breast feeding**   1. **Advantages of breast**   **feeding**   1. **Advantages of**   **breast feeding**  **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**  **advs and**  **disadvs of**  **breast**  **feeding** | **-supplementary science bk8**  **Understanding intergrated 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 for bottle feeding.** | **Bottle feeding**  **Disadvantages of bottle**  **Feeding.**  **- Advantages of bottler feeding** | **-Demonstration**  **-Guided**  **Discovery**  **- Brain storming** | **-Problem**  **Solving**  **-Self**  **esteem** | **-Bottle**  **-Milk** | **Demonstrating bottle feeding**  **Discussing merits and demerits of bottle feeding** | **-compre**  **hensive**  **Primary**  **School**  **Science**  **Pupil’s**  **Bk. 5.**  **-Integrated science pupils**  **Bk. 5** |
|  | **6** |  |  | **Proper**  **ways of**  **carrying**  **out**  **bottle**  **feeding .** | **The learner:**  **-Pronounces the**  **Words correctly like**  **Saucepan, boiling, weaning** | **The learner:**  **-Identifies the**  **various steps taken**  **when carrying out**  **bottle feeding**  **-Defines weaning**  **Gives the importance of weaning** | **Steps taken when carrying**  **Out bottle feeding.**  **Weaning, importance and how to start** | * **Brain storming** * **Guided discussion** * **Discovery** * **Demonstration** * **observation** | * **Love** * **Care** * **Appreciation** * **Critical thinking** * **Effective communication** | **Bottle**  **Saucepan**  **water** | **Demonstrating steps of cleaning bottles and keeping them safely.** | **Understanding intergrated 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 intergrated science bk5** |
|  | **8** | **Human**  **body** | **Food and**  **Nutrition** | **Food**  **Consump**  **tion**  **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.**  **Factors that determine food consumption pattern** | **-Discovery**  **-Guided**  **Discussion**  **- observation** | **-Critical**  **thinking**  **-problem**  **Solving**   * **Effective communication** | **Food stuffs**  **Eaten in various**  **areas** | **-collecting**  **and observ**  **ing food**  **Stuffs of**  **various**  **areas** | **Understanding intergrated science bk5**  **Comprehensive science bk5** |
| **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 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 amount**   * **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**  **ion and**  **Deficiency**  **diseases** | **The learner:**   * **Writes, reads, spells and pronounces words like deficiency, kwashiorkor etc correctly** | **The learner:**  **-defines malnutritional/ deficiencydiseases.**  **Mentionsexamples of deficiencydiseases.**  **-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 discuss**  **ing signs of**  **a malnouri**  **shed person** | * **do-** |
|  | **3** | **Human**  **Body** | **Food and**  **Nutrition** | **Feeding**  **habits** | **A learner:**  **-Writes words like**  **Habits.**  **-Spells words like**  **fatty foods.** | **The learner:**  **-defines the word**  **Habit.**  **-Mentions the**  **examples of bad feeding**  **habits.**  **-States the good**  **feeding habits.**   * **States dangers of bad feeding habits** | **A habit is something**  **You do regularly**  **without thinking aboutit.**  **Examples of feeding**  **habits.**   * **Examples of bad eating habits** | **-Demonstration**  **-Brain storming**  **-Guided discussion**  **- Discovery** | **-Critical**  **thinking**  **-Self**  **Awareness**  **- Effective communication** | **-soap**  **-water**  **-food** | **-demostrating and observing good eatig habits**  **-discussing effects of bad eating habits.** | **Comp**  **Pr**  **Sch**  **Sci**  **Bk. 5.**  **Mk integrated pr**  **Sci**  **Bk. 5.** |
| **3** | **4** | **Human**  **Health** | **Primary**  **Health**  **care** | **Elements**  **of**  **primary**  **health**  **care and its principles** | **The learner:**  **-Writes words like**  **Immunisation.**  **-Spells words like**  **Immunisation,**  **Maternal and**  **child health care.** | **The learner;**  **-Defines primary**  **Health care.**  **-mentions the**  **Elements of**  **Primary health care.**  **-States the**  **Principles of**  **Primary health care.** | **Primary health care is**  **Elements of primary**  **Health care.**  **-Principles of primary health care** | **-Explanation**  **-Demonstration**  **-Discovery method**  **- Guided discussion.** | **-Critical**  **thinking**  **-Self**  **awareness** | **First aid kit** | **-demontra**  **ting first aid**  **skills.**  **-discussing**  **Principles**  **Of PHC.** | **Compre**  **hensive**  **Primary**  **Science**  **Pupils**  **Bk. 5**  **-Mk integrated primary**  **Science**  **Pupils**  **Bk. 5.** |
|  | **5** |  |  | **Health**  **Life style**  **And**  **Importance**  **Of taking**  **Regular**  **Exercise.** | **The learners:**  **-Writes words like**  **Brushing, rest,**  **Sleeping.**  **-Spelling words like**  **Brushing.**  **-Spelling words like**  **Brushing.** | **The learner:**  **-Identify health**  **Life styles.**  **-States the**  **importance**  **of taking regular**  **exercises.**  **-States the**  **Importance of**  **Getting enough**  **Rest and sleep.** | **Examples of health life**  **Styles.**  **Importance of taking**  **Regular exercise.** | **Demonstration**  **Brain storming**  **Guided discussion**  **Discovery** | **Self esteem**  **Self awareness**  **Decision making**  **Appreciation** | **Soap**  **Sponge**  **Water**  **Sports attire** | **-demonstra**  **ting: good**  **posture,**  **physical**  **exercises,**  **washing**  **hands etc** | **Supplementary science bk8** |
| **3** | **6** | **Human**  **health** | **Primary**  **Health**  **Care.** | **Ways how**  **Individual**  **S can**  **Promote**  **Primary**  **Health**  **Care.** | **The learner:**  **-Write words like**  **Personal hygiene,**  **bushing.**  **-Spells words like**  **Personal**  **Hygiene.** | **The learner:**  **-States the ways**  **individuals**  **promotes primary**  **health care.**  **-Mentions things used in personal hygiene and their uses** | **Personal hygiene**  **-bathing**  **-washing hands** | **-Discovery**  **-Demonstration** | **-Critical**  **Thinking**  **-Self**  **awareness**  **-Problem**  **solving** | **-Soap**  **Water**  **-Towel** | **Demonstra**  **ting activiti**  **es in perso**  **nal hygiene** | **Comp**  **Prisc**  **Pupils**  **Bk. 5**  **-Mk. integrated prSc Bk. 5.**  **Understanding intergrated science bks**  **Supplementary science bk8**  **Contemporary science for upper primary.**  **Comprehensive science bk5** |
| **4** | **1** |  | **Ways**  **families**  **maintains**  **primary**  **health**  **care** | **The**  **Learners:**  **-spells, and writes words like latrines correctly** | **The learners:**  **-Mentions the**  **ways of families**  **promoting**  **PHC**  **-Gives a reason for boiling water for drinking**  **-Gives the importance o latrines , rubbish pit and dust bin** | **Ways families promotes PHC**  **-having family**  **Latrine**  **-Covering food and**  **Boiling drinking**  **Water.**  **-having rubbish pit for**  **Putting in house**  **hold**  **Refuses.** | * **Brain storming** * **Guided discussion** * **Discovery** * **Demonstration** | * **Self awareness** * **Decision making** * **Appreciation** * **Love** * **Care** | * **Latrines** * **Brooms** * **Rags** * **Water** | **Community members** | **-demonstrate**  **ting practices**  **like; picking**  **rubbish,**  **proper**  **disposal of**  **human**  **waste etc** |
| **4** | **2** |  |  | **The**  **Community and**  **PHC** | **The learner:**  **-Writes words like**  **Campaign,**  **Locality .**  **-Spells words like**  **Campaign.**  **-pronounces words**  **Like locality,**  **campaign.** | **The learner:**  **-Defines a community**  **-States the ways**  **the community**  **can participate in**  **PHC** | **Ways communities can**  **Promote PHC**  **-Organizing regular**  **community cleaning**  **activities.**  **-Reporting any**  **Outbreak of a disease.**  **-Assist in community**  **health education.** | * **Brain storming** * **Guided discussion** * **Discovery** | **Self awareness** | **Community**  **members** | **-brain**  **Storming**  **Ideas with**  **Community**  **members** |
|  | **3** | **Human**  **Health** | **Primary**  **Health**  **Care.** | **Groups**  **that carry**  **out PHC**  **in the**  **community and**  **control of**  **diseases**  **without**  **using drugs** | **The learner:**  **-Writes words like**  **Youth groups,**  **Social welfare.**  **-Self help groups.**  **-Spells words like**  **Self help groups.** | **The learner:**  **-Identifies the**  **Groups of people**  **that carry out PHC.** | **Groups of people that**  **Promotes PHC.**  **-Youth groups.**  **-Social welfare groups.**  **-Self help group.** | * **Brain storming** * **Guided discussion** * **Discovery** | **-Self**  **Awareness**  **-Decision**  **making**  **-Appreciation** | **Visit to those**  **groups.** | **-visiting**  **these**  **groups of**  **people**  **-interview**  **ing them.** | **-comprehensive**  **Primary**  **Science**  **Pupils’**  **Bk.5** |
| **4** | **4**  **&**  **5** |  |  | **Community health and social problems** | **A learner spells, writes, reads and pronounces words like hygiene, sanitation etc correctly** | **A learner**   * **Mentions community health and social problems** * **States the causes of common sicknesses at home** * **Mentions ways of controlling disease in the community without using drugs** * **State activities of a school health club** | * **Community health and social problems** * **Poor personal hygiene** * **Poor sanitation** * **Poor water supply** * **Inadequate food**   **Cause of common sickness at homes**   * **controlling common sickness in the community without using drugs** * **School health clubs** * **Activities of school health club** | * **Brain storming** * **Guided discussion** * **Discovery** * **Demonstration** * **-observation** * **excursion** | **Decision making**  **Self awareness**  **Self esteem**  **Appreciation**  **Love**  **Care** | **-tour to market and slum areas**  **-water**  **-brooms etc** | **-observing**  **-comparing**  **dirty and**  **clean**  **environment.**  **-demonstrating practices that control common sicknesses** |  |
|  | **6** | **Science**  **In**  **human**  **activities**  **and**  **occupant**  **ion** | **Keeping**  **goats,**  **sheep**  **and**  **pigs** | **Terms**  **used in**  **keeping**  **goats** | **The learners:**  **-Writes words like**  **Nanny goat, breed,**  **Billy goat, kid,**  **Gestations period**  **Etc.**  **-Spells words like**  **Kid, kidding, shed.** | **The learner:**  **-identifies the**  **terms used in the**  **Keeping of goats.**  **-Explains the terms**  **Each at a time.** | **Terms**  **-Nanny goats**  **-Breed and type**  **-Billy goat**  **-kid.**  **-kidding**  **-shed.**  **-gestation period.**  **-Browsing**  **-Steaming up.** | **Brain storming**  **Guided discovery**  **Guided discussion**  **-observation** | **Self awareness**  **Decision making**  **Love and care** | **Chart showing external parts of a goat.** | **-observing external features**  **-discussing terms used in goat keeping.** | **Understanding intergrated science bk5**  **Comprehensive science bk5**  **Mk primary science bk5** |
| **5** | **1** |  |  | **External**  **parts of**  **a goat**  **and**  **their**  **functions.** | **The learner:**  **-Writes words like**  **mouth, nostril, eyes**  **ears, horns, udder,**  **hoofs etc correctly**  **-Spells words like**  **Udder.** | **The learner:**  **-Draws the**  **structure of a goat**  **and names the**  **parts.**  **-States the**  **functions of each**  **Part.** | * **Structures of a goat** * **Functions of parts of a goat** * **Names products got from goats** * **States the uses of goats** | * **Brain storming** * **Discovery** * **Guided discussion** * **-observation** | * **Self awareness** * **Decision making** * **Love and care** | **Structure of a**  **goat** | **Observing external features**  **Drawing the structure of a goat** |  |
|  | **2** |  |  | **Breeds of**  **goats.**  **& types of**  **goats** | **The learner:**  **-Writes words like**  **local and**  **exotic breeds.**  **-States and spells**  **words like meat**  **and milk breed** | **The learners:**  **-Explains the term**  **breed.**  **-States the breeds**  **of goats.**  **Names the types of breeds of goats and their x-tics**  **Names the types of goats** | **Breeds of goats.**  **Exotic & Local breed.**  **Types of goats**  **-meat breed**  **-milk breed**  **-breeds of goats**  **Saanen goats**  **Somali goats** | **Guided discussion**  **Discovery**  **Brain storming**  **observation** | **Self awareness**  **Critical thinking**  **Love**  **Care** | **Goat’s meat**  **And milk** | **Observing local and exotic breeds**  **-comparing local and exotic breeds** |  |
| **5** | **3** | **Science**  **in**  **Human**  **Activities**  **and**  **occupation** | **Keeping**  **Goats**  **Sheep**  **and pigs.** | **Housing**  **Goats.** | **Lang. Comp**  **The learner:**  **-Writes words like**  **Slanting floor.**  **-Spells words like**  **slurry.** | **Subject .Comp.**  **The learner:**  **-State reasons for**  **housing a goat.**  **-Mentions the**  **types of goat**  **house.**  **-Identifies the**  **Materials for**  **building goat house.** | **Reasons for housing**  **Goats**  **-To protect goats from**  **harsh weather**  **Conditions.**  **-To protect goats**  **from wild animals.**  **Types of goat house.**  **-Modern goat house.**  **-Traditional goat**  **House**  **Material for building**  **-Modern goat house.**  **-Traditional goat**  **house.** | **-observation**  **-Guided**  **Discovery**  **-Brain storming**  **- Guided discussion** | **-Critical**  **thinking**  **-Creative**  **thinking.**  **-Problem**  **Solving.**  **-Self-awareness**  **-Effective communication** | **Structures of**  **Goat’s shed** | **-observing different houses**  **-drawing**  **Goats**  **Houses.** | **Mk. integrated**  **Science**  **Pupils**  **Bk.5.**  **-Comprehensive**  **Primary**  **Science**  **Pupils**  **Bk. 5.**  **Understanding intergrated science bk5** |
|  | **4** |  |  | **Qualities**  **of a goat**  **goats**  **house.** | **The learner:**  **-Writes words like**  **Ventilated.**  **-Spells words like**  **Ventilated.**  **-Pronounces**  **words like well**  **ventilated.** | **The learner:**  **-Identifies the**  **qualities of a good**  **goat’s house.**  **-States the methods**  **Of keeping a goat**  **House clean.**  **-Mentions the**  **reasons for keeping**  **goat’s house.** | **Qualities of a good**  **goat house.**  **-It should be warm and**  **well ventilated.**  **-It should have a roof**  **That does not leak.**  **-It should have**  **slanting floor.**  **Methods of keeping**  **goats house clean.**  **-Sweeping the floor.**  **-Disinfecting the**  **floor regularly.** | **Guided discussion**  **Brain storming**  **-observation** | **Critical thinking**  **Creative thinking** | **Structure of a goat’s shed** | **-observing the way a goat’s shed is constructed**  **-dis cussing features of a good goat’s shed.** | **Understanding intergrated science bk5**  **Comprehensuve science bk5**  **Mk primary science bk5** |
|  | **5** |  |  | **Feeding**  **Goats** | **The learner:**  **-Writes words like succulent, forages, concentrates.**  **-Spells words like**  **Forages etc.** | **The learners:**  **-States the types of**  **Feeds that can be**  **Given to goats.**  **-Mentions the**  **examples of feed.**  **-States the uses.** | **Types of goats feeds**  **-Forages**  **-Concentrates**  **-Succulents.** | **Brain storming**  **Guided discussion**  **Demonstration**  **Discovery**  **observation** | **Self awareness**  **Creative thinking**  **Love and care** | **Display of feeds of goats** | **-observing different feeds and their uses** |  |
| **5** | **6** | **Science**  **in**  **human**  **activities**  **and**  **occupant**  **ion** | **Keeping**  **Goats**  **Sheep**  **and pigs.** | **Methods**  **Of**  **Grazing**  **Goats** | **The learner:**  **-Writes words like**  **Free range, zero**  **grazing herdiryetc**  **-Spells words like**  **tethering** | **The learner:**  **-Identifies the**  **Methods of grazing**  **Goats.**  **-State the advantages**  **Of each method of**  **grazing goats.**  **-mentions the**  **Disadvantages.**  **Each method of grazing goats** | **Methods of grazing**  **Goats.**  **-Free range system.**  **-Zero grazing**  **-Padlocking method**  **-tethering**  **Advantages of each**  **Disadvantages of each method of grazing goats** | **-Demonstration**  **-observation**  **-Guided**  **discussion**  **-excursion** | **-Critical**  **thinking**  **-Creative thinking**  **-effective communication**  **- love**  **-care** | **Farms with**  **Different**  **grazing systems** | **-observing the set up**  **Of different**  **Systems of**  **grazing goats.**  **-discussing**  **their advantages and disadvantages** | **-Comprehensive**  **Primary school**  **Science**  **Bk. 5.**  **-Mk. integrated primary science**  **Pupils Bk. 5** |
| **6** | **1** |  |  | **Manage**  **ment of breeding**  **Goats.** | **The learner:**  **-Writes words like**  **Valve, mucus.**  **-Spells words like**  **Valve, mucus etc** | **The learners:**  **-Defines breeding in**  **goats.**  **-Explains heat period**  **and gives the signs**  **and symptoms of**  **heat period in goats.** | **Breeding**  **Is the keeping of**  **Inherited**  **Characteristics in**  **Goats.**  **Selection of good**  **goats for breeding.**  **Qualities**  **-should be able to**  **grow fast.**  **-should have good**  **Quality meat and**  **Milk.**  **-should be resistant**  **to diseases.**  **-They should be able**  **to reproduce at least**  **Once in a year.**  **Heat period**  **Is the period when a**  **female goat is ready**  **to mate.**  **Signs of heat period**  **in goats.** | **Demonstration**  **Brain storming**  **Guided discussion**  **Discovery**  **-observation** | **Self awareness**  **Effective communication**  **Critical thinking**  **Love**  **Care** | **-structure of**  **a good goat**  **for breeding.** | **-observing**  **External**  **Features**  **Of a good**  **Goat for**  **Breeding**  **-discussing**  **Observed**  **Features**  **that make**  **it good for**  **breeding** | **-Understanding**  **Intergrated science bk5**  **-Comprehensive science bk5**  **-Mk primary science bk5** |
| **6** | **2** | **Science**  **in**  **human**  **activities**  **and**  **occupation** | **Keeping**  **goats**  **Sheep**  **and pigs.** | **Gestation**  **Period.** | **The learner:**  **-Writes words like**  **Kidding, delivery,**  **Steaming up.**  **-Spells words like**  **Steaming up.** | **The learners:**  **-Explains the word**  **Gestation period.**  **-identifies the ways**  **of caring for goats.**  **-Suggest the various**  **ways of caring for**  **Pregnant goats.** | **Gestation is the time**  **O n animal takes**  **When it is pregnant**  **The gestation period**  **Of a goat is usually**  **150days or 5 months.**  **Steaming up.**  **Is the feeding of**  **pregnant goats on**  **protein reach feeds**  **to prepare it for**  **kidding**  **Advantages of**  **Steaming up**  **-Helps to keep young**  **Ones health and live.**  **-helps the foetus to**  **grow well.** | **-demonstration**  **-Discovery**  **Methods**  **-observation** | **-Critical**  **Thinking**  **Self-awareness**  **-logic** | **-display of protein rich foods** | **-Observing**  **Foods rich**  **In proteins**  **-discussing importance of providing protein rich foods** | **Fountain**  **Integrated**  **Primary**  **Science**  **Bk.5.**  **Comprehensive**  **Primary**  **Science**  **Pupils**  **Bk.5.** |
|  | **3** |  |  | **Diseases**  **Of goats** | **The learner:**  **-Spells words like**  **Foot rot, foot and**  **Mouth disease.**  **-Writes words like**  **Foot rot.**  **-pronounces words**  **Like foot rot.** | **The learners:**  **-mentions the causes**  **of diseases in goats.**  **-States the different**  **Diseases which affect**  **Goats.**  **-States the signs and symptoms of certain**  **diseases.**  **-Explains ways of preventing goat diseases**  **Explains ways of preventing goat diseases** | **Diseases of goats**  **-foot and mouth**  **Diseases**  **-Anthrax, Rinder pest,**  **Nagana**  **Foot rot, heart water,**  **Black quarter.**  **Ways of preventing disease that affect goats**  **Ways of preventing diseases that affect goats** | **Guided discussion**  **-observation**  **-demonstration** | **Self awareness**  **Critical thinking**  **Effective communication**  **Love**  **and care** | **Affected animals**  **-syringe** | **-observing animals infected with different diseases.**  **-discussing signs of each disease.**  **-demonstrating vaccination and hoof trimming** | **Understanding intergrated science bk5**  **Comp science bk5**  **Fountain science bk5**  **Supplementary science bk8** |
|  | **4** |  |  | **Parasites** | **The learner:**  **-Writes words like in do parasites,**  **ecto parasites.**  **-Spells words like**  **Parasites,**  **ecto parasites.** | **The learners:**  **-Defines parasites.**  **-Mentions the types**  **of parasites in goats.**  **-States the examples**  **of each type of**  **parasites.**  **-Gives ways of controlling parasites** | **Parasites**  **Parasites are living**  **organisms that get**  **food from other living**  **organisms without**  **Killing them.**  **Types of parasites**  **endo parasites e.g.**  **worms, liver flukes.**  **Ecto parasites e.g.**  **fleas, ticks, lice.** | **Guided discussion**  **Brains storming**  **Discovery** | **Self awareness**  **Critical thinking**  **Effective communication** | **-liver flukes**  **-tapeworms**  **-ticks** | **-Observing parasites.**  **-dis cussing their effects** |  |
| **6** | **5** | **Science**  **in**  **human**  **activities**  **and**  **occupant**  **ion** | **Keeping**  **goats**  **sheep**  **and pigs.** | **Effects of**  **external**  **parasites**  **and their**  **Control.** | **The learners;**  **-Writes words like external parasites,**  **quarantine etc.**  **-Spells words like external parasites** | **The learner:**  **-States the effectsof external parasites on goats.**  **-Mentions the ways of controlling parasites** | **Effects of external**  **Parasites**  **-They leave sores on the**  **goat’s skins.**  **-They cause itching of the body.**  **-Some suck blood from goats.**  **Ways of controlling external parasites**  **-Dipping animals in acaricides**  **-Picking the parasites from the body of animals by hand.**  **-Practicing rotational grazing** | **-observation**  **-Brain storming** | **-Critical**  **thinking**  **-Effective communication**  **Care**  **Love** | **-affected**  **animal** | **Observing external effects of external parasite attack on the animal’s body** | **Mk. integrated primary**  **Science pupils Bk. 5**  **Comprehensive**  **Primary school science pupils Bk.5.** |
|  | **6** |  |  | **Effects of internal parasites on the animals.** | **The learner:**  **-Writes words like liver flukes**  **-Spells words like**  **Alimentary canal.** | **The learner:**  **-mentions the examples of internal parasites.**  **-States the effects of internal parasites in goats.**  **-States the ways. of controlling internal parasites** | **Examples of endo parasites**  **Liver flukes , Round worms,**  **Tape worms.**  **Effects of endo parasites on animals**  **-Some damage the internal organs.**  **-Some suckblood from the animal’s body and cause anaemia.**  **-Excessive worms can cause diarrhoea.**  **How to control.**  **-Deworm animals using drugs.**  **-Avoid deworming animals in swampy areas.**  **-Keeps their feeds clean.** | **Demonstration**  **Guided discussion**  **-observation** | **Self awareness**  **Effective communication**  **Critical thinking** | **-Tape worms**  **-Liver flukes**  **-Hook worms** | **-Observing**  **Structures of endo parasites**  **-discussing their effects and their control.** | **Supplementary science bk8**  **Comp guide book for intergrated science vol2** |
| **7** | **1** | **Science**  **In human**  **Activities**  **And occupant**  **ion** | **Keeping goats ,**  **Sheep**  **and pigs** | **Keeping**  **Sheep.** | **The learners:**  **-Writes words like**  **Ewe, ram , lamb etc**  **-Spells words like**  **Ewe** | **The learner:**  **-Identifies the terms that arecommonly used in sheep keeping –Defines each term.**  **-States the importance of keeping sheep.**  **Mentions products got from sheep** | **Terms used in sheep rearing**  **Ewe, ram, docking, shearing, mutton, drenching,dozing,dehorning.**  **Importance of keeping**  **-For wool production**  **-For skin production**  **-Source of income**  **-droppings areusedfor making farm yard manure.**  **Products got from sheep** | **-observing**  **-Guided discussion** | **-Critical**  **Thinking**  **-Brain storming**  **-Creative thinking**  **-Love and care** | **-Wool from sheep**  **-skins of goats** | **-observing products from sheep**  **-discussing importance of wool and skins from sheep.** | **Comprehensive**  **Primary science pupil’s BK. 5**  **Mk integrated primary science pupil’s Bk. 5**  **-Fountain integrated science pupils Bk. 5** |
|  | **2** |  |  | **External parts of a sheep** | **The learner:**  **-Spells words like**  **tail, mouth, thigh**  **etc**  **-Writes words like tail, mouth, and thigh.** | **The learners:**  **-Draw s the structure**  **of a sheep and**  **names the parts of a sheep.**  **-States the functions**  **Of each part** | **Uses of sheep and products got from sheep**  **Various parts.**  **Hoof, mouth, nose, ear, eyes, tail, udder.**  **Functions of each part** | **Demonstration**  **observation** | **Critical thinking**  **Effective communication** | **A chart showing external parts of a sheep** | **Drawing**  **Observing external parts of a sheep** |  |
|  | **3** |  |  | **Breeds of sheep.** | **The learners:**  **-Writes words likes local breeds, exotic breed.**  **-Spells words like local breed exotic breed.** | **The learner:**  **-Explains the term**  **breed.**  **-identifies the breeds of sheep.**  **-States the characteristics of each breed.** | **A breed of sheep**  **Is a family of sheep kept having similar characteristics**  **Types of breeds of sheep.**  **-Local breed**  **-Exotic breeds.** | **excursion**  **Guided discussion**  **Guided discovery** | **Critical thinking**  **Effective communication** | **Flock of sheep on a farm** | **Observing external features of local and exotic breeds** |  |
| **7** | **4** | **Science in**  **human**  **activities**  **and**  **occupation** | **keeping goats**  **sheep**  **and pigs.** | **Housing sheep** | **The learner:**  **-writes, reads, spells and pronounces words like** | **The learners:**  **-States the reason for**  **house sheep.**  **-Mentions the**  **qualities of a good**  **sheep house.**  **-Mentions the methods of keeping**  **Sheep house clean.** | **Reasons for housing sheep.**  **-To protect sheep against wild animals.**  **-To protect sheep from bad weather.**  **Questions of a good sheep house.**  **-Should be constructed withslanting floor.**  **-Should be well ventilated.**  **Waysof keeping a sheep house clean** | **Explanation**  **-Guided**  **Discussion**  **Discovery**  **Brain storming** | **Critical**  **Thinking**  **Creative thinking**  **Effective communication**  **Love**  **Care** | **Chart**  **Showing sheep**  **House.** | **Drawing sheep’s house** | **Comprehensive**  **Primary science**  **Pupils Bk.5**  **-Mk. integrated primary science**  **Pupils BK. 5** |
|  | **5** |  |  | **Grazing**  **Sheep.** | **The learner:**  **-Writes words like free range system.**  **-Tethering, zero grazing .padlocking.**  **-Spells words like padlocking.** | **The learner:**  **-Mention the methods of grazing sheep.**  **-States the advantages and disadvantages of the above methods.** | **Methods ofgrazing sheep.**  **-Free range grazing**  **-tethering methods**  **-Zero grazing**  **-paddock** | **Guided discussion**  **Discovery**  **observation** | **Critical thinking**  **Effective communication**  **Love and care** | **Rope**  **Peg**  **Fencing nails**  **Barbed wires** | **-observing and discussing structures of different methods of grazing** |  |
| **7** | **6** | **Science**  **in human**  **activities**  **and**  **occupation** | **Keeping goats,**  **sheep** | **Activities**  **done on**  **a sheep**  **farm** | **The learner:**  **-Spells words like**  **hoof trimming**  **castration, docking**  **shearing ,**  **deworming**  **vaccination,**  **feeding ,dehorning**  **-Writes words like**  **Castration, hoof,**  **trimming** | **The learners:**  **-Spells words like hoof**  **-States the**  **Importance of each**  **Practice.**  **-Identifies the**  **Dangers of each**  **Practice.** | **Activities carried**  **Out on a sheep farm**  **-Hoof trimming**  **-Docking**  **-vaccination**  **-Deworming**  **-Feeding**  **-Dehorning**  **-castration**  **-Castration.**  **-Definition**  **-Advantages and**  **Disadvantages of activity** | **-Discovery**  **-demonstration**  **-Brain storming**  **- Guided discussion** | **-Critical thinking**  **-Effective communication**  **Self awareness** | **Razor blade, knife,syringe,rubber ring,burdizzo,hot dehorning iron, spoon dehorner** | **-drawing equipment for different operations**  **-observing different equipment and discussing their use.** | **Comprehensive**  **Primary**  **Science**  **Pupils Bk. 5.**  **-Mk integrated primary science**  **Pupils Bk. 5** |
| **8** | **1** |  |  | **Management of sheep**  **(breeding** | **The learner**  **Spells, writes and pronounces words like pregnant heat, correctly** | **The learner:**  **-defines heat period**  **-States the signs and symptoms of heat**  **Period.**  **Gives ways of caring for a young sheep (lamb)** | **-Breeding**  **-Heat period**  **-Symptoms and signs of heat in sheep.**  **-caring for pregnant sheep.**  **-management of young sheep.**  **-providing fresh water.**  **-provision of feeds regularly.**  **-vaccination**  **-Deworming** | **Demonstration**  **Brain storming**  **Guided discussion**  **Discovery** | **Effective communication**  **Self awareness** | **Water**  **Feeds**  **Syringe**  **Drenching gun**  **Deworming tablets** | **-Demonstrating deworming**  **And vaccination**  **-observing materials.** | **Understanding intergrated science bk5** |
| **8** | **2** | **Science**  **in**  **human**  **activities**  **and occupation** | **Keeping sheep, goats and pigs** | **Diseases**  **Of sheep** | **The learner:**  **-Spells words like**  **Pneumonia correctly**  **-Writes words like**  **Pneumonia.** | **The learners:**  **-Identifies the signs and symptoms of sickness in animals.**  **-identifies the diseases in sheep.**  **-States the causes , signs and symptoms**  **of diseases in sheep.**   * **states ways of controlling sheep disease** | **Diseases in sheep.**  **-pneumonia**  **-lamb dysentery, foot and mouth disease, foot rot, mastitis, heart water.**  **Ways of preventing sheep diseases** | **-Demonstration**  **-Discovery**  **Guided discussion**  **Brain storming** | **-Critical**  **Thinking**  **-effective communication**  **Creative thinking** | **A chart showing a diseased sheep** | **Observing signs of animals infected with different diseases.** | **Comprehensive**  **Science**  **Pupils Bk.5**  **Mk. integrated primary science pupils Bk. 5** |
| **8** | **3** |  |  | **Parasites of sheep.** | **The learners:**  **-Spells words like In do parasites ecto parasites .etc** | **The learners:**  **-Identifies the type of parasites.**  **-States the examples of each type**  **-States the signs of parasites in sheep.** | **Types of parasites**  **-Indo parasites**  **-Ecto parasites**  **Examples of ecto parasites**  **Flea, ticks, lice**  **Examples of endo parasites** | **Demonstration**  **Brain storming**  **Guided discussion** | **Critical thinking**  **Self awareness**  **Care** | **Ticks, worms, tsetse fly** | **Observing different structures of parasites** |  |
|  | **4** |  |  | **Effects prevention and control of parasites** | **The leaner spells, writes and pronounces words like wounds, parasites etc correctly** | **The learners:**  **-States the effects ofparasites on sheep.**  **-mention s the prevention and control of parasites.** | **Effects of parasites on sheep.**  **-Some parasites suck blood from the bodies of sheep.**  **-Some cause wounds** | **Demonstration**  **Brain storming**  **Guided discussion** | **Critical thinking**  **Self awareness**  **Love and care** | **Ticks, tsetse fly** | **-observing the structure**  **Of a tick and a tsetse fly** |  |
|  | **5** | **Science**  **In human**  **Activities**  **and**  **occupation** | **Keeping goats, sheep and pigs** | **Keeping pigs** | **The learners:**  **-Spells words like**  **Piggery gilt,**  **castration.**  **-Writes words like**  **cow, pork. boar,**  **Farrowing, Bacon, hog etc correctly** | **The learner:**  **-Explains the terms used in the keeping of pigs .**  **-States the importance of keeping pigs .**  **Mentions products got from the pigs** | **Keeping of pigs**  **-Piggery**  **-Gilt, castration, boar, saw, farrowing, bacon, hog sty.**  **Importance of keeping pigs.**  **-Source of income**  **-provides hair for making wigs andbrushes.**  **-Sources of food.**  **Products got from pigs** | **-Demonstration**  **-Discovery**  **Guided discussion**  **Brain storming** | **Critical thinking**  **Self awareness**  **Creative thinking** | **A chart showing external parts of a pig.** | **Observing external parts of a pig** | **Mk. integrated primary science**  **Pupils Bk. 5**  **comprehensive**  **Primary science pupils Bk. 5** |
|  | **6** |  |  | **External parts of a pig.** | **The learner:**  **-Spells words like tail, snout, nostrils, eyes, ears.**  **-Writes words like snout, nostrils etc.** | **The learners:**  **-Draws the**  **structure**  **of a pig and names**  **the parts.**  **-States the functions**  **of each part.** | **Refers to the lessons for the structure of pig**  **Functions of parts of a pig** | **Demonstration**  **Brain storming**  **Guided discussion** | **Self awareness**  **Critical thinking** | **Chart showing the structure of a pig** | **-Drawing the structure of a pig** |  |
| **9** | **1** |  |  | **Breeds of pigs** | **The learners:**  **-Writes words like local and exotic breeds**  **-Spells words like indigenous exotic etc correctly** | **The learners:**  **-Defines a breed.**  **-Identifies thetypes ofbreeds of pig.** | **Types of breeds of pigs Breeds of pigs.**  **-Local breed**  **Characteristics**  **-Advantages and**  **Disadvantages of each**  **-Exotic breeds**  **-Characteristics**  **-Advantages and disadvantages ofexotic breeds.** | **Observation**  **Brain storming**  **excursion** | **Self awareness**  **Critical thinking** | **-Slides showing breeds of pigs.** | **-observingbreeds of pigs and their colour** |  |
| **9** | **2** | **Science**  **in human**  **activities**  **and occupations** | **Keeping goatsand sheep.** | **Proper housing and management of pigs** | **The learner:**  **-Composes poems about qualities of a good house for pigs.**  **-Writes words like ventilation correctly** | **The learner: -**  **-States the reasons**  **for housing pigs.**  **-Suggests the qualities of a good pig house.**  **-States the methods**  **of keeping pigs house clean.** | **Pregnant sows and gilts**  **-Good feeding**  **-Protecting the pigs against diseases and parasites**  **-Separating pregnant pigs from others when they are about to farrow.**  **-providing clean grass and strew to serve as beddings.**  **-Putting pregnant sows in a farrowing crate to prevent them from stepping on the piglets.** | **-demonstration**  **-Discovery**  **-Guided discussion**  **-excursion** | **-Critical thinking**  **-Self awareness** | **Structure of pig sty**  **-farrowing pen**  **-grass prepared as beddings.** | **-observing a farrowing pen with guard rails.**  **-demonstrating the preparation of beddings used for farrowing.** | **Comprehensive**  **Science**  **Pupils Bk. 5**  **-Mk integrated primary science pupils Bk. 5** |
|  | **3** |  |  | **Feeding pigs** | **The learner:**  **-Spells words like**  **creep feeds sow**  **andweaner meal.**  **-Writes words like**  **Creep feeds correctly** | **The learners:**  **-States the classes**  **Of pig feeds.**  **-Draws the**  **digestive system of a pig and names the parts.**  **-States the functions**  **of each part.** | **Classes of feeds given to pigs.**   * **Creep feeds.** * **Sow and weaner meal.** * **Finisher or fattener meal.**   **-Digestivesystem of a pig.** | **Observation**  **Brain storming**  **Guided discussion**  **Brain storming** | **Critical thinking**  **Self awareness** | **-Display of commercial feeds for pigs**  **-digestive system of a pig** | **-Drawing the digestive system of a pig.**  **-observing feeds of pigs.** |  |
|  | **4** | **Science**  **in**  **Human activities and a occupation** | **Keeping goats, sheep and pigs.** | **Castration** | **The learner:**  **-Spells words like**  **open castration**  **-Writes words like open castration** | **The learners:**  **-Defines**  **castration.**  **-States the**  **methods**  **of castration**  **-Identifies the advantages and**  **Disadvantages of castration.** | **Castration**  **Castration is the removal and destruction of testes**  **Methods of castration**  **-Open castration**  **-Closed castration**  **-Use of loop method**  **Importance of castration**  **-It makes handling ofanimals easy.**  **-It controls inbreeding.**  **- Disadvantages of castration** | **-observation**  **-Discovery**  **-demonstration** | **-Critical thinking**  **-Observation**  **Creative thinking**  **Self awareness** | **A burdizzo**  **Razor blade**  **Rubber**  **elastrator** | **-Demontrating methods of castration**  **-Observing castration of different farm animals** | **Comprehensive primary science pupils Bk. 5**  **-Mk. integrated primary science pupils Bk. 5** |
|  | **2** |  |  | **Systems of keeping pigs** | **The learner:**  **-Writes words like extensive , intensive , sei intensive .**  **-Spells words like intensive ,**  **extensive** | **The learner:**  **-States the system of**  **keeping the pigs**  **-States the advantages and disadvantages of keeping pigs.** | **Systems of keeping pig s.**  **-Intensive system.**  **-extensive system.**  **-Semi intensive**  **Advantages and disadvantagesof each, refer to the lesson notes.** | **Demonstration**  **Discovery**  **Guided discussion**  **excursion** | **Critical thinking**  **Creative thinking**  **Self awareness** | **Pig farms** | **-Observing systems of keeping pigs.**  **-discussing their differences.** | **Comp guide bk for intergrated science vol2** |
|  | **3** |  |  | **Breeding in pigs.** | **The learner:**  **-Spells words like hereditary , body formation**  **-Writes words like hereditary.** | **The learners:**  **-States the factors considered when selecting a good pig for breeding**  **-Defines heatperiod and states the signs and symptoms of heat.**  **-Explains the term steaming up.** | **Factors considered when selecting a good pig for breeding.**  **-Heredity.**  **Body formation.**  **-Number of teats.**  **Heat period**  **Sings of a pig on heat steaming up and its advantage** | **Discovery**  **Brainstorming**  **excursion** | **Self awareness**  **Effectives communication** | **Body structure of a god pig n a farm** | **-observing the body of a pig.**  **-discussing visible signs of heat in pigs.** | **Comp. guide bk for intergrated science vol.2** |