**MOTHER MAJERI PRIMARY SCHOOL**

**P.5 SCIENCE SCHEME OF WORK TERM III, 2019**

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| **WD** | **PD** | **THEME** | **TOPIC** | **SUB-TOPIC** | **SUBJECT**  **COMPETENCES** | **LANGUAGE COMPETENCES** | **CONTENT** | **METHODS** | **T/L**  **MATERIALS** | **ACTIVITIES** | **LIFE SKILLS & VALUES** | **REF** | **REM** |
| **1** | **1-5** |  |  |  | **Holiday** | **package** | **Revision** | **and** |  | **corrections** |  |  |  |
| 2 | 1 | **MANAGING CHANGES IN THE ENVIRONMENT** | **TYPES OF CHANGES** | **Biological changes** | The learner:  -explains what biological changes are.  -identifies examples of biological changes in the environment. | -role plays  -reads new words and sentences.  -writes new words and sentences about changes in the environment. | **Biological changes**.  -definition.  -examples of biological changes in the environment. | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Defining biological changes  Identifying biological changes. | Critical thinking  Effective communication  Self-awareness  Problem solving | MK Integrated primary science pupil’s book 5 page |  |
| 2 | 2 |  |  | **Chemical changes** | The learner :  -describes what chemical changes are.  -gives examples of chemical changes in the environment. | -reads new words.  -pronounces words correctly.  -writes words and sentences | **Chemical changes**.  -what chemical they are.  -examples of chemical changes. | Question and answer  Guided discovery  Guided class discussion  Brainstorming | Rusted nails  Match stick  burning | Describing chemical changes  Giving examples of chemical changes.  Reading new words | Critical thinking  Effective communication  Self-awareness  Problem solving | MK Integrated primry science pupil’s book 5 page |  |
| 2 | 3 |  |  | **Physical changes.** | The learner:  -explains what physical changes are.  -mentions examples of physical changes in the environment. | -reads new words.  -spells new words  -writes correct words and sentences. | **Physical changes**.  -What physical changes are.  -Examples of physical changes. | Question and answer  Guided discovery  Guided class discussion  Brainstorming | Candle  Wax  Ice blocks | Explaining what physical changes are  Mentioning examples of physical changes.  Spelling new words about physical changes. | Critical thinking  Effective communication  Self-awareness  Problem solving  Love | MK Integrated primry science pupil’s book 5 page |  |
| 2 | 4 |  |  | **Other changes in the environment** | The learner:  -identifies other changes in the environment. | -reads new words and sentences.  -writes words and sentences about characteristics of different changes | **Other changes in the environment**.  -Atmospheric changes.  -Man made changes.  -Natural changes. | Question and answer  Guided discovery  Guided class discussion  Brainstormin | Chalk board illustrations | Identifying other changes in the environment. | Critical thinking  Effective communication  Self-awareness  Problem solving | MK Integrated primry science pupil’s book 5 page |  |
| 2 | 5 |  |  | **Characteristics of changes** | The learner :  -states characteristics of changes in the environment | -reads new words and sentences.  -writes words and sentences about characteristics of different changes | **Characteristics of different changes**  -biological changes.  -chemical changes.  -physical changes. | Question and answer  Guided discovery  Guided class discussion | Chalk board illustrations | Stating characteristic of different changes.  Reading characteristic. | Critical thinking  Effective communication  Self-awareness | MK Integrated primry science pupil’s book 5 page |  |
| 3 | 1 |  |  | **Effects of changes in the environment.** | The learner:  -states the effects of changes in the environment. | -listens to stories about effects of changes .  -reading effects of changes in the environment. | **Effects of changes in the environment.**   * Cause increase in size * Cause increase in temperature. * Lead to mountain formation. * Lead to rain formation. * Lead to change of state | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalk board illustrations | Stating effects of changes in the environment  Listening to stories about effects of changes in the environment. | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primry science pupil’s book 5 page |  |
| 3 | 2 | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION** | **KEEPING GOATS ,SHEEP AND PIGS** | **Keeping goats** | The learner:  -identifies external parts of a goat.  -describes uses of goats | -names different parts of a goat  -draws and labels the external parts of a goat. | Keeping goats   * External parts of a goat. * Uses of goats to people. | Question and answer  Guided discovery  Guided class discussion | Real goat | Identifying external parts of a goat.  Drawing and labelling a goat. | Critical thinking  Effective communication  Self-awareness  Problem solvin | MK Integrated primry science pupil’s book 5 page |  |
| 3 | 3 |  |  | **Breeds of goats** | The learner:  -mentions various breeds of goats. | -reads breeds of goats.  -spells breeds of goats.  -writes words and sentences about breeds goats kept in Uganda | **Breeds of goats reared in Uganda.**  **Local breeds**  -Mubende goat.  -The East African. .small goats.  -Boar goats.  -Somali/Galla goats.  **Exotic goats**  -Toggenburg goats.  -Anglo Nubian goats.  -Saanen goats. | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Pictures showing various breeds | Mentioning breeds of goats.  Reading breeds of goats.  Writing breeds of goats. | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primry science pupil’s book 5 page |  |
| 3 | 4 |  |  | **Housing of goats** | The learner:  -discusses the proper housing for goats. | -reads qualities of a good goat house.  -writes qualities of a good goat house correctly. | **Qualities of a good goat house.**  It should protect goats from rain and wild animals.  It should be cheap to construct  Be well ventilated  Its floor should be slanting towards one end. | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalk board illustrations | Discussing housing of goats.  Reading qualities of a good goat house.  Writing qualities of a good goat house. | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primry science pupil’s book 5 page |  |
| 3 | 5 |  |  | **Management of goats** | The learner:  -describes the types of vegetation fed by goats | -reads new words  -spells new words.  -writes words and sentences about type of vegetation used to feed goats. | **Feeding of goats.**  -Types of vegetation used to feed goats.   * Grass * Shrubs * Maize leaves * Cassava leaves * Sweet potato leaves | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | grass | Describing vegetation eaten by goats.  Reading types of vegetation eaten by goats. | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primry science pupil’s book 5 page |  |
| 4 | 1 |  |  | **Products got from goats.** | The learner:  -identifies products got from goats. | -names products got from goats  -reads goat products correctly. | **Products got from goats.**   * Meat * Skins * Milk * Mohair * Hooves * Horns | Question and answer  Guided discovery  Guided class discussion | hoves | Identifying goat products.  Reading goat products | Critical thinking  Effective communication  Self-awareness | MK Integrated primry science pupil’s book 5 page |  |
| 4 | 2 |  |  | **grazing of goats.** | The learner:  -explains what grazing is.  -mentions types of grazing. | -reads methods or types of grazing.  -spells methods of grazing. | **Grazing of goats**  -definition  -types/methods of grazing | Question and answer  Guided discovery  Guided class discussion  Brainstorming | Chalkboard illustrations | Explaining what grazing is.  Mentioning types of grazing  Reading methods of grazing. | Critical thinking  Self-awareness  Problem solving  Care  Love | MK Integrated primry science pupil’s book 5 page |  |
| 4 | 3 |  |  | **Free grazing** | The learner:  -defines what free grazing.  -states advantages of free grazing.  -discusses disadvantages of free grazing. | --reads new words.  -spells new words  -writes correct words and sentences | **Free grazing.**  -Definition  -Advantages  -Disadvantages | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustrations | Defining free grazing.  Stating advantages of free grazing.  Discussing disadvantages of free grazing. | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primry science pupil’s book 5 page |  |
| 4 | 4 |  |  | **Tethering grazing** | The learner:  -explains what tethering is.  -states advantages of tethering grazing.  -describes disadvantages of tethering grazing. | -reads new words.  -spells new words  -writes correct words and sentences | **Tethering method**  -Definition  -Advantages  -Disadvantages | Question and answer  Guided discovery  Guided class discussion  Brainstormi  demonstration | A chart showing a tethered goa  t | Defining tethering.  Stating advantages of tethering method of grazing | Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primry science pupil’s book 5 page |  |
| 4 | 5 |  |  | **Paddock grazing** | The learner:  -explains what paddock is.  - discusses advantages of paddock grazing.  -describes disadvantges of paddock grazing. | -reads new words.  -spells new words  -writes correct words and sentences | **Paddock grazing**  -definition  -Advantages  -Disadvantages | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Explaining what paddock grazing is.  Discussing advantages of paddock grazing.  Describing disadvantages of paddock grazing. | Critical thinking  Effective communication  problem solving  Care  Love | MK Integrated primry science pupil’s book 5 page |  |
| 5 | 1 |  |  | **Zero grazing** | The learner:  -defines zero grazing.  -states advantages of zero grazing.  -gives disadvantages of zero grazing | -reads new words.  -spells new words  -writes correct words and sentences | Zero grazing  -Definition  -Advantages  -Disadvantages | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | Explaining the term grazing  Discussing advantages and disadvantages | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 5 | 2 |  |  | **Diseases that attack goats** | The learner:  -lists diseases that attack goats.  -suggests ways of controlling diseases that attack goats. | -talks about diseases that attack goats  -writes disease that attack goats correctly. | **Diseases that attack goats.**  -Causes  -Signs and symptoms  -Prevention and control | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | Mentioning diseases that attack goats  Talking about signs and sympyoms | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 5 | 3 |  |  | **Parasites that attack goats.** | The learner:  -identifies common parasites that attack goats.  -describes ways of controlling parasites in goats. | -pronounces names of parasites.  -spells names of parasites.  -writes words and sentences | Parasites of goats.  -**Endo parasites**   * Tape worms * Liver fluke   -Ecto /exo parasites   * Ticks * Lice * Fleas * mites | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Describing endo parasites  Giving examples of endo parasites | Critical thinking  Effective communication  Self-awareness  Problem solving  Care | MK Integrated primary science pupil’s book 5 page |  |
| 5 | 4 |  |  | **Steaming up in goats.** | The learner:  -defines steaming up.  -describes advantages of steaming up. | -listens to stories about steaming up. | **Steaming up**  -What it is.  -Advantages | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Talking about steaming up’  Discussing advantages of steaming up | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 5 | 5 |  |  | **Breeding of goats** | The learner:  -explains what breeding in goats is.  -describes signs of heat period in goats. | --reads new words.  -spells new words  -writes correct words and sentences | **Breeding of goats**  -What breeding in goats mean.  - What heat period is.  -Signs of heat period in nanny goats. | Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Discussing  Talking about  Writingdescriptive sentences  Reading descriptive sentences | Critical thinking  Effective communication  Self-awareness | MK Integrated primary science pupil’s book 5 page |  |
| 6 | 1 |  |  | **Keeping sheep** | The learner:  -describes external parts of a sheep.  -gives uses of sheep to people. | -names external parts of a sheep.  -pronounces  Writes words and sentences correctly. | External parts of a sheep.   * Face * Ear * Back * Rump * Tail * Thigh * Hock * Hoof * Belly * Shoulder * Neck   **Uses of sheep**. | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | Discussing  Writingdescriptive sentences  Reading names of the parts of a sheep | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 6 | 2 |  |  | **Breeds of sheep** | The learner:  -mentions different breeds of sheep.  -describes examples of breeds kept for wool, mutton and dual purpose. | -recites poems about sheep.  -reads breeds of sheep. | **Breeds of sheep**  -**Local breeds**  Black head Persian  Masai sheep  Somali sheep  **Exotic breeds:**  Merino sheep  Romney marsh | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration  Word cards | Discussing  breeds of sheep  Writing descriptive sentences  Reading names of sheep  Giving examples of exotic breeds of sheep | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 6 | 3 |  |  | **Housing and management of sheep.** | The learner:  -describes proper housing for sheep. | -discusses how a sheep house should be kept.  -reads words and sentences correctly. | **Housing for sheep**.  -The sheep house should be kept;  Clean  Dry  Well ventilated | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Discussing about sheep  Talking about  Writing descriptive sentences | Critical thinking  Effective communication  Self-awareness  Problem solving | MK Integrated primary science pupil’s book 5 page 70 |  |
| 6 | 4 |  |  | **Products from sheep.** | The learner:  -mentions products got from sheep. | -names sheep’s products  -correctly spells sheep products.  -writes words and sentences correctly. | **Products got from sheep.**   * Mutton * Wool * Skins * Hooves | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Writing descriptive sentences  Reading names of sheep products  Giving examples of sheep products | Critical thinking  Effective communication  Self-awareness  Problem solving  Care | MK Integrated primary science pupil’s book 5 page |  |
| 6 | 5 |  |  | **Diseases that affect sheep** | The learner:  -describes diseases that affect sheep. | -pronounces diseases that attack sheep.  -spells sheep diseases correctly. | **Diseases that attack sheep.**   1. Brucellosis 2. Lamb dysentery 3. Goiter 4. Epididymitis 5. Foot rot 6. Black disease | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Talking about new words  Reading names of diseases  Giving examples of diesases that attack sheep | Critical thinking  Effective communication  Self-awareness  Problem solving | MK Integrated primary science pupil’s book 5 page |  |
| 7 | 1 |  |  | **Prevention and control of diseases** | The learner:  -suggests ways of controlling diseases that attack sheep. | -talks about how to control sheep diseases.  -reads words and sentences correctly. | **Prevention and control of sheep diseases.** | Question and answer  Guided discovery  Guided class discussion | Chalkboard illustration | Talking about  Writing descriptive sentences  Reading  Descriptive sentences | Critical thinking  Effective communication  Problem solving  Care | MK Integrated primary science pupil’s book 5 page |  |
| 7 | 2 |  |  | **Docking in sheep** | The learner :  -explains what docking is.  -describes reasons for docking sheep. | -recites poems about docking.  -spells new words correctly. | **Docking of sheep**  -What docking is.  -reasons for docking sheep | Question and answer  Guided discovery | Chalkboard illustration | Talking about docking  Writing descriptive sentences | Critical thinking  Effective communication | MK Integrated primary science pupil’s book 5 page |  |
| 7 | 3 |  |  | **Pig keeping.** | The learner:  -names external parts of a pig.  -discusses uses of pigs. | -reads external parts of a pig.  -draws external parts of a pig.  -writes words and sentences correctly. | **External parts of a pig.**  leg  ear  rump  Hock  Belly  Loin  Jowl  Snout  Face  Shoulder  Neck  back | Question and answer  Guided discovery  Guided class discussion  Brainstorming | Chalkboard illustration  Achart showing parts of a sheep | Talking about  Writing descriptive sentences  Drawing parts of a pig | Critical thinking  Effective communication  Self-awareness | MK Integrated primary science pupil’s book 5 page |  |
| **7** | 4 |  |  | **Local breeds of pigs.** | The learner:  -explains what local breeds of pigs are.  -identifies examples of local breeds of pigs. | -reads words correctly  -writes sentences and words correctly. | **Local breeds of pigs**  -What local breeds of pigs are.  **Examples of local** **breeds of pigs:**  Warthogs  Black pigs  Spotted pigs  **Characteristics of local pigs** | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Writing descriptive sentences  Reading names of pigs  Giving examples of local pigs | Critical thinking  Effective communication  Self-awareness  Problem solving | MK Integrated primry science pupil’s book 5 page |  |
| 7 | 5 |  |  | **Exotic breeds of goats.** | The learner:  -explains what exotic breeds of pis are.  -mentions examples of exotic breeds of pigs. | -reads new words correctly.  -spells new words  -writes correct words and sentences. | **Exotic breeds of pigs**  What exotic breeds of pigs ?  **Examples of exotic breeds of** pigs.   * Large white * Landrace   Saddle back  Hampshire   * Large black | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Discussing  Talking about  Writing descriptive sentences  Reading  Giving examples of exotic pigs | Critical thinking  Effective communication  Self-awareness  Problem solving | MK Integrated primary science pupil’s book 5 page |  |
| 8 | 1 |  |  | **Characteristics of exotic breeds of pigs** | The learner:  -states common characteristics of exotic pigs. | reads new words correctly.  -spells new words  -writes correct words and sentences | **Characteristics of exotic pigs.**  -they grow fast.  -they produce high quality pork.  -they usually attacked by diseases. | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Discussing  Talking about  Writing descriptive sentences | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 8 | 2 |  |  | **Extensive system of keeping pigs.** | The learner:  -explains the extensive system of keeping pigs.  -describes advantages of extensive system.  -discusses disadvantages of extensive system of keeping pigs. | -reads definition of extensive system of keeping pigs.  -writes words and sentences about extensive system of keeping pigs. | **Extensive system of keeping pigs**  -Definition  -Advantages  -Disadvantages | Question and answer  Guided discovery  Guided class discussion  Brainstorming | Chalkboard illustration | Discussing  Talking about the systems of keeping pigs  Writingdescriptive sentences | Critical thinking  Effective communication  Self-awareness  Problem solving  Care | MK Integrated primry science pupil’s book 5 page |  |
| 8 | 3 |  |  | **Intensive system of keeping pigs.** | The learner:  -explains what intensive system of keeping pigs is.  -describes advantages of intensive system of keeping pigs.  -points out disadvantages of intensive system of keeping pigs | -reads new words.  -writes words and senmtences correctly. | **Intensive system of keeping pigs**  -Definition  -Advantages  -Disadvantages | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Discussing  Talking about the systems of keeping pigs  Writing descriptive sentences | Critical thinking  Effective communication  Self-awareness  Problem solving  Care | MK Integrated primary science pupil’s book 5 page |  |
| 8 | 4 |  |  | **Housing of pigs.** | The learner:  -names the house for pigs.  -outlines factors to consider when constructing a sty. | -talks about housing constructing a good pig’s house.  -writes new words and sentences about housing of pigs. | **Housing of pigs**  -Name for a  Pigs’ house.  -factors to consider when constructing a sty. | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Discussing  Talking about  Writing descriptive sentences  Reading  Giving examples | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 8 | 5 |  |  | **castration** | The learner:  -defines castration.  -mentions methods of castration.  -describes each method of castration. | -tells a story about castration of animals.  -reads methods of castration.  Writes words and sentences about castration. | **Castration**  -Definition  -Methods of castration.   1. Open operation. 2. Closed operation 3. Use of a loop. | Question and answer  Guided discovery  Guided class discussion | Chalkboard illustration | Discussing methods of castration  Talking about the reason for castration  Writing descriptive sentences | Critical thinking  Effective communication  problem solving  Care | MK Integrated primary science pupil’s book 5 page |  |
| 9 | 1 |  |  | **Reasons for castration.** | The learner:  -discusses reasons for castration. | -reads words and sentences correctly.  -writes words and sentences about reasons for castration. | **Reasons for castration**  -To make animals easy to handle.  -To enable animals grow faster  -To make animals grow fatter  -To prevent a bad smell. | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | Discussing methods of castration  Talking about the reason for castration  Writing descriptive sentences | Critical thinking  Effective communication  Self-awareness  Problem solving  Care | MK Integrated primary\* science pupil’s book 5 page |  |
| 9 | 2 |  |  | **The digestive system of a pig.** | The learner:  -describes the digestive system of a pig. | -draws and labels the digestive of a pig.  -names labelled parts of the digestive system of a pig. | Digestive system of a pig. http://web.ics.purdue.edu/idc/EDCI270/CD/images/3-4pig.gif | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Talking about the digestive system of a pig  Writing descriptive sentences | Critical thinking  Effective communication  Self-awareness  Problem solving | MK Integrated primry science pupil’s book 5 page |  |
| 9 | 3 |  |  | **Diseases that attack pigs.** | The learner:  -mentions diseases that attack pigs.  -describes signs and symptoms of diseases of pigs. | -pronounces diseases that attack pigs.  -reads diseases of pigs correctly.  -writes pig diseases correctly. | **Pig diseases**   1. African swine fever 2. Foot rot 3. Anthrax 4. Pneumonia 5. Nagana 6. Piglet anaemia | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | Talking about diseases in pigs  Writingdescriptive sentences  Reading  Giving examples | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated MK Integrated primary science pupil’s book 5 |  |
| 9 | 4 | **HUMAN HEALTH** | **FOOD AND NUTRITION** | **Breast feeding** | The learner :  -explains what breast feeding is.  -states advantages of breast feeding  -gives disadvantages of breast feeding | The learner:  -spells breast feeding and other new words.  -writes advantages and disadvantages of breast feeding | **Breast feeding**   * Definition * Advantages of breast feeding to the mother, baby and family * Disadvantages of breast feeding | -Question and answer  -Brainstorming  -guided class discussion | chalkboad illustration | Explaining breast feeding  Stating advantages and disadvantages | Self esteem  Critical thinking | MK Integrated primary science pupil’s book 5 page |  |
| 9 | 5 |  |  | **Bottle feeding** | The learner:  -explains what bottle feeding is.  -states advantages of bottle feeding  -gives disadvantages of bottle feeding. | -talks about bottle feeding  -reads words about advantages and disadvantages of bottle feeding. | **Bottle feeding**  -Definition  -Advantages of bottle feeding  -disadvatages of bottle feeding. | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration  A feeding bottle | Discussing  Talking about about bottle feeding  Writing descriptive sentences | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primry science pupil’s book 5 page |  |
| 10 | 1 |  |  | **Vulnerable groups of people** | The learner:  -gives meaning of vulnerable people.  -identify vulnerable groups of people | -listens to a story about vulnerable people.  -reads examples of vulnerable groups of people. | **Vulnerable groups of people.**  -What vulnerable groups of people are.  -Examples of vulnerable people | Question and answer  Guided discovery  Guided class discussion  Brainstorming | Chalkboard illustration | Describing vulnerable groups of people  Talking about  Writing descriptive sentences | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 10 | 2 |  |  | **Food for vulnerable people** | The learner:  -mentions the right food for vulnerable groups of people | -reads new words correctly.  -correctly writes words and sentences about vulnerable groups of people. | **Food for vulnerable people:**  **-**breast feeding women,weaning children,pregnant women  -babies, the elderly, the sick | Question and answer  Guided discovery  Guided class discussion | Chalkboard illustration | Discussing ways of caring for vulnerable people  Writing descriptive sentences | Critical thinking  Effective communication  Self-awareness  Problem solving | MK Integrated primary science pupil’s book 5 page |  |
| 10 | 3 |  |  | **Traditional customs** | The learner:  -explains what traditional customs are.  -gives examples of tradional customs in communities | -talks about traditional customs.  -reads sentences and words about traditional customs.  -writes words and sentences about traditional customs. | **Traditional customs**  **-**What traditional customs are.  -examples of traditional customs. | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Discussing  Talking about  Writing descriptive sentences  Reading  Giving examples | Critical thinking  Effective communication  Self-awareness  Problem solving  Care | MK Integrated primary science pupil’s book 5 page |  |
| 10 | 4 |  |  | **Advantages of traditional customs** | The learner:  -states advantages of traditional customs | -reads words correctly.  -writes words and sentences correctly. | **Advantages of traditional customs.**  -They encourage co-operation.  -They promote sharing in a society. | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | Discussing  Talking about food taboos and customs  Writing descriptive sentences  Reading descriptive sentences | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 10 | 5 |  |  | **Disadvantages of traditional customs** | The learner:  -states disadvantages of traditional customs. | -reads words and sentences correctly.  -writes words and sentences about disadvantages of traditional customs correctly. | **Disadvantages of traditional customs**  -They make women less important than men  -They show that women are not equal to men | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Discussing  Talking about food taboos and customs  Writing descriptive sentences  Reading descriptive sentences | Critical thinking  Effective communication  Self-awareness  Problem solving | MK Integrated primary science pupil’s book 5 page |  |
| 11 | 1 |  |  | **Advantages of food Effects of food taboos** | The learner:  -explains what a food taboo is.  -gives examples of food taboos.  -states advantages of food gives effects of food taboos in communities taboos. | -reads words correctly.  -writes words and sentences reads effects of food taboos correctly  -writes effects of food taboos correctly correctly | **Food taboos.**  **-**Definition  -Examples  -Advantages  **Effects of food taboos.**  -They lead to deficiency diseases.  -They encourage selfishness in men  -They can lead to poor growth in children | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | Talking about food taboos  Writing descriptive sentences  Reading  Giving examples of food taboos | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 11 | 2 |  |  | **Food consumption Malnutritional diseases patterns** | The learner:  -identifies food patterns for different malnutritional diseases  -mentions examples of malnutritional diseases communities | -listens to a story about food pronounces malnutritional diseases correctly  -spells consump  **malnutrional** diseases correctly.  -writes words tion. and sentences about malnutrional diseases | **Food consumption patterns**.  -Staple foods of different communities  Other foods of **Malnutritional diseases**  - Kwashiorkor  -Marasmus  -Goiter  -Anaemia  Hemophilia  -Beriberi  -Pellagra | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | Discussing  Talking about  Writing descriptive sentences  Reading  Giving examples | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 11 | 3 |  |  | **Causes of malnitritional diseases** | The learner :  -identifies main causes of malnutritional diseases  gives examples of health problems in the community. | -reads new words. correctly.  -writes new words and sentences  talks about health problems.  -reads health problems correctly.  -writes words and sentences about health problems correctlycorrectly. | **Causes of malnutritional diseases.**  -Poverty  -Ignorance  -Natural hazards like  Drought  Floods  Hailstones  Landslides  Pests and diseases  **Health**  **problems**  -Malnutrion  -Diseases  -Poor sanitation  -Lack of enough clean water supply  -Ignorance about health education | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | Discussing  Talking about  Writing descriptive sentences  Reading  Giving examples | Critical thinking  Effective communication  Self awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 11 | 4 |  |  | **Causes of sickness in the home** | The learner:  -states possible causes of sickness in the home.  -suggests ways of preventing sickness at home. | -reads words correctly.  -writes words and sentences about causes of sickness in a home. | **Causes of sickness in the home.**  Germs  -People’s lifestyles  -Poverty and ignorance in homes  -Poor sanitation  -Lack of clean water  -Accidents  **Prevention of sickness in the home.**  -Keeping clean  -Early immunization  -Early treatment  etc | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | Discussing  Talking about  Writing descriptive sentences  Reading  Giving examples | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 11 | 5 |  |  | **Caring for sick Invalids and convalescents people** | The learner:  -gives ways of caring for-gives the meaning of an invalid and a convalescent.  -mentions the right food for invalids and convalescents the sick. | -listens to stories about caring for the sick people.  -writes ways of caring for the sick. reads new words correctly.  -writes words and sentences correctly | **Care for the sick.**  -Providing a balanced diet  -Keeping the sick person and his things clean.  -Giving prescribed drugs at night.  -Encouraging them to rest.  **nvalids**  **-**Definition  -Their meals  -Care for them  **Convalescents**  **-**Definition  -Their meals  -Care for them | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | Discussing  Talking about  Writing descriptive sentences  Reading  Giving examples | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 12 | 1 |  |  | **Health Activities of a health club surveys** | The learner:  -explains what health surveys are.  -states importance of health escribes what a health club is.  -identifies members of the health club.  -states activities of a health  surveys. | explains about health clubs.  -reads words about health clubs.  -writes words and sentences about health clubs | **Health surveys**  -What they are.  -Their importance  **Health clubs**  -What they are.  -Members of health clubs.  -Activities of a health club. | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Discussing  Talking about  Writing descriptive sentences  Reading  Giving examples | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 12 | 2 |  | **Primary health care** | **Elements of Primary Health Care** | The learner:  -explains what PHC is.  -mentions elements of PHC. | -reads elements of PHC.  -pronounces elements of PHC correctly. | **Primary Health Care(PHC)**  definition  **Elements of PHC**.  health education . food and nutrition; maternal and child , family planning. immunization . | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation | Chalkboard illustration | Discussing  Talking about  Writingdescriptive sentences  Reading  Giving examples | Critical thinking  Effective communication  Self-awareness  Problem solving  Care | MK Integrated primary science pupil’s book 5 page |  |
| 12 | 3 |  |  | **Principles of PHC** | The learner:  -describes principles  suggests activities that promote PHC.of PHC | -listens to stories about PHC.  -sings songs about P  -listens to stories about PHC activities.  -reds words, sentences and stories about PHC.  -writes words, sentences and stories about PHC activities in the community HC. | **Principles of PHC**  the health care should be available and affordable  the methods used should be acceptable to the community  the health care should be suitable for solving problems  **Activities that promote PHC**  **-**Learning health skills.  -Learning better skills of farming.  -Protecting water sources from contamination.  -Sweeping or | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | Discussing  Talking about  Writingdescriptive sentences  Reading  Giving examples | Critical thinking  Effective communication  Self awareness  Problem solving  Care  Love | MK Integrated primary science pupil’s book 5 page |  |
| 12 | 4 |  |  | **Responsibilities of an individual in promotion of Roles of the family in promoting health** | The learner:  -explains responsibilities of an individual in promoti-discusses roles of the family in promoting PHC.ng PHC. | -reads responsibilities of an individual correctly.  -writes words and sentences about responsibilities of reads words and sentence about roles of the family in promotion PHC correctly.  -writes words and sentences about roles of the family in promotion of PHC correctly individual. | **Responsibilities of an individual**  Washing hands before handling food  Brushing teeth after every meal.  Washing eyes .  Trimming finger nails  Ironing clothing and bedding  **Roles of the family in promotion of PHC**  Participating in health education activities.  Attending health seminars. | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | Discussing  Talking about  Writingdescriptive sentences  Reading  Giving examples | Critical thinking  Effective communication  Self-awareness  Problem solving  Care  Love | MK Integrated primry science pupil’s book 5 page |  |
| 12 | 5 |  |  | **responsibilities of the community in promotion Suitable lifestyles of PHC** | the learner:  -describes responsibilities of the community in identifies good health practices in schools.  -gives importance of health promoting PHC | responsibilities of the community in the promotion of PHC  . listens to a story about good health habits.  -recites a rhyme -mentions good  health habits.about good health habits.  -writes good health talks about good health practices in schools.  -reads words, sentences and stories about good health practices.  -writes words, sentences and stories about good health  habits | **community in PHC**  Support health workers.  Construct health centres.  Construct rehabilitation centres for disabled.  Protect water sources.  Organize cleaning activities.  Organize repair of damaged roads  **Good health habits.**  Eating good food.  Doing enough exercise.  Maintaining good posture.  Avoiding smoking  Avoiding use of drugs.  Washing clothes and bed sheets.  Trimming finger nails.  Visiting health.  **Good health practices in schools.**   1. Health parades 2. Having a school health committee. 3. Gardening.   Child to child programmes | Question and answer  Guided discovery  Guided class discussion  Brainstorming  Explanation  experimentation | Chalkboard illustration | reads responsibilities of the community in the promotion of PHC.  -writes words and sentences about | Critical thinking  Effective communication  Self-awareness  Problem Discussing  Talking about  Writing descriptive sentences  Reading  Giving examples solving  Care  Love | MK Integrated primry science pupil’s book 5 page |  |