# PRIMARY FIVE SCIENCE. SCHEME OF WORK TERM I

**UNITS**

SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS. MATTER AND ENERGY

IMMUNITY AND IMMUNIZATION SYSTEMS OF THE BODY

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **W** | **P** | **TH M** | **TP** | **SUB TOPC** | **COMPETENCES** | | **CONTENT** | **M’TD** | **L/SKLS**  **& VALUES** | **ACTIVITIES** | **T/L AIDS** | **REF** | **RE** |
| **SUBJECT** | **LANGUAGE** |
| **2** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Introduction to poultry keeping** | **The Learner:**   1. Defines poultry keeping. 2. Defines poultry. 3. Gives examples of poultry birds. 4. Gives the reasons for keeping poultry birds. 5. Draws external parts of a cock & a hen. 6. Names external parts of a cock & a hen | **The learner** Reads the definitions in the lesson correctly with correct intonation. | **Poultry Keeping.**  Definition of poultry keeping.  Definition of poultry. Examples of poultry birds.  Reasons for keeping poultry birds.  External parts of a cock & a hen. | Class discussion | Problem solving. Logic | * Participation in class discussion through oral question and answer. * Drawing the external structure of a cock. | Chalkboard illustration Real birds.  Text books | Fountain integrated Science. Pg 1 – 2  Comprehensiv e Primary School Science.  Pg 1 – 3 |  |
| **2** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Types of feathers** | **The Learner:**   1. Names different types of feathers. 2. Draws different types of feathers. 3. Names the parts of a quill feather. 4. Gives the Uses of feathers to birds. 5. Gives the Uses of feathers to man. | **The learner** Reads the words correctly with right pronunciation | **Types of feathers**   * Quill feather. * Down feather. * Covert feather.  1. Drawing different types of feathers 2. Parts of a quill feather. 3. Uses of feathers to birds 4. Uses of feathers to man. | Class discussion. | Critical thinking.  Appreciation. | * Observing the feathers. Oral questioning and answer. * Drawing the quill feather. * Note taking. | Real feathers.  Chart showing the quill feather. Chalkboard illustration. | Comprehensiv e Primary School Science.  Pg 4 – 5 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Types of poultry** | **The Learner:**   1. Names the types of poultry. 2. Defines each type of poultry. 3. States the purpose for rearing each type of poultry. 4. Gives examples of layers and   broilers. | **The learner** Reads the words correctly with right pronunciation Description of each type of poultry | **Types of poultry**.   1. Layers 2. Broilers 3. Dual purpose 4. Definition of each type of poultry. 5. Purpose for rearing each type of poultry. 6. Examples of each type of poultry | Class discussion. | Effective communication.  Decision making | * Participation in class discussion through oral question and answer. * Note taking. | Chalkboard illustration. | Comprehensiv e Primary School Science.  Pg 5 – 8 |  |
| **2** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Types of breeds of poultry** | **The Learner:**   1. Defines the term breed. 2. Names the types of breeds. 3. Defines local breeds. 4. 4. Gives characteristics of local breeds. 5. Defines exotic breeds. 6. Gives examples of exotic breeds. 7. Gives   characteristics of exotic breeds.   1. Defines cross breeds. 2. States how local   breeds can be improved. | **The learner** Reading the definitions given correctly | **Types of breeds of poultry**   1. Definition of the term Breed. 2. Types of breeds. 3. Local breeds 4. Exotic breeds. 5. Cross breeds. 6. Definition of local breeds. 7. Characteristics of local breeds. 8. Definition of exotic breeds. 9. Examples of exotic breeds. 10. Characteristics of exotic breeds.   Definition of cross breeds.  11.9. How local breeds can be  improved. | Class discussion. | Critical thinking  Appreciation. | * Participation in class discussion through oral question and answer. * Note taking. | Pictures showing different breeds of poultry. | Comprehensiv e Primary School Science.  Pg 5 – 8 |  |
| **2** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Free range system** | **The Learner:**   1. Names the systems used in poultry keeping. 2. Defines Free range system. 3. States the advantages of free range system. 4. States the disadvantages of free range system | **The learner** Construction of sentences systems of poultry keeping Reads the words correctly with right pronunciation | **Systems of rearing poultry.**   1. There are four systems. Free range system Deep litter system Battery cage system Fold pen system   **Free range system**   1. Definition of free range system. 2. Advantages of free range system. 3. Disadvantages of free range system. | Class discussion. | Problem solving  Responsibility | * Participation in class discussion through oral question and answer. * Note taking. | Chalkboard illustration. | Fountain integrated Science. Pg 11 – 12  Comprehensiv e Primary School Science.  Pg 12 - 13 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Deep litter system** | **The Learner:**   1. Defines deep litter system. 2. Names the things found in a deer litter house 3. Gives the materials used as litter. 4. States the Importance of litter. 5. Mentions the disadvantages of litter. 6. Mentions advantages of deep litter system. 7. Outlines the disadvantages of   deep litter system. | **The learner** Reads the words correctly with right pronunciation | **Deep litter system**   1. Definition of deep litter system. 2. Things found in a deer litter house 3. Materials used as litter. 4. Importance of litter. 5. Disadvantage of litter. 6. Advantages of deep litter system. 7. Disadvantages of deep litter system. | Class discussion. | Problem solving  Responsibility | * Participation in class discussion through oral question and answer. * Note taking. | Pictures showing deep litter system. Chalkboard illustration. | Fountain integrated Science. Pg 14 – 15.  Comprehensiv e Primary School Science.  Pg 14 – 15 |  |
| **3** |  | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Battery cage system** | **The Learner:**   1. Defines Battery cage system. 2. Gives the advantages of battery cage system. 3. Gives the disadvantages of Battery cage   system. | **The learner** Reads the words correctly with right pronunciation Describing advantages and disadvantages of battery cage system. | **Battery cage system**   1. Definition of Battery cage system. 2. Advantages of battery cage system. 3. Disadvantages of Battery cage system. | Class discussion. | Problem solving Responsibility Care | * Participation in class discussion through oral question and answer. * Note taking. | Chalkboard illustration. | Fountain integrated Science. Pg 15 – 16.  Comprehensiv e Primary School Science.  Pg 15 – 16 |  |
| **3** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND** | **POULTRY KEEPING** | **Fold pen system** | **The Learner:**   1. Defines Fold pen system. 2. States advantages of Fold pen 3. States the disadvantages of Fold pen system. | **The learner** Reads the words correctly with right pronunciation Describing fold pen system. | **Fold pen system.**   1. Definition of Fold pen system. 2. Diagram of the Fold pen system. 3. Advantages of Fold pen 4. Disadvantages of Fold pen system. | Class discussion. | Problem solving Responsibility Care | * Oral questioning and answer. * Drawing the fold pen. * Note taking. | Picture of a fold pen. | Fountain integrated Science. Pg 13  Comprehensiv e Primary School Science.  Pg 13 – 14 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Poultry diseases** | **The Learner:**   1. Gives examples of poultry diseases. 2. Mentions the signs and symptoms of each disease. 3. Suggests the methods of preventing and controlling poultry diseases. | **The learner** Reads the words correctly with right pronunciation | **Poultry diseases**   1. Examples of poultry diseases.   Coccidiosis, Fowl pox, fowl typhoid, Newcastle, etc.   1. Signs and symptoms of each disease. 2. Prevention and control of poultry diseases. | Class discussion. | Problem solving Responsibility Care | * Participation in class discussion through oral question and answer. * Note taking | Chalk board illustration. | Fountain integrated Science. Pg 20 – 21  Comprehensiv e Primary School Science.  Pg  16 - 19 |  |
| **3** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Parasites** | **The Learner:**   1. Defines a parasite. 2. Defines a host. 3. States the types of parasites. 4. Defines each type of parasite. 5. Gives Examples of each type of parasite. 6. Mentions ways of preventing and controlling ecto and endo   parasites. | **The learner** Reads the words correctly with right pronunciation | **Parasites**   1. Defining a parasite. 2. Defining a host. 3. Types of parasites. 4. Definition of each type of parasite. 5. Examples of each type of parasite. 6. Ways of preventing and controlling ecto and endo parasites | Class discussion. | Creative thinking  Appreciation. | * Participation in class discussion through oral question and answer. * Note taking | Chalk board illustration. | Comprehensiv e Primary School Science.  Pg 19 – 21 |  |
| **4** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Poultry vices** | **The Learner:**   1. Defines poultry vices. 2. Gives examples of poultry vices. 3. Identifies causes of poultry vices. 4. Mentions ways of preventing poultry vices. | **The learner** Reads the words correctly with right pronunciation | **Poultry vices**   1. Definition of Poultry vices. 2. Examples of poultry vices. 3. Causes of poultry vices. 4. Prevention of poultry vices. | Class discussion. | Effective communication.  Making right choices. | * Participation in class discussion through oral question and answer. * Drawing some poultry   vices. | Pictures showing egg eating and cannibalism. | Fountain integrated Science. Pg 16 – 17  Comprehensiv e Primary School Science.  Pg 21 – 23 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Poultry feeds** | **The Learner:**   1. Names the Classes of food in a balanced diet in the bird's feeds. 2. Names the types of poultry feeds. 3. Draws the digestive system of a domestic fowl. 4. Names the parts of the digestive system of a domestic fowl. 5. States the functions of each part of the   digestive system of a domestic fowl. | **The learner** Reads the words correctly with right pronunciation | **Poultry feeds.**   1. Classes of food in a balanced diet in the bird's feed. 2. Types of poultry feeds.    * Chick or starter’s mash.    * Grower’s mash.    * Layer’s mash.    * Broiler’s mash. 3. The digestive system of a domestic fowl. 4. Naming the parts of the digestive system of a domestic fowl. 5. Functions of each part of the digestive system of a domestic fowl. | Class discussion. | Effective communication. Making right choices. | * Participation in class discussion through oral question and answer. * drawing the digestive system of a domestic fowl. * Note taking | Chalk board illustration.  Chart showing digestive part of a fowl. | Fountain integrated Science. Pg 10 – 11  Comprehensiv e Primary School Science.  Pg 8 – 12 |  |
| **4** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Management practices in poultry keeping** | **The Learner:**   1. Identifies the management practices in poultry keeping. 2. Describes the proper management practices in poultry keeping. 3. Illustrates the proper management practices in poultry keeping. | **The learner** Reads the words correctly with right pronunciation | **Management practices in poultry keeping**   * Debeaking. * Egg collection. * Culling. * Deworming. | Class discussion. | Effective communication. Making right choices. | * Participation in class discussion through oral question and answer. * Drawing Debeaking. * Note taking | Chalk board illustration. | Fountain integrated Science. Pg17 – 18  Comprehensiv e Primary School Science.  Pg 28 – 30 |  |
| **4** |  | **SCIENCE IN HUMAN ACTIVITIES AND** | **POULTRY KEEPING** | **Record keeping** | **The Learner:**   1. Names the types of records. 2. States reasons for keeping poultry records. | **The learner** Reads the words correctly with right pronunciation | **Record keeping**   1. Types of records.    1. Production    2. Flock    3. Health    4. Feeds 2. Reasons for keeping poultry records. | Class discussion. | Effective communication. Making right choices. | * Participation in class discussion through oral question and answer. * Note taking | Chalk board illustration. | Fountain integrated Science. Pg 19  Comprehensiv e Primary School Science.  Pg 28 – 30 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **The structure of an egg** | **The Learner:**   1. States how birds reproduce. 2. Draws an egg. 3. Name parts of an egg. 4. States use(s) of each part. 5. Identifies common   abnormalities in eggs. | **The learner** Reads the words correctly with right pronunciation | **The structure of an egg.**   1. Birds reproduce by laying eggs. 2. The structure of an egg. 3. Naming the parts of an   egg.   1. Functions of each part of the egg. 2. Abnormality in eggs. | Class discussion. | Effective communication. Making right choices. | * Participation in class discussion through oral question and answer. * Drawing the structure of   an egg. | Chart showing the structure of an egg. | Fountain integrated Science. Pg 8 – 19  Comprehensiv e Primary School Science.  Pg 23 – 24 |  |
| **5** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Incubation** | **The Learner:**   1. Defines incubation. 2. States the incubation period of some domestic birds. 3. Names the types of incubation. 4. Defines natural incubation. 5. Mentions the conditions needed for natural incubation. 6. States the advantages of natural incubation. 7. States the disadvantages of natural incubation. | **The learner** Reads the words correctly with right pronunciation | **Incubation.**   1. Definition of incubation. 2. Incubation period of some domestic birds. 3. Types of incubation. 4. Definition of natural incubation. 5. Conditions needed for natural incubation. 6. Advantages of natural incubation. 7. Disadvantages of natural incubation. | Class discussion. | Effective communication. Making right choices. | * Participation in class discussion through oral question and answer. * Pasting pictures of hens incubating. * Note taking | Pictures showing natural incubation. | Fountain integrated Science. Pg 8  Comprehensiv e Primary School Science.  Pg 24 – 25 |  |
| **5** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Artificial incubation** | **The Learner:**   1. Defines artificial incubation. 2. Draws and name the parts of the structure of an incubator. 3. States advantages of artificial incubation. 4. States   disadvantages of artificial  incubation. | **The learner** Reads the words correctly with right pronunciation | **Artificial incubation.**   1. Definition of artificial incubation. 2. Structure of an incubator. 3. Advantages of artificial incubation. 4. Disadvantages of artificial incubation. | Class discussion. | Problem solving.  Confidence | * Participation in class discussion through oral question and answer. * Drawing an incubator. * Note taking | Chart showing an incubator | Comprehensiv e Primary School Science.  Pg 25 – 26 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **POULTRY KEEPING** | **Brooding of chicks** | **The Learner:**   1. Defines the term brooding. 2. Mentions types of brooding. 3. Gives advantages for each type of brooding. 4. Gives disadvantages for each type of brooding. 5. Names types of brooder. 6. States the behavior of chicks in a brooder at different weather. 7. States the   importance of an infrared lamp. | **The learner** Reads the words correctly with right pronunciation | **Brooding of chicks**   * Definition of brooding. * Types of brooding. * Advantages and disadvantages of each type of brooding. * Types of brooders. * Behavior of chicks in a brooder. * Importance of an infrared lamp. | Class discussion. | Problem solving.  Confidence | * Participation in class discussion through oral question and answer. * Note taking | Pictures showing natural brooding. Pictures showing artificial brooding. | Fountain integrated Science. Pg 10  Comprehensiv e Primary School Science.  Pg 26 – 28 |  |
| **5** |  | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **BEE KEEPING** | **Types of bees** | **The Learner:**   1. Defines of apiculture. 2. Names the types of bees. 3. Describes the structure of each type of bee. 4. Identifies each type of bee using their body structures. 5. States importance of each bee in a hive. | **The learner** Reads the words correctly with right pronunciation | **Types of bees.**   1. Definition of apiculture. 2. Types of bees. 3. Structure of each type of bee. 4. Importance of each bee in a hive. | Class discussion. | Problem solving.  Confidence | * Participation in class discussion through oral question and answer. * Pasting structures of bees. * Note taking | Pictures of the queen, drone and worker bees. | Fountain integrated Science. Pg 22 – 23  Comprehensiv e Primary School Science.  Pg 30 – 32 |  |
| **5** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **BEE KEEPING** | **Swarming and life history of bees** | **The Learner:**   1. Defines swarming. 2. Defines swarm. 3. Suggests reasons why bees swarm. 4. Names the stages of life history of a bee. 5. Describes the stages of development in the life history of a bee. | **The learner** Reads the words correctly with right pronunciation | **Swarming and life history of bees.**  Definition of swarming. Definition of a swarm. Reasons why bees swarm. Life history of a bee.  Stages of development in the life history of a bee. | Class discussion. | Problem solving Making right choices. | * Participation in class discussion through oral question and answer. * Pasting structures of bees. * Note taking. | Chalkboard illustration. | Fountain integrated Science. Pg 28 – 29  Comprehensiv e Primary School Science.  Pg 33 – 34 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **6** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **BEE KEEPING** | **Bee hives** | **The Learner:**   1. Gives types of beehives. 2. Mentions examples of traditional beehive. 3. Draws the Kigezi hive and dug out hive. 4. Identifies Kigezi hive and dug out hive. 5. Gives an example of modern beehive. 6. Draws a Top bar hive. 7. Advantages of top bee hive. 8. Draws and names the internal parts of a top bar hive. 9. States the functions of each part of the top bar hive. | **The learner** Reads the words correctly with right pronunciation | **Bee hives.**   1. Types of bee hives. 2. Examples of traditional bee hive. 3. Diagrams showing traditional hive. 4. Example of modern beehive. 5. Diagram of a modern beehive. 6. Advantages of top bee hive. 7. Internal parts of a top bar hive. | Class discussion. | Problem solving Making right choices. | * Participation in class discussion through oral question and answer. * Pasting pictures of hives. * Note taking | Pictures showing different bee hives. | Fountain integrated Science. Pg 29 – 30  Comprehensiv e Primary School Science.  Pg 34 – 35 |  |
| **6** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **BEE KEEPING** | **Harvesting honey** | **The Learner:**   1. Defines honey harvesting. 2. Mentions things needed for harvesting honey. 3. Draws a person ready to harvest honey. 4. Names the products from bees. 5. States the uses of honey in homes. 6. Gives the uses of honey in industries. 7. States the uses of bee works 8. Uses of bees to crop farmers. | **The learner** Reads the words correctly with right pronunciation | **Harvesting honey**   1. Definition of honey harvesting. 2. Things needed for harvesting honey. 3. Diagram of a person ready to dress. 4. Products from bees. 5. Uses of honey in homes. 6. Uses of honey in industries. 7. Uses of bee works 8. Uses of bees to crop farmers. | Class discussion. | Problem solving Making right choices. | * Participation in class discussion through oral question and answer. * Pasting structures of a person ready to harvest   honeybees.   * Note taking | A picture of a person ready to harvest honey. | Fountain integrated Science. Pg 30 – 31  Comprehensiv e Primary School Science.  Pg 37 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **6** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.** | **BEE KEEPING** | **Enemies of bees** | **The Learner:**   1. Names the examples of enemies of bees. 2. States how to prevent bees from ants. 3. Draws an illustration of a beehive hang between two poles. 4. Gives the use of the grease and oil   smeared along the poles. | **The learner** Reads the words correctly with right pronunciation | **Enemies of bees.**   1. Examples of enemies of bees. 2. How to prevent bees from ants. 3. An illustration of a bee hive hang between two poles. | Class discussion. | Problem solving Making right choices. | * Participation in class discussion through oral question and answer. * Pasting structures of bee hive hang between to poles. * Note taking | Pictures of a bee hive hang between poles. | Fountain integrated Science. Pg 26 – 27  Comprehensiv e Primary School Science.  Pg 38 - 39 |  |
| **6** | **2** | **MATTER AND ENERGY** | **MEASURES** | **Length.** | **The learner:**   1. Identifies the basic standard unit for measuring length 2. States Instruments used to measure length. 3. Identifies equivalences of units of length. | **The learner** Reads the words correctly with right pronunciation | **Length.**   1. Basic standard unit for measuring length is the **metre.** 2. iruments Used to Measure Length a foot ruler   a tape measure a meter ruler, etc   1. Identifying equivalence of units of Length | Class discussion Experimentation Demonstration | Problem solving Making right choices. Care | Discussing length. Answering oral and written questions | A Chart showing Equivalence f units of length | Basic Primary Science for Uganda bk 4 |  |
| **6** | **2** | **MATTER AND ENERGY** | **MEASURES** | **Area** | **The learner to:**   1. Defines the term area. 2. States units used to measure area of objects. 3. Measures area using squares. 4. Works out areas of different figures. | **The learner** Reads the words correctly with right pronunciation | **Area**   1. Definition of area. 2. Units Used to Measure area of objects 3. Measuring area using squares 4. Application of area. 5. Finding area of squares and rectangles. | Class discussion Experimentation Demonstration | Problem solving Making right choices. Care | Measuring the area of different objects Recording  Comparing | Small square blocks | Fountain Primary Science bk4  Comprehe nsive Primary Science bk 4 pp 1 – 3  Basic Primary Science for Uganda bk  4 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **7** | **2** | **MATTER AND ENERGY** | **MEASURES** | **Volume** | **The learner:**   1. Defines the term volume. 2. States units used for measuring volume. 3. Makes solid figures using papers. 4. Works out volumes of regular objects without   difficulty. | **The learner** Reads the words correctly with right pronunciation | **Volume**  Definition of volume.  Units used for measuring volume.  Finding the volume of regular figures.  Finding the volume of cubes and cuboids using the formula V = L x W x H. | Class discussion Experimentation Demonstration | Creative thinking Appreciation. | Making solid figures Counting square blocks Working out volumes of regular objects | **mall square blocks**  Cubes Cuboids Solid figures | MK  Integrated Primary Science Pupil’s bk 4  pp 96 – 97 |  |
| **7** | **2** | **MATTER AND ENERGY** | **MEASURES** | **Volume of irregular objects** | **The learner:**   1. Defines irregular object. 2. Mentions the units used in measuring irregular objects. 3. States the relationship between the irregular object and displaced water. 4. Names the method of finding the volume of irregular objects. 5. Names the things needed to help you find the volume of irregular objects. 6. Outlines the steps taken when measuring volumes of irregular objects. 7. Finds volumes of irregular objects using a measuring   cylinder. | **The learner** Reads the words correctly with right pronunciation | **Volume of irregular objects**   1. Definition of irregular objects. 2. How volume of irregular objects is measured. 3. The relationship between the irregular object and displaced water. 4. Using displacement method. 5. Things needed to help you find the volume of irregular objects. 6. Description of the steps taken when measuring irregular objects. 7. Finding volumes of irregular objects using the measuring cylinder. | Class discussion Experimentation Demonstration | Problem solving Making right choices. Care | Explaining volume. Discussing  Answering oral and written questions Carrying out the experiment  Recording | Cylinders, Water Stones, strings | MK  Integrated Primary Science Pupil’s book 4 pp  97 – 98  Comprehe nsive Primary Science bk4 pp 5 – 7 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **7** | **2** | **MATTER AND ENERGY** | **MEASURES** | **Volume of irregular objects** | **The learner:**   1. Finds the volume of irregular objects using an Over flow can and a measuring cylinder. 2. Outlines the steps to follow when finding volume of an irregular object using the over flow can and the measuring cylinder. 3. Carries out an experiment on finding volume of an irregular object using the over flow can and the measuring cylinder. | **The learner** Reads the words correctly with right pronunciation | **Volume of irregular objects**   1. Finding the volume of irregular objects using an Over flow can and a measuring cylinder. 2. Steps to follow when finding volume of an irregular object using the over flow can and the measuring cylinder. 3. Experiment on finding volume of an irregular object using the over flow can and the measuring cylinder. | Class discussion Experimentation Demonstration | Problem solving Making right choices. Care | Discussing  Answering oral and written questions Carrying out the experiment Recording | Eureka can Measuring cylinder Water  String, Irregular objects | MK  Integrated Primary Science Pupil’ bk 4  pg 98  Comprehe nsive Primary Science bk 4 pp 5 – 7 |  |
| **7** | **2** | **MATTER AND ENERGY** | **MEASURES** | **Weight** | **The learner:**   1. Defines weight. 2. State the units used to measure weight 3. Defines the term mass. 4. States the machines used to measure mass. 5. States machines used to measure weight. 6. Draws machines used to measure weight 7. Draws machines used to measure mass. | **The learner** Reads the words correctly with right pronunciation | **Weight**   1. Definition of weight. 2. Basic unit for weight.   **Mass**   1. Definition of mass. 2. The basic unit for measuring mass. 3. Machines used to measure weight and mass. 4. Drawing the machines used to measure weight. | Class discussion Experimentation Demonstration | Problem solving Making right choices. Care | Explaining new words Discussing  Observing machines  Answering oral and written questions | A spring balance  A chart showing machines used to measure weight and mass | MK  Integrated Primary Science Pupil’s bk 4  pg 89 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **7** | **2** | **MATTER AND ENERGY** | **MEASURES** | **Weight and mass** | **The learner:**   1. States the difference between mass and weight. 2. Finds the mass of objects using the formula: Density x Volume. 3. Defines the term density. 4. Finds the densities of objects using the formula. | **The learner** Reads the words correctly with right pronunciation | **Weight and mass**   1. Differences between weight and mass 2. Finding the mass of objects using the formula: Density x Volume.   **Density**   1. Definition of density is the mass of an object per unit volume. 2. Units for measuring density. 3. Units used to measured in density. 4. Finding out the density of an object.   **Example**  Find the density of an object whose mass is 20g and volume of 5cc.  Density = Mass/volume Density = 20/5  Density = 4g/cc. | Class discussion Experimentation Demonstration | Problem solving Making right choices. Care | Defining new terms Discussing  Working out numbers | Chalkboard Illustrations | Understand ing Integrated Science bk4 pp 53 - 55 |  |
| **8** | **2** | **MATTER AND ENERGY** | **MEASURES** | **Floating and sinking** | **The learner:**   1. Defines the terms: Floating   Sinking   1. Gives reasons why objects float on water. 2. Identifies objects that float on water. 3. States objects that sink in water. 4. Gives reasons why objects sink in water. | **The learner** Reads the words correctly with right pronunciation | **Floating and Sinking**   1. Floating is when an object stays on top of the liquid on which it is put. 2. Objects float because they are less dense than water 3. Sinking is when an object goes down the bottom of the container of the liquid it is put. 4. Objects sink because they are more dense than water. 5. An experiment to find out floating/ sinking objects. | Class discussion Experimentation Demonstration | Problem solving Making right choices. Care | Explaining  Placing objects in/ on water Observing sinking and floating objects Recording their findings | Nails, Stones, A set of, rubbers, A key,  Buttons, pins,  Padlock, sand, soil, glass. | MK  Integrated Primary Science bk4 pg94  Understand ing Integrated Science bk 4 pp 52 -53 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **8** | **2** | **IMMUNITY AND IMMUNIZATION** |  | **Immunisation** | **The learner:**   1. Defines immunisation. 2. Defines immunity. 3. Gives types of immunity. 4. Mentions ways of acquiring natural immunity. 5. Mentions Ways of acquiring artificial immunity. 6. Defines immunisation. 7. Defines a vaccine. 8. States the importance of vaccines to the   body | **The learner** Reads the words correctly with right pronunciation | **Immunisation**  Definition of immunisation.  **Immunity**  Definition of immunity. Types of immunity.  Ways of acquiring natural immunity.  Ways of acquiring artificial immunity.  **Vaccines.**  Definition of vaccines Importance of vaccines to the body. | Discussion | Problem solving Making right choices. Care | Learner’s participatio n in class discussion.  Note taking | Chalk board illustration. | Fount. Inte. Prim. Sci. Bk 5  Pg 153-156  Mk pr sci pg 193-195  Compre. Pri  Scie. Bk 5  pg 141 143 |  |
| **8** | **2** | **IMMUNITY AND IMMUNIZATION** |  | **Infant immunisable diseases** | **The learner:**   1. Names the infant immunisable diseases. 2. Mentions causes of each immunisable disease. 3. Outlines signs and symptoms of each disease. 4. Gives preventive ways the immunisable diseases. 5. States the vaccine used to prevent different immunisable diseases. | **The learner** Reads the words correctly with right pronunciation | **Infant immunisable diseases.**  Measles Tuberculosis Poliomyelitis (polio) Tetanus  Whooping cough Diphtheria Hepatitis B  Haemophilia influenza B  **Measles**  Causes.  Signs and symptoms. Prevention/ control of measles.  **Tuberculosis**  Causes.  Signs and symptoms. Prevention/ control of tuberculosis  **Poliomyelitis (polio)**  Causes.  Signs and symptoms.  **Prevention/ control of polio.** | Discussion | Problem solving Making right choices. Care | Learner’s participatio n in class discussion.  Pasting pictures.  Note taking | Chalk board illustration.  Pictures showing children suffering from different diseases. | Fount. Inte. Prim. Scie. Bk 5 Pg156-162  Mk pr sci pg 1198-  203  Compre. Pri  Scie. Bk 5  pg 147-151 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **8** | **2** | **IMMUNITY AND IMMUNIZATION** |  | **Infant immunisable diseases** | **The learner:**   1. Names the infant immunisable diseases. 2. Mentions causes of each immunisable disease. 3. Outlines signs and symptoms of each disease. 4. Gives preventive ways the immunisable diseases. 5. States the vaccine used to prevent the immunisable   diseases. | **The learner** Reads the words correctly with right pronunciation | **Tetanus**  Causes.  Signs and symptoms. Prevention/ control of tetanus.  **Whooping cough**  Causes.  Signs and symptoms. Prevention/ control of whooping cough  **Diphtheria**  Causes.  Signs and symptoms. **Prevention/ control of diphtheria.** | Discussion | Problem solving Making right choices. Care | Learner’s participatio n in class discussion.  Pasting pictures.  Note taking | Chalk board illustration.  Pictures showing children suffering from different diseases. | Fount. Inte. Prim. Scie. Bk 5 Pg156-162  Mk pr sci pg 1198-  203  Compre. Pri  Scie. Bk 5  pg 147-151 |  |
| **8** | **2** | **IMMUNITY AND IMMUNIZATION** |  | **Other immunisable diseases.** | **The learner: -**   1. Names other immunisable diseases. 2. Identifies their causes. 3. States how the diseases are spread. 4. Suggests ways of preventing and controlling the diseases. | **The learner** Reads the words correctly with right pronunciation | **Other immunisable diseases.**   1. a) Cholera   b) Meningitis etc   1. Causes 2. How they are spread. 3. Prevention and control of the diseases. | Discussion | Problem solving Making right choices. Care | Learner’s participatio n in class discussion.  Note taking. | Chalk board illustration. | Fount. Inte. Prim. Scie. Bk 5  Pg 162-165  Mk pr sci pg 204-205  Compre. Pri  Scie. Bk 5  pg 151-156 |  |
| **9** | **2** | **IMMUNITY AND IMMUNIZATION** |  | **Immunisation sites** | **The learner:**   1. Names the site for each immunisable disease. 2. Mentions the vaccine given at each site. 3. States the Importance of immunization 4. States the importance of a child health card. | **The learner** Reads the words correctly with right pronunciation | 1. **Immunisation sites, vaccine and schedule for each disease.**    1. Polio vaccine.    2. BCG.    3. Measles vaccine.    4. DPT. 2. Importance of immunization. 3. Importance of a child health card. | Discussion | Problem solving Making right choices. Care | Learner’s participatio n in class discussion.  Pasting pictures.  Note taking | Picture illustrating the sites of immunisati on. | Fount. Inte. Prim. Scie. Bk 5  Pg 159-160  Compre. Pri  Scie. Bk 5  pg 156-157 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **9** | **2** | **IMMUNITY AND IMMUNIZATION** |  | **Roles of plated by different people in immunisation.** | **The learner:**   1. States the roles played by an individual, family and community in immunisation. 2. Gives the common abbreviations used in immunisation in full. | **The learner** Reads the words correctly with right pronunciation | 1. Roles played by an individual, family and community in immunisation. 2. Common abbreviations used in immunisation. | Discussion Role play | Problem solving Making right choices. Care | Learner’s participatio n in class discussion.  Note taking | Learners. | Fount. Inte. Prim. Scie. Bk 5  Pg 167-168  Mk pr sci pg 206  Compre. Pri  Scie. Bk 5  pg 158 |  |
| **9** |  | **SYSTEMS OF THE BODY** |  | **Digestion** | **The Learners;**   1. Defines digestion. 2. States the composition of the digestive system. 3. Names the types of digestion. 4. Gives the meaning of each type of digestion. | **The learner** Reads the words correctly with right pronunciation | **Digestion.**   1. Definition of digestion. 2. Composition of the digestive system. 3. Types of digestion. 4. Meaning of each type of digestion. | Class discussion. | Problem solving Making right choices. Care | - Learners’ participation in class discussion. | Chart showing the digestive system | Fountain int. Pr. Science ppls book 7  Page 1 – 2 Understand ing int. Sci. Page 1 |  |
| **9** | **2** | **SYSTEMS OF THE BODY** |  | **Enzymes** | **The learner;**   1. Defines enzymes. 2. States the characteristics if enzymes. 3. Mentions the conditions under which enzymes   work. | **The learner** Reads the words correctly with right pronunciation | **Enzymes**   1. Definition of enzymes. 2. Characteristics if enzymes. 3. Conditions under which enzymes work. | Class discussion. | Problem solving Making right choices.  Care | - Learners’ participation in class discussion. |  | - Fountain int. Pr.  Science ppls book 7  Page 4.  -  Understand ing int. Sci.  Page 1 |  |
| **9** | **2** | **SYSTEMS OF THE BODY** |  | **The digestive system** | **The learner;**   1. Draws the digestive system. 2. Names the parts of the digestive system. 3. Outlines the functions of each part of the digestive system. | **The learner** Reads the words correctly with right pronunciation | **The digestive system.**   1. Drawing the digestive system. 2. Naming the parts of the digestive system. 3. Functions of each part of the digestive system. | Class discussion. | Problem solving Making right choices. Care | * Learners’ participation in class discussion. * drawing the digestive system | Chart showing the digestive system | Fountain int. Pr. Science ppls book 7  Page 2 Understand ing int. Sci. Page 1 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **10** | **2** | **SYSTEMS OF THE BODY** |  | **Digestion in the mouth** | **The learner;**   1. States what happens to the food in the mouth. 2. Gives the importance of chewing food. 3. Names the digestive juice found in the mouth. 4. Mentions the factors that stimulate the production of saliva. 5. Outlines the functions of saliva. | **The learner** Reads the words correctly with right pronunciation | **Digestion in the mouth.**   1. What happens to the food in the mouth. 2. The importance of chewing food. 3. The digestive juice in the mouth. 4. The factors that stimulate the production of saliva. 5. Functions of saliva. | Class discussion. | Problem solving Making right choices. Care | - Learners’ participation in class discussion. | Chart showing the digestive system | Fountain int. Pr. Science ppls book 7  Page 3 Understand ing int. Sci. Page 2 |  |
| **10** | **2** | **SYSTEMS OF THE BODY** |  | **Digestion in the stomach** | **The learner;**   1. Describes the process of digestion in the stomach. 2. Names the digestive juice in the stomach. 3. Names the enzymes in the stomach. 4. States the digestive changes in the stomach. 5. Gives the Importance of   hydrochloric acid. | **The learner** Reads the words correctly with right pronunciation | **Digestion in the stomach.**   1. The process of digestion in the stomach. 2. The digestive juice in the stomach. 3. The enzymes in the stomach. 4. Digestive changes in the stomach. 5. Importance of hydrochloric acid. | Class discussion. | Problem solving Making right choices. Care | - Learners’ participation in class discussion. | Chart showing the digestive system | Fountain int. Pr. Science ppls book 7  Page 3 - 4 Understand ing int. Sci. Page 2 - 3 |  |
| **10** | **2** | **SYSTEMS OF THE BODY** |  | **Digestion in the duodenum** | **The learner;**   1. Describes the process of digestion in the duodenum. 2. Names the digestive juices in the duodenum. 3. Names the enzymes in the duodenum 4. States the digestive changes in the duodenum. | **The learner** Reads the words correctly with right pronunciation | **Digestion in the duodenum**   1. The process of digestion in the duodenum. 2. Digestive juices in the duodenum. 3. The enzymes in the duodenum 4. Digestive changes in the duodenum. | Class discussion. | Problem solving Making right choices. Care | - Learners’ participation in class discussion. | Chart showing the digestive system | Fountain int. Pr. Science ppls book 7  Page 4 – 5 Understand ing int. Sci. Page 3 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **10** | **2** | **SYSTEMS OF THE BODY** |  | **Digestion in the ileum** | **The learner;**   1. Names the processes that occur in the ileum. 2. Mentions the digestive juice produced in the ileum. 3. Names the enzymes in the digestive juice in the ileum. 4. Names the foods digested in the ileum and the changes that   occur. | **The learner** Reads the words correctly with right pronunciation | **Digestion in the ileum**   1. Processes that take place in the ileum. 2. The digestive juice produced in the ileum. 3. The enzymes in the digestive juice in the ileum 4. The foods digested in the ileum and the changes. | Class discussion. | Problem solving Making right choices. Care | - Learners’ participation in class discussion. | Chart showing the digestive system | Fountain int. Pr. Science ppls book 7  Page 5 - 6 Understand ing int. Sci. Bk 7  Page 3 - 4 |  |
| **10** | **2** | **SYSTEMS OF THE BODY** |  | **Absorption of food** | **The learner;**   1. Mentions where absorption of food takes place. 2. Names the structures in the ileum that absorb food. 3. Mentions the adaptation of the ileum to absorb digested food. 4. Mentions the adaptation of the villi to absorb digested food. | **The learner** Reads the words correctly with right pronunciation | **Absorption of food**   1. Absorption of food in the ileum. 2. The structures in the ileum that absorb food. 3. Adaptation of the ileum to absorb digested food. 4. Adaptation of the villi to absorb digested food. | Class discussion. | Problem solving Making right choices. Care | - Learners’ participation in class discussion. | Chart showing the digestive system | Fountain int. Pr. Science ppls book 7 Page Understand ing int. Sci. Page 5 - 6 |  |
| **11** | **2** | **SYSTEMS OF THE BODY** |  | **The colon** | **The learner;**   1. States what takes place in the colon 2. Gives a reason why digestion does not take place in the colon. 3. States the Importance of the rectum. 4. Summarises the food classes digested and its   end product. | **The learner** Reads the words correctly with right pronunciation | **The Colon**   1. What takes place in the colon 2. Why digestion does not take place in the colon. 3. Importance of the rectum. 4. Summary of the food classes and its end product. | Class discussion. | Problem solving Making right choices. Care | - Learners’ participation in class discussion. | Chart showing the digestive system | Fountain int. Pr. Science ppls book 6 Page Understand ing int. Sci. Page 4 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **11** | **2** | **SYSTEMS OF THE BODY** |  | **How digested food is used.** | **The learner;**  States how digested food is used in the body. | **The learner** Reads the words correctly with right pronunciation | **How digested food is used in the body.**   1. Glucose 2. Amino acids. 3. Fats 4. Vitamins and mineral salts. | Class discussion. | Problem solving Making right  choices. | - Learners’ participation in class  discussion. | Chart showing the digestive system | Fountain int. Pr. Science ppls book 7  Page 6 Understandi ng int. Sci. Page 5 |  |
| **11** | **2** | **SYSTEMS OF THE BODY** |  | **Important minerals.** | **The Learner;**   1. Names some mineral salts needed by the body. 2. States the importance of each mineral salt. 3. Names the deficiency disease   for each mineral. | **The learner** Reads the words correctly with right pronunciation | **Some important mineral salts.**   1. Naming some mineral salts needed by the body. 2. The importance of each mineral salt. 3. The deficiency disease for each mineral. | Class discussion. | Problem solving Making right choices.  Care | - Learners’ participation in class discussion. | Chalk board illustration. |  |  |
| **11** | **2** | **SYSTEMS OF THE BODY** |  | **Important vitamins** | **The Learner**;   1. Names some vitamins needed by the body. 2. Names the sources of each vitamin. 3. States the importance of each vitamin. 4. Names deficiency disease for each vitamin. | **The learner** Reads the words correctly with right pronunciation | **Important vitamins.**   1. Naming some vitamins needed by the body. 2. Sources of each vitamin. 3. The importance of each vitamin. 4. Deficiency disease for each vitamin. | Class discussion. | Problem solving Making right choices. Care | - Learners’ participation in class discussion. | Chalkboard illustration. |  |  |
| **11** | **2** | **SYSTEMS OF THE BODY** |  | **Diseases of the digestive system** | **The Learner**; Names the diseases of the digestive diseases.   1. Mentions the causes of each disease. 2. States how to prevent the diseases. 3. Defines disorders. 4. Gives examples of disorders of the digestive system. 5. States causes of each disorder. 6. States how to prevent or treat each   disorder. | **The learner** Reads the words correctly with right pronunciation | **Diseases**   1. Naming the diseases of the digestive diseases. 2. The causes of each disease. 3. How to prevent the diseases.   **Disorders.**   1. description of disorders. 2. Examples of disorders of the digestive system. 3. Causes of each disorder. 4. How to prevent or treat each disorder. | Class discussion. | Problem solving Making right choices. Care | - Learners’ participation in class discussion. | Chalkboard illustration | Fountain int. Pr. Science ppls book 7  Page 8 - 9 |  |

# PRIMARY FIVE SCIENCE. SCHEME OF WORK TERM II

**UNITS**

1. **SOIL**
2. **CROP GROWING**
3. **HEAT AND MATTER.**
4. **BACTERIA AND FUNGI**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **W** | **P** | **TH M** | **TP** | **SUB TOP**  **C** | **COMPETENCES** | | **CONTENT** | **MTHD** | **L/SKLS & VALUES** | **ACTIVITIES** | **T/AIDS** | **REF** | **RE** |
| **SUBJECT** | **LANGUAGE** |
|  |  | **THE ENVIRONMENT** | **SOIL** | **SOIL** | **The learner**   * Defines soil. * States how soil is formed. | **The learner** |  | Discussion | Problem solving. Logic | Learner’s | Chalk board illustration. | Compre. |  |
|  |  | Reads the | Definition soil. | participation | Pri |
|  |  | definition of soil | **Formation of soil** | in class | Scie. Bk |
|  |  | in correct | Weathering. | discussion. | 5 Pg |
|  | **2** | sentence. | Decomposition. | Note taking | 127-128 |
| **1** |  |  |  |  |  |
|  | **SOIL** | **COMPONENTS OF SOIL.** | **The learner**   * Identifies the different components of soil. * Carries out experiments to prove that soil contains some of the named components. | **The learner** | 1. **Components of soil.**    1. Water.    2. Air.    3. Humus. (organic matter)    4. Rock particles.    5. Living organs.    6. Dissolved   mineral salts.   1. **Experiments to prove components of soil.**    1. Soil contains water.    2. Soil contains air. | Discussion Experimentation. | Critical thinking. Appreciation. | Identifying | Soil Samples Source of heat Water | Fount. |  |
|  |  | Reads the words correctly with | components. | Inte. Prim. |
|  |  | right | Experimentin | Scie. Bk |
|  |  | pronunciation | g. | 5  Pg 133 |
|  | **3** |  |  | Mk pr sci |
|  |  |  |  | pg 170- |
|  |  |  |  | 173 |
|  |  |  |  | Compre. |
|  |  |  |  | Pri |
|  |  |  |  | Scie. Bk |
|  |  |  |  | 5 pg 128 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **4** |  | **SOIL** | **TYPES OF SOILS** | **The learner**   * Identifies the different types of soil. * Names the types of soil. * Describe the structure of each type of soil. * Carry out experiments on permeability and capillarity. | **The learner** Reads the words correctly with right  pronunciation | 1. **Types of soils**    1. Loam soil.    2. Sand soil.    3. Clay soil. | Discussion Experimentation. | Effective communication. Decision making | Identifying soil types.  Describing soil | Soil samples Trough Water  Bottomless cylinders | Fount. Inte. Prim. Scie. Bk 5  Pg 130-  132 |  |
|  | Description of each type of soil | 2. Permeability and capillarity in different types of soil. | structures Experimentin g. | Mk pr sci pg 165-  169 |
|  |  |  |  | Compre. |
|  |  |  |  | Pri |
|  |  |  |  | Scie. Bk 5 |
|  |  |  |  | pg 132- |
|  |  |  |  | 135 |
|  | **5** | **THE ENVIRONMENT** | **SOIL** | **IMPORTANCE OF SOIL** | **The learner**   * States different uses of soil to man and plants. * Defines soil conservation. * Defines soil exhaustion. * Identifies causes of soil exhaustion. | **The learner** Reading the definition of soil conservation easily. | 1. **Importance of soil**    1. To man    2. To plants 2. **Soil conservation.**   Definition of soil conservation. | Discussion | Critical thinking Appreciation. | Learner’s participation in class discussion.  Note taking | Chalk board illustration. | Fount. Inte. Prim. Scie. Bk 5  Pg |  |
|  |  | 1. **Soil exhaustion.**    1. Definition of soil exhaustion.    2. Causes of soil exhaustion. |  | Mk pr sci pg 173-  175  Compre. Pri  Scie. Bk  5 pg 128  & 135 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **SOIL** | **SOIL EROSION** | **The learner**   * Defines leaching. * Defines soil erosion. * Outlines agents of soil erosion. * States causes of soil erosion. * Names the types of soil erosion. | **The learner** |  | Discussion Excursion. | Problem solving Responsibility |  | Chalk board illustration. | Fount. |  |
|  | Construction of | 1. **Leaching** | Learner’s | Inte. |
|  | sentences on soil | Definition of leaching. | participation | Prim. |
|  | erosion. |  | in class | Scie. Bk |
| **6** | Reads the words correctly with | 2. **Soil erosion**  a) Definition of soil | discussion. | 5  Pg134- |
|  | right  pronunciation | erosion.  b) Agents of soil | Note taking | 138 |
|  |  | erosion. |  | Mk pr sci |
|  |  | c) Causes of soil |  | pg 176- |
|  |  | erosion |  | 180 |
|  |  | d) Types of soil |  |  |
|  |  | erosion. |  | Compre. |
|  |  |  |  | Pri |
|  |  |  |  | Scie. Bk |
|  |  |  |  | 5 pg |
|  |  |  |  | 135-138 |
|  |  | **SOIL** | **SOIL EROSION** | **The learner**   * Describes different types of soil erosion. * Illustrates the different types of soil erosion. * Experiments on slash erosion. | **The learner** | **Splash erosion.** | Discussion Excursion. Experimentation. | Problem solving Responsibility | Excursion | Surrounding environment Water | Fount. |  |
|  |  | Reads the words | Description of splash |  | Inte. |
|  |  | correctly with | erosion. | Experimentin | Prim. |
|  |  | right | Experiment on splash | g | Scie. Bk |
|  | **1** | pronunciation | erosion. | Drawing | 5  Pg134- |
| **2** |  |  | **Rill erosion.**  Description of rill |  | 138 |
|  |  |  | erosion. |  | Mk pr sci |
|  |  |  |  |  | pg 176- |
|  |  |  | **Sheet erosion** |  | 180 |
|  |  |  | Description of sheet |  |  |
|  |  |  | erosion. |  | Compre. |
|  |  |  |  |  | Pri |
|  |  |  | **Gully erosion** |  | Scie. Bk |
|  |  |  | Description of gully |  | 5 pg |
|  |  |  | erosion. |  | 135-138 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **THE ENVIRONMENT** | **SOIL** | **PREVENTION/CONTROL OF SOIL EROSION.** | **The learner**   * Describes each way of controlling soil erosion. * Explains how these methods control soil erosion. | **The learner** | **Methods of controlling soil erosion.**   1. Mulching. 2. Contour ploughing. 3. Crop rotation. 4. Inter-cropping. 5. Agro-forestry 6. Terracing 7. Planting wind breaks. 8. Cover cropping. 9. Strip cropping. | Discussion | Problem solving Responsibility Care | Learner’s | Chalk board illustration. | Fount. |  |
|  | Reads the words | participation | Inte. |
|  | correctly with | in class | Prim. |
|  | right | discussion. | Scie. Bk |
|  | pronunciation |  | 5 |
| **2** | Describing | Note taking | Pg139- |
|  | methods of controlling soil |  | 144 |
|  | erosion. |  | Mk pr sci  pg 181- |
|  |  |  | 183 |
|  |  |  | Compre. |
|  |  |  | Pri |
|  |  |  | Scie. Bk |
|  |  |  | 5 pg |
|  |  |  | 138-141 |
|  |  | **THE ENVIRONMENT** | **SOIL** | **IMPROVING SOIL FERTILITY** | **The learner**   * Gives ways of improving soil fertility. * Names different types of fertilizers * Gives examples of natural fertilizers. * Give advantages of using artificial fertilizers. * Give disadvantages of using artificial fertilizers. | **The learner** | **Ways of improving** | Discussion | Problem solving Responsibility Care |  | Chalk board illustration. | Fount. |  |
|  |  | Reads the words | **soil fertility** | Learner’s | Inte. |
|  |  | correctly with | a) Mulching. | participation | Prim. |
|  |  | right | b) Crop rotation. | in class | Scie. Bk |
|  |  | pronunciation Describing | 1. Bush fallowing. 2. Agro forestry. | discussion. | 5  Pg146- |
| **2** | **3** | methods of  improving soil | 1. Contour ploughing. 2. Inter cropping. | Note taking | 151 |
|  |  | fertility. | g) Adding fertilizers. |  | Mk pr sci |
|  |  |  |  |  | pg 188- |
|  |  |  | **Fertilizers** |  | 189 |
|  |  |  | Groups of fertilizers. |  |  |
|  |  |  | Natural fertilizers |  | Compre. |
|  |  |  | Artificial fertilizers. |  | Pri Scie. Bk |
|  |  |  | **Natural fertilizers.** |  | 5 pg 141 |
|  |  |  | a) Describing natural fertilizers. |  | 143 |
|  |  |  | b) Examples of natural |  |  |
|  |  |  | fertilizers. |  |  |
|  |  |  | i. Farm yard manure |  |  |
|  |  |  | ii. Compost manure |  |  |
|  |  |  | iii. Green manure. |  |  |
|  |  |  | c) Advantages and |  |  |
|  |  |  | disadvantages of |  |  |
|  |  |  | natural fertilizers. |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **4** |  | **SOIL** | **IMPROVING SOIL FERTILITY** | **The learner**   * Describes artificial fertilizers. * Gives examples of artificial fertilizers. * States advantages of artificial fertilizers. * States disadvantages of using artificial fertilizers. | **The learner** Reads the words correctly with right pronunciation | **Artificial fertilizers**   1. Describing artificial fertilizers. 2. Examples of artificial fertilizers. 3. Advantages of artificial fertilizers. 4. Disadvantages of using artificial fertilizers. | Discussion | Problem solving Responsibility Care | Learner’s participation in class discussion.  Note taking | Chalk board illustration. | Fount. Inte. Prim. Scie. Bk 5 Pg146- 151 |  |
|  |  |  | Mk pr sci pg 188-  189 |
|  |  |  | Compre. Pri  Scie. Bk  5 pg 141  143 |
| **2** | **5** | **MATTER AND ENERGY** | **HEAT ENERGY** | **MATTER** | **The learner**   * Defines matter. * States Properties of matter. * Mentions States of matter. * Identifies what makes up matter. * Describes adhesion and cohesion forces. | **The learner** Reads the words correctly with right pronunciation | **Matter**   1. Definition of matter. 2. Properties of matter. 3. States of matter. 4. What makes up matter? 5. Adhesion and cohesion force. | Discussion | Creative thinking Appreciation. | Learner’s participation in class discussion.  Note taking | Chalkboard illustration | Compre. Pri  Scie. Bk 5 pg 59-  63 |  |
|  |  |  |  | Fount. Inte.  Prim. Scie. Bk 5 pg 74-  75 |
| **3** | **6** | **MATTER AND ENERGY** | **HEAT ENERGY** | **SOLIDS** | **The learner**   * Gives the characteristics of solids. * Draws arrangement of molecules in solids. * States the force of attraction between solids. * Gives examples of solids. | **The learner** Reads the words correctly with right pronunciation | **Solids**   1. Characteristics of solids. 2. Arrangement of molecules in solids. 3. Force of attraction in solids 4. Examples of solids. | Discussion | Effective communication. Making right choices. | Learner’s participation in class discussion.  Note taking Drawing | Chart showing arrangement of molecules in different states of matter | Compre. Pri  Scie. Bk 5 pg 59  Fount. Inte.  Prim. Scie. Bk 5 pg 78 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3** | **1** | **MATTER AND ENERGY** | **HEAT ENERGY** | **LIQUIDS** | **The learner**   * Gives the characteristics of liquids. * Describes the arrangement of molecules in liquids. * Names the force of attraction in liquids * States the examples   of liquids. | **The learner** Reads the words correctly with right pronunciation | **Liquids**   1. Characteristics of liquids. 2. Arrangement of molecules in liquids. 3. Force of attraction in   liquids   1. Examples of liquids. | Discussion | Effective communication. Making right choices. | Learner’s participation in class discussion. Note taking Drawing | Chart showing arrangement of molecules in different states of  matter | Compre. Pri  Scie. Bk 5 pg 59  Fount. Inte.  Prim. Scie. Bk 5 pg 78 |  |
| **3** | **2** | **MATTER AND ENERGY** | **HEAT ENERGY** | **GASES** | **The learner**   * Gives the characteristics of liquids. * Describes the arrangement of molecules in liquids. * Names the force of attraction in liquids * States the examples   of liquids. | **The learner** Reads the words correctly with right pronunciation | **Gases**   1. Characteristics of liquids. 2. Arrangement of molecules in liquids. 3. Force of attraction in   liquids   1. Examples of liquids. | Discussion | Effective communication. Making right choices. | Learner’s participation in class discussion. Note taking Drawing | Chart showing arrangement of molecules in different states of  matter | Compre. Pri  Scie. Bk 5 pg 60  Fount. Inte.  Prim. Scie. Bk 5 pg 79 |  |
| **3** | **3** | **MATTER AND ENERGY** | **HEAT ENERGY** | **CHANGES IN STATES OF MATTER** | **The learner**   * Describes changes in states of matter * Experiments different changes in ststes of matter. | **The learner** Reads the words correctly with right pronunciation | **Changes in states of matter**   1. Melting 2. Evaporation. 3. Freezing 4. Condensation. 5. Sublimation | Discussion | Effective communication. Making right choices. | Learner’s participation in class discussion.  Note taking | Source of heat, wax water, ice, Nephthalyn | Compre. Pri  Scie. Bk 5 pg 59  Fount. Inte.  Prim. Scie. Bk 5 pg 82-  83 |  |
| **3** | **4** | **MATTER AND ENERGY** | **HEAT ENERGY** | **MIXTURES** | **The learner**   * Defines. * Gives examples of mixtures. | **The learner** Reads the words correctly with right pronunciation | **Mixtures**   1. Definition. 2. Examples of mixtures.   **Dissolving substances.**   1. Soluble substances. 2. Insoluble substances | Discussion | Effective communication. Making right choices. | Learner’s participation in class discussion. Note taking | Water, Salt Sugar, stones, soil. | Compre. Pri  Scie. Bk 5 pg 63 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3** | **5** | **MATTER AND ENERGY** | **HEAT ENERGY** | **MIXTURES** | **The learner.**   * Defines a solute. * Mentions examples of solutes * Defines solvent. * Names examples of solvent. * Defines solution. * Mention examples of solution. | **The learner** Reads the words correctly with right pronunciation | **A solute**  Definition of a solutes. Examples of solutes  **Solvent**  Definition of solvent. Examples of solvent.  **Solution.**  Definition of solution. Examples of solution. | Discussion | Effective communication. Making right choices. | Learner’s participation in class discussion.  Note taking | Water, Salt Sugar. | Compre. Pri  Scie. Bk 5 pg 63-  64 |  |
| **3** | **6** | **MATTER AND ENERGY** | **HEAT ENERGY** | **SEPARATING MIXTURES** | **The learner**   * Separates mixtures by decanting and filtration. | **The learner** Reads the words correctly with right pronunciation | **Separating mixtures**.  **By decanting** Description of decanting.  When decanting is used.  **By filtration**.  Description of filtration. When filtration is used. | Discussion | Problem solving. Confidence | Learner’s participation in class discussion.  Note taking | Water, soil. | Compre. Pri  Scie. Bk 5 pg 65 |  |
| **4** | **1** | **MATTER AND ENERGY** | **HEAT ENERGY** | **SEPARATING MIXTURES.** | **The learner**   * Names other methods of separating mixtures. | **The learner** Reads the words correctly with right pronunciation | **Separating mixtures**. Using a separating funnel.  By hand picking. By using a magnet. By sieving. | Discussion | Problem solving. Confidence | Learner’s participation in class discussion.  Note taking | Rice, beans. | Compre. Pri  Scie. Bk 5 pg 67-  68 |  |
| **4** | **2** | **MATTER AND ENERGY** | **HEAT ENERGY** | **HEAT ENERGY** | **The learner**   * Defines heat energy. * Mentions sources of heat. * Suggest the uses of heat. * Defines fuels. * Give examples of fuel. | **The learner** Reads the words correctly with right pronunciation | **Heat energy.**   1. Definition of heat energy. 2. Sources of heat. 3. Uses of heat. 4. Fuels. 5. Examples of fuel. | Discussion | Problem solving. Confidence | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg 77  Fount. Inte.  Prim. Scie. Bk  5 pg 80 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4** | **3** | **MATTER AND ENERGY** | **HEAT ENERGY** | **EFFECTS OF HEAT ON MATTER** | **The learner**   * Mentions the effects of heat on matter. * Expansion in gases. * carries out experiment on expansion in gases. | **The learner** Reads the words correctly with right pronunciation | **Effects of heat on matter.**  Expansion in gases. Experiment on expansion in gases. | Discussion | Problem solving Making right choices. | Learner’s participation in class discussion.  Note taking | Balloon, empty bottle source of heat. | Compre. Pri  Scie. Bk 5 pg 89  Fount. Inte. Prim.  Scie. Bk 5 pg 85 |  |
| **4** | **4** | **MATTER AND ENERGY** | **HEAT ENERGY** | **EXPANSION OF LIQUIDS** | **The learner**   * Carries out experiment on expansion in liquids | **The learner** Reads the words correctly with right pronunciation | **Expansion in liquids**. Experiment on expansion in liquids. | Discussion | Problem solving Making right choices. | Learner’s participation in class discussion.  Note taking | Water, Glass tube, Stopper,Test tube, Heat source. | Compre. Pri  Scie. Bk 5 pg 87-  89  Fount. Inte. Prim. Scie. Bk  5 pg 83 |  |
| **4** | **5** | **MATTER AND ENERGY** | **HEAT ENERGY** | **EXPANSION IN SOLIDS** | **The learner**   * Carries out experiment on expansion in solids. | **The learner** Reads the words correctly with right pronunciation | **Expansion in solids**. Experiment on expansion in solids. | Discussion | Problem solving Making right choices. | Learner’s participation in class discussion.  Note taking | Bimetallic strip, Metallic ball and ring. | Compre. Pri  Scie. Bk 5 pg 87  Fount. Inte. Prim. Scie. Bk  5 pg 82 |  |
| **4** | **6** | **MATTER AND ENERGY** | **HEAT ENERGY** | **EFFECTS OF EXPANSION OF SOLIDS** | **The learner**   * States the effects of expansion of solids. * States the effects contraction of solids. | **The learner** Reads the words correctly with right pronunciation | **Effects of expansion of solids.**  Effects contraction of solids. | Discussion | Problem solving Making right choices. | Learner’s participation in class discussion.  Note taking | Chart showing rail line and electric and telephone wires between poles. | Compre. Pri  Scie. Bk 5 pg 89-  91  Fount. Inte. Prim.  Scie. Bk 5 pg 85 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5** | **1** | **MATTER AND ENERGY** | **HEAT ENERGY** | **HEAT TRANSFER** | **The learner**   * Describes ways of heat transfer. * Carries out experiment on conduction. | **The learner** Reads the words correctly with right pronunciation | **Heat transfer.**  Ways of heat transfer.   * Conduction * Convection * Radiation   **Conduction**   1. Definition of conduction. 2. Experiment on conduction. | Discussion Experimentation. | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking  Experimentin g | Candle, Nail, wax, Match box. | Compre. Pri  Scie. Bk 5 pg 78  Fount. Inte. Prim. Scie. Bk 5 pg 91-  93 |  |
| **5** | **2** | **MATTER AND ENERGY** | **HEAT ENERGY** | **CONVECTION** | **The learner**   * Defines convection. * Carries out experiments on convection. * Gives an account of how convection applies in life situation. | **The learner** Reads the words correctly with right pronunciation | **Convection**   1. Definition of convection. 2. Experiment on convection.   **Application of convection.**  Ventilation in a house, lantern, charcoal stove and charcoal box. | Discussion Experimentation. | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking Experimentin | Water, toug(glass), ink, Heat source.  Chart showing movement of air in and out of the | Compre. Pri  Scie. Bk 5 pg 82-  83 |  |
| **5** | **3** | **MATTER AND ENERGY** | **HEAT ENERGY** | **APPLICATION OF CONVECTION** | **The learner**   * Describes land breeze. * Describes sea breeze. | **The learner** Reads the words correctly with right pronunciation | **Application of convection.**  Land breeze. Sea breeze. | Discussion | Creative thinking Appreciation. | Learner’s participation in class discussion.  Note taking | Charts showing Land and Sea breeze. | Compre. Pri  Scie. Bk 5 pg 84-  85 |  |
| **5** | **4** | **MATTER AND ENERGY** | **HEAT ENERGY** | **RADIATION** | **The learner**   * Defines radiation. * Gives examples of radiation in nature. | **The learner** Reads the words correctly with right pronunciation | **Radiation.**   1. Definition of radiation. 2. Radiation in nature. 3. Solar energy. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Charts illustrating radiation. | Compre. Pri  Scie. Bk 5 pg 79  Fount. Inte. Prim. Scie. Bk 5 pg 95-  96 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5** | **5** | **MATTER AND ENERGY** | **HEAT ENERGY** | **CONDUCTORS** | **The learner**   * Defines conductors. * Gives examples of conductors of heat * Identifies the best solid conductor of heat. * Describes application of conductors of heat | **The learner** Reads the words correctly with right pronunciation | **Conductors**   1. Definition of conductors. 2. Examples of conductors of heat 3. The best solid conductor of heat. 4. Application of conductors of heat | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration | Compre. Pri  Scie. Bk 5 pg 80-  81  Fount. Inte. Prim. Scie. Bk 5 pg 92-  93 |  |
| **5** | **6** | **MATTER AND ENERGY** | **HEAT ENERGY** | **INSULATORS** | **The learner**   * Defines insulators. * Identifies examples of insulators of heat * Carries out experiment on insulators. * Suggests application of insulators. | **The learner** Reads the words correctly with right pronunciation | **Insulators.**  Definition of insulators. Examples of insulators of heat  Experiment to prove that water is an insulator.  Application of insulators. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Water, test tube, Vaseline, gauze and heat source. | Compre. Pri  Scie. Bk 5  pg 81-83  Fount. Inte. Prim. Scie. Bk 5  pg 93 |  |
| **6** | **1** | **MATTER AND ENERGY** | **HEAT ENERGY** | **REFLECTORS OF HEAT** | **The learner**   * Defines reflectors. * State how reflectors of heat can be applied in daily life situation. * Defines absorbers of heat. * State how absorbers of heat can be applied in daily life situation. | **The learner** Reads the words correctly with right pronunciation | **Reflectors of heat** Definition of reflectors. Application of reflectors of heat.  **Absorbers of heat.** Absorbers of heat. Application of absorbers of heat. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalk board illustration. | Compre. Pri  Scie. Bk 5 pg 85-  86  Fount. Inte. Prim. Scie. Bk 5 pg 97 |  |
| **6** | **2** | **MATTER AND ENERGY** | **HEAT ENERGY** | **THE VACUUM FLASK** | **The learner**   * States the use of a vacuum flask. * Names the parts of a vacuum flask. * Gives the functions of each part of a vacuum flask. | **The learner** Reads the words correctly with right pronunciation | **The vacuum flask.**  - The use of a vacuum flask.  -The parts of a vacuum flask.  -Functions of each part of a vacuum flask. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Real flask and Chart showing a flask. | Compre. Pri  Scie. Bk 5 pg 85-  86  Fount. Inte. Prim. Scie. Bk 5  pg 97-98 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **6** | **3** | **MATTER AND ENERGY** | **HEAT ENERGY** | **TEMPERATURE** | **The learner**   * Defines temperature. * Names the Instruments used for measuring temperature. * Gives the differences between temperature and heat. * Mentions the units used in   measuring temperature. | **The learner** Reads the words correctly with right pronunciation | **Temperature** Definition of temperature.  Instrument used for measuring temperature. Differences between temperature and heat. Units used in measuring temperature. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalk board illustration. | Compre. Pri  Scie. Bk 5 pg 91-  92  Fount. Inte. Prim. Scie. Bk 5 pg 85-  87 |  |
| **6** | **4** | **MATTER AND ENERGY** | **HEAT ENERGY** | **TEMPERATURE SCALES.** | **The learner**   * Names the types of temperature scales. * Gives the freezing and the boiling points on the centigrade and Fahrenheit scale. | **The learner** Reads the words correctly with right pronunciation | **Temperature scales.** Types of temperature scale.  The freezing and the boiling points on the centigrade and Fahrenheit scale. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalk board illustration. | Compre. Pri  Scie. Bk 5 pg 91-  92  Fount. Inte. Prim. Scie. Bk 5 pg 86-  87 |  |
| **6** | **5** | **MATTER AND ENERGY** | **HEAT ENERGY** | **LIQUIDS USED IN THERMOMETERS.** | **The learner**   * Suggests the advantages of using mercury over alcohol. * Suggests the disadvantages of using alcohol over mercury. * States why water is not used in thermometers. | **The learner** Reads the words correctly with right pronunciation | **Liquids used in thermometers**. Advantages of using mercury over alcohol. Disadvantages of using alcohol over mercury. Why water is not used in thermometers. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalk board illustration. | Compre. Pri  Scie. Bk 5 pg 94-  95 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **6** | **6** | **MATTER AND ENERGY** | **HEAT ENERGY** | **TYPES OF THERMOMETERS.** | **The learner**   * Names the types of thermometers. * Gives another name for clinical thermometer. * States the use of a clinical thermometer. * Identifies areas of the body where a clinical thermometer is placed. * Gives a reason for placing the clinical thermometer in the named parts of the body. * State why a clinical thermometer   should be sterilized after every use. | **The learner** Reads the words correctly with right pronunciation | **Types of thermometers.** Clinical  Six’s thermometer.  **Clinical thermometer.**   * Another name for clinical thermometer. * The use of a clinical thermometer. * Areas of the body where a clinical thermometer is placed. * Reason for placing the clinical thermometer in the named parts of the body. * Why a clinical thermometer should be sterilized after every use. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chart showing a clinical thermometer. Real thermometer. | Compre. Pri  Scie. Bk 5 pg 92-  94  Fount. Inte. Prim. Scie. Bk 5 pg 87-  89 |  |
| **7** | **1** | **MATTER AND ENERGY** | **HEAT ENERGY** | **DIAGRAM OF A CLINICAL** | **The learner**   * Names the part of the clinical thermometer. * Gives the function of each part. * States why mercury is used in a clinical thermometer. | **The learner** Reads the words correctly with right pronunciation | **Diagram of a clinical thermometer.**   * The part of the clinical thermometer. * Function of each part. * Why mercury is used in a clinical thermometer. * How to use a clinical thermometer. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chart showing a clinical thermometer.  Real thermometer. | Compre. Pri  Scie. Bk 5 pg 93  Fount. Inte. Prim. Scie. Bk 5 pg 87 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **7** | **2** | **MATTER AND ENERGY** | **HEAT ENERGY** | **SIX’S THERMOMETER.** | **The learner**   * Gives another name for Six’s thermometer. * States the use of a Six’s thermometer. * Name the thermometers that make up A Six’s thermometer. * Identify the liquids found in the six’s thermometer. * Draws the diagram of a Six’s thermometer. * States how a Six’s thermometer works. * Gives a reason why mercury is used in the maximum thermometer. * Gives a reason why alcohol is used in the minimum   thermometer. | **The learner** Reads the words correctly with right pronunciation | **Six’s thermometer.**   * Another name for Six’s thermometer. * The use of a Six’s thermometer. * A Six’s thermometer is made of maximum and minimum thermometer. * The liquids found in the six’s thermometer. * The diagram of a Six’s thermometer. * How a Six’s thermometer works. * Why mercury is used in the maximum thermometer. * Why alcohol is used in the minimum thermometer. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chart showing the Six’s thermometert. | Compre. Pri  Scie. Bk 5 pg 94  Fount. Inte. Prim. Scie. Bk 5 pg 88-  89 |  |
| **7** | **3** | **MATTER AND ENERGY** | **HEAT ENERGY** | **CHANGING OF TO OC** | **The learner**   * Converts fahrenheit to centigrade | **The learner** Reads the words correctly with right pronunciation | **Changing Fahrenheit to**  **centigrade**  oC = 5/9 (oF - 32) | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg 95-  96  Fount. Inte. Prim. Scie. Bk  5 pg 91 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **7** | **4** | **MATTER AND ENERGY** | **HEAT ENERGY** | **CHANGING OC TO OF** | **The learner**   * Converts centigrade to Fahrenheit. | **The learner** Reads the words correctly with right pronunciation | **Changing centigrade to Fahrenheit**.  oF = (9/5 x C) + 32 | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg 96 Fount. Inte.  Prim. Scie. Bk  5 pg 91 |  |
| **7** | **5** | **MATTER AND ENERGY** | **HEAT ENERGY** | **BURNING** | **The learner**   * Defines burning. * Names the gas needed for burning. * Names the gas produced during burning. * Draws the diagram of zones in flames. * States the characteristics of each zone. * Experiments to show that air supports burning. * States ways of Putting out fire. | **The learner** Reads the words correctly with right pronunciation | **Burning**   * Definition of burning. * Gas needed for burning. * Gas produced during burning. * Diagram of zones in flames. * Characteristics of each zone. * Experiments to show that air supports burning. * Putting out fire. | Discussion  Experimentation. | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. Bunsen burner. |  |  |
| **7** | **6** | **MATTER AND ENERGY** | **HEAT ENERGY** | **RUSTING** | **The learner**   * Describes the process of rusting. * Mentions the Conditions necessary for rusting. * Carries out experiments to show that oxygen is used during rusting. | **The learner** Reads the words correctly with right pronunciation | **Rusting**   * The process of rusting. * Conditions necessary for rusting. * Experiments to show that oxygen is used during rusting. | Discussion  Experimentation. | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalk board illustration Iron filings, water cotton wool. |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **8** | **1** | **MATTER AND ENERGY** | **HEAT ENERGY** | **RUSTING** | **The learner**   * States the advantage of rusting. * States the disadvantages of rusting. * Suggests ways of preventing rusting. * Gives the similarities between rusting and burning. * Gives the differences between rusting and burning. | **The learner** Reads the words correctly with right pronunciation | **Rusting**   * Advantage of rusting. * Disadvantages of rusting. * Ways of preventing rusting. * Similarities between rusting and burning. * Differences between rusting and burning. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. |  |  |
| **8** | **4** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION** | **CROP GROWING** | **COMMON TUBER CROPS** | **The learner**   * Names types of crops grown. * Gives examples of each type of crop. | **The learner** Reads the words correctly with right pronunciation | **Tuber crops**   * Types of tuber crops.   **Root tubers**   * Definition of root tubers * Examples of root tubers.   **Stem tubers**.   * Definition of stem tubers. * Examples of stem tubers   Methods of planting tuber crops | Discussion | Problem solving Making right choices. Care | Discussion Identification  Observation Visiting gardens | Real cassava, Sweet potatoes, Carrots, Turnip, Sugar beet Yams, Irish potatoes. | Inte . Pri Scie. Bk 5  Page 182 |  |
| **8** | **5** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION** | **CROP GROWING** | **CARING FOR TUBER CROPS (PRUNING)** | **The learner**   * Defines pruning * Names examples of plants pruned. * Suggests the importance/advantag es of pruning. | **The learner** Reads the words correctly with right pronunciation | **Pruning**  Definition of pruning.  Examples of plants pruned.  Importance/advantages of pruning. | Discussion | Problem solving Making right choices. Care | Discussion Actual pruning. | Chalkboard illustration | Compre. Pri  Scie. Bk 5  Page 173 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **8** | **6** | **SCIENCE IN HUMAN ACTIVITIES AND** | **CROP GROWING** | **THINNING** | **The learner**   * Defines thinning. * Suggests the Importance/advanta ges of thinning. | **The learner** Reads the words correctly with right pronunciation | **Thinning**  Definition of thinning.  Importance/advantages of thinning. | Discussion | Problem solving Making right choices. Care | Discussion  Visiting gardens  Observation | Chalkboard illustration Gardens | Compre. Pri  Scie. Bk 5  Page 173 |  |
| **9** | **1** | **SCIENCE IN HUMAN ACTIVITIES AND** | **CROP GROWING** | **MULCHING** | **The learner**   * **Definition of mulching.** * **Names the materials that can be used as mulch.** * **Gives the advantages of mulching.** * Gives t5he disadvantages of mulching | **The learner** Reads the words correctly with right pronunciation | **Mulching Definition of mulching.**  aterials that can be used as mulch.   1. Advantages of mulching. 2. Disadvantages of mulching | Discussion | Problem solving Making right choices. Care | Discussion  Visiting gardens  Observation Identification | Chalkboard illustration Gardens | Compre. Pri  Scie. Bk 5  Page 173 |  |
| **9** | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION** | **CROP GROWING** | **WEEDING** | **The learner**   * Defines weeding. * Defines a weed. * Names some common weeds in English and some local languages. * Gives the Importance of weeds * Mentions the Dangers of weeds. * States the importance of weeding. * Suggest Ways of controlling weeds. | **The learner** Reads the words correctly with right pronunciation | **Weeding.**   1. Definition of weeding. 2. Definition of a weed. 3. Naming some common weeds in English and some local languages. 4. Importance of weeds 5. Dangers of weeds. 6. Importance of weeding. 7. Ways of controlling weeds. | Discussion | Problem solving Making right choices. Care | Discussion  Visiting gardens  Observation Identification  Collecting and naming weeds | Chalkboard illustration Gardens | Compre. Pri  Scie. Bk 5  Page 174 MK Pri Agric Bk 5  Pg 8-23 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **9** | **3** | **SCIENCE IN HUMAN ACTIVITIES AND** | **CROP GROWING** | **COMMON CROP PESTS** | **The learner**   * Defines a pest. * Names examples of common crop pests. * Identifies crops attacked by each pest. * Names the parts of the plant affected by each pest. * Suggests ways of controlling pests. | **The learner** Reads the words correctly with right pronunciation | **Common Crop Pests**   1. Definition of a pest. 2. Examples of common crop pests. 3. Identifying crops attacked by each pest. 4. Parts of the plant affected by each pest. 5. Controlling pests. | Discussion | Problem solving Making right choices. Care | Discussion Identifying crop pests  Observing the parts of a plant affected by a given pest.  Drawing some pests | Chalkboard illustration Drawn chart showing common crop pests | Compre. Pri  Scie. Bk 5  Page 175-7 |  |
| **9** | **4** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION** | **CROP GROWING** | **COMMON CROP DISEASES.** | **The learner**   * Names the diseases that affect the crops. * Names parts of the plant affected by each disease. * Gives the effects of pests and diseases on crops. * Suggests ways of controlling crop diseases. | **The learner** Reads the words correctly with right pronunciation | **Common disease of Crops**   1. Diseases that affect the crops. 2. Parts of the plant affected by affected by each disease. 3. Effects of pests and diseases on crops. 4. Controlling crop diseases. | Discussion | Problem solving Making right choices. Care | Identifying crop diseases  Observing the parts of a plant affected by a given disease | Chalkboard illustration Drawn chart showing different parts of a plants affected by diseases. | Compre. Pri  Scie. Bk 5  Page 177-8 |  |
| **9** | **5** | **SCIENCE IN HUMAN ACTIVITIES AND** | **CROP GROWING** | **HARVESTING OF CROPS** | **The learner**   * Defines harvesting. * Names the season for harvesting crops. * Gives the disadvantages of early harvesting. * States ways of Storing harvested crops. * States the conditions for proper storage of produce. | **The learner** Reads the words correctly with right pronunciation | **Harvesting of crops.**   1. Definition of harvesting. 2. Season for harvesting crops. 3. Disadvantages of early harvesting. 4. Storage of harvested crops. 5. Conditions for proper storage of produce. | Discussion | Problem solving Making right choices. Care | Discussion Drawing  Identifying the disadvantage s of early harvesting. | Chalkboard illustration Drawn chart showing different ways of storing harvested crops. | Compre. Pri  Scie. Bk 5  Page 179 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **9** | **6** | **SCIENCE IN HUMAN ACTIVITIES AND** | **CROP GROWING** | **FARM RECORDS** | **The learner**   * States what farm records are. * Names types of farm records. * Gives the uses of farm records. * Gives the   importance of a  young farmers’ club. | **The learner** Reads the words correctly with right pronunciation | **Farm records**   1. What farm records are. 2. Types of farm records. 3. Uses of farm records.   oung farmers’ club Importance of a young farmers’ club. | Discussion | Problem solving Making right choices. Care | Discussion | Chalkboard illustration | Compre. Pri  Scie. Bk  5 page  29 |  |
| **1**  **0** | **1** | **THE WORLD OF LIVING THINGS** | **BACTERIA AND FUNGI** | **FUNGI** | **The learner**   * States the characteristics of fungi. * Gives examples of fungi. * Draws the structure of a mushroom * Names the parts of a mushroom * States the functions of some parts of a mushroom * States how a mushroom reproduces. * States how a mushroom feeds. * Suggests the importance of fungi. | **The learner** Reads the words correctly with right pronunciation | **Fungi**   1. Characteristics of fungi. 2. Examples of fungi.   **Mushroom**   1. The structure of a mushroom 2. Parts of a mushroom 3. Functions of some parts of a mushroom 4. How a mushroom reproduces. 5. How a mushroom feeds.   3. Importance of fungi. | Discussion | Critical thinking Taking decisions Concern | Discussing the characteristic s of fungi, Stating the importance of fungi, Identifying examples of fungi, Drawing examples of fungi. | Chalkboard illustration  Drawn chart showing examples of fungi | Compre. Pri  Scie. Bk 5  Page 190-191 |  |
| **1**  **0** | **2** | **THE WORLD OF LIVING THINGS** | **BACTERIA AND FUNGI** | **MOULDS** | **The learner**   * Describes moulds. * States the mode of reproduction. * States the mode of feeding. | **The learner** Reads the words correctly with right pronunciation | **Moulds.**   1. Description of   moulds.   1. Mode of reproduction. 2. Mode of feeding. | Discussion | Critical thinking Taking decisions Concern | Describing moulds, | Chalkboard illustration  Drawn chart showing moulds | Compre. Pri  Scie. Bk 5  Page 190-191 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1**  **0** | **3** | **THE WORLD OF LIVING** | **BACTERIA AND FUNGI** | **TOADSTOOLS** | **The learner**   * Identifies where toadstools grow from. * States how harmful toadstools are. * States how toadstools feed. * States how toadstools   reproduce. | **The learner** Reads the words correctly with right pronunciation | **Toadstools.**   1. Where they grow from. 2. How harmful it is. 3. How they feed. 4. How they reproduce. | Discussion | Critical thinking Taking decisions Concern | Describing moulds, | Chalkboard illustration  Drawn chart showing toadstools | Compre. Pri  Scie. Bk 5  Page 190-191 |  |
| **1**  **0** | **4** | **THE WORLD OF LIVING** | **BACTERIA AND FUNGI** | **YEAST** | **The learner**   * Describes yeast. * States how yeast reproduces. * States how yeast feeds. * States the importance of yeast. | **The learner** Reads the words correctly with right pronunciation | **Yeast**   1. Description of yeast. 2. How yeast reproduces.   How yeast feeds. Importance of yeast. | Discussion | Critical thinking Taking decisions Concern | Describing yeast | Chalkboard illustration  Drawn chart showing yeast | Compre. Pri  Scie. Bk 5  Page 190-191 |  |
| **1**  **0** | **5** | **THE WORLD OF LIVING THINGS** | **BACTERIA AND FUNGI** | **HARMFUL FUNGI** | **The learner**   * States how fungi are harmful. * Names the diseases caused by harmful fungi. * States how to Prevent and control fungal diseases. | **The learner** Reads the words correctly with right pronunciation | **Harmful fungi**   1. How fungi is harmful. 2. Diseases caused by harmful fungi. 3. Prevention and control of fungal diseases. | Discussion | Critical thinking Taking decisions Concern | Discussing examples of fungal diseases to plants.  Discussing examples of fungal diseases to people.  Discussing ways of prevention and control of  fungal diseases | Chalkboard illustration | Compre. Pri  Scie. Bk 5  Page 191 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1**  **0** | **6** | **THE WORLD OF LIVING** | **BACTERIA AND FUNGI** | **BACTERIA** | **The learner**   * Describes bacteria. * Names places where bacteria are found. * Names types of bacteria. | **The learner** Reads the words correctly with right pronunciation | **Bacteria**   1. Description of bacteria. 2. Places where bacteria are found. 3. Types of bacteria. | Discussion | Critical thinking Taking decisions Concern | Describing bacteria.  Identifying types of bacteria  Identifying places where  bacteria is found | Chalkboard illustration  Drawn chart showing | Compre. Pri  Scie. Bk 5  Page 188 |  |
| **1**  **1** | **1** | **THE WORLD OF LIVING THINGS** | **BACTERIA AND FUNGI** | **HARMLESS BACTERIA** | **The learner**   * States how harmless bacteria is useful * Gives similarities between bacteria and fungi. * Gives differences between bacteria and fungi. | **The learner** Reads the words correctly with right pronunciation | **Harmless bacteria.**   1. How harmless bacteria is useful 2. Similarities between bacteria and fungi. 3. Differences between bacteria and fungi. | Discussion | Critical thinking Taking decisions Concern | Giving uses of bacteria  Giving similarities between bacteria and fungi  Stating differences between bacteria and  fungi | -Chalkboard illustration  - Drawn chart showing different types of bacteria | Compre. Pri  Scie. Bk 5  Page 191 |  |

# PRIMARY FIVE SCIENCE. SCHEME OF WORK TERM III

**UNITS**

1. **MANAGING CHANGES IN THE ENVIRONMENT**
2. **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.**
3. **HUMAN HEALTH (FOOD AND NUTRITION)**
4. **HUMAN HEALTH (PRIMARY HEALTH CARE)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **W** | P | **THM** | **TP** | **SUB TOPC** | **COMPETENCES** | | **CONTENT** | **MTHD** | **L/SKLS & VALUES** | **ACTIVITIES** | **T/L AIDS** | **REF** | **RE** |
| **SUBJECT** | **LANGUAGE** |
|  | **2** | **MANAGING CHANGES IN THE ENVIRONMENT** | **CHANGES IN THE ENVIRONMENT** | **Chemical changes** | **The learner**   * Names the types of changes in the environment. * Defines chemical change. * Gives the characteristic of chemical change * Gives the examples of chemical change. | **The learner** Reads the of the types of changes. | **Changes in the environment**   1. Chemical changes 2. Physical changes 3. Biological changes | Discussion Experimentation | Problem solving. Logic | Learner’s participation in class discussion.  Note taking | Piece of paper, Match box etc | Compre. Pri  Scie. Bk  5 Pg 41 |  |
| **2** |  |  |  |  |  |
|  |  |  | **Chemical changes**  i. Definition of chemical change.  i. The characteristics of chemical change  i. Examples of chemical change. |  |  |
|  | **3** | **MANAGING CHANGES IN THE ENVIRONMENT** | **Physical change** | **The learner**   * Defines physical change. * Gives the characteristics of physical change. * Names examples of physical changes. | **The learner** Reads the words correctly with right pronunciation | **Physical change**   1. Definition of physical change. 2. Characteristics of physical change. 3. Examples of physical changes. | Discussion Experimentation. | Critical thinking.  Appreciation. | Identifying components.  Experimenting. | Ice, Wax, Match box | Fount. Inte. Prim. Scie. Bk 5  Pg47 |  |
|  |  |  |  | Mk pr sci pg55-56. |
|  |  |  |  | Compre. Pri  Scie. Bk  5 pg 40-  41 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **CHANGES IN THE ENVIRONMENT** | **Biological changes.** | **The learner**   * Defines biological change. * Gives the characteristics of biological change. * Names examples of biological changes | **The learner** | **Biological changes.**   1. Definition of biological change. 2. Characteristics of biological change. 3. Examples of biological changes | Discussion Experimentation. | Effective communication.  Decision making | Identifying | Chalkboard illustration | Fount. |  |
|  | Reads the | biological | Inte. |
|  | words | changes | Prim. |
| **4** | correctly with | Experimenting. | Scie. Bk |
|  | right | (Planting | 5 |
|  | pronunciation | seeds) | Pg46. |
|  |  |  | Mk pr sci |
|  |  |  | pg50-53. |
|  |  |  | Compre. |
|  |  |  | Pri |
|  |  |  | Scie. Bk |
|  |  |  | 5 pg 40 |
|  |  | **MANAGING CHANGES IN THE ENVIRONMENT** | **Other Changes in the environment.** | **The learner**   * States the changes that occur in the atmosphere. * Names the man made changes in the environment. * Names the natural changes. * States the effects of various types of changes to living things. | **The learner** | **Other Changes in the environment.**   1. Changes in the atmosphere. 2. Man made changes. 3. Natural changes. 4. Effects of various types of changes to living things. | Discussion | Critical thinking  Appreciation. |  | Chalk board illustration. | Fount. |  |
|  | Reads the | Learner’s | Inte. |
|  | vocabularies | participation in | Prim. |
|  | used in right | class | Scie. Bk |
| **5** | intonation | discussion. | 5 |
|  | and |  | Pg47-48. |
|  | pronunciation | Note taking |  |
|  |  |  | Mk pr sci |
|  | Spells the |  | pg57-58. |
|  | vocabularies |  |  |
|  | correctly. |  | Compre. |
|  |  |  | Pri |
|  |  |  | Scie. Bk |
|  |  |  | 5 pg 42- |
|  |  |  | 43 |
|  | **6** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.** | **GOATS REARING** | **Reasons for rearing goats & Structure of a goat.** | **The learner**   * Gives the reasons for rearing goats. * Draws the structure of a goat. * Names the external parts of a goat. | **The learner** Reads the vocabularies used in right intonation  and pronunciation | **Goats**   1. Reasons   for rearing goats.   1. Structure   of a goat.   1. External   parts of a goat. | Discussion Excursion. | Problem solving  Responsibility | Learner’s participation in class discussion.  Note taking | Chalk board illustration. | Fount. Inte. Prim. Scie. Bk 5  Pg50. |  |
|  | Spells the vocabularies correctly. |  | Mk pr sci pg69.  Compre. Pri  Scie. Bk  5 pg 56 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **GOATS REARING** | **Breeds of goats** | **The learner**   * Names the breeds reared in Uganda. * Describes each breed of goat. * Names the best breeds for milk production. * Names the breed of goat reared for its mohair | **The learner** | **Breeds of goats.**   1. Naming the breeds reared in Uganda. 2. Brief description of each breed of goat. 3. The milk breeds of goats. 4. The breed of goat reared for mohair. | Discussion Excursion. | Problem solving  Responsibility | Excursion | Surrounding environment Water | Fount. |  |
|  |  | Reads the |  | Inte. |
|  |  | vocabularies | Drawing | Prim. |
|  |  | used in right |  | Scie. Bk |
|  |  | intonation | Learner’s | 5 |
|  | **1** | and | participation in | Pg51-52. |
| **3** |  | pronunciation | class |  |
|  |  |  | discussion. | Mk pr sci |
|  |  | Spells the |  | pg70-72. |
|  |  | vocabularies | Note taking |  |
|  |  | correctly. |  | Compre. |
|  |  |  |  | Pri |
|  |  |  |  | Scie. Bk |
|  |  |  |  | 5 pg 56 |
|  |  | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.** | **Free grazing.** | **The learner**   * Defines grazing. * Names types of grazing. * Defines free grazing * States the advantages of free grazing. * States the disadvantages of free grazing. | **The learner** | **Grazing**   1. Definition of grazing. 2. Methods of grazing.   **Free grazing**.   1. Definition of free grazing. 2. Advantages of free grazing. 3. Disadvantages of free grazing. | Discussion | Problem solving Responsibility Care | Learner’s | Chalk board illustration. | Fount. |  |
|  |  | Reads the | participation in | Inte. |
|  |  | vocabularies | class | Prim. |
|  |  | used in right | discussion. | Scie. Bk |
|  |  | intonation |  | 5 |
|  | **2** | and | Note taking | Pg54 |
|  |  | pronunciation |  |  |
|  |  |  |  | Mk pr sci |
|  |  | Spells the |  | pg74. |
|  |  | vocabularies |  |  |
|  |  | correctly. |  | Compre. |
|  |  |  |  | Pri |
|  |  |  |  | Scie. Bk |
|  |  |  |  | 5 pg |
|  |  | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.** | **Tethering** | **The learner**   * Defines of tethering. * Gives the advantages of tethering grazing. * States the disadvantages of tethering. | **The learner** | **Tethering**   1. Definition of tethering. 2. Advantages of tethering. 3. Disadvantages of tethering. | Discussion | Problem solving Responsibility Care |  | Chalk board illustration. | Fount. |  |
|  |  | Reads the | Learner’s | Inte. |
|  |  | words | participation in | Prim. |
|  |  | correctly with | class | Scie. Bk |
|  |  | right | discussion. | 5 |
|  |  | pronunciation |  | Pg55. |
|  |  |  | Note taking |  |
| **4** | **3** |  |  | Mk pr sci |
|  |  |  |  | pg75. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **4** |  | **GOAT REARING** | **Zero grazing** | **The learner**   * Defines zero grazing. * Suggests the advantages of Zero grazing * Suggests the disadvantages of zero grazing. | **The learner** Reads the vocabularies used in right intonation and pronunciation  Spells the vocabularies correctly. | **Zero grazing**   1. Definition of zero grazing. 2. Advantages of Zero grazing. 3. Disadvantages of zero grazing. | Discussion | Problem solving Responsibility Care | Learner’s participation in class discussion.  Note taking | Chalk board illustration. | Fount. Inte. Prim. Scie. Bk 5 Pg55  Mk pr sci pg75. |  |
|  | **5** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.** | **Paddock grazing.** | **The learner**   * Defines paddock grazing. * Gives the advantages of paddock grazing * Gives the disadvantages of paddock grazing. | **The learner** Reads the vocabularies used in right intonation and pronunciation  Spells the  vocabularies correctly. | **Paddock grazing.**   1. Definition of paddock grazing. 2. Advantages of paddock grazing 3. Disadvantages of paddock grazing. | Discussion | Creative thinking  Appreciation. | Learner’s participation in class discussion.  Note taking | Chalkboard illustration | Compre. Pri  Scie. Bk 5 pg  Fount. Inte. Prim. Scie. Bk 5 pg |  |
|  | **6** | **Diseases that attack goats.** | **The learner**   * Names some diseases that attack goats. * Mentions the causes of each disease. | **The learner** Reads the vocabularies used in right intonation and pronunciation  Spells the vocabularies correctly. | **Diseases that attack goats.**   1. Examples of diseases that attack goats. 2. The causes of each disease. | Discussion | Effective communication.  Making right choices. | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg57. Fount. Inte.  Prim. Scie. Bk 5 pg56. |  |
| **5** | **1** | **Parasites that attack goats.** | **The learner**   * Names internal parasites that attack goats. * Names external parasites that attack goats. * Identifies how to control internal and external   parasites | **The learner** Reads the vocabularies used in right intonation and pronunciation  Spells the vocabularies correctly. | **Parasites that attack goats.**   1. Internal parasites that attack goats. 2. External parasites that attack goats. 3. How to control internal and external parasites. 4. Diagram of a farmer spraying a goat. | Discussion | Effective communication. Making right choices. | Learner’s participation in class discussion.  Note taking | Chart showing parasites | Compre. Pri  Scie. Bk 5 pg57  Fount. Inte.  Prim. Scie. Bk 5 pg55-  56. |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.** | **SHEEP REARING** | **Sheep** | **The learner**   * Names the types of breeds of sheep. * Names examples of local sheep kept in Uganda. * Mentions examples of exotic breeds of sheep. * Names the breed of sheep kept for wool. * Defines docking. * Suggests reasons for docking. * States ways of docking. * Mentions the gestation period of a   sheep. | **The learner** Reads the vocabularies used in right intonation and pronunciation  Spells the vocabularies correctly. | **Sheep**   1. Types of breeds of sheep. 2. Examples of local sheep kept in Uganda. 3. Examples of exotic breeds of sheep. 4. Breed of sheep kept for wool. 5. Definition of docking. 6. Reasons for docking. 7. Ways of docking. 8. Gestation period of a sheep. | Discussion | Effective communication. Making right choices. | Learner’s participation in class discussion.  Note taking Drawing | Pictures of different breeds of sheep | Compre. Pri  Scie. Bk 5 pg57-  58.  Fount. Inte.  Prim. Scie. Bk 5 pg57-  60. |  |
|  | **3** | **PIGGERY** | **Piggery** | **The learner**   * Defines piggery. * Names breeds of pigs. * Gives the characteristics of these breeds. * Identifies each breed of pigs. | **The learner** Reads the vocabularies used in right intonation and pronunciation  Spells the vocabularies correctly. | **Piggery.**   1. Define piggery. 2. Breeds of pigs. 3. Examples of each breed. 4. Characteristics of each breed. | Discussion | Effective communication. Making right choices. | Learner’s participation in class discussion.  Note taking | Pictures of different breeds of pigs | Compre. Pri  Scie. Bk 5 pg44-  45.  Fount. Inte.  Prim. Scie. Bk 5 pg61-  64. |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **4** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.** |  | **Systems in piggery** | **The learner**   * Names the systems of keeping pigs. * Defines each type of breed. * States the advantages of each type of breed. * States the disadvantages of each type of breed | **The learner** Reads the words correctly with right pronunciation | **Systems in piggery**   1. Types of systems.    * Intensive system.    * Extensive system. 2. Definition of each type of breed. 3. Advantages of each type of breed. 4. Disadvantages of each type of breed. | Discussion | Effective communication. Making right choices. | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg46-  47.  Fount. Inte. Prim. Scie. Bk 5 pg64-  65. |  |
|  | **5** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.** | **PIGGERY** | **Housing of pigs** | **The learner.**   * Names the house of a pig. * Draws the internal structure of a sty. * States gestation period of a pig. * States what steaming up is. | **The learner** Reads the words correctly with right pronunciation | **Housing of pigs**   1. Internal structure of a sty. 2. Gestation of a pig. 3. Steaming up. | Discussion | Effective communication. Making right choices. | Learner’s participation in class discussion.  Note taking | Chart showing internal structure of a sty. | Compre. Pri  Scie. Bk 5 pg47-  48.  Fount. Inte.  Prim. Scie. Bk 5 pg68. |  |
|  | **6** | **Castration** | **The learner**   * Defines castration. * Mentions the methods of castration. * Describes each method of castration. * Names some tools used for castration. * Gives reasons for castration. | **The learner** Reads the words correctly with right pronunciation | **Castration**   1. Definition of   castration.   1. Methods of   castration.   1. Description of each method of castration. 2. Tools used for castration. 3. Reasons for castration. | Discussion | Problem solving.  Confidence | Learner’s participation in class discussion.  Note taking | Diagram of a burdirro | Compre. Pri  Scie. Bk 5 pg49-  50. |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **6** | **1** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.** | **PIGGERY** | **Ruminants and non-ruminants.** | **The learner**   * Defines the term ruminant. * Identifies characteristics of ruminants. * Gives some examples of ruminants * Defines non ruminants. * Gives some examples of non- ruminants. * Identifies characteristics of non - ruminants. * Names the parts   of the digestive structure of a pig. | **The learner** Reads the words correctly with right pronunciation | **Ruminants and non- ruminants.**   1. Definition of ruminants. 2. Characteristics of ruminants. 3. Examples of ruminants 4. Definition of non ruminants. 5. Examples of non- ruminants. 6. Characteristics of non-ruminants. 7. Digestive structure of a pig. | Discussion | Problem solving.  Confidence | Learner’s participation in class discussion.  Note taking | Diagram of the digestive structure of a pig. | Compre. Pri  Scie. Bk 5 pg  Fount. Inte.  Prim. Scie. Bk 5 pg |  |
| **6** | **2** | **Diseases that attack pigs** | **The learner**   * Names the diseases that attack pigs. * Suggests the causes of the diseases. * States the signs and symptoms of each disease. * Suggests ways of Prevention and control of each   disease | **The learner** Reads the words correctly with right pronunciation | **Diseases that attack pigs**   1. Naming the diseases that attack pigs. 2. The causes of the diseases. 3. Signs and symptoms of each disease. 4. Prevention and control of each disease. | Discussion | Problem solving Making right choices. | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg52-  55.  Fount. Inte. Prim. Scie. Bk 5 pg70-  72. |  |
|  | **3** | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.** | **PIGGERY** | **Terms used in piggery.** | **The learner**   * Mentions some terms commonly used in piggery. * Gives meaning of the terms used in piggery. | **The learner** Reads the words correctly with right pronunciation | **Terms used in piggery.**   1. Common terms used in piggery. 2. Meanings of each term. | Discussion | Problem solving.  Confidence | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg44. |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **4** | **HUMAN HEALTH(FOOD AND NUTRITION)** | **FOOD AND NUTRITION** | **Breast-feeding.** | **The learner**   * Defines feeding. * Defines food. * Defines breast- feeding. * States the importance of   breast-feeding to the baby.   * States the importance of breast feeding to the   mother.. | **The learner** Reads the words correctly with right pronunciation | **Food**   1. Define feeding. 2. What is food?   **Breast-feeding.**   1. What breast feeding is. 2. Importance of breast feeding to a child. 3. Importance of breast feeding to a breast feeding mother. | Discussion | Problem solving Making right choices. | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg160  Fount. Inte. Prim. Scie. Bk 5 pg170. |  |
|  | **5** | **FOOD AND NUTRITION** | **Bottle-feeding.** | **The learner**   * Gives the factors that call for a child to be breast- fed. * Mentions the advantages of bottle- feeding. * States the disadvantages | **The learner** Reads the words correctly with right pronunciation | **Bottle-feeding.**   1. Factors that call for bottle-feeding. 2. Advantages of bottle feeding. 3. Disadvantages of bottle feeding. | Discussion | Problem solving Making right choices. | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg161.  Fount. Inte. Prim. Scie. Bk 5 pg171. |  |
|  | **6** | **Weaning children** | **The learner**   * Defines weaning. * Gives reasons for weaning. * States the age for weaning. * Names the foods used to wean   children. | **The learner** Reads the words correctly with right pronunciation | **Weaning children**   1. Definition of weaning. 2. Reasons for weaning 3. Age for weaning. 4. Foods used to wean children. | Discussion | Problem solving Making right choices. | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg163.  MK. pri. sci. bk5 pg212. |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **7** | **1** | **HUMAN HEALTH(FOOD AND NUTRITION)** |  | **Food taboos and beliefs.** | **The learner**   * Defines taboo. * Examples of religious taboos. * Mentions examples of cultural taboos. * States the advantages of food taboos. * States the disadvantages of   food taboos. | **The learner** Reads the words correctly with right pronunciation | **Food taboos and beliefs.**   1. Definition   of taboo.   1. examples   of religious taboos.   1. Example   s of cultural taboos.   1. Advantag   es of food taboos.   1. Disadvan   tages of food taboos. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg159-  160.  Fount. Inte. Prim. Scie. Bk 5 pg171-  177. |  |
|  | **2** | **Vulnerable groups of people** | **The learner**   * Defines vulnerable groups of people. * Gives   examples of vulnerable groups of people.   * Mentions how to Take care of each category of vulnerable group of   people. | **The learner** Reads the words correctly with right pronunciation | **Vulnerable groups of people.**   1. Definition of vulnerable groups of people. 2. Examples of vulnerable groups of people. 3. Taking care of each category of vulnerable group of people. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg161- |  |
|  | **3** | **HUMAN HEALTH(PRIMARY** | **PRIMARY HEALTH CARE** | **Elements of Primary Health Care.** | **The learner**   * Defines PHC. * Writes PHC in full. * Names the elements of PHC. | **The learner** Reads the words correctly with right pronunciation | **Elements of Primary Health Care.**   1. Definition of PHC. 2. Elements of PHC. | Discussion | Creative thinking Appreciation. | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg194.  Fount. Inte. Prim. Scie. Bk 5 pg226-  227. |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **4** |  |  | **Ways of educating people about PHC** | **The learner**  States ways of educating people about PHC. | **The learner** Reads the words correctly with right pronunciation | Ways of educating people about PHC. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg195  Fount. Inte. Prim. Scie. Bk 5 pg230. |  |
|  | **5** | **HUMAN HEALTH(PRIMARY HEALTH CARE)** | **An individual and Primary Health Care.** | **The learner**  Gives ways an individual maintains Primary Health Care. | **The learner** Reads the words correctly with right pronunciation | An individual and Primary Health Care. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg197  Fount. Inte. Prim. Scie. Bk 5 pg234. |  |
|  | **6** | **Family and Primary Health Care.** | **The learner**  States ways the family can promote Primary Health Care. | **The learner** Reads the words correctly with right pronunciation | Family and Primary Health Care. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5 pg198- 199.  Fount. Inte. Prim. Scie. Bk 5 pg234 |  |
| **8** | **1** | **PRIMARY HEALTH CARE** | **Community and Primary Health Care.** | **The learner** States ways the community can  promote Primary Health Care. | **The learner** Reads the words correctly with right pronunciation | Community and Primary Health Care. | Discussion | Problem solving Making right choices.  Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5  pg 199-  201.  Fount. Inte. Prim. Scie. Bk 5  pg235-236 |  |
|  | **2** | **Controlling diseases without treatment.** | **The learner** Suggests suitable lifestyles and good health practices | **The learner** Reads the words correctly with right pronunciation | Suitable lifestyles and good health practices. | Discussion Experimentati on | Problem solving Making right  choices. | Learner’s participation in class discussion.  Note taking | Water, Soap, toothbrush etc. | Compre. Pri  Scie. Bk 5 pg201 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **3** | **HEALTH(PRIMARY HEALTH CARE)** |  | **The sick, invalid and convalescent.** | **The learner**   * Defines a sick person. * Defines an invalid. * Defines a convalescent. * Identifies the care given to the convalescent. | **The learner** Reads the words correctly with right pronunciation | **The sick, invalid and convalescent.**   1. Definition of a sick person. 2. Definition of an invalid. 3. Definition of a convalescent. 4. How to care for the sick, invalid and convalescent, elderly, disabled and the   young. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5  pg 125 |  |
|  | **4** | **HUMAN HEALTH(PRIMARY HEALTH CARE)** | **School health club.** | **The learner**   * Identifies the composition of a school health club. * Mentions the activities of a school health club. | **The learner** Reads the words correctly with right pronunciation | **School health club.**   1. Composition of a school health club. 2. Activities of a school health club. | Discussion | Problem solving Making right choices.  Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5  Page 126  - 127 |  |
|  | **5** | **Health parades.** | **The learner**   * Defines a health parade. * Mentions the activities carried out on a health parade. | **The learner** Reads the words correctly with right pronunciation | **Health parades.**   1. Definition of heath parades. 2. Activities carried out on a heath parade. | Discussion | Problem solving Making right choices. Care | Learner’s participation in class discussion.  Note taking | Chalkboard illustration. | Compre. Pri  Scie. Bk 5  Page 127 |  |