**VICTORIOUS EDUCATION SERVICES**

**SCIENCE SCHEME OF WORK FOR PRIMARY FIVE**

**TERM THREE 2017**

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| **WK** | **PD** | **TOPIC** | **SUB TOPIC** | **COMPETENCES** | | | | **CONTENT** | **METHODS** | **ACTIVITIES** | **T/L AIDS** | **L/SKILLS & VALUES** | **REF** | **REM** |
| **SUBJECT** | | **LANGUAGE** | |
| 1 | 1 | TYPES OF CHANGES IN THE ENVIRONMENT | Biological  Changes | -Defines biological changes  -Identifies examples of biological changes  -Tells x-tics of biological changes | | -Spells and pronounces words related to biological changes | | Biological changes  -These are changes that take place in the life of living things..  -Examples of biological changes  -Characteristics of biological changes  -Importance of biological changes. | Guided discovery  Guided discussion  Explanation  Project  TPS | Defining biological changes  -Identifying examples of biological changes  -Telling x-tics of biological changes | Environment | Appreciation  Logical thinking  Self-awareness  Care  Effective communication  Effective thinking | MK int. Sci. Bk 5 pp.43-55  Understanding Int. Sci. Bk.5 pp. 17-27  Fountain Integrated Sci. Bk 5. Pp. 33-39.  Comprehensive Sci. Bk5. |  |
|  | 2 | Chemical Changes | -Defines chemical changes  - Identifies examples of chemical changes  -States x-tics of Chemical changes  -Describes how chemical changes occur | | -Spells and pronounces words related to chemical changes. | | Chemical Changes  These are changes where new substances are formed from the old ones.  -Examples of chemical changes  -Characteristics of chemical changes  -Importance of chemical changes. | Demonstration  Guided discovery  Guided discussion  Explanation  Observation  TPS | Observing different experiments  -Defining chemical changes  - Identifying examples of chemical changes  -Stating x-tics of Chemical changes  -Describing how chemical changes occur | Piece of papers  Nails water  Heat source | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Sci. Bk 5 pp.43-55  Understanding Int. Sci. Bk.5 pp. 17-27  Fountain Integrated Sci. Bk 5. Pp. 33-39.  Comprehensive Sci. Bk5. |  |
|  | 3 | Physical changes | -Defines physical changes  - Identifies examples of physical changes  -States x-tics of physical changes  -Describes how physical changes occur | | -Spells and pronounces words related to changes. | | Physical changes  These are changes that take place and no new substance is formed from the old one.  -Examples of physical changes  -Characteristics of physical changes  -Importance of physical changes. | Demonstration  Guided discovery  Guided discussion  Explanation  Observation  TPS | -Defining physical changes  - Identifying examples of physical changes  -Stating x-tics of physical changes  -Describing how physical changes occur | Ice  Water  Heat source | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Sci. Bk 5 pp.43-55  Understanding Int. Sci. Bk.5 pp. 17-27  Fountain Integrated Sci. Bk 5. Pp47  Comprehensive Sci. Bk5. |  |
|  | 4 | Consequences of different types of change | -describes different consequences of changes in the environment. | | -reads words and sentences related to consequences of changes in the environment. | | Consequences of biological changes  Consequences of chemical changes  Consequences of physical changes. | Demonstration  Guided discovery  Guided discussion  Explanation  Observation  TPS | -describing different consequences of changes in the environment. | Environment | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Sci. Bk 5 pp.43-55  Understanding Int. Sci. Bk.5 pp. 17-27  Fountain Integrated Sci. Bk 5. Pp47  Comprehensive Sci. Bk5.pp. 43 |  |
|  | 5 |  | TOPICAL TEST (TYPES OF CHANGES IN THE ENVIRONMENT) | | | | | | | | | |  |  |
| 2 | 1 | KEEPING GOATS, SHEEP AND PIGS | Keeping Goats | -Describes the external parts of a goat.  -Identifies and descried terms used in goat keeping.  -Tells the importance of goat keeping to people. | -reads and pronounces words related to goat keeping | | | -Terms used in goat keeping  -External parts of a goat  -Uses of goats to people. | Demonstration  Guided discovery  Guided discussion  Explanation  Observation  TPS | -Describing the external parts of a goat.  -Identifying and descried terms used in goat keeping.  -Telling the importance of goat keeping to people. | A chart showing the structure of a goat | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 60-69. |  |
|  | 2  &  3 | Breeds of goats | -identifies breeds of goats  -states the x-tics of each breed of goats | Reads words and sentences related to breeds of goats | | | Breeds of goats  -Local breeds  -Exotic breeds  -Cross breeds | Demonstration  Guided discovery  Guided discussion  Explanation  Observation  TPS | -identifying breeds of goats  -states the x-tics of each breed of goats | Structure of different breeds of goats | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 61-63.  Fountain Integrated Sci. Bk 5. Pp 50-52 |  |
|  | 4  &  5 | Housing and management of goats | -describes housing of goats  -identifies the feeds given to the goats | -reads words and sentences related to housing and managements of goats | | | Housing of goats  Feedings of goats | Demonstration  Guided discovery  Guided discussion  Explanation  Observation  TPS | -describing housing of goats  -identifying the feeds given to the goats | Environments  Types of pasture and feeds given to goats | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 61-63.  Fountain Integrated Sci. Bk 5. Pp 50-52 |  |
| 3 | 1 |  | Systems of keeping goats | -identifies the systems of keeping goats  -describes the advantages & disadvantages of different systems of keeping goats. | -reads and writes systems of keeping goats | | | **Systems of grazing goats**  -tethering  -paddock  -herding  -zero grazing  **Advantages and disadvantages of each system.** | Demonstration  Guided discovery  Guided discussion  Explanation  Observation  TPS | -identifying the systems of keeping goats  -describing the advantages & disadvantages of different systems of keeping goats. | Environment | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 61-63.  Fountain Integrated Sci. Bk 5. Pp 50-52 |  |
|  | 2 |  | Keeping Sheep | -identifies terms used in goat keeping  -describes the external parts of a sheep  -tells the  importance of keeping goats | -draws and labels the structure of a sheep | | | Terms used in the keeping of sheep  External parts of a sheep  Importance of keeping sheep | Demonstration  Guided discovery  Guided discussion  Explanation  Observation  TPS | -identifying terms used in goat keeping  -describing the external parts of a sheep  -telling the  importance of keeping goats | A chart showing the structures of a sheep | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 61-63.  Fountain Integrated Sci. Bk 5. Pp 50-52  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 3 |  | Breeds of sheep | -identifies breeds of sheep  -states the x-tics and examples of each breed of sheep | Reads words and sentences related to breeds of sheep | | | Breeds of sheep  -Local breeds  -Exotic breeds  -Cross breeds | Demonstration  Guided discovery  Guided discussion  Explanation  Observation  TPS | -identifying breeds of sheep  -stating the x-tics and examples of each breed of sheep | Pictures of different breeds | Appreciation  Logical thinking  Self awareness  are  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 61-63.  Fountain Integrated Sci. Bk 5. Pp 50-52  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 4 |  | Housing and Management of sheep | -describes housing of sheep  -identifies the feeds given to the sheep | -reads words and sentences related to housing and managements of sheep | | | Housing for sheep  Grazing sheep  Other activities on sheep farm  -shearing  -hoof trimming  -castration  -docking  -de-worming | Guided discovery  Guided discussion  Explanation  Observation  TPS | -describing housing of sheep  -identifying the feeds given to the sheep | Environment | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 61-63.  Fountain Integrated Sci. Bk 5. Pp 50-52  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 5  &  6 |  | Diseases of Goats and Sheep | -describes the diseases of goats and sheep; stating the cause, signs and systems and their control measures. | -reads words related to diseases of goats and sheep. | | | Diseases of Goats and Sheep | Guided discovery  Guided discussion  Explanation  Observation  TPS  Pp presentation | -describing the diseases of goats an sheep; stating the cause, signs and systems and their control measures. | Table showing diseases of goats and sheep  Pp presentation | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 61-63.  Fountain Integrated Sci. Bk 5. Pp 50-52  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
| 4 | 2 |  | Keeping pigs | -describes words used in piggery  -described the external parts of a pig.  -identifies the importance of keeping pigs | -draws and labels the structure of a pig | | | Terms used in the keeping of pigs  External parts of a pig  Importance of keeping pigs | Guided discovery  Guided discussion  Explanation  Observation  TPS | -describing words used in piggery  -described the external parts of a pig.  -identifying the importance of keeping pigs | A chart showing the structure of a pig | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 61-63.  Fountain Integrated Sci. Bk 5. Pp 50-52  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 3 |  | Breeds of pigs | -identifies breeds of pigs  -states the x-tics and examples of each breed of pigs. | Reads words and sentences related to breeds of pigs | | | Breeds of pigs  -Local breeds  -Exotic breeds  -Cross breeds | Guided discovery  Guided discussion  Explanation  Observation  TPS | -identifying breeds of pigs  -stating the x-tics and examples of each breed of pigs. | Chart showing breeds of pigs | Appreciation  Logical thinking  Self-awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 61-63.  Fountain Integrated Sci. Bk 5. Pp 50-52  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 4 |  | Proper housing and managements of pigs | -describes proper housing for pigs  -describes management practices for pigs | -Reads and writes practices in pigs keeping. | | | Housing of pigs  Management practices in keeping pigs | Guided discovery  Guided discussion  Explanation  Observation  TPS | -describing proper housing for pigs  -describing management practices for pigs | Environment | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 61-63.  Fountain Integrated Sci. Bk 5. Pp 50-52  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 5 |  | Systems of keeping pigs | -identifies the systems of keeping pigs  -describes the advantages & disadvantages of different systems of keeping pigs. | -reads and writes systems of keeping pigs | | | **Systems of grazing pigs**  -extensive systems  -intensive systems  **Advantages and disadvantages of each system.** | Guided discovery  Guided discussion  Explanation  Observation  TPS | -identifying the systems of keeping pigs  -describing the advantages & disadvantages of different systems of keeping pigs. | Environment  Sty diagram | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 61-63.  Fountain Integrated Sci. Bk 5. Pp 50-52  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
| 5 | 1 |  | Feeding and Caring for pigs | -explains ways of feeding and caring for the pigs | -tells stories about caring and feeding of pigs | | | Feeding of pigs  Caring for pigs/piglets | Guided discovery  Guided discussion  Explanation  Observation  TPS | -explaining ways of feeding and caring for the pigs | Feeding troughs diagrams and sty | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 61-63.  Fountain Integrated Sci. Bk 5. Pp 50-52  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 2 |  | Parasites and Diseases of pigs | -describes the diseases of pigs; stating the cause, signs and systems and their control measures. | -reads words related to diseases of pigs. | | | Parasites and Diseases of pigs | Guided discovery  Guided discussion  Explanation  Observation  TPS | -describing the diseases of pigs; stating the cause, signs and systems and their control measures. | Table showing diseases of pigs | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 61-63.  Fountain Integrated Sci. Bk 5. Pp 50-52  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 3 |  | Starting piggery project | -identifies the factors/requirements needed or to consider  -tells the reasons for starting a piggery project | -reads sentences correctly. | | | Requirements for starting a piggery project  Factors to consider  Reasons for starting a piggery project | Guided discovery  Guided discussion  Explanation  Observation  TPS  Project | -identifying the factors/requirements needed or to consider  -telling the reasons for starting a piggery project | c/b illusttrations | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp..  Fountain Integrated Sci. Bk 5. Pp  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 4 |  | Keeping farm records | -identifies the importance of keeping farm records  -describes different types of farm records | -reads and writes types of farm records | | | Importance of farm records  Types of farm records | Guided discovery  Guided discussion  Explanation  Observation  TPS  Project  Observation | -identifying the importance of keeping farm records  -describing different types of farm records. | Samples of farm records | Appreciation  Logical thinking  Self awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp..  Fountain Integrated Sci. Bk 5. Pp  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 5 | TOPICAL TEST (KEEPING GOATS, SHEEP AND PIGS) | | | | | | | | | | | |  |
| 6 | 1 | **FOOD AND NUTRITION** | Nutrition and Breast feeding | -Describes nutrition and breast feeding  -explains advantages of breast feeding to the mother, baby and family  -Tells the disadvantages of breast feeding. | -reads words related to nutrition and breast feeding.  -narrate stories about breast feeding. | | Nutrition  Definition of breast feeding  Advantages of breast feeding to; the mother, baby, and family. | | Guided discovery  Guided discussion  Explanation  Observation  TPS  Observation | -Describing nutrition and breast feeding  -explaining advantages of breast feeding to the mother, baby and family  -Telling the disadvantages of breast feeding. | Picture of the mother breast feeding | Appreciation  Logical thinking  Self-awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 188  Fountain Integrated Sci. Bk 5. Pp 170,171  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 2 | **Bottle feeding** | -defines bottle feeding  -identifies the advantages and dis advantages of bottle feeding | Reads and writes the advantages and disadvantages of bottle feeding | | **Bottle feeding**  **Conditions/factors that lead to bottle feeding.**  -death of the mother  - When the mother is HIV positive.  - Due to breast cancer or any other sickness  - lack of enough breast milk  - when the mother is too busy.  Advantages and dis advantages of bottle feeding. | | Guided discovery  Guided discussion  Explanation  Observation  TPS  Observation | -defining bottle feeding  -identifying the advantages and dis advantages of bottle feeding | Baby’s bottle  Water  Milk | Appreciation  Logical thinking  Self-awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp..  Fountain Integrated Sci. Bk 5. Pp  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 3  &  4 | Vulnerable Groups of people | -Identifies different vulnerable groups of people  - explains food for various vulnerable groups of people.  - Describe weaning | - names groups of vulnerable people | | **Vulnerable groups of people**  **-**elderly  -the sick  -The pregnant women  -the babies  -the breast feeding mothers | | Guided discovery  Guided discussion  Explanation  Observation  TPS  Observation | -Identifying different vulnerable groups of people  - explaining food for various vulnerable groups of people.  - Describing weaning | Environment | Appreciation  Logical thinking  Self-awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp..  Fountain Integrated Sci. Bk 5. Pp 172-176  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 5 |  | Traditional customs and food taboos | -explains what traditional customs and food taboos are.  -identifies examples of traditional customs and food taboos.  -tells the effects of food taboos | - Reads sentences and words related to food taboos and customs | | Food taboos  Examples of food taboos  Effects of food taboos | | Guided discovery  Guided discussion  Explanation  Observation  TPS  Observation | -explaining what traditional customs and food taboos are.  -identifying examples of traditional customs and food taboos.  -telling the effects of food taboos | Food samples | Appreciation  Logical thinking  Self-awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp..  Fountain Integrated Sci. Bk 5. Pp  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
| 7 | 1 |  | Food consumption patterns in the community | -describes food consumption patterns in Ugandan communities  -identifies staple foods of different communities | Name foods consumed by people from different communities  -tells stories about staple foods | | Food consumption patterns in Uganda  Staple foods of different regions | | Guided discovery  Guided discussion  Explanation  Observation  TPS  Observation | -describing food consumption patterns in Ugandan communities  -identifying staple foods of different communities | Sample foods | Appreciation  Logical thinking  Self-awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp..  Fountain Integrated Sci. Bk 5. Pp  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 2 | TOPICAL TEST (FOOD & NUTRITION) | | | | | | | | | | | |  |
|  | 3  &  4 | **PRIMARY HEALTH CARE (PHC)** | Primary Health Care and its elements | -describes Primary Health Care  -Identifies the elements of Primary Health Care  -explains the principles of PHC | -reads words and sentences related to PHC | | **Primary Health Care**  **Elements of PHC**  -Food and nutrition  -Environment and Sanitation  -Immunisation  -Family planning  -Personal Hygiene  -First aid and basic curative values  - Health lifestyles  **Principles of PHC** | | Guided discovery  Guided discussion  Explanation  Observation  TPS  Observation | -describing Primary Health Care  -Identifying the elements of Primary Health Care  -explaining the principles of PHC | Environment | Appreciation  Logical thinking  Self-awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp..255-260  Fountain Integrated Sci. Bk 5. Pp 226, 227  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 5 | Responsibilities of individuals, families and communities in promoting PHC | -identifies responsibilities of individuals, families and communities in promoting PHC | Reads sentences related to responsibilities of each party  Tells stories about each individual responsibilities in promoting PHC | | Responsibilities of;  -**individuals,**  **- families** and  **- communitie**s in promoting PHC | | Guided discovery  Guided discussion  Explanation  Observation  TPS  Observation | -identifying responsibilities of individuals, families and communities in promoting PHC | Environment | Appreciation  Logical thinking  Self-awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp. 261-263  Fountain Integrate Sci. Bk 5. Pp  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
| 8 | 1 | Suitable lifestyles and good health practices  &  People with special needs in the community | -identifies suitable lifestyles and good health practices  -identifies people with special needs in the community | -reads some of the good health practices | | **Suitable lifestyles and good health practices**  -eating good foods  -having adequate exercise  -getting adequate rest  Avoid smoking  **People with special needs in the community**  - elderly  - sick people  - the disabled  - the young people | | Guided discovery  Guided discussion  Explanation  Observation  TPS  Observation | -identifying suitable lifestyles and good health practices  -identifying people with special needs in the community | c/b illustration and environment | Appreciation  Logical thinking  Self-awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp..  Fountain Integrate Sci. Bk 5. Pp  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 2 | Good Health practices in schools | -describes activities done on health parades  - tells the functions of a school health committee.  -describes child to child programmes | Reads sentences related to good health practices in schools. | | Importance of Health parades in schools  Activities of health parades in schools  Functions of school health committee  Child to child programmes | | Guided discovery  Guided discussion  Explanation  Observation  TPS | -describing activities done on health parades  - telling the functions of a school health committee.  -describing child to child programmes | Environment | Appreciation  Logical thinking  Self-awareness  Care  Effective communication  Effective thinking | MK int. Pri. Sci. Bk 5  pp..  Fountain Integrated Sci. Bk 5. Pp  New Trend int. Pri. Sci. Bk5 pp  Comprehensive pri.Sci. Bk5.pp. |  |
|  | 3 | **TOPICAL TEST (PHC)** | | | | | | | | | | |  |
| EXTENSIVE REVISION For End of year exams | | | | | | | | | | | | | | |