

## PRIMARY SIX SCIENCE SCHEME OF WORK TERM I

| W<br>K | PD | THEME                                  | TOPIC                               | S/TOPIC       | COMPETENCES   |   | CONTENT   | MTDS   | L/SKILLS   | L/ACTS   | L/AIDS                                 | REF                              | R<br>E<br>M |
|--------|----|--|-------------------------------------|---------------|---|---|---|--|--|--|--|----------------------------------|-------------|
| 1      | 1  | THE<br>WORLD<br>OF<br>LIVING<br>THINGS | Classifications<br>of living things | Living things | <b>SUBJECT</b><br>The learner;<br>i) Defines living things.<br>ii) States the x-tics of living things.<br>iii) Identifies the kingdoms of living things.            | <b>LANGUAGE</b><br>The learner;<br>Reads, spells and pronounces.<br>- Respire<br>- Stimuli<br>- Food<br>- Protocticta<br>- Bacteria | <b>Living things</b><br>- Meaning of living things.<br>- Characteristics of living things.<br>- Features and characteristics based on to classify living things.<br>- Classification of living things.<br>- Kingdoms of living things.<br>- Differences between plants and animals. | Conducted class discussion<br><br><br><br><br><br><br><br><br><br>Guided discovery | Critical thinking<br><br><br>Self-awareness<br><br><br>Love<br><br><br>Care    | Mentions the x-tics and Kingdoms of living things. | Living things in the local environment | Baroqueeint Science BK 6 page 1. |             |
|        | 2  | THE<br>WORLD<br>OF<br>LIVING<br>THINGS | Classifications<br>of living things | Protoctista   | The Learner;<br>- Describe the protoctista organisms.<br>- Gives the characteristics of protoctista organisms.<br>- Mentions the examples of protoctista organisms. | The learner; reads, spells and pronounces.<br>- Protoctista<br>- Euglena<br>- Protozoa<br>- Organism                                | <b>Protoctista Kingdom</b><br>- Description of protoctista organisms.<br>- Characteristics of protoctista organisms<br>- Euglena<br>- Protozoa<br>- Characteristics of Euglena  | Guided discussion<br><br><br>Guided discovery<br><br><br>Brain storming            | Critical thinking<br><br><br>Self-awareness<br><br><br>Love<br><br><br>Respect | Stating examples of in the protoctista kingdom.    | Structure of Euglena on a chart.       | Comp science BK 6 page 52.       |             |
|        | 3  | THE<br>WORLD<br>OF<br>LIVING<br>THINGS | Classifications<br>of living things | Protozoa      | The learner;<br>- States the characteristics of protozoa.   | The learner reads spells and pronounces<br>- Protozoa<br>- Amoeba<br>- Paramecium<br>- Pseudopodia                                  | <b>Protozoa</b><br>- Characteristics of protozoa<br>- Examples of protozoa<br>- Amoeba<br>- Facts about amoeba<br>- Paramecium<br>- Dangers of protozoa   | Guided discussion  | Problem solving  | Naming parts of an amoeba                          | Structure of an amoeba                 | Comp science BK 6 page 53        |             |

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|   | 4 | <b>THE WORLD OF LIVING THINGS</b> | <b>Classifications of living things</b> | Animal Kingdom          | The Learner; <ul style="list-style-type: none"> <li>- Identifies the groups of animals.</li> <li>- Describes vertebrate.</li> <li>- States the groups of vertebrate.</li> </ul>                             | The learner; reads, spells and pronounces, <ul style="list-style-type: none"> <li>- Vertebrates</li> <li>- Invertebrates</li> <li>- Mammals</li> <li>- Reptiles</li> <li>- Homoeothermic</li> <li>- Amphibian</li> </ul> | <b><u>Animals Kingdom</u></b><br><i>Groups of Animals</i><br><i>Vertebrates</i><br><i>Characteristics of vertebrate</i><br><i>Groups of vertebrate</i><br><i>Types of vertebrate.</i>   | Guided discovery<br><br>Conducted class discussion<br><br>Question and answer | Self-awareness<br><br>Critical thinking<br><br>Care<br><br>Responsibility            | Stating the groups of animals            | Table of classification of animal          | Comp Science page 04.     |  |
|   | 5 | <b>THE WORLD OF LIVING THINGS</b> | <b>Classifications of living things</b> | Birds                   | The Learner; <ul style="list-style-type: none"> <li>- States the characteristics of birds.</li> <li>- Names the external parts of a bird.</li> <li>- Mentions the adaptation of birds to flying.</li> </ul> | The Learner; Reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Beak</li> <li>- Scales</li> <li>- Nictating</li> <li>- Feathers</li> <li>- Viscosity</li> </ul>                                      | <b><u>Birds</u></b> <ul style="list-style-type: none"> <li>- Characteristics of birds</li> <li>- External features of a bird.</li> <li>- Uses of fathers to birds.</li> <li>- Uses of feathers to man.</li> <li>- Adaptations of birds to flying</li> <li>- Why some birds are un able to fly.</li> </ul>   | Guided discussion<br><br>Guided discovery<br><br>Question and Answer          | Critical thinking<br><br>Assertiveness<br><br>Values<br><br>Love<br><br>Conservation | Mentioning the characteristics of birds. | A chart showing external feature of birds. | Comp. science page 05.    |  |
| 2 | 1 | <b>THE WORLD OF LIVING THINGS</b> | <b>Classifications of living things</b> | Groups (Types) of birds | The Learner; <ul style="list-style-type: none"> <li>- Gives the features used to classify birds.</li> <li>- Mentions the groups of birds.</li> </ul>  | The Learner; Spells, reads and pronounces. <ul style="list-style-type: none"> <li>- Perching</li> <li>- Wading</li> <li>- Scavenger</li> <li>- Scratching</li> <li>- Prey</li> </ul>                                     | <ul style="list-style-type: none"> <li>- Features of classifying birds.</li> <li>- Groups of birds</li> <li>- Swimming birds/xtics.</li> <li>- Examples of swimming birds.</li> <li>- Beak and foot of a swimming bird.</li> <li>- Perching birds/xtics.</li> <li>- Foot of a perching bird.</li> <li>- Types of perching birds.</li> <li>i) Seed eaters</li> <li>ii) Insect eaters</li> <li>iii) Nector suckers</li> <li>iv) Fruit eaters</li> </ul> | Guided solving<br><br>Brain storming<br><br>Guided discovery                  | Problem solving<br><br>Articulation<br><br>Value<br><br>Love<br><br>Care             | Mentioning examples of perching birds.   | Feet and beaks of perching birds.          | Bonqueint Science page 12 |  |

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| 2 | THE<br>WORLD<br>OF<br>LIVING<br>THINGS | Classifications<br>of living things | Birds of prey | The Learner; <ul style="list-style-type: none"> <li>- Defines birds of prey.</li> <li>- States the characteristics of birds of prey.</li> <li>- Gives examples of birds of prey.</li> </ul>             | The Learner;           Spells, reads and pronounces. <ul style="list-style-type: none"> <li>- Prey Sight</li> <li>- Predator</li> <li>- Flesh</li> <li>- Talons</li> </ul> | <u><b>Birds of prey</b></u> <ul style="list-style-type: none"> <li>- Describing birds of prey.</li> <li>- Characteristics of birds of prey.</li> <li>- Examples of birds of prey.</li> <li>- Foot and beak of a preying bird.</li> <li>- Examples of prey for preying birds.</li> <li>- Adaptations of birds of prey to their feeding.</li> </ul> <u><b>Scavenger birds</b></u> <ul style="list-style-type: none"> <li>- Describing scavenger birds.</li> <li>- Importance of scavengers.</li> </ul>   | Question and answer<br><br>Guided discovery                     | Problem solving<br><br>Articulation<br><br>Value <ul style="list-style-type: none"> <li>- Love</li> <li>- Care</li> </ul> | Text book use.<br><br>Drawing beaks and fact of birds.          | A beak and foot of a bird of prey. | Comp. science page 10           |  |
| 3 | THE<br>WORLD<br>OF<br>LIVING<br>THINGS | Classifications<br>of living things | Birds         | The Learner; <ul style="list-style-type: none"> <li>- Gives examples of scavengers.</li> <li>- States the characteristics of wading birds.</li> <li>- Mentions the examples of wading birds.</li> </ul> | The Learner; <ul style="list-style-type: none"> <li>- Vulture</li> <li>- Crow</li> <li>- Wading</li> <li>- Web</li> <li>- Mamboustork.</li> </ul>                          | <ul style="list-style-type: none"> <li>- Examples of scavengers birds</li> </ul> <u><b>Wading birds</b></u> <ul style="list-style-type: none"> <li>- Meaning of to wade.</li> <li>- Characteristics of wading birds.</li> <li>- Examples of wading birds.</li> <li>- Foot and beak of a wading bird.</li> <li>- Adaptations of wading birds to wading.</li> </ul> <u><b>Climbing birds</b></u> <ul style="list-style-type: none"> <li>- Describing the foot of a climbing bird.</li> <li>- Examples of climbing birds.</li> </ul> <u><b>Scratching birds</b></u> <ul style="list-style-type: none"> <li>- Characteristics of scratching birds.</li> <li>- Food for scratching birds.</li> <li>- Examples of scratching birds.</li> <li>- Foot and beak of a scratching birds.</li> </ul> | Guided discovery<br><br>Guided discussion<br><br>Brain storming | Problem solving<br><br>Self-reliance<br><br>Value<br><br>Care<br>Respect  | Mentioning the characteristics of climbing birds<br><br>Drawing | Feet and beaks of birds            | Bonqueint science BK 6 page 13. |  |

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|   | 4 | <b>THE WORLD OF LIVING THINGS</b> | <b>Classifications of living things</b> | Flightless birds       | The Learners; <ul style="list-style-type: none"> <li>- Describes flightless birds.</li> <li>- Gives the importance of birds to man.</li> </ul>  | The Learner; Read, spells and pronounces. <ul style="list-style-type: none"> <li>- Ostrich</li> <li>- Emu</li> <li>- Kiwi</li> <li>- Glue</li> </ul>   | <ul style="list-style-type: none"> <li>- Description of flightless birds.</li> <li>- Reasons why they can't fly.</li> <li>- Examples of flightless birds.</li> <li>- Importance of birds to man.</li> <li>- Dangers of birds.</li> </ul>  | Guided discussion<br><br>Question and Answer                     | Problem solving<br><br>Value <ul style="list-style-type: none"> <li>- Love</li> <li>- Care</li> </ul>                        | Text book reading                          | Flightless birds in text books. | Com. Science page 13.  |  |
|   | 5 | <b>THE WORLD OF LIVING THINGS</b> | <b>Classifications of living things</b> | Mammals                | The Learner; <ul style="list-style-type: none"> <li>- Mentions the characteristics of mammals.</li> <li>- Identifies the groups of mammals.</li> <li>- Gives the characteristics and examples of primates.</li> </ul> | The Learner; reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Mammals</li> <li>- Mammary</li> <li>- Chambers</li> <li>- Primates</li> <li>- Ungulates</li> <li>- Monotremes</li> </ul> | <ul style="list-style-type: none"> <li>- Description of mammals</li> <li>- Characteristics of mammals</li> <li>- Groups of mammals.</li> <li><b><u>Primates</u></b></li> <li>- Description of primates.</li> <li>- Characteristics of primates.</li> <li>- Examples of primates.</li> </ul>   | Brain storming<br><br>Guided discussions<br><br>Guided discovery | Critical thinking<br><br>Self-awareness<br><br>Value <ul style="list-style-type: none"> <li>- Love</li> </ul>                | Classifying mammals in their groups.       | Text book teaching.             | Comp. Science page 17  |  |
| 3 | 1 | <b>THE WORLD OF LIVING THINGS</b> | <b>Classifications of living things</b> | Rodents and Monotremes | The Learners; <ul style="list-style-type: none"> <li>- States the characteristics of rodents.</li> <li>- Mentions examples and examples of Monotremes.</li> </ul>   | The Learner; reads and Pronounces <ul style="list-style-type: none"> <li>- Gnawing</li> <li>- Canine</li> <li>- Rodents</li> <li>- Porcupine</li> <li>- Squirrel</li> </ul>                                  | <ul style="list-style-type: none"> <li>- Characteristics of rodents</li> <li>- Examples of rodents.</li> <li>- Dangers of rodents.</li> <li><b><u>Monotremes</u></b></li> <li>- Characteristics of egg laying mammals.</li> <li>- Examples of Monotremes</li> <li>- Reasons why Monotremes are the most primitive mammals.</li> </ul> | Guided discussion<br><br>Question and answers.                   | Problem solving<br><br>Self-awareness<br><br>Values <ul style="list-style-type: none"> <li>- Love</li> <li>- Care</li> </ul> | Giving examples of rodents and Monotremes. | Audio visual                    | Comp. science page 19. |  |

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| 2 | THE<br>WORLD<br>OF<br>LIVING<br>THINGS | Classifications<br>of living things | Chroptera,<br>Marsupials<br>and<br>insectivores | The Learner; <ul style="list-style-type: none"> <li>- Gives examples of chropteras.</li> <li>- Identifies the types of bats.</li> </ul>       | The Learners; reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Chroptera</li> <li>- Nocturnal</li> <li>- Echoes</li> </ul> | <ul style="list-style-type: none"> <li>- Describing Chroptera</li> <li>- Characteristics of chropteras</li> <li>- Examples of Chropteras</li> <li>- Types of bats</li> <li>- <u><b>Insectivores</b></u></li> <li>- Defining insectivores</li> <li>- Characteristics of insectivores</li> <li>- Examples of insectivores</li> </ul>  | <p>Guided discovery</p> <p>Brain storming</p>                               | <p>Critical thinking</p> <p>Articulation</p> <p>Values</p> <ul style="list-style-type: none"> <li>- Love</li> <li>- Care</li> </ul> | Answering and questions  | Text book illustration and diagrams | Bonqueeint science page 08 |  |
| 3 | THE<br>WORLD<br>OF<br>LIVING<br>THINGS | Classifications<br>of living things | Cetaceans                                       | The Learner; <ul style="list-style-type: none"> <li>- States the xtics of sea mammals</li> <li>- Mentions examples of sea mammals.</li> </ul> | The Learners; reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Cetaceans</li> <li>- Blabber</li> <li>- Whale</li> </ul>    | <ul style="list-style-type: none"> <li>- Description of sea mammals.</li> <li>- Characteristics of cetaceans.</li> <li>- Examples of cetaceans</li> <li>- <u><b>Ungulates</b></u></li> <li>- Definition of ungulates</li> <li>- Classes of ungulates</li> <li>- Examples of each class of ungulates.</li> <li>- <u><b>Canivores</b></u></li> <li>- Definition of canivores mammals.</li> <li>- Groups of canivores mammals.</li> <li>- Examples of canivores.</li> <li>- Scavengers among carnivorous mammals.</li> </ul> | <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer</p> | <p>Critical thinking</p> <p>Effective communication</p> <p>Love Care</p>  | Classifying ungulates in their groups according to their hooves. | Hooves of differe d ungulat es.     | Comp. science page 21.     |  |

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|   | 4 | <b>THE<br/>WORLD<br/>OF<br/>LIVING<br/>THINGS</b> | <b>Classifications<br/>of living things</b> | Reptiles   | The Learner; <ul style="list-style-type: none"> <li>- States the xtics of reptiles.</li> <li>- Gives the examples of reptiles.</li> </ul>  | The Learners; reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Reptiles</li> <li>- Scales</li> <li>- Fertilization</li> </ul>                               | <ul style="list-style-type: none"> <li>- Meaning of reptiles</li> <li>- Characteristics of reptiles.</li> <li>- Groups of reptiles and examples in each group.</li> <li>- Uses of reptiles.</li> <li>- Snakes</li> <li>- Crocodiles and alligators</li> <li>- Tortoises and turtles</li> <li>- Lizards</li> </ul> | Guided discussion<br><br>Brain storming                           | Critical thinking<br><br>Effective communication<br><br>Love Care  | Mentionin g the xtics of reptiles and groups of reptiles. | Comm on reptiles in the local environ ment. | Comp. science page 22  |  |
| 3 | 5 | <b>THE<br/>WORLD<br/>OF<br/>LIVING<br/>THINGS</b> | <b>Classifications<br/>of living things</b> | Amphibians | The Learner; <ul style="list-style-type: none"> <li>- States the xtics of amphibians.</li> <li>- Gives examples of amphibians.</li> <li>- Mentions the differences between flogs and toads.</li> </ul> | The Learner; Reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Amphibian</li> <li>- Gills</li> <li>- Salamander</li> <li>- Newts</li> <li>- Spawn</li> </ul> | <ul style="list-style-type: none"> <li>- Defining amphibians</li> <li>- Characteristics of amphibians</li> <li>- Examples of amphibians</li> <li>- Differences between frogs and toads.</li> <li>- Life history of amphibians.</li> </ul>   | Brain storming<br><br>Guided discovery<br><br>Question and answer | Critical thinking<br><br>Self-awareness<br><br>Value <ul style="list-style-type: none"> <li>- Care</li> <li>- Love</li> </ul>    | Stating the xtics of amphibians on a chart.               | Eggs of amphibians on a chart.              | Comp. Science page 29. |  |
| 4 | 1 | <b>THE<br/>WORLD<br/>OF<br/>LIVING<br/>THINGS</b> | <b>Classifications<br/>of living things</b> | Fish       | The Learner; <ul style="list-style-type: none"> <li>- Mentions the xtics of fish.</li> <li>- Names the external parts of a fish.</li> </ul>  | The Learner; reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Operculum</li> <li>- Scales</li> <li>- Lateral</li> <li>- Fertilization</li> </ul>            | <ul style="list-style-type: none"> <li>- Adaptation of frogs to living in water.</li> <li>- Why frogs can live both in water and on land.</li> <li>- Characteristics of fish.</li> <li>- Structure of each part of a fish.</li> </ul>   | Question and answer. Guided discovery.                            | Critical thinking<br><br>Problem solving<br><br>Value <ul style="list-style-type: none"> <li>- Ca re</li> <li>- Lo ve</li> </ul> | Naming parts of a fish.                                   | A fish                                      | Comp. science page 32. |  |

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|  | 2 | THE<br>WORLD<br>OF<br>LIVING<br>THINGS | Classifications<br>of living things | Fish                                   | The Learner; <ul style="list-style-type: none"> <li>- Explains how fish breathes.</li> <li>- Names parts of a gill.</li> <li>- States the adaptation of fish to living in water.</li> </ul> | The Learner; reads and spell. <ul style="list-style-type: none"> <li>- Dissolved</li> <li>- Gill filaments</li> <li>- Gill rakers</li> <li>- Swim bladder</li> <li>- Gill bar</li> </ul>       | <ul style="list-style-type: none"> <li>- Breathing in fish</li> <li>- Structure of a gill</li> <li>- Functions of each part of a gill.</li> <li>- Adaptations of fish to living in water.</li> <li>- A swim bladder</li> </ul>  | Guided discovery<br><br>Guided discussion<br><br>Question and answer | Critical thinking<br><br>Articulation<br><br>Values <ul style="list-style-type: none"> <li>- Love</li> <li>- Care</li> </ul>    | Naming parts of a gill. | A fish              | Comp. Science page 35  |  |
|  | 3 | THE<br>WORLD<br>OF<br>LIVING<br>THINGS | Classifications<br>of living things | Invertebrates                          | The Learner; <ul style="list-style-type: none"> <li>- Defines invertebrates.</li> <li>- Gives the groups of invertebrates.</li> <li>- States examples of molluscs.</li> </ul>               | The Learner; reads and pronounces. <ul style="list-style-type: none"> <li>- Invertebrates</li> <li>- Molluscs</li> <li>- Sponges</li> <li>- Coelenterates</li> <li>- Hermaphrodites</li> </ul> | <ul style="list-style-type: none"> <li>- Definition of invertebrates.</li> <li>- Groups of invertebrates<br/><u><b>Molluscs</b></u></li> <li>- Characteristics of molluscs</li> <li>- Examples of coelenterates</li> <li>- Examples of echinoderms</li> <li>- Breathing in sponges</li> </ul> | Conducted class discussion<br><br>Question and answer                | Articulation<br><br>Critical thinking<br><br>Values <ul style="list-style-type: none"> <li>- Respect</li> <li>- Care</li> </ul> | Text book reading.      | Text book diagrams  | Comp. Science page 37. |  |
|  | 4 | THE<br>WORLD<br>OF<br>LIVING<br>THINGS | Classifications<br>of living things | Coelenterates, Echinoderms and sponges | The Learner; <ul style="list-style-type: none"> <li>- States the characteristics of coelenterates.</li> <li>- Describes echinoderms</li> <li>- Explains how sponges breathe.</li> </ul>     | The Learner; reads and spells. <ul style="list-style-type: none"> <li>- Coelenterates</li> <li>- Hydra</li> <li>- Jelly fish</li> <li>- Star fish</li> <li>- Echinoderms</li> </ul>            | <ul style="list-style-type: none"> <li>- Description of coelenterates</li> <li>- Characteristics of coelenterates</li> <li>- Examples of echinoderms</li> <li>- Breathing in sponges</li> </ul>   | Conducted class discussion<br><br>Question and answers.              | Articulation<br><br>Critical thinking<br><br>Values <ul style="list-style-type: none"> <li>- Respect</li> <li>- Care</li> </ul> | Text book reading.      | Text book diagrams. | Comp. science page 37. |  |

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|  | 5 | THE<br>WORLD<br>OF<br>LIVING<br>THINGS | Classifications<br>of living things | Worms          | The Learner;<br>- Describes<br>worms.<br>- States the<br>groups of<br>worms.<br>- Gives the<br>characteris<br>tics of<br>segmented<br>worms.                                 | The Learner; reads,<br>spells and<br>pronounces.<br>- Worms<br>- Annelids<br>- Leeches<br>- Tape<br>worms<br>- Hook<br>worms<br>- Earth<br>worms | - Describing worms<br>- Groups of worms<br>- Characteristics of<br>segmented<br>worms and<br>examples.<br>- Importance of<br>earth worms.<br><u><b>Fleet worms</b></u><br>- Describing<br>fleet<br>worms.<br>- Examples of<br>flat worms. | Guided<br>discussion<br><br>Question<br>and answer | Problem<br>solving<br><br>Critical<br>thinking<br><br>Value<br>- Ca<br>re             | Grouping<br>worms<br>and giving<br>examples<br>of worms<br>in each<br>group. | Diagra<br>m of an<br>earth<br>tape<br>worm. | Comp. Science page 39  |  |
|  | 6 | THE<br>WORLD<br>OF<br>LIVING<br>THINGS | Classifications<br>of living things | Round<br>worms | The Learner;<br>- Gives<br>examples<br>of round<br>worms.  | The Learner; reads<br>and spells.<br>- Askaris<br>- Eat worms  | - Describing round<br>worms<br>- Examples of<br>round worms.  |  |   |  |   |                        |  |
|  | 7 | THE<br>WORLD<br>OF<br>LIVING<br>THINGS | Classifications<br>of living things | Arthropods     | The Learner;<br>- Defines the<br>term<br>arthropods<br>.<br>- States the<br>characteris<br>tics of<br>arthropods<br>.<br>- Identifies<br>the groups<br>of<br>arthropods<br>. | The Learner; reads,<br>spells and<br>pronounces.<br>- Arthropods<br>- Myriopods<br>- Arachinids<br>- Chilopoda<br>- Diplopoda                    | - Definition of<br>arthropods.<br>- Characteristics of<br>arthropods.<br>- Groups of<br>arthropods.<br>- Description of<br>myriapods.<br>- Examples of<br>myriapods.<br>- Characteristics of<br>chilopoda and<br>diplopoda                | Brain<br>storming<br><br>Guided<br>discovery       | Effective<br>communica<br>tion<br><br>Critical<br>thinking<br><br>Value<br>- Lo<br>ve | Text book<br>reading<br><br>Answering<br>and<br>questions                    | Power<br>point<br>presen<br>tation          | Comp. science page 39. |  |



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| 5 | 1 | <b>THE WORLD OF LIVING THINGS</b> | <b>Classifications of living things</b> | Crustaceans        | The Learner; <ul style="list-style-type: none"> <li>- States the xtics of crustacean.</li> <li>- Gives examples of Arachinids.</li> <li>- Mentions the xtics of insects.</li> </ul>             | The Learner; reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Crustaceans</li> <li>- Crab</li> <li>- Lobster</li> <li>- Cephalothorax</li> </ul>                    | <ul style="list-style-type: none"> <li>- Describing crustaceans</li> <li>- Characteristics of crustaceans.</li> <li>- Examples of crustaceans</li> <li>- Describing arachnids</li> <li>- Characteristics of arachnids</li> <li>- Examples of arachnids</li> <li>- Characteristics and examples of insects.</li> <li>- Life cycles (revision)</li> <li>- Care for vertebrates and invertebrates.</li> <li>- Topical test</li> </ul> | Guided discovery<br><br>Question and answer                          | Self-awareness<br><br>Problem solving<br><br>Value <ul style="list-style-type: none"> <li>- Love</li> <li>- Care</li> </ul> | Mentionin g examples of crustacea ns' arthropod s insects. | Audio visual presen tations        | Comp. Science page 40. |  |
|   | 2 | <b>MATTER AND ENERGY</b>          | <b>Sound Energy</b>                     | Sound Energy       | The Learner; <ul style="list-style-type: none"> <li>- Defines sound energy.</li> <li>- States the source of sound.</li> <li>- Explains how sound is produced.</li> </ul>                        | The Learner; reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Sound</li> <li>- Energy</li> <li>- Vibrations</li> <li>- Lightning</li> <li>- Articulation</li> </ul> | <ul style="list-style-type: none"> <li>- Definition of sound energy.</li> <li>- Source of sound</li> <li>- How sound is produced</li> <li>- Types of musical instruments.</li> <li>- Examples of each type and how the produce sound.</li> <li>- How different animals produce sound.</li> </ul>   | Guided discovery<br><br>Guided discussion                            | Articulation<br><br>Critical thinking   | Identifying different source of sound.                     | Whistles<br><br>Bells<br><br>Drums | Comp. Science page 58. |  |
|   | 3 | <b>MATTER AND ENERGY</b>          | <b>Sound Energy</b>                     | Sound transmittion | The Learner; <ul style="list-style-type: none"> <li>- States the way sound travels.</li> <li>- Gives the spread of sound in different states of matters.</li> <li>- Defines an echo.</li> </ul> | The learner; reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Waves</li> <li>- Temperature</li> <li>- Attitude</li> <li>- Echoes</li> </ul>                         | <ul style="list-style-type: none"> <li>- How sound travels.</li> <li>- Speed that determine speed of sound.</li> <li>- Air Echo</li> <li>- Importance of echoes</li> <li>- Control of echoes</li> <li>- Calculations on echoes</li> </ul>  | Guided discussion<br><br>Guided discovery<br><br>Question and answer | Critical thinking<br><br>Self-esteem<br><br>Value <ul style="list-style-type: none"> <li>- Love</li> </ul>                  | Suggesting ways of controlling echoes.                     | Teachers own collection            | Comp. science page 61. |  |

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|   | 4 | <b>MATTER AND ENERGY</b> | <b>Sound Energy</b> | Pitch of Sound                     | The Learner; <ul style="list-style-type: none"> <li>- Defines pitch of sound.</li> <li>- States the factors that determine pitch.</li> </ul>  | The Learner; reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Pitch</li> <li>- Tension</li> <li>- Frequency</li> <li>- Vibrations</li> </ul>               | <ul style="list-style-type: none"> <li>- Definition of pitch</li> <li>- Factors that determine pitch of sound.</li> </ul> <u><b>Volume of sound</b></u> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Factor that determines volume of sound.</li> <li>- Ways of storing sound.</li> <li>- Devices that store sound.</li> <li>- Reproducing stored sound.</li> </ul> | Brain storming<br><br>Guided discussion            | Critical thinking<br><br>Self-esteem<br><br>Value <ul style="list-style-type: none"> <li>- Love</li> <li>- Respect</li> </ul> | Text book reading                         | Bottles<br><br>Pine pipes | Comp. Science page 62        |  |
|   | 5 | <b>MATTER AND ENERGY</b> | <b>Sound Energy</b> | The human ear                      | The learner; <ul style="list-style-type: none"> <li>- States the functions of the human ear.</li> <li>- Names parts of the human ear.</li> <li>- States the function of each part.</li> </ul>       | The Learner; read and spells. <ul style="list-style-type: none"> <li>- Pinna</li> <li>- Eustachren</li> <li>- Cochlea</li> <li>- Ossicles</li> </ul>                             | <ul style="list-style-type: none"> <li>- Functions of the ear</li> <li>- Structure of the ear</li> <li>- Naming parts of the ear</li> <li>- Stating the function of each part of the ear.</li> </ul>  | Question and answer<br><br>Guided discussion       | Self-awareness<br><br>Critical thinking<br><br>Value <ul style="list-style-type: none"> <li>- Love</li> <li>- Care</li> </ul> | Stating the uses of each part of the ear. | Audio visual presentation | Comp. Science page 66.       |  |
| 6 | 1 | <b>MATTER AND ENERGY</b> | <b>Sound Energy</b> | Diseases and disorders of the ear. | The Learner; <ul style="list-style-type: none"> <li>- Identifies the diseases of the ear.</li> <li>- States the disorders of the ear.</li> <li>- Suggest the ways of caring for the ear.</li> </ul> | The Learner; reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Boils</li> <li>- Otagice</li> <li>- Otitis</li> <li>- Deafness</li> <li>- Sensory</li> </ul> | <ul style="list-style-type: none"> <li>- Diseases of the ear</li> <li>- Disorders of the ear.</li> <li>- Types of deafness</li> <li>- Care for the ear</li> <li>- Topical test</li> </ul>   | Conducted class discussion<br><br>Guided discovery | Self-awareness<br><br>Critical thinking<br><br>Value <ul style="list-style-type: none"> <li>- Love</li> <li>- Care</li> </ul> | Text book reading                         |                           | Bonqueint Science page ..... |  |

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|  | 2<br>&<br>3 | <b>THE<br/>HUMAN<br/>BODY</b> | <b>The<br/>Circulatory<br/>System</b> | The Heart     | The Learner; <ul style="list-style-type: none"> <li>- Defines the circulatory system.</li> <li>- Gives the component of the circulatory system.</li> <li>- Names the parts of the heart.</li> </ul> | The Learner; reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Heart</li> <li>- Circulatory</li> <li>- Blood</li> <li>- Chambers</li> <li>- Valves</li> </ul> | <ul style="list-style-type: none"> <li>- Definition of the circulatory system.</li> <li>- Components of the circulatory.</li> <li>- The heart (Facts) and major function.</li> <li>- Structure of the heart.</li> <li>- Functions of some parts</li> <li>- How the heart works</li> <li>- Diseases of the heart</li> <li>- Care for the heart</li> </ul>    | Conducted class discussions.<br><br>Guided discovery | Self-awareness<br><br>Critical thinking<br><br>Values <ul style="list-style-type: none"> <li>- Love</li> <li>- Care</li> </ul> | Naming parts of the heart.                        | A chart showing the human heart | Bonqueint science page..... |  |
|  | 4           | <b>THE<br/>HUMAN<br/>BODY</b> | <b>The<br/>Circulatory<br/>System</b> | Blood vessels | The Learner; <ul style="list-style-type: none"> <li>- Defines a blood vessel.</li> <li>- Gives the types of blood vessels.</li> <li>- States the xtics of veins and arteries.</li> </ul>            | The Learner; reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Arteries</li> <li>- Veins</li> <li>- Capillaries</li> <li>- Valves</li> <li>- Blood</li> </ul> | <ul style="list-style-type: none"> <li>- Definition of blood vessels</li> <li>- Types of blood vessels.</li> <li>- Diagram of an artery</li> <li>- Characteristics of arteries</li> <li>- Diagram of a vein</li> <li>- Characteristics of veins</li> <li>- Diagram of capillaries</li> <li>- Description of blood</li> <li>- Components of blood</li> </ul> | Guided discussion<br><br>Question and answers        | Critical thinking<br><br>Problem Solving   | Stating the difference between veins and arteries | Diagrams of veins and arteries  | Bonqueint Science page....  |  |

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|   | 5 | <b>HUMAN BODY</b> | <b>The Circulatory system</b> | Components of blood | The Learner; <ul style="list-style-type: none"> <li>- States the component of blood.</li> <li>- Gives the functions of each component.</li> </ul> | The Learner; reads, spells and pronounces. <ul style="list-style-type: none"> <li>- Red blood cells</li> <li>- Platelets</li> <li>- Plasma</li> <li>- Nucleus</li> </ul> | <ul style="list-style-type: none"> <li>- Components of blood</li> <li>- A red blood cell structures</li> <li>- Characteristics of red blood cells</li> <li>- Function of red blood cells</li> <li>- A white blood cell structure</li> <li>- Characteristics of white blood cells.</li> <li>- Functions of white blood cells</li> <li>- Platelets</li> <li>- Functions of platelets</li> <li>- Plasma description</li> <li>- Components of plasma</li> <li>- Functions of plasma</li> </ul> | Guided discovery<br><br>Question and answer  | Self-awareness<br><br>Critical thinking<br><br>Value <ul style="list-style-type: none"> <li>- Love</li> <li>- Care</li> </ul> | Explaining the roles of each blood components.                 | Audio Visual presentation | Bonqueint science page..... |  |
| 7 | 1 | <b>HUMAN BODY</b> | <b>The Circulatory system</b> | Blood Group         | The Learner; <ul style="list-style-type: none"> <li>- Defines the blood groups.</li> <li>- States the universal donor group of blood.</li> </ul>  | The Learner; reads and spells. <ul style="list-style-type: none"> <li>- Donor</li> <li>- Recipient</li> <li>- Transfusion</li> </ul>                                     | <ul style="list-style-type: none"> <li>- Blood groups</li> <li>- A blood donor</li> <li>- Blood transfusion</li> <li>- Universal donor group and universal recipient.</li> <li>- Table illustration.</li> <li>- Functions of blood</li> <li>- Increasing the volume of blood in the body.</li> <li>- Diseases of blood.</li> </ul>   | Conducted class discussion<br>Brain storming | Critical thinking<br><br>Values <ul style="list-style-type: none"> <li>- Love</li> <li>- Respect</li> </ul>                   | Suggesting ways of increasing the volume of blood in the body. | Audio visual presentation | Bonqueint science page..... |  |

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|   | 2<br>& 3 | <b>HUMAN<br/>BODY</b>   | <b>The<br/>Circulatory<br/>system</b> | Blood<br>Circulation    | The Learner;<br><ul style="list-style-type: none"> <li>- Defines blood circulation.</li> <li>- Explains how blood circulates in the body.</li> </ul>   | The Learner; reads and spells<br><ul style="list-style-type: none"> <li>- Circulation</li> <li>- Superior</li> <li>- Hepatic</li> <li>- Renal</li> </ul>                             | <ul style="list-style-type: none"> <li>- Definition of blood circulation.</li> <li>- Diagram illustrating blood circulation.</li> <li>- Hepatic portal vein.</li> <li>- Coronary artery</li> <li>- Diseases and disorders of the circulatory system</li> <li>- Care for the circulatory system</li> <li>- Topical Test</li> </ul> | Guided discussion<br><br>Question and answer  | Self-awareness<br><br>Problem solving<br><br>Values<br><ul style="list-style-type: none"> <li>- Love</li> <li>- Care</li> </ul> | Naming different blood vessels in the body | Diagram illustrating of blood circulation in the body | Bonqueint science page..... |  |
|   | 4<br>& 5 | <b>HUMAN<br/>HEALTH</b> | <b>Alcohol, smoking and drugs</b>     | Alcohol and alcoholism  | The Learner;<br><ul style="list-style-type: none"> <li>- Defines the term distillation.</li> <li>- Explains the process of distilling alcohol.</li> <li>- States the effects of alcoholism.</li> </ul> | The Learner; reads, spells and pronounces.<br><ul style="list-style-type: none"> <li>- Alcohol</li> <li>- Alcoholism</li> <li>- Methyl</li> <li>- Addicted</li> </ul>                | <ul style="list-style-type: none"> <li>- Define of alcohol</li> <li>- Types of alcohol and their description</li> <li>- Alcoholism and alcoholics.</li> <li>- Reasons why people drink alcohol.</li> <li>- Uses of alcohol.</li> <li>- Methods of making alcohol</li> <li>- Fermentation</li> </ul>                               | Question and answers<br><br>Guided discussion | Self-awareness<br><br>Problem solving<br><br>Values<br><ul style="list-style-type: none"> <li>- Care</li> </ul>                 | Stating the use of alcohol.                | Teachers' own collection.                             | Comp. science page 116      |  |
| 8 | 1        | <b>HUMAN<br/>HEALTH</b> | <b>Alcohol, smoking and drugs</b>     | Distillation of alcohol | The Learner;<br>Defines the term distillation.<br>Explains the process of distilling alcohol.<br>States the effects of alcoholism.   | The Learner; reads, spells and pronounces.<br><ul style="list-style-type: none"> <li>- Distillation</li> <li>- Condensations</li> <li>- Evaporation</li> <li>- Distillate</li> </ul> | <ul style="list-style-type: none"> <li>- Definition of distillation</li> <li>- Alcoholic drinks made through distillation.</li> <li>- Process illustration of distillation</li> <li>- Effects of alcoholism to (individual, family, community)</li> <li>- How to control alcoholism.</li> </ul>                                   | Brain storming<br><br>Guided discovery        | Problem solving<br><br>Assertiveness<br><br>Values<br><ul style="list-style-type: none"> <li>- Love</li> <li>- Care</li> </ul>  | Explaining the whole distillation process. | Illustration on distillation.                         | Comp science page 117       |  |

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|   | 2 & 3 | <b>HUMAN HEALTH</b> | <b>Alcohol, smoking and drugs</b> | Smoking           | The Learner;<br>Defines smoking<br>Identifies the types of smoking.<br>Suggests the factors that lead to smoking.   | The Learner; reads, spells and pronounces.<br><ul style="list-style-type: none"><li>- Smoking</li><li>- Tobacco</li><li>- Passive</li><li>- Tar</li><li>- Nicotine</li></ul>                                  | <ul style="list-style-type: none"><li>- Definition of smoking</li><li>- Ways how people use tobacco.</li><li>- Types of smoking</li><li>- Reasons why people smoke</li><li>- Conditions that lead to smoking (factors).</li><li>- Substances found in tobacco smoke.</li><li>- Effects of smoking</li><li>- Ways of avoiding smoking.</li></ul>                    | Conducted class discussion<br><br>Question and answer | Critical thinking<br><br>Self-awareness<br><br>Value<br><ul style="list-style-type: none"><li>- Love</li><li>- Care</li></ul>   | Mentioning the effects of smoking. | Tobacco Leaves                | Comp science page 235        |  |
|   | 4 & 5 | <b>HUMAN HEALTH</b> | <b>Alcohol, smoking and drugs</b> | Drugs             | The Learner;<br><ul style="list-style-type: none"><li>- Defines the term a drug.</li><li>- Gives the meaning of essential drugs.</li><li>- States the qualities of essential drugs.</li></ul> | The Learner; reads, spells and pronounces.<br><ul style="list-style-type: none"><li>- Drugs</li><li>- Essential</li><li>- Narcotics</li><li>- Conception</li><li>- Laboratory</li></ul>                       | <ul style="list-style-type: none"><li>- Definition of a drug</li><li>- Materials for making drugs</li><li>- Essential drugs</li><li>- Health needs among people</li><li>- Qualities of essential drugs (characteristics)</li><li>- Types of essential drugs.</li><li>- Qualities of laboratory manufactured drugs.</li><li>- Examples of Lab made drugs.</li></ul> | Conducted class discussion<br><br>Question and answer | Self-awareness<br><br>Problem solving<br><br>Values<br><ul style="list-style-type: none"><li>- Love</li><li>- Respect</li></ul> | Text book reading.                 | Panadol<br><br>Cough mixtures | Bonqueint science page ..... |  |
| 9 | 1     | <b>HUMAN HEALTH</b> | <b>Alcohol, smoking and drugs</b> | Drug prescription | The Learner;<br><ul style="list-style-type: none"><li>- Defines drug prescription.</li><li>- Gives the reasons for prescribing drugs.</li><li>- Suggests the ways of storing drugs.</li></ul> | The Learner; reads, spells and pronounces.<br><ul style="list-style-type: none"><li>- Prescription</li><li>- Overdose</li><li>- Underdose</li><li>- Dosage</li><li>- Strength</li><li>- Expiry date</li></ul> | <ul style="list-style-type: none"><li>- Meaning of drug prescription</li><li>- Information under drug prescription</li><li>- Reasons for prescribing drugs</li><li>- Factors considered when prescribing drugs.</li><li>- Dangers of buying drugs from shops.</li><li>- Storage of drugs.</li></ul>  | Guided discussion<br><br>Brain storming               | Critical thinking<br><br>Problem solving<br><br>Values<br><ul style="list-style-type: none"><li>- Care</li></ul>                | Group discussion                   | Tablets in packs              | Bonqueint science page.....  |  |

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|  | 2 | <b>HUMAN HEALTH</b> | <b>Alcohol, smoking and drugs</b> | Drug abuse, misuse and dependence . | The Learner; Defines drug abuse and drug misuse. Gives drugs commonly abused. Defines the term drug dependence. | The learner; reads, spells and pronounces. <ul style="list-style-type: none"><li>- Abuse</li><li>- Misuse</li><li>- Dependence</li><li>- Opium</li><li>- Cocaine</li></ul> | <ul style="list-style-type: none"><li>- Meaning of drug abuse</li><li>- Drugs commonly abused</li><li>- Meaning of drug misuse</li><li>- How drugs are misused</li><li>- Drug dependence meaning.</li><li>- Drugs of dependence and examples.</li><li>- Dangers of drug dependence</li><li>- Life skills to control drug abuse and dependence.</li><li>- Topical test</li></ul> | Brain storming<br><br>Guided discovery | Self-awareness<br><br>Problem solving<br><br>Values <ul style="list-style-type: none"><li>- Love</li><li>- Care</li></ul> | Answering and questions | Pupils text book illustrations | Bonqueeint science page..... |  |
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