

Topic Outline for P6

Term I

Theme	Topic	Sub-topics	No. of Periods
The World of Living Things	1. Classification of Animals	Classifying Vertebrates and Invertebrates <ul style="list-style-type: none"> • Vertebrates <ul style="list-style-type: none"> a) Warm blooded animals <ul style="list-style-type: none"> - Mammals - Birds a) Cold blooded animals <ul style="list-style-type: none"> - Reptiles - Fish - Amphibians • Non-vertebrates (invertebrates) <ul style="list-style-type: none"> - Arthropods e.g. insects, arachnids, myriapods and crustaceans - Molluscs - Worms • Care for and Protection of Vertebrates and Invertebrates 	20

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Theme	Topic	Sub-topics	No. of Periods
Matter and Energy	2. Sound Energy	<p>Sound Energy: Sources of Sound (natural and artificial)</p> <ul style="list-style-type: none"> • Pitch, Frequency and Volume of Sound • How Sound Travels • How Sound is Produced, Stored and Reproduced • The Human Ear • Diseases and Disorders of the Human Ear • Care for the Human Ear 	20
The Human Body	3. Circulatory System	<p>Blood Circulation</p> <ul style="list-style-type: none"> • Structure and Function of the Heart • Blood Vessels • Composition and Functions of Blood • Diseases and Disorders of the Circulatory System • HIV/AIDS and blood • Increasing the Volume of Blood in Circulation 	10



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Primary 6 Curriculum

Theme	Topic	Sub-topics	No. of Periods
Human Health	4. Alcohol, Smoking and Drugs in Society	<p>Alcohol and Alcoholism</p> <ul style="list-style-type: none"> • Effects of Alcoholism to Individual, Family, Community • Smoking <ul style="list-style-type: none"> - Effects of smoking to an individual and family - Passive and active smoking <p>Drugs</p> <ul style="list-style-type: none"> • Essential Drugs <ul style="list-style-type: none"> - Storage of drugs - Characteristic of essential drugs • Factors that Lead to Alcoholism, Smoking, Drug Abuse and Misuse <ul style="list-style-type: none"> - Drug abuse, misuse - Effects of drugs to individual, family and community - Drug dependence • Life Skills to Counteract Alcoholism, Smoking and Drug Dependence 	10



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Term II

Theme	Topic	Sub-topics	No. of Periods
The World of Living Things	5. Classification of Plants	Classification of Flowering Plants <ul style="list-style-type: none">- Legumes and cereals• Non-Flowering Plants<ul style="list-style-type: none">- Spore bearers- Conifers- Algae• Seed Dispersal<ul style="list-style-type: none">- Mechanism- Agents of seed dispersal• Plant Propagation• Economic Value of Plants to People	20 67

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Primary 6 Curriculum

Theme	Topic	Sub-topics	No. of Periods
Science in Human Activities and Occupation	6. Keeping Cattle	Cattle <ul style="list-style-type: none">• Types of Cattle• Breeds of Cattle• External Features of a Cow and a Bull• Caring for Cattle• Grazing and Watering Cattle• Housing Cattle• Mating, Gestation Period and Calving• Milking and Milk Products• Cattle Pests and Diseases• Practices that Harm Cattle• Starting a Livestock Farm	20



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Theme	Topic	Sub-topics	No. of Periods
The Environment	7. Resources in the Environment	Resources <ul style="list-style-type: none"> • Non-living Things as Resources • Living Things as Resources • Harvesting Resources • How People Make Use of Available Resources • Renewable and Non-renewable Resources • Caring for and Conserving of Resources 	10 69
	8. Respiratory System	Respiration <ul style="list-style-type: none"> • Respiratory Organs • Lungs and Breathing • Respiration in Relation to Food and Oxygen • Diseases and Disorders of the System • Keeping the System in a Healthy Working Condition 	10

Term III

Theme	Topic	Sub-topics	No. of Periods
Science in Human Activities and Occupations	9. Science at Home and in Our Community	<ul style="list-style-type: none">Preparation of Clean and Safe Water for Drinking and Washing<ul style="list-style-type: none">- Boiling, filtering, treating, distilling and decantatingMaking Salt from Plant MaterialsCleaning Clothes in a Home	70 10
Human Health	10. Accidents and First Aid	<ul style="list-style-type: none">Burns and ScaldsFever and ConvulsionsDrowning and Near DrowningFaintingForeign Bodies in Passages	15
Human Health	11. Sanitation	Toilets and Latrines <ul style="list-style-type: none">The VIP Latrine and EcosanConventional (ordinary latrine) and PottyThe Water Closet ToiletImportance of Using Toilet/LatrineProper use and Maintenance of Toilets and Latrines	15

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Theme	Topic	Sub-topics	No. of Periods
Human Body	12. The Reproductive System	<p>Growth and Development in Human Beings</p> <ul style="list-style-type: none"> • Puberty and Adolescence • Primary and Secondary Sex Characteristics • Social and Emotional Changes • Reproductive Organs and Cells (male and female) • Fertilisation, Conception and Pregnancy • Reproductive Health • Problems in Pregnancy • Teenage Pregnancy • Care for Reproductive Organs • Common Diseases and Disorders of the System • Family Planning <ul style="list-style-type: none"> - Importance - Methods (natural and artificial) - Myths and misconception about family planning - Child spacing 	70 20

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Theme: The World of Living Things

20 Periods

Topic 1: Classification of Animals

Background

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In P5, learners classified (grouped) domestic animals according to breeds. This topic is meant to guide learners on how to differentiate between vertebrates and invertebrates. You should therefore use a practical approach with real objects where possible to avoid abstract learning. Help learners to classify animals according to their characteristics. Let the learners name, spell, read and write words denoting animals and their classification. Explain the importance of different classes of animals to the environment and people. This topic was originally in P6 Term I and has been retained. Primary Six textbooks for the old syllabus can still be used.

Learning Outcome

The learner acquires the skills of identifying the characteristics of different groups of animals and their survival features.

Life Skills

- Critical thinking
- Creative thinking
- Effective communication
- Decision-making
- Problem-solving

Values

- Accuracy
- Confidence
- Appreciation
- Making right choices
- Making decisions
- Responsibility

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Primary 6 Curriculum

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • names examples of vertebrates and invertebrates. • describes different classes of vertebrates and invertebrates. • describes mode of reproduction in vertebrates and invertebrates. 	<p>The learner;</p> <ul style="list-style-type: none"> • names groups of vertebrates and invertebrates. • spells words correctly. • acts out a dialogue about vertebrates and invertebrates. • reads words, sentences and stories about vertebrates and invertebrates. 	<ul style="list-style-type: none"> • Classification of Vertebrates and Invertebrates • Vertebrates • Warm-Blooded Animals <ul style="list-style-type: none"> - mammals - birds • Cold blooded animals: <ul style="list-style-type: none"> - reptiles - fish - amphibians • Non-Vertebrates (invertebrates) 	<ul style="list-style-type: none"> • Observing the different groups of vertebrates and invertebrates. • Spelling exercises on words related to world of living things. • Acting out a dialogue about vertebrates/invertebrates. • Reading words, sentences and stories about invertebrates/vertebrates.



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Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • develops simple classification table of vertebrates and invertebrates • cares for animals. • protects animals (vertebrates & invertebrates). 	<ul style="list-style-type: none"> • writes words, sentences and stories about vertebrates and invertebrates. • writes poems about caring for and protecting vertebrates and invertebrates. 	<ul style="list-style-type: none"> • Arthropods i.e. insects, arachnids, myriapods and crustaceans. <ul style="list-style-type: none"> - Molluscs e.g. snails and slugs • Worms e.g. <ul style="list-style-type: none"> - flat worms - segmented worms - round worms • Care for and Protection of Vertebrates and Invertebrates 	<p style="text-align: right;">75</p> <ul style="list-style-type: none"> • Preparing a simple classification table. • Writing words, sentences and stories about vertebrates and invertebrates. • Writing poems about caring for and protecting vertebrates and invertebrates.

Guidance to the Teacher

- Arrange for an out door lesson to allow your learners observe and collect different animals.
- A simple example of an animal classification tree can be used.
- Let learners make notes on their observation.

Suggested Competences for Assessment

The learner;

- names classes of animals.
- differentiates between vertebrates and invertebrates warm-blooded and cold-blooded animals.
- describes the common examples of invertebrates and vertebrates.

Theme: Matter and Energy 20 Periods

Topic 2: Sound Energy

Background

In earlier classes, learners identified sounds produced by different animals. Sound is all around us. In this topic you need to guide learners on how to explore the sound we hear and how it is produced. Encourage learners to explore the environment for sounds made by animals and other objects. Use an inquiry-based approach where learners are practically involved with hands on activities to produce sound and experiment with sound. This topic was in P6 Term I and has been retained.

Learning Outcomes

The learner;

- appreciates the natural and artificial sources of sound.
- acquires scientific knowledge on how sound is produced, stored and reproduced.
- appreciates the importance of the ear as the organ of perceiving sound.

Life Skills

- Effective communication
- Critical thinking
- Decision-making
- Creative thinking
- Empathy
- Self-esteem
- Self-awareness

Values

- Concern
- Making right choices
- Making decisions
- Acceptance
- Logic
- Care
- Responsibility
- Sympathy
- Appreciation (self)



Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • Experiments on sound as a form of energy. • identifies the sources of sound. • describes how sound travels in different materials. • states the different ways through which sound is produced, stored and reproduced. • carries out experiments on behaviour of sound with different materials. • names the different parts of the human ear. • draws and labels the structure of the human ear. 	<p>The learner;</p> <ul style="list-style-type: none"> • describes sound energy. • correctly spells words related to sound. • reads words, sentences and stories about sound. • writes words, sentences and stories about sound energy. • names different parts of the human ear. 	<ul style="list-style-type: none"> • Sound Energy <ul style="list-style-type: none"> - what it is • Sources of Sound: <ul style="list-style-type: none"> - natural and artificial - musical instruments e.g. <ul style="list-style-type: none"> ■ percussion ■ wind ■ string • Pitch, Frequency and Volume of Sound • How Sound Travels • Echo: <ul style="list-style-type: none"> - what it is and its importance. • How Sound is Produced, Stored and Reproduced • The Human Ear (structure and functions) 	<p>• Carry out experiments on sound as a form of energy and how it is produced.</p> <p>• Reading words, sentences and stories about sound energy and the ear.</p> <p>• Experimenting sound with different materials and environment.</p> <p>• Writing in correct spelling and grammar words, stories and sentences about sound energy and the ear.</p> <p>• Making simple model of the human ear.</p>

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Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • states the functions of the human ear. • names diseases and disorders of the human ear. • compares the human ear with organs of hearing in other animals. • discusses ways of caring for the human ear. 	<ul style="list-style-type: none"> • names organs of hearing in fish, snakes, insects, amphibians and birds. • Diseases and Disorders of the Human Ear • Care for the Human Ear <ul style="list-style-type: none"> - Compare the human ear with organs of hearing in other animals like fish, snakes, insects, amphibians and birds. 		<ul style="list-style-type: none"> • Drawing and labelling the structure of the human ear. • Stating the functions of the human ear. • Naming diseases and disorders of the human ear. • Comparing the human ear with organs of hearing in other animals. • Discussing ways of caring for the human ear.

Guidance to the Teacher

- Learners should be helped to carryout experiments on sound as a form of energy and how sound stimulates the sense of hearing.
- Provide materials which enable your learners carry experiments on sound with different materials and environment.
- Explain the terms such as pitch, vibrations, volume and frequency and how sound is produced, stored and reproduced.

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- You should consult the teacher of music and arrange for the learners to differentiate sound produced by different musical instruments.
- Sound vibrations can be illustrated by tapping plastic materials stretched over a mug on which sand and sugar crystals have been put.

Suggested Competences for Assessment

The learner;

- lists the sources of sound.
- describes how sound travels.
- explains how to care for the human ear.
- prepares, carries out and reports on experiment on sound with different materials and conditions.

Theme: Human Body

10 Periods

Topic 3: Circulatory System

Background

Learners have classified animals as vertebrates and invertebrates. A vertebrates have blood which circulates throughout their bodies to keep life. Guide learners on how blood flows throughout the body, its functions, diseases and disorders related to the circulatory system. Use a variety of instructional materials such as models where possible in order to avoid abstract learning. Guide learners to make models of the circulatory system showing location of major blood vessels and their functions. This topic has content from P5 Term II and P6 Term III which have been merged and put to P6 Term I.

Learning Outcomes

The learner;

- appreciates the importance of blood in the body.
- develops further understanding of how blood circulates in the body.

Life Skills

- Problem solving
- Critical thinking
- Creative thinking
- Effective communication
- Self-awareness
- Empathy
- Self-esteem

Values

- Appreciation
- Making right choices
- Making decisions
- Care
- Logic
- Acceptance
- Sympathy
- Concern
- Love

Subject	Language	Suggested
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- Critical thinking
- Creative thinking
- Effective communication
- Self-awareness
- Empathy
- Self-esteem
- Making right choices
- Making decisions
- Care
- Logic
- Acceptance
- Sympathy
- Concern
- Love

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Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • describes blood circulation. • describes the structure and function of the heart. • identifies blood vessels. 	<p>The learner;</p> <ul style="list-style-type: none"> • describes blood circulation. • write about the composition and functions of blood. • names blood vessels. • reads words, sentences and stories about composition and functions of blood. 	<ul style="list-style-type: none"> • Blood Circulation: <ul style="list-style-type: none"> - what it is • Structure and Functions of the Heart: <ul style="list-style-type: none"> - Parts of the heart. - Structure of the left and right ventricles. - Functions of the parts of the heart • Blood Vessels <ul style="list-style-type: none"> - Veins and arteries attached to the heart - Capillaries 	<ul style="list-style-type: none"> • Observing a model on blood circulation. • Studying from drawing or real heart of animal structure and functions of parts in the heart. • Drawing and labelling parts of the heart. • Naming blood vessels. • Reading words, sentences and stories about composition and functions of blood.



Primary 6 Curriculum

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • mentions the diseases and disorders of the circulatory system. • describes ways of increasing the volume of blood in circulation. • discusses the effects of HIV and AIDS on the individual, the family and community. 	<ul style="list-style-type: none"> • writes words, sentences and stories about diseases and disorders of the circulatory system. • explains how to increase the volume of blood in circulation. • discusses the effects of HIV and AIDS. 	<ul style="list-style-type: none"> • Composition and Functions of Blood <ul style="list-style-type: none"> - Plasma - Red blood cells - White blood cells - Platelets • Diseases and Disorders of the Circulatory System • HIV/AIDS and Blood • Effects of HIV and AIDS on the Individual, the Family and the Community • Increasing the Volume of Blood in Circulation 	<ul style="list-style-type: none"> • Writing words, sentences, effective messages and stories about diseases and disorders of the heart and the circulatory system. • Explaining how to increase the volume of blood in circulation. • Making models of the human blood circulatory system. • Participating in PIASCY activities. • Writing HIV/AIDS messages for the school.

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Guidance to the Teacher

- Prepare and get ready the different models for learners to observe
- You should compare how the heart works with how a pump works.
- Make a clear difference between veins and arteries and how they transport blood.
- Work with your learners to make a model of the human circulation system.

Suggested Competences for Assessment

The learner;

- names the blood vessels.
- describes the structure and function of the heart.
- describes ways of increasing blood in circulation.
- writes at least 5 PIASCY messages.
- draws and labels the parts of the heart.



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Theme: Human Health

10 Periods

Topic 4: Alcohol, Smoking and Drugs in Society

Background

In our families and communities, we have people who smoke, drink alcohol and take drugs which affect their lives in many ways. In this topic, you should guide the learners on the dangers of smoking, alcoholism and drug dependence. Demonstrate delicate experiments such as distillation of alcohol as learners record their observations. Use examples within the community to guide learning. This topic has content taken from P6 Term I, Term II and merged to that of P7 Term III. Therefore, more information can be found in the relevant textbooks based on the old syllabus.

Learning Outcomes

The learner;

- appreciates that smoking and drugs contain dangerous substances that are harmful to the body.
- acquires, appropriate life skills to safe guard against smoking, alcoholism and drug abuse.

Life Skills

- Self-awareness
- Self-esteem
- Critical thinking
- Creative thinking
- Problem-solving
- Decision-making
- Peer resistance
- Coping with emotions
- Coping with stress
- Effective communication
- Empathy

Values

- Care for oneself and others
- Responsibility
- Appreciation
- Making right choices
- Logic
- Defending one's decision
- Acceptance
- Making useful decisions for self and others
- Innovativeness
- Honesty
- Sympathy
- Confidence
- Expressing likes and dislikes

- Empathy

- Confidence
- Expressing likes and dislikes

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Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • describes alcohol and alcoholism. • discusses factors that lead to alcoholism, smoking, drug abuse and misuse. • states the effects of alcoholism to an individual, family and community. • describes smoking. • mentions effects of smoking to an individual, family and community. 	<p>The learner;</p> <ul style="list-style-type: none"> • describes alcoholism. • listens to stories about effects of alcohol to individuals, family and the community. • reads words, sentences and stories about effects of alcohol, smoking and sniffing to people. 	<ul style="list-style-type: none"> • Alcohol and Alcoholism: <ul style="list-style-type: none"> - what they are. - how alcohol is made. - factors that lead to alcoholism. - effects of alcoholism to an individual, family and community. • Smoking: <ul style="list-style-type: none"> - what it is. - Factors that lead to smoking. - Effects of smoking to an individual, family and community. 	<ul style="list-style-type: none"> • Carry out experiments on how alcohol is made. • Dramatising causes and effects of factors alcoholism, smoking, drug abuse and misuse. • Describing smoking. • Mentioning effects of smoking to an individual, family and community.

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Primary 6 Curriculum

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> discusses the effects of drugs to an individual, family and community. identifies essential drugs. mentions ways of storing drugs. states life skills to safe guard against alcoholism, smoking and drug dependency. participates in campaigns against alcohol, smoking and drugs. 	<ul style="list-style-type: none"> writes words, sentences and stories about drugs, drug abuse and misuse. acts out a dialogue about life skills to safe guard against alcoholism, smoking and drug dependency. Writes effective campaign messages against alcohol, smoking and drugs. 	<ul style="list-style-type: none"> Drugs: <ul style="list-style-type: none"> - what they are. - essential drugs: - what they are. - storage of drugs. - characteristics (uses) of essential drugs. Drug Abuse, Misuse and Dependency <ul style="list-style-type: none"> - Factors that lead to drug abuse/ misuse and dependency - Effects of drug abuse to an individual, family and community. Life Skills to Safeguard against Alcoholism, Smoking and Drug Dependency 	<ul style="list-style-type: none"> Describing drug abuse, misuse and dependence. Discussing the effects of drugs to an individual, family and community. Identifying essential drugs. Mentioning ways of storing drugs. Stating life skills to safe guard against alcoholism, smoking and drug dependency. Writing and sharing campaign messages against these bad habits.

		and Drug Dependency	habits.
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Guidance to the Teacher

- Invite resource person to talk to your class about alcohol, smoking and drugs.
- You need to point out that cigarettes contain substances such as tar and nicotine which are harmful to the body.
- Help learners to develop life skills of resisting smoking, alcoholism, drug abuse and misuse.

Suggested Competences for Assessment

The learner;

- lists the effects of smoking and alcoholism to an individual, family and community.
- explains how essential drugs can be stored.
- describes the life skills to safeguard against alcoholism, smoking and drug dependence.
- writes and displays campaign messages against smoking, alcohol and drugs.

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Theme: The World of Living Things

20 Periods

Topic 5: Classification of Plants

Background

Learners have already classified animals according to their biological characteristics. In this topic, help learners to classify plants using their biological characteristics too. In our environment, we have plants of different categories, some of them flower and others do not. Guide learners to use the environment as much as possible when classifying plants. Use real objects intensively and field study to avoid abstract learning. This topic was in P6 Term II of the old syllabus volume one and is retained.

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Learning Outcomes

The learner;

- acquires scientific skills and knowledge of classifying plants.
- develops an understanding of plant propagation.
- appreciates the economic values of plants.

Life Skills

- Critical thinking
- Creative thinking
- Decision-making
- Effective communication

Values

- Making decisions
- Responsibility
- Logic
- Care
- Confidence

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Primary 6 Curriculum

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • classifies plants into flowering and non-flowering. • names examples of flowering and non-flowering plants. • uses characteristics to prepare a simple classification for common plants. • describes the mechanism of seed dispersal. 	<p>The learner;</p> <ul style="list-style-type: none"> • names the classes of plants. • describes flowering and non-flowering plants. • reads words, sentences and stories about classes of plants. • writes words about seed dispersal and plant propagation. • draws and labels flowering and non-flowering plants. 	<ul style="list-style-type: none"> • Classification of:- • flowering plants <ul style="list-style-type: none"> - Legumes and cereals • non-flowering plants <ul style="list-style-type: none"> - spore bearing plants (mosses, ferns, lichens) - Conifers - Algae • Seed Dispersal: <ul style="list-style-type: none"> - mechanism - agents - importance 	<ul style="list-style-type: none"> • Observe different plants in the environment • Describe the classes of plants. • Using characteristics to group plants • Making a simple classification table of common plants. • Carrying simple study to identify different examples in their habitat • Describing the mechanism of seed dispersal.



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Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> describes plant propagation. label parts of the flowering and non-flowering plants correctly. participates in plant conservation activities. 	<ul style="list-style-type: none"> Writes simple description of some common plants. 	<ul style="list-style-type: none"> Plant Propagation: <ul style="list-style-type: none"> - seeds - suckers - cuttings - leaves - budding - layering - marcotting - grafting - bulbs Economic Values of Plants to People 	<ul style="list-style-type: none"> Carrying out simple investigations on plant propagation. Drawing and labelling flowering and non-flowering plants.

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Guidance to the Teacher

- Organise simple field study for you learners to interact with different plants in their natural habitat.
- You should classify the plants based on what was learnt in P4 Plant life. The details of each part of the flowering plant were done in P4.
- Work with your learners to prepare a simple classification table which can be exhibited in a science fair.

Suggested Competences for Assessment

The learner;

- gives examples of flowering plants.
- uses characteristics to classify different plants.
- uses new words learnt.
- describes the mechanisms of seed dispersal.
- discusses the different propagation methods.

Theme: Science in Human Activities and Occupations

20 Periods



Theme: Science in Human Activities and Occupations

20 Periods

Topic 6: Keeping Cattle

Background

Learners already have basic skills and knowledge of keeping animals as goats, sheep, pigs and rabbits. Build on that knowledge and guide learners on how to care for cattle for economic gain. Guide learners to discuss the milking process, describe milk products, identify cattle pests and diseases and how to prevent and treat them. Also help learners to describe the practices that harm domestic animals and how they can start a livestock farm. Visiting livestock farms and use of resource persons to talk to pupils will help a lot to make learning concrete. This topic was in P6 Term I but has been brought to Term II. You may use the old P6 books to obtain more information.

Learning Outcomes

The learner;

- appreciates the importance of cattle to people.
- acquires basic scientific knowledge and skills of managing cattle.

Life Skills

- Critical thinking
- Creative thinking
- Decision-making
- Effective communication
- Self-awareness

Values

- Making decisions
- Concern
- Articulation
- Responsibility
- Care
- Love
- Empathy

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Creative thinking

- Decision-making
- Effective communication
- Self-awareness
- Articulation
- Responsibility
- Care
- Love
- Empathy

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Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • identifies the different types of cattle. • identifies the different breeds of cattle. • names the external features of a cow and a bull. • participate in care for cattle. • mentions ways of grazing, watering and housing cattle. • describes mating, gestation period and calving in cattle. 	<p>The learner;</p> <ul style="list-style-type: none"> • names types of cattle. • names breeds of cattle. • acts out a dialogue about external features of a cow and a bull. 	<ul style="list-style-type: none"> • Types of Cattle e.g. dairy, beef, dual purpose, work type • Breeds of Cattle: indigenous and exotic • External Features of a Cow and a Bull • Caring for Cattle • Grazing and Watering Cattle • Feeding Cattle 	<ul style="list-style-type: none"> • Observe different types of cattle in a farm. • Discussing the different breeds of cattle and their external features. • Attending a presentation of cattle farmer on: names, breeds, care, feeding, and diseases their control.



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Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> describes milking process in a farm. names milk products. identifies the pests and diseases of cattle. describes the causes, spread, signs, symptoms, prevention, control, treatment of cattle pests and diseases. role play practices that harm cattle and other domestic animals. participates in starting a simple livestock keeping. 	<ul style="list-style-type: none"> reads words, sentences and stories about mating, the gestation period and calving in cattle. states practices that harm cattle. writes words, sentences and stories about diseases and how to care for cattle and milk products. acts out a dialogue on cattle pests, diseases and how to start a livestock farm. 	<ul style="list-style-type: none"> Housing Cattle Mating, Gestation Period and Calving in Cattle Milking and Milk Products e.g. butter, cheese, ghee, yoghurt and whey Cattle Pests and Diseases: <ul style="list-style-type: none"> - causes, spread, signs/ symptoms, prevention, control and treatment Practices that Harm Cattle and other Domestic Animals (at home, in the field, in transit, in abattoir) Starting a Livestock Farm 	<ul style="list-style-type: none"> Visit to a cattle farm observe the different farm practices/ activities like mating, care, milking, signs and symptoms of different cattle diseases. Preparing a brief and simple write-up on the causes, spread, signs / symptoms, prevention, control and treatment of pests and diseases. Carrying out activities which care for and protect domestic animals. Discussing ways of starting a livestock farm.

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Guidance to the Teacher

- Organise a class visit to a cattle farm with good examples of farm practices.
- You do not need to teach about the internal features or reproductive systems of cattle.

• For any technical aspect of this topic, you may need to work with a resource person from the veterinary department or cattle farmer in your area. The importance of animal welfare during feeding, transportation, housing, health care and slaughter should be emphasised.

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Suggested Competences for Assessment

The learner;

- names the two types of cattle.
- describes ways of grazing cattle.
- explains how to manage cattle pests and diseases.



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Theme: The Environment

10 Periods

Topic 7: Resources in the Environment

Background

Within the environment we have resources of different types. Resources are things in the environment that satisfy people's needs. Guide learners to discover that some resources are living and others are not and all around us. Use real objects and field study to make learning interesting. Encourage learners to collect as many useful living and non-living things as possible. Let them identify those things according to their characteristics and point out whether they originate from living or non-living things. This topic was taken from P6 Term I and brought to Term II.

Learning Outcome

The learner;

- appreciates the importance of the environment as a resource base.
- acquires scientific knowledge and skills for harvesting and using resources in the environment.

Life Skills

- Critical thinking
- Decision-making
- Effective communication
- Creative thinking
- Problem-solving
- Self-awareness

Values

- Care
- Making decisions
- Logic
- Concern
- Responsibility
- Confidence
- Making a choice



Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • identifies resources from living and non-living things. • groups examples of resources under living and non-living things. • describes ways of harvesting resources. • participates in campaigns for sustainable use available resources in the environment. • describes renewable and non-renewable resources. 	<p>The learner;</p> <ul style="list-style-type: none"> • names resources. • describes living and non-living things as resources. • recites rhymes about resources. • reads words, sentences and stories about resources. • writes words and sentences about how people make use of renewable and non-renewable resources and their conservation. 	<ul style="list-style-type: none"> • Non-Living Things as Resources e.g. soil, minerals, sun, fuel, water, and air • Living Things as Resources e.g. <ul style="list-style-type: none"> - plants: fibres, wood, food and medicine. - animals: meat, skins/hides, horns, milk, honey and medicine • Harvesting Resources • How People Make use of Available Resources 	<ul style="list-style-type: none"> • Observing things around us which are useful resources. • Discussing what different things can be useful as resource. • Participating in planning for ways of harvesting resources. • Finding out from community how people use available resources. • Discussing examples of renewable and non-renewable resources.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> participates in the different ways of conserving resources. explains ways of caring for animals as resources. 	<ul style="list-style-type: none"> writes ways of caring for animals as resources. 	<ul style="list-style-type: none"> Renewable Resources e.g. wind, water, sunshine and non-renewable resources (minerals) Caring for and Conserving of Animals as Resources 	<ul style="list-style-type: none"> Discussing ways of caring for and conserving resources. Practical: preparing campaign messages for sustainable use of resources in the environment.

Guidance to the Teacher

- Organise a nature walk in the surrounding so that learners can get acquainted with resources available in the environment.
- Emphasise ways of caring for and conserving environmental resources (living and non-living).
- Work with your learners to participate in environmental conservation activities in the community.
- NEMA resource materials may be very useful for this topic. Try to access and read more from them.

Suggested Competences for Assessment

The learner;

- lists any three examples of resources.
- describes how people make use of resources.
- discusses ways of conserving resources.
- uses new words to write about resources in the environment and their utilisation.



Theme: The Human Body

10 Periods

Topic 8: Respiratory System

Background

Learners have already got knowledge about the different body systems. In order for our bodies to function normally, oxygen needs to be supplied through the respiratory organs. Oxygen is used to burn food in the muscles to release energy needed for growth. At this level of P6 it important to help learners focus more on names of organs of the system and how they function. The detailed information on cell respiration is for later level of learning. This topic will guide learners to acquire knowledge about the respiratory systems' operation. Guide learners to acquire the skills of keeping the system in a healthy working condition. This topic has content from P5 Term II that was merged with that from P7 Term III.

Learning outcomes

The learner;

- appreciates the importance of the respiratory system in the production of energy for life processes.
- acquires scientific knowledge and skills for maintaining the efficiency of the respiratory system.
-

Life Skills

- Problem-solving
- Critical thinking
- Decision-making
- Effective communication
- Empathy

Values

- Care
- Sympathy
- Concern
- Responsibility
- Making decisions
- Acceptance
- Confidence

Primary 6 Curriculum

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • identifies respiratory organs. • describes lungs and breathing. • demonstrates an experiment on human respiration. • identifies diseases and disorders of the respiratory system. • participates in campaigns to keep the system in a healthy working condition. • draws the respiratory organs. 	<p>The learner;</p> <ul style="list-style-type: none"> • names respiratory organs. • listens to stories about breathing and respiration. • reads words, sentences and stories about diseases and disorders of the system. • writes words, sentences and stories on how to keep the system in a healthy working condition. 	<ul style="list-style-type: none"> • Respiration: <ul style="list-style-type: none"> - what it is. • Respiratory Organs • Lungs and Breathing • Respiration in Relation to Food and Oxygen • Diseases and Disorders of the System • Keeping the System in a Healthy Working Condition 	<ul style="list-style-type: none"> • Observing models of respiratory organs. • Carrying out an experiment to illustrate breathing in and out in relation to food and oxygen. • Discussing diseases and disorders of the respiratory system. • Listening talks from resource person on how to keep the system in a healthy working condition. • Drawing the respiratory organs.

National Curriculum Development Center

Guidance to the Teacher

- Arrange for talks by resource persons on organs of respiration and how to care for the system.
- With your learners set up an experiment to demonstrate the process of breathing.
- Use model of the system to help your learners get to know the organs.
- Guide learners to make a clear difference between breathing and respiration.
- Work with your learners to make a model of the respiratory organs for displaying during the school science day.

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Suggested Competences for Assessment

The learner;

- names the respiratory organs.
- lists the diseases of the respiratory system.
- describes ways of keeping the respiratory system in a healthy working condition.
- draws and labels the respiratory system.



Rotate



Search



Share

Theme: Science in Human Activities and Occupations

10 Periods

Topic 9: Science at Home and in Our Community

Background

Many science activities take place in our homes. Quite often we are able to notice them. Guide learners to discuss these activities that benefit them and help to solve common problems. To remain healthy, we need clean and safe water for drinking and washing. Guide learners on how to prepare clean and safe water for drinking and washing. Use practical demonstrations in class to make learning meaningful, real and interesting. Making use of resource persons will be of great importance. This topic has been retained in P6 Term III.

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Learning Outcome

The learner acquires problem solving skills in life situations of a scientific and technological nature.

Life Skills

- Critical thinking
- Creative thinking
- Decision-making
- Problem-solving
- Effective communication
- Empathy
- Self-awareness

Values

- Care
- Sympathy
- Responsibility
- Concern
- Making decisions
- Fluency
- Articulation

Subject Competences	Language Competences	Content	Suggested Activities



Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • describes ways of preparing clean and safe water for drinking and washing. • discusses ways of cleaning clothes in a home. • participates in preparing clean and safe water for drinking and washing. 	<p>The learner;</p> <ul style="list-style-type: none"> • names ways of preparing clean and safe water for drinking and washing. • reads words, sentences and stories about preparation of clean and safe water for drinking and washing. • recites poems about cleaning clothes in a home. 	<ul style="list-style-type: none"> • Preparation of Clean and Safe Water for Drinking and Washing: <ul style="list-style-type: none"> - boiling - filtering - treating - distilling - decanting • Water impurities <ul style="list-style-type: none"> - human wastes - animal wastes - pollutants from farm chemical - silt from erosion • Cleaning Clothes in a Home <ul style="list-style-type: none"> - sorting - soaking - washing - rinsing 	<ul style="list-style-type: none"> • Carrying out experiments on different ways of preparing clean and safe water for drinking and washing. • Discussing ways of cleaning clothes in a home. • Preparing clean and safe water for drinking and washing. • Discuss what makes water unsafe • Words and sentences about getting local salt from ash.



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Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Constructs a simple water purifying system. 	<ul style="list-style-type: none"> reads words and sentences about getting local salt from ash. Writes down clear steps in the process of preparing clean water for drinking and washing. 	<ul style="list-style-type: none"> - wringing - drying - ironing 	<ul style="list-style-type: none"> Preparing clean and safe water for drinking. Constructing a simple water purifying system.

Guidance to the Teacher

- Set up practical experiment to clean water from different impurities.
- With your learners set up an experiment with a water filter constructed by the class.
- You should encourage the learners to practically demonstrate the steps people should follow to clean clothes.
- Clearly outline steps that are followed when making salt from ash.

Suggested Competences for Assessment

The learner;

- describes what safe drinking water is.
- outlines ways of preparing clean and safe water for drinking and washing.
- describes the steps people should follow to clean clothes in a home.
- carries out a science oriented activity on preparation of clean and safe water during science show.



Theme: Human Health

15 Periods

Topic 10: Accidents and First Aid

Background

Learners began to learn about accidents and first aid in P4. You should build on the work they did then. In our day to day activities, we may get involved in accidents whose victims require assistance in form of first aid. Guide learners on how to administer first aid to victims of accidents. Practical demonstration is important to make learning real. Help the learners to acquire knowledge and skills that can help them to avoid accidents. This topic has been retained in the same P6 term.

Learning Outcomes

The learner;

- becomes increasingly aware of accidents in places where they live.
- develops the necessary skills and knowledge for applying first aid.

Life Skills

- Problem-solving
- Critical thinking
- Creative thinking
- Effective communication
- Decision-making
- Empathy
- Coping with stress
- Coping with emotions
- Non-violent conflict resolution
- Negotiation

Values

- Care
- Concern
- Sympathy
- Fluency
- Responsibility
- Patience
- Acceptance
- Negotiating
- Working together
- Apologising



- Empathy
- Coping with stress
- Coping with emotions
- Non-violent conflict resolution
- Negotiation
- Patience
- Acceptance
- Negotiating
- Working together
- Apologising

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National Curriculum Development Center

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • describes burns and scalds • discusses the causes prevention and treatment of fever. • describes near drowning. • mentions causes, prevention and first aid for near drowning. • describes causes of fainting, and how to give first aid. 	<p>The learner;</p> <ul style="list-style-type: none"> • describes different types of accidents. • reads words, sentences and stories about accidents and first aid. • writes words, sentences and stories about accidents and first aid. 	<ul style="list-style-type: none"> • Burns and Scalds • Fever and Convulsions: <ul style="list-style-type: none"> - what they are - causes, prevention and first aid • Near-Drowning: <ul style="list-style-type: none"> - what it is - causes, prevention and first aid 	<ul style="list-style-type: none"> • Talking from a resource person (first Aider) about the different types of accidents. • Discussing the causes, prevention and first aid for fever different types of accidents. • Discuss different safety precautions.



Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> identifies foreign bodies in the passages. participates in activities which prevent accidents. gives effective first aid to burns, fevers, fainting and removal of foreign body. 	<ul style="list-style-type: none"> acts out dialogues and plays about accidents and first aid. Write down clear steps of giving first aid to victims of various accidents. 	<ul style="list-style-type: none"> Fainting: <ul style="list-style-type: none"> - causes, conditions and first aid Foreign Bodies in Passages (mouth, nose, ears, anus, eyes, throat and vagina): - First Aid 	<ul style="list-style-type: none"> Describing fainting, causes and first aid. Identifying foreign bodies in the passages. Writing steps for first aid to different accident victims.

Guidance to the Teacher

- Arrange for a resource person to talk about various aspects of accidents injuries, first Aid, and precautions for safety.
- Work with your learners to make practical demonstration on first aid to the different accidents. You can do this with help of a resource person.
- Help the learners to clearly differentiate between:
 - causes of fainting and conditions that lead to fainting.
 - burns and scalds.

Suggested Competences for Assessment

The learner;

- identifies passages where foreign bodies can get stuck.
- outlines the causes of fever and convulsions.
- describes the first aid for fainting and near drowning.
- uses the new words learnt to describe how to handle the various forms of accidents.



Theme: Human Health

15 Periods

Topic 11: Sanitation

Background

Our activities and the way we live may make our environment dirty and unhealthy. Guide learners on how to keep clean and healthy where they live and how to use toilets and latrines properly. This will help to prevent the spread of diseases especially diarrhoeal diseases. You may invite a health worker to talk to the pupils about proper sanitation and hygiene of a toilet / latrine. Involve your learners to participate in the maintenance of sanitation. In earlier classes learners were taught how to wash hands before eating and after visiting the latrine/toilet. Ensure that they demonstrate this as an example to younger pupils. This topic has been retained in P6, Term III.

Learning Outcome

The learner acquires scientific skills and knowledge of keeping proper sanitation for a healthy living.

Life Skills

- Critical thinking
- Creative thinking
- Decision-making
- Effective communication
- Problem-solving
- Assertiveness

Values

- Care
- Concern
- Responsibility
- Fluency
- Making decisions
- Acceptance
- Volunteering
- Being open

Subject	Language	Suggested
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- Assertiveness
- Volunteering
- Being open

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Primary 6 Curriculum

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • identifies toilets, latrines and potty. • names types of latrines. • describes the importance of using a latrine / toilet correctly. • demonstrates proper use of latrines and toilets. • draws the different types of latrines. 	<p>The learner;</p> <ul style="list-style-type: none"> • names the types of latrines and toilets. • reads words, sentences and stories about latrines and toilets. • acts out a dialogue about latrines and toilets. 	<ul style="list-style-type: none"> • Toilets and Latrines: <ul style="list-style-type: none"> - what they are • The VIP Latrine and Ecosan • Conventional (ordinary) Latrine and Potty <ul style="list-style-type: none"> - Characteristics and differences • The Water Closet/borne toilets 	<ul style="list-style-type: none"> • Sanitation walk around the school to identify toilets, latrines , potty and rubbish disposal in the school. • Discussing the importance of proper using the latrine/toilet correctly. • Discussing proper use and maintenance of toilets and latrines.

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Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> uses local resources to make tools for cleaning latrines and toilets. participates in maintaining the cleanliness of latrines and toilets. 	<ul style="list-style-type: none"> writes messages about importance of proper sanitation in latrines and toilets. 	<ul style="list-style-type: none"> Importance of Using a Latrine/Toilet Correctly Proper use and Maintenance of Toilets and Latrines 	<ul style="list-style-type: none"> Drawing the different types of latrines and labelling them. Cleaning latrines and toilets.

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Guidance to the Teacher

- Ecosan refers to Ecosystem Sanitation Conveniences. This may be new to many learners. It must be thoroughly explained if it is not in your school.
- Point out to the learners that the water closet toilet is used where there is a piped sewage system.
- Organise a practical activity for your learners to participate in the proper maintenance of the school latrines and toilets.

Suggested Competences for Assessment

The learner;

- names the different types of latrines.
- describes the importance of using a latrine/toilet.
- describes how we can maintain the toilets and latrines in a good, hygienic condition.

Theme: Human Body

20 Periods

Topic 12: The Reproductive System

Background

For any species of organism to multiply, there is need to reproduce. In this topic, learners will study the structure and function of the human male and female reproductive systems and the process of reproduction. Guide learners to acquire knowledge and skills about reproductive health. For instance you may use PIASCY and Adolescence Reproductive Health information and messages to make this concept clearer. Learners need to understand the changes that take place in their bodies when they reach puberty and be able to describe primary and secondary sex characteristics.

Use a variety of models and charts to avoid abstract learning. Help learners to know that there are also problems in pregnancy including diseases and disorders of the system. The content on this topic has been taken from P6 Term II and merged to that of P7 Term II.

Learning Outcomes

The learner;

- develops further knowledge about his/her reproductive system.
- acquires scientific knowledge and life skills for improving and maintaining the efficiency of his/her reproductive system.
-



Life Skills

- Critical thinking
- Creative thinking
- Problem-solving
- Effective communication
- Decision-making
- Peer pressure resistance

Values

- Care
- Sympathy
- Responsibility
- Making decisions
- Fluency
- Logic
- Standing by one's principles.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • describes growth and development in human beings. • identifies primary and secondary sex characteristics. • describes social and emotional changes. • describes reproductive organs and cells in human male and female. • discusses fertilisation, conception and pregnancy in humans. 	<p>The learner;</p> <ul style="list-style-type: none"> • describes growth and development. • reads words, sentences and stories about puberty, adolescence and care for the reproductive organs. • recites rhymes about primary and secondary sex characteristics. • acts out a dialogue about problems in pregnancy. 	<ul style="list-style-type: none"> • Growth and Development in Human Beings • Puberty and Adolescence <ul style="list-style-type: none"> - what they are. • Primary and Secondary Sex Characteristics • Social and Emotional Changes • Reproductive Organs and Cells (male and female) • Fertilisation, Conception and Pregnancy 	<ul style="list-style-type: none"> • Making observation of their own to identify growth and development in human beings and primary and secondary sex characteristics. • Discussing social and emotional changes which take place in young people.. • Observing models of reproductive organs and cells in males and females. • Drawing the reproductive organs.

Subject	Language	Content	Suggested
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Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • prepares effective messages on reproductive health. • mentions problems in pregnancy. • discusses consequences of teenage pregnancy. • demonstrates proper mentions ways of caring for reproductive organs. • identifies diseases and disorders of the system. • describes the importance of family planning, uses, methods and child spacing. • discusses myths and misconceptions about family planning. • draws the reproductive organs. 	<ul style="list-style-type: none"> • writes stories about the consequences of teenage pregnancy. • writes words, sentences, messages and stories about the care of reproductive organs, diseases, disorders of the system and family planning. • acts out a dialogue about myths and misconceptions about family planning. • Prepares effective messages to their peers on reproductive health. 	<ul style="list-style-type: none"> • Reproductive Health: <ul style="list-style-type: none"> - problems in pregnancy • Teenage Pregnancy: <ul style="list-style-type: none"> - meaning of teenage pregnancy - consequences of teenage pregnancy • Care for Reproductive Organs • Common Diseases and Disorders of the System (STIs) • Family Planning: <ul style="list-style-type: none"> - importance - methods (natural and artificial) - myths and misconceptions about family planning - child spacing. • PIASCY Messages about Adolescence Reproductive Health 	<ul style="list-style-type: none"> • Discussing fertilisation, conception and pregnancy. • Stating problems in pregnancy. • Discussing consequences of teenage pregnancy. • Discussing PIASCY messages • Practicing the correct ways of caring for reproductive organs. • Identifying diseases and disorders of the system. • Discussing the importance of family planning methods and child spacing. • Discussing myths and misconceptions about family planning. • Writing reproductive health messages to peers.



Guidance to the Teacher

- Arrange for resource persons a male and female to give a concellors talk to the boys and girls respectively.
- Help the learners to make a clear difference between:
 - Primary and secondary sex characteristics.
 - Fertilisation, conception and pregnancy.

Suggested Competences for Assessment

The learner;

- mentions the common diseases of the reproductive system.
- explains what puberty and adolescence are.
- outlines the secondary sex characteristics in an adolescence.

WORD LIST

You will need to guide your learners to spell and use these words correctly in sentences. The learners should explain the meaning of these words

Term I	Term II	Term III
Topic 1: Classification of Animals <ul style="list-style-type: none"> - Classification - Crustaceans - Vertebrates - Arthropods - Invertebrates - Mammals - Reptiles - Amphibians - Molluscs Topic 2: Sound Energy <ul style="list-style-type: none"> - Natural - Artificial 	Topic 5: Classification of Plants <ul style="list-style-type: none"> - Legumes - Cereals - Spores - Conifers - Propagation - Dispersal - Mechanism - Algae 	Topic 9: Science at Home and in Our Community. <ul style="list-style-type: none"> - Filtering - Distillation - Decantation - Wringing - Rinsing



Term I	Term II	Term III
Topic 3: Circulatory System <ul style="list-style-type: none"> - Circulation - Structure - Vessels - Composition - Volume - System - Disorders 	Topic 6: Keeping Cattle <ul style="list-style-type: none"> - Paddocks - Reproduction - Grazing - Livestock - Whey - Artificial insemination 	Topic 10: Accident and First Aid <ul style="list-style-type: none"> - Fainting - Convulsions - Fever - Near-Drown' - Foreign Bodie - Passages - Scalds, burns
Topic 4: Alcohol, Smoking and Drugs in Society <ul style="list-style-type: none"> - Alcoholism - Passive - Active - Drug - Abuse - Misuse - Essential - Counteract - Dependence - Addiction - Nicotine - Tar 	Topic 7: Resources in the Environment <ul style="list-style-type: none"> - Resources - Harvesting - Renewable - Non-Renewable - Conservation Topic 8: Respiratory System <ul style="list-style-type: none"> - Respiration - Oxygen - Healthy - Breathing 	Topic 11: Sanitation <ul style="list-style-type: none"> - Ecosan - Conventional - Water Closet - Potty Topic 12: The Reproductive System <ul style="list-style-type: none"> - Development - Puberty - Adolescence - Characteristics - Emotional - Fertilisation - Pregnancy - Family Planning - Child spacing