

**HUDAH NURSERY AND PRIMARY SCHOOL**

**P.6 SCHEME OF WORK SCIENCE TERM 1 20251**

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|  | 3 |  | Vertebrates –animals with backbones Types of vertebrates   1. Warm blooded vertebrates    * Mammals    * Birds 2. Cold blooded vertebrates    * Fish    * Reptiles    * Amphibians Groups of vertebrates 3. Mammals 4. Birds 5. Fish 6. Reptiles 7. Amphibians | The learner, - defines vertebrate s  -- states types of vertebrate s  - names groups of vertebrate s | The learner Pronounces, spells, reads, writes and demonstrates meaning of the new words; ***birds, reptiles, fish and amphibians.*** - reads, writes and internalizes texts and questions related to classification of animals | * Guided discussi on * Discove ry | -  definin g vertebr ates  -  pronou ncing words related to vertebr ates | -Problem Solving  -Effective Communica  o-Creative thinking Logic - Taking decision - Making right choices - Responsib ility  -Appreciati on | textbooks | Integrat ed  S  c  P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 |  |
|  | **4** |  | Mammals are warm blooded  vertebrates with mammary glands and hairy bodies.  Characteristics of mammals  -Mammals have mammary glands - mammals have hairy bodies  -Mammals are warm blooded vertebrates  - Mammals undergo internal fertilization  -Mammals feed their young ones on milk | The learner  - states the meaning of mammals  -gives characteri stic of mammals | -The learner Pronounces, spells, reads, writes and demonstrates meaning of the new words;  ***hairy, mammary, chambers, mammals.***  - reads, writes and internalizes texts and questions related to  mammals | * Guided discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share | -  defining mamma ls  -stating charact eristics on of  mamma ls  -spelling words related to mamma ls | Critical Thinking  -Decision Making  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -Appreciati on | Chart owing lassificatio  on Table | Integrat ed  S  c  P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 |  |

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|  |  |  | from their mother’s mammary glands - Mammals have their |  |  |  |  |  |  |  |  |

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|  |  |  | hearts divided four chambers |  | |  |  |  |  |  |  |  |
|  | **5** |  | Groups and examples of mammals   * Primates -monkeys, man * Cetaceans – seals, whale * Rodents –   rats, porcupines   * Ungulates- cows, goats * Carnivores-   dogs, lions   * Insectivores – hedgehog, elephant shrew * Chiroptera –bats * Marsupials – kangaroo, koala bear * Monotremes –duck billed platypus, echidna * Lagomorphs –   rabbits, hares, pikas | -  -  - | The learner  ,  Names groups of mam mals  Gives examp les  of each group of mam mals | The learner  -Names groups of mammals.  -Spells out words related to mammals correctly  -Act out the dialogue about groups of mammals | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share * ​ | * Observi ng groups of mamm al and   their on exampl  e   * Spellin g out words correct ly | Critical Thinking  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -Appreciati On confidence | Pictures  Any Available Mammal e.g  uman | Integrat ed Sc P/s BK 6  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6  Introdu ction to biology. |  |

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| **2** | **1** |  | Meaning and Characteristics of birds   * Birds are   warm blooded vertebrates with feathers  Characteristics of birds   * Birds have feathers on their bodies. * Birds have horny beaks without teeth | -  -  - | The learner Descri bes birds States the chara cteristi cs of birds | The learner Pronounces, spells,  reads,  writes  and demonstrates meaning of the new words; ***feathers, hollow, streamlined*** -  reads, writes | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share | * Observi ng groups of birds * Describ e the charac teristics of birds * Spellin g out words | Critical Thinking Solving  -Effective Communica  o  -Creative thinking Logic -Taking decision - Making right | Bird  Chalk Board illustration | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_ |  |

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|  |  |  | * Birds have streamlined bodies. * Birds reproduce by laying hard shelled eggs. * Birds are warm blooded   vertebrates.   * Birds breathe by means of   lungs.   * Birds have   hollow bones |  | and internalizes texts and questions related to birds | - | correct ly | choices - Responsib ility  -Appreciati on |  | Compr ehensio ns Sc P/s Bk 6 |  |

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|  | 2 |  | Groups and examples of examples of birds   * Birds of prey –   eagles, hawks,   * Swimming birds –   ducks   * Perching birds –   pigeons   * Climbing birds –   parrots   * Scavengers birds –   crows   * Scratching birds –   chicken   * Wading birds –   flamingo   * Flightless birds ostriches | -  -  - | The learner Names the groups of birds Gives examp les  o f birds in differe nt groups | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of the new words; perching***, wading, scavenger, scratching*** - reads, writes and internalizes texts and questions related to birds | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share * ​ | * Observi ng groups of birds * Spellin on g out   words correct ly   * Readin g words and senten ces correct ly | Critical Thinking  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -Appreciati on | Textbook | Integrat ed Sc P/s BK 6 Pg -  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 |  |
|  | 3 |  | Meaning, characteristics groups and examples of reptiles  - Reptiles are cold blooded vertebrates with scales on their | -  - | The learner Define s  t he term reptiles | The learner - Pronounces, spells, reads, writes and demonstrates meaning of the new | * Discussi on * Demon stration * Observ ation | * Observi ng group of reptiles * Spellin g , | Critical Thinking  -Decision Making  -Problem Solving  -Effective | Pictures And Newspap  articles | Integrat ed Sc P/s BK 6 Pg \_  Fountai |  |

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|  | 4 |  | bodies and move by crawling Characteristics of reptiles   * Reptiles are cold blooded * They move by crawling * Their bodies are covered by scales * They have three chambered hearts * They reproduce by laying eggs fertilized internally * They don’t take   care of their young ones. | - | Descri bes chara cteristi cs reptiles | words; crawling***, cold blooded, fertilization, scales***  - reads, writes and internalizes texts and questions related to reptiles | * Guided discove ry * Buzz or think pair share | pronou ncing on and  readin g words correct ly   * Describ ing mode of reprod uction * Drawin g | Communica  -Creative thinking - Responsib ility  -Appreciati on |  | n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |
|  | 5 |  | Groups of reptiles   * Snakes * Tortoises and turtles * Lizards * Crocodiles   and alligators   * Examples of reptiles * Snakes –cobra, mamba * Tortoises * Lizards –chameleon. Crocodiles | -  -  - | The learner s  Names the groups of reptiles Gives examp lesof reptiles | * The   learners Pronounces, spells,  reads,  writes  and demonstrates meaning of the new words; **snake, reptiles, crocodile, tortoises**   * reads, writes and internalizes texts and questions related to   reptiles | * Guided discussi on * Observ ation * Discove ry * Buzz or think pair share | * Classify ing and namin g groups of reptiles * Spellin g on differe   nt new words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative Thinking  -  Appreciatio n on | Chart owing Different ptiles | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 |  |

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| 3 | 1 |  | Meaning , examples and characteristics of | - | The learner | -The learner, Pronounces, | - Guided discussi | - Observi ng the | Critical Thinking | Pictures | Integrat ed Sc |  |

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|  | 2  3 |  | fish  Fish are coldblooded vertebrates with fin and move by swimming.  Examples of fish   * Nile perch * Tilapia * Cat fish * Lung fish * Silvered fish Characteristics of fish * Fish live in water * Fish have fins used for swimming * They undergo external fertilization. * Fish have streamlined bodies to reduce friction in water * They use gills for breathing * They lay eggs | -  -  -  -  - | Define s fish  Names examp les  o  f fish  States chara cteristi cs of fish  Draws a diagra m  o  f fish.  Names parts of fish | spells, reads, writes and demonstrates meaning of the new words; **tilapia, fins, gills, streamlined, Nile perch** - reads, writes and  internalizes texts and questions related to fish | on   * Observ ation * Discove ry * Buzz or think pair share | parts of fish   * Readin gwords and   senten on ces  about fish   * Drawin g parts   of fish | -Problem Solving  -Effective Communica  -Creative thinking  -Making right choices  -Responsib ility  -Appreciati on | charts  chalk oard illustration real fish | P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 |  |

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|  | 4 |  | Meaning, examples and characteristics of amphibians Amphibians are cold blooded vertebrates | -  - | The learner Gives meani ng  o  f | The learners  - Pronounces, spells, reads, writes and demonstrates | * Guided discussi on * Observ | * Pronou ncing * Definin g amphi | Critical Thinking  -Decision Making  -Problem | Some al  Amphibia  s  Like | Integrat ed Sc P/s BK 6 Pg |  |

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|  | 5  1 |  | that can live both in water and on land Examples of amphibians   * Frogs * Toads * Newts * Salamanders Characteristics of   amphibians   * They are   cold blooded vertebrates   * They can live both on land and in water. * Amphibians have more than one mechanism of breathing * They undergo external fertilization * They have three chambered hearts. * They have ear   drums without external ears | -  - | amphi bians  Names examp les  of amphi bians  States chara cteristi cs  of amphi bians | meaning of the new words; **amphibians, newts, external, salamanders, fertilization**  - reads, writes and internalizes texts and questions related to amphibians | ation   * Guided discove ry * Buzz or think pair share | bians  - Giving of  exampl on e of  amphi bians | Solving  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -Appreciati on | ogs/  toads  Chalk Board Illustratio  Chart | Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 |  |

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|  |  |  | Meaning and types of invertebrates Invertebrates are animals without backbones  Types of invertebrates   * Arthropods * Molluscs * Worms * Echinoderms | -  -  - | The learner Gives meani ng  of inverte brates  Names types | The learner Pronounces, spells,  reads,  writes  and demonstrates meaning of the new words; **arthropods,**  **invertebrates,** | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think | - Observi ng some comm on  inverte on brates  in the locality | Critical Thinking  -Effective Communica  -Creative thinking Logic  -Taking | Some al  vertebrate  Like rasshoppe | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg |  |

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|  |  |  | * Coelenterates * Sponges | of inverte brates | **backbone**  reads,  writes and internalizes texts and questions related to  invertebrates | pair share  - | - Namin g differe nt types of inverte brates | decision - Making right choices - Responsib ility  -Appreciati on |  | \_  Compr ehensiv e Sc P/s Bk 6 |  |

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|  |  |  | Meaning characteristics and groups of arthropods Arthropods are invertebrates  with segmented bodies and  jointed legs. Characteristics of arthropods  -arthropods have jointed legs  -they have  segmented bodies  -they have  exoskeleton  Groups of arthropods   * Insects * Arachnids * Myriapods * Crustaceans | The learner  - gives meani ng of arthro pods States chara cteristi  cs of | | The learner Pronounces, spells,  reads,  writes  and demonstrates meaning of the new  words; **segmented, arachnids, myriapods, crustaceans, exoskeleton** reads,  writes and internalizes texts and questions related to  arthropods | Guided disscussi ons  Guided discove ry | * Giving meani ng of arthrop ods * Stating charat eristics | Critical Thinking - Creative thinking - Responsib ility  -Appreciati on | Specime  s  Realia | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_ |  |
| arthro | |  |  |  |
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| Names  groups of | |  |  | ehensiv e Sc P/s Bk 6 |
| arthro | |  |  |  |
| pods | |  |  |  |
|  |  |  | Meaning characteristics, examples and structure of an insect Insects are arthropods with three main body parts and three pairs of jointed legs *Examples of insects*  Mosquitoes | -  - | The learner Define s insects Draws diagra m  of an  insect | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of the new words; **haltere, ovipositor,**  **abdomen,** | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think | - Observi ng diagra ms of housefl y pronou ncing new words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  o  -Creative | A chart Showing Parts of n insect chalkboa  illustration | Fountai n BK 6  Pg  MK Bk 6  Pg |  |
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|  |  |  | * House flies * Butterflies * Bees tsetse flies Structure of a house fly | and names the comm on parts | | **spiracle -** reads, writes and internalizes texts and questions related to insects | pair share | * Writing the new words * Namin g parts of an insect | thinking Logic -Taking decision - Making right choices - Responsib ility  -Appreciati on |  | Compr Pri Scie Bk 6 |  |
|  |  |  | Meanings, characteristics and examples of arachnids and myriapods. crustaceans and molluscs 1.  Arachnids.  Arachnids are invertebrates with two main body parts and four pair of jointed legs *Examples;* spider, scorpion 2.  myriapods. Myriapods are arthropods with many segments and many jointed legs on the segments.  *Examples;* millipede and centipede. A millipede has two pairs of jointed legs on each segment while a centipede has one | -  -  -  - | The learner Define s arach nids and myriap ods Gives chara cteristi cs  of arach nids and myriap ods Gives examp les  of  arach nids | The learner Pronounces, spells, reads, writes and demonstrates meaning of the new  words; **arachnids, spider, scorpion, millipede, centipede. -** reads, writes and internalizes texts and questions related arachnids and myriapods | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share | - | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  o  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -Appreciati on | Specime  s  Pictures | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |

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|  |  |  |  | and myriap ods |  |  |  |  |  |  |  |

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|  |  |  | pair of jointed leg each segment. |  | |  |  |  |  |  |  |  |
|  |  |  | Meanings, characteristics and examples of crustaceans and molluscs 3. crustaceans.  These are invertebrates with hard bodies with four pair of jointed legs *Examples;* crabs, lobsters  4.Molluscs  These are soft bodied invertebrates without segments  *Examples;* snails, slugs,  oysters, octopus | -  - | Descri be the chara cteristi c of  mollus cs  Names the examp les  o f mullus cs | -Pronounces, spells, reads, writes and demonstrates meaning of the new words; **crabs, lobster, slug, oyster,**  **-**reads, writes and internalizes texts and questions related to crustaceans and molluscs | * Discussi on * Observ ation * Discove ry * Buzz or think pair share | * Drawin g exampl e of mollusk s and crustac eans * Observi on ng charac teristics   of mollusc s   * Readin gand writing | -Appreciati on  Making right choices - Creative thinking Effective Communica  Critical Thinking | Specime  s  Pictures | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |

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|  |  |  |  |  | |  |  | senten ces about mollusc  s |  |  |  |  |
|  |  |  | Meaning, characteristics, groups and examples of worms  Worms are long, thin, soft bodied invertebrates.  Characteristics of worms   * Worms have long thin and soft bodies. * They live in moist environment like soil, water * Most worms are parasites * They breathe through their moist skins * They reproduce by laying eggs   Types/ groups  of worms  1**.Flat worms** (platyhelminthes) *Examples;* tape worms, blood flukes, liver flukes 2**.Segmented worms** (annelids) | -  -  - | The learner States the meani ng  of worms  States the chara cteristi cs  of worms  Names groups of worms and their examp les | The learner Pronounces, spells, reads, writes and demonstrates meaning of the new words; **segmented, worms,**  **tape, flukes, round** - reads, writes and internalizes texts and questions related to worms | * Guided discussi on * Observ ation * Guided discove ry * Buzz or think pair share | * Drawin g * Readin g writing senten ces about worms * Observi ng the group of worms | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  o  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -Appreciati on | Worms  Achart showing  iagrams of intestinal worms. | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |

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|  |  |  | *Examples;* earth worms, leeches, bristle worms. |  |  |  |  |  |  |  |  |

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|  |  |  | 3. **Round worms** *Examples;* hook worms, pin worms, thread worms, eel  worms |  |  |  |  |  |  |  |  |

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|  |  |  | Care for and protection of vertebrates and invertebrates  *Ways of caring for vertebrates and invertebrates*   * Regular vaccination * Providing shelter to vertebrates * Gazetting places for wild vertebrates * Controlling illegal   hunting of wild life   * Providing food * Enforcing laws against environmental pollution   that endangers the life of vertebrates and invertebrates | -  - | The learner  ;  States ways of caring for and protec ting vertebr ates and inverte brates | The learner; Pronounces, spells, reads, writes and demonstrates meaning of the new words; **wild life, hunting, illegal, pollution** - reads, writes and internalizes texts and questions related to care for  vertebrates  and invertebrates | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share | -  Spellin g new words about care for vertebr  ates on and  inverte brates  - Giving differe nt ways of caring for vertebr ates | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -  Appreciatio n | A drawn chart showing different groups of vertebrat  s  and invertebr tes | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 Primary six curricul um book page 42 |  |

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|  |  |  | Meaning and sources of sound  Sound is the form of energy produced by vibration of an object Sources of sound   1. *Natural sources of sound*    * Thunder    * Storms    * Wind    * Water falls ii)*Artificial sources of sound*    * Bells    * Flutes    * Drums    * Bowharps | -  -  - | The learner Gives meani ng  of sound energy Gives examp les  of natural and artifici al source s  of energy | The learner  - Pronounces, spells, reads, writes and demonstrates meaning of the new words; **sound, thunder, flute, storm.** reads, writes and internalizes texts and questions related to sound energy | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share | * Carryin g out experi ment on sound energy * Readin   g on  words  senten ces and stories about sound | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -  Appreciatio n | Rulers  -Drums  -Bells  -Stones  -Desks  -Sets | -  Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |
|  |  |  | Properties of sound  -sound can be produced  -sound can be reflected  -sound can be stored and reproduced  -sound travels in all directions from the source through sound waves. | -  - | The learner States the proper ties of sound | The learner Pronounces, spells, reads, writes and demonstrates meaning of the new words; **reflected, travels, waves,** reads, writes and internalizes texts and questions related to sound energy | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share * ​ | * Identify ing differe nt propert ies of sound * Pronou   ncing on   * Spellin   g and readin g words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative Thinking listening to different sources of sound.  -  Appreciatio | Real insects - Drums  -Desks Text books  -Tins  -Threads clock | Integrat ed Sc P/s BK 6 Pg Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |

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|  |  |  | Meaning and factors that affect the pitch of sound  -Pitch of sound is the highness or lowness of sound.  Factors that affect the pitch of sound   * Size of the   vibrating object/surface   * Tension of the vibrating surface/object * Thinness or thickness of the vibrating object. | -  -  - | The learner Gives the meani ng  of the term pitch of  sound States the factors that affect pitch of  sound | The learner  - Pronounces, spells, reads, writes and demonstrates meaning of the new words; **pitch, tension, vibration, highness,** reads,  writes and internalizes texts and questions related to pitch of sound. | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share * ​ | * Giving the meani ng of   pitch on of  sound   * Stating factors that affect pitch of sound * Readin g and spelling new words correct ly | Critical Thinking  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  Appreciatio n | Drums  -Bottle  -Water  -Ropes  -Rubber  -Bands  -Shakers | -  Integrat ed Sc P/s BK 6 Pg Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |

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|  |  |  | Experiments on pitch of sound  -How the size of the vibrating space affects the pitch of sound Procedure  - get three bottles of the same size and material.  -pour water of different volume in each of the bottle as shown below | -  - | The learner Descri bes the experi ment to show that the size of the vibrati ng space | The learner  - Pronounces, spells, reads, writes and demonstrates meaning of the new words; **volume, pitch, intervals vibration, bottle**reads, writes  and internalizes texts and  questions | * Discussi on * Demon stration * Observ ation * Guided discove ry * Buzz or think pair | * Describ ing differe nt experi   ments on on  pitch of sound   * Readin g and spelling new words * Writing | Critical Thinking  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility - | -Bigs and Small drums  -Short and long strings  -Empty nd  half full ottle  of water | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |

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|  |  |  | -blow air in each bottle at an angle at different intervals | affects the pitch of sound | related to pitch of sound. | share | and internal izing texts relating to pitch of sound | Appreciatio n |  |  |  |

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|  |  |  | Movement and speed of sound in different states of matter  -sound  move/travels through sound waves  -speed of sound   * In solids(iron) –   1500m/s   * liquids(water)– 1484m/s * In gases(air)- 330m/s   Sound travels fastest in solids, faster in liquids and  fast in  through gases | -  -  - | The learner Explain s how sound travels Descri bes the speed of sound in the three states of matter | The learner   * Pronounces, spells, reads, writes and demonstrates meaning of the new words; **waves,**   **matter, liquids**   * reads, writes and   internalizes texts and questions  related to speed of sound. | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share * ​ | * Definin g echoes * Starting the uses of echoes * Solving   questio on n  related to echoes | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  Appreciatio n | -Empty classroo m  -Text books thick Curtains | Integrat ed  S  c  P/s BK 6 Pg Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns  S  c  P/s Bk 6 | l |
|  |  |  | Factors that affects the speed of sound   * Temperature * Heat * Wind * Altitude   Note: brief notes on how each of the factors affect sound be reflected in the notes. | -  - | The learner Mentio ns factors that affect the speed of sound | The learner  -Pronounces, spells, reads, writes and demonstrates meaning of the new  words; **temperature, altitude, heat.**  **-** reads, | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair | * Mentio ning factors that affect the   speed on of  sound   * Pronou ncing, | Critical Thinking  -Effective Communica  -Creative thinking | Chalkbo rd  illustration | Integrat ed  S  c  P/s BK 6 Pg Fountai n Sc P/s Bk 6 Pg  \_  Compr |  |

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|  |  |  |  |  | | writes and internalizes texts and questions related to  speed of sound. | share  - | spelling and writing new words. | -Making right choices - Responsib ility  -  Appreciatio n |  | ehensio ns Sc P/s Bk 6 |  |
|  |  |  | Meaning of volume and frequency of sound  *Volume of sound:* -Is the loudness or softness of sound *Frequency of sound:* -  Is the number of vibrations of  an object per second. | -  -  - | The learner Gives meani ngs of volum e and freque ncy of sound Explain s how freque ncy affect pitch of secon d | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of the new words; **volume, frequency, vibration.**  **-** reads, writes and internalizes texts and questions related to  volume and frequency of sound. | * Guided discussi on * Demon stration * Guided discove ry * Buzz or think pair share * ​ | * Definin g the words, volume and freque ncy of sound * Explaini on ng how   freque ncy affects pitch of sound   * Readin g, writing and spelling new   words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -  Appreciatio n | Text books  Chalkbo ard illustration | -  Integrat ed Sc P/s BK 6 Pg Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 Introdu ction to biology third edition. |  |
|  |  |  | How different things produce sound in the environment   1. *Human beings -* by vibration of vocal codes in the voice box. 2. *Flying bee –*   by | -  - | The learner States how differe nt things in the | The learner  -Pronounces, spells, reads, writes and demonstrates meaning of the new words; | * Discussi on * Demon stration * Observ ation * Discove ry | - Stating how differe nt things in the environ ment | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica | Music struments harts  Textbook | -  Integrat ed Sc P/s BK 6 Pg \_  Fountai n Sc P/s Bk 6 Pg |  |

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|  |  |  | vibration of wing and the surrounding air when flapped.  iii) *Bird* –by vibration of the rings of cartilage in the trachea iv) *String instruments –* vibration of the strings when plucked  v) *Percussion instruments –*vibration of the surfaces when hit | enviro nment produ ce sound | | **plucked, cartilage, percussion, vocal codes**  **-** reads, writes and internalizes texts and questions related to how things produce sound | - Buzz or think pair share | produc on e  sound | -Creative thinking - Making right choices - Responsib ility  -  Appreciatio n |  | \_  Compr ehensiv e Sc P/s Bk 6 |  |
|  |  |  | Ways of storing and reproducing sound  *i) storing:*  -by recording  -by writing notes in solfa and staff *Ii)Reproducing:*  -playing using compact disc players  -playing using cassette players - playing using phones - by singing the music notes  -by playing the notations using of musical instruments | -  -  - | The learner Gives the ways of storing sound States the ways of reprod ucing stored sound | The learners - Pronounces, spells,  reads,  writes  and demonstrates meaning of the new words; **notes, compact, disc, recording.**  **-** reads,  writes and internalizes texts and questions related to  storing and reproducing  sound | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share * ​ | * Pronou ncing, spelling and readin g new words. * Stating   ways on of  reprod ucing sound   * Giving ways of storing sound | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  Appreciatio n | Textbook  Chalk Board illustration | Integrat ed Sc P/s BK 6 Pg \_  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk  6- |  |

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|  |  |  | Importance of storing sound   * For future use * For | -  - | The learner States  the | The learner - pronounces, spells writes and | * Discussi on * Demon stration | - Stating the import  ance | -Decision Making  -Problem  Solving | Chalkbo rd  illustration | Integrat ed Sc P/s BK 6 Pg |  |

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|  |  |  | entertainment   * For evidence in courts of law * For research purposes | import ance of storing sound | demonstrates meaning of the words; **future, entertainment, evidence**, related to storing sound.  -reads, internalizes and writes texts and questions related to importance of storing sound. | * Observ ation * Discove ry * Buzz or think pair share * ​ | of storing  sound on  - Pronou ncing, spelling  ,  readin g and writing new words | -Effective Communica  -confidence  -Creative thinking - Making right choices - Responsib ility  -  Appreciatio n |  | Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |

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|  |  |  | Groups of music instruments   1. *percussion instruments*    * Drum    * Xylophone    * Rattles 2. *String*   *instruments*   * + Harp   + Guitar   + Bow harp   + Tube fiddle  1. *wind*   *instruments*   * + Horn Flute   + Panpipes   + whistle | -  -  - | The learner Gives the groups of music instrum ents Gives examp les  of music instrum ents | The learner, - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **string, harp, percussion** related to groups of music instruments. - Reads, internalizes and writes text and questions related to  groups of musical  instruments | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share | * Giving groups and exampl e of musical instrum ents * Readin on g,   writing and pronou ncing new words | Critical Thinking  -Decision Making  -Effective Communica  -Taking decision - Making right choices - Responsib ility  -  Appreciatio n | Drugs Aloevera Panadol syrups | Integrat ed Sc P/s BK 6 Pg Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |

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|  |  |  | Diagrams of different music instruments    and many others please… | -  -  - | The learner Draws and names differe nt music instrum ents States how each instrum ent produ ces sound | The learner  - Pronounces, spells, reads, writes and demonstrates meaning of words; **flute, guitar,**  **vibration** related to groups of music instruments. - Reads, internalizes  and writes text and questions related to musical instruments | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share * ​ | -Drawing and naming different musical instruments  -Stating how they produce sound | Critical Thinking  -Effective Communica  on  -Creative Thinking  -Making right choices  -Responsib Ility  -  Appreciatio n | Real Instrumen  Pictures n  charts | Integrat ed Sc P/s BK 6 Pg Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6  pg 46 |  |
|  |  |  | Devices used to store sound   * Flash drives * Memory cards * Cassette tapes * Compact discs * Computer diskettes | - | The learner  ,  mentio ns the device s that store sound | The learner  - Pronounces, spells, reads, writes and demonstrates meaning of words; **flash, compact, diskettes,** related to devices  that store sound. - Reads, internalizes and writes text and questions  related to | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share | * Mentio ning device s that store sound * Pronou ncing, on   readin  g, writing, and demon strating the meani ng of the | Critical Thinking  -Decision Making  -confidence  -Effective Communica  -Making right choices - Responsib ility  -  Appreciatio n | Real bject  Eg, emory  Cards Flash rives pictures | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |

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|  |  |  |  |  | store sound |  | words |  |  |  |  |

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|  |  |  | Devices used to reproduce stored sound   * Mobile phones * Gramophones * Compact disc players * Radio cassettes * Computer monitors * woofers | -  - | The learner States the device s  t hat reprod uce stored sound | The learner  -Pronounces, spells, reads, writes and demonstrates meaning of words; **compact cassettes, woofers, device** related to devices that produce sound -Reads, internalizes and writes text and questions related to devices  that  reproduce sound | * Group discussi on * Demon stration * Observ ation * Guided discove ry * Buzz or think pair share | - Stating the device s used to reprod uce sound | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  ons -Creative  hinking - Making right choices -  Responsib ility  -  Appreciatio n | -mobile phones  - CD  players Wall chart | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6  pg 51 |  |
|  |  |  | Drawing and naming parts of the human ear *Structure of the human ear* | -  - | The learner Draws and names parts of the human ear. | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of  words; **ear drum, pinna, ossicles,** related to the structure of the ear -  Reads, | * Group discussi on * Demon stration * Observ ation * Guided discove ry * Buzz or think pair share | -  Drawin g the structur e of the  human on ear   * Namin g parts of the human ear * Pronou ncing, | Critical Thinking  -Problem Solving  -Effective Communica  -Creative thinking Logic  -Making right choices - Responsib ility - | -wall charts  Pictures  f  the ear | Integrat ed Sc P/s BK 6 Pg \_  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |

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|  |  |  |  |  | and questions related to the structure of the ear |  | spelling  , and readin g new  words | Appreciatio n |  |  |  |

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|  |  |  | Functions of parts of the ear   1. *Pinna –*to collect sound waves 2. *Auditory canal –*to direct sound waves into the ear drum iii) *Ear drum* –changes sound waves   into vibrations   1. *Ossicles –*amplify sound vibrations across the middle ear. 2. *Semicircular canals –*to balance the body in its upright position 3. *cochlea* – changes waves into nerve   signals/impulses vii)*Auditory nerve* – transmits impulses from the cochlea to the brain for interpretation | -  -  - | The learner  ,  Mentio ns parts of the ear States the functio ns  o  f the  parts of the ear | The learner, - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **circular, cochlea, auditory, nerve, Eustachian tube,** related to the func6tions of the ear - Reads, internalizes and writes text and questions related to the structure of the ear | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share | * Namin g parts of the ear * Giving functio ns of the   parts of on the  ear. | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -  Appreciatio n | Textbook  Chart odels of e ear | Integrat ed Sc P/s BK 6 Pg Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |
|  |  |  | Diseases and disorders of the ear  *Diseases*  -Otitis media  -Otitis externa  *Disorders*  -deafness  -too much wax in the | -  - | The learner Mentio ns the diseas es and disord ers of the ear | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **deafness, otitis, ringing**  related to the | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think | * Mentio ning disease s and disorde rs of   the ears   * Stating on ways | Critical Thinking  -Decision Making  -Problem Solving  -Effective d Communica  -Creative | Pictures  f  the sick ars  chalkboa  illustration s | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s |  |

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|  |  |  | ear  -discharging ears  -ringing ears | - | States ways of control ling ear diseas es and disord ers | diseases and disorders of the ear - Reads, internalizes and writes text and questions related to the ear diseases and disorders | pair share | of controll ing ear disease s and disorde rs  - Readin g and writing new  words | thinking Logic -Taking decision - Making right choices - Responsib ility  -  Appreciatio n |  | Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |
|  |  |  | Care for the ear  -washing the ears regularly with clean water and soap -use soft materials to clean the ear  -have regular medical checkups for the ears Remove the wax regularly from the ears  - avoid putting sharp objects in the ears | -  - | The learner States ways of caring for the ears | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **excess, temporary, regularly,** related to the care for the ear -Reads, internalizes and writes text and questions related to the care for the ear | * Discussi on * Demon stration * Observ ation * Discove ry * Buzz or think pair share | * .stating differe nt ways of caring for the ear * Pronou ncing, readin g and writing new words | ppreciation Care Audibility  Effective Communica  on confidence | Text books  Ear buds  Pictures  f  sick ears | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |

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|  |  |  | Blood circulation and components of the circulatory system  Blood  circulation is the movement of blood round the body  Organs or components of the circulator y system   * The heart * Blood vessels * blood | The learner, - describes blood circulation  -states the compone nts of the circulatory system | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **circulation, vessels, blood,** related to blood circulation - Reads, internalizes and writes text and questions related to blood circulation | * guided discussi on * brain stormin g * questio n and answer techniq ue * Buzz or   think pair share | * Definin g blood circulat ion * Stating the compo nents of the circulat   ory on  system | Appreciatio  Care Audibility  Effective Communica | A  cha rt showing some organs of the circulator y system | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |

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|  |  |  | The heart  The heart is the muscular organ made up of special muscles called cardiac muscles  Its main function is to pump blood to all  parts of the body *Structure of the human heart* | The learner, - describes the heart - gives the function of the  heart Draws and names the parts  of the heart | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **aorta, auricle, ventricle, septum,** related to the heart -Reads, internalizes  and writes text and questions related to the heart | - Guided discussi on  Buzz or think pair share | * Describ ing the heart, * Stating functio ns of the heart | Appreciatio  Care Audibility  Effective Communica  on confidence | A  char t showing the structure of the heart  Pictures of the heart | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensio ns Sc P/s Bk 6 |  |

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|  |  |  | Functions of different parts of the heart ***Venacava*** *–t*ransports deoxygenated blood from all parts of the body to the heart ***Aorta*** –transports oxygenated  blood from the heart to all parts of the body  ***Pulmonary artery*** – transports deoxygenated blood from the heart to the lungs  ***Auricles*** –receive  blood entering the heart  *V****entricles*** –pump blood out of the heart ***Note****: the walls of the left ventricles*  *are thicker than those of the right*  *ventricle because it*  *pumps blood to long*  *distances(all parts of the body)*  ***Functions of other parts should be added in the notes*** | The learner, - Identifies different parts of the heart - states the functions of the  different parts of the heart. | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **aorta, auricle, ventricle, septum,** related to the heart -Reads, internalizes and writes text and questions related to the heart | * Guided group discussi on * Questio n and answers * Brain stormin g | * Identify ing parts of the heart * Stating the functio   ns of on the  parts of the heart   * ​ | Fluency Care Confidence  Effective Communica  Critical Thinking  -Decision Making | A  cha rt showing the structure of the heart | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg  60-61 |  |

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|  |  |  | Blood vessels  -blood vessels are muscular tubes which transport blood round the body  Types of blood vessels   * Arteries * Veins * Capillaries *Arteries –*blood vessels that transport blood away from the heart *Characteristics of*   *arteries*  -transport blood away from the heart  - they have thick walls  -they have narrow lumen  *Structure of the artery* | The learner, - Defines blood vessels - States types  of blood vessels  -Gives meaning of arteries  -Mentions characteri stics of arteries - Draws the structure of artery | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **muscular, veins, capillary, lumen** related  to  blood vessels - Reads, internalizes and writes text and questions related to blood vessels | * Guided group discussi on * Questio n and answers * Brain stormin g | * Definin g blood vessels * Giving types of blood vessels * Describ   ing on  arteries   * Giving the charac teristics of arteries | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -  Appreciatio n | A  cha rt showing an artery  Pictures of  oth  er blood vessels | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | Blood vessels  *Veins* –blood vessels that transport blood towards the heart *Characteristics of veins*  -they transport blood towards the heart - they have thin walls  -they have wider lumen  -they have valves  *Structure of a vein*  *Capillaries:*  - these are the smallest blood vessels that join veins to  arteries  -they are where exchange of materials take place  -they have very thin walls about one cell thick; this enables easy diffusion of materials. *Structure of capillaries* | The learner, - Defines veins  -Mentions characteri stics of veins - Draws the structure of a vein Defines capillaries Describes different characteri stic of capillaries  - draws the structure of capillaries | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **valves, wider, thin, diffusion** related to blood vessels - Reads, internalizes and writes text and questions related to blood vessels | * Guided group discussi on * Questio n and answers * Brain stormin g | -  Definin g veins   * Describ ing veins * Giving the   charac on teristics  of veins and capillar ies   * Spellin g, readin g and pronou ncing new words correct ly | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -  Appreciatio n | A chart showing veins and capillarie s  Pictures of the blood vessels | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | Blood components and their structures *Blood* -blood is the transporting medium in the body *Components of blood*  Red blood cells   * White blood   cells   * Platelets * Plasma   a) Red blood cells  - red blood cells contain a red pigment called Haemoglobin made  of iron  -they are made from bone marrow of short bones like sternum, scapular, ribs, pelvis  -their main function is to transport oxygen in the body  *Adaptations of red blood cells to their functions*  -They have haemoglobin which enables them to carry oxygen  -They have a biconcave disc shape which enables them to trap and carry oxygen  -They are produced in large numbers | The learner; defines blood - mentions the compone nts of blood  -describes red blood cells giving their characteri stics  -gives the adaptatio ns of red blood cells | The learner - Pronounces, spells,reads, writes  and demonstrates meaning of words; **platelets, haemoglobin, plasma** related to blood -Reads, internalizes and writes text and questions related to blood | * Guided group discussi on * Questio n and answers * Brain stormin g | - Definin g blood  Mentioni ng compon ents of  blood on Describi  ng charact eristics of red blood cells  Giving adaptat ions of red blood cells to their function | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -  Appreciatio n | A  cha rt showing blood compon ents  Pictures of  so  me blood compon ents | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | *Structure of a red blood cell* |  |  |  |  |  |  |  |  |

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|  |  |  | White blood cells  -This is the blood component that fights against disease germs in the body They have nucleus  They are made in lymph nodes and spleen  They are destroyed by HIV  *Structure of a white blood cell*   1. ***Platelets*** they help in blood clotting 2. ***Plasma***   Plasma is a pale yellow liquid part of blood. It contains the following; water, blood proteins, carbon dioxide.  Plasma transports digested food. | The learner; defines white blood cells  -describes white blood cells giving their characteri stics  -describes platelets and plasma. | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **platelets, lymph nodes, clotting, spleen**  related to white blood cells  -Reads, internalizes and writes text and questions related to white blood cells | * Guided group discussi on * Questio n and answers * Brain stormin g | -  Definin g white blood cells  -  drawin on g  structur es of white blood cells and platele ts  Spellin g new words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -Appreciati on | A  cha rt showing blood compon ents  Pictures of  so  me blood compon ents | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | Functions of blood in the body   * Blood carries digested food and oxygen to all parts of the body * Blood carries   waste products from the body to the excretory organs   * Blood transports carbon dioxide from the body to the lungs. * Blood distributes heat in the body * Blood defends the body against germ infections | The learner; - states the function of blood | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **distributes, waste, defend** related to  function of blood -Reads, internalizes and writes text and questions related to  functions of  blood | * Guided group discussi on * Questio n and answers * Brain stormin g | * Giving functio ns of blood in the body   on   * Spellin   g new words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -Appreciati on | A  cha rt showing blood compon ents  Pictures of  so  me blood compon ents | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | **Diseases and disorders of the circulatory system *Diseases***   * Leukemia * Malaria * HIV/AIDS * Sickle cell   anaemia   * Hemophilia * Heart stroke * Hypertension   ***Disorders***   * Bleeding * Blood clot * Poor blood clotting * Irregular heart beat | The learner, - Mentions the diseases of the  circulatory system  -Gives disorders of the  circulatory system | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **leukemia, hypertension, heart**  **stroke, hemophilia** related to the circulatory system -Reads, internalizes and writes text and questions related to the  circulation | * Guided group discussi on * Questio n and answers * Brain stormin g | Mentio ning disease s of the circulat ory system  Giving on disorde  rs of the system  - Spellin g new words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -Appreciati on | Illustratio ns on the chalkboa rd | Integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | **HIV/AIDS and blood** AIDS is a disease caused by HIV(Human Immuno- deficiency Virus) -The virus destroys the whites blood cells in the body  -AIDS stands for Acquired Immune Deficiency Syndrome *How is HIV/AIDS spreads*   * Through unprotected sexual intercourse with an infected person * Sharing unsterilized skin cutting or piercing instruments with an infected person * Through mother to child (MCT) * Transfusion of unscreened blood | The learner,  -  describes HIV/AIDS  -writes HIV/AIDS  in full  -States ways AIDS spreads among people | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **deficiency, syndrome, transfusion intercourse, acquired** related to HIV/AIDS -  Reads, internalizes and writes text and questions related to HIV/AIDS | * Guided group discussi on * Questio n and answers * Brain stormin g | describ ing HIV/AI DS  Identify ing compo  nent of on blood  destroy ed by HIV  Giving way AIDS  spread s | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -Appreciati On | Illustratio ns on the chalkboa rd  News papers  Magazin es | ntegrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | *Signs and symptoms of HIV/AIDS*   * Prolonged dry cough * Skin rash * General body weakness * Excessive sweating at night * Herpes zoster (kisipi)   *Effects of HIV/AIDS* o Loss of income o Causes death o The  individual is abandoned.  *Prevention and control of HIV/AIDS*   * Abstinence * Proper use of condoms * Screening blood before transfusion * Prevention of mother to child transmission   (PMTCT) | The learner;  - states signs and symptoms of HIV/AIDS  -mentions effects of HIV/AIDS  -gives ways of preventin g and controlling HIV/AIDS | The learner - Pronounces, spells,reads, writes  and demonstrates meaning of words; **herpes, abstinence, condoms, screening,** related to HIV/AIDS -  Reads,  internalizes and writes text and questions related to HIV/AIDS | * Guided group discussi on * Questio n and answers * Brain stormin g | Describ ing the signs and sympto ms of HIV/AI DS  Stating on effects  of HIV/AI DS  Giving the differe nt ways of preven ting and controll ing HIV/AI DS | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking Logic -Taking decision - Making right choices - Responsib ility  -Appreciati On | Illustratio ns on the chalkboa rd  News papers  Magazin es | ntegrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | *Ways of*  *increasing blood in the body*   * By feeding on a balanced   diet   * Through blood transfusion with screen blood * Feeding on foods rich in iron like green leafy vegetables *Organs related to the circulatory system* - the lungs, the liver, kidneys | The learner,  -  identifies ways of increasing blood  in  the body  Identifies organs related to the circulatory system | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **diet,**  **liver, iron, kidney**  related to HIV/AIDS -  Reads,  internalizes and writes text and questions related to HIV/AIDS | * Guided group discussi on * Questio n and answers * Brain stormin g | Identify ing differe nt ways of increas ing the amoun  t of on  blood  in the body | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -Appreciati On | Illustratio ns on the chalkboa rd  News papers  Magazin es | ntegrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |
|  |  |  | *Alcohol s and Alcoholism*  -Alcohol is a liquid substance that makes people drunk when taken in excess  *Types of alcohol*  *-Methyl alcohol(methanol)*  *-Ethyl alcohol(ethanol)* Reasons why people drink alcohol   * To celebrate   achievements   * To forget their problems * To fit in their social   group | The learner; - describes what alcohol means  -mentions the types of alcohol  -gives reasons why people drink alcohol | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **alcohol, methanol, drunk, ethanol** related to HIV/AIDS -  Reads, internalizes and writes text and questions related to HIV/AIDS | * Guided group discussi on * Questio n and answers * Brain stormin g | Describ ing alcohol  Mentio ning types of alcohol  Giving on  reason s for drinkin g alcohol | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  Appreciatio n | Illustratio ns on the chalkboa rd  News papers  Magazin es | integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | *Production of alcohol Methods of making alcohol*   1. ***Fermentation****:* This is the process of turning sugar in liquids in to alcohol by the help of yeast   *Examples of drinks produced by fermentation*  -malwa,   * + kwete,   + omunanasi   ii*)* ***Distillation****:* this is a process of obtaining pure alcohol by evaporating and condensing alcohol vapour  *Examples of alcoholic drinks obtained by distillation*  -Uganda waragi,  -Gins  -Spirits | The learner, - identifies the methods of making alcohol - describes fermentati on and distillation,  -gives examples of alcoholic drinks made from fermentati on and distillation | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **fermentation, distillation, alcoholic, yeast**  related to production of alcohol - Reads, internalizes and writes text and questions related to production of alcohol | * Guided group discussi on * Guided discove ry * Questio n and answers * Brain stormin g/ buzzing | Identify ing metho ds of making alcohol  Describ es  fermen on  tation and distillati on  Giving exampl e of alcohol ic drinks | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  Appreciatio n | Real objects illustrating Distillatio n  Illustratio ns on the chalkboa rd | integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | ***Alcoholism:***  This is a condition in which a person depends on alcohol for normal body function.  It results from alcoholic  addiction.  *Addiction* is having a strong desire to drink alcohol daily  ***Factors which lead to alcoholism***   * Boredom * Family background * Misleading adverts * Peer pressure/ influence   Note; explanation on the above cause alcoholism in the  notes | The learner, - gives the meaning of alcoholis m and addiction  -states the factors that can lead to alcoholis m | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **alcoholism, addiction, misleading, boredom** related to alcoholism - Reads, internalizes and writes text and questions related to alcoholism | * Guided group discussi on * Guided discove ry * Questio n and answers * Brain stormin g/ buzzing | Describ ing the meani ng of alcohol ism and addicti  on on  Mentio ning factors that lead to alcohol ism | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  ppreciation | Illustratio ns on the chalkboa rd  News papers  Magazin es | integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | ***Effects( dangers) of alcoholism***   1. *to an individual;*    * It leads to selfneglect    * Damages body organs like, brain, liver, pancreas, stomach etc 2. *to the family*;    * Leads to   family neglect   * + Leads to poverty     - Family breakups  1. *to the community;*    * Leads to   traffic accidents   * + Leads increase in criminal behaviours   + Loss of useful human resource Ways of preventing the effects of alcohol   in the lessn | The learner;  -gives the effects of alcoholis m to  individual, family and communit y  States ways of preventin g the effects of alcohol especially life skills | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **self- neglect, poverty, breakup** related to effects of alcoholism - Reads, internalizes and writes text and questions related to  effects of alcoholism | * Guided group discussi on * Guided discove ry * Questio n and answers * Brain stormin g/ buzzing | Giving effects of alcohol to an individ ual, family  and to on the  comm unity Outline s differe nt ways of preven ting the danger s/ effects of alcohol | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  ppreciation | Illustratio ns on the chalkboa rd  News papers  Magazin es | integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | ***Smoking***  Smoking is the inhaling of tobacco smoke from a burning tobacco cigarette *Types of smoking i)* active smoking   1. passive smoking R*easons why people smoke* To pastime    * To concentrate in doing work  * + To feel confident *Factors that lead to smoking* * Peer pressure/influence * To feel warn in cold   *Chemicals in tobacco smoke*   * Nicotine * Tar | The learner, - defines smoking  Gives types  of smoking  Mentions reasons why people smoke  Identifies the chemicals found  in tobacco smoke | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **smoking, pastime, nicotine** related to effects of alcoholism - Reads, internalizes and writes text and questions related to  effects of  alcoholism | * Guided group discussi on * Guided discove ry * Questio n and answers * Brain stormin g/ buzzing | -  definin g smokin g  -  mentio  ning on types  of smokin g  Giving danger ous chemi cal | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  ppreciation | Illustratio ns on the chalkboa rd  News papers  Magazin es | integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | ***Drugs:***  A drug is  any chemical substance taken  into the body to cause a  desired effect.  *Types of drugs*   * Narcotic drugs * Essential drugs **Narcotic drugs** are addictive drugs that increase or lower down the body’s activity   *Examples of narcotic drugs*   * *Marijuana* * *Cocaine* * *Heroin* * *Opium* * *Nicotine* | The learner, - defines drugs  Gives types of drugs  Defines narcotics  Identifies the examples narcotics | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **narcotic, essential, opium, addictive** related todrugs - Reads, internalizes and writes text and questions related to drugs | * Guided group discussi on * Guided discove ry * Questio n and answers * Brain stormin g/ buzzing | definin g a drug  -  mentio ning types  of on  drugs  Giving exampl e of narcoti c drugs  Spellin g new words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  ppreciation | Illustratio ns on the chalkboa rd  News papers  Magazin es | integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | ***Essential drugs***  These are drugs that meet the health care needs of majority of people in the community ***Characteristics of essential drugs***   * They are affordable * They are accessible * They are effective * They are safe * They have value for money ***Types of essential drugs***   Traditional drugs Laboratory manufactured drugs | The learner; - Defines essential drugs  -states the characteri stic of essential drugs  -Gives types of essential drugs | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **affordable, accessible, effective, safe** related to essential drugs  -Reads, internalizes and writes text and questions related to drugs | * Guided group discussi on * Guided discove ry * Questio n and answers * Brain stormin g/ buzzing | definin g essenti al drug  mentioni  ng x-tics of essential  drugs on  Giving exampl e of narcoti c drugs  Spellin g new words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  ppreciation | Illustratio ns on the chalkboa rd  News papers  Magazin es | integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | ***Traditional drugs*** These are drugs which have existed before the introduction of science and technology ***Characteristics of traditional drugs***   * Their strength, purity and stability changes * Their effects on the human body are not well known * They are obtained from local materials around   ***Examples of traditional drugs***   * ***Mululuuza*** * ***Kigagi*** * ***Eusuk*** | The learner; - Defines traditional drugs  -states the characteri stic of traditional drugs  -Gives examples of traditional drugs | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **traditional, strength, purity, technology** related to traditional drugs -Reads, internalizes and writes text and questions related to traditional drugs | * Guided group discussi on * Guided discove ry * Questio n and answers * Brain stormin g/ buzzing | Definin g traditio nal drugs  Giving charac  teristics on of  traditio nal drugs  Giving exampl e of traditio nal drugs | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  ppreciation | Illustratio ns on the chalkboa rd  News papers  Magazin es  Common drugs; kigagi aloevera etc | integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | ***Groups /classes of essential drugs*** Essential drugs are classified according to their uses as   * ***Preventive drugs*** – these include vaccines * ***Curative drugs*** – these contain chemicals that kill germs. eg; coatem, fansidar and quinine –used to cure malaria. * ***Pain killers*** – these drugs help to relieve pain. eg; paracetamol(pan adol), ibrufen, dichlofenac etc * ***Contraceptives*** – these are used to prevent unwanted pregnancies (for   family planning) | The learner; Describes classes of essential drugs  -Gives examples of drugs in each class. | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **curative, vaccines, contraceptive s, quinine** related to essential drugs  -Reads,  internalizes and writes text and questions related to essential  drugs | * Guided group discussi on * Guided discove ry * Questio n and answers * Brain stormin g/ buzzing | Describ ing differe nt classes of essenti al  drugs on Pronou  ncing and readin g new words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  ppreciation | Illustratio ns on the chalkboa rd  News papers  Magazin es Real drugs like panadol aspirin, quinine etc | MK  integrat ed Sc P/s BK 6 Pg  71  72  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | ***Laboratory manufactured drugs*** These are drugs which are manufactured from the laboratories *Characteristics of laboratory manufactured drugs*   * They are carefully made and tested * Their strength, stability and purity is known * Have manufactured and expiry dates   *Examples of laboratory Manufactured drugs*   * Panadol, coatem * Septrin, Aspirin | The learner; Describes laboratory manufact ured drugs Gives xtics of laboratory manufact ured drugs  -Gives examples of laboratory manufact ured drugs. | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **laboratory, expiry, stability** related to lab. manufactured drugs -Reads, internalizes and writes text and questions related to drugs | * Guided group discussi on * Guided discove ry * Questio n and answers * Brain stormin g/ buzzing | Describ ing laborat ory manuf acture d drugs  Pronou  ncing on  and readin g new words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  ppreciation | Illustratio ns on the chalkboa rd  News papers  Magazin es Real drugs like panadol aspirin, quinine etc | MK  integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | ***Drug prescription***  -The health worker’s written information on how to use a given drug.  *Factors to consider before prescribing a drug*   * The age of the patient * The weight of the patient * The name and group of the drug   *Advantages of drug prescription*   * It prevents drug overdose or under dose * It prevents   drug misuse *Dangers of buying drugs from local shops*  -The drugs may be contaminated due to storage -The drugs may be  expired | The learner; Describes laboratory manufact ured drugs Gives xtics of laboratory manufact ured drugs  -Gives examples of laboratory manufact ured drugs. | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **prescription, over dose, expired** related to drug prescription - Reads, internalizes and writes text and questions related to drug prescription | * Guided group discussi on * Guided discove ry * Questio n and answers * Brain stormin g/ buzzing | Describ ing drug prescri ption  Giving factors consid on  ered  during prescri ption  Pronou ncing and readin g new words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  ppreciation | Illustratio ns on the chalkboa rd  News papers  Magazin es Real drugs like panadol aspirin, quinine etc | MK  integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | ***Drug misuse:***  -this is the use of a drug without/against the health worker’s advice  *Forms of drug misuse(ways of misusing drugs*)   * Sharing drugs meant for one patient with many patients at home * Taking less drugs than expected(under dose) * Taking drugs when one is not sick * Taking more drugs than expected(overdos   e) | The learner; Describes laboratory manufact ured drugs Gives xtics of laboratory manufact ured drugs  -Gives examples of laboratory manufact ured drugs. | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **under dose, misuse, advice**  related to drug misuse - Reads, internalizes and writes text and questions related to drug misuse | * Guided group discussi on * Guided discove ry * Questio n and answers * Brain stormin g/ buzzing | Describ ing drug misuse  Giving forms of drug  misuse on Pronou  ncing and readin g new words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  ppreciation | Illustratio ns on the chalkboa rd  News papers  Magazin es Real drugs like panadol aspirin, quinine etc showing prescripti on | MK  integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | ***Drug abuse and drug Dependency***  ***Drug abuse*** –this is the use of a drug in the way that can be harmful to the body ***Drug dependency –*** this is a condition when a person is addicted to taking a drug. *Addiction is a strong desire to take a given drug daily*  *-*drugs that cause addiction are called ***drugs of dependence*** also called **narcotic drugs.** They are the commonly abused drugs.  ***Examples of commonly abused drugs(drugs of dependence***)   * Opium * Khart * Mira * Nicotine * Alcohol * Marijuana * Cocaine * Cannabis etc *Factors that can lead to drug dependency and abuse* * Misleading adverts * Boredom * Peer pressure | The learner; Describes drug abuse and depende ncy  -Gives examples of commonl y abused drugs  Mentions factors that can lead to drug depende ncy | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **abuse, dependency, addiction, narcotic, opium, cannabis, cocaine** related to drug abuse and dependency - Reads, internalizes and writes text and questions related to drug abuse and depedency | * Guided group discussi on * Guided discove ry * Questio n and answers * Brain stormin g/ buzzing | Describ ing drug abuse and depen dency  Giving on exampl  e of comm only abuse d drugs  Spellin g, Pronou ncing and readin g new words | Critical Thinking  -Decision Making  -Problem Solving  -Effective Communica  -Creative thinking - Making right choices - Responsib ility  -  ppreciation | Illustratio ns on the chalkboa rd  News papers  Magazin es Real drugs like packed alcohol, cigarette sticks | MK  integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

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|  |  |  | ***Effects(dangers) of drug abuse and dependency***   1. To effects to an individual ii)To a   family iii) To the  community  *life skills to safeguard against drug abuse and dependence*   * + Making right   decision   * + Peer resistance   + Perseverance   + Assertiveness | The learner, - identifies the harmful effects of drug abuse and depende nce to; an individual, family and communit y  -mentions life skills  used to guard against drug abuse and depende  ncy | The learner - Pronounces, spells,  reads,  writes  and demonstrates meaning of words; **perseverance, safeguard, resistance** related to drug abuse and dependency - Reads, internalizes and writes text and questions related to drug abuse and dependency | * Guided group discussi on * Guided discove ry * Questio n and answers * Brain stormin g/ buzzing | Describ ing harmful effects of  Giving exampl on e of  comm only abuse d drugs  Spellin g, Pronou ncing and readin g new words | -Decision Making  -Problem Solving  -Effective Communica  -Creative Thinking  -Making right choices  -Responsib ility  -  ppreciation  -care | Illustratio ns on the chalkboa rd  News papers  Magazin es Real drugs like packed alcohol, cigarette sticks  Picture of a drunkard | MK  integrat ed Sc P/s BK 6 Pg  Fountai n Sc P/s Bk 6 Pg  \_  Compr ehensiv e Sc P/s Bk 6 pg |  |

# #CREATIVE PRINTERS-0785681207/0703745068 PRIMARY SIX SCIENCE SCHEME OF WORK FOR TERM II,2023

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| **W K** | **P D** | **TOPIC** | **TOPIC** | **CONTENT** | **SUBJ. COMP’NCES** | **LANG.COMP’NCES** | **METHODS** | **ACTIVITIES** | **IND. OF L.S.V** | **INST. MAT.** | **REF.** | **R E M** |

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| **1** | **1** | **Classifi cation of plants** | **Simple classifica tion chart** | **Simple Classification chart**  - **A plant** is an  organism that makes its own food by the use of sunlight energy trapped by chlorophyll  **A simple Classification chart about plants**  Plants are classified as flowering and non flowering | **The learner**   1. Defines plants 2. Classifies plants | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to classification of plants. 2. Reads, internalizeand writes texts and questions related to classification of plants | Discussion  Guided discovery  Observati on  Illustration | Defining plants  Classifyin g plants accordin g to the simple classifica tion chart | Critical Thinking  Proble m Solving  Effectiv e Comm unicati on  Creativ e thinking  Taking  decisio n | The environ ment  A chart showin g a simple classific ation chart | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **1** | **2** | **Flowering plants** | **Flowering plants**  Flowering plants are plants that have flowers.  **Examples of flowering plants**  1. Beans | **The learner;** 1. Defines flowering plants.  2. Gives examples of flowering plants. | **The learner;**  1. Pronounces, spells, reads writes and demonstrates meaning of  words related to | Discussion  Guided discovery | Defining flowering plants  Giving examples | Critical Thinking  Proble m Solving | The environ ment  A chart showin g a | New Fount. Pri.  Sci. Pbk 6 |  |

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|  |  |  |  | 2. Soya beans **Groups of flowering plants**  **Monocotyledonou s plants**  These are plants which  bear seeds with  one cotyledon. **Characteristics of monocotyledonou s plants**  They have seeds with one cotyledon.  They have a parallel leaf venation.  **Examples of monocotyledonou s plants**  Maize, rice  **a) Dicotyledonous plants**  These are plants that have seeds with two cotyledons.  **CCCs of dicot. plants**  They have  seeds with two | 1. Mentionsgroups of flowering plants. 2. States theCCCs of monocots and dicot with relevant examples plants. | flowering plants.  2. Reads, internalize and writes texts and questions related to flowering plants | Observati on  Illustration | of flowering plants.  Mentionin g groups of flowering plants.  Stating the cccs of flowering plants. | Effectiv e Comm unicati on  Creativ e thinking  Taking decisio n  Respon sibility  Appreci ation | simple classific ation chart | Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |

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|  |  |  |  | cotyledons.  They have network leaf  venation.  **Examples of dicotyledonous plants**   1. Beans 2. Ground nuts |  |  |  |  |  |  |  |  |
| **1** | **3** | **Classifi cation of plants** | **Cereals** | **Cereals**  Cereal crops also known as grains are monocots that can be ground into flour and eaten as food. **Examples of cereals** 1. Maize  2. Wheat  **Leguminous plants** Legumes are plants that store there seeds in pods and have  root nodules  **Example of legumes**   1. Beans 2. Ground nuts **Structure of a Tap Root system** | **The learners;**   1. States the examples of cereals. 2. Draws the rootsystem of a league and its pod. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to cereals. 2. Reads, internalizeand writes texts and questions related to cereals | Discussion  Guided discovery  Observati on  Illustration | Stating the examples of cereals.  Drawing the root system of cereal crops. | Critical Thinking  Proble m Solving  Effectiv e Comm unicati on  Creativ e thinking  Taking decisio n  Respon sibility | The environ ment  A  chart showin g a root system of a cereal crop. | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |

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| **1** | **4** | **Classifi cation of plants** | **Non flowering plants** | * **Non flowering plants**   These are plants that do  not bear flowers  **Groups of non flowering plants**   1. Spore bearing plant 2. seed bearing plants(coniferous plants)    * **Spore producing plants**   These are non- flowering plants that reproduce by the means of spores.   * + **Example of spore bearing**   **plants or** | **The learner;**   1. Defines nonflowering plants. 2. States thegroups of non flowering plants | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to non flowering plants. 2. Reads, internalizeand writes texts and questions related to non flowering plants. | Discussion  Guided discovery  Observati on  Illustration | Definin g non floweri ng plants.  Stating groups of non flowering plants | Critical Thinking  Proble m Solving  Effectiv e Comm unicati on  Creativ e thinking  Taking decisio n | The environ ment  A  chart showin g a root system of a cereal crop. | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
|  |  |  |  | **p**b**ro**y **d**m**u**e**c**a**in**n**g**s **p**o**l**f**ants**   1. slieverdWs. orts 2. **T**M**h**o**e**s**s**s**e**es**are**   **Sefurther grouped aes;d bearing**   * 1. **pClaonntisfers**   TPhiensee are  Fnior nflowering   * 1. **G**pl**i**a**n**n**g**t**k**s**o**that   2. r**c**e**y**p**c**r**a**o**d**d**s**uce |  |  |  |  | Respon  sibility  Appreci ation |  |  |  |
| **1** | **5** | **Classifi cation of plants** | **Non flowering plants** | **Ferns**  **1**. states the **CC**  flowering spells, flowering  roots.  They have meaning flowerings Obser | **The learner; The lea Cs** 1. Pronounces,  reads of non ment Sci.  plants  of bearing m A cha vati g non Mk | **rner;** Discussion St the cccs Thinking Pri. stems and s  demonstrates  rt proper stem word | ating  environ pore bearing  discovery  s related to pl | Critical  Fount. writes  spore  ants. Solving | The Ne undergrou and Gu  Proble showin an | w Ferns ha nd of no ided  d roots. | ve  n  Pbk 6 non |  |

Ferns pore bearing on Effectiv floweri int. Sci reproduce by plants. e ng Pbk 6.

means of 2. Reads, internalize Comm spore spores. and writes texts Illustration unicati bearin

**Structure of a fern** and questions on g

related to non plants Pri. Six spore flowering Creativ such as curr. plants. e ferns, Set 1 thinking mosses and Taking liverwor decisio ts. n

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| **1** | **6** |  | **Mosses & Liver worts** | **Mosses & Liver worts**  These are simple green plants with few parts and do not highly develop.  **Structure of a moss**    **Liverworts**  They are green and simple plant.  They live in damp places. | **The learner;** 1. Describes the cccs of Mosses and liver worts.  2. Draws the structure of a moss and liver worts. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to non flowering spores bearing plants. 2. Reads, internalizeand writes texts and questions related to non flowering spore bearing plants. | Discussion  Guided discovery  Observati on  Illustration | Describin g the structure of mosses and liverworts. | Critical Thinking  Proble m Solving  Effectiv e Comm unicati on  Creativ e thinking  Respon sibility  Appreci ation | The environ ment  A chart showin g mosses and liver worts. | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |

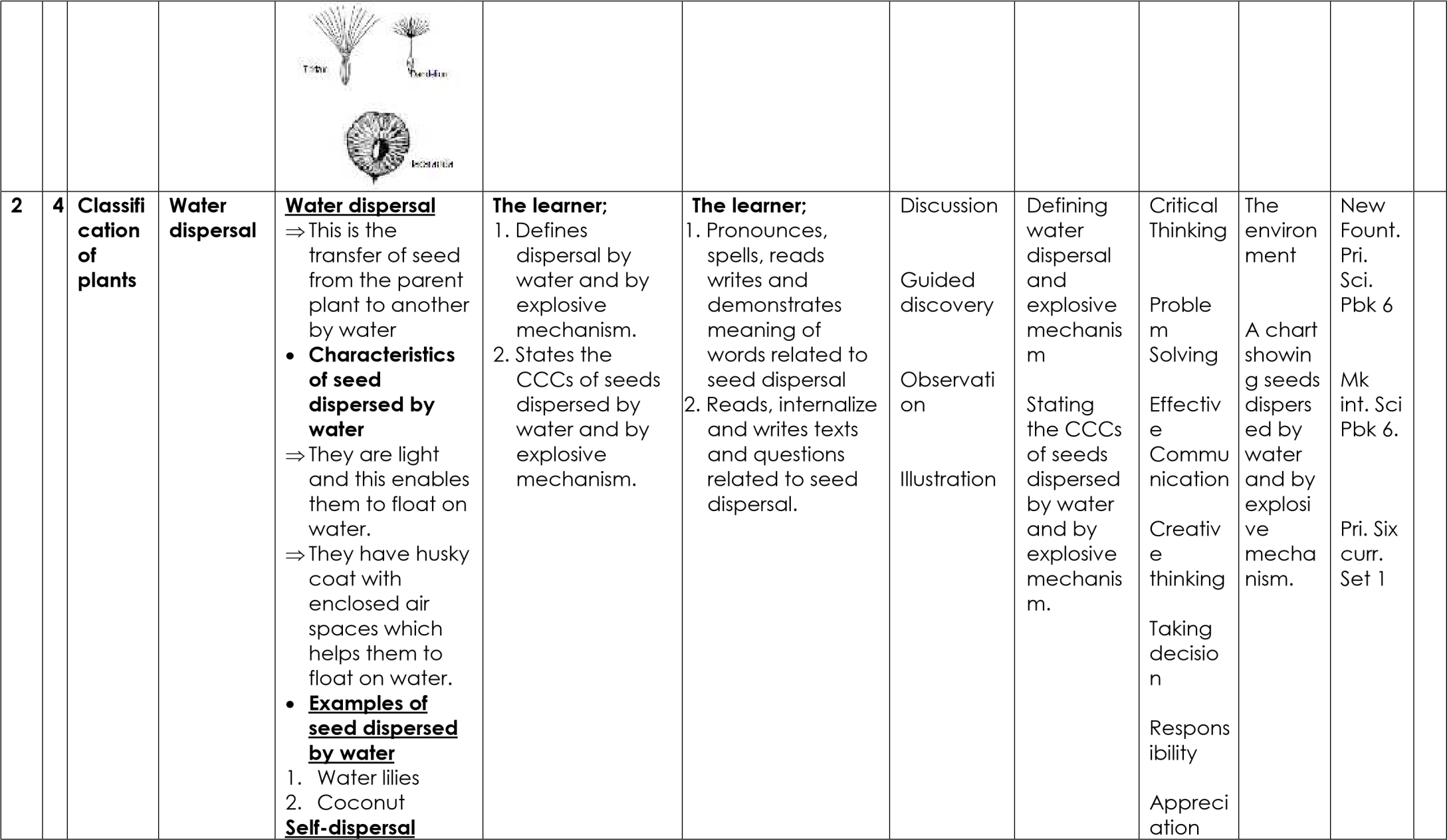
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| **2** | **1** | **Classifi cation of plants** |  | **Coniferous plants**  These are non- flowering plants that reproduce by means of seeds.  Conifers have small needle shaped leaves  to reduce | **The learner;**   1. Defines conifers. 2. states the uses of conifers giving examples. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to non flowering plants. 2. Reads, internalize | Discussion  Guided discovery  Observati on | Defining conifers  Giving example of conifers  Giving uses of conifer | Critical Thinking  Proble m Solving  Effectiv e | The environ ment  A chart showin g the structur e of a | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6. |  |

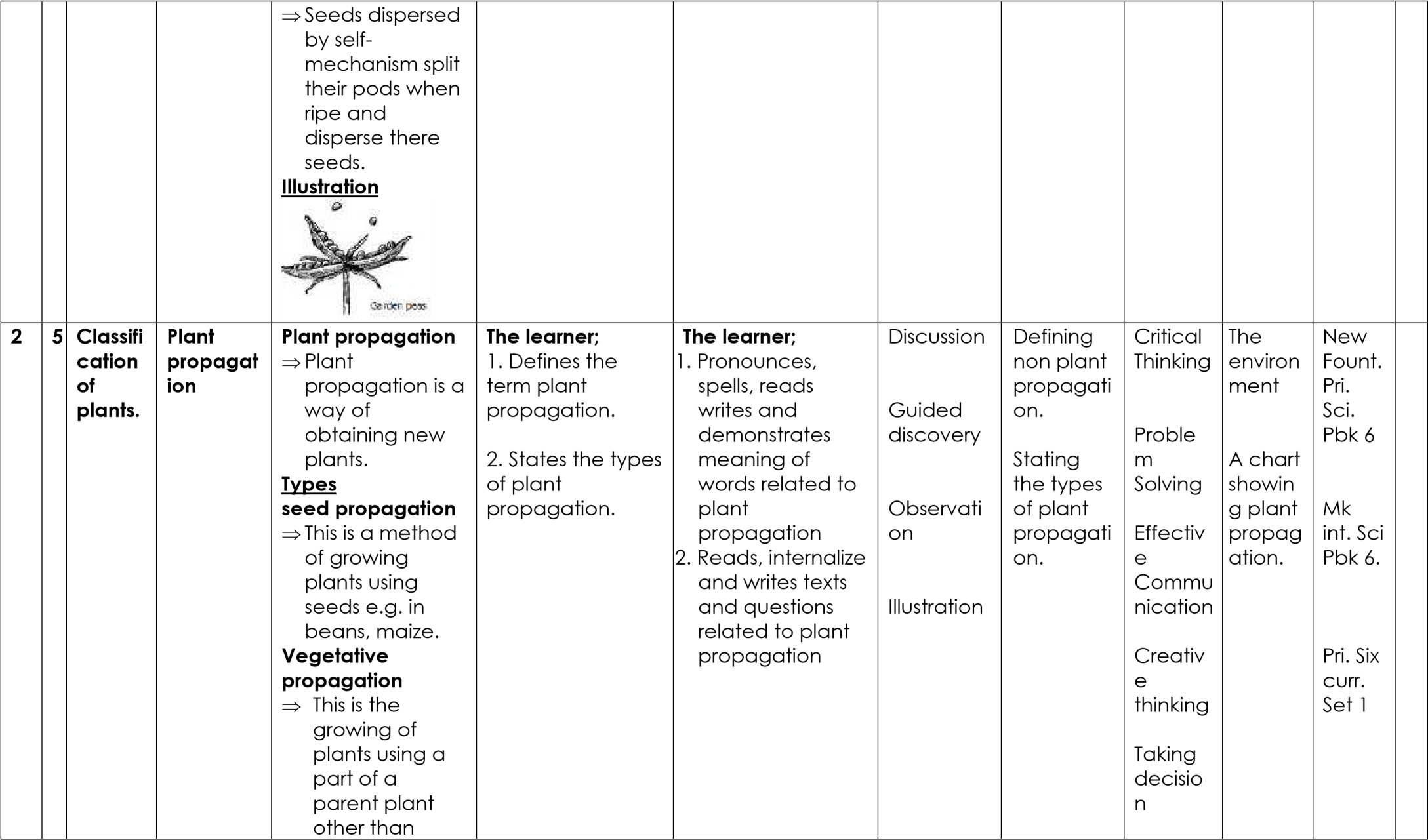
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|  |  |  |  | transpiration.  **Structure of a cone**    **Uses of conifers** They produce soft wood timber.  They produce pulp for making paper.  They are used as  live fences. |  | and writes texts and questions related to non flowering plants. | Illustration | s | Comm unicati on  Creativ e thinking  Taking decisio n  Respon sibility | conifer. | Pri. Six curr. Set 1 |  |

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| **2** | **2** | **Classifi cation of plants** | **Seed dispersal** | **Seed dispersal**  This is the scattering of seeds from the parent plant to other places **Importance of seed dispersal**  It prevents overcrowding of the plant in the environment.  It reduces competition for sunlight and nutrients.  **Agent of seed dispersal** Animals | **The learner;**   1. Defines seeddispersal. 2. States theimportance of seed dispersal. 3. Names theagents of seed dispersal 4. Describes thecccs of seed dispersed by animals. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to seed dispersal 2. Reads, internalizeand writes texts and questions related to seed dispersal. | Discussion  Guided discovery  Observati on  Illustration | Defining seed dispersal  Stating the importanc e of seed dispersal  Naming agents of seed dispersal  Describing the **CCCs** of seeds | Critical Thinking  Proble m Solving  Effectiv e Comm unicati on  Creativ e thinking Taking | The environ ment | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |

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|  |  |  |  | Wind  **Type of mechanisms of seed dispersal**  a) **Animal dispersal seeds** |  |  |  | dispersed by animals. | decisio n  Respon sibility  Appreci ation |  |  |  |

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| **2** | **3** | **Classifi cation of plants** | **Wind dispersal** | **Wind dispersal**  This is the transfer of seeds from the parent plant to another area by wind.  **Characteristics of seed disperse by wind**  Many are small and light.  Some seed have a tuft of hair.eg cotton seeds.  Some have a parachute hair structure e.g. dandelion and tridax.  Some seed have wing like structures e.g. jacaranda | **The learner;**   1. Describes winddispersal. 2. States the CCCs of seeds dispersed by wind. 3. Gives examplesof seeds dispersed by wind**.** | **The learner;**   1. Pronounces, spells, reads writes and demonstrates meaning of words related to seed dispersal 2. Reads, internalize and writes texts and questions related to seed dispersal. | Discussion  Guided discovery  Observati on  Illustration | Describin g wind dispersal.  Stating CCC of seeds dispersed by wind.  Gives examples of seeds dispersed by wind. | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation | The environ ment  A chart showin g a seeds dispers ed by wind | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |





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|  |  |  |  | seeds  **Types**   1. Natural vegetative propagation 2. Artificial vegetative propagation **Methods of natural vegetative propagation**    1. Spore   formation   * 1. Suckers   **Methods of artificial vegetative propagation** 1. Stem cutting  **2.** Budding |  |  |  |  | Respons ibility  Appreci ation |  |  |  |
| **2** | **6** | **Classifi cation of plants** | **Propagati on** | **Propagation using seed**  This is the growing of plants using seeds  **Examples of plants using suckers** Banana  Pineapple  **Structure**  **Propagation using stem cuttings** | **The learner;** 1. Defines seed propagation.  2. States examples of plants propagated using seeds.  3. Draws structures to illustrate the above type of propagation. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to plant propagation. 2. Reads, internalizeand writes texts and questions related to plant propagation. | Discussion  Guided discovery  Observati on  Illustration | Defining propagati on.  Stating examples of plants propagat ed using seeds Drawing structures to | Critical Thinking  Proble m Solving  Effectiv e Commu nication Creativ | The environ ment  A chart showin g differen t illustrati ons of plant propag | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six |  |

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|  |  |  |  | This is the growing of a plant using stem cuttings. **Examples of plants propagated using stem cuttings**   1. Cassava 2. Sugar cane   **Structure** |  |  |  | illustrate propagati on. | e thinking  Taking decisio n | ation. | curr. Set 1 |  |
|  | Respons ibility |  |  |
|  | Appreci ation |  |  |
| **3** | **1** | **Classifi cation of plants** | **Propagati on using bulbs** | **Propagation using bulbs like in**   1. Onions 2. Garlic 3. Shallot **Illustration showing the bulb of an onion**     **Functions of the parts of the bulb** Foliage leaves   * + Fleshy leaves  * + Stem   + Scale leaves   + Adventitious roots | **The learner;** 1. Defines bulbs.   1. Statesexamples of bulbs. 2. Draws andnames parts of an onion. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to non flowering plants. 2. Reads, internalizeand writes texts and questions related to non flowering plants. | Discussion  Guided discovery  Observati on  Illustration | Defining bulbs.  Stating examples of bulbs.  Drawing an illustration of a bulb. | Critical Thinking  Proble m Solving  Effectiv e Commu nication | The environ ment  A chart showin g a bulb | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6. |  |
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| **3** | **2** | **Classifi cation of plants** | **propagat ion using stem tubers** | **propagation using stem tubers**  Stem tubers are plants with swollen underground stems that store food for the plant  **Examples** Irish potatoes White yam **Structure**  **Propagation using rhizomes** Rhizomes are horizontal underground stems with stored food **Examples** Ginger  Canna lily **Propagation using corms**  A corm is a  vertical underground stem swollen with stored  food | **The learners;** 1. Defines stem tubers.   1. Statesexamples of stem tubers 2. Draws an illustration of a stem tuber | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to stem tubers. 2. Reads, internalizeand writes texts and questions related to non stem tubers. | Discussion  Guided discovery  Observati on  Illustration | Defining bulbs.  Stating exampl es of stem tubers  Drawing an illustration of a stem tuber | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation | The environ ment  A chart showin g a a stem tuber | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |

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|  |  |  |  | **Examples** coco yam Gladiolus  **Structure of a corm** |  |  |  |  |  |  |  |  |

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| **3** | **3** | **Classifi cation of plants** |  | **Propagating using leaves**  This is the growing of a plant using leaves **Examples**   1. Bryophyllum 2. Cactus 3. African violet   **Budding** Budding is a method of propagation where a bud of a plant is made to grow on another plant of the same species.   1. Lemon 2. Oranges 3. Avocado 4. tangerine **illustration** | **The learners;** 1. Defines propagation by leaves 2.  States examples of plants whose leaves are propagated  **3.** Draws an illustration to show propagation by leaves. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to propagation by leaves. 2. Reads, internalizeand writes texts and questions related to propagation by leaves.. | Discussion  Guided discovery  Observati on  Illustration | Defining propagati on by leaves.  Stating examples of plants propagat ed by leaves.  Drawing an illustration to show propagati on by leaves. | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation | The environ ment  A chart showin g propag ation by leaves | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **3** | **4** | **Classifi cation of plants** | **Grafting and layering** | **Grafting**  This is a method of  propagation where a shoot of | **The learners;**  1. Defines  grafting 2. States examples of | **The learner;**  1. Pronounces, spells, reads writes and | Discussion  Guided | Defining propagati on by grafting. | Critical Thinking | The environ ment | New Fount. Pri.  Sci. |  |

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|  |  |  |  | one plant is made to grow on another plant of the same species.  **Examples of plant propagated by grafting**   1. Lemon 2. Oranges **Illustration Layering**   This is a method of propagation where a branch of a mature plant is bent into the soil Using pegs until adventitious roots develop from its nodes.  **Examples** Oranges Lemons  **Illustration** | plants propagated by grafting and layering.  **3.** Draws an illustration to show propagation by grafting and layering. | demonstrates meaning of words related to propagation by grafting layering.  2. Reads, internalize and writes texts and questions related to propagation by grafting and layering. | discovery  Observati on  Illustration | Stating examples of plants propagat ed by grafting and layering.  Drawing an illustration to show propagati on by grafting and layering. | Proble m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation. | A chart showin g propag ation by graftin g | Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **3** | **5** | **Cattle keepin g** | **Marcottin g** | **Marcotting**  This is a method of propagation where a ring is cut from the bark of a healthy branch and then  covered with soil | **The learners;**   1. Defines grafting 2. States   examples of plants propagated by marcotting   1. Draws an | **The learner;**  1. Pronounces, spells, reads writes and demonstrates meaning of words related to propagation by | Discussion Guided discovery  Observati on | Defining propagati on by marcotting  Stating exampl | Critical Thinking  Proble m Solving  Effectiv | The environ ment  A chart showin g propag | New Fount. Pri.  Sci. Pbk 6  Mk |  |

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|  |  |  |  | in a plastic bag to allow growth of adventitious roots.  **Illustration**  **Advantages of vegetative propagation**  It improves crop yields.  Good characteristics from a mother plant are carried on to the off springs.  **Economic importance of plants**  Natural forests are tourist attraction  Some plant are a source of timber | illustration to show propagation by marcotting 3.  States the economic importance of plants to people. | grafting.  2. Reads, internalize and writes texts and questions related to propagation by grafting. | Illustration | es of plants propag ated by marcotti ng  Drawing an illustration to show propagati on by marcottin g  Stating the economic importanc e or plants to people. | e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation | ation by marcot ting | int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **3** | **6** | **Cattle keepin g** | **Importan ce of keeping** | **Importance of keeping**  - A cattle keeping is the rearing and management of cattle.  **Terms used in cattle** | **The learners;**   1. Defines theterms used in cattle keeping. 2. States theimportance of keeping   cattle. | **The learner;**  1. Pronounces, spells, reads writes and demonstrates meaning of words related to cattle keeping | Discussion Guided discovery  Observati on | Defining the key terms used in cattle keeping. | Critical Thinking  Proble m Solving  Effectiv | The environ ment | New Fount. Pri.  Sci. Pbk 6  Mk |  |

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|  |  |  |  | **Bulls**  A bull is mature male cattle.  **Cow**  A cow is a mature female cattle  **Calves**  A calf is a young one of a cow.  **Importance of keeping cattle** Cattle provide  people with milk and meat.  Waste materials from cattle are used as manure. **Reasons why people keep cattle**  To get milk. To get beef.  Source of income when sold. |  | 2. Reads, internalize and writes texts and questions related to cattle keeping | Illustration | Stating the import ance of cattle keepin g. | e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation |  | int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **4** | **1** | **Cattle keepin g** | **Type of cattle** | **Type of cattle**   1. Beef cattle 2. Dairy cattle 3. Dual purpose cattle 4. Work type or | **The learners;**   1. Defines thetype of cattle. 2. States the typesof keeping | **The learner;**  1. Pronounces, spells, reads writes and demonstrates  meaning of | Discussion Guided discovery  Observati | Defining the term “type of cattle. | Critical Thinking  Proble m Solving | The environ ment  The chart | New Fount. Pri.  Sci. Pbk 6 |  |

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|  |  |  |  | drought cattle. **Dairy cattle** Dairy cattle are cattle purposely kept or milk production. **Characteristics of dairy cattle**  Dairy cattle have triangular shapes.  They have wide hind quarters.  **Examples of dairy cattle**   1. Friesian 2. Ayrshire 3. Guernsey 4. Jersey 5. Brown Swiss 6. Jamaican hope **Illustration of body formation of a dairy cattle** | cattle.  3. Describes the **CCCs** of dairy cattle. | words related to cattle keeping  2. Reads, internalize and writes texts and questions related to cattle keeping. | on  Illustration | Stating the types of cattle. Describ ing the **CCCs**  of dairy cattle. | Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation | showin g the body formati on of dairy cattle. | Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **4** | **2** | **Cattle keepin g** | **Beef cattle** | **Beef cattle** Beef cattle are the main cattle for beef production.  **Characteristics**  **of beef cattle** They have rectangular | **The learners;**   1. Describes the**CCCs of** beef cattle, dual   purpose cattle and Draught cattle.   1. Mentions | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to cattle keeping 2. Reads, internalize | Discussion Guided discovery  Observati on | Defining the term “type” of cattle.  Stating the types | Critical Thinking  Proble m Solving  Effectiv e | The environ ment  The chart showin g the body | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci |  |

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|  |  |  |  | block shapes. They have short legs with long broad backs.  **Examples of beef cattle**   1. Hereford 2. Charolaise **Body format of a beef cattle Dual purpose cattle** Dual purpose cattle are cattle   kept for both meat and milk production.  **Examples**   1. Red poll 2. Short horn   **Draught cattle**  These are cattle kept for doing work on the farm.  They are used for ploughing land and carrying harvested crops from fields.  **Example**  Oxen | examples of beef cattle, dual purpose cattle and draught cattle. | and writes texts and questions related to cattle keeping | Illustration | of cattle. | Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation | formati on of Beef cattle. | Pbk 6.  Pri. Six curr. Set 1 |  |

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|  |  |  |  | **Importance of the draught cattle**  They are used for ploughing land.  They are used for pulling carts. |  |  |  |  |  |  |  |  |
| **4** | **3** | **Cattle keepin g** | **Breeds of cattle** | **Breeds of cattle**  A breed of cattle is a family of cattle having specific/ similar characteristics.   * **Types of breeds of cattle**   Local breeds / indigenous cattle.  Exotic breeds. Cross breeds.   * **Local or**   **indigenous breeds**  These are breeds of cattle that have lived in Uganda fro along time.  **Examples of local breeds** Zebu cattle  Boron   * **Characteristics of** | **The learner** 1. Defines the breed of cattle.  2. Identifies the breeds of cattle. 3. States the **CCCs** of local breeds of | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to breeds of cattle 2. Reads, internalizeand writes texts and questions related to breeds of cattle | Discussion  Guided discovery  Observati on  Illustration | Defining breeds of cattle.  Identifying the CCCs of local breeds of local breeds of cattle. | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation | The environ ment  A chart showin g differen t breeds of cattle | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |

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|  |  |  |  | **local breeds** They have big humps.  They have different colours.  **Advantages and**  **disadvantages of local breeds** |  |  |  |  |  |  |  |  |
| **4** | **4** | **Cattle keepin g** | **Exotic breed of cattle** | * **Exotic breed of cattle**   These are breeds which imported into Uganda from outside countries.   * **Example of exotic breeds of cattle**   o Friesian o  brown Swiss **Characteristics of exotic breeds** They have thin  dewlaps. **Advantages and disadvantages of exotic breeds.** | **The learner;** 1. Gives the examples of exotic breeds of cattle.   1. States thecharacteristics of exotic breeds of cattle. 2. Mentions theadvantages of exotic breeds of cattle. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to Breeds of cattle. 2. Reads, internalizeand writes texts and questions related to breeds of cattle. | Discussion  Guided discovery  Observati on  Illustration | Giving examples of exotic breeds of cattle.  Stating the CCCs of exotic breeds of cattle.  Mentionin g the advantag ed of exotic breeds of cattle. | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation | The environ ment  A chart showin g exotic breeds of cattle | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |

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| **4** | **5** | **Cattle keepin g** | **External parts of a cow and a bull** | 1. **External features of a cow and a bull** 2. **Parts of a cow External Parts of a**   **bull**  **Care for cattle** Proper feeding/ grazing.  Providing shelter to cattle.  Providing medication to cattle such as regular Vaccination and treating. | **The learner;** 1. Draws and names the parts of a cow and a bull.  2. Gives the ways of caring for cattle. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to cattle. 2. Reads, internalizeand writes texts and questions related to cattle. | Discussion  Guided discovery  Observati on  Illustration | Drawing and naming parts of a bull and a cow.  Giving ways of caring for cattle. | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation | The environ ment  A chart showin g parts of a cow and a bull | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **4** | **6** | **Cattle keepin g** | **Grazing cattle** | **Methods of grazing**   1. Rotation 2. Zero grazing 3. Herding or free range   **Rotational grazing**  This is the type of | **The learners;**   1. Mentions ways of grazing cattle. 2. Describesrotational grazing. | **The learner;**  1. Pronounces, spells, reads writes and demonstrates meaning of words related to  grazing cattle. | Discussion  Guided discovery  Observati | Mentioning ways of grazing cattle.  Describing rotational grazing. | Critical Thinking  Proble m Solving | The environ ment  A chart showin g | New Fount. Pri.  Sci. Pbk 6  Mk |  |

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|  |  |  |  | grazing where animal graze on one portion of pasture at a time. **Systems of rotational grazing**   1. Paddock grazing 2. Strip grazing 3. Tethering    * **Paddock grazing**   This is when a farmer feeds his animal on a big pasture land divided into paddocks.  **Advantages**  **&disadvantages** | 3. States the advantages of paddock grazing**.** | 2. Reads, internalize and writes texts and questions related to grazing cattle. | on  Illustration | Stating the advantag e of paddock grazing. | Effectiv e Commu nication  Creativ e thinking | paddo ck grazing | int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
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| **5** | **1** | **Cattle keepin g** | **Tethering** | **Tethering**  Tethering is the tying of cattle to peg or trees using ropes. **Advantages of tethering system**  Animals do not stray to destroy people’s gardens.  **Disadvantages of tethering** | **The learner**   1. Describestethering. 2. States the advantages and disadvantages of tethering. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to tethering 2. Reads, internalizeand writes texts and questions related to tethering. | Discussion  Guided discovery  Observati on  Illustration | Describin g tethering.  Stating the advantag ed and disadvant ages of tethering. | Critical Thinking  Proble m Solving  Effectiv e Commu nication | The environ ment  A chart showin g a cow on tetherin g | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6. |  |

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|  |  |  |  | Animals can get strangled by ropes if not monitored.  The ropes can damage the animals’ hides. Animals lack enough physical body exercises.  **Illustration of a tethered cow** |  |  |  |  | Creativ e thinking |  | Pri. Six curr. Set 1 |  |
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| **5** | **2** | **Cattle keepin g** | **Herding and free range grazing** | **Herding and free range grazing**  This is a method of grazing where the animals are allowed to graze freely under the guidance of a herdsman.   1. **Advantages of herding**   Herding is cheap in terms of feeding.   1. **Disadvantages of herding** There is easy   spread of diseases. | **The learner**   1. Describesherding 2. States the advantages and disadvantages of herding. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to herding. 2. Reads, internalizeand writes texts and questions related to herding | Discussion  Guided discovery  Observati on  Illustration | Describin g herding  Stating the advantag ed and disadvant ages of herding. | Critical Thinking  Proble m Solving  Effectiv e Commu nication | The environ ment  A chart showin g a cows under herdin g | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6. |  |
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|  |  |  |  | Animals can stray and destroy crops.   * **Zero grazing**   This is the method of grazing where the animal is housed and the feeds are brought to them.  **Advantages and disadvantages** |  |  |  |  | Respons ibility  Appreci ation |  |  |  |
| **5** | **2** | **Cattle keepin g** | **Feeding and watering cattle** | **Feeding and watering cattle**  Cattle should be well fed in order to get the right amount of meat and milk wanted.  **Types of cattle feeds**   1. Concentrates 2. Roughages 3. Succulent    * **Concentrates** These are feeds with high value nutrients and   less moisture.   * + **Examples of**   **concentrates** | **The learner**   1. Mentions types of cattle feeds. 2. Identifies the different examples of feeds given to cattle. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to feeding cattle 2. Reads, internalizeand writes texts and questions related to feeding cattle. | Discussion  Guided discovery  Observati on  Illustration | Mentionin g the types of cattle feeds Identifying the different examples of cattle feeds. | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking  Taking  decisio n | The environ ment  A chart showin g a person feedin g cattle. | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |

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|  |  |  |  | Bone meals (source of calcium). Legumes  **Roughages**  These are fibrous feeds with a low food value.   * **Succulent feeds** These are feeds with highly moisture   content and  low fiber.   * **Examples of succulent feeds**  1. Sweet potato veins 2. Banana stems 3. Grass |  |  |  |  | Respons ibility  Appreci ation |  |  |  |
| **5** | **3** | **Cattle keepin g** | **Housing cattle** | 1. **Housing cattle Qualities of a good house for cattle**   It should be  well ventilated.  **Advantages of houses on a farm**  Used to keep animal feeds.  Used to store farm tools.   1. **Reproduction in**   **cattle** | **The learner;**   1. States thequalities of a good cattle house. 2. Mentions theadvantages of housing cattle. 3. Defines insemination.   4. States the advantages of | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to housing and insemination in cattle. 2. Reads, internalizeand writes texts and questions | Discussion  Guided discovery  Observati on  Illustration | Stating the qualities of a good cattle house  Mentionin g the advantag ed of housing cattle. | Critical Thinking  Proble m Solving  Effectiv e Commu nication | The environ ment  A chart showin g cattle’s house. | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6. |  |

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|  |  |  |  | **Mating**  This is where a bull mounts a female cow to deposit semen into it reproductive tract.  **Type of mating**   1. Hand mating 2. Pasture mating   **Insemination**  This is the process where semen is deposited into the reproductive tract of a cow. **Methods of insemination**  Natural insemination  Artificial insemination | natural and artificial insemination. | related to housing and insemination in cattle. |  | Defining inseminati on.  Stating the advantag ed of artificial and natural inseminati on. | Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation |  | Pri. Six curr. Set 1 |  |
| **5** | **4** | **Cattle keepin g** | **Fertilizati on , artificial and steaming up** | **Fertilization**  This is the union of a male and a female gamete to form a zygote.  **Structure of an ovum an a sperm** | **The learner;**   1. Defines theterm fertilization. 2. Draws thestructure of the male and female reproductive | **The learner;**  1. Pronounces, spells, reads writes and demonstrates meaning of words related to fertilization in cattle. | Discussion  Guided discovery  Observati on | Defining fertilization  Drawing the male and female reproducti  ve cells in | Critical Thinking  Proble m Solving  Effectiv | The environ ment  A chart showin g the male | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci |  |

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|  |  |  |  | **Gestation period** Gestation is a period of pregnancy. **Signs**  **of pregnancy** The udder  increases in size and filled up with milk.  **Steaming up**  Steaming up is the act of feeding an in calf on feeds rich in protein.  **Advantages of steaming up**  It enables the foetus to grow well. | gametes in cattle.  3. states the signs of pregnancy in cattle. | 2. Reads, internalize and writes texts and questions related to fertilization in cattle. | Illustration | cattle.  Stating the signs of pregnanc y in cattle. | e Commu nication  Creativ e thinking | and female reprod uctive cells in cattle. | Pbk 6.  Pri. Six curr. Set 1 |  |
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| **5** | **5** | **Cattle**  **keepin** | **Calving**  **in cattle** | **Calving in cattle** New born calves should be fed on Colostrum.  **Colostrum**  Colostrum is the milk produced by a cow that has just given birth in the first 4 days. | **The learner;**   1. Defines calving. 2. DefinesColostrum. 3. States the importance of Colostrum. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to calving in cattle. 2. Reads, internalizeand writes texts and questions related to calving in   cattle. | Discussion | Defining calving. | Critical  Thinking | A chart  showin | New  Fount. |  |
|  |  | **g** |  | Guided discovery | Defining Colostrum  . | Proble m | g hand milking | Pri. Sci. Pbk 6 |
|  |  |  |  | Observati on  Illustration | Stating the importanc e of Colostrum | Solving  Effectiv e Commu nication |  | Mk int. Sci Pbk 6. |

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|  |  |  |  | **Importance of Colostrum**  Opens the digestive tract of a calf.  **Feeding the calf** There are two methods commonly used  to feed calves. i) Natural method  ii) Bucket feeding  **Natural feeding method**  The calf is left to take milk from teats directly. **Bucket feeding method**  The calf takes milk from the bucket by licking it.  **Foster mother feeding method** |  |  |  |  | Creativ e thinking |  | Pri. Six curr. Set 1 |  |
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| **5** | **6** | **Cattle**  **keepin** | **milking** | **Milking** Milking is the method of  obtaining milk  from a cow’s  udder. | **The learner;**   1. Defines milking 2. identifies the types of milking 3. States the advantages and | **The learner;**  1. Pronounces, spells, reads writes and demonstrates meaning of | Discussion | Defining milking. | Critical  Thinking | A chart  showin | New  Fount. |  |
|  |  | **g** |  | Guided discovery | Identifying the types | Proble m | g hand milking in a milking | Pri. Sci. Pbk 6 |

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|  |  |  |  | * **Types of milking**   Hand milking. Machine milking.   * **Hand milking**   This is the  squeezing the teats of a cow using hands.   * **Advantages of hand milking**   It is cheap to carry out  **A strip cup**  **Disadvantages of hand milking**  It leads to easy contamination of the milk   * **Machine milking** This is a method where machines are used to   squeeze the  teats of a cow   * **Advantages of machine milking** Machine milking is faster than hand milking.  * **Disadvantages of machine** | disadvantages of the two types of milking. | words related to milking  2. Reads, internalize and writes texts and questions related to milking  **The learner;** | Observati on  Illustration  Discussion  Guided discovery | of milking  Stating the advantag ed and disadvant ages of each types of milking  Defining milking.  Identifying | Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation  Critical Thinking | places.  A chart showin g hand | Mk int. Sci Pbk 6.  Pri. Six curr. Set 1  New Fount. Pri.  Sci. Pbk 6 |  |

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|  |  |  |  | **milking**  Needs a trained person to operate the machine.  **Ways of obtaining clean milk**  Prepare the  milking place clean and free from dust.  **A lactometer** | **The learner;**   1. Defines milking 2. identifies the types of milking 3. States the advantages and disadvantages of the two types of milking. | 1. Pronounces, spells, reads writes and demonstrates meaning of words related to milking 2. Reads, internalizeand writes texts and questions related to milking | Observati on  Illustration | the types of milking  Stating the advantag ed and disadvant ages of each types of milking |  | milking | Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **7** | **1** | **Cattle keepin g** | **Milk products** | **Milk products**   * Cheese * Fresh milk * Skimmed milk * Yogurt   **Preservation of milk**  This can be done by;   1. Pasteurization 2. Sterilization 3. Refrigeration | **The learner;**   1. Mentions theproducts got from milk. 2. Stating theways of preserving milk. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to milk products. 2. Reads, internalizeand writes texts and questions related to milk products. | Discussion  Guided discovery  Observati on  Illustration | Mentio ning the produc ts got from milk  Stating the ways of preserving milk | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking | Yogurt  Chees e  Butter  Ice cream | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six  curr. Set 1 |  |
| **7** | **2** |  | **Cattle parasites** | **Cattle parasites**  A parasite is an organism that depends on its  host for food | The learner;   1. Describes parasites 2. States the types of | **The learner;**   1. Pronounces, spells, reads writes and demonstrates | Discussion  Guided discovery | Describ ing parasit e Stating | Critical Thinking  Proble | A chart showin g some ecto parasit | New Fount. Pri.  Sci. Pbk 6 |  |

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|  |  |  |  | * **Types of parasites**   Ecto external Parasites endo parasites  **Ecto external**  These are parasites that live in the body of the host.   * **examples include**  1. Ticks 2. Mites    * **internal parasites ( Endo parasites)**   These are parasites that live inside the body of the host   * + **Example include** Tape worms Liver flukes  * + **Ways of controlling cattle parasites**   Spraying the  animals using acaricides. | parasites  **3.** Gives examples of parasites | meaning of words related to cattle parasites.  2. Reads, internalize and writes texts and questions related to cattle parasites. | Observati on  Illustration | the types of parasit es  Giving exampl e of parasit e | m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation | es in cattle.  Structur e of a cattle dip.  Structur e of a spray race. | Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **7** | **3** | **Cattle keepin g** | **Cattle diseases** | **Cattle diseases**  Cattle diseases are classified into three groups | The learners;   1. Mentions the groups of cattle disease 2. States the | **The learner;**   1. Pronounces, spells, reads writes and   demonstrates | Discussion  Guided discovery | Mentionin g the groups of cattle  diseases | Critical Thinking  Proble | Chalkb oard illustrati on | New Fount. Pri.  Sci.  Pbk 6 |  |

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|  |  |  |  | according to the causative agent  **Viral diseases Examples include**   1. Foot and mouth disease **Bacteria disease**   **Examples include:**   1. Anthrax 2. Mastitis Anaplasmosis **Protozoa disease Example include** 3. Nagana (trypanosomiasis)   **Tick borne diseases**  These are diseases spread by ticks  **Examples include:**   1. East coast fever 2. Red water | examples of cattle diseases | meaning of words related to cattle diseases  2. Reads, internalize and writes texts and questions related to cattle diseases. | Observati on  Illustration | Stating the examples of cattle diseases | m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation |  | Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **7** | **4** | **Cattle keepin g** | **Protozoa diseases** | **Disease** Coccidiosis **How it is**  **spread**  Infected dang in cattle shed **Prevention**  Diarrhea | **The learner;**   1. states the examples of protozoan 2. Gives the ways cattle diseases are prevented. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to cattle diseases. 2. Reads, internalizeand writes texts | Discussion  Guided discovery  Observati on | Stating the examples of protozoan  Giving the ways cattle diseases | Critical Thinking  Proble m Solving  Effectiv e | The environ ment  Chalkb oard illustrati on | New Fount. Pri.  Sci. Pbk 6  Mk  int. Sci Pbk 6. |  |

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|  |  |  |  | Dung  stained with blood |  | and questions related to cattle diseases. | Illustration | are prevente d | Commu nication  Taking  decisio n |  | Pri. Six  curr. Set 1 |  |
| **7** | **5** | **Cattle keepin g** | **practices that harm cattle and other domestic animals at home** | **Practice** Castration **Advantages** A bull grows faster. It fatten Prevents in breeding.  **Effects of the animal**  It removes bad smell from the meat of Billy goats.  It is pain full to the animals. | The learner;   1. Names the practices that harm animals 2. Defines live stock 3. Identifies requirement for starting a livestock farm | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to practices that harm cattle. 2. Reads, internalizeand writes texts and questions related to practices that harm cattle. | Discussion  Guided discovery  Observati on  Illustration | Naming the practices that harm animals  Defining livestock Identifying requireme nts for  starting a livestock farm | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking | The environ ment  A chart showin g cattle in transit | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **7** | **6** | **Resour ces in the enviro nment** | **Resource s in the environm ent** | * **Resources**   A resource is anything that satisfies  people’s  needs.   * **Types of resources**  1. Renewable resources   (inexhaustible) | The learner;   1. Defines   resources   1. Mentions the types of resources 2. States the examples of nonrenewable resources | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to resources. 2. Reads, internalizeand writes texts and questions | Discussion  Guided discovery  Observati on | Defining resources Mentionin g the types of resources  Stating the examples of | Critical Thinking  Proble m Solving  Effectiv e  Commu | The environ ment | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6. |  |

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|  |  |  |  | 2. Nonrenewable resource (exhaustible) **Non-living things as resources**   1. Oil mineral salts  1. The sun **soil as a resource**   Soil can be used as a resource in the following  ways; |  | related to resources. | Illustration | nonrenew able resources | nication  Creativ e thinking |  | Pri. Six curr. Set 1 |  |
|  |  |  | Taking decisio n |  |
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| **8** | **1** | **Resour ces in the enviro nment** | **Minerals as resources** | **Minerals as resources**  Minerals are natural useful solid or liquid materials obtained from ground  **Examples of minerals include** Iron  Copper Gold | The learner;   1. Defines   minerals   1. Gives   examples of minerals   1. States the uses of minerals | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to mineral resources 2. Reads, internalizeand writes texts and questions related to mineral resources. | Discussion  Guided discovery  Observati on  Illustration | Defining minerals  Giving examples of minerals  Stating the uses of minerals | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking | The environ ment  A chart showin g comm on mineral such as copper ore, gold and diamo  nds. | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **8** | **2** | **Resour ces in**  **the** | **The sun as a**  **resource** | **The sun as a resource**  The sun is the | The learner;  1. States the uses of the | **The learner;**  1. Pronounces, spells, reads | Discussion | Stating the uses  of the sun | Critical Thinking | The environ  ment | New Fount.  Pri. |  |

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|  |  | **enviro nment** |  | natural source of energy.  **Fossil fuels**  **as resources** Fossil are remains of plants and animals that were buried in soil millions of years ago.   * **Examples of fossils** Petroleum(crud e oil)   Natural gas Coal   * **Fossil fuels are**   **for**   1. Lighting 2. Cooking | sun as a resource  2. Gives the examples of fossils | writes and demonstrates meaning of words related to the sun as resources.  2. Reads, internalize and writes texts and questions related to the sun as a resources. | Guided discovery  Observati on  Illustration | as a resource  Giving the examples of fossils | Proble m Solving  Effectiv e Commu nication |  | Sci. Pbk 6  Mk int. Sci Pbk 6. |  |
|  |  |  | Creativ e thinking | Pri. Six curr. Set 1 |
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| **8** | **3** | **Resour ces in the enviro nment** | **Water as a resource** | **Uses water as a**  **resource** Cooling engines for example motor vehicles. For drinking. **Air as a resource**  Air is a mixture of gasses.  N**ote**:   * Wind is air in | The learner;   1. Identifies the uses of water as a resource 2. States the uses of wind 3. Mentions the dangers of wind | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to Water as a resource. 2. Reads, internalizeand writes texts and questions related to Water | Discussion  Guided discovery  Observati on  Illustration | Identifying the uses of water as a resource  States the uses of wind  Mentions  the dangers | Critical Thinking  Proble m Solving  Effectiv e Commu nication | The environ ment | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6. |  |

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|  |  |  |  | motion  Air can be used as a resource in the following ways;  **Dangers of air**   1. Strong wind capsizes boats 2. Strong wind   destroys crops and houses |  | as a resource. |  | of wind | Creativ e thinking  Taking decisio n  Respons ibility |  | Pri. Six curr. Set 1 |  |
| **8** | **4** | **Resour ces in the enviro nment** | **Living things as resources** | **Living things as resources**  There are mainly two living things in the environment   1. Plant 2. Animals   **Plants as resources** Plants are used as resources in the following  ways.  **Examples of plant fibres**   1. Cotton 2. Sisal 3. Jute | The learner;   1. Mentions examples of living things 2. States the uses of plants as resources | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to living things as resources. 2. Reads, internalizeand writes texts and questions related to living things as resources. | Discussion  Guided discovery  Observati on  Illustration | Mentionin g examples of living things  Stating the uses of plants as resources | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking | The environ ment | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **8** | **5** | **Resour ces in the enviro**  **nment** | **Animals as resources** | **Animals as resources** Animals are used for the following | **The learner**  1. States the use of animals as resources | **The learner;**  1. Pronounces, spells, reads writes and  demonstrates | Discussion  Guided discovery | Stating the use of animals as  resources | Critical Thinking  Proble | The environ ment | New Fount. Pri.  Sci.  Pbk 6 |  |

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|  |  |  |  | purposes. Many animals are a source of food.  Some animals are used to plough gardens. |  | meaning of words related to non flowering plants.  2. Reads, internalize and writes texts and questions related to animals as resources. | Observati on  Illustration |  | m Solving  Effectiv e Commu nication  Creativ e thinking |  | Mk int. Sci Pbk 6.  Pri. Six curr.  Set 1 |  |
| **8** | **6** | **Resour ces in the enviro nment** | **Harvestin g resources in the environm ent** | **Resources**  Minerals  **How they are harvested** Heavy machines used to extract them from the ground.  **Resources** Rain water **How they are harvested**  Tanks and drums are used to collect water from the roofs of houses.  Farmers dig pits in  the garden to trap running water. | The learner;   1. States the ways of harvesting resources in the environment | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to harvesting resources. 2. Reads, internalizeand writes texts and questions related to harvesting resources. | Discussion  Guided discovery  Observati on  Illustration |  |  | The environ ment | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **9** | **1** | **Resour** | **How** | **Air** | **The learner;** | **The learner;** | Discussion | Stating | Critical | The | New |  |

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|  |  | **ces in the enviro nment** | **people use resources** | Wind is used to turn turbines which run generators. generators produce electricity   * **Water energy** Fast flowing water is used to produce hydroelectric   power   * **Energy from the sun**   Heat from the sun is used to dry things like harvested crops wet clothes hides.   * **Fossil fuel**   Fossil fuels are used for lighting  e.g. kerosene lamps, pressure lamps, and lanterns.   * **Biogas**   Bio gas is obtained by having waste plants or animal  decomposed in | **1.** States the importance of wind as a resource in the environment. | 1. Pronounces,spells, reads writes and demonstrates meaning of words related to how people use resources. 2. Reads, internalizeand writes texts and questions related to resources. | Guided discovery  Observati on  Illustration | the importanc e of wind as a resource in the environm ent. | Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation | environ ment | Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |

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|  |  |  |  | a biogas  digester. |  |  |  |  |  |  |  |  |

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| **9** | **2** | **Resour ces in the enviro nment** | **Renewab le and**  **nonrenewabl**  **e resources** | * **Renewable resources** These are resources that can be replaced naturally when used.  * **Examples of renewable resources**  1. Plants 2. soil   **The sun Note**   * + Plants and animals are naturally replaced by reproduction. * **Nonrenewable resources**   These are resources that cannot be replaced naturally when used up   * **Examples of non- renewable resources**  1. Minerals | The learner;   1. Mentions types of resources 2. Gives examples of renewable resources | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to resource 2. Reads, internalizeand writes texts and questions related to resources. | Discussion  Guided discovery  Observati on  Illustration | Mentionin g the types of resources  Giving examples of renewabl e resources | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation | The environ ment | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |

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|  |  |  |  | **2.** Copper |  |  |  |  |  |  |  |  |

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| **9** | **3** | **Resour ces in the enviro nment** | **Care and conserva tion of resources** | **Care and conservation of resources**  -Controlled harvesting.  -Replacing harvested plants.   * Using heat energy saving equipment for * Protecting of wetlands. * Planting trees. **Conservation of resources** * This Is the protection and preservation of resources in the environment. * **Refer to the lesson notes.** | **The learner;**   1. States the waysof caring for resources in the environment. 2. Definesconservation of resources of resources. 3. Give ways ofconserving resources in the environment. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to resources. 2. Reads, internalizeand writes texts and questions related to conservation of resources. | Discussion  Guided discovery  Observati on  Illustration | Stating ways of caring for resources.  Defining conservati on of resources.  Giving ways of conservin g resources. | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility | The environ ment | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **9** | **4** | **The respira tory system** | **Respiratio n** | **The respiratory system**  This system is made up of all the organs that work together to carry out respiration | **The learner;** 1. Defines respiratory system.   1. Gives the typesof respiration. 2. Identifies the raw materials, product and bi products of respiration. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to respiration. 2. Reads, internalizeand writes texts | Discussion  Guided discovery  Observati on | Defining respiratory system.  Giving the types of respiration  Identifies | Critical Thinking  Proble m Solving  Effectiv e | Chalkb oard illustrati on. | New Fount. Pri.  Sci. Pbk 6  Mk  int. Sci Pbk 6. |  |

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|  |  |  |  | **Respiration**  Respiration is the process by which the body uses food and oxygen to release energy  **Type of respiration** Aerobic respiration Anaerobic respiration **Raw materials for respiration** Carbohydrates Oxygen  **Main products for respiration** Energy  **By-product for respiration**  Carbon dioxide |  | and questions related to respiration | Illustration | the raw materials, product and bi products of respiration | Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation |  | Pri. Six curr. Set 1 |  |
| **9** | **5** | **The respira tory system** | **Respiratio n system Respirato ry organs** | **The respiratory organs**  This system is made up of all the organs that work together to carry out  respiration  **Respiration**  Respiration is the process by | **The learner;**   1. Identifies parts of the respiratory system 2. Draws the structures of the respiratory system 3. States functions of parts | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to organs. 2. Reads, internalizeand writes texts and questions | Discussion  Guided discovery  Observati on | Identifying the parts of the respiratory system  Drawing the structures of the respiratory | Critical Thinking  Proble m Solving  Effectiv e Commu | The environ ment  A chart showin g the respirat ory system. | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6. |  |

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|  |  |  |  | which the body uses food and oxygen to release energy **Type of respiration**  Aerobic respiration  Raw materials for respiration  Carbon dioxide |  | related to Respiratory system organs. | Illustration | system  Stating the functions of the parts. | nication  Creativ e thinking  Taking decisio n |  | Pri. Six curr. Set 1 |  |
| **9** | **6** | **Respir arory system** | **Lungs and Breathing in** | **Lungs and breathing**  Breathing is the act of taking in and out air.  **Types of breathing**  Breathing in  /inhalation/inspir ation.  Breathing out/expiration/ exhalation.  **Breathing in**  This is the taking in of air into the lungs.  **During breathing the following** happens  The lungs increase in size.  The diaphragm  contract. | **The learner;**   1. Defines breathing 2. Identifies types of breathing 3. Describes the experiment showing breathing in. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to breathing in. 2. Reads, internalizeand writes texts and questions related to breathing in. | Discussion  Guided discovery  Observati on  Illustration | Defining breathing  Identifying types of breathing  Describing experimen t showing breathing in | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility | A chart showin g an illustrati on to show breathi ng in. | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |

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|  |  |  |  | The ribs move  upward and out words. |  |  |  |  | Appreci ation |  |  |  |

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| **10** | **1** | **Respir atory system** | **Breathing out** | **Breathing out**  - This is the act of taking out air from the body.  **The following happens during breathing out**  The lungs go back to their original size.  The lungs increase in size.  The diaphragm contract. | The learner;   1. Defines breathing out 2. Describes experiment to show breathing out | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to non flowering plants. 2. Reads, internalizeand writes texts and questions related to non flowering plants. | Discussion  Guided discovery  Observati on  Illustration | Defining breathing out.  Describin g experime nt to show breathing out. | Critical Thinking  Proble m Solving  Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility | The environ ment  A chart showin g exhalat ion mecha nism. | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **10** | **2** | **Respir atory system** | **Gaseous exchang e** | **Gaseous exchange in the alveoli**  Gaseous exchange takes place in the alveoli (air sac) | **The learner;**  1. Mentions where gaseous exchange takes place  in the body. 2. States the adaptations of | **The learner;**  1. Pronounces, spells, reads writes and demonstrates meaning of words related to  gaseous | Discussion  Guided discovery  Observati | Mentionin g where gaseous exchange take place.  Stating | Critical Thinking  Proble m Solving | The environ ment  A chart showin g the | New Fount. Pri.  Sci. Pbk 6  Mk |  |

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|  |  |  |  | found in the lungs.  **How are air sacs suitable for gaseous exchange**  They are surrounded by a network of blood capillaries.  They are numerous in number to increases the surface areas of gaseous  exchange. | the alveoli to their function  3. Describes the summery of the composition inhaled and exhaled. | exchange  2. Reads, internalize and writes texts and questions related to gaseous exchange. | on  Illustration | the adaptatio ns of the alveoli to their function. | Effectiv e Commu nication  Creativ e thinking  Taking decisio n  Respons ibility  Appreci ation | structur e of the alveoli | int. Sci Pbk 6.  Pri. Six curr. Set 1 |  |
| **10** | **3** | **Respir atory system** | **Respiratio n in relation to food and oxygen And disorders of the respirator y system** | **Respiration in relation to food and oxygen**  Human beings eat food which is then absorbed for body use.  After digestion different nutrients are absorbed into the body for different uses.  D**iseases and** | **The learner;** 1. Describes the process of respiration.  2. Identifies the disorders of the respiratory system. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to respiration in relation to food and disorders of the respiratory system. 2. Reads, internalizeand writes texts | Discussion  Guided discovery  Observati on  Illustration | Describ ing the process of respirati on.  Identify ing the disorde rs of the respirat ory | Critical Thinking  Proble m Solving  Effectiv e Commu nication Creativ | Chalkb oard illustrati on. | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6.  Pri. Six |  |

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|  |  |  |  | **disorders or the respiratory system**    **Disorder**   1. Accumulation of mucus in the Air Sacs 2. Chocking 3. Hiccups 4. Cough 5. Nasal   congestion. |  | and questions |  | system. | e |  | curr. |  |
| related to |  | thinking | Set 1 |
| respiration in relation to food and disorders of  the respiratory |  | Taking decisio n |  |
| system. |  | Respons |  |
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|  |  | ation |  |
| **10** | **4** |  | **Diseases of the respirator y system and Care for respirator y system** | **Diseases of the respiratory system and Care for respiratory system**  **Diseases of the respiratory system**   * Tuberculosis * Pneumonia * Diphtheria * Pertussis * Lung cancer | **The learner;** 1. Describes the diseases of the respiratory system.  2. Discusses the ways of caring for the respiratory system. | **The learner;**   1. Pronounces,spells, reads writes and demonstrates meaning of words related to diseases of the respiratory system. 2. Reads, internalizeand writes texts and questions related to diseases of the respiratory system. | Discussion  Guided discovery  Observati on  Illustration | Definin g non floweri ng plants.  Stating groups of non flowering plants | Critical Thinking  Proble m Solving  Effectiv e  Commu nication | Chalkb oard illustrati on | New Fount. Pri.  Sci. Pbk 6  Mk int. Sci Pbk 6. |  |
|  |  |  | - Bronchitis |  |  |  |  |  |
|  |  |  | * Asthma * Emphysema * Influenza |  |  | Creativ e thinking |  | Pri. Six  curr. Set 1 |
|  |  |  | **Care for the** |  |  |  |  |  |

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|  |  |  |  | **respiratory system** Eat a balanced deity.  Doing physical exercises.  Breathing through the nose.  Having enough rest. |  |  |  |  | Taking decisio n  Respons ibility  Appreci ation |  |  |  |

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**P.6 SCHEME OF WORK FOR TERM THREE 2023 SCIENCE**

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| **W K** | **P D** | **TOPI C** | **S/TO PIC** | **CONTENT** | **SUBJ.**  **COMP’NCES** | **LANG.**  **COMP’NCES** | **METHOD S** | **ACTIVIT IES** | **IND.**  **OF LSV** | **INST.MA T** | **REF**  **.** | **RE M** |
| **1** | **1** | **SCIEN CE IN** | **Prepar ation of clean water for drinki ng and washi ng** | **Preparation of clean water for drinking and washing**  Clean water refers to water free from impurities.  **Ways of making water clean :**   * Filtration * Decantation * Distillation * Treating water with chemicals | The learner;   1. Defines Clean water. 2. Identifiesways of making water clean. | **The learner;**  1.  Pronounces  , spells, reads writes and demonstrat es meaning of words related to filtration.  2. | Brain storming Guided discovery Class discussion | Identifies ways of making water clean. | Aware ness Care Appre ciation Love Care Proble m solving | Dirty water Containe r  Piece of cloth. | Co mp reh ensi ve sch ool sci en ce bk 6  pa  ge2 60  . |  |
| **1** | **2** |  | **Filtrati on** | **a) Filtration method:**  Filtration is a method of removing suspended  impurities | **The learner;**  1. Defines Filtration | **The learner;**  Reads,  internalize and writes texts and | Brain storming Guided discovery | Purifying water by Filtration | Aware ness Care Appre ciation | Containe r  Dirty water143 | Co mp reh ensi ve |  |

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|  |  |  |  | (solid particles) from water.  Filtration can be done using a clean cloth, sand, filter paper, and funnel.  **Illustrations:** |  | questions related to filtration. | Class discussion observati on |  | Love Care Proble m solving |  | sch ool sci en ce bk 6  pa ge2 61 |  |
| **1** | **3** |  | **Deca ntatio n** | **Decantation:** Decantation is a method where solid particles in water are allowed to settle at the bottom of a container and clean water is then poured in another clean container.  **Steps followed when carrying out decantation:**   * Collect dirty water in the container. | **The learner;**  Definesdecant ation   1. Describes the steps involved during decantation | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to decantatio n.   1. Reads, internalize and writes texts and questions related to decantatio   n. | Brain storming Guided discovery Class discussion observati on | Obtainin g water by decanta tion. | Aware ness Care Appre ciation Love Care Proble  m solving | Kettle Water. | co mp reh ensi ve sch ool sci en ce bk 6  pa  ge2 61  fou ntai n inte gra |  |

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|  |  |  |  | * Leave the dirty water to stay undisturbed for some time for the solid particles to settle at the bottom of the container. |  |  |  |  |  |  | ted sci en ce bk 6  pa ge 261 |  |
| **1** | **4** |  | **Safe water.** | **Safe water:**  Safe water refers to water free from germs.  **Ways of making water safe for drinking:**   * By boiling * Chemical treatment * distillation   Boiling; makes water safe for drinking by killing germs in it.  Chemical treatment;  chemicals are used | The learner; 1. Defines safe water.  2. Identifies ways of making water safe for drinking. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to safe water.   1. Reads, internalize texts and questions related to safe water. | Brain storming Guided discovery Class discussion observati on | Preparin g safe water. | Aware ness Care Appre ciation Love Care Proble m solving | Clean water Chlorine Potassiu m permang anate | Co mp reh ensi ve sch ool sci en ce bk 6  pa  ge2 60  fou ntai n inte gra  ted |  |

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|  |  |  |  | to kill germs.  **Examples of chemicals used in water treatment**:   * Chlorine * Calcium chloride |  |  |  |  |  |  | Sci en ce bk 6  pa ge 242  . |  |
| 1 | **5** |  | **Water impuri ties:** | **Water impurities:** Impurities are substances present in water that makes it of low quality.  Water contamination is the act in which water gets into contact with germs and other impurities. **Examples of water impurities/pollutants:**   * Faecal matter * Oil * Soil * Silt * Agro-chemicals * Urine | The learner;  1. Defines water impurities. 2. Gives examples of water impurities.  3. Mentions ways water gets contaminated  . | The learner; 1.  Pronounces  , spells, reads writes and demonstrat es meaning of words related to water impurities.  2. Reads,  internalize texts and questions related to impurities. | Brain storming Guided discovery Class discussion observati on | Defining water impurities Giving example s of water impurities  . | Aware ness Care Appre ciation Love Care Proble m solving | Dirty waster | Int. sci en ce bk 6  pa ge |  |

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|  |  |  |  | * Household refuse **Ways water gets contaminated from sources:** * Defecating in water sources. * Urinating in water sources |  |  |  |  |  |  |  |  |

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| **1** | **6** |  | **Effects of water impuri ties:** | **Effects of water impurities:**   * Water impurities lead to water associated diseases i.e. water borne diseases, water cleaned diseases, water habitat vector diseases and water contact diseases.  1. **water borne diseases**:   These are diseases spread through drinking contaminated  water.  **Examples;**   * + Polio   + Bilharziasis   + Typhoid   + Diarrhoea   + Dysentery   + Cholera | **The learner;** 1. describes different water associated diseases. 2 gives examples of water associated diseases. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to effects of water impurities.   1. Reads, internalize and writes texts and questions related to water impurities. | observati on, guided discovery, guided class discussion question and answer | Describin g different water associat e diseases. Giving example s of water associat ed diseases. | Aware ness Care Appre ciation Love Care Proble m solving | Chalkb oard illustrati on. | Mk integr ated scien ce bk 6 |  |

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| **2** | **1** |  | **Cleani ng clothe s at home s** | **Cleaning clothes at homes**  **Steps taken to clean clothes;**  **a) Sorting clothes** This involves separating clothes by colour, material etc.  **Factors followed when sorting**   * Colour * Nature of Fabric * How dirty the cloth is.   **Importance of sorting**   * To prevent the body clothes from contaminating table clothes. * To prevent * clothes with high i | **The learner;** 1. Describes different steps taken when cleaning clothes.  2. States the importance of the different steps taken in cleaning clothes. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to washing clothes.   1. Reads, internalize and writes texts and questions to related to words like sorting, staining. | observati on, guided discovery, guided class discussion question and answer | Describin g steps taken in washing clothes. . Stating the importan ce of the different steps taken in cleaning clothes. | Proble m solving Effectiv e comm unicati on. | Clothe s Water Soap | Mk integr ated scien ce bk 6 pg.  160 |  |

# 2 washi ng

**Washing**

Involves removing dirt in clothes by squeezing using hands or machines. **Rinsing**

This involves putting clothes in clean water to remove all the dirt and soapy water.

# Importance of rinsing

* + To remove soapy water from clothes.

# Wringing

This is the twisting and squeezing of clothes to remove excess water.

# Importance of wringing

* + It reduces the amount of water in the cloth for it to dry faster.

# Drying

This is the hanging of wet clothes on a wire to make water evaporate from them.

# Importance of drying

* + To kill germs and parasites from the clothes.

**The learner;** 1.describes different steps in cleaning clothes at home

2. states the importance of different steps involved in cleaning clothes

# The learner;

Pronounces

, spells, reads writes and demonstrat es meaning of words related to rinsing.

1. Reads, internalize and writes texts and questions related to washing.

Observati on guided discovery,

guided class discussion

question and answer

Describin g the steps taken in cleaning clothes

Aware ness Care Appre ciation Love Care Proble m solving

Water Soap flat iron box

Mk integr ated scien ce bk 6 pg.

160

**23AcciAccidBurns**observatiDefiningHot

# The learner; The learner; Aware

1. ness Pronounces Care , spells,

Appre reads writes ciation and Love demonstrat Care

**dentents**A burn is an injury1. Defineson,burns.charcoMk

**andand**caused by dry heat.burns.guidedStatingalintegr

**firstfirstSources of dry heat**2. States thediscovery,theHot flatated **aidaid**causes ofguidedcausesiron.scien  Fire flamesburns.classof burns.ce bk

* + Hot charcoal3. Identifies thediscussionIdentifyin6 pg.

stoveways ofes meaningquestiong theProble163

* + Cookerpreventingof wordsandways ofm
  + Electric heatersburns.related toanswerpreventisolving
  + Hot iron nailsburns.ng burns.  Acid2. Reads,internalize

and writes

**Prevention of burns**texts and

* + Keep hot objectsquestions to far from children’srelated reach.burns.
    - Construct cooking is done.
    - Avoid

near things that can

* + - Always use carrying hot
    - Never leave candles or wick many clothes.

# First aid for burns:

* + - Dip the

fire guards

playing cause burns. heat objects.

lamps

injured part

around

insulators

burning in a

in cold clean

areas

while

room

where

where

there

are

# The learner; The learner; Aware

1. ness Pronounces Care , spells,

Appre reads writes ciation and Love demonstrat Care

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2** | **4** |  | **scalds** | **A scald:**  A scald is an injury caused by wet heat. **Causes of scald:**   * Body contact with steam * Body contact with hot water * Body contact with hot soup * Body contact with hot milk.   **Prevention of scalds:**   * Keep hot objects out of children’s reach. * Avoid playing near hot liquid substances.   **First aid for scalds:**   * Dip the injured part in cold clean water for 10 – 15 minutes to cool the temperature of the injured part. | **The learner;**   1. Defines a scald. 2. States thecauses of scalds. 3. states theways of preventing scalds | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to scalds.   1. Reads, internalize and writes texts and questions related to scalds. | observati on, guided discovery, guided class discussion question and answer | Defining scalds. Spelling words related to scalds. | Aware ness Care Appre ciation Love Care Proble m solving | water | Mk integr ated scien ce bk 6 pg.  163 |  |

**25FeverFever and**observatiDefiningPupils.Mk **andconvulsion:**1. Defineson,feverintegr **convuFever:**fever.guidedandated **lsion**Fever is a condition2. States thediscovery,convulsiscien

causes ofguidedonce bk where the person’sfever.class6 body temperature3.gives the firstdiscussionpgs. goes beyond theaid for feveres meaningquestionProble171. normal(37oC or4. definesof wordsandm 98.6oF)convulsionsrelated toanswersolving

**Causes of fever:**and its causes.fever and

Fever is caused by2. Reads,convulsion an illness or ainternalize disease like;and writes malaria, measles,texts and

meningitis, andquestions typhoid.related to

# The learner;

**The learner;**

Aware

1. ness Pronounces Care , spells,

fever and

* + - Remove
    - Carry out

convulsion. most of the tepid

**First aid for** person’s sponging

Appre reads writes and Love demonstrat

# fever:

clothes. Tepid

ciation Care

sponging is where lukewarm water undressed parts of

# NB;

The cold wet cloth because it can

a piece of and mopped the body.

should not cause

cloth is on the

be left on shivering.

soaked

the

in

body of

the

victim

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **6** |  | **Near drown ing** | **Near drowning and drowning Drowning;**  Drowning is dying as a result of having lungs being filled with water.  **Near drowning:** Near drowning is the temporary loss breath due to  having ones’ lungs  filled with water. OR; This is the condition when the person’s lungs are filled with water and has stopped breathing but not yet dead. **Common places/sites where**  **drowning can occur; At home;**   * Bath tubs * Water tanks * Swimming pools * Pits dug by builders to trap rain water. * Big basins filled with water. | **The learner;** 1. describes drowning and near drowning.  2.names the common sites for near drowning | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to drowning and near drowning   1. Reads, internalize and writes texts and questions related to drowning and near drowning. | observati on, guided discovery, guided class discussion question and answer | Defining drownin g and near drownin g.  Spelling words related to near drownin g. | Aware ness Care Appre ciation Love Care Proble m solving | Chalk board illustrati on. | Mk integr ated scien ce bk 6  pgs. 68. |  |

# 1 The learner; The learner; Aware

1. ness Pronounces Care , spells,

Appre reads writes ciation and Love demonstrat Care

**faintinFainting:**BrainSpellingPieceCom

**g**Fainting is the brief1. definesstormingwordsofpreh loss of consciousness.fainting.Guidedrelatedcloth.ensiv

1. Mentionsdiscoverytoe the cause ofClassfainting.scibk

**Cause of fainting:**fainting.discussionDefining6 Fainting is caused3. States thefainting.page due to limited supplyfactors thates meaningProble68.

ofcan lead toof wordsm

oxygen/oxygenatedfainting.related tosolving blood to the brain.fainting

1. Reads, internalize

**Factors/conditions**and writes **that can lead to**texts and **fainting**questions

* Prolongedrelated to hunger.fainting.

# 3 2 The learner;

**The learner;**

* + Standing under sunshine for a long
  + Sudden sad
  + Doing vigorous
    - Extreme pain.

too much time. news. exercise.

Pronounces

, spells, reads writes and demonstrat

* An illness

# Signs and of fainting

* + A person is
  + A person is

# symptoms

unable to weak.

balance on

his/her

back.

**First aid for fainting: oxygen to**

1. **due to ForeigForeign**

**limited bodies**

**supply of**

**3 3 The learner; The learner;**

1.

Pronounces

, spells, reads writes and demonstrat

**in**BrainDefiningCriticalFoodMk **npassages**1. Defines astormingforeignthinkinChalkbintegr **bodie**A foreign body is anyforeign body.Guidedbodies.goardated **s**external matter that2.

MentionsdiscoveryMentioniillustratiscien

the naturalClassngAppreonce bk enters the bodybodydiscussionexampleciation6 through natural bodyopenings.s ofpgs.

openings or a3. States thees meaningforeignFluenc173 wound.first aid forof wordsbodies.y choking.related to

**Examples of natural**foreignCare **openings**2. Reads,bodies.

* Mouth/throatinternalize
* Vaginaand writes
* Nosetexts and  Anusquestions
* Eyesrelated  Earsforeign

bodies.

**3 4 The learner;**

**The learner;**

**Foreign bodies in mouth/throat.**

**Examples;**

* + Food
  + Large pieces of prevent breathing

# the

food can and the

Pronounces

, spells, reads writes and demonstrat

block the air person gets

passage choked.

and

# First aid for choking

* + Make the number of sharp
  + If choking

choking blows on the

person bend back.

and

give a

# 3 5 The learner; The learner;

1.

Pronounces

, spells, reads writes and demonstrat

**ForeigForeign bodies in the**ObservatiMentioniFluencWaterCom

**nears and nose:**1.giveson.ngySoftpreh **bodiea)in the ears;**examples ofGuidedexamplepieceensiv **s in**These include smallforeign bodiesdiscoverys ofofe

**ears**in ears andClassforeignAppreclothscibk

**and**stones, small seeds,nosediscussionbodies inciation6

**nose.**and small insects.2. States thethe nosepage **First aid:**first aid fores meaningandMk

* If the foreign bodyforeign bodiesof wordsears.Careintegr is an insect, pourin the ears andrelated toated clean water in thenose.foreignscien ear and make thebodies inthe noseKindnessce bk6 person bend onand thepgs. the side of theears.172affected ear.2. Reads,173
* If the foreign bodyinternalize is an insect, flashand writes light into the eartexts and

questions

# 3 6 The learner;

**The learner;**

for the insect come out.foreign

* + If it is difficult

foreign body takeears...

the victim to the

1. **in the nose;** They stones.

# First aid:

* + Tell the person to out through the

torelated

tobodies in inand the the

hospital. include small

breathe in affected

Pronounces

, spells, reads writes and demonstrat

remove any ear, just

insects, small

through the

otherthe

seeds

mouth

nose

and

and

small

then

blow

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **3** | **4** |  | **Foreig n bodie s in eyes**  **,anus and vagin a** | **Foreign bodies in the eyes.**   1. **in the eyes;**    * Dirt or dust    * Small insects      + Small stones      + Eye lashes.   **First aid for foreign bodies in the eyes**   * + Wash the eyes with plenty of clean water.   + Use a clean soft piece of cloth to remove the foreign bodies.   + If the object is an insect, bend the victim forward and blow air into the eyes.   + If the particle remains in the eyes, take the victim to a health worker.  1. **foreign bodies in the anus and vagina:**    * Small Seeds    * Small stones e.g. | **The learner;** 1.mentions examples of foreign bodies in eyes ,anus and vagina  2. State the first aid for foreign bodies in the vagina, eyes and anus. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to foreign bodies.   1. Reads, internalize and writes texts and questions related to foreign bodies. | Observati on.  Guided discovery Class discussion | Mentioni ng example s of foreign bodies in eyes, anus and vagina. | Fluenc y  Appre ciation  Care  Kindne ss | Small stones Insects Seeds. | c |  |

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| **3** | **5** | **sanit ation** | **Toilets and latrine s** | **Latrines:**  A latrine is a place where human faeces and urine are deposited.  **Types of latrines:**   * Pit latrines * Toilets * Ecosan * Potties   **Pit latrines:**  A pit latrine is a structure made by digging a pit in the ground and used for depositing faecal matter.  **Types of pit latrines:**   * Conventional (ordinary) pit latrine. * The V.I.P latrine | **The learner;** 1. Defines a latrine.   1. Mentionsthe types of latrines. 2. Defines a pitlatrine. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to latrines.   1. Reads, internalize and writes texts and questions related to latrines. . | Observati on.  Guided discovery Class discussion | Spelling words related to latrines. Defining latrines. | fluency  Appre ciation  Care  Kindne ss | A  chart showin g latrines  . | Com preh ensiv e scibk 6 page 176178. |  |

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|  |  | **sanit ation** | **Ordin ary pit latrine s (conv ention al pit latrine**  **)** | **Ordinary pit latrines (conventional pit latrine):**  This is the most common pit latrine. **Features of ordinary pit latrine:**   * It has a wall and door for privacy. * It has a pit dug in the ground. * It has a lid to cover the hole to prevent flies from entering into the pit. * It has a roof to protect the user from rain and direct sunshine. **Structure of a conventional pit latrine** | Describes the features of the ordinary pit latrines | 2. Reads, internalize and writes texts and questions related to latrines. . | Observati on.  Guided discovery Class discussion | Describin g the features of the ordinary pit latrines | fluency  Appre ciation  Care  Kindne ss | A chart showin g latrines  . | Com preh ensiv e scibk 6 page 176178. |  |

**36**Ventil**Ventilated ImprovedThe learner;The learner;**ObservatiSpellingCriticalChartCom ated**Pit latrine (V.I.P)**1.mentions the1.on.wordsthinkinshowinpreh impro**Feature of a V.I.P**features of aPronouncesGuidedrelatedgg theensiv ved**latrine.**VIP latrine, spells,discoveryto VIPApprestructure pit2. Describesreads writesClasslatrines.ciatione of ascibk

latrine It has a vent pipethe site for aanddiscussionfluencyVIP6

sto let out badVIP latrine.demonstratlatrine.page smelling air.es meaning177.

* It has a screen onof words top of a vent piperelated to to trap flies untilVIP latrines.

they die.2. Reads,internalize

**Note;**and writes Once the fliestexts pit,questions they that

. comes

through the vent.

* + It has a circulation of fresh
  + It has no lid moving air enters smelling air

and are in arerelated to

spiral shaped air through or cover on into the pit through the

the attracted

wall without the pit and the hole and drives vent pipe.

byVIP

a door up the such out the

latrines.

to allow vent that bad

the

easy pipe.

light

41**DiffereDifferences betweenThe learner;The learner;**GuidedSpellingAppreChalkCom **ncesV.I.P and ordinary pit**1. States the1.discoverywordsciationboardpreh **betwelatrine:**differencesPronouncesrelatedillustratiensiv

**en a** V.I.P latrines havebetween a VIP, spells,Discussionto VIPCareone

**VIP**latrine and anreads writeslatrines.scibk **latrine**vent pipes whileordinary pitandAware6 **and**ordinary pitlatrine.demonstratobservatinesspage

**an**latrines do notes meaningon177 **ordina**have a vent.of wordsFluenc **ry pit** V.I.P latrines haverelated toy

**latrine**screens whileVIP latrines

**.**ordinary pit2. Reads,internalizeConcern latrines do notand writes have screens.texts and

* + V.I.P latrines havequestions norelated to door
  + Ordinary pit latrines have lids to lids.
  + It uses a breakdown compost like
  + It has a defecating, ash is

spiral walls whileVIP.

cover the

natural human material. shallow pit so poured to

with ordinary pit

hole while

biological wastes into

that after dry up the

latrines V.I.P

process

faeces.

have a latrines

to

door.

have no

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| **4** | **2** |  | **Ecosa n latrine s** | **Ecosan toilets (ecological sanitation toilets)** These are toilets which help to separate urine from faeces at the source and faeces are not mixed with water.  **Features of Ecosan**   * It uses a natural biological process to breakdown human wastes into compost like material. | **The learner;**   1. defines Ecosan 2. States the features of Ecosan. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to how the human body works.   1. Reads, internalize and writes texts and questions to relate how the human body works. | Guided discovery Discussion  observati on | Spelling words related to Ecosan. | Aware ness Care Appre ciation Love Care Proble m solving | Picture s of Ecosan | Com preh ensiv e scibk 6  page 180. |  |
| **4** | **3** |  |  | **Urinary diversion dry toilet**  **Features of UDDT** It is constructed above the ground It has two chambers which are used in turns  There is no mixing of | states the features of UDDT  draws the structure of UDDT | Reads, internalize and writes texts and questions to relate UDDT | Guided discovery Discussion  observati on | stating the features of UDDT drawing the structure of UDDT | Appre ciation Care Aware ness Fluenc y | Picture s of Ecosan | Com preh ensiv e scibk 6  page 180. |  |

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|  |  |  |  | faeces and urine  **Structure of UDDT** |  |  |  |  | Conce rn |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4** | **4** |  | **Arborl oo Ecosa n toilet** | **Arborloo Ecosan toilet**  **Features**  It is made up of four chambers  It is dug  It has a ring beam It has a concrete slab  **Constructing Arborloo**  Dig a shallow pit of about 1-2 metres deep  Place a concrete slab on a ring beam When the pit is almost full, remove the slab  Plant the seedlings  over the pit | The learner; 1.identifies the features of Arborloo 2.  Describes how Arborloo is constructed. | **The learner;**  1.  Pronounces  , spells, reads writes and demonstrat es meaning of words related to Arborloo Ecosan | Guided discovery  Discussion  Observati on | Spelling words related to Arborloo. | Aware ness Care Appre ciation Love Care Proble m solving | Chart showin g Arborlo o latrine. | Com preh ensiv e scibk 6  page 180. |  |
| **4** | **5** |  | **Fossa altern a Ecosa n** | **Fossa alterna Ecosan** This is a permanent system on two shallow pits being used alternatively **Constructing FAET** Two pits are dug in | Defines fossa alterna Draws the structure of fossa alterna | Pronounces, spells, reads writes and demonstrates meaning of words related  to fossa | Guided discovery  Discussion | Defining fossa alterna Drawing the structure  of fossa | Appre ciation  .  Care | Chart showin g fossa alterna  . | Com preh ensiv e scibk 6  page |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | the soil f length one metre with widthof  0.7 and depth of 1-2 metres  It is protected on top using baked bricks  **Structure of FAET** |  | alternaEcosa n | Observati on |  | Aware ness |  | 180. |  |
| **4** | **6** |  | **Advan tages of constr ucting Ecosa n latrine s** | **Advantages of using Ecosan latrine.**   * They can be constructed in a small place. * They do not produce any bad smell, since   faeces dry by the help o **How to maintain Ecosan latrine.**  Avoid dirtying the floor with ash.  Use Ecosan latrine properly by pouring ash after every  defecation | **The learner;** 1. States the advantages of using Ecosan.  2. Gives the disadvantages of using Ecosan latrines. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to Ecosan latrines   1. Reads, internalize and writes texts and questions to Ecosan latrines .etc. | Guided discovery  Discussion  Observati on | Stating the advanta ges of using Ecosan.  2. Giving the disadvan tages of using Ecosan latrines. | Aware ness Care Appre ciation Love Care Proble m solving | Chart showin g Ecosan latrine | Mk integr ated scien ce bk 6  pgs. 178. |  |

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| **5** | **1** |  | **Water borne toilets** | **Water borne toilets/water closet toilets**  Toilets are found inside modern houses or buildings in cities, towns and places where there is piped water system.  **Features of a toilet**   * Bowl * Seat * Water closet * Handle * Pipes * Septic tank.   **Structure of a toilet**  **a) A squat on flash toilet** | **The learner;**   1. draws the structure of a waterborne toilet | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to how the human body works.   1. Reads, internalize and writes texts and questions to relate how the human body works. | Guided discovery  Discussion  Observati on | drawing the structure of a waterbor ne toilet | Aware ness Care Appre ciation Love Care Proble m solving | Chart showin g water borne toilet. | Mk integr ated scien ce bk 6 pg.  171 |  |
| **5** | **2** |  | **Uses of parts of a toilet** | **Uses of parts of a toilet:**  **Bowl**  This is where faeces are deposited. It is connected to the | The learner;   1. gives the uses of the parts of a toile   2.t | **The learner;**  1.  Pronounces  , spells, reads writes and demonstrat  es meaning | Guided discovery  Discussion | Pronoun cing words related to waterbor ne toilet | Aware ness Care Appre ciation Love Care Proble | Chart showin g water borne toilet. | Mk integr ated scien ce bk 6 pg.  171. |  |

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|  |  |  |  | septic tank by pipes  **Seat**  It is where the user seats while defecating. **Water closet:** It stores water for  flushing  **Handle**  It is pulled or pushed to release water for flushing faeces and urine away down the septic tank.  **Pipes**  Carry faeces and urine to the septic tank.  **Septic tank**  Store faeces and urine until they are carried away by cesspool emptier to the sewage tank for treatment.  Uganda **National Water and Sewerage** |  | of words related to toilets.  2. Reads, internalize and writes texts and questions related to toilets. | Observati on |  | m solving |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5** | **3** |  | **Proble ms of Water borne toilets** | **Problems faced by water borne toilets**   * Shortage of water for flushing. * Blockage of pipes by hard materials. * Spilling occurs when pipes are blocked which attract vectors that may carry germs.   **Proper use and maintenance of toilets and latrines**   * Flush the toilet after use. * The floor should | **The learner;** 1.states problems faced by waterborne toilets  2.mentions the ways of maintaining the toilets | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to how the human body works.   1. Reads, internalize and writes texts and questions to relate how the human body works. | Guided discovery  Discussion  Observati on | stating problems faced by waterbor ne toilets mentioni ng the ways of maintaini ng the toilets | Aware ness Care Appre ciation Love Care Proble m solving | Chalkb oard illustrati on | Mk integr ated scien ce bk 6  pgs. 1. |  |
| **5** | **4** | **Repro ducti ve syste m** | **Growt h and devel opme nt in huma n** | **Growth and development in human beings a)growth:**  Is the increase in body weight, size | The learner; 1.describes growth and development  2.states the  primary sex characteristics | **The learner;**  1.  Pronounces  , spells, reads writes and demonstrat | Guided discovery  Discussion | Pronoun cing words related to growth  and | Aware ness Care Appre ciation Love Care | Chalkb oard illustrati on. | Mk int. scien ce bk 6  pgs.1 86 |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | * It uses a natural biological process to breakdown human wastes into compost like material. **Primary sex characteristics** These are changes that take place in sex organs e.g. uterus, testes, penis, and ovaries **Primary sex characteristics/puber ty changes in a)boys;** * The penis   enlarges in size   1. **in girls;**    * Thickening of the uterus walls. | in boys and girls | es meaning of words related to g |  | develop ment. | Proble m solving |  |  |  |
| **5** | **5** |  | **Secon dary sex chara cteristi** | **Secondary sex characteristics** These are changes that involve physical | **The learner;** 1. Defines secondary sex  characteristics  . | **The learner;**  1.  Pronounces  , spells, reads writes | Guided discovery | Pronoun cing words related to | Aware ness Care Appre ciation | Chalkb oard illustrati on. | Mk int. Scien ce bk 6 |  |

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|  |  |  | **cs** | development of the body.  **NB;**  Secondary sex characteristics differentiate a grown up woman from a grown up man. **Examples of secondary sex characteristic a)in boys :**   * The voice deepens and breaks. * .  1. **in girls :**    * Enlargement of the hips    * Development of      + hair | 2. Gives examples of secondary sex characteristics in adolescent boys and girls. | and demonstrat es meaning of words related to growth and developme nt.  2. Reads, internalize and writes texts and questions to relate to growth and developme nt. | Discussion  Observati on  Illustration  Demonstr ation | growth and develop ment. | Love Care Proble m solving |  | pgs. 186 |  |

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| **5** | **6** |  | **Social and emoti onal chang es** | **Social and emotional changes a)Emotional (psychological) changes;**  These are changes that take place in the adolescent’s mind.  **Examples of emotional changes:**   * Adolescents change the way they view themselves.   **b)social changes:** These are changes related with the way we associate with others.  **Examples of social changes:**  - Attraction to the opposite | The learner; 1.defines emotional changes  2. Gives examples of emotional changes. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to emotional changes   1. Reads, internalize and writes texts and questions to related to emotional changes | Guided discovery  Discussion  Observati on  Illustration  Demonstr ation | Pronoun cing words related to growth and develop ment. | Aware ness Care Appre ciation Love Care Proble m solving |  | Mk int. scien ce bk 6 pgs. 186 |  |

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| **6** | **1** |  | Repro ductiv e organ s and cells | **Reproductive organs and cells: Reproduction:** Reproduction is the process by which living things multiply in number by producing off springs of their own kind.  Human beings undergo sexual reproduction. In animals the male gametes are sperms and female gametes  are ova(eggs)  **N**  **Reproductive organs and cells: Reproduction:** | **The learner;** 1.defines reproduction  2. Draws the structure of male reproductive system. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to how the human body works.   1. Reads, internalize and writes texts and questions to relate how the human body works. | Guided discovery  Discussion  Observati on  Illustration  Demonstr ation | defining reprodu ction Drawing the structure of male reprodu ctive system. | Aware ness Care Appre ciation Love Care Proble m solving | Chalkb oard illustrati on | Mk int. scien ce bk 6  pgs. 186 |  |
| **6** | **2** |  | **Functi ons of parts of the male repro ductiv** | **Function of parts of the male reproductive organ**   1. **The testes (testicles);**  * To manufacture | **The learner;**  **1.**states the functions of parts of the male reproductive  system | **The learner;**  1.  Pronounces  , spells, reads writes and demonstrat | Observati on  Illustration | stating the functions of parts of the male  reprodu | Audibili ty Critical thinkin g fluency | Chart showin g male reprod uctive organs | Mk integr ated scien ce bk 6  pgs. |  |

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|  |  |  | **e syste m** | sperms.   * To produce testosterone hormone which controls secondary sex characteristics in males  1. **The epididymis;**    * The epididymis stores sperms. 2. **The scrotum:**    * The scrotum protects the testes. 3. **Urinary bladder:**    * The urinary bladder stores urine. |  | es meaning of words related to male reproductiv e system the  2. Reads, internalize and writes texts and questions related to the male reproductiv e system | Demonstr ation  Discussion  Observati on  Illustration  Demonstr ation | ctive system |  |  | 188 |  |
| **6** | **3** |  | **The femal e repro ductiv e syste** | **The female reproductive organ: Structure of the female reproductive**  **organ;** | **he learner;**  **1.**states the functions of parts of the female reproductive  system | **The learner;**  1.  Pronounces  , spells, reads writes and demonstrat | Demonstr ation  Discussion | **.**stating the functions of parts of the female  reprodu | Audibili ty Critical thinkin g fluency | Chart showin g male reprod uctive organs | Mk integr ated scien ce bk 6  pgs. |  |

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|  |  |  | **m** | **Functions of parts of a female reproductive organ a)Vagina**   * It is where sperms are deposited by the penis. * It is a birth canal through which a baby passes during birth.   **b)Cervix** |  | es meaning of words related to female reproductiv e system the  2. Reads, internalize and writes texts and questions related to the female reproductiv e system | Observati on  Illustration  Demonstr ation | ctive system |  |  | 188 |  |
| **6** | **4** |  | **fertiliz ation** | **FERTILISATION IN HUMAN:**  Fertilization is the union of the male and female gametes | **The learner; 1**.defines fertilization  2.states the types of fertilization | **The learner;**  1.  Pronounces  , spells, reads writes and | Discussion  Observati | Pronoun cing words related to fertilizatio | audibili ty Critical thinkin g fluency | Chalkb oard illustrati on | Mk int. scien ce bk 6  pgs. |  |

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|  |  |  |  | to form a zygote.  **Types of fertilization**  **a)internal fertilization** This is the type of fertilization where the nucleus of the male unites with that of the female one inside female’s body.  **Examples of animals which undergo internal fertilization** Rats, rabbits, cattle, dogs, cats, human beings etc. |  | demonstrat es meaning of words related to fertilization  2. Reads, internalize and writes texts and questions to related | on Illustration  Demonstr ation | n. |  |  | 189 |  |
| **6** | **5** |  | **Conc eption and pregn ancy** | **Conception** Conception is a period when a female animal become pregnant. **Implantation:** Implantation is the | **The learner;** 1.defines implantation, conception and pregnancy | **The learner;**  1.  Pronounces  , spells, reads writes and demonstrat es meaning of words | Discussion  Observati on  Illustration | Pronoun cing words related to fertilizatio n | audibili ty Critical thinkin g fluency | Chalkb oard illustrati on | bk 6 pg. 189 |  |

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|  |  |  |  | process where the fertilized ovum (zygote) attaches itself on the uterine lining.  **Pregnancy:** Pregnancy is the period in human between fertilization and birth.  In man it lasts for 9 months.  **Signs of pregnancy**   * Breasts grow bigger. * The monthly periods or menstruation month of pregnancy. |  | related to how the human body works.  2. Reads, internalize and writes texts and questions to relate how the human body works. | Demonstr ation |  |  |  |  |  |
| **6** | **6** |  | **Huma n** | **Human foetus in the** | **The learner;**  1.draw the | **The learner;**  1. | Discussion | Pronoun cing | audibili ty | Chart showin | Mk int. |  |

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|  |  |  | **foetus in the womb** | **uterus**  **Functions of parts: a)Umbilical cord;**   * Transport food nutrients and oxygen from the placenta to the **b)Placenta;** | human foetus in the uterus  2.states the functions of the parts of the foetus | Pronounces  , spells, reads writes and demonstrat es meaning of words related to foetus  2. Reads, internalize and writes texts and questions to related to foetus  s | Observati on  Illustration  Demonstr ation | words related to fertilizatio n | Critical thinkin g fluency | g the human foetus in the womb | bk 6 pg. 189 |  |
| **7** | **1** |  | **Repro ductiv e health** | **Reproductive Health** Reproductive health is the general wellbeing in all matters relating to the reproductive system at all stages of life.  **Reproductive health is concerned with**   * Health and | **The learner; D**escribes reproductive health.  2.identifies problems associated with pregnancy | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to teenage pregnancy.   1. Reads, | Discussion  Observati on  Illustration  Demonstr ation | Pronoun cing words related to reprodu ctive health. | audibili ty Critical thinkin g fluency | Chalkb oard illustrati on | Mk int. scien ce bk 6 pg.  189 |  |

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|  |  |  |  | functioning of the female and male reproductive system.   * Fertility and infertility. * Menstruation and menopause. * Pregnancy * Contraception or family planning |  | internalize and writes texts and questions to relate to teenage pregnancy. |  |  |  |  |  |  |
| **7** | **2** |  | **Teena ge pregn ancy** | **TEENAGE PREGNANCY**  This is the pregnancy that occurs to persons who are below twenty years of age.  **Causes of teenage pregnancy**   * Rape * Peer influence | **The learner** Defines teenage pregnancy | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to reproductiv e health.   1. Reads, | Discussion  Observati on  Illustration  Demonstr ation | Defining teenage pregnan cy | audibili ty Critical thinkin g fluency | Chalkb oard illustrati on | Mk int. scien ce bk 6  pgs. 189 |  |

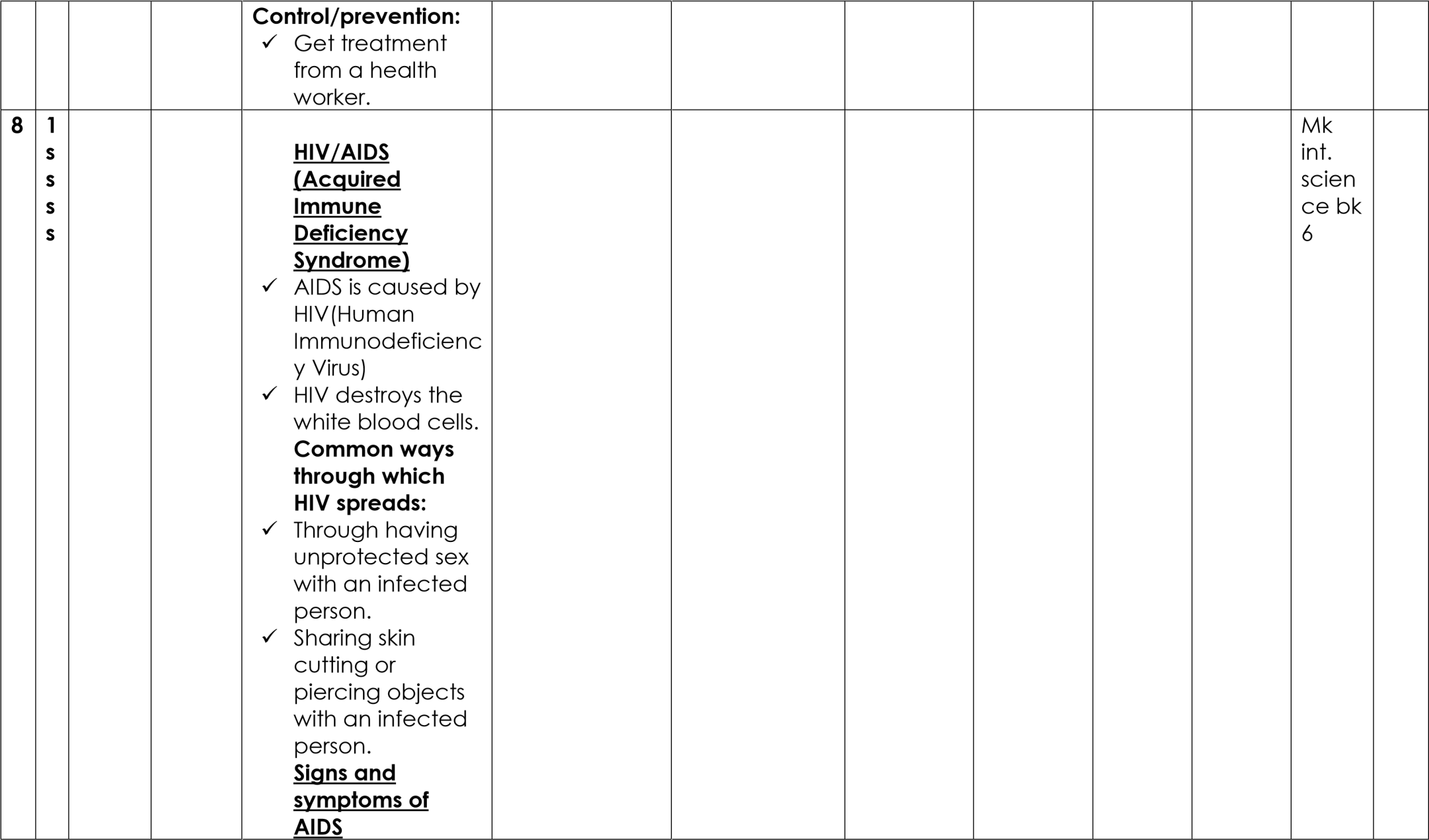
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|  |  |  |  | * Forced early **Consequences of teenage pregnancy** * Obstructed labour * Obstetric fistula |  | internalize and writes texts and questions related to reproductiv e health. |  |  |  |  |  |  |
| **7** | **3** |  | **Care for pregn ant wome n** | **Care for pregnant women**   * Feeding her on a balanced diet. * Taking her for antenatal care. * Encouraging her to have physical exercises. * Helping her with house work. **Requirements of a pregnant woman** * She needs appropriate clothing/dressing * She needs nutrition * She needs | **The learner**   1. mentions the ways of caring for pregnant mothers Defines antenatal care. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to teenage pregnancy.   1. Reads, internalize and writes texts and questions to relate to teenage pregnancy. | Discussion  Observati on  Illustration  Demonstr ation | Pronoun cing words related to reprodu ctive health | audibili ty Critical thinkin g fluency | Chalkb oard illustrati on | Mk int. scien ce bk 6  pgs. 189 |  |

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|  |  |  |  | enough physical exercises.   * She needs enough rest and sleep. * Needs antenatal care.   **Antenatal care Antenatal care** is the special care giver. |  |  |  |  |  |  |  |  |
| **7** | **4** |  | **Com mon diseas es and disord ers of the repro ductiv e syste m** | **Common diseases and disorders of the reproductive system: Diseases;**  Most diseases of the reproductive system are STDs and STI’s.  STDs – Sexually Transmitted Diseases. STI’s – Sexually Transmitted Infections  **Examples of STDs and STIs:** | **The learner;** Mentions the diseases and dis orders of the reproductive system  Gives the signs of gonorrhea.  3.states the ways of preventing gonorrhea | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to disease of the reproductiv e system   1. Reads,   internalize | Discussion  Observati on  Illustration  Demonstr ation | Pronoun cing words related to common disease and dis orders of the reprodu ctive system | audibili ty Critical thinkin g fluency | Chalkb oard illustrati on | Mk int. scien ce bk 6  pgs. 189 |  |

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|  |  |  |  | * HIV/AIDS * Gonorrhea * Syphilis * Candidiasis * Genital warts and herpes * Trichomoniasis. |  | and writes texts and questions to relate to diseases of the reproductiv e system. |  |  |  |  |  |  |
| **7** | **5** |  | **syphili s** | **Syphilis:**  Syphilis is caused by bacteria  It is spread through unprotected sexual intercourse with an infected person. It can also be spread through blood transfusion.  **Signs and symptoms of syphilis**   * Painless sores around the genitals and lips, fingers, anus and tongue. * Syphilis appears | **The learner;** States the cause of syphilis.   1. Mentionsways of preventing syphilis. 2. Gives   theeffects of | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to disease of the reproductiv e system   1. Reads, internalize and writes texts and questions to relate to diseases of   the | Discussion  Observati on  Illustration | Pronoun cing words related to common disease  and dis | audibili ty Critical thinkin g fluency | Chalkb oard illustrati on | Mk int. scien ce bk  6 |  |
|  |  |  | syphilis. |  | orders of |  |  |  |
|  |  |  |  | Demonstr ation | the  reprodu ctive |  |  |  |
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|  |  |  |  | as painful rashes on the b.  **Prevention of syphilis:**   * Early treatment if infected. * Use ABC formula.   **Effects of syphilis:** |  | reproductiv e system. |  |  |  |  |  |  |
| **7** | **6** |  | **Tricho monia sis** | 1. **Trichomoniasis**   it is caused by protozoa **signs and symptoms:**   * + Smelly discharge from the vagina.   + Itching in the vagina.   **Prevention:**   * + Keep the reproductive organs clean.   + Get early treatment.  1. **GENITAL HERPES**   It is caused by a virus. Small but very painful blisters on the penis, vagina, anus  and buttocks. | **The learner;**   1. states the cause of Trichomoniasis States the signs and symptoms of Trichomoniasis | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to disease of the reproductiv e system   1. Reads, internalize and writes texts and questions to related to | Observati on  Illustration  Demonstr ation  Discussion  Observati on  Illustration | Stating the causes of Trichomo niasis.  Stating the signs and symptom s of Trichomo niasis.  Pronoun cing words related to Trichomo niasis | audibili ty Critical thinkin g fluency | Chalkb oard illustrati on | Mk int. scien ce bk 6  pg19 5-196 |  |

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|  |  |  |  | 1. **CANDIDIASIS**   It is caused by a fungus.  Itchy discharge with bad smell from the vagina.  Burning pain when urinating.  Itching of the penis. Sore genital organs. **Prevention:**   * + Keep the reproductive organs clean.   + Wash the vagina with warm water and lemon juice in water. **f)GENITAL WARTS:** It is caused by virus.   **Signs:**   * + Smelly hard brownish skin grows with rough surfaces appear on the penis, scrotum, vagina or near the anus. |  | diseases of the reproductiv e system.. | Demonstr ation |  |  |  |  |  |



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|  |  |  |  | * Persistent fever * Severe diarrhea   **Prevention**   * Use the ABC formula.   **Effects of AIDS on one’s body:** Weakens one’s immune system because it attacks and destroys the white blood cells |  |  |  |  |  |  |  |  |
| **8** | **2** |  | **disord ers of the repro ductiv e syste m** | **Disorders to the reproductive system:**   1. **in men;**    * Low sperm count    * Abnormal sperms 2. **in females;**    * Barrenness    * Ovarian cysts   **NB;**  **Ectopic pregnancy** is the type of pregnancy where implantation of the zygote takes place in the oviduct. **Control and prevention:** | the learner;   1. States the dis orders of the male and female reproductive system. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to dis orders of male and female reproductiv e system reproductiv e system   1. Reads, internalize | Demonstr ation  Discussion  Observati on  Illustration  Demonstr ation | stating the dis orders of the male reprodu ctive system stating the dis orders of the female reprodu ctive system | audibili ty Critical thinkin g fluency | chart showin g some dis orders of the reprod uctive system | Mk int. scien ce bk 6 pgs. 201 |  |

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|  |  |  |  | * Personal hygiene * Seek medical help * Avoid having many sexual partners |  | and writes texts and questions to relate to dis orders of male and female reproductiv e system. |  |  |  |  |  |  |
| **8** | **3** |  | **family planni ng** | **FAMILY PLANNING**  Family planning is the use of birth control methods to determine when to have or not have a child in the family.  **Importance of family planning**   * It enables the child to get enough care. * It prevents a woman from being weakened **Methods of family planning** | the learner; 1.describes family planning  2. States the importance of family planning. 3  .mentions natural methods of family planning | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to family planning.   1. Reads, internalize and writes texts and questions to relate to family planning. | Discussion  Observati on  Illustration  Demonstr ation | describin g family planning Stating the importan ce of family planning  . | audibili ty Critical thinkin g fluency Proble m solving. | Family plannin g device s like condo ms. | Mk int. scien ce bk 6  pgs. 201 |  |

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|  |  |  |  | **(contraception)** Contraception is a process of preventing a woman from becoming pregnant.  **Natural methods:**   * The withdrawal method * The rhythm method   **Artificial methods:**   * + Use of condoms   + Use of oral contraceptives   + Use of Norplant **Permanent methods of birth control:** * Vasectomy in men. * Tubal ligation in women. |  |  |  |  |  |  |  |  |

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| **8** | **4** |  | **advan tages and disadv antag es of family planni ng** | **Advantages of family planning**   * Enables the   parents to produce a child at the time they are ready for it.   * Enables the   parents to  produce the  number of  children they can manage to look after well. **Disadvantages of family planning**   * Due to pills, some women get   swelling of breasts and morning sickness.   * The use of pills cannot stop sexually transmitted disease | the learner; 1. States the advantages and dis advantages of family planning. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to advantage s of family planning   1. Reads, internalize and writes texts and questions to relate to advantage s of family planning. | Discussion  Observati on  Illustration  Demonstr ation | Stating the advanta ged of family planning  . | audibili ty Critical thinkin g fluency Proble m solving. | chalk board illustrati on | com preh ensiv e prima ry scho ol scien ce bk 6  page |  |

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| **8** | **5** |  | **child spaci ng** | **CHILD SPACING**  Child spacing is the provision of adequate time between the births of children in the family Or  Child spacing is when parents agree to give reasonable time between the births of children in the family.  **Advantages of child spacing to the baby**   * The baby gets enough time to breast feed.   **Advantages of child spacing to the mother**   * Prevents the   mother from being worn out by child  bearing. | **t**he learner; 1. defines child spacing. 2.  Gives advantages of child spacing to a baby. 3.  Gives advantages of child spacing to a mother. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to advantage s of child spacing to a mother.   1. Reads, internalize and writes texts and questions to relate to advantage s of child spacing. | Discussion  Observati on  Illustration  Demonstr ation | defining child spacing Stating the importan ce of child spacing. | audibili ty Critical thinkin g fluency Proble m solving. | chalk board illustrati on | Mk integr ated sci bk6 pgs. 204 |  |

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|  |  |  |  | * Enables the mother to get enough time to care and show love to the baby. * ​ |  |  |  |  |  |  |  |  |
| **8** | **6** |  | **PIASC Y** | **PIASCY:**  Presidential Initiative on AIDS Strategy for Communication to Youth.  **PIASCY messages**   * Virginity is healthy for both boys and girls. * religion and stay safer * Say no to early marriages * Choose to abstain from sex   **Importance of PIASCY messages**   * They create awareness about | the learner**;** 1.identifies PIASCY  messages  2. Mentions the advantages of PIASCY  messages. | **The learner;**  Pronounces  , spells, reads writes and demonstrat es meaning of words related to PIASCY  messages   1. Reads, internalize and writes texts and questions to relate to advantage s of PIASCY messages. | Discussion  Observati on  Illustration  Demonstr ation | Defining PIASCY  message s2.statin g PIASCY  message s. | audibili ty Critical thinkin g  care Proble m solving. | chart showin g PIASCY  messa ges | Mk integr ated scien ce bk 6  pgs. 204 |  |
|  |  |  |  | HIV/AIDS among youth(prevents the spread of  HIV/AIDS |  |  |  |  |  |  |  |  |