SCHEME OF WORK FOR PRIMARY SIX TERM I

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| **WK** | **PD** | **THEME** | **SUB-TOPIC** | **SUBJECT COMPETENCES** | **COMPETENCES** | | **Suggested activities** | **REF** | **RMKS** |
| **LANGUAGE** | **CONTENT** |
|  | 1 | The world of living things | Classification of living | The learner  -Classifies livingthings into kingdoms.  -Describes the characteristics of living things | The learner,  -Names the kingdoms of living things  -Spells out words correctly | * Characteristics of living things * Kingdoms of living things * Animals kingdom. * Plant kingdom * Bacteria kingdom * Protoctista (Single celled organism) * Fungi kingdom | * Observing characteristc of living things * Identifying the kingdom of living things | Intergrated Sc P/s BK 6 Pg \_\_\_\_\_\_\_  Fountain Sc P/s Bk 6 Pg \_  Comprehensions Sc P/s Bk 6 |  |
|  | 2 | Animal Kingdom | The learner,  -Classifies animal kingdom into vertebrates  -Learners gives examples of vertebrates and invertebrates | The learner  -Names classes of animals  -Spells out words correctly | Classes of animals kingdom  -vertebrates  -invertebrates  -Give examples in each case | * Identifying classes of animals * Describing examples of classes of animal kingdon | * Integrated Sc P/s Bk 6 * Fountain Sc P/s BK 6 * Comprehensive Sc P/s Bk 6 | * Spot light integrated sci P/s Bk6 * Understanding |  |
|  | 3 |  | Vertebrates | The learner,  -Names groups of vertebrates  -Spells out words correctly  -Reads words sentences and stories about vertebrates | The learners  -Classifies the groups of vertebrates into warm blooded and cold blooded.  -Gives examples of groups of vertebrates  -Describes the mode of reproduction in vertebrates. | -Definition.  -Groups of verbrates  i)Warm blooded (Homoiollemic)  ii)Cold blooded (poikilothermic)  examples of warm blooded  -Birds  -Mammals  Examples of cold blood  -Reptiles  -Amphibians  -Fish | * Observing groups of vertebrates * Spelling words related to vertebrates * Reading words and sentences related to vertebrates |  |  |
|  | 4 |  | Warm blooded (Homoiothermic animals) | The learners  -Names groups of vertebrates and gives examples in each group.  -Spells out words correctly  -Reads words related to groups of vertebrates correctly | -The learner  -Names groups of warm blooded animals  -Describes the characteristics of groups of warm blooded animals  -Describes the mode of reproduction in each case | * Definition * Groups of worm blooded animals * Examples in each group * Characteristics of each group of warm blooded animals | * Grouping animals * Observe the groups of warm blooded animals * Reading |  |  |
|  |  |  | Mammals | * The learners, * Identifies the characteristics of mammals * Describes different groups of mammals * Identifies the characteristic features of each group of mammals * Gives examples of groups o mammals | The learner  -Names groups of mammals.  -Spells out words related to mammals correctly  -Act out the dialogue about groups of mammals | * Definition * Characteristics of mammals * Groups of mammals * Characterizes of each group and examples | * Observing groups of mammal and their example * Spelling out words correctly |  |  |
|  |  |  | Birds | * The learner * Identifies characteristics of birds * Describes groups of birds * Describes their mode of feeding and reproduction | The learner  -Names groups of birds  -Spells out word related to birds correctly  -Act diaglogue about groups of birds | * Characteristics of birds * Group of birds and examples. * Characteristics of each group of words * Advantage and disadvantages of birds * A adaptations of birds to their environment (life) | * Observing groups of birds * Describe advantages and disadvantages of birds * Spelling out words correctly |  |  |
|  |  |  | Cold blooded (poikilothemic animals) | * The learner * Names groups of cold blooded animals * Names examples of groups of cold blooded animals. * Describes the characteristics of groups of cold blooded animals * Describes the mode of reproduction in cold blooded animals | The learner  -Names groups of cold blooded animals  -Reads words related to cold blooded correctly  -Spell out words correctly | * Definition * Characteristics of groups of cold blooded animals * Examples of cold blood animals | * Observing groups of cold blooded animals * Spelling out words correctly * Reading words and sentences correctly |  |  |
|  |  |  | Reptiles | * The learners * Defines the term reptiles * Describes different groups of reptiles. * Describes characteristics and examples of each group. * Describes their mode of reproduction | The learner  -Names groups of reptiles  -Gives examples of each group  -Reads words related to reptiles  -Spells, pronounces words correctly | * Description of reptiles. * Groups of reptiles. * Characteristics of each group * Examples in each group of reptiles | * Observing group of reptiles * Spelling , pronouncing and reading words correctly * Describing mode of reproduction * Drawing |  |  |
|  |  |  | Snakes | * The learners * Describes the characteristics of snakes. * Classifies the groups of snakes and their examples * Describes the steps taken to give first aid for snake bite. * Describes the importances of snakes to the environment * Describes the mode of reproduction in snakes. | * The learners * Names groups of snakes and their characteristics * Spells out words related to snakes correctly. * Acts dialogue on groups of snakes. * Read words and sentences correctly about snakes | * Characteristics * Classification of snakes * Snakes * Poisonous * Non poisonous * Examples in each class of birds. * Importances of snakes * Reproduction in snakes | * Observing groups of snakes * Classifying and naming groups of snakes * Demonstrating the steps in first aid for snake bite. * Drawing snakes |  |  |
|  |  |  | Tortoises , Turtles and terrapins | * The learner, * Describes such groups of reptiles * Identifies their characteristics according to their environment * Describes the mode of reproduction in such reptiles | -The learner,  -Names the groups of such reptiles  -Spells out words correctly | * Characteristics * Their importance in the environment * Mode of reproduction | * Observing the groups of reptiles * Read words sand sentences about the groups of reptiles * Drawing |  |  |
|  |  |  | Lizards | * The learners * Describes the groups of lizard * Describes their mode of reproduction , feeding and protective / defence mechanism | The learner  -Names the example of lizards  -Spells out words  -Investigates their mode of feeding , reproduction and protection | * The learners * Characteristics of lizards * Adaptations of lizards to their environment | * Obserivng the groups of lizard * Reads and writes sentences about lizard * Spell out words * Drawing |  |  |
|  |  |  | Crocodiles and alligator | * The learner * Describes the characteristics of crocodiles and alligators * Identifies the importance of importance of such reptiles | -The learners  -Reads and writes sentences on such reptiles  -Spells out the words | * Characteristics * Importances to the environment * Their feeding / reproduction and defensive mechanisms | * Observing characteristics of crocodile and alligators * Read and writes sentences about them * Drawing |  |  |
|  |  |  | Fish | * The learners * Describes characteristics of fish * Identifies types of fish * Describe breathing mechanism in fish * Identifies adaptation of fish to living in water * Gives uses of fish to man | The learners  -Spells pronounces and writes words correctly  -Names different external parts of a fish | * Characteristics of fish * Structure of fish * Functions of part of fish * Types of fish and examples under each type. * Adaptations of fish to living in water * Uses of fish to man | * Observing parts of a fish * Drawing and naming parts of a fish * Giving uses of parts of a fish * -Out lining uses of fish to man |  |  |
|  |  |  | Amphibians | * The learner * Describes characteristics of amphibians * Names examples of amphibians * Describes differences between a frog and a toad * Describes reproduction in amphibians | The learners  -Outlines characteristics of amphibians  -Write stories and poems about amphibians  -Reads words related to amphibians correctly | * Characteristics of amphibians * Examples of amphibians * Differences between a frog and a toad * Reproduction amphibians | * Observing some amphibians common in the locality * Naming amphibians * Preparing a simple differentiation table for a fish and a frog * Drawing |  |  |
|  |  | The world of living things | Classes of invertebrates | * The learner * Names examples of invertebrates * Describes different classes of invertebrates mode of reproduction in invertebrates | The learners  -Names , group or classes of invertebrates  -Spells and reads words correctly  -Writes stories about invertebrates | * Definition of invertebrates * Characteristics of invertebrates * Classes of invertebrates | * Observing different invertebrates * Spelling exercise on words related to invertebrates * Writing poems and stories about invertebrates |  |  |
|  |  |  | Coelenterates , Echinoderms and sponges | * The learners * Names or describes characteristics of coelenterates , echinoderms and sponges. * Names examples of coelenterates , echinoderms and sponges. | The learner  -Names examples of coelenterates, Echinoderms and sponges.  -Spells pronounces and reads words correctly | * Characteristics of: * Coelenterates * Echinoderms * Sponges * Examples of * Coelenterates * Echinoderms | * Observing diagrams of coelenterates , echinoderms and sponges * Drawing diagrams of coelanterates echinoderms and sponges | Fountain BK 6 Pg  MK Bk 6 Pg  Compr Pri Scie Bk 6 PG |  |
|  |  |  | Molluscs | * The learner * Describe the characteristic of molluscs * Names the examples of mulluscs * Describes their defence mechanism in molluscs | The learner  -Names the examples of molluscs  -Spells out words correctly  -Write poems about molluscs | * Characteristics of mulluscs * Examples of mulluscs * Adaptations of molluscs to their life * Importance of molluscs | * Drawing example * Observing characteristics of molluscs * Read and write sentences about molluscs |  |  |
|  |  |  | Worms | * The learner * Describes the group of worms * Identifies the characteristics of each group of worms * Describes their mode of reproduction * Identifies the effect of worms to human bodies | The learners  -Names the group of worms  -Spells out words related to worm correctly  -Names the characteristics of groups of worms | * Characteristics of worms * Examples worms in each group * Importance of some worms and effects to our bodies | * Drawing * Reading writing sentences about worms * Observing the group of worms |  |  |
|  |  |  | Arthropods | * The learner * Identifies the characteristics of arthropods * Describes the groups of arthropods. * Describes the characteristics of each group of arthropods with examples. * Describe their mode of reproduction and feeding * Identify the importance of importance of insects to man and environment | The learners  -Names the group of arthropods  -Spells out words related to arthropods  -Reads and writes sentences on arthropod | * Characteristics of arthropods * Groups of arthropods * Mode of reproduction and feeding * Importance of insects to the environment | * Drawing * Naming the groups of arthropods * Observing groups of arthropods * Reading and writing sentences |  |  |
|  |  | The world of living things | Protoctista kingdom (single celled organisms ) | * The learners * Identifies characteristics of organism under protoctista kingdom * Names organism under protoctista kingdom | The learners  -Spells , pronounces and reads words related to protoctista kingdom correctly | * Characteristics of organisms under protoctista kingdom * Examples of organism under protoctista kingdom (Algae , eugelena protozoa ) | * Charts showing algae , euglena and protozoa | Observing diagram of algae, euglena and protozoa  -Spelling words |  |
|  |  |  | Algae , protozoa and Euglena | * The learner * Describes characteristics of algae , protozoa and euglena * Names examples of algue and protozoa * Identifies uses of algae * Describes mode of movement of protozoa * Describes mode of reproduction of protozoa | The learner  -Spells and reads words correctly  -Names examples of protozoa and algae  -Writes and reads sentences related to algae to algae and protozoa | * Characteristics of algae * Examples of algae * Uses of algae * Diagrams os algae * Characteristics of euglena * Diagram of euglena * Characteristics of protozoa * Examples of protozoa * How protozoa reproduce and move * Diagram of protozoa | * Charts showing euglena, spirogyra, amoeba paramecium | * Observing diagrams * Diagram and labeling diagram * Describing how amoeba and paramecium move and reproduce | Supplementary Sci Pg 126  Intro to Bio Pg 174 - 175 |
|  |  |  |  |  |  | * Care for and protection of vertebrates and invertebrates | * Writing poem about and protecting and invertebrates | * Caring for vertebrates |  |
|  |  | Matter and energy | Sound energy | * The learner * Describes the term energy * Identifies forms of energy * Experiments on sound as a form of energy * Identifies sources of sound energy | The learners  -Describes sound energy  -Spells words related to sound correctly  -Reads words sentences and stories about sound. | * Definition os energy * Types of energy * Forms of energy * Definition of sound * Natural sources of sound * Artificial sources of sound * How sound is produced * Types sounds * How sound travels | * Carrying out experiment on sound energy * Reading words sentences and stories about sound | -Rulers  -Drums  -Bells  -Stones  -Desks  -Sets | Mk Bk 6 Pg  Integrated Sci Bk 6 Pg |
|  |  | How living things makes sound and how it travels |  | * The learner * Describes how living things make sound * Describes how sound travels through different media * Calculations on sound | The learner  -Makes sounds of different animals  -Spells words related to sound correctly | * How living things make sound * How sound travels in different media * Speed of sound in different media * Calculating numbers about sound | * Identifying different sounds if different objects * Calculate numbers on sound in air | Real insects  -Drums  -Desks  Text books  -Tins  -Threads | Mk BK Pg  Integrated Sci Bk 6 Pg 6 |
|  |  | Matters and Energy | Music instruments | * The learners * States different groups of music instrument * Names instruments under each group * Draw and names some music instruments | The learner  -Names different classes of music instruments  -Writes spells , Pronounces and reads words correctly  -Writes words sentences and stories about music instrument | * Groups of music instruments * Examples under each group * Diagrams of simple music instruments * How each group produce sound * How to change the pitch of each music instrument | * Classifying music instruments * Drawing and naming simple music instrument | -Drums  -Bottle  -Water  -Ropes  -Rubber  -Bands  -Shakers |  |
|  |  |  | Pitch frequency and volume | * The learner * -Describes pitch , frequency and volume of sound * -Describes factors affecting pitch | The learner  -Describes factors affecting pitch  -Correctly spells , pronounces and reads words related to pitch frequency and volume | * Definition frequency pitch and volume of sound * Factors affecting pitch * How each factor affects pitch | * Giving the meaning of frequency pitch and volume * Stating factors affecting pitch | -Bigs and Small drums  -Short and long strings  -Empty and half full bottle of water |  |
|  |  | Matters and energy | Echo | * The learner * Describes the term echo * States uses of echoes in nature * Outline disadvantage of echoes * Solves numbers related to echoes | The learner  -Reads words and sentences related to echoes correctly | * Definition of echo * Causes of echo * Uses of echoes * Disadvantages of echoes * Minimizing echoes * Calculating numbers related to echoes | * Defining echoes * Starting the uses of echoes * Solving question related to echoes | -Empty classroom  -Text books thick  Curtains |  |
|  |  |  | Storing and reproducing sound | * The learner * Identifies ways of storing sound * States devices used to store sound * Names devices used to reproduce sound | The learner  -Sings and reads soldas  -Write words sentences and stories about storing and reproducing sound | * Way of storing sound (reducing and writing ) * Devices used to store sound * Devices used to reproduce sound | * Observing devices used to store or reproduce sound. * Drawing simple devices for storing or reproducing sound | -CD  -VCDs  -Memory Card  -ipods |  |
|  |  | Matter and energy | The human ear | * The learner * Names different parts of the human ear * Draws and labels the structure of the human ear * States the use of each part of the human ear. * Names the general uses of the human ear | The learner  -Names different parts of the human ear.  -Names organs of hearing in fish , snakes insects, amphibians birds.  -Reads and writes words related to human ear correctly | * Parts of the human ear * Uses of part of the human ear. * General uses of the human ear * Names of organs of hearing in fish , snakes , insects , birds , amphibians | * Drawing the human ear * Naming parts of human ear * Labelling the human ear | -Text boks  -Charts showing the human ear.  -Model of the human ear  -Chart showing organs of hearing other in other animals |  |
|  |  |  | Diseases and disorders of the human ear and caring for the human ear | * The learner * Names discuss and disorder of the human ear. * Discuss ways of caring for the human ear | The learner  -Spell , pronounces and reads diseases and disorder of the human ear correctly  -Reads sentences and stories on how to care for the human ear | * Diseases and disorders of the human ear * Ways of caring for the human ear | * Pronouncing words * Reading stories * Discussing ways of caring for the human | -Water  -Soap  -Cotton  - ipods  -Chart showing the human ear |  |
|  |  | Alcohol , smoking and drug | Alcohol | * The learner * Describes the types of alcohol with examples * Demonstrates the methods of making alcohol * Identifies the uses of alcohol in society * Identifies the effects of alcohol to the society * Reasons for taking alcohol * Ways of avoiding alcoholism * Ugandan law related to alcohol taking | The learners  -Names the types of alcohol  -Spells out words correctly  -Names the methods of making alcohol  -Names the effects of alcohol  -Identifies the reasons for taking alcohol  -Names ways of avoiding alcohol  -Recites the laws related to alcohol taking in Uganda | * Definition * Method of making alcohol. * Types of alcohol with examples * Uses of alcohol * Effects of alcohol to the society. * Reasons for taking alcohol * Methods of avoiding alcoholism * Laws related to alcohol taking in Uganda | * Drawing * Observing the methods of making alcohol. * Observing the types of alcohol * Demonstrate the effects by dramatizing * Act dialogue on alcohol |  |  |
|  |  |  | Smoking | * The learner * Names types of smoking * Identifies reasons why people smoke * Demonstrate the effects of smoking to the society * Ways of avoiding smoking | The learner  -Names the types of smoking  -Spells the words correctly  -Reads and writes sentences related to smoking | * Definition * Types of smoking   Reasons for smoking  -Effect of smoking to individuals families and societies   * -Ways of avoiding smoking | * Drawing poster * Reading and writing sentences * Demonstrates of smoking by dramatising |  |  |
|  |  |  | Drugs | * The learner * Identifies the characteristics of both laboratory and traditional drugs * Names example of laboratory and traditional made drug * Describes essential drugs with examples * Drugs with example * Drug prescription. * Describe ways of storing drugs and the purpose. * Describes drug abuse and misuse | The learner,  -Names characteristics of drugs.  -Describes essential drugs and names examples  -Describes drug prescription  -Demonstration ways of storing drugs .  -Defines drug abuse / misuses and their effects | * Characteristics of laboratory / traditionally made drugs. * Examples of drugs * Essential drug with examples * Drug prescription * Methods advantages of storing drugs * Definition for drug misuse abuse and their effects. | * Reading and writing sentences related to drugs. * Observing proper storage of drug. |  |  |
|  |  |  | Drugs dependency | * The learner * Names common drugs of dependency * Names the reasons for abusing drugs * Identifies the effects of drugs of dependency to individuals families and society * Identifies ways of avoiding drugs of dependency | The learner  -Names common drug  -Names the reasons why reasons why people drink abuse drugs  -Names the effects of drug abuse  -Names the effects of drugs of dependence to a society | * Definition * Reasons why people abuse drugs * Effects of drugs of dependence * Ways of avoiding drugs of dependence |  |  |  |
|  |  | Human body | Circulatory system | * The learner * Describes blood circulation * Mentions the components of the circulatory system * Describe the structure of the heart , uses of each part and the function of the heart | The learner  -Describe blood circulation  -Names components of the circulatory system  -Spells , pronounces and writes words related to heart correctly | * Definition of blood circulation * Components of thte circulatory system * The structure of the heart * Function of the heart * Uses of each part of the heart | * Observing a model of the heart * Drawing the human heart * Labeling parts of the human correctly | -Model of the heart  -Chart showing the heart  -Textbooks | Bk 6 Pg  Fountain Bk 6 Pg compr Pri Sci Bk 6 page  Intro to Bio Pg 93 |
|  |  |  | How the heart works and double circulation | * The learner * Describes how the heart works * Describes double circulation | The learner  -Describe how blood moves through the heart  -Describes double circulation  -Spells, pronounces and writes words related to double circulation correctly | * How the heart work. * Definition of double circulation * Diagram showing double circulation * Use of parts related to double circulation | * Describing how the heart works * Draing the diagram showing double circulation * Labeling parts related to double circulation | -Model of the heart  -Chart showing double circulation  -Textbooks | Intro to Bio Pg 95 and 99  MK BK 6 Pg fountain BK 6 Pg |
|  |  | Human body | Blood groups and diseases and disorder of the circulatory system | * The learner * Describes blood group * Identifies the universal donor and recipient * Names diseases and disorders of the circulatory system * Groups hereditary diseases alone | The learner  -Reads words related to the blood groups  -Spells, pronounces , writes and reads diseases and disorder and disorders correctly | * Types of blood group * Differentiating a blood donor from a recipient * Diseases and disorders of the circulatory system * Hereditary diseases of the circulatory system | * Listing blood groups * Naming diseases and disorders of the circulatory system * Identifying components of blood affected by some diseases | -Text books  -Charts |  |
|  |  |  | Maintenance of the proper working of the circulatory system | * The learner, * Suggest ways of keeping the circulatory system in a proper working order. * Describes ways of increasing the volume of blood in the body. * List advantages of regular body exercises to the circulatory system | The learner  -Explains ways of increasing the volume of blood in the blood in the body  -Discusses effects of HIV / AIDS on an individual , family and the community  -Writes and reads PIASCY messages. | * Effects of HIV / AIDS on an individual family and community * -Ways of keeping the circulatory system in a proper working order. * -Ways of increasing the volume of blood in the body. * -Advantages of regular body exercises. | * Discussing effects of HIV / AIDS on an individual family and community * Oranges * Water melons * Water |  |  |
|  |  | Human body | Blood vessel | * The learner * Describes what blood vessels are * Identifies types of blood vessels * Describes functions of each blood vessel * Compares veins and arteries in structure and functions | The learner  -Names blood vessels  -Reads words sentences and stories about blood vessels | * Definition of blood vessels * Types of blood vessel * Functions of:- * Veins * Arteries * Capillaries * Diagrams of veins , arteries and capillaries * Structural functional differences between veins and arteries | * Naming blood vessels * Giving uses of each blood vessel * Drawing diagram of blood vessel | -Chart showing blood vessel  -Text books  -Straws  -Pieces of cylindrical objects |  |
|  |  |  | Blood | * The learner * Describes blood * Identifies types of blood * Names components of blood * Describes uses of each component of blood. * Identifies the general uses of blood * Groups the uses of blood into transport , protective and regulatory uses. | The learner  -Spells pronounces and reads words correctly  -Writes and reads stories about uses of blood. | * Definition of blood * Types of blood (Oxygenated and Deoxenated) * Components of blood. * Uses of each component * Uses of blood * Transport * Functions * Protective functions * Regulatory functions | * Naming types of blood and its components * Giving uses of plasma , platelets, white blood cells and red blood cells * Suggesting general functions of blood. | Text books |  |

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| TERM II | | | | | | | | | |
|  |  | The world of living things | Classification of plants | * The learner classifies plant in to flowering and non flowering plants names parts of a flowering | The leaner names classes of plants  -Describes flowering plants | * Flowering plants * Defines flowering plants are plants which bear flowers and reproduce by means of seeds. * Structure of a flowering plant * -Leaves , flower , stems , fruits, seeds, roots function of each part. | * Observing different flowering plants * Drawing and naming parts of a plant * States functions of each part | -A flowering plant.  -A chart showing a flowering plant | Fountain integrated Sci Bk 6  Pg 162 |
|  |  |  | Roofs | * Learners draws different types of roots * Gives examples of plants with such roots | Learners outlines functions of roots to a plant  -Names different types of roots | **Roots**   * Functions of roofs to plants uses of roots to animals   **Types of roots**   * Primary roots * Tap roots * Fibrous roots * Secondary roots * Adventitious roots * Clasping roots * Prop roots * Buttress roots * Storage root | * Sorting samples of roots * Drawing roots * Naming | -Different roots  -Charts showing roots |  |
|  |  | The world of living things | Classification of plants (stem) | * Learner classifies plants into groups of flowering and non flowering plants * Functions of stems | * The learner names the functions of stems * Spells scientific words correctly acts out a dialogue about types of stems. | * Stems * Functions of stems * Types of stems * Upright stems (erect) stems * Under ground stems * Stem tubers * Rhizomes * Bulbs * Corns * Examples of each | * Drawing stems * Naming stem | * Onions * Ginger * Different stems | Fountain integrated Sci Bk Pg 166 |
|  |  |  | Leaves | * The learner names the parts of a leaf * Describes the functions of leaves * Uses * Characteristics to prepare simple classification of leaves | * The learner writes words about parts of leaves * Draws and labels parts of a leaf. * The learner writes words about parts of leaves * Reads words and sentences , stories about leaves | * Leaves * **Parts of a leaf** * Functions of leaves * Leaf venation * Net work leaf venation * Parallel leaf venation * **Types of leaves** * Compound leaves * Simple leaves * Examples of two types of leaves | * Drawing leaves * Naming leaves * Collecting leaves from environment | * Real leaves * Chart showing leaves | Fountain iintegrated sci BK 6 Pg 168 - 171 |
|  |  |  | Photosynthesis | * The learner * Describes photosynthesis * Names the conditions and raw materials for plant to carry out photosynthesis | * Writes description of photosynthesis * Spells and writes words about photosynthesis | * Photosynthesis * Dfn: * Requirements * Raw materials * Conditions * By products * How leaves are adapted to physenthsis * Testing for starch | * Carry out experiment to test for starch | * Iodine solution * Cassava * Potato leaves | Fountain integrated Sci BK 6 Pg 171 - 173 |
|  |  |  | Transpiration | * The learner * Describes transpiration * Name the importance of transpiration to plants | * The learner * Reads words, sentences and stories about transpiration | * Transpiration * Dfn: * Importance of transpiration * Factors which affects the rate of transpiration * Temperature * Water supply * Humidity * Speed of wind * Surface area of a leaf. | * Carrying out an experiment to test transpiration in the plants environment | * Polythene paper * Rubber band * Plant |  |
|  |  |  | Flowers | * Learner draws the flower * They name the parts of the flower | **Dfn**   * Pistil * Stamen * Ovules * Corolla * Calyx | * Flowers * Dfn * Structure of a flower * Reproductive parts of a flower   **Uses of flowers to**   * Man * Plants | * Drawing * Naming parts of a flower | * A chart showing a flower * A flower | Fountain integrated Sci BK 6 Pg 176 |
|  |  |  | Pollination and fertilization | * The learner * Defines the term pollination * Lists down agents of pollination mentions types of pollination * Explains the characteristics of * Wind and insect pollinated flower * Describes the process of fertilisation | * The learner * Defines * Pollination * Describes agents of pollination * Reads words and stories about pollination | * Pollination and fertilization * Definition of pollination * **Agent of pollination** * Wind * Insects * Birds * Water * **Types of pollination** * Self poolination * Definition * Characteristics of cross pollinated flowers * Characteristics of wind pollinated flowers. * Fertilization | * Describes * Characteristics of wind and insect pollinated flowers * Uses characteristics to classify different types of pollination | * Flowers | Tropical Bio Intro to Bio MK Sci Bk 6  Comprehensive  Sci Bk 6  Fountain intergrated Sci Bk 6 Pg 165 |
|  |  |  | Fruits | * The learner * Defines a fruits * Mentions types of fruits * Gives and identify types of fruits | * The learner names types of fruits * Characteristics of each type | * Definition * Characteristics of fruits * Types of fruits * Succulent fruits | * Drawing fruits and naming different parts classifying * Drupes * Dehiscent fruits * Characteristics of each types and example importance of fruits | * Fruits and seeds * Grounding fruits |  |
|  |  |  | Seed dispersal | * The learner * Describes seed dispersal * Identifies agents of dispersal * Names the characteristics of seeds dispersed by various | * The learner * Reads words , sentences and stories about seed dispersal * States the ways seeds are dispersed * State the characteristics of the various seeds | **Seed dispersal**  **Dfn**   * Seed dispersal * Importance of seed dispersal eg. * Water * Wind * Animals * Self dispersal * Characteristics of seeds dispersed by * Water * Wind * Animals * Self dispersal | * Observe different plants in the environment * Carrying out a simple study to identify different seeds * Describing methods of seed dispersal | * Seeds * Charts * Text books |  |
|  |  |  | Plant propagation | * The learner describes plants propagation * Identifies methods of plant propagation * Participates in propagation of some plants | * The learner writes words about propagation * Reads words sentences and stories about propagation | * Meaning of propagation * Methoids of plants propagation * By seeds * By vegetative propagation seeds * A seed is a mature ovule * Groups of seeds * Monocotyledonous seeds * Monocotyledonous | * Observe different seeds * Carrying out experiment planting seeds * Identifying characteristics of monocots and dicots | * Stems * Bulbs * Seeds * Old tins * Growing plants | Fountain intergrated Sci Bk 6 Pg 67  Supplementary Sci Std 8  MK |
|  |  |  | Germination | * The learner describes germination * Names the requirements of seed germination * Identify types of seed germination | * The learner writes simple words about germination * Reads words sentences and stories about seed germination * Draw and labels different methods of plant propagation | **Germination**  **Dfn**   * **Types of germination** * Epigeal germination * Hypogeal * Epigeal germination * Meaning of epigeal seeds which under go epigeal.   **Hypogeal**   * Examples of seeds which undergo hypogeal germination conditions for germination. Moisture , oxygen , warmth * Differenciate monocots and dicots | * Planting different seeds and observing them * Caring for the plants | * Germinating seeds |  |
|  |  |  | Propagation | * Describes plant propagation defines propagation correctly * Identify types of propagation | * Writes simples description of some common plants | * Types of vegetative propagation * Natural * Artificial * Natural / vegetative propagation * Uses of rhizomes leaves , seeds , corn , stem, tubers , suckers methods of artificial vegetative propagation * Stem cutting grafting , layering * Budding marcotting * Advantages of vegetative propagation * Importance of plants | * Planting various crops | * Seeds * Leaves * Stems * Sucker etc |  |
|  |  |  | Non – flowering plants | * The learner names examples of non – flowering plants * Uses characteristics to prepare simple classification of non – flowering plants | * Describe non flowering plants * Read words about non – flwering plants * Draw and label non – flowering plants | * Dfn of non – flowering plants * Spore producing plants * Ferns , mosses , liver worts * Reasons why regarded as plants * Have simple leaves , stems and roots * Structure of each * Conifers produced by means of seesds by do not bear flowers   **Examples**   * Pine , cederfir, podo , gingko * Economic uses of conifers and general uses | * Discussing about non – flowering plants * Observing non – flowering plants * Discussing example of non – flowering plants | * Mosses * Ferns * Fungi * Mushrooms * Charts |  |
|  |  | Sci in Human activities and occupation | Keeping cattle | * The learner * Identifies the different reasons for keeping cattle * Identifies the different breeds of cattle * Names the characteristics of each breed * Identifies the difference between the different breeds * Mention the advantages and disadvantages of each breed | * The learner names the reasons for keeping cattle * Names the different breeds of cattle * Acts out advantages about and disadvantages of exotic and local breeds. | * **Cattle** * **Dfn** * Reasons for keeping cattle * External features of a cow * Breeds of cattle * Local / indigenous cattle * Exotic breed * Characteristics of each breed differences between breeds of cattle (Local and exotic ) * Advantages of local breeds over breeds. * Advantages of exotic breeds over local breeds | * Observe different types of cattle types of cattle on a farm * Discussing different breeds of cattle * Attending operation of cattle of cattle on a farm names , care feeding and their diseases | * Real cattle |  |
|  |  |  | Types of cattle | * The learner identifies the different breeds of cattle * Identifies different breeds of cattle | * The learners acts out adia logue about external features of a bull and a cow | * Types of cattle * Dairy cattle * Beef cattle * Dual purpose cattle * Work type of cattle characteristics , shape and example of each breed * Difference between dairy and beef cattle | * Drawing different types / shapes of cattle | * Real cattle * Charts showing cattle |  |
|  |  |  | Reproduction in cattle | * The learner * Reads words sentences and stories about mating , insemination , artificial insemination | * The reproductive organs   a)Female  b) Male reproductive organ.  Parts and functions  Reproduction in cattle   * Heat in cattle * Mating in cattle.   a)Pasture mating  b)Hand mating   * Insemination Advantages and disadvantages of each type of insemination | * Naming different parts of the reproductive system. | * Charts * Text books |  |  |
|  |  |  | Calf management | * Learner * States different ways of animal , identification | * Reads words sentences and stories about mating gestation period and calving in cattle. | * Calf management * Feeding  1. Colostrums and its advantages 2. Farm practices eg numbering , dehorning , disbudding , castration , deworming , spraying , dipping and removal of extra teats | * Discussing ways of identifying animals | * A farm (real life situation) |  |
|  |  |  | Breeding in cattle | * Gives examples of breeds of cattle | * Dfn * Different types of breeding | Breeding in cattle  Types of breeding   * Inbreeding * Cross breeding * Out breeding * Line breeding | * Stating example of breeds of cattle | * A farm | -do- |
|  |  |  | Cattle management | List different systems of grazing cattle | * Acts a dialogue about systems of grazing cattle | * Cattle management (cave) * Feeding   a)Types of feeds  b) Systems of grazing cattle  c)Tettering  d)Strip grazing  e) Herding (free range)  f) Digestive system of a cow | * Drawing the digestive system of a cow | * A chart showing the digestive system of a cow |  |
|  |  |  | Cattle management | * The learner * Describes making process * Names more products | * The learner * Reads words about mating gestation period and calving | * Housing   a) Importantce of housing cattle  b)Types of cattle houses.  Fence  Importance of fencing  b)Types of fences | * Observing different milking process * Listing types of fences , stating importances of housing cattle | * A farm | Fountain  Intergrated Sci BK 6 Pg 67 - 76 |
|  |  |  | Cattle products | * The learner * States methods of pursing cattle products (Milk , meat, hides ) | * The learner * Acts out a dialogue on how milking is done | * Milk and milk products * Measuring of milking * Methods of milking   a)Handing milking  b)Machine milking preservation of milk products  importance of lacto meter and strip cup  Other cattle products   * Beef – cow during and urine * Horns blood hooves * Preservation of beef * Preparation of hides * Wet - salting * Suspension drying * Marketing cattle products | * Listing cattle products * Stating methods of preservation of cattel products | * Real milk products |  |
|  |  |  | Cattle parasites and diseases | * Identify and name the different diseases of cattle. * Describes the causes signs and symptoms cattle diseases * Mention the prevention control and treatment of the cattle diseases | * Names the diseases of cattle according to causes * Acts out a dialogue about cattle diseases * Spell the diseases of cattle and write them correctly | * Cattle diseases according to their causes (organisms)   a)Bacterial diseases  b) Vibral diseases  **signs of sickness in animals.**   * Transmission * Signs of good health in animals * Cattle diseases   a)Protozoa diseases eg East coast fever (ECF)   * Anaplasmosis * Heart water * Try ponosomiasis   Signs of the above and diseases   * Symptoms of diseases prevention , control and treatment   b) Bacterial diseases   * Anthrax * Brucellosis * Calf scour etc | * Preparing a visit to a farm to write up on cattle diseases. * Discussing ways of stating alive stock farm * Carrying out activities which care and protect domestic animal | * A farm * Pictures of cattle |  |
|  |  |  | Cattle diseases | * Identify the cattle diseases caused by virus * Spell and write the diseases * Name the cattle diseases caused by parasites. * Identify and state ways of control | * Reads words stories and sentences about cattle diseases * Name and correctly spell the cattle diseases * Write words about cattle diseases * Act out a dialogue about cattle diseases | * **Viral diseases** * Foot and mouth disease * Rinder pest other cattle diseases * Milk fever bloat * Mode of transmission   **Signs of the disease**   * Symptoms of the disease * Prevention and control of each disease   **Cattle parasites**   * Meaning of cattle parasites * Dangers of cattle   **Types of parasites**   * Ways of controlling different parasites * Farm records * Meaning , importance and types of farm records | * Visiting a farm and identifying the sick animals | * Real cattle |  |
|  |  |  | Record keeping | * The learner describes the records kept on a farm * Identify the importance of the farm records | * Name different records kept on a farm | * Types of records * Health , labour, records, marking records, field records, filed records, inventories, dairy recorded * Meaning of each of the above records. * Reasons for keeping such a record on alive stock | * Stating the importance of various records | * Charts pupils text books |  |
|  |  |  | Name the requirements for starting live stock farm | * Acts a dialogue on how to start a farm | * Requirements of starting alive stock farm * Factors to consider before starting alive stock farm * Land , labour , capital ready market , management t , machinery etc * Meaning of each and importance * How some of the above can be obtained | * Discussion on ways of starting a farm |  |  |  |
|  |  | The environment | Resources in the environment | * The learner * Identifies resources from living and non living things * Lists different types of rocks | * The learner * Names resources * Describes living and non living things as resources | * **Resources** * **Dfn** * Ways of getting resources * Resources from non – living things such as soil , water , air and wind, sun , rock and minerals. * **Types of rocks.** * Igneous rocks * Metamorphic rocks * Sedimentary rocks * Fossils and uses * **Importances of rocks** * Alloys and reasons for making them * Examples of alloys * Manganese steel * Nick steel * Stain less steel * Cabalt steel | * Observing things around us which are useful resource * Discusing ways of proper harvesting of resource | * Observing different rocks |  |
|  |  |  | Mentions resources got from plants and animals | * Names different fuels | * Fuels * Charcoal , fire wood, oil coal , resource from living things * Plants eg medicine , food , fibres * Animals eg wool , silk , food , honey , horns etc * Animals also used to do work eg carrying ploughing transport | * Discussing uses of different fuels | * Charcoal * Firewood * Oil |  |  |
|  |  |  | Conservation of resources | * The learner participates in different ways of conserving environment | * Writes ways of caring from animal resources | * Conservation meaning of conservation * Reasons for conservation * Once over used resources become extinct or endangered * For future generations to see * Protect the environment * Non renewable resources by using 3R’s. | * Discussing ways of caring and conserving resource * Practical preparing campaign message for sustainable use of resource |  |  |
|  |  |  |  |  |  | * Reducing , rejecting , recycling * B) conservation of renewable resources * Replacing the used ones * Reserving natural vegetation * Use of wind lie conservation |  |  |  |
|  |  |  | Harvesting of resources | * Outlines ways of controlling degradation of resources | * Gives different methods of harvesting resources | * Harvesting of resources * Meaning of the term harvesting * Proper harvesting and using of resources * Importance of harvesting | * Find out from community how people use the available resource |  |  |
|  |  |  | The human body | * Respiratory system | * The learner * Names respiratory organs | * Respiratory system * Meaning of respiration * Products of respiration * Respiration organs * Breathing * Types of breathing * Respiratory system. | * Observing models of respiratory organs * Carrying out an experiment to illustrate breathing in and out. |  |  |
|  |  |  |  | * Demonstrates an experiment on human respiration | * Listens to stories about breathing and respiratory | * Functions of each part of the system * Nose * Epiglottis * Trachea * Bronchus * Lungs * Alveoli (Air Sacs) * Adaptabilities of air sacs |  | * Real lungs of a cow * Chart showing lungs |  |
|  |  |  | Diseases and disorders of the respiratory system | * Identities diseases and disorders of respiratory system |  | * Diseases of respiratory system infectious respiratory diseases * Tuberculosis * Influliza * Diphtheria * Pneumonia * Whooping cough * Causes of each of the above disease * Prevention and control of each disease | * Listing diseases of the respiratory system | * Real lungs * Chart showing lungs |  |
|  |  | The human body | Diseases of the respiratory system | * Name the non infectious diseases * Identify the causes of respiratory diseases * Describes the conditions that lead to non infectious respiratoty diseases | * Spells and writes words about non infectious diseases * Reading words, stories and sentences about non infectious respiratory diseases | * Non – infections respiratory * Bronchitis * Emplhysema * Asthma * Lung cancer * Conditions that worsen the about disease * Disorders of the respiratory system * Choking * Ways of keeping the system in a healthy conditions * Regular physical body exercises * Routine medical check – ups * Avoiding smoking | * Observing model of the respiratory organs * Carrying out experiment to illustrate breathing and out in relation to food and oxygen * Discussing diseases disorders * Listening talks from resource persons |  |  |

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| TERM III | | | | | | | | | |
|  |  | Science in human activities and occupation | Science at home and in our community | * Describes the preparation of drinking water * Identify the uses of water in our community * Participates in campaigns for preparation of safe water. * Define heat * Name the sources of heat * Identify the uses of heat | * Write words and sentences about the preparation of water * Outlines the various methods of preparing safe water. * Read words and sentences about water and using energy in homes | * Preparation of drinking water   a)Uses of water in the community   * Domestic use * Navigation * Recreation * Irrigation * Generation of HEP   b) Methods of making water safe.  Decantation   * filtration * boiling * Chemical treatment * **Using energy in homes** * Definition of heat sources of heat eg fuels (wood , petrol , coal , drug , electricity , friction) | * Carrying out experiments on different ways of preparing safe water. * Preparing clean water for drinking and washing * Discuss what makes water unsafe * Words and sentences about safe water. |  |  |
|  |  |  |  |  |  |  | * Uses of heat * Food preservation * Cooking * Drying clothes * What wind is * Uses of wind * Sailing boats * Winnowing * Turning wind mills * What fermentation is * Materials used in the process of fermentation brewing in homes. |  |  |
|  |  |  | Human health | * Housing * Standards * Sanitation | * Identifies types of houses * Describes the importance of house proper ventilation site for a house. | * Names the types of houses * Describes the importance of housing * Recites rymes about sanitation * Reads words, sentences and stories about sanitation. * Writes words and sentences about sanitation | * Important of housing * Types of houses * Important of proper ventilation * Site for a house * Characterizes of a good house * The meaning of sanitation | * Drawing different types of houses * Discussing importances of housing , requirements of a clean home / house * Discuss different housing systems. |  |
|  |  |  |  |  |  |  | * Ways of maintaining sanitation * Constrction of latrines and toilets considering * Distance from kitchen * Distance from main house * Digging rubbish pits * Draining stagnant water from the compound . * Latrine types of latrines   a)Ordinary latrines  ii)VIP latrines   * Advantages of VIP over ordinary pit latrines |  |  |
|  |  | Human health | Sanitation | * Identifies toilets , latrines and potty. * Names the types of latrine * Describes the importance of latrine / toilets | * Names the types of latrines * Reads words sentences and stories about latrines | * Maintaining VIP toilets * Structures / parts and functions * Maintain toilets * Problems of toilets * Shortage of water supply * Blockage of sewage pipes | * Drawing different types of latrines and labeling them * Cleaning latrines and toilets |  |  |
|  |  | Human health | Accident and first aid | * Describes accidents and first aid * Name types of accidents * Describe the importance of first aid | * Reads words , sentences and stories about accidents * Acts out a dialogue about accidents and first aid. | * Accidents and first aid * The meaning of accidents , first aid , casualty, first aid kit. * Items found in a first aid box. * Qualities of a good first aider * Reasons for giving first aid. * Types of accidents * Burn and scald * Fever and convulsion * Near drawing * Fainting * Foreign bodies * The meaning of poisoning * Causes of accidents and first aid * Prevention and control of each type. | * Talking from a resource person (first aider) * Discussing the causes , prevention and first aid for fever and other types of accidents * Discuss the different safety precautions |  |  |
|  |  | Human body | The reproductive system  Growth development adolescence puberty | * The learner * Describes growth and development in human beings * Identify the primary and secondary characteristic * Describes social , psychological and emotional changes during adolescence | * Describes growth and development * Reads words, sentences and stories about puberty adolescence and care for the reproductive organs * Recites rymes about primary and secondary characteristic dialogue about problems in adolescence | **Meaning of terms**   * Growth , development m reproduction, adolescence and puberty * **Primary se characteristics** * Meaning * Primary sex characteristics in boys * Primary sex characteristics in girls   **Secondary sex characteristics**  Meaning   * Secondary sex characteristics in girls only | * Making observation of their own to identify growth and development * Discussing social and emotional changes * Observing modes of reproductive organs. |  |  |
|  |  |  |  |  |  |  | * Psychological and emotional changes during adolescence * Meaning * Examples of psychological and emotional changes during adolescence |  |  |
|  |  | The human body growth , development and reproduction | Out of step adolescent changes | * Learners * States out * Steps changes * Gives problems faced by adolescents | * Learner * Carry out a dialogue about abortion * Miscarriages * Rape * Arson | **Out of step adolescent changes**   * Meaning * Examples of out of step adolescent changes * Problems faced by adolescents | * Discussing problems faced by adolescent |  |  |
|  |  |  | Reproduction | * States types of reproduction * Name parts of male and female reproductive organs | * Reads words , sentences and stories about reproduction * Writes about male and female reproduction organs | * Meaning of reproduction * Types of reproduction * Sexual reproduction * Examples of sexual reproduction * Vegetative propagation * Natural propagation * Artificial vegetative propagation | * Naming organs of reproductive organs * Drawing reproductive organs. |  |  |