**PRIMARY SEVEN SCHEME OF WORK FOR SCIENCE 2019 NB EDIT LANG COMP FIRST**

**TERM ONE**

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| **WK** | **PD** | **THEME** | **TOPIC/ SUB TOPIC** | **SUBJECT COMPETENCES** | **LANGUAGE COMPETENCES** | **CONTENT** | **METHODS**  **&**  **TECHNIQUES** | **SUGGESTED ACTIVITIES** | **T/L AIDS** | **Life. skill/values** | **REF** | **Rem** |
|  | **1**  **&**  **2** | **Human Body** | **Muscularskeletal system.**  **The structure of human skeleton.** | The learner,   * Draws and names the parts. * Defines the skeleton * Explains types and importance of the skeleton. | The learner,   * Writes words connected to the skeleton. * Reads/pronounces different parts of the skeleton. | * The structure of the human skeleton. * Types of skeletons. * Importance of skeleton. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Drawing and naming the parts of the skeleton. | Chart  Chalk board  Illustration  Text bks. | -Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | p.7 curr pg |  |
|  | **3** |  | **Names of different bones.** | The learner,   * Names the different bones in the body. | The learner,   * Spells the names of different bones in the body. | * The Names of different bones. * Long bones * Short bones * Irregular bones * Flat bones * Examples of; * Long bones * Short bones * Irregular bones * Flat bones | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Naming the bones * Spelling the words. | Chart  Chalk board  Illustration  Text bks. | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | -do- |  |
|  | **4** | **Human Body**  **Human Body** | **Joints** | The learner,   * Lists types of joints. * Gives examples of each type of joints. * Describes uses of joints. | The learner,   * Constructs/Writes down the name of joints. | * What are joints * Types of joints. * Examples of each type of joints. * Importance of joints. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Naming the joints found in the body. | Chart  Chalk board  Illustration  Text bks. | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |  |
|  | **5** | **Muscles** | The learner,   * Tells what muscles are. * States the type of muscles.   Mentions the importance of muscles. | The learner,   * Constructs sentences about how muscles work. | * The meaning of muscles. * Type of muscles. * Examples of each type. * Importance of muscles. |  | * Defining the term muscles. * Stating the type of muscles. * Outlining importance of muscles. | Chalk board.  Illustration. | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | -do- |  |
|  | **6**  **&**  **7** | **Diseases and disorders of the skeletal system.**  **Prevention of muscular and skeletal diseases.** | The learner,   * Identifies the disorders and diseases of the system. * Explains the preventive measures of the above diseases. | The learner,   * Spells the words related to system. * writes the ways of preventing the diseases of the system. | * Diseases and disorders of the system. * Prevention of Muscular and skeletal system. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Outlining of the diseases and disorders. * Discussing of the preventive measures. | -do- | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | -do- |  |
|  | **8**  **&**  **9** |  | **Posture and it’s importance.**  **How to keep the skeletal system healthy.** | The learner,   * Defines the posture. * Illustrates and demonstrates the correct body posture. * Describes good health habits for the system. | The learner,   * Writes guided notes on good health habits. | * The meaning of body posture. * Good and bad body posture. * Importance of good body posture. * How to keep the healthy skeletal system. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Writing guided notes on good health habits. | Chalk board  Illustration  Chart  Text bks | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | -do- |  |
|  | **1**  **&**  **2** |  | **ELECTRICITY**  **(Types of electricity)** | * The learner   i) defines electricity  ii) identifies sources and types of electricity  iii)experiments with static electricity | * The learner:   i) Reads words and sentences on electricity  ii) Writes words, sentences and short stories about electricity | i) What electricity is.  ii)Types of electricity  - Current electricity  - Static electricity  iii) Forms of electricity | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * - Generating static electricity | Dry cells, combs, torches | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | Mk intergrated science bk 7 |  |
|  | **3**  **&**  **4** | **MATTER AND ENERGY** | **Sources of electricity** | The learners:  i) Identifies sources of electricity  ii) Describes ways different sources produce electricity. | * The learner;   - Names sources of direct and alternating current electricity. | * Sources of direct and current electricity * Dry cell * Sources of alternating current electricity (AC) * Hydro electricity * Thermal electiricity * Solar electricity * Geo-thermal * Nuclear electricity | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Assembling an electric circuit | * Dry cells * Conducting wires * bulbs | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | - do- |  |
|  | **5**  **&**  **6** |  | **An electric circuit and symbols used.** | * Learner defines an electric circuit * Names the parts of a circuit. * Outlines the uses of the components of an electric circuit. * Describes the flow of current. * Tells the symbols. | * Learner defines an electric circuit. * Names and outlines the uses of the parts of a circuit. * Correctly spells the words related to the circuit. * Draws an illustration about the flow of current. * Draws the symbols as used in a circuit. | * Definition of the circuit. * Parts of an electric circuit. * Uses of the components of a circuit. * The flow of current in a circuit. * The symbols of a circuit. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Defining the circuit. * Naming the parts of a circuit. * Stating uses of a circuit. * Spelling the words related to a circuit. * Drawing the symbols. | Electric bulbs and wires.  Chalk board illustration  Chart. |  | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |  |
|  | **7** | **MATTER**  **AND**  **ENERGY** | **Energy changes in a circuit** | * Learner describes energy changes in a circuit. * Names the forms of energy in a dry cell and electric bulb. | * Learner explains energy changes. * Names the forms of energy in dry cells and electric bulb | * Energy changes in a circuit. |  | * Describing energy changes in a circuit. * Naming forms of energy in a bulb | -do- |  | -do- |  |
|  | **8** | **Wet cells and dry cells.** | * Learner names the primary and secondary cells * Draw the wet cell. * Correctly describe the terms like polarization, local action and electrolytes. | * Learner describes the wet cells. * Discusses the terms electrolyte, local action and polarization. * Define electrolyte and give examples. | * Secondary and primary cells. * Electricity, electrodes, polarization and local action. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Describing how dry and wet cells work. * Defining electrodes, electrolytes, polarization and local action. | Chart chalk board illustration.  Text books. | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | -do- |  |
|  | **9** | **Parts of a dry cells and their uses.** | * Learner names the parts of a dry cell. * States the sues of the parts of the cell. * Calculates the voltage of a dry cell (brand new) | * Learner names the parts of a dry cell. * Explains the sue of the parts. * Outlines the parts found in the dry cell. | * Parts of a dry cell. * The uses of the parts of a dry cell. * The meaning of voltage ad how to calculate voltage of bran new dry cells. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Showing the parts of a dry cell. * Outlining the uses of the parts of a dry cell. * Defining voltage. * Calculating voltage | -do- | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |  |
|  | **1** | **The bulb and its parts.** | * Lerner draws and names the parts of an electric bulb. * Explains energy ……….in a bulb. * States the reason why the bulb may fail to work when the circuit is complete. | * Learner describes the bulb parts after drawing. * Explains why a new bulb may fail to produce light when the circuit is complete. * Correctly spells words related to the bulb. | * Parts of an electric bulb. * Energy changes in a bulb. * Reasons why a brand new bulb may fail to give out light when the circuit is complete. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Drawing the parts of a bulb. * Explaining energy changes. * Outlining reasons why the bulb fails to produce light when the circuit is complete. | Chart  chalk board Text books | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | -do- |  |
|  | **2** | **MATTER**  **AND**  **ENERGY** | **A short circuit** | * Learner explains what a short circuit is and how it is caused and prevented. | * Learner discusses the meaning of s short circuit. * Explains the causes and prevention of short circuits. | * The short circuit. * The causes. * Prevention. |  | * Defining the short circuit. * Stating causes of a short circuit. * Stating the prevention of a short circuit. | Chart  chalk board Text books | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation |  |
|  | **3** | **Conductors and insulators.** | * Lerner defines conductors. * States the examples of conductors and uses of conductors. * Defines insulators. * States the examples of insulators. * Explains the uses of insulators. * Explains the definition of electrolytes and their examples. | * Learner gives the meaning and examples of conductors and insulators. * States the sues of conductors and insulators. | * The conductors and insulators. * Examples of conductors and insulators. * The uses of conductors and insulators. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Defining conductors and insulators. * Giving examples of conductors and insulators. * Stating the uses of conductors and insulators. | Chalk board charts text books. | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation |  |
|  | **4** | **The electric torch.** | * Learner draws and names the parts of a torch. * Explains the uses of some parts. * Explains why a torch fails to work | * Learner names the parts of a torch and its uses. * Outlines why a torch may fail to work. | * The electric torch. * Parts of a torch. * Why a torch fails to work. |  | * Drawing the parts of a torch. * Stating the uses of the parts of the torch. | Chalk board charts text books. |  | -do- |  |
|  | **5** | **Plugs and sockets** | * Learner draws and names the parts of a plug or socket. * Explains the sues of red, blue or green wires. | * Learner drawing and naming the parts of a plug. * Explaining the sues of different colour of wires in a plug. | * The plug. * The socket. * The uses of some coloured wires. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Drawing the plug. * Stating the uses of some coloured wires. | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation |  |
|  | **6**  **&**  **7** | **Production of electricity in Uganda.** | * Learner explains the appliances which produce electricity. * Discusses how the electricity is produced and measured. | * The learner explains the electrical appliances commonly used. * States how electricity is measured. | * The motors. * The generators. * The dynamos * The transformers. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Stating energy changes in the mentioned appliances. | -do- |  | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |  |
|  | **8**  **&**  **9** | **MATTER**  **AND**  **ENERGY** | **Magnetism** | * The learner defines the term magnetism. * Explains magnetic and non magnetic substances. * Gives the examples of magnetic and non magnetic substances. * Defines and gives examples of alloys. | The learner explains the meaning of;   * Magnetism * Magnet * Magnet materials. * Non – magnetic materials outlines the examples of magnetic and non-magnetic substances. | * Magnetism. * Magnet. * Magnetic substances and their examples. * Non-magnetic substances and their examples. |  | * Defining the terms i.e. magnetism magnet * Magnetic materials * Non-magnetic materials. * Giving the examples of magnetic and non magnetic substances. | Chalk board  charts  text books. | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | -do- |  |
|  | **1**  **&**  **2** | **Properties of Magnets and Tyeps of magnets (Natural & artificial)** | The learner outlines the properties of magnets   * Illustrates the properties of magnets. * Gives examples of a natural and artificial magnets. | The learner states the properties of magnets.   * Draws the properties of magnets. * Explains how the earth works as a natural magnet. | * Properties of magnets. * Types of magnets (natural and artificial) | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Illustration the properties of magnets * Giving examples of natural and artificial magnets. | Text bks  Chalk board  Chart |  |  |
|  | **3** | **Permanent and temporary magnets.** | The learner defines permanent and temporary magnets.   * Gives examples of temporary and permanent magnets. * Illustrates and defines magnetic lines and force. | The learner correctly explains the meaning of permanent and temporary magnets.   * States examples of permanent and temporary magnets. * Draws the lines of magnetic force. | * Permanent and temporary magnets. * The magnetic field. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Defining the terms. * Giving examples of permanent and temporary magnets. * Drawing the magnetic lines of force. | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | -do- |  |
|  | **4**  **&**  **5** | **Magnetization and demagnetization.** | The learner defines magnetization and demagnetization.   * Makes induced and electromagnet. * Outlines how to demagnetize magnets. * States uses of magnet. | The learner demonstrates how to make an induced and electro magnet.   * Describes how to demagnetize magnets. * Discusses the uses of magnets and devices that use magnets. | * Magnetization * Stroking * Induction. * Electrical. * Demagnetization. * Uses of magnets. * Devices that use magnets. |  | * Defining magnetization. * Illustrating methods of magnetization. * Stating the uses of magnets. * Giving examples of devices that use magnets. | Cells  Wires  Chalk board  Text bks | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |  |
|  | **6** | **ENVIRONMENT** | **Energy Resources** | The learner explains what the term environment means.   * Outlines the components of environment. * Defines energy resources. * Gives the examples of energy resources. | The learner defines environment.   * States the components that make up environment. * Explains what energy resources are. * Outlines examples of energy resources. | * Environment and its components. * Energy resources. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Defining energy resources, environment etc. * Giving the examples of energy resources. | Text bks  Sketches. | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation |  |  |
|  | **7** | **Types of energy resoruces.**  **-renewable**  **Non-renowable** | The learner explains types of energy resources.   * Defines renewable and non renewable resources. | The learner defines renewable and non renewable resources. | Types of energy resources.   * Renewable resources. * Non-renewable resources. * Soil as a resource | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Defining and giving examples of each type of resource. * Explaining why soil is taken as a resource. | Chalk board  Sketches | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation |  |
|  | **8** | **Environment** | **Rocks, Fossils and minerals** | The learner gives examples of rocks and explains how rocks are formed.   * Defines the term fossil and gives examples of fossils. | The learner outlines how rocks are formed.   * States the importance of rocks. * Defines fossils. * Gives examples of fossils. | * Formation of rocks and their importance. * The fossils | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Explaining how rocks are formed. * Defining fossils and how they were formed. | Chalk board  Sketches |  | -do- |  |
|  | **9**  **&**  **1** | **Environment** | **The sun, watr, plants, animals and minerals as energy resources.** | The learner explains how the sun, water, plants, animals and minerals are important as energy resources.   * Defines the term fossil and gives examples of fossils. | The learner describes how the sun, water, plants, minerals and animals work as energy resource. | * The sun as an energy resource. * The animals as energy resource. * The plants as energy resource. * The water as an energy resource * The minerals as energy resource. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Explaining the sun, water, plants, animals and minerals as energy resource | Chalk board  Sketches | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |  |
|  | **2**  **&**  **3** |  | **Conservation and Biogas production.** | The learner   * Defines conservation. * Explains how different resources are conserved. | The learner defines the term conservation   * Explains how biogas is produced. | * Conservation. * How resources are conserved. * Biogas production. | * Guided discovery * Discussion * Question & answer * Guide demonstration * Explanation * Think pair share | * Defining conservation * Explaining how different resources are conserved. * Describing how biogas is produced. | Chalk board  Sketches  Text bks. | Problem solving  -Creative thinking  -critical thinking  -care  -concern  -Appreciation | -do- |  |