**TERM TWO – 2018 PRIMARY THREE SCIENCE SCHEME OF WORK OF CORNERSTONE JUNIOR SCHOOL - MUKONO DISTRICT**

# DISCOVER THE HIDDEN TREASURE

**CORNERSTONE JUNIOR SCHOOL – SCIENCE SCHEME OF WORK FOR PRIMARY THREE TERM TWO 2018**

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| **WK** | **DP** | **THEME** | **SUB**  **THEME** | **COMPETENCES**  **(SUBJECT)** | **LANGUAGE** | **CONTENT** | **METHODS** | **ACTIVITY** | **LIFE SKILLS & VALUES** | **L/AIDS** | **REF** | **RMK** |
|  | 3 | Living things | Living things in our environment | The learner,  -Defines living things.  -State characteristics living things.  -Gives types and examples of living things. | The learner,  -Reads and makes correct sentences using:   * Respires * Stimuli * Domestic * Life   characteristics | -Living things  Living things are things which have life.  -Examples of living things.  -Characteristics of living things.  Groups s of living things. | -Brain storming | Responsibility | Discussion of uses of animals. | Local environment |  |  |
|  | 4 |  |  | -Mentions uses of animals.  -Gives examples of animal products.  -Identifies things made from skins and hides. | -Constructs and reads given sentences correctly e.g  -A dog guards our home. | Examples of animals  -Uses of animals.  -Examples of animals products.  -Things made from skins and hides. |  | Accuracy |  |  |  |  |
|  | 1 |  |  | -Mentions different ways of caring for animals  -Identifies at least three characteristics of birds. | The learner,  -Reads and spells words like:   * Shelter * Accidents * Shelter * Covered * Young ones | **Animal and birds**  -Caring for animals.  Classes of animals  **Birds.**  -Characteristics of birds. | Think pair share  -Buzzing | **Skills.**  -Fluency  -Audibility  **Values**  -Concern  -Sharing | Sharing ways of caring for animals.  -Buzzing exerts of living things. |  |  |  |

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|  | **2** |  |  | -Identifies types of birds.  -Gives examples of domestic and wild birds. | -Reads and spells given words correctly.  **Key words.**   * Beak * Breathe * Lungs * Features * Vulture * Guinea fowl | **BIRDS**  -Examples of domestic birds  Examples of wild birds. |  |  |  |  |  |  |
|  | 3 | Living things | Birds and insects | The learner,  -Defines habitats of birds.  -Identifies habitat of birds.  -Discusses uses of birds. | -Read given words correctly.  -Sanctuary  -Habitat  -Swamps  -Bride price | -Habitat of birds.  -Examples of habitats for birds.  -Common places where birds are found.  -Uses of birds. | -Discussions  -Quiz and answer | -Discussing different habitats of birds  -Answering quiz about birds. | **Skills**  -Accuracy  -Care  **Values**  Responsibility  Concern | A chart of a well drawn insect. | Mk  Bk 3  Pg 102 |  |
|  | 4 |  |  | -Identifies ways of caring for birds.  -Gives examples of common insects. |  | **Birds and insects.**  -Caring for birds  A bat  Flightless birds  **Insects.**  -Examples of insects.  -Parts of an insect. |  | . |  | A chart of a well drawn insect. |  |  |

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|  |  |  |  | -Draws and names parts of an insect |  |  |  |  |  |  |  |  |
|  | 1 | Living things | Insects | The learner,  -Identifies different uses of different parts of an insect.  -Mentions harmful and useful insects. | -Makes correct sentences us in words like:   * Ovipositors * Mating * Helters * Feelers * Divisions | -Uses of parts of an insect.  -Characteristics of insects.  -Harmful insects.  -Useful insects.  -Insects without wings | -discussion  -Brain storming | **Skills**  Fluency  **Values**  -Concern  -Responsibility | -Mentioning parts of an insects and their function.  -Discussing characteristics of insects | A chart. |  |  |
|  | 2 |  |  | The learner,  Defines social and solitary insects.  -Gives x-ters of social and solitary insects  -Gives examples of social and solitary insects | -Reads given sentences correctly. | Insects  -Types of insects.  -Examples of social insects.  -Characteristics of social insects.  -Examples of solitary insects  -Characteristics of solitary insects. | Quiz and answer. |  |  |  |  |  |
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|  | 3 | Living things | Insects | The learner,  -Spells the given words correctly.   * Anthills * Queen * Nectar * Termites * leaves | The learner,  -Identifies habitats of insects.  -Identifies types of bees.  -States ways of caring for bees. | -Insect habitat.  -Examples of insect habitat  -Types of bees.  -Care for bees | -Discussion  -Guided discovery | -Discuss habitats of insects  -draws and label a fish | **Skills**  Verbal communication  **Values**  Self esteem | Local environment |  |  |
|  | 4 |  | Fish | The learner reads the given words correctly.   * Dorsal * Pectoral * Ventral * Lateral line | The learner,  -Mentions parts of a fish.  -Draws and labels a fish.  -states the function of each part. | **Fish**  -Parts of a fish.  -Uses of each part of a fish. | Quiz and answer | Answering given quiz |  | A chart of a well labeled fish  -Real fish | Inter Science  Bk3  Pg 5 |  |
|  | 1 |  |  | The learner,  -Mentions the characteristics of fish  -Mention common examples of fish.  -Gives uses of fish | Reads the given sentences about fish correctly | **Fish**  **-**Characteristics of fish.  -Uses of fish to people.  -Examples of common fish | -Discussion.  -Quiz and answer | -discussing x-ters of fish  -Answering quiz about uses of fish. | **-**Care  -Fluency  -Responsibility | A chart of a well labeled fish | Inter  Science bk3 pg 5 |  |
|  | 2 |  |  | The learner,  -Identifies examples of fish habitat. |  | **Fish**  **-**Fish habitat.  -Examples of animals found in ponds. |  | -Naming habitats of fish |  |  |  |  |
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|  |  |  |  | -State examples of animals found in ponds.  -Mention ways of caring for fish |  | -Care for fish |  | -Identifying ways of caring for fish |  |  |  |  |
|  | 3 | Living things | Plants | **The learner,**  -Identifies types of plants.  -Defines non-flowering plants.  -Gives examples of non-flowering plants. | **The learner,**  Spells the given words correctly.  **Key words**.   * Algae * Liver warts * Lichens * Ferns * mosses | **Plant life**  -Examples of plants.  Characteristics of plants  -Groups of plants  -Non-flowering plants  -Examples of non-flowering plants. | -Look and say  -discussion | -Naming different plants.  -Discussing examples of non flowering plants. | -Confidence  -Assertiveness  -Responding to quiz | -Real plants. |  |  |
|  | 4 |  |  | **The learner,**  -defines flowering plants.  -Gives examples of flowering plants.  -Draws and labels a flowering plants | -Reads the given sentences correctly about flowering plants. | -Flowering plants.  -Examples of flowering plants  -Parts of a flowering plant. | Quiz and answer | -Answering the given quiz.  -Discussing spelling of parts of a flowering plant. |  | A real flowering plant | Inter Science  Bk 3  Pg 62 |  |
|  | 1 |  |  | **The learner,**  -Draws and labels parts of a leaf.  -Gives uses of each part of a leaf | The learner,  Reads and spells given words correctly.   * Mid-rib * Stoma * Veins | **PLANTS**  ***Leaf***  **-**Parts of a leaf.  -Uses of each part of a leaf. | -Look and say.  -Discussion | -Naming parts of a leaf. | -Concern  -Sharing | A leaf | Mk  Science  Bk 3  Pg 84 |  |
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|  |  |  |  |  | * Leaf margin * Leaf blade |  |  | -discussing uses of parts of a leaf. |  |  |  |  |
|  | 2 | Living things | Plants | The learner,  -Identifies uses of leaves to man.  -states uses of leaves to plants |  | **Leaves.**  -Uses of leaves to man.  -Uses of leaves too plants. | Quiz and answer |  | Self-esteem |  |  |  |
|  | 3 | Living things | Plants | The learner,  -Defines photosynthesis .  **States:**  -Raw material for photosynthesis.  -Requirements and conditions for photosynthesis. | The learner:  Reads and spells the given word correctly.   * Synthesis * Chlorophyll * By-product * Starch * trapping | **-**Definition of photosynthesis**.**  **-**Requirements of photosynthesis.  -Raw materials of photosynthesis.  -Condition for photosynthesis.  -Gas given out and used during photosynthesis  -Food made during photosynthesis. | -Brain storming  -Discussion  -Quiz and answer | -Naming materials for photosynthesis  -Discuss raw materials and conditions for photosynthesis.  -Answer given quiz. | -Fluency  -Accuracy  -Effective communication | -A leaf  -Local environment | Science  Bk 3  Pg 86 |  |
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|  | 4 |  |  | The learner,  -Identifies types of stems.  -States uses of stem to plants and people | The learner,  Reads the given sentences about stems correctly | **PLANTS**.  **Stem**  -Types of stem.  -Examples of under ground stems  -Uses of stems to plants  -Uses of stems to people. |  | -Discussing examples of stems.  -Uses of stems to plants and people. |  |  | Mk  Science  Bk 3  Pg 87 |  |
|  | 1 | Living things | Plants | The learner,  -Mentions types of roots.  -Draws and label each types of roots.  -Give examples of plants with each roots. | The learner,  -Spells and reads the given words correctly.   * Fibrous * Legumes * System * Cap | **PLANTS**  **Roots**  -Root systems  -Parts of a tap root  -Examples of plants with tap root system.  -Parts of a fibrous root  -Examples of plants with fibrous roots | -Illustration  -Look and say  -Quiz and answer. | -Naming parts of each root.  -Answering the given quiz correctly. | -Accuracy  -Care  -Self awareness |  | Science  Mk  Bk 3  Pg  90  &  91 |  |
|  | 2 |  |  |  |  | **Roots**  -Uses of roots to people  -Uses of roots to plants  -Examples of plants whose roots are eaten. | Discussion | Discussing uses of roots to plants and people |  |  | Inter science  Bk 3  pg 63 |  |

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|  | 1 | Living things | Plants | The learner,  -Defines a flower  -Draws and label a flower.  -draws and labels different parts of a flower | The learner,  -Spells and reads  the given words correctly.   * Style * Pistil * Filament * Ovule * Ovary * Stigma * stamen | **Flower**  -Pats of a flower  -(Pistil)  -(Stamen) | -Brain storming  -Quiz and answer  -Illustration | -discussing parts of a flower.  -Answering the given quiz.  -Drawing and labeling a flower | -Accuracy  -Fluency  -Care  Concern | -Real flowers  -A chart of a flower | Inter  Science  Bk 3  Pg 69 |  |
|  | 2 |  |  | The learner,  - States uses of each part of a flower  -Gives reasons why bees visit flowers  -Identifies insects that visit flowers. | -Reads the given sentence about flowers correctly | **Flowers**  -Uses of parts of a flower.  -Why insects visit flowers.  -Insects that visit flowers. |  | -Stating uses of each part of a flower |  |  |  |  |
|  | 3 |  |  | **The learner,**  State uses of flowers to plants and people.  -Identifies ways of caring for plants | **The learner,**  -Makes correct sentences using the given words.   * Perfumes * Decoration * Reproduction | **Flowers**  **-**Uses of flowers to plants.  -Uses of flowers to people.  -Ways of caring for plants | -Guided discovery  -Quiz and answer | -Identifying uses of flowers to plants and people | -Fluency  -Love  -Effective communication | -Real flowers |  |  |
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|  |  |  |  |  |  |  |  | Answering the given quiz. |  |  |  |  |
|  | 4 |  | Crop growing | **The learner**,  Mentions types of crops.  -Identifies examples of each type of crops. | Reads the given sentences about crop growing correctly. | Crop growing  Types of crops.   * Vegetables * Cereals * Legumes * Fruits * Tube crops |  | Discussing types of crops. |  |  | Inter grated  Science  Bk 3 pg 43 |  |
|  | 1 | Living things | Crop growing | The learner,  -Identifies ways of clearing land.  Sates methods of planting | Reads and spells the given words correctly.   * Ploughing * Leveling * Slasher * Burning | **Crop growing practices .**   * Planting * Methods of planting * Caring for crops. | Brain storming  -Discussion  -Quiz and answer | -Naming ways of caring for land.  -Answering given quiz | -Care  -Concern | -Local environment. |  |  |
|  | 2 |  |  | The learner,  -Identifies and draws garden tools.  -States uses of garden tools |  | **Crop growing**  **-**Garden tools  -Uses of garden tools. |  | -Drawing garden tools | Self esteem | -Real garden tools |  |  |
|  | 3 |  | Garden tools | -States ways of caring for garden tools.  -Identifies ways of caring for garden tools |  | **Garden tools**  -Caring for garden tools.  -Reasons for caring for garden tools. |  | Identifying ways and reasons of caring for garden tools |  |  |  |  |

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|  |  |  |  |  |  | -Prevention of garden tools from rusting. |  |  |  |  |  |  |
|  | 4 | Living things | Crop growing | The learner,  -Defines germination.  -States condition for germination and uses of condition. | Reads the given sentences about germination correctly | -Definition of germination.  -Conditions for germination.  Uses of each condition | -Guided discovery | -Mentioning examples of germinations | -Concern | -Germinating seeds. |  |  |
| 9 | 1 |  | Crop  pests | The learner,  -Defines crop pests and gives their examples  -Identifies dangers of cop pests and ways of controlling them | The learner ,  makes correct sentences using the given words.   * Pests * Pesticides * Infected * Granaries | **Crop pests**  -Definition of crop pests.  -Examples of crop pests.  -Dangers of crop pests.  -How to control crop pests.  -Signs to pest damage on crops | Quiz and answer | -Discussing conditions of germination and their uses.  -Answering the given quiz | -Appreciation  -Care |  |  | Inter  Science  Bk  3  Pg 44 |

**END.**