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**GREENHILL ACADEMY PRIMARY SIX SCIENCE SCHEME OF WORK FOR TERM TWO 2018**

PREPARED BY

**P.6 SCIENCE TEACHERS 2015**

**TOPICS TO BE COVERED**

* Classification of plants
* Keeping cattle
* Resources in our environment
* Respiratory system

**GREENHILL ACADEMY TERM II SCIENCE SCHEME OF WORK FOR PRIMARY SIX, 2015**

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| **WK** | **Pd** | **Theme** | **Topic** | **Sub topic** | **Competences** | | **Content** | **Methods/ Techniques** | **Activity** | **Skills & values** | **T. Aids** | **Ref** | **RM** |
| **Subject** | **Language** |
| 1 | 6 |  | **Holiday work** | **Holiday work** | **The learner:**   * Gives correct responses to questions summarily the topic | **The learner:**   * Writes sentences correctly by answering topical questions | * Holiday work corrections | * Question and answer * Guided discussion | Making corrections of the holiday work | Cooperation  Patience  Critical thinking  Respect  Appreciation | Holiday work question papers  Chalk board illustrations | Teachers own collection |  |
| 2 | 1 | **THE WORLD OF LIVING THINGS** | **Classification of plants** | **Flowering plants** | **The learner** - Classifies plants into flowering and non flowering plants   * Uses characteristics to prepare a simple classification for common plants   - draws a flow chart on the classification of plants | **The learner**;   * Names classes of plants   Describes flowering plants | **Classification of**  flowering plants and non flowering plants   * Characteristics of monocotyledonous and dicotyledonous plants. | * Question and answer * Guided discussion * Observation   Discovery. | Describes classes of plants  using characteristics to group plants.  Discussing the differences between monocots and dicots | Cooperation  Patience  Critical thinking  Respect  Appreciation | Samples of different plants from the immediate environment | Understanding int. pri. Sci. Bk. 6. Pg. 106-107  Mk. Int. pri. Sci. Bk. 6 pg 145 |  |
| 2 | 2 | **THE WORLD OF LIVING THINGS** | **Classification of plants** | **Flowering plants(Legumes and cereals)** | **The learner**;   * Identifies legumes from cereal crops. * Draws the root system of a legume. * Mentions examples of cereal and leguminous crops. * draws a flow chart on the classification of plants. | **The learner**;   * Names classes of plants * Describes flowering plants * Reads, spells and -writes words related to legumes and cereals * Uses such words to make meaningful sentences about classes of plants | **LEGUMES AND CEREALS**  **LEGUMES**  -beans  -peas  -groundnuts  -soy beans  **CEREALS**  -rice  -millet  -sorghum  -wheat  -oats  **Comparison of legumes with cereals**  -Legumes are plants with root nodules while cereal are plants with grains. | * Question and answer * Guided discussion * Observation * Discovery | - Carrying out a simple study to identify different examples of flowering plants in their habitat.  -Discussing the differences between monocots and dicots  Drawing | Critical thinking  Appreciation  Awareness  Confidence  Problem solving  Effective communication  Observation  Comparison | Samples of different plants from the immediate environment | Understanding int. pri. Sci. Bk. 6. Pg. 106-107  Mk. Int. pri. Sci. Bk. 6 pg 145 |  |
| 2 | 3 | **THE WORLD OF LIVING THINGS** | **Classification of plants** | **propagation** | **The learner:**   * Describes different method of plant propagation. * Draws and names different planting materials like suckers, stem tuber and cassava stem cuttings**.** | **The learner:**   * Uses words like propagate, slips, clones, setts, bulbs and tuber correctly to write meaningful sentences. | -Meaning of plant propagation.  -Seed propagation  -Vegetative propagation.  - Methods of vegetative propagation | * Question and answer * Guided discussion * Observation   -Discovery  - Excursion | -Discussing ways of vegetative propagation  -Demonstrating ways of raising new plants. | Critical thinking  Appreciation  Awareness  Confidence  Problem solving  Effective communication  Observation | Demonstration garden.  Sugarcane crowns.  Hoes, Stem cuttings of cassava and stem tuber of irish potato. | Fountain Int.Pri. Sci BK 6.  Introduction to Biology. |  |
| 2 | 4-7 | **THE WORLD OF LIVING THINGS** | **Classification of plants** | **Photosynthesis, transpiration, Flowers and Pollination** | **-**discusses the meaning of photosynthesis, transpiration and pollination.  -identifies the conditions and raw materials for photosynthesis.  -discusses factors that affect transpiration, its advantages and disadvantages.  Describes the structure of a flower and the agents of pollination.  -Draws and names parts of a maize grain and a bean seed. | **-**Uses words like condition, raw material, agent, transfer correctly to write meaningful sentences.  -Reads, spells, writes and pronounces words correctly. | **PHOTOSYNTHESIS**  -Its meaning.  -Conditions necessary for it to take place.  -Raw materials needed for the process to take place.  -Roles of each requirement during the process.  **TRANSPIRATION**  -Its meaning  -Factors that affect the process.  - Advantages and disadvantages of the process.  - Ways plants reduce the rate of transpiration.  **FLOWERS AND POLLINATION**  -Structure of a flower  -Functions of parts.  -Agents of pollination | * Question and answer * Guided discussion * Observation | -Discussing meanings of terms: Photosynthesis, Transpiration and Pollination.  -Discussing the roles of each requirement for photosynthesis.  - Identifying factors that affect transpiration.  -Drawing and naming parts of a flower.  -Discussing the characteristics of wind, and insect pollinated flowers. | Critical thinking  Appreciation  Awareness  Confidence  Problem solving  Effective communication  Observation | Transparent polythene paper.  Pupil’s text books for science MK BK 6 . | MK int pri. Sci Bk 6 pg 142-143  Understanding Int. Pri. Sci. Bk 6. Pg. 104-106  Introduction to Biology |  |
| 3 | 1. 2   1&2 | **THE WORLD OF LING THINGS** | **Classification of plants** | **Classification of non flowering plants**  **(Spore Bearing Plants)** | **The learner**;   * Classifies non flowering plants * Names examples of flowering plants * Describes the classes on non flowering plants * Describes the methods of propagation of non- flowering plants * Gives reasons for not classifying mushrooms into plants | **The learner;**   * Reads, spells, pronounces and writes words and sentences about spore bearing plants * Distinguishes a plant from a fungus | **Classification of non flowering plants;**   * What they are (their characteristics ) * Classes of non flowering plants * Examples of spore bearing plants * Mode of reproduction * Differences between plants and fungi * Reasons for classifying mushrooms into fungi kingdom * Importance of Spore bearing plants | * Brainstorming * Guided discussion * Discovery * Excursion * Observation * Grouping | -Using characteristics to group non flowering plants  -Making a simple classification table of non flowering plants  -Drawing and labelling non- flowering plants  -Discusses briefly the fungi kingdom  -Giving examples of spore bearing plants  Explaining the importance of spore bearing plants | Cooperation  Patience  Critical thinking  Respect  Appreciation  Problem solving and effective communication | * Real mosses plants from the immediate environment * Samples of drawn up structures of different examples of spore bearing plants | MK int pri. Sci Bk 6 pg 142-143  Understanding Int. Pri. Sci. Bk 6. Pg. 104-106  Introduction to Biology |  |
| 3 | 3 | **THE WORLD OF LING THINGS** | **Classification of plants** | **Conifers** | **The learner;**   * Explains the term conifers * Gives examples of conifers * Draws and names parts of a coniferous plant * Characteristics of conifers * Gives the uses of conifers | **The learner;**   * Reads, spells and writes words about conifers (e.g. cones, cypress, pines etc.) * Writes Meaningful sentences describing conifers * Identifies uses of conifers. | **Conifers**   * What they are   (characteristics )   * Examples * Method of propagation/reproduction of conifers * Uses of conifers;  1. To people 2. To the environment | * Brainstorming * Question and answer * Guided discussions * Discovery * Observation * Field trip | -Describing conifers  -Identifying examples of coniferous plants  -Drawing and naming parts of a coniferous plants  -Giving uses of conifers | Critical thinking  Respect  Appreciation  Problem solving and effective communication | A chart showing parts of a coniferous plants | Understanding Int. Sci. Bk 6 Pg. 106  Mk. Int. Pri. Sci. Bk. 6. Pg. 144  Introduction to biology |  |
| 3 | 4 | **THE WORLD OF LING THINGS** | **Diverse organisms (Algae)** | **Algae** | **The Learner**  -Describes Algae in brief  -Gives examples of algae  -Mentions the natural habitats for algae  -Identifies the uses of algae to people | **The learner;**  Reads, spells and pronounces words such as algae, blue-green, spirogyra, sea weed etc  Writes correct sentences about algae | * Description ofalgae and their habitats * Examples of algae; blue green, spirogyra, sea weeds etc. * Diagram of an algae (spirogyra) * Uses of algae to people | * Observation * Explanation * Question and answer * Illustration | Observing  Answering questions  Taking notes  Drawing | Critical thinking  Appreciation  Awareness  Effective communication  Assertiveness  Analytical thinking | Drawn chart showing algae | Tchrs own collection  Understanding int pri sci. Bk 6 pg 105 |  |
| 3 | 5 | **The world of living things** | **Classification of plants** | **Economic values of plants to people** | **The learner;**  Explains the economic values on plants to people;  -Source of food  -Medicine  -Shade  Research  -Source of income  Provides oxygen  Wood fuel  Timber  -Raw materials for crafts etc | **The learner;**  Reads, spells & pronounces words such as fuel, charcoal, medicine, herbal, research, oxygen etc.  Writes sentences about the values of plants to people correctly  Tells stories, poems and rhymes about plants | **Economic values of plants to people;**  -Source of food  -source of herbal medicine  -Raw materials for industries  -Crafts work  -Building materials.  -Hedges /live fences  -Research work  -Source of wood Fuel  -Source of oxygen  -Modifier of Climate / rain formation and fresh air. | Brain storming  Discussion  Excursion  Question and answer  Discovery  Observation  Illustration | * Identifying roles of plants in the community   -Discussing plants  Visiting a nearby vegetation cover | * Critical thinking * Appreciation * Patience * Observational * Assertiveness | The environment | Tchrs own collections |  |
| 3 | 6&7 | **THE WORLD OF LING THINGS** | **Classification of plants** | **Seed dispersal** | **The Learner;**  Describes the mechanism of seed dispersal  Gives the meaning of seed dispersal   * Explains the importance of seed dispersal | **The learner;**   * writes words about seed dispersal * Reads   , spells and pronounces like; dispersal, explode, colonize, scattering, agent etc correctly  -Uses such words to construct meaningful sentences.  -Draws and labels seeds dispersed in various ways | **Description of Seed dispersal**   * Meaning of seed dispersal * Mechanism of seeddispersal     **Agents of seed dispersal**   * Animal * Wind * Water * Self explosion * Importance of seed dispersal | * Guided discussion * Question and answers * Discovery * Brainstorming * Illustration | Identifying methods of seed dispersal | Awareness  Care  Concern  Patience  Problem solving  Effective communication through confidence and fluency | Chart showing methods of seed dispersal  Pods of beans and desmodium | MK. Int Pri. Sci BK 6 pg. 155-158  Understanding Int Sci BK 6 pg.114-115  Fountain Int Pri Sci Bk 6 |  |
| 4 | 1 | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS** | **Keeping Cattle** | **External features of a cow & a bull** | **A learner:**   * Gives the meaning of animal husbandry & cattle * Mentions at least 5 importance of cattle * Draws the external features of a cow & a bull * Gives at least 5 reasons for keeping cattle | **A learner;**  Acts a dialogue about external features of a cow and a bull. | Meaning of:-   * Animal husbandry and cattle keeping * Examples of cattle * Importance of cattle * External features of a cow * Reasons for keeping cattle | Explanation  -Questioning and answering technique  -Class discussion | * Discussing * Drawing labeling * Answering oral questions   -Copying notes | * Interpretation * Assertiveness * Drawing   Observation | Chart showing the external features of a cow | Mk Int Pri. Scie. Bk 6 pg 52    -Fountain Int. pri. Sci. Bk6. Pg 52-56  Understanding int. pri. Sci. Bk. 6. Pg. 36 |  |

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| 4 | 2-4 | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS** | **Keeping cattle** | **Types of cattle** | **A learner;**   * Identifies each type of cattle breed mentioned   Mentions at least 3 characteristics of each type of cattle given   * Draws structures of each type of cattle breed mentioned | * Spells words and writes sentences about cattle correctly. | * Dairy cattle: * Example, characteristics and structure * Beef cattle: * Examples and structure. * Dual purpose cattle: * Characteristics and structure | Class discussion  Explanation  Observation  Questioning and answering technique | * Identifying types of cattle & their   characteristics   * Copying structured notes | * Observation * Recording and interpreting * Self awareness * Drawing | * Chart showing the body conformation of beef & diary breeds of cattle | | Mk Int Pri. Scie. Ppls bk 6 pgs 56- 58  -East African Agric. By DN Ngugi  -Fountain Int pri sci. bk 6 pgs 52 | | | | |  | | |
| 4 | 5 - 7 | **SCIENCE IN HUMAN ACTIVITIES AND**  **OCCUPATIONS** | **Keeping cattle** | **Breeds of cattle** | **The** **learner**;   * Groups cattle in their respective breeds * Describes different breeds of cattle breeds * Gives example of various cattle breeds. (imported) breeds, their examples characteristics advantages and disadvantages * Cross breeds (hybrids) * Meaning of Hybrids * Examples, characteristics, advantages and disadvantages * Differences between Exotic and Local breeds of cattle | **The** **learner**;   * Gives advantages of each group of cattle breed. * Differentiates between Exotic and Local breeds of cattle | * Local (Indigenous) breeds, their examples, characteristics, advantages and disadvantages * Exotic breeds, their examples, characteristics advantages and disadvantages | * Group discussions * Explanation * Question & answer * Illustration | * Observation * Drawing * Answering and asking oral questions * Copying notes | * Observation * Self awareness * Drawing | * Teachers prepared notes * Pupils text books BK 6 | Mk Int Pri. Scie. Ppls bk 6pg 52-55    Fountain Int-pri sci bk 6 pgs 52  -understanding int pri sci bk 6 pg 37-41 | | | | | | |  | |
| 5 | 1 - 3 | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS** | * **keeping Cattle** | **Reproduction in cattle** | **The** **learner**;   * Gives the meaning of reproduction organ of a cow * Names parts and state the functions of each part * Describes the insemination process. | **The** **learner**;   * Names the types of insemination | * Meaning of reproduction      * The reproductive organs of a cow * The reproductive organs of a bull * Advantages and disadvantages of each type of insemination | * Class discussion * Explanation * Observation * Questioning and answering techniques | * Discussing * Drawing * Naming * Copying notes | * Interpretation * Self awareness * Drawing | * A chart of the female reproductive organ of a cow | Mk Int Pri. Scie. Ppls bk 6pg 58-59    - Fountain Int-pri sci bk 6 pgs 58 | | | | | | |  | |
| 5 | 4 | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS** | * **keeping Cattle** | **Reproduction in cattle** | **The** **learner**;   * Gives the meaning of fertilization, gestation and steaming up * States the advantages of steaming up an in calf. And colostrums to the calf | **The** **learner**;   * Tells how to care for pregnant cows & calf | Fertilization, gestation, calving and steaming up (Circle of animal production)   * Meaning of fertilization, gestation and steaming up. * Advantages of colostrums to a calf | * Class discussion * Explanation * Observation * Questioning and answering technique | * Discussing meaning of terms * Identifying advantages of steaming up and colostrums | * Interpretation * Self awareness * Creativeness * Assertiveness | * Chalkboard illustrations | Mk Int Pri. Scie. Ppls bk 6pg 60-69  - Fountain Int- Pri sci bk 6 pgs 42-43  -understanding int pri sci bk 6 pg 41-43 | | | | | |  | | |
| 5 | 5 - 6 | **SCIENCE IN HUMAN ACTIVITIES AND**  **OCCUPATIONS** | * **Keeping Cattle** | **Feeding cattle** | **The** **learner**;   * Explains how cattle feed * Gives advantages of proper feeding of cattle * Describes different systems of cattle keeping * Gives advantages and disadvantages of each cattle grazing system * Draws illustrations of different grazing systems | **The** **learner**;   * Reads, spells and writes common words used in feeding cattle | * Types of cattle feeds * Grazing system (methods) of cattle. * Advantages of proper feeding of cattle. * Advantages and disadvantages of each grazing system | * Class discussion * Explanation * Observation * Questioning and answering technique | * Discussing advantaged of proper feeding of cattle * Asking and answering oral questions * Drawing * Copying notes | * Interpretation * Self awareness * Creativeness * Assertiveness | * Chart showing different systems of cattle keeping | Mk Int Pri. Scie. Ppls bk 6pg 62-67  Fountain Int- pri sci bk 6 pgs42-43  Understanding int pri sci bk 6 pg 43-45 | | | | | |  | | |
| 5 | 7 | **SCIENCE IN HUMAN ACTIVITIES AND**  **OCCUPATIONS** | * **Keeping Cattle** | **Housing and management of cattle** | **The** **learner**;   * Gives the systems of cattle keeping * Gives at least 4qualities of a good cattle house * Gives reasons why houses should be kept clean * Identifies different types of cattle fences * Gives advantages and disadvantages of fencing cattle farms | **The** **learner**;   * Spelling words about cattle housing correctly * Tells what a fence is | * Meaning of Housing * Management in cattle * Qualities of good cattle house * How to keep cattle houses clean * Fencing * Types of fences * Advantages of fencing cattle farms   - Practices that harm cattle and other domestic animals | * Class discussion * Explanation * Observation * Questioning and answering technique * Illustration | * Discussing * Asking and answering oral questions * Drawing * Copying notes | * Self awareness * Creativeness * Assertiveness | * Chart showing cattle houses, fences and grazing systems. | Mk Int Pri. Scie. Ppls bk 6pg 63  Fountain Int-pri sci bk 6 pgs 65 – 66  -Understanding Int.Sci.Ppls bk 6pg 47-48 | | | | |  | | | |
| 6 | 1 &2 | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS** | **Keeping cattle** | **Important activities done on a cattle farm** | **The** **learner**;   * Identifies at least 5 activities done on a cattle farm * Explains the meaning of each of the activities given * Gives advantages of each farm activity * Identifies the Structures used in the carrying out of these farm activities | **The** **learner**;   * Explains the meaning of farm routines * Reads, spells and writes words and sentences about farm routines | * Deworming * Dehorning * Dehoofing * Castration * Servicing * Dipping * Spraying * Milking | * Class discussion * Explanation * Observation * Questioning and answering technique * Illustration | * Asking and answering oral questions * Drawing and copying notes | * Self awareness * Creativeness * Assertiveness * Interpretation | * A chart showing a dip tankand a spraying race | | | Mk Int Pri. Scie. Ppls bk 6pg 68-69  Fountain Int-pri sci bk 6 pgs 68 – 69 | | | | | |  |
| 6 | 3 | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS** | **keeping cattle** | **Milk and its products** | **The** **learner**;   * Explains what milking is * Mentions the two methods of milking * Describes how to obtain clean milk * Names the different products obtained from milk * Mentions ways of preserving milk | **The** **learner**;   * Spells and uses the terms about milk and milk products correctly in sentence construction. | * Meaning of milking * Types of milking * How to get clean milk * Different milk products | * Class discussion * Explanation * Observation * Questioning and answering technique * Illustration | * Asking and answering oral question * Drawing * Copying notes | * Self awareness * Creativeness * Assertiveness * Interpretation | * Milk products eg Butter, ghee, cheese, yoghurt etc | | | Mk Int Pri. Scie. Ppls bk 6pg 69-72  Trs bk 6pg  - Fountain Int-pri sci bk 6 pgs 61 – 69  -Understanding Int.Sci.Ppls bk 6pg 61-69 | | | | | |  |
| 6 | 4 & 5 | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS** | * **Keeping cattle** | * **Other cattle products** | **The** **learner**;   * Identifies other cattle products and their uses * Mentions methods of preserving hides | **The** **learner**;   * Names other products of cattle * Tells methods of preserving hides | * Hides and methods of preserving them. * Importance of hides, hoofs, horns, cow dung etc | * Class discussion * Explanation * Observation * Questioning and answering technique * Illustration | * Asking and answering oral question. * Drawing * Copying notes | * Self awareness * Creativeness * Assertiveness | * Shoes * Belts * Glue   Buttons | | | Mk Int Pri. Scie. Ppls bk 6pg 75-    - Fountain Int-pri sci bk 6 pgs 61 – 69  -Understanding Int.Sci.Ppls bk 6pg 53 | | | | | |  |
| 6 | 6 | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS** | **Keeping cattle** | **Cattle parasites** | **The** **learner**;   * Gives examples of Endo & Ecto parasites * Identifies different ways of controlling parasites. * Discusses the effects of different parasites on cattle | **The** **learner**;   * Tells the meaning of endo and ecto parasites * Gives examples of each group of parasites | * Meaning of parasites * Types of cattle parasites (Endo & Ecto parasites) * Give examples of Endo & Ecto parasites * Effects of parasites on cattle * Ways of controlling Endo and Ecto parasites | * Guided discussion * Question and answer * Explanation | * Giving examples of each type of parasites * Drawing structures of a tick. * Copying structured notes | Self awareness  Assertiveness  Problem solving  Critical thinking  Care | A chart showing internal parasites of cattle | | | Mk Int Pri. Scie. bk 6pg 75-76  Understanding Int.Sci. Ppls bk 6pg 56-57 | | | | | |  |
| 6 | 7 & 8 | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS** | **Keeping cattle** | **Cattle diseases** | **The** **learner**;   * Describes the cause, spread, sign, symptoms, prevention, control and treatment of cattle diseases | **The** **learner**;   * Writes words, sentences and stories about diseases and how to care for cattle and milk products * Mentions examples of tick borne diseases | * Bacterial diseases * Viral disease * Protozoan disease * Signs and symptoms of cattle disease * Prevention, control and treatment of cattle disease | * Group discussion questioning and answering technique * Illustration | * Asking and answering oral question. * Copying notes | * Self awareness * Creativeness * Assertiveness | * Chalk board illustration | | | Mk Int Pri. Scie. Ppls bk 6pg 76-77  -Trs bk 6pg 76-77  Fountain Int-pri sci bk 6 pgs 61 – 69  Understanding Int.Sci.Ppls bk 6pg 57-58 | | | | | |  |
| 7 | 1 | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS** | **Keeping cattle** | **Starting a livestock farm** | **The** **learner**;   * Participates in starting a simple livestock keeping. * Identifies the different requirements needed for starting a livestock farm * Explains how some of the above requirements can be obtained | **The** **learner**;   * Gives what is meant by livestock * Acts a dialogue on how to start a live stock farm | * Meaning of livestock * Requirements for starting a livestock farm e.g. a cattle farm * Ways of obtaining each requirement. * Importance of each requirement for starting a livestock farm | * Class discussion * Explanation * Observation * Questioning and answering technique * Illustration | * Text books * Chalkboard * Illustration | * Self awareness * Creativeness * Assertiveness * Observation |  | | | Mk Int Pri. Scie. Ppls bk 6pg 78    - Fountain Int-pri sci bk 6 pgs 61 – 69  Understanding Int.Sci.Ppls bk 6 pg 59-60 |  | | | | | |
| 7 | 2 | **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS** | **Keeping cattle** | **Farm records** | **The** **learner**;   * Describes what farm records are. * States the importance of keeping farm records * Gives types of farm records | **The** **learner**;   * Explains the term farm records, * Acts a dialogue on keeping farm records | * Meaning of farm records * Types of farm records * Importance of farm records * Examples of farm records e.g. breeding, financial, production, health, inventory records etc | * Class discussion * Explanation * Observation * Questioning and answering technique * Illustration | * Discussing different types of farm records * Giving examples of each type of farm records * Stating the importance of keeping farm records | * Self awareness * Creativeness * Assertiveness * Observation | * Diary book * Chalkboard illustration | | | Mk Int Pri. Scie. Ppls bk 5  -East African Agric. By DN Ngugi | |  | | | | |
| 7 | 3 | **THE ENVIRONMENT** | **RESOURCES IN THE ENVIRONMENT** | * **Classes of natural resources** | **The** **learner**;   * Describes the terms environment and resources * Groups examples of resources under living and non living things * Gives examples of each group of resources | **The** **learner**;   * Names the resources * Describes living and non living things as resources * Recites rhymes about resources * Reads words sentences and stories about resources | * Description of environment and resources * Non living things as resources e.g. soil, sun etc * Living things as resources e.g. plants and animals * Types of resources in our environment (Renewable, non renewable, inexhaustible, exhaustible, recyclable & shared resources in the environment) | * Class discussion * Explanation * Questioning and answering technique * Practical investigation | * Discussion * Asking and answering oral question. * Copying notes | * Observation * Explanation * Drawing problem solving * Critical thinking   Assertiveness | * Real objects eg stones, trees, * Chalkboard * Illustration   Pupils bk 6pgs 94-95 | | | Mk Int Pri. Scie. Ppls bk 6pg 94-95    - Fountain Int- Sci Ppls bk 6 pgs 93-99  Understanding Int Pri. Sci bk 6 pg 67-68 | |  | | | | |
| 7 | 4 & 5 | **THE ENVIRONMENT** | **RESOURCES IN THE ENVIRONMENT** | **Characteristics of non renewable resources in our environment** | **The** **learner**;   * Writes characteristics of non-renewable resources * Describes each of the following:-   Exhaustible, inexhaustible and recyclable resources | **The** **learner**;   * Reads & writes words, sentences and stories about resources | Characteristics of;   * Inexhaustible resources * Exhaustible resources * Recyclable resources | * Class discussion * Explanation * Questioning and answering technique * Practical investigation | * Discussing * Asking and answering oral question * Drawing * Copying notes | * Collection analysis interpretation of data * Critical thinking * Creativeness * Observation | * Polythene papers   Broken plastic and glass objects etc | | | Mk Int Pri. Scie. Ppls bk 6pg 94-95    - Fountain Int- Sci Ppls bk 6 pgs 93-99  Understanding Int Pri. Sci bk 6 pg 67-68 | | |  | | | |
| 7 | 6 & 7 | **THE ENVIRONMENT** | * **RESOURCES IN THE ENVIRONMENT** | **Non living things as resources** | **The** **learner**;   * Describes the terms: * Minerals * Weathering * Decomposition * Fossils and * Fuel * Gives examples of fossil fuels   -Discusses ways of using soil, rocks, fossils, minerals, sun, water & air as resources | **The** **learner**;   * Writes and reads terms on resources * Uses such words to construct correct sentences | * The soil as a resource * Rocks as a resource * Minerals as resources * Fossils as resources * The sun as a resource * Water as a resource * Air as a resource | * Class discussion * Explanation * Questioning and answering technique * Practical investigation | * Discussing ways of using non living things in the environment as resources * Asking and answering oral questions * Drawing | * Collection analysis interpretation of data * Critical thinking * Creativeness * Observation | * Rock particles e.g stones * Chalkboard illustrations * Textbooks ppls bk 6 * Water wood etc | | | Mk Int Pri. Scie. Ppls bk 6pg 94-98    - Fountain Int- Sci Ppls bk 6 pgs 93-99  Understanding Int Pri. Sci ppls bk 6 pg 68-70 | | |  | | | |
| 8 | 1 & 2 | **THE ENVIRONMENT** | **RESOURCES IN THE ENVIRONMENT** | **Living things as resources** | **The learner;**   * Names living things in the environment * Gives different uses of plants to: * Animals * Other plants * Gives different uses of animals to:- * Animals * Plants * Gives the meaning of the term conservation * Mentions different ways of conservation of resources in our environment | **The learner**   * Discusses meaning of the terms fibre, medicine, textile, biogas , pollution * Discusses ways in which we use energy from plants and animals | * Plants and animals * Plant resources e.g. food, wood, fuel, plant fibres etc * Animal resources e.g. food, labour, wildlife, animal fibre etc * Ways of using plants and animals as resources | * Class discussion * Explanation * Questioning and answering technique * Practical investigation | * Identifying uses of plants to animals & people * Giving example of living things in the environment | * Collection analysis interpretation of data * Critical thinking * Creativeness * Observation | * Charcoal stoves made from metallic and clay materials * Sweet banana * Cotton wool, hats clothes chairs, meat fish, cow dung etc | | | Mk Int Pri. Scie. Ppls bk 6pg 98-100    - Fountain Int- Sci Ppls bk 6 pgs 93-99  Understanding Int Pri. Sci ppls bk 6 pg 70-73 | | | | | |  |
| 8 | 3 & 4 | **THE ENVIRONMENT** | **RESOURCES IN THE ENVIRONMENT** | **Harvesting and sustainable use of resources** | **The** **learner**;   * Explains the terms harvesting & conservation of resources * Describes different ways of harvesting & conserving resources in the environment * Participates in campaigns for sustainable use of available resources | **The** **learner**;   * Discusses how to harvest resources * Reads words, sentences and stories about harvesting and conserving resources * Tells ways of conserving resources * Explains the meaning of sustainable use of resources | * Meaning of harvesting & conservation of resources (sustainable use of resources) * Ways of harvesting different types of resources in the environment * Useful skills for the conservation of resources in the environment | * Class discussion * Explanation * Questioning and answering technique * Practical investigation | * Demonstrating life skills for harvesting and conservation of resources in the environment * Identifying ways of conserving plants, soil, animals, * Minerals and water | * Collection analysis interpretation of data * Critical thinking * Creativeness   Observation Conservation of resources   * Meaning of conservation of resources | * A chart showing a hydroelectric power station, a windmill, solar energy drier. | | | Mk Int Pri. Scie. Ppls bk 6pg100-104    - Fountain Int- Sci Ppls bk 6 pgs 93-99  Understanding Int Pri. Sci ppls bk 6 pg 73-75 | | | | | |  |
| 8 | 5 | **THE HUMAN BODY** | **RESPIRATORY SYSTEM** | **Respiration and breathing** | **The learner:**  - Identifies the respiratory organs and mentions their functions  Describes lungs and breathing  -Distinguishes between respiration and breathing  -  -Discusses the importance of respiration  -Draws the respiratory organs. | **The** **learner**;  -Reads, spells and writes names of the respiratory organs.  Listens to stories about breathing and respiration  -Tells the importance of respiration | Respiration in human beings   * Meaning of respiratory system and respiration * Meaning of breathing * Respiratory organs   (diagram of the respiratory system)   * Functions of parts of the respiratory system   Nose, Trachea (wind pipe), The lungs   * Importance of respiration | * Guided discussion * Brain storming * Explanation | * Drawing and naming parts of the respiratory system * Discussing the importance of respiration * Observe models of the respiratory organs * Taking notes | * Love * Care * Concern * Effective communication * Problem solving * Appreciation | * Models of the respiratory system * Chalk board illustration | | | MK. Int. Pri sci Bk5 pg 121-122  MK. Int. pri sci Bk 7 pg. 206-2011  Introduction to Bio 3rd Edition | | | | | |  |
| 8 | 6 | **THE HUMAN BODY** | **RESPIRATORY SYSTEM** | **Lungs and breathing** | **The Learner;**   * Describes lungs and breathing * Demonstrates an experiment on human respiration | **The** **learner**;   * Reads, pronounces and writes words like alveoli, lung, bronchus, inhale/exhale * Uses such words to write correct sentences | Lungs and breathing  -Structures of the lungs  -The process of breathing  -Inspiration (events)  -Expiration (events)  - Lungs in relation to blood circulation  -Exchange of gases and blood circulation (structure of air sac) | * Exposition * Question and answer * Demonstration * Discovery | * Demonstrating the process of breathing * Drawing and naming parts of a lung. * Taking notes. | * Appreciation * Problem solving * Effective communication through;   Confidence  Fluency  Love | * A chart showing structure of a lung. * Chalk board * Illustrate of breathing process. | | | Mk. Int. p/sci Bk 7 pg 206-207 and 210-211  Introduction to Bio 3rd edition | | | | | |  |
| 8 | 7-8 | **THE HUMAN BODY** | **RESPIRATORY SYSTEM** | **Diseases and disorders of the respiratory system** | **The** **learner**;  -Identifies diseases and disorders of the respiratory system.  Differentiates between infectious and non-infectious diseases using examples.  -Discusses the signs and symptoms, prevention and control measures of the respiratory diseases | **The** **learner**.  -Reads, spells and writes names of the diseases and disorders of the respiratory system  Writes stories about control and treatment of the diseases of the respiratory system | Diseases that attack the respiratory system, their causes, signs and symptoms, their control and treatment.   * Colds * Influenza or flu * Tuberculosis (TB) * Pneumonia | * Brain storming * Guided discussion * Discovery | * Identifying and discussing ways of preventing diseases and disorders of the respiratory diseases. * Identifying example of infectious and non infectious diseases | Effective communication through;  -fluency  -accuracy  -confidence  Problem solving through identifying ways of preventing spread of such diseases and appreciation | * A chart showing diseases and disorders of the respirator system.   MK integrate primary science BK 7  Text books | | | MK. Int/ Pri Sci Bk7 ph 211-214 | | | | | |  |
|  |  | * Whooping cough * Diphtheria * Lung cancer * Bronchitis   **Disorders of the respiratory system**   * Nasal congestion * Asthma * Nose bleeding * Sneezing |  |
| 9 | 1 | **THE HUMAN BODY** | **RESPIRATORY SYSTEM** | **Keeping the system in a healthy working condition** | The **learner**   * Identifies ways of keeping the respiratory system in a healthy working condition * Participates in campaigns to keep the system in a healthy working condition | The **learner**  Reads, writes and pronounces words related caring for the respiratory system correctly | **Ways of caring for respiratory system**   * Breathing through the nose * Carrying out regular physical exercises. * Eating a balanced diet * Having adequate rest * Avoiding smoking of any form | * Guided discussion * Demonstration * Discovery | * Reciting a poem about keeping our body systems healthy * Discussing ways of caring for the respiratory system * Taking notes | Self awareness  Assertiveness  Appreciation  Patience and responsibility | * A chart with a poem about ways of keeping our body systems healthy | | | MK. Int pri sci Bk 5 pg 124  Mk int pri sci Bk 7 pg 215 | | | | | |  |
| **Revision Begins** | | | | | | | | | | | | | | | | | | | | |