

TOPICAL BREADOWN

THEME: MANAGING CHANGES IN THE ENVIRONMENT

TOPIC 1: TYPES OF CHANGES IN THE ENVIRONMENT

Types of changes

Biological changes

chemical changes

Physical changes

Biological changes

Characteristics

Examples of biological changes in plants and in animals

Chemical changes

Characteristics of chemical changes

Examples of chemical changes

Physical changes

Characteristics of a physical change

Examples of physical changes

Changes in the states of matter

Effects of different changes in the environment

Ways man manages the different changes

THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION

TOPIC 2: KEEPING GOATS, SHEEP AND PIGS

The external parts of a goat

Reasons why people keep goats

Breeds of goats

Milk breeds and their characteristics

Breeding

The gestation period

Methods of grazing

Free range (herding)

Tethering

Paddocking

Zero grazing

Advantages and disadvantages of different methods of grazing goats

Keeping sheep

The external features of a sheep

Reasons why people keep sheep

Defining some of the terms used in keeping sheep

Docking

Lambing

Shearing

Local breeds of sheep

Black head Persian

Massai sheep

Somali sheep

Exotic sheep

Breeding in sheep

Gestation period (same as in goats)

Diseases in goats and sheep

Pneumonia, foot rot, foot and mouth disease, nagana, coccidiosis

Their causes, spread, signs and symptoms, prevention and control

Piggery

Defining common terms used in piggery

Piggery, utter, sow, piglet, hoof trimming, farrowing

Identifying the types of pigs

Exotic pigs, local pigs and their characteristics

Examples of exotic breeds of pigs

Systems for keeping pigs

Extensive –advantages and disadvantages

Intensive -advantages and disadvantages

Why house pigs

Features of a good sty

Care for pigs

Feeding

Types of feeds

castration

Hoof trimming

Tooth clipping

deworming

Diseases of pigs

The causes, spread, signs and symptoms of different diseases of pigs.

Prevention and control of the diseases.

Factors one should consider when starting a livestock farm.

Record keeping

Types of records

Importance of record keeping

Advantages of food taboos

Disadvantages of food taboos

Food consumption patterns in Uganda

central

Western

Eastern

Northern

THEME: HUMAN HEALTH

TOPIC 2: FOOD AND NUTRITION

Review of food values and their deficiencies

Breast feeding

Advantages of breast feeding the baby

To mother

To the family

Bottle feeding

Advantages and disadvantages of breastfeeding

To baby

To mother

Vulnerable groups of people

Examples of vulnerable groups of people.

Traditional customs and food taboos

Food taboos

Forbidden foods

Examples of food taboos

THEME: HUMAN HEALTH

TOPIC 2: PRIMARY HEALTH CARE

This is the Essential Health Care where individuals families and communities come together to solve their health problems.

Elements of PHC

Health Education

Food and Nutrition

Immunisation

Maternal and child Health Care

Control of communicable diseases

Environmental sanitation

Principles of PHC

Availability and affordability

Should be acceptable

Suitable for solving problems of people in the community.

Ensures health for all individuals, families and all people in the community

Responsibilities of an individual

Maintain personal hygiene e.g.

Keeping your environment clean

Responsibilities of family

Balanced diet

Maintain family hygiene

Immunisation of all members

Responsibilities of community

Health centres

Protect water sources

Repairing roads

Rehabilitation centres

Suitable life styles and good health practices

living in a way that reduces the chances of getting a disease

Examples

Balanced diet

body exercises

Adequate rest

washing clothes and bed sheets

Good health practices
caring for others
reporting health problems
Health parades
Health committee
Gardening, child to child
People with special needs
How to care for people with special needs

PRIMARY FIVE SCIENCE SCHEME OF WORK TERM III 2023

LEARNIG OUTCOME: The learner is able to demonstrate basic knowledge and simple skills for managing changes in the environment.

W KP DTHE METOPI CS/TOP ICOMPETENCESCONTENTMETHOD S/TECHNI QUESIND. OF L/SKILLS & VALUESACTIVITYIMSREFR E M

SUBJECTLANGUAGE

1COMPLETION OF TERM II SYLABUS

21& 2MAN AGIN G CHN AGE S IN THE ENVI RON MEN TTYP ES OF CHA NGE S IN THE ENVI RON MEN T
Biolo gical chang es-defines the term environment, change-identifies the types of changes-defines a biological change-give examples of biologicalThe learner;-uses sentences to describe biological changes-Gives examples-reads, pronounces-spells-recitesTYPES OF CHANGES IN THE ENVIRONMENTEnvironment- things around us.Types of environment- physical & biological Change to become different or make something different Types of changes- Biological changes-chemical changes-Physical changesBiological changesThese are changes that take place in living things Characteristics-Examples of biological changes in plants and inanimalsdiscussi onexplanat ionguided discover ycritical thinkingcreative thinkingproblem solvingself esteemempathyDefining terms-Identifying types of change-Defining a biological change-giving examples of biological changesChalk board illustra tionsP.7Curriculum page 41Mk SCI 5Comp SCI 5Fountain SCI 5Plants in the environme nt

W KP DTHE METOPI CS/TOP ICOMPETENCESCONTENTMETHOD S/TECHNI QUESIND. OF L/SKILLS & VALUESACTIVITYIMSREFR E M

SUBJECTLANGUAGE

23& 4MAN AGING CHNAGES IN THE ENVIRONMEN TTYPES OF CHANGES IN THE ENVI RONMEN T
Chem ical chang es-defines chemical changes-identifies the characteristic of chemical changes-gives examples of chemicalchanges in the environmentThe learner;spells new words.reads sentences about chemical changes.-tell stories about chemical changesChemical changesThis is a change that is irreversible and there is a new substance formed Characteristics of chemical changes-examples of chemical changesRusting, burning wood, a fuel to ash, decompositionexperim entationcritical thinkingcreative thinkingeffective commun icationproblem solving-defining chemical changes-Identifying the characteristics of chemical changes-Gives examples of chemicalchanges in the environmentPaper s match sticks nails c/boar d illustra tionsP.5curriculum Mk SCI 5MetalsComp SCI 5Fountain SCI 5

25& 61& 2Physi cal chang esThe learner;-defines a physical change-mentions the characteristics of a physical change-gives examples of physical changeThe learner;-explores and draws conclusions about physical changes-tells stories about physical changes- reads words and sentences about physical changes.Physical changesThis is a change where there is no new substance formed and is reversible.-characteristics of a physical change-examples of physical changes-> changes in the states of matter-> landslides ->earth quakes-> placement faultingdiscussi onguided discover yexperim entationrojectt onrojectt ioncritical thinkingcreative thinkingeffective commun icationproblem solvingself esteemempathy-Describing the physical changes-mentioning the characteristics of a physical change-giving examples of a physical change.Source of heat Water in a kettle Bottle with cold waterP.5curriculum page 42Mk SCI 5Fountain SCI 5Comp. SCI 5Environme nt

33& 4Effect s of differ ent roject in the enviro nmentThe learner;-explains the effects of the various changes to animals and plants.-gives ways in which man can manage thedifferentThe learner; writes words and sentences about how man can handle different changes in the environmentEffects of different changes in the environment-increase in size-increase in temperature-mountain formation- Rain formation-Displacement of people Ways man manages the different changes-digging trenchesGiving ways in which man can manage the different changes in the environmentChalk board illustra tionsP.5curriculum page 42MK SCI 5Fountain SCI 5Comp. SCI 5

changes in the environment-evacuation-afforestation-Body care and guidanceOur environment

LO: The learner is able to demonstrate scientific knowledge and skills necessary for keeping bigger animals and to start and manage animal keeping project.

W KP DTHE METOPI CS/TOP ICOMPETENCESCONTENTMETHOD S/TECHNI QUESIND. OF L/SKILLS & VALUESACTIVITYIMSREFR E M

SUBJECTLANGUAGE

35& 6SCIE NCE IN HUM AN ACTI VITIE S AND OCC UPA TIONSKEEPING GOATS SHEEP AND PIGSGoat keepi ngThe learner;-draws and labels the external parts of a goat.-states reasons why people keep goatsThe learner;- writes, draws reads, spells the new terms in goat keeping.The external parts of a goatReasons why people keep goats-meat, milk, skins, manure,social functionrojectt onrojectt iondiscussi onexplanat ioneffective commun icationdecision makingcritical thinking-Drawing and labeling the external parts of a goat-stating reasons why people keep goatsChartrojectt of goatsGoatP.5curriculum page 44 TextbooksMk SCI 5Fountain SCI 5

41& 2Breed s of goatsThe learner; identifies the breeds of goats-states the gestation period of a goat.-states the signs of heat in goatsThe learner; describes the breeds of goats-pronounces-spells-recites some lines about goatsBreeds of goats-milk breeds and their characteristics-milk breeds and their characteristics Breeding-The gestation period of a goat 5 months-signs of heat in goatsguided discover ythink pair shareIdentifying the breeds of goat-stating gestation period of a goat-Identifying signs of heat in goatsChalk board illustra tions Goats picture sP.5curriculum page 44Mk SCI 5Fountain SCI 5Comp. SCI 5

43& 4roject of grazin g goatsThe learner;-states the systems and methods of grazing goatsThe learner; uses sentences to give the advantages and disadvantages of the system of grazingMethods of grazing-Free range (herding)-tethering-paddockin g-zero grazing-Their advantages and disadvantagesStating the systems and methods of grazing goatsThe goat at schoolP.5curriculum page 44Mk Sci 5 Fountain SCI 5Comp SCI5

W KP DTHE METOPI CS/TOP ICOMPETENCESCONTENTMETHOD S/TECHNI QUESIND. OF L/SKILLS & VALUESACTIVITYIMSREFR E M

SUBJECTLANGUAGE

45& 6SCIE NCE IN HUM AN ACTI VITIE S AND OCC UPA TIONKEE PING GOA TS SHE EP AND PIGSSsheepThe learner;-draws and identifies the external features of sheepThe learner;-reads, spells names parts of a sheepKeeping sheepThe external features of a sheep-Reasons why people keep sheep-Defining some of the terms used in keeping sheep-docking-lambing-shearingguided discussi onrojectt ionbrain stormingeffective commun icationdecision makingcritical thinkingDrawing and naming the external features of a sheepPictur e in text booksChartChalk board illustra tionsP.5curriculum page 44MK SCI 5Comp SCI 5Fountain SCI 5

51& 2Breed s of sheepThe learner;-gives examples of i)local breeds of sheepii)exotic breeds of sheep-states the gestation period of a sheep.The learner;-tells stories about sheepspells new wordsreads sentences about breeds of sheep.Local breeds of sheep-Black head Persian-Maasai sheep-Somali sheep b)Exotic sheep-merino-Romney marsh-corriedale, Hampshire down Breeding- (Same as in goats) Gestation period (same as in goats)Giving examples of i)local sheepii) exotic sheep-> Stating the gestation of sheep.Chalk board illustra tionP.5curriculum page 44MK SCI 5Science Comp. SCI 5Fountain SCI 5

53& 4Disea ses in goats and sheepThe learner; identifies the common diseases attack sheep andgoatsThe learner;- discusses the causes, sings/ symptoms preventiveDiseases in goats and sheepPneumonia, foot rot, foot and mouth disease, nagana, coccidiosisIdentifying the causes, signs/symptom sPreventivemeasures ofChalk board illustra tionsP.5curriculum page 44

-identifies the causes, spread-suggests ways of prevention and controlmeasures of diseases in sheep-Their causes, spread signs and symptoms, prevention and controldiseases in sheep and goats

W KP DTHE METOPI CS/TOP ICOMPETENCESCONTENTMETHOD S/TECHNI QUESIND. OF L/SKILLS & VALUESACTIVITYIMSREFR E M
SUBJECTLANGUAGE

55& 6SCIE NCE IN HUM AN ACTI VITIE S AND OCCUPATIONSKEE PING GOATS SHE EP AND PIGSPigge ryThe learner;-defines the terms used in piggery-piggery, litter, sow farrowing, piglet, hoof trimming-identifies the types the pigsThe learner;- reads, spells draws-names the types of pigsPiggeryDefining common terms used in piggery-piggery, utter, sow, piglet, hoof trimming, farrowing-Identifying the types of pigs Exotic pigs, local pigs and their characteristics Examples of exotic breeds of pigsLarge white, land racewassex, saddle badeguided discussi ondiscover yexplanat ionrojectt onrojectt ioneffective commun icationdecision makingcritical thinking-Defining the terms used in piggery-Identifying the types of pigsChalk board illustra tionP.5curriculum page 44Mk SCI 5Fountain SCI 5Comp. SCI 5

61& 2Syste ms of keepi ng pigsThe learner;-names the systems used in keeping pigs-states the advantages and disadvantages-states the reasons why people house pigs-identifies thefeatures of a good styThe learner;- writes words and sentences about systems of keeping goats.Systems for keeping pigs-extensive –advantages and disadvantages-Intensive-advantages and disadvantagesWhy house pigs-To protect them from harsh weather-to prevent them from straying-Features of a good sty-dry and warm-slanting floor-well ventilated-Naming the systems used in keeping pigs-stating the advantage and disadvantages-stating reasons why people keep pigs-stating the features of a good styChalk board illustra tionP.5curriculum page 44Mk SCI 5Fountain SCI 5Comp. SCI 5

63& 4Carin g for pigsThe learner; states and defines the activities doneThe learner;- explains how we can care for pigsCare for pigs- Feeding – Types of feeds-castration-Hoof trimming-Tooth clippingStates and defines ways of caring for pigsP.5curriculum page 44

when caring for pigs-deworming

W KP DTHE METOPI CS/TOP ICOMPETENCESCONTENTMETHOD S/TECHNI QUESIND. OF L/SKILLS & VALUESACTIVITYIMSREFR E M
SUBJECTLANGUAGE

65& 6KEEPING GOATS SHEEP AND PIGSDisea ses of pigsThe learner;-identifies the diseases that attack pigs-state the causes spread, signs/symptoms and prevention/controlThe learner;spells new wordswrites sentences about piggery projectsDiseases of pigsAnthraxfoot rotswine feverFoot and mouth disease v)pneumoniaHog cholera, piglet anaemiaThe causes, spread, signs and symptoms-prevention and control of thediseaseseffective commun icationdecision makingcritical thinkingguided discover ydiscussi onexplanat ionIdentifying the diseases that attack pigs-stating the causes, signs/symptom s, prevention and controlChalk board illustra tionP.5curriculum page 44-45Mk SCI 5Comp. SCI 5Fountain SCI 5

71& 2Starti ng a pigge ry roject tThe learner;-mentions the points one should consider when starting a livestock farm-defines record keepingfarm records-identifies the types of farm records-states the importance ofrecord keepingThe learner;spells new wordswrites sentences about piggery projects.Factors one should consider when starting a livestock farm.Land, labour, capital, marketRecord keeping*Types of records-health-breeding-inventory-production Importance of record keeping-show profits and losses-Farmers fairly taxed-Farmers plan for the farmeffective commun icationdecision makingcritical thinkingguided discover ydiscussi onexplanat ion-Mentioning the points one should consider before starting a livestock farm-Defining record keeping-farm recordsChalk board illustra tionP.5curriculum page 45MK SCI 5Comp. SCI 5Fountain SCI 5Examples of records(sample)

LO: The learner is able to use scientific knowledge about food and nutrition for proper growth and development.

73& 4HUM AN HEA LTHFOO D AND NUTIONRevie w of food values andThe learner;-identifies the food values.-gives their importanceThe learner; explains the importance of the food values andFOOD AND

NUTRITION effective communication discuss on explanation-identifying the food values-curing their importance
Chalk board illustrations P.5 curriculum page 46 Mk SCI 5

W K P D THE MET O P I C S / T O P I C C O M P E T E N C E S C O N T E N T M E T H O D S / T E C H N I Q U E S I N D. O F L / S K I L L S & V A L U E S A C T I V I T Y I M S R E F R E M

SUBJECT LANGUAGE

73 & 4 HUMAN HEALTH FOOD AND NUTRITION Their deficiencies-mentions the deficiency diseases-gives the deficiency-recite rhymes about food Carbohydrates Provide energy Marasmus decision making critical thinking illustration observation brainstorming-mentions their deficiency diseases Real objects Fountain SCI 5 Comp. SCI 5 Foods

Mineral salts

Iodine Muscle development Goitre

Iron Formation of blood Anaemia

Vitamin A Eye sight Night blindness

Vit B Good nerves Beriber

Vit C Healthy gums Scurvy

75 & 6 HUMAN HEALTH HUMAN HEALTH Breast feeding The learner;- defines breast feeding-gives the advantages of breast feeding to baby mother family The learner;- spells new words sings songs about breast feeding Breast feeding-Breast feeding is when the baby sucks breast milk from the mother's breast. Advantages of breast feeding the baby-provides antibodies-at the required temp-Provides nutrients-clean To mother-improves nutrition-cheap, saves time-delays next pregnancy To the family- cheap, delays next pregnancy effective communication decision making critical thinking discuss on explanation illustration observation-Defining breast feeding-giving the advantage of breast feeding to baby mothers Feeding bottles Milk P.5 curriculum page 46 Mk SCI 5 Fountain SCI 5 Comp. SCI 5

81 & 2 Bottle feeding The learner;- defines bottle feeding-gives the advantages of The learner; role plays bottle feeding Bottle feeding-This is when a baby is fed on cow milk using a bottle.-Advantages and disadvantages-defining bottle feeding-giving the advantage and disadvantages Drinking bottle P.5 curriculum page 46 MK Sci 5

W K P D THE MET O P I C S / T O P I C C O M P E T E N C E S C O N T E N T M E T H O D S / T E C H N I Q U E S I N D. O F L / S K I L L S & V A L U E S A C T I V I T Y I M S R E F R E M

SUBJECT LANGUAGE

81 & 2 HUMAN HEALTH FOOD AND NUTRITION Bottle feeding to baby and mother-gives disadvantages of bottle feeding to baby mother The learner; spells words writes sentences about vulnerable groups of people To baby To mother discuss on explanation effective communication self awareness of bottle feeding Chalk board illustration Fountain SCI 5

83 & 4 Vulnerable groups of people The learner;- defines vulnerable groups of people-gives examples of vulnerable groups of people and the main foods they need The learner; spells words writes sentences about vulnerable groups of people Vulnerable groups of people-These are groups of people who are easily hurt due to lack of a balanced diet. Examples of vulnerable groups of people.*Breast feeding mothers and their babies*Pregnant mothers- (their foods)*The weaning babies*The sick /invalid/convalescent*the elderly discuss on explanation guided discovery brainstorming effective communication self awareness creative thinking self esteem critical thinking problem solving-Defining vulnerable groups of people-Giving examples of vulnerable groups of people Chalk board illustrations P.5 curriculum page 47 Mk SCI 5 Fountain SCI 5 Comp. SCI 5

85 & 6 HUMAN HEALTH Food taboos The learner;- gives examples of traditional customs about food-defines food taboos and gives examples The learner;- explains the different food taboos and traditional customs about food.-tells stories about food taboos Traditional customs and food taboos-Rewarding one who helps in harvesting with food-One

kneels when peeling food. Food taboos-Forbidden foods Examples of food taboos-Moslems don't eat pork Catholics don't eat beef on Fridays in lent Giving examples of traditional custom about food-defining food taboos-giving examples Samples of food P.5 curriculum page 47 MK SCI 5 Fountain SCI 5 Comp. SCI 5

W KP D THE METOPI CS/TOP I COMPETENCES CONTENT METHOD S/TECHNI QUES IND. OF L/SKILLS & VALUES ACTIVITY I MSREFR E M

SUBJECT LANGUAGE

91 & 2 HUM AN HEA LTH FOO D AND NUTRITION Food consumption pattern The learner;- gives the advantages and disadvantages of food taboos-discusses the food consumption patterns in Uganda The learner;- dramatises food taboos-tells stories about food taboos Advantages of food taboos* They create respect for food and culture* They help to conserve some plants and animals in the environment* they reduce extinction for some organisms Disadvantages Malnutrition Food consumption patterns in Uganda central Western Eastern Northern discuss ion explainat ion guided discover y observat ion dramatis ation role play self awarene ss self esteem empathy problem solving critical thinking decision making- Giving the advantage and disadvantages of food taboos- Discussing food consumption patterns in Uganda Chalk board illustration P.5 curriculum page 47

LO: The learner is able to apply knowledge of the elements and principles of PHC for an improved quality of life.

93 & 4 HUM AN HEA LTH PRIM ARY HEA LTH CAR E Eleme nts of P.H.C The learner;- writes PHC in full-explains what primary health care is-identifies and explains the elements of PHC The learner; describes what PHC is, its elements and its principles-learner explains how PRIMARY HEALTH CARE- This is the Essential Health Care where individuals families and communities come together to solve their health problems. 2) Elements of PHC* Health Education* Food and Nutrition* Immunisation* Maternal and child Health Care* control of communicable diseases* Environmental sanitation discuss ion explainat ion guided discover y observat ion dramatis ation role play self awarene ss self esteem empathy problem solving critical thinking decision making-writing PHC in full- Explaining what PHC is- Identifying the elements of PHC Chalk board illustration P.5 curriculum page 49 Mk SCI 5 Comp. SCI 5 Fountain SCI 5 Our environment

95 & 6 Princi ples of PHC The learner;- identifies and explains the principles of PHC The learner;- uses sentences to explain the principles of PHC-sings songs about PHC Principles of PHC Availability and affordability Should be acceptable iii) suitable for solving problems of people in the community.- Explaining the principles of PHC Chalk board illustration P.5 curriculum page 49 Mk SCI 5

iv) Ensures health for all individuals, families and all people in the community gallery walk Comp SCI 5 Fountain SCI 5

W KP D THE METOPI CS/TOP I COMPETENCES CONTENT METHOD S/TECHNI QUES IND. OF L/SKILLS & VALUES ACTIVITY I MSREFR E M

SUBJECT LANGUAGE

101 & 2 HUM AN HEA LTH PRIM ARY HEA LTH CAR E Activi ties in PHC The learner;- mentions and explains the activities in PHC a) individual b) family c) community The learner;- sings songs-recites poems about health Responsibilities of an individual-Maintain personal hygiene e.g.- Keeping your environment clean Responsibilities of family-balanced diet-Maintain family hygiene-immunisation of all members Responsibilities of community-Health centres,-protect water sources-Repairing roads,-rehabilitation centres discuss ion self awarene ss empathy problem solving-identifying the roles of individuals families and communities in PHC Chalk board illustration P.5 curriculum page 49 Comp. SCI 5 MK SCI 5 Fountain SCI 5

103 & 4 Suitable life styles The learner; identifies the suitable life styles and good health practices The learner;- sings-recites rhymes about healthy lifestyles Suitable life styles and good health practices-living in a way that reduces the chances of getting a disease Examples-Balanced diet-body exercises-Adequate rest-washing clothes and bed sheets discuss ion explainat ion self awarene ss empathy problem solving-Identifying the suitable life styles and good health practices Chalk board illustration P.5 curriculum page 49 Mk SCI 5 Comp. SCI 5 Fountain SCI 5

105& 6Good health practicesThe learner;- mentions and explain good health practicesThe learner;-role play-recitingGood health practices-caring for others-reporting health problems-Health parades-Health committee-mentioning the good health practicesChalk board illustrationP.5curriculum page 49MK SCI 5

PRIM ARY HEA LTH CAR EThe learner;- mentions and explain good health practicesThe learner;-role play-reciting-Gardening, child to childguided discover ycritical thinkingdecision makingmentioning the good health practicesChalk board illustrationComp. SCI 5Fountain SCI 5

111HUM AN HEA LTHPeopl e with speci al needsThe learner; identifies people with special needs-gives ways of caring for people with special needsThe learner;-writes words, sentences about caring for people with special needs-tells stories-recites poemsPeople with special needs-The sick-the elderly'-the disabled (PWD)-The youngHow to care for people with special needs-medication-protection-nutrition-hygiene-identifying people with special needs-Giving ways f caring for people with special needsChalk board illustrationP.5curriculum page 49Mk SCI 5Comp. SCI 5Fountain SCI 5

11REVIS ION AND END OF TERM III EXAMINATIONS 2023