

**SCHEME OF WORK  
SCIENCE  
STD 7 2022  
TERM III  
BULLA MPYA PRIMARU SCHOOL**

WK	LSN	STRAND	SUB-STRAND	SPECIFIC L/OUTCOME	T/L ACTIVITIES	T/L AIDS	REFERENCE	REMARKS
2	1	SOIL	Fertilizers Types of manure Green manure	By the end of the lesson, the learner should be able to: able to: Knowl: -define soil fertility -group fertilizers into : 1.natural fertilizers(give examples) 2.artificial fertilizers(give examples) Skill: group fertilizers Att: develop curiosity Knowl: explain how green manure is made Skill: be able to make green manure	-discussion -explaining Discussion Explanation	-relevant questions to the topic from past papers/revision books Leguminous plants from the school farm	Charts	
	2	SOIL	Farmyard/ animal manures (FYM) Compost manure	By the end of the lesson, the learner should be able to: able to: Knowl:explain how farmyard manure is made Skill: Att: develop curiosity. Knowl:Explain how compost manure is made Skill:prepare compost manure Att: have self confidence	Oral questions Discussion Explanation	Pictures in pupils text book compost pit	Charts	

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	3	SOIL	Mulches Types of fertilizers	By the end of the lesson, the learner should be able to: able to: Knowl: Explain what are mulches -Importance of mulches Skill: prepare mulches to plants in the school and at home Att: develop interest Knowl: group fertilizers into two -name fertilizers according to the nutrients they contain Skill: use fertilizers accordingly Att: develop interest	Discussion Explanation	Pictures in pupils text book	Charts	
	4	SOIL	Advantages of using manures and fertilizers	By the end of the lesson, the learner should be able to: able to: Knowl: List advantages of using manures and fertilizers Skill: Att: develop interest	Discussion Explanation		Charts	

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	5	SOIL ELECTRICITY	Disadvantages of using manures and fertilizers Sources of electricity	By the end of the lesson, the learner should be able to: able to: Knowl:List disadvantages of using manures and fertilizers Skill: Att: develop interest Knowl: list sources of electricity e.g. hydro-electric dams -car batteries -solar batteries Skill: identify sources of electricity Att: have self confidence	Discussion Explanation Explanation Observation	-chart showing drawn sources of electricity	Charts	
3	UTAMADUNI DAY							
	3	ELECTRICITY	Activity 1.producing static electricity Activity 2.producing static electricity using balloons	By the end of the lesson, the learner should be able to: able to: Knowl:produce static electricity using plastic ruler/comb and pieces of paper Skill: identify sources of electricity Att: have self confidence Knowl: describe ways of producing static electricity Skill: produce static electricity using balloons Att: develop curiosity.	Discussion Explanation Observation Explanation	--comb -pieces of paper Pictures in pupils text book	Charts	

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	4	ELECTRICITY	Current electricity Some sources of current electricity	By the end of the lesson, the learner should be able to: able to; Knowl: produce current electricity from dry cell Skill: . Connect the cell,the wire and the bulb correctly Att:have self confidence able to: Knowl: List sources of current electricity Skill: Att: develop curiosity.	Oral questions Discussion Explanation	Illustrations on chalk board Pictures in pupils text book	Charts	
	5	ELECTRICITY	Making simple circuits Establishing the correct contact points of a dry cell in a complete circuit	By the end of the lesson, the learner should be able to: able to: Knowl: explain how to connect a dry cell with a wire Skill: connect dry cell with wire Att: have interest Knowl: state the correct contact points of a dry cell in a complete circuit Skill: arrange the dry cell correctly Att: have self confidence	Oral questions Discussion Explanation	Pictures in pupils text book	Charts	

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4	1	ELECTRICITY	Good and bad conductors of electricity	By the end of the lesson, the learner should be able to: able to: Knowl: List good conductors of electricity and bad conductors Skill: Activity 5. Investigate good and bad conductors of electricity Att: have self confidence	Discussion explanation	Picture in pupils text book	Charts	
	2	ELECTRICITY	Electrical appliances used at home Safety when dealing with electricity	By the end of the lesson, the learner should be able to: able to: Knowl: List electrical appliances used at home Skill: use some electrical appliances eg .iron for pressing clothes Att: have self confidence Knowl: List safety measurers when dealing with electricity Skill: Take safety measurers when dealing with electricity	Discussion Explanation	Pictures in pupils text book	Charts	

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5	3	ELECTRICITY PROPERTIES OF MATTER	Lightning and safety measurers Solids in water	<p>By the end of the lesson, the learner should be able to:</p> <p>Knowl: list the necessary precautions against lightning during thunderstorms</p> <p>Skill: Take the necessary precautions against lightning during thunderstorms</p> <p>Att: have self confidence</p> <p>Kowl: list the solids that dissolve in water</p> <p>Skill: Activity</p> <p>1. dissolve solids in water to make solutions</p> <p>Att: have self confidence</p>	Discussion Explanation demonstration -explanation	Pictures in pupils text book	Charts	
	MASHUJAA DAY							
5	1	PROPERTIES OF MATTER	Dissolving solids in water	<p>By the end of the lesson, the learner should be able to:</p> <p>this lesson the pupils identify solids that dissolve and those that do not dissolve in water</p>	<p>Defining the terms solute, solvent and solution,</p> <p>Guiding the pupils in carrying out the investigation of soluble and insoluble substances</p> <ul style="list-style-type: none"> <li>• Listing soluble and insoluble substances</li> </ul>	Sugar, salt, sand, maize flour, wheat flour, containers, water	Charts	

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	2	PROPERTIES OF MATTER	Dissolving solids in water	By the end of the lesson, the learner should be able to: this lesson the pupils identity solids that dissolve and those that do not dissolve in water	Defining the terms solute, solvent and solution, Guiding the pupils in carrying out the investigation of soluble and insoluble substances • Listing soluble and insoluble substances	Sugar, salt, sand, maize flour, wheat flour, containers, water	Charts	
	3	PROPERTIES OF MATTER	Mixing liquids	By the end of the lesson, the learner should be able to: this lesson the pupils identity liquids that mix and those that do not mix	Explaining the meaning of the term miscible Guiding the pupils to do activities involving miscible liquids Guiding pupils to do activity 3 involving immiscible liquids Explaining the meaning of immiscible liquids Guiding the pupils to carry out activities which show more miscible and immiscible liquids Listing miscible and immiscible liquids	Water, kerosene, fresh milk, methylated spirit, cooking oil, cooking fat, clear glasses, stirring sticks	Charts	



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	4	PROPERTIES OF MATTER	Mixing liquids	By the end of the lesson, the learner should be able to: this lesson the pupils identity liquids that mix and those that do not mix	Explaining the meaning of the term miscible Guiding the pupils to do activities involving miscible liquids Guiding pupils to do activity 3 involving immiscible liquids Explaining the meaning of immiscible liquids Guiding the pupils to carry out activities which show more miscible and immiscible liquids Listing miscible and immiscible liquids	Water, kerosene, fresh milk, methylated spirit, cooking oil, cooking fat, clear glasses, stirring sticks	Charts	
	5	PROPERTIES OF MATTER	Magnetic and non-magnetic materials	By the end of the lesson, the learner should be able to: this lesson the pupils identify magnetic and non-magnetic materials	Organizing the pupils to work in groups of four Distributing required materials for activities Guiding the pupils through activity on identifying magnetic and non-magnetic substances Discussing the results of the activity Listing magnetic and non-magnetic substances	Iron, steel, plastics, rubber, glass, paper, wood, graphite, carbon rod, cobalt, nickel, magnets	Charts	
6	1	PROPERTIES OF MATTER	Separating mixtures Separating mixtures	By the end of the lesson, the learner should be able to: this lesson the pupils separate mixtures by winnowing	Describing winnowing Discussing Describing Explaining Experimenting Discussion	Sand, water, sieve, cloth, grains of maize, beans, peas, filter paper, salt, sugar, magnets, iron fillings	Charts	

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	2	PROPERTIES OF MATTER	Separating mixtures	By the end of the lesson, the learner should be able to: this lesson the pupils separate mixtures by sieving	Describing Explaining Experimenting Discussion	Sand, water, sieve, cloth, grains of maize, beans, peas, filter paper, salt, sugar, magnets, iron fillings	Charts	
	3	PROPERTIES OF MATTER	Separating mixtures	By the end of the lesson, the learner should be able to: this lesson the pupils separate mixtures by picking	Describing Explaining Experimenting Discussion	Sand, water, sieve, cloth, grains of maize, beans, peas, filter paper, salt, sugar, magnets, iron fillings	Charts	
	4	PROPERTIES OF MATTER	Separating mixtures Separating mixtures	By the end of the lesson, the learner should be able to: this lesson the pupils separate mixtures by filtering this lesson the pupils separate mixtures by decantation	Describing Explaining Experimenting Discussion	Sand, water, sieve, cloth, grains of maize, beans, peas, filter paper, salt, sugar, magnets, iron fillings	Charts	
	5	PROPERTIES OF MATTER	Separating mixtures Separating mixtures	By the end of the lesson, the learner should be able to: this lesson the pupils separate mixtures by use of magnets this lesson the pupils separate mixtures by evaporation	Describing Explaining Experimenting Discussion	Sand, water, sieve, cloth, grains of maize, beans, peas, filter paper, salt, sugar, magnets, iron fillings	Charts	
7	1	Making work easier	Friction	By the end of the lesson, the learner should be able to: this lesson the pupils identify parts that cause friction	Explaining Guiding the pupils through the process of feeling different surfaces • Explaining that rough surfaces cause more friction	Rough objects such as stones, wood, dry sticks, sand papers, matchbox with matchsticks	Charts	

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	2	Making work easier	Friction	By the end of the lesson, the learner should be able to: this lesson the pupils identify parts that cause friction	Explaining Guiding the pupils through the process of feeling different surfaces • Explaining that rough surfaces cause more friction	Rough objects such as stones, wood, dry sticks, sand papers, matchbox with matchsticks	Charts	
	3	Making work easier	Effects of friction	By the end of the lesson, the learner should be able to: this lesson the pupils identify parts that cause friction	Explain that friction causes heat Asking the pupils to rub the palms of their hands to feel the heat • Guiding the pupils through the activity of generating heat	Sandstones, palms	Charts	
	4	Making work easier	Advantages friction	By the end of the lesson, the learner should be able to: this lesson the pupils should state the advantages of friction	Discussing the process of stopping a moving vehicle Explaining other advantages of friction Discussing why vehicle tyres wear out Explaining other disadvantages of friction • Listing the advantages and disadvantages of friction	Charts listing advantages of friction	Charts	

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	5	Making work easier	disadvantages of friction	By the end of the lesson, the learner should be able to: this lesson the pupils should state disadvantages of friction	Discussing the process of stopping a moving vehicle Discussing why vehicle tyres wear out Explaining other disadvantages of friction • Listing the disadvantages of friction	Charts listing disadvantages of friction	Charts	
8	1	Making work easier	Reducing friction	By the end of the lesson, the learner should be able to: this lesson the pupils should state ways of increasing and reducing friction	Explaining ways of increasing friction Showing pictures of rough surfaces Explaining how to reduce friction Demonstrating greasing of movable parts of the bicycle Discussing and demonstrating how rough surfaces can be made smooth • Listing ways of increasing and reducing friction	Chart listing ways of increasing and reducing friction	Charts	
	2	Making work easier	Ways of reducing friction	By the end of the lesson, the learner should be able to: this lesson the pupils should state ways of reducing friction	Explaining ways of increasing friction Showing pictures of rough surfaces Explaining how to reduce friction Listing ways of reducing friction	Chart listing ways of reducing friction	Charts	

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	3	Making work easier	Increasing friction	By the end of the lesson, the learner should be able to: this lesson the pupils should state ways of increasing friction	Demonstrating greasing of movable parts of the bicycle Discussing and demonstrating how rough surfaces can be made smooth • Listing ways of increasing friction	Chart listing ways of increasing friction	Charts	
	4	Making work easier	Lever	By the end of the lesson, the learner should be able to: this lesson the pupils identify the positions of fulcrum, load and effort in different levers	Explaining the meaning of levers Explaining load, fulcrum and effort using crowbar as lever Demonstrating the fulcrum, load and effort using available levers Drawing various types of levers and showing position of fulcrum, load and effort • Describe the classification of lever	Real levers e.g. spoon, claw hammer, crowbar, wheelbarrow, spade, nutcracker, pair of scissors, tongs, fishing rod, bottle opener, door hinges, pair of pliers	Charts	
	5	Making work easier	Lever	By the end of the lesson, the learner should be able to: this lesson the pupils identify the positions of fulcrum, load and effort in different levers	Explaining the meaning of levers Explaining load, fulcrum and effort using crowbar as lever Demonstrating the fulcrum, load and effort using available levers Drawing various types of levers and showing position of fulcrum, load and effort • Describe the classification of lever	Real levers e.g. spoon, claw hammer, crowbar, wheelbarrow, spade, nutcracker, pair of scissors, tongs, fishing rod, bottle opener, door hinges, pair of pliers	Charts	

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