

PRIMARY THREE THEMATIC CURRICULUM LITERACY 2 SCHEME OF WORK FOR TERM ONE 2012

| WEEK | THEME | SUB THEME | PERIOD | CONTENT | COMPETENCES | METHODS | ACTIVITIES | LIFE SKILLS | INST MATERIALS | REF | REM |
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| 1 | OUR SUBCOUNTY | SAFE MEANS OF MOVEMENT IN OUR DIVISION | 1&2 | -What paths are -means of transport used in paths and why people use them but not cars -problems faced when moving in paths -Why paths are common in villages than in towns | The learner; -defines the term path -identifies the means of transport used in paths -states the reasons why cars are not used in paths -gives the problems people face when moving in paths -suggests reasons why paths are less common in towns than in villages | Question and answer Demonstration Observation Excursion | Reading and spelling words Answering Writing and drawing | Critical thinking Care Appreciation Social awareness | Charts Text books C/board The school env't | MK SST. Bk. 3 pg 86 Monitor Bk 3 pg 51 | |

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| | | ROADS | 3&4 | <ul style="list-style-type: none"> -Types of roads and their characteristics -why many roads in Uganda are not tarmac ked -What feeder roads are -Means used on roads -Why camels are used in deserts and donkeys in hilly areas | <p>The learner;</p> <ul style="list-style-type: none"> -names the types of roads and their x-tics -states the reasons why most roads in Uganda are not tarmacked -defines feeder roads -identifies the means used on roads -tells reasons why camels are used in deserts and donkeys in hilly areas | <p>Question and answer Demonstration</p> <p>Observation Excursion</p> | <p>Observing Answering orally</p> <p>Discussing Writing and drawing</p> | <p>Creative thinking Problem solving Concern</p> | <p>Charts Text books C/board</p> <p>The school env't</p> | <p>Monitor Bk 3 pg 51-52</p> | |
| 2 | | ROAD SIGNS | 5 & 1 | <ul style="list-style-type: none"> -Defining road signs -Importance of road signs -Examples of roads signs | <p>The learner;</p> <ul style="list-style-type: none"> -tells the meaning of road signs -states the importance of road signs -draws and names the examples of road signs | <p>Question and answer Demonstration</p> <p>Observation Excursion</p> | <p>Answering orally</p> <p>Reading and spellings</p> <p>Writing Reading and colouring</p> | <p>Appreciation Care Responsibility Belonging</p> | <p>Charts Text books C/board</p> <p>The school env't</p> | <p>MK book 3 pg 86</p> <p>Monitor Bk 3 pg 54</p> | |

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| | | TRAFFIC LIGHTS | 2 & 3 | <ul style="list-style-type: none"> -Colours or the traffic light and what each stands for -Importance of traffic lights -Meaning of the word traffic | <p>The learner;</p> <ul style="list-style-type: none"> -draws and names the colours of the traffic light -gives the meaning of each colour -states the importance of road signs -defines the term traffic | <p>Dramatization</p> <p>Question and answer</p> <p>Class discussion</p> | <p>Answering orally</p> <p>Reading and writing</p> <p>Class discussion</p> <p>Dramatizing</p> | <p>Effective communication</p> <p>Social awareness</p> <p>Friendship formation</p> | <p>Charts</p> <p>C/board</p> <p>text books</p> <p>model</p> | <p>MK book</p> <p>3 pg 86</p> <p>Comprehensive Bk</p> <p>3 pg 68</p> | |
| | | TRFFIC RULES | 4 & 5 | <ul style="list-style-type: none"> -Definition of traffic rules -Examples of road users -Importance of traffic rules -Traffic rules for pedestrians, motorists and cyclists | <p>The learner;</p> <ul style="list-style-type: none"> -defines the term traffic rules -gives examples of road users -states the importance of traffic rules -names traffic rules for pedestrians, motorists & cyclists | <p>Brainstorming</p> <p>Group discussion</p> <p>Observation</p> <p>Excursion</p> | <p>Answering</p> <p>Discussing</p> <p>Drawing</p> <p>Writing</p> <p>Observing</p> | <p>Identity</p> <p>Social awareness</p> <p>Creative thinking</p> | <p>Charts</p> <p>Text books</p> <p>C/board</p> <p>The school env't</p> | <p>Comprehensive Bk</p> <p>3 pg 69</p> <p>Monitor Bk</p> <p>3 pg 55</p> | |
| 3 | | ACCIDENTS | 1 | <ul style="list-style-type: none"> -What accidents are -Causes of road-traffic accidents and how to control them | <p>The learner;</p> <ul style="list-style-type: none"> -explains the term accident -state the causes of accidents & how they can be controlled | <p>Observation</p> <p>Question and answer</p> | <p>Observing</p> <p>Answering</p> <p>Drawing</p> <p>Writing</p> | <p>Concern</p> <p>Creative thinking</p> <p>Problem solving</p> | <p>Text books</p> <p>C/board</p> <p>The school env't</p> | <p>MK bk</p> <p>3 pg 87</p> <p>Comprehensive Bk</p> <p>3 pg 69-71</p> <p>Monitor Bk</p> <p>3 pg 56</p> | |

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| | | | 2 | -Causes of accidents on water and how they can be controlled | The learner; -gives the causes of accidents on water & how to control them | Explanation Observation Question and answer Whole class discussion Demonstration | Answering Observing Question and answer | Effective communication Sharing Kindness Care | Text books c/board chart | MK bk 3 pg 87 Comprehensive Bk 3 pg 72-74 Monitor Bk 3 pg 56 | |
| | | 3 | -Causes of accidents in air and on and how they can be controlled | The learner; -gives the causes of accidents in air & how to control them | Text books c/board chart | | | | | | |
| | | 4 | -Causes of accidents on railways and how they can be controlled | The learner; -gives the causes of accidents on railways & how to control them | Text books c/board chart | | | | | | |

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| | | HELPING ACCIDENT VICTIMS | 5 | <ul style="list-style-type: none"> -Definition of casualty\ victim -How to help accident victims \ casualties -Defining the term first aid and why it is given | <p>The learner;</p> <ul style="list-style-type: none"> -defines the term casualty\victim -explains how accident victims can be helped -defines the term first aid & why it is given | <p>Story telling</p> <p>Explanation</p> <p>Class discussion</p> <p>discovery</p> | <p>Answering</p> <p>Reading and spelling</p> <p>Writing</p> <p>Demonstrating</p> | <p>Effective communication</p> <p>Appreciation</p> <p>Care belonging</p> | <p>Text books</p> <p>C/board</p> <p>Real objects</p> | <p>MK bk 3 pg 88</p> <p>Comprehensive Bk 3 pg 74</p> <p>Monitor Bk 3 pg 56-57</p> | |
| 4 | | FRACTURES | — | <p>definition of fracture</p> <ul style="list-style-type: none"> -first aid for a fracture -Equipment used when giving first aid for fractures | <p>The learner;</p> <ul style="list-style-type: none"> -defines the term fracture -identifies the first aid for a fractures -draws and names the equipment used to give first aid for fractures | <p>Whole class discussion</p> <p>Question and answer</p> <p>Observation</p> <p>Demonstration</p> | <p>Answering questions</p> <p>Reading</p> <p>Drawing</p> <p>demonstrating</p> | <p>Effective communication</p> <p>Appreciation</p> <p>Care belonging</p> | <p>Text books</p> <p>C/board</p> <p>Chart</p> <p>Real objects</p> | <p>MK bk 3 pg 88</p> <p>Monitor Bk 3 pg 57</p> | |

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| | | 2 | <ul style="list-style-type: none"> - First aid for snake bites -Why we tie above the bitten part -Defining near drowning -How to save a near drowning person -Diagram of a stretcher | <p>The learner;</p> <ul style="list-style-type: none"> -identifies the first aid for snake bites -states the reason why it is advisable to tie above the bitten part -Define the term near drowning & describes its first aid -draws a picture of a stretcher | <p>Whole class discussion</p> <p>Question and answer</p> <p>Observation</p> <p>Demonstration</p> | <p>Answering questions</p> <p>Reading</p> <p>Drawing</p> <p>demonstrating</p> | <p>Effective communication</p> <p>Appreciation</p> <p>Care belonging</p> | <p>Class env't</p> <p>Strings</p> | <p>Monitor Bk 3 pg 57-58</p> <p>Mk Bk 3 pg 89</p> | |
| | | 3 | TOPICAL TEST | | Supervision | <p>Answering questions</p> <p>Reading</p> <p>Drawing</p> | <p>Problem solving</p> <p>Critical thinking</p> | | | |
| | CHILDREN'S RIGHTS | 4 | <ul style="list-style-type: none"> -Definition of term child & children's rights -Examples of children's rights | <p>The learner;</p> <ul style="list-style-type: none"> -defines the term child & children's rights -gives examples of child children's rights | <p>Whole class discussion</p> <p>Question and answer</p> <p>observation</p> | <p>Answering</p> <p>Reading and spelling</p> <p>Writing</p> <p>observing</p> | <p>Responsibility</p> <p>Creative thinking</p> <p>care</p> | <p>Charts</p> <p>Text books</p> <p>c/board</p> | <p>MK bk 3 Pg 91-92</p> <p>Comprehensive Bk 3 pg 76</p> <p>Monitor Bk 3 pg 59-60</p> | |

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| | | | 5 | <ul style="list-style-type: none"> -People who protect children's rights -The role of NCC -Importance of children's rights | <ul style="list-style-type: none"> -identifies the people the who protect children's rights -gives the role NCC & the importance of children's rights | <ul style="list-style-type: none"> Whole class discussion Question and answer observation | <ul style="list-style-type: none"> Answering questions Reading, spelling & drawing Writing observing | <ul style="list-style-type: none"> Effective communication Appreciation Care belonging | <ul style="list-style-type: none"> Charts Text books c/board | <ul style="list-style-type: none"> Monitor Bk 3 pg 60-61 | |
| 5 | | CHILD ABUSE | 1 & 2 | <ul style="list-style-type: none"> -Definition -Forms of child abuse -People who abuse -Causes of child abuse and how to control it | <ul style="list-style-type: none"> The learner; -defines the term child abuse -names some of the forms of child abuse & how to control it | <ul style="list-style-type: none"> Group discussion Question and answer observation | <ul style="list-style-type: none"> Answering questions Reading, spelling & drawing Writing observing | <ul style="list-style-type: none"> Care Problem solving Critical thinking | <ul style="list-style-type: none"> Charts Text books c/board | <ul style="list-style-type: none"> MK bk 3 pg 93-95 Comprehensive Bk 3 pg 77-79 Monitor Bk 3 pg 62-64 | |
| | | CHILDREN'S RESPONSIBILITIES | 3 & 4 | <ul style="list-style-type: none"> -In a Family -At school -In the country -How children can contribute to the economic dev't of their families | <ul style="list-style-type: none"> The learner; -states the responsibilities of children in a family, at school and in the country -identifies the ways how children can contribute to the economic dev't of their families | <ul style="list-style-type: none"> Whole class discussion Question and answer Observation Role play | <ul style="list-style-type: none"> Answering questions Reading and spelling Writing Drawing Role playing | <ul style="list-style-type: none"> Appreciation Care Social awareness | <ul style="list-style-type: none"> Charts Text books c/board | <ul style="list-style-type: none"> MK bk 3 pg 96-97 Monitor Bk 3 pg 61 | |

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| | | | 5 | TOPICAL TEST | | Supervision | Answering questions Reading Drawing | Problem solving Critical thinking | | | |
| 6 | LEGENDS | | 1 & 2 | -Definition -Example of legends -The legend of Kintu and Nambi | The learner ; -tells the meaning of the word legend -names examples of legends -narrates the legend of Kintu & Nambi -identifies the tribe which tells the legend | Narration Whole class discussion Explanation Question and answer Demonstration | Answering Reading and spelling Writing Drawing | Decision making Concern Respect | Charts Text books c/board | History of Uganda bk 1 pg 3-5 | |
| | THE SPEAR AND THE BEAD | | 3 & 4 | -Tribes which tell the legend, their language and origin -The story | The learner; -identifies the tribes which tell the legend and their origin -narrates the story of the spear and the bead | Narration Whole class discussion Explanation Question and answer Demonstration | Answering Reading and spelling Writing Drawing | Decision making Concern Respect Responsibility | C\board Textbooks Beads & a Spear | History of Uganda bk 1 pg32-35 | |

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| 7 | MUNDU AND SERA | 5 & 1 | -The tribe which tells the legend -The story | The learner; -names the tribe which tells the legend -narrates the story | Narration Whole class discussion Explanation Question and answer Demonstration | Answering questions Reading and spelling Writing Drawing | Effective communication Appreciation Care belonging | C\board Textbooks Atlases | History of Uganda bk 1 pg 6-9 | |
| | KING ISAZA AND KING NYAMIYONGA | 2&3 | -The tribes which tell the story -The story | The learner; -identifies the tribe which tells the story -narrates the story | Narration Whole class discussion Explanation Question and answer Demonstration | Answering Reading and spelling Writing Drawing | Effective communication Appreciation Care belonging | Text books Class env't | History of Uganda bk 5 pg 13-24 | |

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| 7 | | KINTU AND HIS THREE SONS | 4 & 5 | <ul style="list-style-type: none"> -The general name to the children -Tribes which tell the story -The names of the children & their meanings -Who helped Kintu to name the children and the technique used | <p>The learner;</p> <ul style="list-style-type: none"> Identifies the general name given to Kintu's sons -names the tribes which tell the legend -narrates the story and identifies the names given to the sons and their meanings -explains the technique used in naming the children | <p>Narration</p> <ul style="list-style-type: none"> Whole class discussion Explanation Question and answer Demonstration | <p>Answering</p> <ul style="list-style-type: none"> Reading and spelling Writing Drawing Telling the meaning of their names | <p>Decision making</p> <ul style="list-style-type: none"> Concern Respect Responsibility | <p>C\board</p> <ul style="list-style-type: none"> Textbooks Pots & water | <p>History of Uganda</p> <ul style="list-style-type: none"> bk 1 pg 10-12 | |
| 8 | | PEOPLE OF LONG AGO | 1 | <ul style="list-style-type: none"> -Why people of long ago were called stone age men -where are men lived -How early man used to get food -Weapons used by early men | <p>The learner;</p> <ul style="list-style-type: none"> -tells why people of long ago were called stone age men -names places where early man lived & how he used to get food -draws & names the weapons used by people of long ago | <p>Whole class discussion</p> <ul style="list-style-type: none"> Explanation Question and answer Narration | <p>Answering</p> <ul style="list-style-type: none"> Reading and spelling Writing Drawing & colouring | <p>Decision making</p> <ul style="list-style-type: none"> Concern Respect Responsibility | <p>C\board</p> <ul style="list-style-type: none"> Textbooks Spears Stones banana fibres | <p>History of Uganda</p> <ul style="list-style-type: none"> bk 1 pg 42-45 | |

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| | | | 2 | <ul style="list-style-type: none"> -Major discoveries in the stages of development -importance of a dog & fire to early man -why we learn about people of long ago | <ul style="list-style-type: none"> -identifies the major discoveries in the stages of early man -states how the dog and fire were useful to early man -suggests reasons why we study about people of long ago | <ul style="list-style-type: none"> Narration Demonstration Question & answer | <ul style="list-style-type: none"> Answering Reading and spelling Writing Drawing & colouring | <ul style="list-style-type: none"> Effective communication Appreciation Care belonging | <ul style="list-style-type: none"> Stones Iron tools The school env't | <ul style="list-style-type: none"> History of Uganda bk 5 pg 49-51 | |
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GREENHILL JUNIOR ACADEMY
PRIMARY THREE THEMATIC CURRICULUM LITERACY 2 SCHEME OF WORK FOR TERM TWO 2012

| WEEK | PD | THEME | SUB THEME | CONTENT | COMPETENCES | METHODS | ACTIVITIES | LIFE SKILLS | INST MATERIALS | REF | RE M |
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| 1 | 1 | BASIC RESOURCES | NEEDS IN OUR SUB-COUNTY | <ul style="list-style-type: none"> -What needs are. -Types of needs -What basic needs are. -Examples of basic needs -What non-basic needs are -Examples of non-basic needs | The learner: -tells the meaning of the word needs -mentions the types of needs -defines basic needs and gives examples -defines non-basic needs and examples | Story telling Group discussion Explanation Discovery | Discussing Answering oral questions Reading Spelling Writing Drawing | Care Concern Responsibility appreciation | Pictures Text books Charts Real objects | Syllabus Comprehensive SST. Bk.3 Pg.37 MK SST. Bk3 pg.55 | |
| | 2 and 3 | | FOOD | <ul style="list-style-type: none"> -Sources of food -Why we need food -What food security is -What food insecurity is -causes of food insecurity -How to increase food supply | The learner : -identifies the sources of food. -tells why we need food. -defines food security and food insecurity. -tells the causes of food insecurity. -tells how to improve on food supply. | Group discussion Explanation Question and answer Excursion | Discussing Question & answer Reading spelling writing | Responsibility Care Concern Appreciation Love | Charts Pictures Text books Foodstuffs | Syllabus MK SST. Bk. 2 pg.78-82 | |

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| | 4 and 5 | | WATER | <ul style="list-style-type: none"> -Why water is a basic need -Sources of water <ul style="list-style-type: none"> a) Natural sources b) Man-made sources -Uses of water <ul style="list-style-type: none"> -a) Domestic uses b) Industrial uses | The learner: <ul style="list-style-type: none"> -explains why water is a basic need -tells the sources of water -describes the natural and man-made sources and mentions the examples -states the uses of water both domestic and industrial. | Group discussion Explanation Question and answer Dramatization | Discussing Question & answer Reading spelling writing Dramatizing | Responsibility Care Concern Appreciation Love | Charts Pictures Text books water | Syllabus Comprehensive SST. Bk.3 Pg 38-.39 | |
| 2 | 1 | | SHELTER | <ul style="list-style-type: none"> -What shelter refers to -Why people need shelter -How people get shelter -Examples of houses -Drawings of examples of houses | Te learner : <ul style="list-style-type: none"> -defines shelter -tells why people need shelter -tells how people get shelter - mentions examples of houses -draws and names the examples of houses | Story telling Explanation Group discussion | Discussing Question & answer Reading spelling writing Drawing and colouring | Appreciation Responsibility Care Concern Interpersonal relations respect | Text books Pictures Charts c/board illustrations School env't | MK SST. Bk. 2 pg74.& MK Bk 60-61 Comprehensive SST. Bk.3 Pg 34 MK SST. Bk. 2 pg74-77 | |

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| | 3 & 4 | | | <p>-Types of houses/ shelter -a) permanent houses -b) Semi-permanent -c) Temporary houses -Building materials for : a) Permanent houses b) Temporary and semi-permanent houses</p> | <p>The learner : -mentions the types of houses. -tells examples of houses for each type. -mentions the building materials for each type. -draws and names the building materials.</p> | <p>Story telling Group discussion Explanation</p> | <p>Discussing Question & answer Reading spelling writing Drawing</p> | <p>Appreciation Responsibility Care Concern Interpersonal relationships respect</p> | <p>Text books Pictures Charts c/board illustrations School env't</p> | | |
| | 5 | | CLOTHES | <p>CLOTHES -Things used for making clothes/ raw materials. -cotton , silk, nylon , wool , skins and hides , bark - Examples of clothes -Why people wear clothes</p> | <p>The learner : -identifies the raw materials used to make clothes - names examples of clothes -tells why people wear clothes</p> | <p>Story telling Group discussion Explanation</p> | <p>Answering oral questions Spelling Discussing Reading Writing</p> | <p>Care Responsibility Concern Respect Appreciation Critical thinking</p> | <p>Text books Pictures Charts c/board illustrations Clothes</p> | <p>Comprehensive SST. Bk.3 Pg 41 Monitor Bk 35 MK SST. Bk. 3 pg61-64</p> | |
| 3 | 1 | | WAYS HOW PEOPLE CAN MEET THEIR NEEDS | <p>WHY PEOPLE FAIL TO SATISFY/ MEET THEIR NEEDS Need Cause a) Food poverty, drought, etc. Refer to the notes</p> | <p>The learner: -identifies the different causes that hinder people to meet their needs.</p> | <p>Question and answer Group discussion Discovery Explanation</p> | <p>Discussing Answering questions Reading spelling Writing</p> | <p>Responsibility Interpersonal relationships Effective communication patience</p> | <p>Text books Water Foodstuffs Clothes phones</p> | <p>MK SST. Bk. 3 pg64-66</p> | |

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| 2 | | | <p>WAYS HOW PEOPLE CAN MEET THEIR NEEDS</p> <p>1) Working hard to get money -Starting small scale industries, etc. (Refer to the notes)</p> | <p>The learner : -identifies the different ways how people can meet their needs.</p> | <p>Story telling Discussion Question and answer</p> | <p>Discussing Answering questions Reading spelling Writing</p> | <p>Responsibility Interpersonal relations Effective communication patience</p> | <p>Text books Water Foodstuffs Clothes phones</p> | <p>MK SST. Bk. 3 pg64-66</p> |
| 3 | | <p>PEOPLE WHO HELP US TO MEET OUR NEEDS</p> | <p>-People who help to meet our needs People Need Farmers food Tailors clothes Etc. (Refer to the notes)</p> | <p>The learner : Identifies people and the needs they provide.</p> | <p>Question and answer Discussion Story telling</p> | <p>Discussing Answering questions Reading spelling Writing</p> | <p>Responsibility Interpersonal relations Effective communication patience</p> | <p>Charts Flash cards</p> | <p>MK SST. Bk. 3 pg 66-69 Comprehensive SST. Bk.3 Pg 44-45</p> |
| 4 | <p>LIVE LIHO OD IN OUR SUB-COUNTY</p> | <p>SOCIAL SERVICES IN OUR SUB-COUNTY</p> | <p>-What social services are -Examples of social services - Education as a social service -Types of education -People who provide education service -Importance of education</p> | <p>The learner : -defines social services -identifies the types of education and the people who provide it -tells where people go for education and why.</p> | <p>Story telling Discussion Question and answer</p> | <p>Discussing Answering questions Reading spelling Writing</p> | <p>Care Responsibility Patience Accuracy Effective communication</p> | <p>The school env't Books</p> | <p>MK SST. Bk. 3 pg 73-74 Comprehensive SST. Bk.3 Pg 44-45</p> |

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| 4 | 5 & 1 | | EDUCATION | <p>Types of schools -nursery , primary , secondary , universities , special schools -Types of primary schools (government and private schools) -Examples of private and government schools</p> | <p>The learner : -name the types of schools. -identifies the types of primary schools. -names examples of private and government schools.</p> | <p>Explanation Group discussion Question and answer Brain storming</p> | <p>Discussing Answering questions Reading spelling Writing</p> | <p>Care Responsibility Patience Accuracy Effective communications</p> | <p>Text books Pictures Charts c/board illustration School env't</p> | | |
| | 2 | | | | <p>Organization / Leadership in education. -The MOES -The minister, Hon..... -The state minister for primary education, Hon... -Problems faced by UPE/ USE schools.</p> | <p>The learner : -tells the ministry under which all schools in Uganda are. -names the minister of education -tells UPE/ USE in full. -tells the problems faced by UPE/ USE schools</p> | <p>Research Explanation Story telling Class discussion</p> | <p>Discussing Answering questions Reading spelling Writing</p> | <p>Appreciation Care Responsibility Concern Accuracy Fluency</p> | <p>Text books Pictures Charts c/board illustration School env't</p> | <p>MK SST. Bk. 3 pg 73-74</p> |

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| | 3 | | WATER SUPPLY | <p>People who supply water service – plumbers. -Types of water sources 1) natural 11) man-made -Problems people face in getting water a) Contamination of water sources b) Pipes burst, etc. -Problems facing NWSCS (Refer to the notes)</p> | <p>The learner : -describes plumbers -tells the water sources -identifies problems faced in getting water. -problems faced by NWSC</p> | <p>Research Explanation Story telling Class discussion</p> | <p>Answering questions Reading spelling Writing</p> | <p>Appreciation Care Responsibility Concern</p> | <p>Text books Pictures Charts c/board illustrations School env't</p> | <p>MK SST. Bk. 3 pg 75</p> | |
| | 4 & 5 | | SECURITY SERVICE | <p>What security refers to : -People who provide security in our sub-county -How security is kept by the different organs e.g. The police keep law and order, etc. -Examples of police departments (Refer to the notes)</p> | <p>The learner: -defines security. -identifies people who provide security in our sub-county. -states how security is kept by different organs -lists examples of police departments and their duties</p> | <p>Story telling Explanation Question and answer</p> | <p>Answering questions Reading spelling Writing</p> | <p>Respect Concern Responsibility Negotiation</p> | <p>Text books Pictures Charts c/board illustrations School env't</p> | <p>MK SST. Bk. 3 pg 76 Monitor 45-46</p> | |

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| 5 | 1&2 | TRANSPORT & COMMUNICATION | <ul style="list-style-type: none"> -What transport is. -Types of transport -Means used in road transport -Advantages of road transport -Disadvantages of road transport -Drawing, naming and colouring two means. | The learner : <ul style="list-style-type: none"> -defines transport. -names the types of transport. -mentions means used in road transport. -tells the merits and demerits of road transport. -draws, name and colour two means used in road transport. | Group discussion Dramatization Explanation | Answering questions Reading spelling Writing Drawing | Appreciation Patience Respect concern Responsibility | Text books Pictures Charts c/board illustration Models School env't | MK SST. Bk. 2 pg 94 MK SST. Bk. 3 pg 77-80 Comprehensive SST. Bk.3 Pg 44-45 |
| | 3&4 | | <ul style="list-style-type: none"> -Railway transport -means -advantages -disadvantages -Water transport -means -advantages -disadvantages -draw, name and colour any two means of water transport. | The learner: <ul style="list-style-type: none"> -gives the means , - advantages , -disadvantages and -draws, names and colours any two means. | Group discussion Dramatization Explanation | Answering questions Reading spelling Writing Drawing | Appreciation Patience Respect concern Responsibility | Text books Pictures Charts c/board illustration Models | |
| | 5 | | <ul style="list-style-type: none"> -Air transport -means -advantages -disadvantages -Importance of transport | The learner: <ul style="list-style-type: none"> -tells the means , - advantages -disadvantages -mentions the importance of transport | Group discussion Dramatization Explanation | Answering questions Reading spelling Writing | Appreciation Patience Respect concern Responsibility | Text books Pictures Charts c/board illustration Models | |

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| 6 | 1 & 2 | | COMMUNICATION | <p>-What communication is. -Means of communication a) traditional b) modern -Examples of traditional means -Examples of modern means e.g. newspapers (examples of newspapers sold – The Daily Monitor , etc (Refer to the notes)</p> | <p>The learner : -defines the term communication. -identifies the two types of communication. -states the means of communication for each type. -draws, names and colours any two means of communication.</p> | <p>Brain storming Class discussion Explanation Observation</p> | <p>Answering questions Reading spelling Writing</p> | <p>Appreciation Patience Respect concern Responsibility</p> | <p>Text books Pictures Charts c/board illustrations News papers Horns</p> | <p>MK SST. Bk. 3 pg 80-82 Comprehensive SST. Bk.3 Pg 57-59 Own collection</p> | |
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| | 3 & 4 | | | <p>-Other means of communication: -1) Radios -Examples of radio stations -Importance of a radio in a home -11) Televisions -Examples of television stations -111) Telephones -Examples of telephone companies -Advantages of modern communication - Disadvantages of modern communication</p> | <p>The learner : -tells other means of modern communication and examples of stations -tells the importance of a radio -outlines the advantages and disadvantages of modern communication</p> | <p>Brain storming Class discussion Explanation Observation</p> | <p>Answering questions Reading spelling Writing</p> | <p>Effective communication Interpersonal relationships Decision making Tolerance patience</p> | <p>Text books Pictures Charts c/board illustrations Real objects</p> | | |
| | 5 | | HEALTH / MEDICAL SERVICE | <p>-Places where we get medical service -People who provide medical service -Use of an ambulance</p> | <p>The learner : -mentions the places we go to for medical service -names the people who provide medical service -states the importance of an ambulance</p> | <p>Brain storming Class discussion Explanation Observation</p> | <p>Answering questions Reading spelling Writing</p> | <p>Care responsibility Effective communication Patience Problem solving appreciation</p> | <p>Text books Pictures Charts c/board illustrations</p> | <p>MK SST. Bk. 3 pg Monitor Bk3 pg 42-43</p> | |

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| 7 | 1 | BANKING SERVICES | <ul style="list-style-type: none"> -People who provide banking services -Examples of banks in our sub-county -Importance of banks | The learners; <ul style="list-style-type: none"> -mentions people who provide banking services -gives examples of banks in our division and their importance | Explanation Question and answer Discussion | Answering questions Reading spelling Writing | Decision making Critical thinking Effective responsibility | Pictures Charts c/board illustrations | MK SST. Bk. 3 pg45 | |
| | 2 | CHALLENGES | <ul style="list-style-type: none"> -Problems in providing social services -solutions to the problems | The learner : <ul style="list-style-type: none"> -identifies the problems involved in providing social services -suggests the solutions to the above problems | Explanation Question and answer Discussion | Answering questions Reading spelling Writing | Decision making Critical thinking Effective responsibility | Text books Pictures Illustrations School env't | MK SST. Bk. 3 pg 82-84 | |
| | 3 | LIVING THINGS IN OUR SUB-COUNTY PLANTS | <ul style="list-style-type: none"> 1) Plants 1) Animals -Food crops and cash crops -Examples of each type of crops | The learner : <ul style="list-style-type: none"> -identifies and describes the two types of crops -states the examples of each type of crops -draws , names and colours any four food crops | Story telling Question and answer Observation Explanation | Answering questions Reading spelling Writing drawing | Care Love Self awareness Concern Responsibility Appreciation Critical thinking | Text books Pictures Charts c/board illustrations School env't | MK SST. Bk. 3 pg 17-18 Monitor Bk 3 pg10 | |

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| | 4 | | USES OF CASH CROPS | <p>a) Cotton -for making cloth, etc (Refer to the notes.)</p> <p>b) Coffee</p> <p>c) Tobacco</p> <p>d) Sisal</p> <p>e) Vanilla</p> <p>f) Sugarcanes</p> <p>g) Cocoa (Refer to the notes.)</p> | <p>The learner :</p> <p>-names the cash crops</p> <p>-lists the use of each cash crop</p> | <p>Story telling</p> <p>Question and answer</p> <p>Observation</p> <p>explanation</p> | <p>Answering questions</p> <p>Reading</p> <p>spelling</p> <p>Writing</p> | <p>Care</p> <p>Love</p> <p>Self awarene ss</p> <p>Concern</p> <p>Responsi bility</p> <p>Apprecia tion</p> <p>Critical thinking</p> | <p>Text books</p> <p>Pictures</p> <p>Charts</p> <p>c/board illustration</p> <p>School env't</p> | <p>MK SST.</p> <p>Bk. 3 pg 18</p> <p>Monitor Bk 3 pg 10-11</p> | |
| | 5 | | ANIMALS | <p>-Groups of animals</p> <p>1) Domestic animals</p> <p>11) Wild animals</p> <p>-Examples of domestic animals</p> <p>-Uses of domestic animals</p> | <p>The learner:</p> <p>-names the two groups of animals</p> <p>-mentions examples of domestic animals</p> <p>-gives the uses of each domestic animal</p> <p>-draws , names and colours two examples of domestic animals</p> | <p>Question and answer</p> <p>Story telling</p> <p>Explanation</p> <p>discovery</p> | <p>Answering questions</p> <p>Reading</p> <p>spelling</p> <p>Writing</p> <p>Drawing</p> | <p>Care</p> <p>Love</p> <p>Self awarene ss</p> <p>Concern</p> <p>Responsi bility</p> <p>Apprecia tion</p> <p>Critical thinking</p> | <p>Text books</p> <p>Pictures</p> <p>Charts</p> <p>c/board illustration</p> <p>School env't</p> | <p>MK SST.</p> <p>Bk. 3 pg 23</p> <p>Monitor Bk 3 pg11-12</p> | |
| 8 | 1 | | | <p>-Dangers of domestic animals</p> <p>-Ways of caring for domestic animals (Refer to the notes.)</p> | <p>The learner :</p> <p>-identifies the dangers of domestic animals</p> <p>-tells the ways of caring for the domestic animals</p> | <p>Question and answer</p> <p>Story telling</p> <p>Explanation</p> <p>discovery</p> | <p>Answering questions</p> <p>Reading</p> <p>spelling</p> <p>Writing</p> | <p>Responsi bility</p> <p>Apprecia tion</p> <p>Critical thinking</p> | <p>Text books</p> <p>Pictures</p> <p>Charts</p> <p>c/board illustration</p> <p>s</p> | | |

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| | 2 | | | <ul style="list-style-type: none"> -Wild animals -Examples of wild animals -Where wild animals are kept / found -Examples of game parks - Poaching | <p>The learner:</p> <ul style="list-style-type: none"> -describes wild animals -tells examples of wild animals -mentions where they are found -gives examples of game parks -defines the word poaching | <p>Question and answer</p> <p>Story telling</p> <p>Explanation</p> <p>discovery</p> | <p>Answering questions</p> <p>Reading</p> <p>spelling</p> | <p>Responsibility</p> <p>Appreciation</p> <p>Critical thinking</p> | <p>Text books</p> <p>Pictures</p> <p>Charts</p> <p>c/board illustrations</p> | <p>MK SST.</p> <p>Bk. 3 pg23</p> <p>Monitor</p> <p>Bk 3 pg12-13</p> | |
| | 3 | | | <p>-Uses of wild animals</p> <p>1) They attract tourists who bring in foreign exchange</p> <p>11) Some are tamed / domesticated e.g. monkeys, etc.</p> <p>3) Things are made out of their skins and hides e.g. bags, belts, etc.</p> <p>(Refer to the notes.)</p> <p>-Dangers of wild animals</p> | <p>The learner :</p> <ul style="list-style-type: none"> -mentions the uses of wild animals -describes tourists and foreign exchange -names the things made out of the hides and skins -draws, names and colours some of the items made from animal skins and hides. -mentions the dangers of wild animals | <p>Question and answer</p> <p>Story telling</p> <p>Explanation</p> <p>discovery</p> | <p>Answering questions</p> <p>Reading</p> <p>spelling</p> | <p>Appreciation</p> <p>Love</p> <p>Care</p> <p>Concern</p> <p>Responsibility</p> <p>Interpersonal relationship</p> <p>Effective communication</p> <p>Creative thinking</p> | <p>Drums</p> <p>Clothes</p> <p>bags</p> <p>Pictures</p> <p>Charts</p> <p>c/board illustrations</p> | <p>MK SST.</p> <p>Bk. 3 pg23</p> <p>Monitor</p> <p>Bk 3 pg12-</p> | |

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| | 4 | | BIRDS | <p>-Examples of ; a)Domestic birds b)wild birds c)domesticated birds -Uses and dangers of birds</p> | <p>The learner ; -identifies the domestic, wild and domesticated birds -states the uses and dangers of birds.</p> | | | <p>Interpersonal relations Effective communication Creative thinking</p> | <p>Text books Pictures Charts models illustrations School env't</p> | <p>MK SST. Bk. 3 pg 27 Monitor Bk 3 pg15</p> | |
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