

PRIMARY FIVE SCIENCE. SCHEME OF WORK TERM I 2013

UNITS

SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.

MATTER AND ENERGY

IMMUNITY AND IMMUNIZATION

SYSTEMS OF THE BODY

W	P	TH M	TP	SUB TOPC	COMPETENCES		CONTENT	M'TD	L/SKLS & VALUES	ACTIVITIES	T/L AIDS	REF	RE		
					SUBJECT	LANGUAGE									
1	HOLIDAY WORK														
2	2			SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Introduction to poultry keeping	<p>The Learner:</p> <ol style="list-style-type: none"> 1. Defines poultry keeping. 2. Defines poultry. 3. Gives examples of poultry birds. 4. Gives the reasons for keeping poultry birds. 5. Draws external parts of a cock & a hen. 6. Names external parts of a cock & a hen 	<p>The learner</p> <p>Reads the definitions in the lesson correctly with correct intonation.</p>	<p>Poultry Keeping.</p> <p>Definition of poultry keeping.</p> <p>Definition of poultry.</p> <p>Examples of poultry birds.</p> <p>Reasons for keeping poultry birds.</p> <p>External parts of a cock & a hen.</p>	Class discussion	<p>Problem solving.</p> <p>Logic</p>	<ul style="list-style-type: none"> - Participation in class discussion through oral question and answer. - Drawing the external structure of a cock. 	<p>Chalkboard illustration</p> <p>Real birds.</p> <p>Text books</p>	<p>Fountain integrated Science. Pg 1 – 2</p> <p>Comprehensive Primary School Science. Pg 1 – 3</p>	
2	2			SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Types of feathers	<p>The Learner:</p> <ol style="list-style-type: none"> 1. Names different types of feathers. 2. Draws different types of feathers. 3. Names the parts of a quill feather. 4. Gives the Uses of feathers to birds. 5. Gives the Uses of feathers to man. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Types of feathers</p> <ul style="list-style-type: none"> - Quill feather. - Down feather. - Covert feather. <ol style="list-style-type: none"> 2. Drawing different types of feathers 3. Parts of a quill feather. 4. Uses of feathers to birds 5. Uses of feathers to man. 	Class discussion.	<p>Critical thinking.</p> <p>Appreciation.</p>	<ul style="list-style-type: none"> - Observing the feathers. - Oral questioning and answer. - Drawing the quill feather. - Note taking. 	<p>Real feathers.</p> <p>Chart showing the quill feather.</p> <p>Chalkboard illustration.</p>	<p>Comprehensive Primary School Science. Pg 4 – 5</p>	

2	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Types of poultry	<p>The Learner:</p> <ol style="list-style-type: none"> Names the types of poultry. Defines each type of poultry. States the purpose for rearing each type of poultry. Gives examples of layers and broilers. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation Description of each type of poultry</p>	<p>Types of poultry.</p> <ol style="list-style-type: none"> Layers Broilers Dual purpose Definition of each type of poultry. Purpose for rearing each type of poultry. Examples of each type of poultry 	Class discussion.	<p>Effective communication.</p> <p>Decision making</p>	<p>- Participation in class discussion through oral question and answer. - Note taking.</p>	Chalkboard illustration.	Comprehensive Primary School Science. Pg 5 – 8
2	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Types of breeds of poultry	<p>The Learner:</p> <ol style="list-style-type: none"> Defines the term breed. Names the types of breeds. Defines local breeds. 4. Gives characteristics of local breeds. Defines exotic breeds. Gives examples of exotic breeds. Gives characteristics of exotic breeds. Defines cross breeds. States how local breeds can be improved. 	<p>The learner</p> <p>Reading the definitions given correctly</p>	<p>Types of breeds of poultry</p> <ol style="list-style-type: none"> Definition of the term Breed. Types of breeds. Local breeds Exotic breeds. Cross breeds. Definition of local breeds. Characteristics of local breeds. Definition of exotic breeds. Examples of exotic breeds. Characteristics of exotic breeds. 9. How local breeds can be improved. 	Class discussion.	<p>Critical thinking</p> <p>Appreciation.</p>	<p>- Participation in class discussion through oral question and answer. - Note taking.</p>	<p>Pictures showing different breeds of poultry.</p>	Comprehensive Primary School Science. Pg 5 – 8
2	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Free range system	<p>The Learner:</p> <ol style="list-style-type: none"> Names the systems used in poultry keeping. Defines Free range system. States the advantages of free range system. States the disadvantages of free range system 	<p>The learner</p> <p>Construction of sentences systems of poultry keeping Reads the words correctly with right pronunciation</p>	<p>Systems of rearing poultry.</p> <ol style="list-style-type: none"> There are four systems. Free range system Deep litter system Battery cage system Fold pen system <p>Free range system</p> <ol style="list-style-type: none"> Definition of free range system. Advantages of free range system. Disadvantages of free range system. 	Class discussion.	<p>Problem solving</p> <p>Responsibility</p>	<p>- Participation in class discussion through oral question and answer. - Note taking.</p>	Chalkboard illustration.	<p>Fountain integrated Science. Pg 11 – 12</p> <p>Comprehensive Primary School Science. Pg 12 - 13</p>

3	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Deep litter system	<p>The Learner:</p> <ol style="list-style-type: none"> 1. Defines deep litter system. 2. Names the things found in a deer litter house 3. Gives the materials used as litter. 4. States the Importance of litter. 5. Mentions the disadvantages of litter. 6. Mentions advantages of deep litter system. 7. Outlines the disadvantages of deep litter system. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Deep litter system</p> <ol style="list-style-type: none"> 1. Definition of deep litter system. 2. Things found in a deer litter house 3. Materials used as litter. 4. Importance of litter. 5. Disadvantage of litter. 6. Advantages of deep litter system. 7. Disadvantages of deep litter system. 	Class discussion.	Problem solving Responsibility	<ul style="list-style-type: none"> - Participation in class discussion through oral question and answer. - Note taking. 	Pictures showing deep litter system. Chalkboard illustration.	Fountain integrated Science. Pg 14 – 15. Comprehensive Primary School Science. Pg 14 – 15	
3		SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Battery cage system	<p>The Learner:</p> <ol style="list-style-type: none"> 1. Defines Battery cage system. 2. Gives the advantages of battery cage system. 3. Gives the disadvantages of Battery cage system. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation Describing advantages and disadvantages of battery cage system.</p>	<p>Battery cage system</p> <ol style="list-style-type: none"> 1. Definition of Battery cage system. 2. Advantages of battery cage system. 3. Disadvantages of Battery cage system. 	Class discussion.	Problem solving Responsibility Care	<ul style="list-style-type: none"> - Participation in class discussion through oral question and answer. - Note taking. 	Chalkboard illustration.	Fountain integrated Science. Pg 15 – 16. Comprehensive Primary School Science. Pg 15 – 16	
3	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Fold pen system	<p>The Learner:</p> <ol style="list-style-type: none"> 1. Defines Fold pen system. 2. States advantages of Fold pen 3. States the disadvantages of Fold pen system. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation Describing fold pen system.</p>	<p>Fold pen system.</p> <ol style="list-style-type: none"> 1. Definition of Fold pen system. 2. Diagram of the Fold pen system. 3. Advantages of Fold pen 4. Disadvantages of Fold pen system. 	Class discussion.	Problem solving Responsibility Care	<ul style="list-style-type: none"> - Oral questioning and answer. - Drawing the fold pen. - Note taking. 	Picture of a fold pen.	Fountain integrated Science. Pg 13 Comprehensive Primary School Science. Pg 13 – 14	

3	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Poultry diseases	The Learner: 1. Gives examples of poultry diseases. 2. Mentions the signs and symptoms of each disease. 3. Suggests the methods of preventing and controlling poultry diseases.	The learner Reads the words correctly with right pronunciation	Poultry diseases 1. Examples of poultry diseases. Coccidiosis, Fowl pox, fowl typhoid, Newcastle, etc. 2. Signs and symptoms of each disease. 3. Prevention and control of poultry diseases.	Class discussion.	Problem solving Responsibility Care	- Participation in class discussion through oral question and answer. - Note taking	Chalk board illustration.	Fountain integrated Science. Pg 20 – 21 Comprehensive Primary School Science. Pg 16 - 19	
3	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Parasites	The Learner: 1. Defines a parasite. 2. Defines a host. 3. States the types of parasites. 4. Defines each type of parasite. 5. Gives Examples of each type of parasite. 6. Mentions ways of preventing and controlling ecto and endo parasites.	The learner Reads the words correctly with right pronunciation	Parasites 1. Defining a parasite. 2. Defining a host. 3. Types of parasites. 4. Definition of each type of parasite. 5. Examples of each type of parasite. 6. Ways of preventing and controlling ecto and endo parasites	Class discussion.	Creative thinking Appreciation.	- Participation in class discussion through oral question and answer. - Note taking	Chalk board illustration.	Comprehensive Primary School Science. Pg 19 – 21	
4	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Poultry vices	The Learner: 1. Defines poultry vices. 2. Gives examples of poultry vices. 3. Identifies causes of poultry vices. 4. Mentions ways of preventing poultry vices.	The learner Reads the words correctly with right pronunciation	Poultry vices 1. Definition of Poultry vices. 2. Examples of poultry vices. 3. Causes of poultry vices. 4. Prevention of poultry vices.	Class discussion.	Effective communication. Making right choices.	- Participation in class discussion through oral question and answer. - Drawing some poultry vices.	Pictures showing egg eating and cannibalism.	Fountain integrated Science. Pg 16 – 17 Comprehensive Primary School Science. Pg 21 – 23	

4	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Poultry feeds	<p>The Learner:</p> <ol style="list-style-type: none"> Names the Classes of food in a balanced diet in the bird's feeds. Names the types of poultry feeds. Draws the digestive system of a domestic fowl. Names the parts of the digestive system of a domestic fowl. States the functions of each part of the digestive system of a domestic fowl. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Poultry feeds.</p> <ol style="list-style-type: none"> Classes of food in a balanced diet in the bird's feed. Types of poultry feeds. <ul style="list-style-type: none"> - Chick or starter's mash. - Grower's mash. - Layer's mash. - Broiler's mash. The digestive system of a domestic fowl. Naming the parts of the digestive system of a domestic fowl. Functions of each part of the digestive system of a domestic fowl. 	Class discussion.	Effective communication. Making right choices.	<ul style="list-style-type: none"> - Participation in class discussion through oral question and answer. - drawing the digestive system of a domestic fowl. - Note taking 	Chalk board illustration. Chart showing digestive part of a fowl.	Fountain integrated Science. Pg 10 – 11 Comprehensive Primary School Science. Pg 8 – 12	
4	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Management practices in poultry keeping	<p>The Learner:</p> <ol style="list-style-type: none"> Identifies the management practices in poultry keeping. Describes the proper management practices in poultry keeping. Illustrates the proper management practices in poultry keeping. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Management practices in poultry keeping</p> <ul style="list-style-type: none"> - Debeaking. - Egg collection. - Culling. - Deworming. 	Class discussion.	Effective communication. Making right choices.	<ul style="list-style-type: none"> - Participation in class discussion through oral question and answer. - Drawing Debeaking. - Note taking 	Chalk board illustration.	Fountain integrated Science. Pg17 – 18 Comprehensive Primary School Science. Pg 28 – 30	

4	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Record keeping	The Learner: 1. Names the types of records. 2. States reasons for keeping poultry records.	The learner Reads the words correctly with right pronunciation	Record keeping 1. Types of records. a. Production b. Flock c. Health d. Feeds 2. Reasons for keeping poultry records.	Class discussion.	Effective communication. Making right choices.	- Participation in class discussion through oral question and answer. - Note taking	Chalk board illustration.	Fountain integrated Science. Pg 19 Comprehensive Primary School Science. Pg 28 – 30
4	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	The structure of an egg	The Learner: 1. States how birds reproduce. 2. Draws an egg. 3. Name parts of an egg. 4. States use(s) of each part. 5. Identifies common abnormalities in eggs.	The learner Reads the words correctly with right pronunciation	The structure of an egg. 1. Birds reproduce by laying eggs. 2. The structure of an egg. 3. Naming the parts of an egg. 4. Functions of each part of the egg. 5. Abnormality in eggs.	Class discussion.	Effective communication. Making right choices.	- Participation in class discussion through oral question and answer. - Drawing the structure of an egg.	Chart showing the structure of an egg.	Fountain integrated Science. Pg 8 – 19 Comprehensive Primary School Science. Pg 23 – 24
5	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Incubation	The Learner: 1. Defines incubation. 2. States the incubation period of some domestic birds. 3. Names the types of incubation. 4. Defines natural incubation. 5. Mentions the conditions needed for natural incubation. 6. States the advantages of natural incubation. 7. States the disadvantages of natural incubation.	The learner Reads the words correctly with right pronunciation	Incubation. 1. Definition of incubation. 2. Incubation period of some domestic birds. 3. Types of incubation. 4. Definition of natural incubation. 5. Conditions needed for natural incubation. 6. Advantages of natural incubation. 7. Disadvantages of natural incubation.	Class discussion.	Effective communication. Making right choices.	- Participation in class discussion through oral question and answer. - Pasting pictures of hens incubating. - Note taking	Pictures showing natural incubation.	Fountain integrated Science. Pg 8 Comprehensive Primary School Science. Pg 24 – 25

5	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Artificial incubation	<p>The Learner:</p> <ol style="list-style-type: none"> 1. Defines artificial incubation. 2. Draws and name the parts of the structure of an incubator. 3. States advantages of artificial incubation. 4. States disadvantages of artificial incubation. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Artificial incubation.</p> <ol style="list-style-type: none"> 1. Definition of artificial incubation. 2. Structure of an incubator. 3. Advantages of artificial incubation. 4. Disadvantages of artificial incubation. 	Class discussion.	<p>Problem solving.</p> <p>Confidence</p>	<ul style="list-style-type: none"> - Participation in class discussion through oral question and answer. - Drawing an incubator. - Note taking 	Chart showing an incubator	Comprehensive Primary School Science. Pg 25 – 26
5	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	POULTRY KEEPING	Brooding of chicks	<p>The Learner:</p> <ol style="list-style-type: none"> 1. Defines the term brooding. 2. Mentions types of brooding. 3. Gives advantages for each type of brooding. 4. Gives disadvantages for each type of brooding. 5. Names types of brooder. 6. States the behavior of chicks in a brooder at different weather. 7. States the importance of an infrared lamp. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Brooding of chicks</p> <ul style="list-style-type: none"> • Definition of brooding. • Types of brooding. • Advantages and disadvantages of each type of brooding. • Types of brooders. • Behavior of chicks in a brooder. • Importance of an infrared lamp. 	Class discussion.	<p>Problem solving.</p> <p>Confidence</p>	<ul style="list-style-type: none"> - Participation in class discussion through oral question and answer. - Note taking 	<p>Pictures showing natural brooding.</p> <p>Pictures showing artificial brooding.</p>	<p>Fountain integrated Science. Pg 10</p> <p>Comprehensive Primary School Science. Pg 26 – 28</p>
5		SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	BEE KEEPING	Types of bees	<p>The Learner:</p> <ol style="list-style-type: none"> 1. Defines of apiculture. 2. Names the types of bees. 3. Describes the structure of each type of bee. 4. Identifies each type of bee using their body structures. 5. States importance of each bee in a hive. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Types of bees.</p> <ol style="list-style-type: none"> 1. Definition of apiculture. 2. Types of bees. 3. Structure of each type of bee. 4. Importance of each bee in a hive. 	Class discussion.	<p>Problem solving.</p> <p>Confidence</p>	<ul style="list-style-type: none"> - Participation in class discussion through oral question and answer. - Pasting structures of bees. - Note taking 	<p>Pictures of the queen, drone and worker bees.</p>	<p>Fountain integrated Science. Pg 22 – 23</p> <p>Comprehensive Primary School Science. Pg 30 – 32</p>

5	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	BEE KEEPING	Swarming and life history of bees	<p>The Learner:</p> <ol style="list-style-type: none"> 1. Defines swarming. 2. Defines swarm. 3. Suggests reasons why bees swarm. 4. Names the stages of life history of a bee. 5. Describes the stages of development in the life history of a bee. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Swarming and life history of bees.</p> <p>Definition of swarming. Definition of a swarm. Reasons why bees swarm. Life history of a bee. Stages of development in the life history of a bee.</p>	Class discussion.	Problem solving Making right choices.	<ul style="list-style-type: none"> - Participation in class discussion through oral question and answer. - Pasting structures of bees. - Note taking. 	Chalkboard illustration.	<p>Fountain integrated Science. Pg 28 – 29</p> <p>Comprehensive Primary School Science. Pg 33 – 34</p>	
6	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	BEE KEEPING	Bee hives	<p>The Learner:</p> <ol style="list-style-type: none"> 1. Gives types of beehives. 2. Mentions examples of traditional beehive. 3. Draws the Kigezi hive and dug out hive. 4. Identifies Kigezi hive and dug out hive. 5. Gives an example of modern beehive. 6. Draws a Top bar hive. 7. Advantages of top bee hive. 8. Draws and names the internal parts of a top bar hive. 9. States the functions of each part of the top bar hive. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Bee hives.</p> <ol style="list-style-type: none"> 1. Types of bee hives. 2. Examples of traditional bee hive. 3. Diagrams showing traditional hive. 4. Example of modern beehive. 5. Diagram of a modern beehive. 6. Advantages of top bee hive. 7. Internal parts of a top bar hive. 	Class discussion.	Problem solving Making right choices.	<ul style="list-style-type: none"> - Participation in class discussion through oral question and answer. - Pasting pictures of hives. - Note taking 	Pictures showing different bee hives.	<p>Fountain integrated Science. Pg 29 – 30</p> <p>Comprehensive Primary School Science. Pg 34 – 35</p>	

6	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	BEE KEEPING	Harvesting honey	<p>The Learner:</p> <ol style="list-style-type: none"> 1. Defines honey harvesting. 2. Mentions things needed for harvesting honey. 3. Draws a person ready to harvest honey. 4. Names the products from bees. 5. States the uses of honey in homes. 6. Gives the uses of honey in industries. 7. States the uses of bee works 8. Uses of bees to crop farmers. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Harvesting honey</p> <ol style="list-style-type: none"> 1. Definition of honey harvesting. 2. Things needed for harvesting honey. 3. Diagram of a person ready to dress. 4. Products from bees. 5. Uses of honey in homes. 6. Uses of honey in industries. 7. Uses of bee works 8. Uses of bees to crop farmers. 	Class discussion.	Problem solving Making right choices.	<ul style="list-style-type: none"> - Participation in class discussion through oral question and answer. - Pasting structures of a person ready to harvest honeybees. - Note taking 	A picture of a person ready to harvest honey.	<p>Fountain integrated Science. Pg 30 – 31</p> <p>Comprehensive Primary School Science. Pg 37</p>	
6	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS.	BEE KEEPING	Enemies of bees	<p>The Learner:</p> <ol style="list-style-type: none"> 1. Names the examples of enemies of bees. 2. States how to prevent bees from ants. 3. Draws an illustration of a beehive hang between two poles. 4. Gives the use of the grease and oil smeared along the poles. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Enemies of bees.</p> <ol style="list-style-type: none"> 1. Examples of enemies of bees. 2. How to prevent bees from ants. 3. An illustration of a bee hive hang between two poles. 	Class discussion.	Problem solving Making right choices.	<ul style="list-style-type: none"> - Participation in class discussion through oral question and answer. - Pasting structures of bee hive hang between two poles. - Note taking 	Pictures of a bee hive hang between poles.	<p>Fountain integrated Science. Pg 26 – 27</p> <p>Comprehensive Primary School Science. Pg 38 - 39</p>	

6	2	MATTER AND ENERGY	MEASURES	Length.	<p>The learner:</p> <ol style="list-style-type: none"> 1. Identifies the basic standard unit for measuring length 2. States Instruments used to measure length. 3. Identifies equivalences of units of length. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Length.</p> <ol style="list-style-type: none"> 1. Basic standard unit for measuring length is the metre. 2. Instruments Used to Measure Length a foot ruler a tape measure a meter ruler, etc 3. Identifying equivalence of units of Length 	Class discussion Experimentation Demonstration	Problem solving Making right choices. Care	Discussing length. Answering oral and written questions	A Chart showing Equivalence of units of length	Basic Primary Science for Uganda bk 4	
6	2	MATTER AND ENERGY	MEASURES	Area	<p>The learner to:</p> <ol style="list-style-type: none"> 1. Defines the term area. 2. States units used to measure area of objects. 3. Measures area using squares. 4. Works out areas of different figures. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Area</p> <ol style="list-style-type: none"> 1. Definition of area. 2. Units Used to Measure area of objects 3. Measuring area using squares 4. Application of area. 5. Finding area of squares and rectangles. 	Class discussion Experimentation Demonstration	Problem solving Making right choices. Care	Measuring the area of different objects Recording Comparing	Small square blocks	Fountain Primary Science bk4 Comprehensive Primary Science bk 4 pp 1 – 3 Basic Primary Science for Uganda bk 4	
7	2	MATTER AND ENERGY	MEASURES	Volume	<p>The learner:</p> <ol style="list-style-type: none"> 1. Defines the term volume. 2. States units used for measuring volume. 3. Makes solid figures using papers. 4. Works out volumes of regular objects without difficulty. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Volume</p> <p>Definition of volume. Units used for measuring volume. Finding the volume of regular figures. Finding the volume of cubes and cuboids using the formula $V = L \times W \times H$.</p>	Class discussion Experimentation Demonstration	Creative thinking Appreciation.	Making solid figures Counting square blocks Working out volumes of regular objects	Small square blocks Cubes Cuboids Solid figures	MK Integrated Primary Science Pupil's bk 4 pp 96 – 97	

7	2	MATTER AND ENERGY	MEASURES	<p>Volume of irregular objects</p> <p>The learner:</p> <ol style="list-style-type: none"> 1. Defines irregular object. 2. Mentions the units used in measuring irregular objects. 3. States the relationship between the irregular object and displaced water. 4. Names the method of finding the volume of irregular objects. 5. Names the things needed to help you find the volume of irregular objects. 6. Outlines the steps taken when measuring volumes of irregular objects. 7. Finds volumes of irregular objects using a measuring cylinder. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Volume of irregular objects</p> <ol style="list-style-type: none"> 1. Definition of irregular objects. 2. How volume of irregular objects is measured. 3. The relationship between the irregular object and displaced water. 4. Using displacement method. 5. Things needed to help you find the volume of irregular objects. 6. Description of the steps taken when measuring irregular objects. 7. Finding volumes of irregular objects using the measuring cylinder. 	<p>Class discussion Experimentation Demonstration</p>	<p>Problem solving Making right choices. Care</p>	<p>Explaining volume. Discussing Answering oral and written questions Carrying out the experiment Recording</p>	<p>Cylinders, Water Stones, strings</p>	<p>MK Integrated Primary Science Pupil's book 4 pp 97 – 98</p> <p>Comprehe nsive Primary Science bk4 pp 5 – 7</p>	
---	---	-------------------	----------	---	---	--	---	---	---	---	---	--

7	2	MATTER AND ENERGY	MEASURES	Volume of irregular objects	<p>The learner:</p> <ol style="list-style-type: none"> 1. Finds the volume of irregular objects using an Over flow can and a measuring cylinder. 2. Outlines the steps to follow when finding volume of an irregular object using the over flow can and the measuring cylinder. 3. Carries out an experiment on finding volume of an irregular object using the over flow can and the measuring cylinder. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Volume of irregular objects</p> <ol style="list-style-type: none"> 1. Finding the volume of irregular objects using an Over flow can and a measuring cylinder. 2. Steps to follow when finding volume of an irregular object using the over flow can and the measuring cylinder. 3. Experiment on finding volume of an irregular object using the over flow can and the measuring cylinder. 	Class discussion Experimentation Demonstration	Problem solving Making right choices. Care	Discussing Answering oral and written questions Carrying out the experiment Recording	Eureka can Measuring cylinder Water String, Irregular objects	MK Integrated Primary Science Pupil' bk 4 pg 98 Compre nsive Primary Science bk 4 pp 5 – 7	
7	2	MATTER AND ENERGY	MEASURES	Weight	<p>The learner:</p> <ol style="list-style-type: none"> 1. Defines weight. 2. State the units used to measure weight 3. Defines the term mass. 4. States the machines used to measure mass. 5. States machines used to measure weight. 6. Draws machines used to measure weight 7. Draws machines used to measure mass. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Weight</p> <ol style="list-style-type: none"> 1. Definition of weight. 2. Basic unit for weight. <p>Mass</p> <ol style="list-style-type: none"> 3. Definition of mass. 4. The basic unit for measuring mass. 5. Machines used to measure weight and mass. 6. Drawing the machines used to measure weight. 	Class discussion Experimentation Demonstration	Problem solving Making right choices. Care	Explaining new words Discussing Observing machines Answering oral and written questions	A spring balance A chart showing machines used to measure weight and mass	MK Integrated Primary Science Pupil's bk 4 pg 89	

7	2 MATTER AND ENERGY	MEASURES	Weight and mass	<p>The learner:</p> <ol style="list-style-type: none"> States the difference between mass and weight. Finds the mass of objects using the formula: Density x Volume. Defines the term density. Finds the densities of objects using the formula. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Weight and mass</p> <ol style="list-style-type: none"> Differences between weight and mass Finding the mass of objects using the formula: Density x Volume. <p>Density</p> <ol style="list-style-type: none"> Definition of density is the mass of an object per unit volume. Units for measuring density. Units used to measured in density. Finding out the density of an object. <p>Example</p> <p>Find the density of an object whose mass is 20g and volume of 5cc. Density = Mass/volume Density = 20/5 Density = 4g/cc.</p>	Class discussion Experimentation Demonstration	Problem solving Making right choices. Care	Defining new terms Discussing Working out numbers	Chalkboard Illustrations	Understanding Integrated Science bk4 pp 53 - 55
8	2 MATTER AND ENERGY	MEASURES	Floating and sinking	<p>The learner:</p> <ol style="list-style-type: none"> Defines the terms: Floating Sinking Gives reasons why objects float on water. Identifies objects that float on water. States objects that sink in water. Gives reasons why objects sink in water. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Floating and Sinking</p> <ol style="list-style-type: none"> Floating is when an object stays on top of the liquid on which it is put. Objects float because they are less dense than water Sinking is when an object goes down the bottom of the container of the liquid it is put. Objects sink because they are more dense than water. An experiment to find out floating/ sinking objects. 	Class discussion Experimentation Demonstration	Problem solving Making right choices. Care	Explaining Placing objects in/ on water Observing sinking and floating objects Recording their findings	Nails, Stones, A set of, rubbers, A key, Buttons, pins, Padlock, sand, soil, glass.	MK Integrated Primary Science bk4 pg94 Understanding Integrated Science bk 4 pp 52 -53

8	2	IMMUNITY AND IMMUNIZATION	Immunisation	<p>The learner:</p> <ol style="list-style-type: none"> 1. Defines immunisation. 2. Defines immunity. 3. Gives types of immunity. 4. Mentions ways of acquiring natural immunity. 5. Mentions Ways of acquiring artificial immunity. 6. Defines immunisation. 7. Defines a vaccine. 8. States the importance of vaccines to the body 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Immunisation</p> <p>Definition of immunisation.</p> <p>Immunity</p> <p>Definition of immunity.</p> <p>Types of immunity.</p> <p>Ways of acquiring natural immunity.</p> <p>Ways of acquiring artificial immunity.</p> <p>Vaccines.</p> <p>Definition of vaccines</p> <p>Importance of vaccines to the body.</p>	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	<p>Chalk board illustration.</p>	<p>Fount. Inte. Prim. Sci. Bk 5 Pg 153-156</p> <p>Mk pr sci pg 193-195</p> <p>Compre. Pri Scie. Bk 5 pg 141 143</p>	
---	---	---------------------------	--------------	--	---	---	------------	---	--	----------------------------------	---	--

8	2	IMMUNITY AND IMMUNIZATION	Infant immunisable diseases	<p>The learner:</p> <ol style="list-style-type: none"> Names the infant immunisable diseases. Mentions causes of each immunisable disease. Outlines signs and symptoms of each disease. Gives preventive ways the immunisable diseases. States the vaccine used to prevent different immunisable diseases. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Infant immunisable diseases.</p> <p>Measles Tuberculosis Poliomyelitis (polio) Tetanus Whooping cough Diphtheria Hepatitis B Haemophilia influenza B</p> <p>Measles</p> <p>Causes. Signs and symptoms. Prevention/ control of measles.</p> <p>Tuberculosis</p> <p>Causes. Signs and symptoms. Prevention/ control of tuberculosis</p> <p>Poliomyelitis (polio)</p> <p>Causes. Signs and symptoms. Prevention/ control of polio.</p>	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Pasting pictures. Note taking	Chalk board illustration. Pictures showing children suffering from different diseases.	Fount. Inte. Prim. Scie. Bk 5 Pg156-162 Mk pr sci pg 1198-203 Compre. Pri Scie. Bk 5 pg 147-151	
---	---	---------------------------	-----------------------------	--	---	---	------------	--	--	---	---	--

8	2	IMMUNITY AND IMMUNIZATION	Infant immunisable diseases	<p>The learner:</p> <ol style="list-style-type: none"> Names the infant immunisable diseases. Mentions causes of each immunisable disease. Outlines signs and symptoms of each disease. Gives preventive ways the immunisable diseases. States the vaccine used to prevent the immunisable diseases. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p><u>Tetanus</u> Causes. Signs and symptoms. Prevention/ control of tetanus.</p> <p><u>Whooping cough</u> Causes. Signs and symptoms. Prevention/ control of whooping cough</p> <p><u>Diphtheria</u> Causes. Signs and symptoms. Prevention/ control of diphtheria.</p>	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Pasting pictures. Note taking	Chalk board illustration. Pictures showing children suffering from different diseases.	Fount. Inte. Prim. Scie. Bk 5 Pg156-162 Mk pr sci pg 1198-203 Compre. Pri Scie. Bk 5 pg 147-151	
8	2	IMMUNITY AND IMMUNIZATION	Other immunisable diseases.	<p>The learner: -</p> <ol style="list-style-type: none"> Names other immunisable diseases. Identifies their causes. States how the diseases are spread. Suggests ways of preventing and controlling the diseases. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p><u>Other immunisable diseases.</u></p> <ol style="list-style-type: none"> a) Cholera b) Meningitis etc Causes How they are spread. Prevention and control of the diseases. 	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking.	Chalk board illustration.	Fount. Inte. Prim. Scie. Bk 5 Pg 162-165 Mk pr sci pg 204-205 Compre. Pri Scie. Bk 5 pg 151-156	

9	2	IMMUNITY AND IMMUNIZATION	Immunitisation sites	<p>The learner:</p> <ol style="list-style-type: none"> Names the site for each immunisable disease. Mentions the vaccine given at each site. States the Importance of immunization States the importance of a child health card. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<ol style="list-style-type: none"> Immunisation sites, vaccine and schedule for each disease. <ol style="list-style-type: none"> Polio vaccine. BCG. Measles vaccine. DPT. Importance of immunization. Importance of a child health card. 	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Pasting pictures.</p> <p>Note taking</p>	<p>Picture illustrating the sites of immunisation.</p>	<p>Fount. Inte. Prim. Scie. Bk 5 Pg 159-160</p> <p>Compre. Pri Scie. Bk 5 pg 156-157</p>
9	2	IMMUNITY AND IMMUNIZATION	Roles of played by different people in immunisation.	<p>The learner:</p> <ol style="list-style-type: none"> States the roles played by an individual, family and community in immunisation. Gives the common abbreviations used in immunisation in full. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<ol style="list-style-type: none"> Roles played by an individual, family and community in immunisation. Common abbreviations used in immunisation. 	<p>Discussion</p> <p>Role play</p>	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	Learners.	<p>Fount. Inte. Prim. Scie. Bk 5 Pg 167-168</p> <p>Mk pr sci pg 206</p> <p>Compre. Pri Scie. Bk 5 pg 158</p>
9		SYSTEMS OF THE BODY	Digestion	<p>The Learners;</p> <ol style="list-style-type: none"> Defines digestion. States the composition of the digestive system. Names the types of digestion. Gives the meaning of each type of digestion. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Digestion.</p> <ol style="list-style-type: none"> Definition of digestion. Composition of the digestive system. Types of digestion. Meaning of each type of digestion. 	Class discussion.	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	- Learners' participation in class discussion.	Chart showing the digestive system	Fountain int. Pr. Science ppls book 7 Page 1 – 2 Understanding int. Sci. Page 1
9	2	SYSTEMS OF THE BODY	Enzymes	<p>The learner;</p> <ol style="list-style-type: none"> Defines enzymes. States the characteristics if enzymes. Mentions the conditions under which enzymes work. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Enzymes</p> <ol style="list-style-type: none"> Definition of enzymes. Characteristics if enzymes. Conditions under which enzymes work. 	Class discussion.	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	- Learners' participation in class discussion.		<p>- Fountain int. Pr. Science ppls book 7 Page 4.</p> <p>- Understanding int. Sci. Page 1</p>

9	2	SYSTEMS OF THE BODY	The digestive system	<p>The learner;</p> <ol style="list-style-type: none"> 1. Draws the digestive system. 2. Names the parts of the digestive system. 3. Outlines the functions of each part of the digestive system. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>The digestive system.</p> <ol style="list-style-type: none"> 1. Drawing the digestive system. 2. Naming the parts of the digestive system. 3. Functions of each part of the digestive system. 	Class discussion.	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>- Learners' participation in class discussion.</p> <p>- drawing the digestive system</p>	<p>Chart showing the digestive system</p>	<p>Fountain int. Pr. Science ppls book 7 Page 2 Understanding int. Sci. Page 1</p>
10	2	SYSTEMS OF THE BODY	Digestion in the mouth	<p>The learner;</p> <ol style="list-style-type: none"> 1. States what happens to the food in the mouth. 2. Gives the importance of chewing food. 3. Names the digestive juice found in the mouth. 4. Mentions the factors that stimulate the production of saliva. 5. Outlines the functions of saliva. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Digestion in the mouth.</p> <ol style="list-style-type: none"> 1. What happens to the food in the mouth. 2. The importance of chewing food. 3. The digestive juice in the mouth. 4. The factors that stimulate the production of saliva. 5. Functions of saliva. 	Class discussion.	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>- Learners' participation in class discussion.</p>	<p>Chart showing the digestive system</p>	<p>Fountain int. Pr. Science ppls book 7 Page 3 Understanding int. Sci. Page 2</p>
10	2	SYSTEMS OF THE BODY	Digestion in the stomach	<p>The learner;</p> <ol style="list-style-type: none"> 1. Describes the process of digestion in the stomach. 2. Names the digestive juice in the stomach. 3. Names the enzymes in the stomach. 4. States the digestive changes in the stomach. 5. Gives the Importance of hydrochloric acid. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Digestion in the stomach.</p> <ol style="list-style-type: none"> 1. The process of digestion in the stomach. 2. The digestive juice in the stomach. 3. The enzymes in the stomach. 4. Digestive changes in the stomach. 5. Importance of hydrochloric acid. 	Class discussion.	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>- Learners' participation in class discussion.</p>	<p>Chart showing the digestive system</p>	<p>Fountain int. Pr. Science ppls book 7 Page 3 - 4 Understanding int. Sci. Page 2 - 3</p>

10	2	SYSTEMS OF THE BODY	Digestion in the duodenum	The learner; 1. Describes the process of digestion in the duodenum. 2. Names the digestive juices in the duodenum. 3. Names the enzymes in the duodenum 4. States the digestive changes in the duodenum.	The learner Reads the words correctly with right pronunciation	<u>Digestion in the duodenum</u> 1. The process of digestion in the duodenum. 2. Digestive juices in the duodenum. 3. The enzymes in the duodenum 4. Digestive changes in the duodenum.	Class discussion.	Problem solving Making right choices. Care	- Learners' participation in class discussion.	Chart showing the digestive system	Fountain int. Pr. Science ppls book 7 Page 4 – 5 Understanding int. Sci. Page 3
10	2	SYSTEMS OF THE BODY	Digestion in the ileum	The learner; 1. Names the processes that occur in the ileum. 2. Mentions the digestive juice produced in the ileum. 3. Names the enzymes in the digestive juice in the ileum. 4. Names the foods digested in the ileum and the changes that occur.	The learner Reads the words correctly with right pronunciation	<u>Digestion in the ileum</u> 1. Processes that take place in the ileum. 2. The digestive juice produced in the ileum. 3. The enzymes in the digestive juice in the ileum 4. The foods digested in the ileum and the changes.	Class discussion.	Problem solving Making right choices. Care	- Learners' participation in class discussion.	Chart showing the digestive system	Fountain int. Pr. Science ppls book 7 Page 5 - 6 Understanding int. Sci. Bk 7 Page 3 - 4
10	2	SYSTEMS OF THE BODY	Absorption of food	The learner; 1. Mentions where absorption of food takes place. 2. Names the structures in the ileum that absorb food. 3. Mentions the adaptation of the ileum to absorb digested food. 4. Mentions the adaptation of the villi to absorb digested food.	The learner Reads the words correctly with right pronunciation	<u>Absorption of food</u> 1. Absorption of food in the ileum. 2. The structures in the ileum that absorb food. 3. Adaptation of the ileum to absorb digested food. 4. Adaptation of the villi to absorb digested food.	Class discussion.	Problem solving Making right choices. Care	- Learners' participation in class discussion.	Chart showing the digestive system	Fountain int. Pr. Science ppls book 7 Page Understanding int. Sci. Page 5 - 6

11	2	SYSTEMS OF THE BODY	The colon	The learner; 1. States what takes place in the colon 2. Gives a reason why digestion does not take place in the colon. 3. States the Importance of the rectum. 4. Summarises the food classes digested and its end product.	The learner Reads the words correctly with right pronunciation	The Colon 1. What takes place in the colon 2. Why digestion does not take place in the colon. 3. Importance of the rectum. 4. Summary of the food classes and its end product.	Class discussion.	Problem solving Making right choices. Care	- Learners' participation in class discussion.	Chart showing the digestive system	Fountain int. Pr. Science ppls book 6 Page Understanding int. Sci. Page 4
11	2	SYSTEMS OF THE BODY	How digested food is used.	The learner; States how digested food is used in the body.	The learner Reads the words correctly with right pronunciation	How digested food is used in the body. a. Glucose b. Amino acids. c. Fats d. Vitamins and mineral salts.	Class discussion.	Problem solving Making right choices.	- Learners' participation in class discussion.	Chart showing the digestive system	Fountain int. Pr. Science ppls book 7 Page 6 Understanding int. Sci. Page 5
11	2	SYSTEMS OF THE BODY	Important minerals.	The Learner; 1. Names some mineral salts needed by the body. 2. States the importance of each mineral salt. 3. Names the deficiency disease for each mineral.	The learner Reads the words correctly with right pronunciation	Some important mineral salts. 1. Naming some mineral salts needed by the body. 2. The importance of each mineral salt. 3. The deficiency disease for each mineral.	Class discussion.	Problem solving Making right choices. Care	- Learners' participation in class discussion.	Chalk board illustration.	
11	2	SYSTEMS OF THE BODY	Important vitamins	The Learner; 1. Names some vitamins needed by the body. 2. Names the sources of each vitamin. 3. States the importance of each vitamin. 4. Names deficiency disease for each vitamin.	The learner Reads the words correctly with right pronunciation	Important vitamins. 1. Naming some vitamins needed by the body. 2. Sources of each vitamin. 3. The importance of each vitamin. 4. Deficiency disease for each vitamin.	Class discussion.	Problem solving Making right choices. Care	- Learners' participation in class discussion.	Chalkboard illustration.	

11	2	SYSTEMS OF THE BODY	Diseases of the digestive system	<p>The Learner; Names the diseases of the digestive diseases.</p> <ol style="list-style-type: none"> 1. Mentions the causes of each disease. 2. States how to prevent the diseases. 3. Defines disorders. 4. Gives examples of disorders of the digestive system. 5. States causes of each disorder. 6. States how to prevent or treat each disorder. 	<p>The learner Reads the words correctly with right pronunciation</p>	<p>Diseases</p> <ol style="list-style-type: none"> 1. Naming the diseases of the digestive diseases. 2. The causes of each disease. 3. How to prevent the diseases. <p>Disorders.</p> <ol style="list-style-type: none"> 1. description of disorders. 2. Examples of disorders of the digestive system. 3. Causes of each disorder. 4. How to prevent or treat each disorder. 	Class discussion.	Problem solving Making right choices. Care	- Learners' participation in class discussion.	Chalkboard illustration	Fountain int. Pr. Science ppls book 7 Page 8 - 9
----	---	----------------------------	---	--	--	--	-------------------	--	--	-------------------------	--

Kabojja Junior School

PRIMARY FIVE SCIENCE. SCHEME OF WORK TERM II

UNITS

1. SOIL
2. CROP GROWING
3. HEAT AND MATTER.
4. BACTERIA AND FUNGI

W	P	TH M	TP	SUB TOP C	COMPETENCES		CONTENT	MTHD	L/SKLS & VALUES	ACTIVITIES	T/AIDS	REF	RE
					SUBJECT	LANGUAGE							
HOLIDAY WORK													
1	2	THE ENVIRON	SOIL	SOIL	<p>The learner</p> <ul style="list-style-type: none"> ▪ Defines soil. ▪ States how soil is formed. 	<p>The learner Reads the definition of soil in correct sentence.</p>	Definition soil. Formation of soil Weathering. Decomposition.	Discussion	Problem solving. Logic	Learner's participation in class discussion. Note taking	Chalk board illustration.	Compre. Pri. Scie. Bk 5 Pg 127-128	

3	SOIL	COMPONENTS OF SOIL.	<p>The learner</p> <ul style="list-style-type: none"> Identifies the different components of soil. Carries out experiments to prove that soil contains some of the named components. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>1. Components of soil.</p> <ol style="list-style-type: none"> Water. Air. Humus. (organic matter) Rock particles. Living organs. Dissolved mineral salts. <p>2. Experiments to prove components of soil.</p> <ol style="list-style-type: none"> Soil contains water. Soil contains air. 	Discussion Experimentation.	Critical thinking. Appreciation.	Identifying components. Experimenting.	Soil Samples Source of heat Water	Fount. Inte. Prim. Scie. Bk 5 Pg 133 Mk pr sci pg 170-173 Compre. Pri Scie. Bk 5 pg 128
			4	SOIL	TYPES OF SOILS	<p>The learner</p> <ul style="list-style-type: none"> Identifies the different types of soil. Names the types of soil. Describe the structure of each type of soil. Carry out experiments on permeability and capillarity. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation Description of each type of soil</p>	<p>1. Types of soils</p> <ol style="list-style-type: none"> Loam soil. Sand soil. Clay soil. <p>2. Permeability and capillarity in different types of soil.</p>	Discussion Experimentation.	Effective communication. Decision making

5	THE ENVIRONMENT	SOIL	IMPORTANCE OF SOIL	<p>The learner</p> <ul style="list-style-type: none"> ▪ States different uses of soil to man and plants. ▪ Defines soil conservation. ▪ Defines soil exhaustion. ▪ Identifies causes of soil exhaustion. 	<p>The learner</p> <p>Reading the definition of soil conservation easily.</p>	<ol style="list-style-type: none"> 1. <u>Importance of soil</u> <ol style="list-style-type: none"> a) To man b) To plants 2. <u>Soil conservation.</u> Definition of soil conservation. 3. <u>Soil exhaustion.</u> <ol style="list-style-type: none"> a) Definition of soil exhaustion. b) Causes of soil exhaustion. 	Discussion	Critical thinking Appreciation.	Learner's participation in class discussion. Note taking	Chalk board illustration.	Fount. Inte. Prim. Scie. Bk 5 Pg Mk pr sci pg 173-175 Compre. Pri Scie. Bk 5 pg 128 & 135
6					SOIL	SOIL EROSION	<p>The learner</p> <ul style="list-style-type: none"> ▪ Defines leaching. ▪ Defines soil erosion. ▪ Outlines agents of soil erosion. ▪ States causes of soil erosion. ▪ Names the types of soil erosion. 	<p>The learner</p> <p>Construction of sentences on soil erosion. Reads the words correctly with right pronunciation</p>	<ol style="list-style-type: none"> 1. <u>Leaching</u> Definition of leaching. 2. <u>Soil erosion</u> <ol style="list-style-type: none"> a) Definition of soil erosion. b) Agents of soil erosion. c) Causes of soil erosion d) Types of soil erosion. 	Discussion Excursion.	Problem solving Responsibility

2	1	SOIL	SOIL EROSION	<p>The learner</p> <ul style="list-style-type: none"> Describes different types of soil erosion. Illustrates the different types of soil erosion. Experiments on slash erosion. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Splash erosion. Description of splash erosion. Experiment on splash erosion.</p> <p>Rill erosion. Description of rill erosion.</p> <p>Sheet erosion Description of sheet erosion.</p> <p>Gully erosion Description of gully erosion.</p>	<p>Discussion Excursion. Experimentation.</p> <p>Problem solving Responsibility</p>	<p>Excursion</p> <p>Experimenting Drawing</p>	<p>Surrounding environment Water</p>	<p>Fount. Inte. Prim. Scie. Bk 5 Pg134-138</p> <p>Mk pr sci pg 176-180</p> <p>Compre. Pri Scie. Bk 5 pg 135-138</p>
	2	THE ENVIRONMENT	SOIL	PREVENTION/CONTROL OF SOIL EROSION.	<p>The learner</p> <ul style="list-style-type: none"> Describes each way of controlling soil erosion. Explains how these methods control soil erosion. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation Describing methods of controlling soil erosion.</p>	<p>Methods of controlling soil erosion.</p> <ol style="list-style-type: none"> Mulching. Contour ploughing. Crop rotation. Inter-cropping. Agro-forestry Terracing Planting wind breaks. Cover cropping. Strip cropping. 	<p>Discussion</p> <p>Problem solving Responsibility Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	<p>Chalk board illustration.</p>

2	3	THE ENVIRONMENT	SOIL	IMPROVING SOIL FERTILITY	<p>The learner</p> <ul style="list-style-type: none"> ▪ Gives ways of improving soil fertility. ▪ Names different types of fertilizers ▪ Gives examples of natural fertilizers. ▪ Give advantages of using artificial fertilizers. ▪ Give disadvantages of using artificial fertilizers. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation Describing methods of improving soil fertility.</p>	<p>Ways of improving soil fertility</p> <ol style="list-style-type: none"> a) Mulching. b) Crop rotation. c) Bush following. d) Agro forestry. e) Contour ploughing. f) Inter cropping. g) Adding fertilizers. <p>Fertilizers</p> <p>Groups of fertilizers. Natural fertilizers Artificial fertilizers.</p> <p>Natural fertilizers.</p> <ol style="list-style-type: none"> a) Describing natural fertilizers. b) Examples of natural fertilizers. <ol style="list-style-type: none"> i. Farm yard manure ii. Compost manure iii. Green manure. c) Advantages and disadvantages of natural fertilizers. 	Discussion	Problem solving Responsibility Care	Learner's participation in class discussion. Note taking	Chalk board illustration.	Fount. Inte. Prim. Scie. Bk 5 Pg146-151 Mk pr sci pg 188-189 Compre. Pri Scie. Bk 5 pg 141 143	
---	---	-----------------	------	--------------------------	--	---	---	------------	---	---	---------------------------	--	--

2	5	MATTER AND ENERGY	HEAT ENERGY	MATTER	<p>The learner</p> <ul style="list-style-type: none"> ▪ Defines matter. ▪ States Properties of matter. ▪ Mentions States of matter. ▪ Identifies what makes up matter. ▪ Describes adhesion and cohesion forces. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Matter</p> <ol style="list-style-type: none"> 1. Definition of matter. 2. Properties of matter. 3. States of matter. 4. What makes up matter? 5. Adhesion and cohesion force. 	Discussion	Creative thinking Appreciation.	Learner's participation in class discussion. Note taking	Chalkboard illustration	Compre. Pri Scie. Bk 5 pg 59-63 Fount. Inte. Prim. Scie. Bk 5 pg 74-75	
	4		SOIL	IMPROVING SOIL FERTILITY	<p>The learner</p> <ul style="list-style-type: none"> ▪ Describes artificial fertilizers. ▪ Gives examples of artificial fertilizers. ▪ States advantages of artificial fertilizers. ▪ States disadvantages of using artificial fertilizers. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Artificial fertilizers</p> <ol style="list-style-type: none"> 1. Describing artificial fertilizers. 2. Examples of artificial fertilizers. 3. Advantages of artificial fertilizers. 4. Disadvantages of using artificial fertilizers. 	Discussion	Problem solving Responsibility Care	Learner's participation in class discussion. Note taking	Chalk board illustration.	Fount. Inte. Prim. Scie. Bk 5 Pg146-151 Mk pr sci pg 188-189 Compre. Pri Scie. Bk 5 pg 141-143	

3	6	MATTER AND ENERGY	HEAT ENERGY	SOLIDS	<p>The learner</p> <ul style="list-style-type: none"> ▪ Gives the characteristics of solids. ▪ Draws arrangement of molecules in solids. ▪ States the force of attraction between solids. ▪ Gives examples of solids. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Solids</p> <ol style="list-style-type: none"> 1. Characteristics of solids. 2. Arrangement of molecules in solids. 3. Force of attraction in solids 4. Examples of solids. 	Discussion	<p>Effective communication.</p> <p>Making right choices.</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p> <p>Drawing</p>	<p>Chart showing arrangement of molecules in different states of matter</p>	<p>Compre. Pri. Scie. Bk 5 pg 59</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 78</p>	
3	1	MATTER AND ENERGY	HEAT ENERGY	LIQUIDS	<p>The learner</p> <ul style="list-style-type: none"> ▪ Gives the characteristics of liquids. ▪ Describes the arrangement of molecules in liquids. ▪ Names the force of attraction in liquids ▪ States the examples of liquids. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Liquids</p> <ol style="list-style-type: none"> 1. Characteristics of liquids. 2. Arrangement of molecules in liquids. 3. Force of attraction in liquids 4. Examples of liquids. 	Discussion	<p>Effective communication.</p> <p>Making right choices.</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p> <p>Drawing</p>	<p>Chart showing arrangement of molecules in different states of matter</p>	<p>Compre. Pri. Scie. Bk 5 pg 59</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 78</p>	
3	2	MATTER AND ENERGY	HEAT ENERGY	GASES	<p>The learner</p> <ul style="list-style-type: none"> ▪ Gives the characteristics of liquids. ▪ Describes the arrangement of molecules in liquids. ▪ Names the force of attraction in liquids ▪ States the examples of liquids. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Gases</p> <ol style="list-style-type: none"> 1. Characteristics of liquids. 2. Arrangement of molecules in liquids. 3. Force of attraction in liquids 4. Examples of liquids. 	Discussion	<p>Effective communication.</p> <p>Making right choices.</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p> <p>Drawing</p>	<p>Chart showing arrangement of molecules in different states of matter</p>	<p>Compre. Pri. Scie. Bk 5 pg 60</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 79</p>	

3	3	MATTER AND ENERGY	HEAT ENERGY	CHANGES IN STATES OF MATTER	<p>The learner</p> <ul style="list-style-type: none"> Describes changes in states of matter Experiments different changes in states of matter. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Changes in states of matter</p> <ol style="list-style-type: none"> Melting Evaporation. Freezing Condensation. Sublimation 	Discussion	<p>Effective communication. Making right choices.</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	<p>Source of heat, wax water, ice, Nephthalyn</p>	<p>Compre. Pri Scie. Bk 5 pg 59</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 82-83</p>
3	4	MATTER AND ENERGY	HEAT ENERGY	MIXTURES	<p>The learner</p> <ul style="list-style-type: none"> Defines. Gives examples of mixtures. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Mixtures</p> <ol style="list-style-type: none"> Definition. Examples of mixtures. <p>Dissolving substances.</p> <ol style="list-style-type: none"> Soluble substances. Insoluble substances 	Discussion	<p>Effective communication. Making right choices.</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	<p>Water, Salt Sugar, stones, soil.</p>	<p>Compre. Pri Scie. Bk 5 pg 63</p>
3	5	MATTER AND ENERGY	HEAT ENERGY	MIXTURES	<p>The learner.</p> <ul style="list-style-type: none"> Defines a solute. Mentions examples of solutes Defines solvent. Names examples of solvent. Defines solution. Mention examples of solution. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>A solute</p> <p>Definition of a solutes. Examples of solutes</p> <p>Solvent</p> <p>Definition of solvent. Examples of solvent.</p> <p>Solution.</p> <p>Definition of solution. Examples of solution.</p>	Discussion	<p>Effective communication. Making right choices.</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	<p>Water, Salt Sugar.</p>	<p>Compre. Pri Scie. Bk 5 pg 63-64</p>

3	6	MATTER AND ENERGY	HEAT ENERGY	SEPARATING MIXTURES	<p>The learner</p> <ul style="list-style-type: none"> Separates mixtures by decanting and filtration. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Separating mixtures.</p> <p>By decanting Description of decanting. When decanting is used.</p> <p>By filtration. Description of filtration. When filtration is used.</p>	Discussion	Problem solving. Confidence	Learner's participation in class discussion. Note taking	Water, soil.	Compre. Pri Scie. Bk 5 pg 65
4	1	MATTER AND ENERGY	HEAT ENERGY	SEPARATING MIXTURES.	<p>The learner</p> <ul style="list-style-type: none"> Names other methods of separating mixtures. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Separating mixtures. <u>Using a separating funnel.</u> By hand picking. By using a magnet. By sieving.</p>	Discussion	Problem solving. Confidence	Learner's participation in class discussion. Note taking	Rice, beans.	Compre. Pri Scie. Bk 5 pg 67-68
4	2	MATTER AND ENERGY	HEAT ENERGY	HEAT ENERGY	<p>The learner</p> <ul style="list-style-type: none"> Defines heat energy. Mentions sources of heat. Suggest the uses of heat. Defines fuels. Give examples of fuel. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Heat energy.</p> <ol style="list-style-type: none"> Definition of heat energy. Sources of heat. Uses of heat. Fuels. Examples of fuel. 	Discussion	Problem solving. Confidence	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg 77 Fount. Inte. Prim. Scie. Bk 5 pg 80
4	3	MATTER AND ENERGY	HEAT ENERGY	EFFECTS OF HEAT ON MATTER	<p>The learner</p> <ul style="list-style-type: none"> <u>Mentions the effects of heat on matter.</u> Expansion in gases. carries out experiment on expansion in gases. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Effects of heat on matter. Expansion in gases. Experiment on expansion in gases.</p>	Discussion	Problem solving Making right choices.	Learner's participation in class discussion. Note taking	Balloon, empty bottle source of heat.	Compre. Pri Scie. Bk 5 pg 89 Fount. Inte. Prim. Scie. Bk 5 pg 85

4	4	MATTER AND ENERGY	HEAT ENERGY	EXPANSION OF LIQUIDS	<p>The learner</p> <ul style="list-style-type: none"> Carries out experiment on expansion in liquids 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Expansion in liquids.</p> <p>Experiment on expansion in liquids.</p>	Discussion	<p>Problem solving</p> <p>Making right choices.</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	<p>Water, Glass tube, Stopper, Test tube, Heat source.</p>	<p>Compre. Pri. Scie. Bk 5 pg 87-89</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 83</p>
4	5	MATTER AND ENERGY	HEAT ENERGY	EXPANSION IN SOLIDS	<p>The learner</p> <ul style="list-style-type: none"> Carries out experiment on expansion in solids. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Expansion in solids.</p> <p>Experiment on expansion in solids.</p>	Discussion	<p>Problem solving</p> <p>Making right choices.</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	<p>Bimetallic strip, Metallic ball and ring.</p>	<p>Compre. Pri. Scie. Bk 5 pg 87</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 82</p>
4	6	MATTER AND ENERGY	HEAT ENERGY	EFFECTS OF EXPANSION OF SOLIDS	<p>The learner</p> <ul style="list-style-type: none"> States the effects of expansion of solids. States the effects contraction of solids. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Effects of expansion of solids.</p> <p>Effects contraction of solids.</p>	Discussion	<p>Problem solving</p> <p>Making right choices.</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	<p>Chart showing rail line and electric and telephone wires between poles.</p>	<p>Compre. Pri. Scie. Bk 5 pg 89-91</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 85</p>

5	1	MATTER AND ENERGY	HEAT ENERGY	HEAT TRANSFER	<p>The learner</p> <ul style="list-style-type: none"> Describes ways of heat transfer. Carries out experiment on conduction. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Heat transfer.</p> <p>Ways of heat transfer.</p> <ul style="list-style-type: none"> - Conduction - Convection - Radiation <p>Conduction</p> <ol style="list-style-type: none"> Definition of conduction. Experiment on conduction. 	Discussion Experimentation.	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking Experimenting	Candle, Nail, wax, Match box.	Compre. Pri. Scie. Bk 5 pg 78 Fount. Inte. Prim. Scie. Bk 5 pg 91-93
5	2	MATTER AND ENERGY	HEAT ENERGY	CONVECTION	<p>The learner</p> <ul style="list-style-type: none"> Defines convection. Carries out experiments on convection. Gives an account of how convection applies in life situation. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Convection</p> <ol style="list-style-type: none"> Definition of convection. Experiment on convection. <p>Application of convection.</p> <p>Ventilation in a house, lantern, charcoal stove and charcoal box.</p>	Discussion Experimentation.	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking Experimenting	Water, toug(glass), ink, Heat source. Chart showing movement of air in and out of the	Compre. Pri. Scie. Bk 5 pg 82-83
5	3	MATTER AND ENERGY	HEAT ENERGY	APPLICATION OF CONVECTION	<p>The learner</p> <ul style="list-style-type: none"> Describes land breeze. Describes sea breeze. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Application of convection.</p> <p>Land breeze. Sea breeze.</p>	Discussion	Creative thinking Appreciation.	Learner's participation in class discussion. Note taking	Charts showing Land and Sea breeze.	Compre. Pri. Scie. Bk 5 pg 84-85
5	4	MATTER AND ENERGY	HEAT ENERGY	RADIATION	<p>The learner</p> <ul style="list-style-type: none"> Defines radiation. Gives examples of radiation in nature. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Radiation.</p> <ol style="list-style-type: none"> Definition of radiation. Radiation in nature. Solar energy. 	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking	Charts illustrating radiation.	Compre. Pri. Scie. Bk 5 pg 79 Fount. Inte. Prim. Scie. Bk 5 pg 95-96

5	5	MATTER AND ENERGY	HEAT ENERGY	CONDUCTORS	<p>The learner</p> <ul style="list-style-type: none"> Defines conductors. Gives examples of conductors of heat Identifies the best solid conductor of heat. Describes application of conductors of heat 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Conductors</p> <ol style="list-style-type: none"> Definition of conductors. Examples of conductors of heat The best solid conductor of heat. Application of conductors of heat 	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	Chalkboard illustration	<p>Compre. Pri Scie. Bk 5 pg 80-81</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 92-93</p>
5	6	MATTER AND ENERGY	HEAT ENERGY	INSULATORS	<p>The learner</p> <ul style="list-style-type: none"> Defines insulators. Identifies examples of insulators of heat Carries out experiment on insulators. Suggests application of insulators. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Insulators.</p> <p>Definition of insulators.</p> <p>Examples of insulators of heat</p> <p>Experiment to prove that water is an insulator.</p> <p>Application of insulators.</p>	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	<p>Water, test tube, Vaseline, gauze and heat source.</p>	<p>Compre. Pri Scie. Bk 5 pg 81-83</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 93</p>
6	1	MATTER AND ENERGY	HEAT ENERGY	REFLECTORS OF HEAT	<p>The learner</p> <ul style="list-style-type: none"> Defines reflectors. State how reflectors of heat can be applied in daily life situation. Defines absorbers of heat. State how absorbers of heat can be applied in daily life situation. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Reflectors of heat</p> <p>Definition of reflectors.</p> <p>Application of reflectors of heat.</p> <p>Absorbers of heat.</p> <p>Absorbers of heat.</p> <p>Application of absorbers of heat.</p>	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	Chalk board illustration.	<p>Compre. Pri Scie. Bk 5 pg 85-86</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 97</p>
6	2	MATTER AND ENERGY	HEAT ENERGY	THE VACUUM FLASK	<p>The learner</p> <ul style="list-style-type: none"> States the use of a vacuum flask. Names the parts of a vacuum flask. Gives the functions of each part of a vacuum flask. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>The vacuum flask.</p> <ul style="list-style-type: none"> The use of a vacuum flask. The parts of a vacuum flask. Functions of each part of a vacuum flask. 	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	<p>Real flask and Chart showing a flask.</p>	<p>Compre. Pri Scie. Bk 5 pg 85-86</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 97-98</p>

6	3	MATTER AND ENERGY	HEAT ENERGY	TEMPERATURE	<p>The learner</p> <ul style="list-style-type: none"> Defines temperature. Names the Instruments used for measuring temperature. Gives the differences between temperature and heat. Mentions the units used in measuring temperature. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Temperature</p> <p>Definition of temperature. Instrument used for measuring temperature. Differences between temperature and heat. Units used in measuring temperature.</p>	Discussion	<p>Problem solving Making right choices. Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	Chalk board illustration.	<p>Compre. Pri Scie. Bk 5 pg 91-92</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 85-87</p>
6	4	MATTER AND ENERGY	HEAT ENERGY	TEMPERATURE SCALES.	<p>The learner</p> <ul style="list-style-type: none"> Names the types of temperature scales. Gives the freezing and the boiling points on the centigrade and Fahrenheit scale. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Temperature scales.</p> <p>Types of temperature scale. The freezing and the boiling points on the centigrade and Fahrenheit scale.</p>	Discussion	<p>Problem solving Making right choices. Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	Chalk board illustration.	<p>Compre. Pri Scie. Bk 5 pg 91-92</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 86-87</p>
6	5	MATTER AND ENERGY	HEAT ENERGY	LIQUIDS USED IN THERMOMETERS.	<p>The learner</p> <ul style="list-style-type: none"> Suggests the advantages of using mercury over alcohol. Suggests the disadvantages of using alcohol over mercury. States why water is not used in thermometers. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Liquids used in thermometers.</p> <p>Advantages of using mercury over alcohol. Disadvantages of using alcohol over mercury. Why water is not used in thermometers.</p>	Discussion	<p>Problem solving Making right choices. Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	Chalk board illustration.	<p>Compre. Pri Scie. Bk 5 pg 94-95</p>

6	6	MATTER AND ENERGY	HEAT ENERGY	TYPES OF THERMOMETERS.	<p>The learner</p> <ul style="list-style-type: none"> Names the types of thermometers. Gives another name for clinical thermometer. States the use of a clinical thermometer. Identifies areas of the body where a clinical thermometer is placed. Gives a reason for placing the clinical thermometer in the named parts of the body. State why a clinical thermometer should be sterilized after every use. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Types of thermometers.</p> <p>Clinical Six's thermometer.</p> <p>Clinical thermometer.</p> <ul style="list-style-type: none"> Another name for clinical thermometer. The use of a clinical thermometer. Areas of the body where a clinical thermometer is placed. Reason for placing the clinical thermometer in the named parts of the body. Why a clinical thermometer should be sterilized after every use. 	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking	Chart showing a clinical thermometer. Real thermometer.	Compre. Pri Scie. Bk 5 pg 92-94 Fount. Inte. Prim. Scie. Bk 5 pg 87-89	
7	1	MATTER AND ENERGY	HEAT ENERGY	DIAGRAM OF A CLINICAL THERMOMETER	<p>The learner</p> <ul style="list-style-type: none"> Names the part of the clinical thermometer. Gives the function of each part. States why mercury is used in a clinical thermometer. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Diagram of a clinical thermometer.</p> <ul style="list-style-type: none"> The part of the clinical thermometer. Function of each part. Why mercury is used in a clinical thermometer. How to use a clinical thermometer. 	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking	Chart showing a clinical thermometer. Real thermometer.	Compre. Pri Scie. Bk 5 pg 93 Fount. Inte. Prim. Scie. Bk 5 pg 87	

7	2	MATTER AND ENERGY	HEAT ENERGY	SIX'S THERMOMETER.	<p>The learner</p> <ul style="list-style-type: none"> ▪ Gives another name for Six's thermometer. ▪ States the use of a Six's thermometer. ▪ Name the thermometers that make up A Six's thermometer. ▪ Identify the liquids found in the six's thermometer. ▪ Draws the diagram of a Six's thermometer. ▪ States how a Six's thermometer works. ▪ Gives a reason why mercury is used in the maximum thermometer. ▪ Gives a reason why alcohol is used in the minimum thermometer. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Six's thermometer.</p> <ul style="list-style-type: none"> ▪ Another name for Six's thermometer. ▪ The use of a Six's thermometer. ▪ A Six's thermometer is made of maximum and minimum thermometer. ▪ The liquids found in the six's thermometer. ▪ The diagram of a Six's thermometer. ▪ How a Six's thermometer works. ▪ Why mercury is used in the maximum thermometer. ▪ Why alcohol is used in the minimum thermometer. 	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	<p>Chart showing the Six's thermometert.</p>	<p>Compre. Pri Scie. Bk 5 pg 94</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 88-89</p>
7	3	MATTER AND ENERGY	HEAT ENERGY	CHANGING °FTO °C	<p>The learner</p> <ul style="list-style-type: none"> ▪ Converts fahrenheit to centigrade 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Changing Fahrenheit to centigrade</p> <p>$^{\circ}\text{C} = \frac{5}{9} (^{\circ}\text{F} - 32)$</p>	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	<p>Chalkboard illustration.</p>	<p>Compre. Pri Scie. Bk 5 pg 95-96</p> <p>Fount. Inte. Prim. Scie. Bk 5 pg 91</p>

7	4	MATTER AND ENERGY	HEAT ENERGY	CHANGING °C TO °F	<p>The learner</p> <ul style="list-style-type: none"> Converts centigrade to Fahrenheit. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Changing centigrade to Fahrenheit.</p> $^{\circ}\text{F} = (^{\circ}/_5 \times \text{C}) + 32$	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	Chalkboard illustration.	<p>Compre. Pri</p> <p>Sci. Bk 5 pg 96</p> <p>Found. Inte. Prim. Sci. Bk 5 pg 91</p>
7	5	MATTER AND ENERGY	HEAT ENERGY	BURNING	<p>The learner</p> <ul style="list-style-type: none"> Defines burning. Names the gas needed for burning. Names the gas produced during burning. Draws the diagram of zones in flames. States the characteristics of each zone. Experiments to show that air supports burning. States ways of Putting out fire. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Burning</p> <ul style="list-style-type: none"> Definition of burning. Gas needed for burning. Gas produced during burning. Diagram of zones in flames. Characteristics of each zone. Experiments to show that air supports burning. Putting out fire. 	Discussion Experimentation.	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	Chalkboard illustration. Bunsen burner.	
7	6	MATTER AND ENERGY	HEAT ENERGY	RUSTING	<p>The learner</p> <ul style="list-style-type: none"> Describes the process of rusting. Mentions the Conditions necessary for rusting. Carries out experiments to show that oxygen is used during rusting. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Rusting</p> <ul style="list-style-type: none"> The process of rusting. Conditions necessary for rusting. Experiments to show that oxygen is used during rusting. 	Discussion Experimentation.	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	Chalk board illustration Iron filings, water cotton wool.	

8	1	MATTER AND ENERGY	HEAT ENERGY	RUSTING	<p>The learner</p> <ul style="list-style-type: none"> States the advantage of rusting. States the disadvantages of rusting. Suggests ways of preventing rusting. Gives the similarities between rusting and burning. Gives the differences between rusting and burning. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Rusting</p> <ul style="list-style-type: none"> Advantage of rusting. Disadvantages of rusting. Ways of preventing rusting. Similarities between rusting and burning. Differences between rusting and burning. 	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking	Chalkboard illustration.		
8	4	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION	CROP GROWING	COMMON TUBER CROPS	<p>The learner</p> <ul style="list-style-type: none"> Names types of crops grown. Gives examples of each type of crop. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Tuber crops</p> <ul style="list-style-type: none"> Types of tuber crops. <p>Root tubers</p> <ul style="list-style-type: none"> Definition of root tubers Examples of root tubers. <p>Stem tubers.</p> <ul style="list-style-type: none"> Definition of stem tubers. Examples of stem tubers <p>Methods of planting tuber crops</p>	Discussion	Problem solving Making right choices. Care	Discussion Identification Observation Visiting gardens	Real cassava, Sweet potatoes, Carrots, Turnip, Sugar beet Yams, Irish potatoes.	Inte . Pri Scie. Bk 5 Page 182	

8	5	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION	CROP GROWING	CARING FOR TUBER CROPS (PRUNING)	<p>The learner</p> <ul style="list-style-type: none"> ▪ Defines pruning ▪ Names examples of plants pruned. ▪ Suggests the importance/advantages of pruning. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Pruning</p> <p>Definition of pruning. Examples of plants pruned. Importance/advantages of pruning.</p>	Discussion	Problem solving Making right choices. Care	Discussion Actual pruning.	Chalkboard illustration	Compre. Pri Scie. Bk 5 Page 173
8	6	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION	CROP GROWING	THINNING	<p>The learner</p> <ul style="list-style-type: none"> ▪ Defines thinning. ▪ Suggests the Importance/advantages of thinning. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Thinning</p> <p>Definition of thinning. Importance/advantages of thinning.</p>	Discussion	Problem solving Making right choices. Care	Discussion Visiting gardens Observation	Chalkboard illustration Gardens	Compre. Pri Scie. Bk 5 Page 173
9	1	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION	CROP GROWING	MULCHING	<p>The learner</p> <ul style="list-style-type: none"> ▪ Definition of mulching. ▪ Names the materials that can be used as mulch. ▪ Gives the advantages of mulching. ▪ Gives the disadvantages of mulching 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Mulching</p> <p>Definition of mulching.</p> <p>Materials that can be used as mulch. 1. Advantages of mulching. 2. Disadvantages of mulching</p>	Discussion	Problem solving Making right choices. Care	Discussion Visiting gardens Observation Identification	Chalkboard illustration Gardens	Compre. Pri Scie. Bk 5 Page 173

9	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION	CROP GROWING	WEEDING	<p>The learner</p> <ul style="list-style-type: none"> ▪ Defines weeding. ▪ Defines a weed. ▪ Names some common weeds in English and some local languages. ▪ Gives the Importance of weeds ▪ Mentions the Dangers of weeds. ▪ States the importance of weeding. ▪ Suggest Ways of controlling weeds. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Weeding.</p> <ol style="list-style-type: none"> 1. Definition of weeding. 2. Definition of a weed. 3. Naming some common weeds in English and some local languages. 4. Importance of weeds 5. Dangers of weeds. 6. Importance of weeding. 7. Ways of controlling weeds. 	Discussion	Problem solving Making right choices. Care	Discussion Visiting gardens Observation Identification Collecting and naming weeds	illustration Chalkboard Gardens	Compre. Pri Scie. Bk 5 Page 174 MK Pri Agric Bk 5 Pg 8-23	
9	3	SCIENCE IN HUMAN ACTIVITIES AND	CROP GROWING	COMMON CROP PESTS	<p>The learner</p> <ul style="list-style-type: none"> ▪ Defines a pest. ▪ Names examples of common crop pests. ▪ Identifies crops attacked by each pest. ▪ Names the parts of the plant affected by each pest. ▪ Suggests ways of controlling pests. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Common Crop Pests</p> <ol style="list-style-type: none"> 1. Definition of a pest. 2. Examples of common crop pests. 3. Identifying crops attacked by each pest. 4. Parts of the plant affected by each pest. 5. Controlling pests. 	Discussion	Problem solving Making right choices. Care	Discussion Identifying crop pests Observing the parts of a plant affected by a given pest. Drawing some pests	illustration Chalkboard Drawn chart showing common crop pests	Compre. Pri Scie. Bk 5 Page 175-7	

9	4	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION	CROP GROWING	COMMON CROP DISEASES.	<p>The learner</p> <ul style="list-style-type: none"> Names the diseases that affect the crops. Names parts of the plant affected by each disease. Gives the effects of pests and diseases on crops. Suggests ways of controlling crop diseases. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Common disease of Crops</p> <ol style="list-style-type: none"> Diseases that affect the crops. Parts of the plant affected by affected by each disease. Effects of pests and diseases on crops. Controlling crop diseases. 	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Identifying crop diseases</p> <p>Observing the parts of a plant affected by a given disease</p>	<p>Chalkboard illustration</p> <p>Drawn chart showing different parts of a plants affected by diseases.</p>	<p>Compre. Pri Scie. Bk 5 Page 177-8</p>
9	5	SCIENCE IN HUMAN ACTIVITIES AND	CROP GROWING	HARVESTING OF CROPS	<p>The learner</p> <ul style="list-style-type: none"> Defines harvesting. Names the season for harvesting crops. Gives the disadvantages of early harvesting. States ways of Storing harvested crops. States the conditions for proper storage of produce. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Harvesting of crops.</p> <ol style="list-style-type: none"> Definition of harvesting. Season for harvesting crops. Disadvantages of early harvesting. Storage of harvested crops. Conditions for proper storage of produce. 	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Discussion</p> <p>Drawing</p> <p>Identifying the disadvantage s of early harvesting.</p>	<p>Chalkboard illustration</p> <p>Drawn chart showing different ways of storing harvested crops.</p>	<p>Compre. Pri Scie. Bk 5 Page 179</p>
9	6	SCIENCE IN HUMAN ACTIVITIES AND	CROP GROWING	FARM RECORDS	<p>The learner</p> <ul style="list-style-type: none"> States what farm records are. Names types of farm records. Gives the uses of farm records. Gives the importance of a young farmers' club. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Farm records</p> <ol style="list-style-type: none"> What farm records are. Types of farm records. Uses of farm records. <p>young farmers' club</p> <p>Importance of a young farmers' club.</p>	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Discussion</p>	<p>Chalkboard illustration</p>	<p>Compre. Pri Scie. Bk 5 page 29</p>

101	1	THE WORLD OF LIVING THINGS	BACTERIA AND FUNGI	FUNGI	<p>The learner</p> <ul style="list-style-type: none"> ▪ States the characteristics of fungi. ▪ Gives examples of fungi. ▪ Draws the structure of a mushroom ▪ Names the parts of a mushroom ▪ States the functions of some parts of a mushroom ▪ States how a mushroom reproduces. ▪ States how a mushroom feeds. ▪ Suggests the importance of fungi. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Fungi</p> <ol style="list-style-type: none"> 1. Characteristics of fungi. 2. Examples of fungi. <p>Mushroom</p> <ol style="list-style-type: none"> 1. The structure of a mushroom 2. Parts of a mushroom 3. Functions of some parts of a mushroom 4. How a mushroom reproduces. 5. How a mushroom feeds. <ol style="list-style-type: none"> 3. Importance of fungi. 	Discussion	Critical thinking Taking decisions Concern	Discussing the characteristic s of fungi, Stating the importance of fungi, Identifying examples of fungi, Drawing examples of fungi.	Chalkboard illustration Drawn chart showing examples of fungi	Compre. Pri Scie. Bk 5 Page 190-191	
101	2	THE WORLD OF LIVING THINGS	BACTERIA AND FUNGI	MOULDS	<p>The learner</p> <ul style="list-style-type: none"> ▪ Describes moulds. ▪ States the mode of reproduction. ▪ States the mode of feeding. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Moulds.</p> <ol style="list-style-type: none"> 1. Description of moulds. 2. Mode of reproduction. 3. Mode of feeding. 	Discussion	Critical thinking Taking decisions Concern	Describing moulds,	Chalkboard illustration Drawn chart showing moulds	Compre. Pri Scie. Bk 5 Page 190-191	
101	3	THE WORLD OF LIVING	BACTERIA AND FUNGI	TOADSTOOLS	<p>The learner</p> <ul style="list-style-type: none"> ▪ Identifies where toadstools grow from. ▪ States how harmful toadstools are. ▪ States how toadstools feed. ▪ States how toadstools reproduce. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Toadstools.</p> <ol style="list-style-type: none"> 1. Where they grow from. 2. How harmful it is. 3. How they feed. 4. How they reproduce. 	Discussion	Critical thinking Taking decisions Concern	Describing moulds,	Chalkboard illustration Drawn chart showing toadstools	Compre. Pri Scie. Bk 5 Page 190-191	

10104	THE WORLD OF LIVING	BACTERIA AND FUNGI	YEAST	<p>The learner</p> <ul style="list-style-type: none"> Describes yeast. States how yeast reproduces. States how yeast feeds. States the importance of yeast. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Yeast</p> <ol style="list-style-type: none"> Description of yeast. How yeast reproduces. <p>How yeast feeds. Importance of yeast.</p>	Discussion	<p>Critical thinking</p> <p>Taking decisions</p> <p>Concern</p>	Describing yeast	<p>Chalkboard illustration</p> <p>Drawn chart showing yeast</p>	<p>Compre. Pri. Scie. Bk 5</p> <p>Page 190-191</p>
10105	THE WORLD OF LIVING THINGS	BACTERIA AND FUNGI	HARMFUL FUNGI	<p>The learner</p> <ul style="list-style-type: none"> States how fungi are harmful. Names the diseases caused by harmful fungi. States how to Prevent and control fungal diseases. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Harmful fungi</p> <ol style="list-style-type: none"> How fungi is harmful. Diseases caused by harmful fungi. Prevention and control of fungal diseases. 	Discussion	<p>Critical thinking</p> <p>Taking decisions</p> <p>Concern</p>	<p>Discussing examples of fungal diseases to plants.</p> <p>Discussing examples of fungal diseases to people.</p> <p>Discussing ways of prevention and control of fungal diseases</p>	<p>Chalkboard illustration</p>	<p>Compre. Pri. Scie. Bk 5</p> <p>Page 191</p>
10106	THE WORLD OF LIVING	BACTERIA AND FUNGI	BACTERIA	<p>The learner</p> <ul style="list-style-type: none"> Describes bacteria. Names places where bacteria are found. Names types of bacteria. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Bacteria</p> <ol style="list-style-type: none"> Description of bacteria. Places where bacteria are found. Types of bacteria. 	Discussion	<p>Critical thinking</p> <p>Taking decisions</p> <p>Concern</p>	<p>Describing bacteria.</p> <p>Identifying types of bacteria</p> <p>Identifying places where bacteria is found</p>	<p>Chalkboard illustration</p> <p>Drawn chart showing</p>	<p>Compre. Pri. Scie. Bk 5</p> <p>Page 188</p>

1 1	1	THE WORLD OF LIVING THINGS	BACTERIA AND FUNGI	HARMLESS BACTERIA	<p>The learner</p> <ul style="list-style-type: none"> States how harmless bacteria is useful Gives similarities between bacteria and fungi. Gives differences between bacteria and fungi. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Harmless bacteria.</p> <ol style="list-style-type: none"> How harmless bacteria is useful Similarities between bacteria and fungi. Differences between bacteria and fungi. 	Discussion	<p>Critical thinking</p> <p>Taking decisions</p> <p>Concern</p>	<p>Giving uses of bacteria</p> <p>Giving similarities between bacteria and fungi</p> <p>Stating differences between bacteria and fungi</p>	<p>-Chalkboard illustration</p> <p>- Drawn chart showing different types of bacteria</p>	<p>Compre. Pri Scie. Bk 5 Page 191</p>
--------	---	-----------------------------------	---------------------------	--------------------------	---	---	---	------------	---	--	--	--

Kabojja Junior School
PRIMARY FIVE SCIENCE. SCHEME OF WORK TERM III

UNITS

5. **MANAGING CHANGES IN THE ENVIRONMENT**
6. **SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.**
7. **HUMAN HEALTH (FOOD AND NUTRITION)**

8. HUMAN HEALTH (PRIMARY HEALTH CARE)

W	P	THM	TP	SUB TOPC	COMPETENCES		CONTENT	MTHD	L/SKLS & VALUES	ACTIVITIES	T/L AIDS	REF	RE
					SUBJECT	LANGUAGE							
HOLIDAY WORK													
2	2	MANAGING CHANGES IN THE ENVIRONMENT	CHANGES IN THE ENVIRONMENT	Chemical changes	<p>The learner</p> <ul style="list-style-type: none"> Names the types of changes in the environment. Defines chemical change. Gives the characteristic of chemical change Gives the examples of chemical change. 	<p>The learner</p> <p>Reads the of the types of changes.</p>	<p>Changes in the environment</p> <ol style="list-style-type: none"> Chemical changes Physical changes Biological changes <p>Chemical changes</p> <ol style="list-style-type: none"> Definition of chemical change. The characteristics of chemical change Examples of chemical change. 	Discussion Experimentation	Problem solving. Logic	Learner's participation in class discussion. Note taking	Piece of paper, Match box etc	Compre. Pri Scie. Bk 5 Pg 41	
					<p>The learner</p> <ul style="list-style-type: none"> Defines physical change. Gives the characteristics of physical change. Names examples of physical changes. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Physical change</p> <ol style="list-style-type: none"> Definition of physical change. Characteristics of physical change. Examples of physical changes. 						
3	3	MANAGING CHANGES IN THE ENVIRONMENT	CHANGES IN THE ENVIRONMENT	Physical change									

4			Biological changes.	<p>The learner</p> <ul style="list-style-type: none"> ▪ Defines biological change. ▪ Gives the characteristics of biological change. ▪ Names examples of biological changes 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Biological changes.</p> <ol style="list-style-type: none"> 1. Definition of biological change. 2. Characteristics of biological change. 3. Examples of biological changes 	Discussion Experimentation.	Effective communication. Decision making	Identifying biological changes Experimenting. (Planting seeds)	Chalkboard illustration	Fount. Inte. Prim. Scie. Bk 5 Pg46. Mk pr sci pg50-53. Compre. Pri Scie. Bk 5 pg 40
5	MANAGING CHANGES IN THE ENVIRONMENT	CHANGES IN THE ENVIRONMENT	Other Changes in the environment.	<p>The learner</p> <ul style="list-style-type: none"> ▪ States the changes that occur in the atmosphere. ▪ Names the man made changes in the environment. ▪ Names the natural changes. ▪ States the effects of various types of changes to living things. 	<p>The learner</p> <p>Reads the vocabularies used in right intonation and pronunciation</p> <p>Spells the vocabularies correctly.</p>	<p>Other Changes in the environment.</p> <ol style="list-style-type: none"> 1. Changes in the atmosphere. 2. Man made changes. 3. Natural changes. 4. Effects of various types of changes to living things. 	Discussion	Critical thinking Appreciation.	Learner's participation in class discussion. Note taking	Chalk board illustration.	Fount. Inte. Prim. Scie. Bk 5 Pg47-48. Mk pr sci pg57-58. Compre. Pri Scie. Bk 5 pg 42-43
6	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.	GOATS REARING	Reasons for rearing goats & Structure of a goat.	<p>The learner</p> <ul style="list-style-type: none"> ▪ Gives the reasons for rearing goats. ▪ Draws the structure of a goat. ▪ Names the external parts of a goat. 	<p>The learner</p> <p>Reads the vocabularies used in right intonation and pronunciation</p> <p>Spells the vocabularies correctly.</p>	<p>Goats</p> <ol style="list-style-type: none"> 1. Reasons for rearing goats. 2. Structure of a goat. 3. External parts of a goat. 	Discussion Excursion.	Problem solving Responsibility	Learner's participation in class discussion. Note taking	Chalk board illustration.	Fount. Inte. Prim. Scie. Bk 5 Pg50. Mk pr sci pg69. Compre. Pri Scie. Bk 5 pg 56

3	1	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.	GOATS REARING	Breeds of goats	<p>The learner</p> <ul style="list-style-type: none"> ▪ Names the breeds reared in Uganda. ▪ Describes each breed of goat. ▪ Names the best breeds for milk production. ▪ Names the breed of goat reared for its mohair 	<p>The learner</p> <p>Reads the vocabularies used in right intonation and pronunciation</p> <p>Spells the vocabularies correctly.</p>	<p>Breeds of goats.</p> <ol style="list-style-type: none"> 1. Naming the breeds reared in Uganda. 2. Brief description of each breed of goat. 3. The milk breeds of goats. 4. The breed of goat reared for mohair. 	Discussion Excursion.	Problem solving Responsibility	Excursion Drawing Learner's participation in class discussion. Note taking	Surrounding environment Water	Fount. Inte. Prim. Scie. Bk 5 Pg51-52. Mk pr sci pg70-72. Compre. Pri Scie. Bk 5 pg 56
	2			Free grazing.	<p>The learner</p> <ul style="list-style-type: none"> • Defines grazing. • Names types of grazing. • Defines free grazing • States the advantages of free grazing. • States the disadvantages of free grazing. 	<p>The learner</p> <p>Reads the vocabularies used in right intonation and pronunciation</p> <p>Spells the vocabularies correctly.</p>	<p>Grazing</p> <ol style="list-style-type: none"> 1. Definition of grazing. 2. Methods of grazing. <p>Free grazing.</p> <ol style="list-style-type: none"> 1. Definition of free grazing. 2. Advantages of free grazing. 3. Disadvantages of free grazing. 	Discussion	Problem solving Responsibility Care	Learner's participation in class discussion. Note taking	Chalk board illustration.	Fount. Inte. Prim. Scie. Bk 5 Pg54 Mk pr sci pg74. Compre. Pri Scie. Bk 5 pg
4	3	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.		Tethering	<p>The learner</p> <ul style="list-style-type: none"> • Defines of tethering. • Gives the advantages of tethering grazing. • States the disadvantages of tethering. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Tethering</p> <ol style="list-style-type: none"> 1. Definition of tethering. 2. Advantages of tethering. 3. Disadvantages of tethering. 	Discussion	Problem solving Responsibility Care	Learner's participation in class discussion. Note taking	Chalk board illustration.	Fount. Inte. Prim. Scie. Bk 5 Pg55. Mk pr sci pg75.

4			Zero grazing	<p>The learner</p> <ul style="list-style-type: none"> Defines zero grazing. Suggests the advantages of Zero grazing Suggests the disadvantages of zero grazing. 	<p>The learner</p> <p>Reads the vocabularies used in right intonation and pronunciation</p> <p>Spells the vocabularies correctly.</p>	<p>Zero grazing</p> <ol style="list-style-type: none"> Definition of zero grazing. Advantages of Zero grazing. Disadvantages of zero grazing. 	Discussion	Problem solving Responsibility Care	Learner's participation in class discussion. Note taking	Chalk board illustration.	Fount. Inte. Prim. Scie. Bk 5 Pg55 Mk pr sci pg75.	
5	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.	GOAT REARING	Paddock grazing.	<p>The learner</p> <ul style="list-style-type: none"> Defines paddock grazing. Gives the advantages of paddock grazing Gives the disadvantages of paddock grazing. 	<p>The learner</p> <p>Reads the vocabularies used in right intonation and pronunciation</p> <p>Spells the vocabularies correctly.</p>	<p>Paddock grazing.</p> <ol style="list-style-type: none"> Definition of paddock grazing. Advantages of paddock grazing Disadvantages of paddock grazing. 	Discussion	Creative thinking Appreciation.	Learner's participation in class discussion. Note taking	Chalkboard illustration	Compre. Pri Scie. Bk 5 pg Fount. Inte. Prim. Scie. Bk 5 pg	
6	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.	GOAT REARING	Diseases that attack goats.	<p>The learner</p> <ul style="list-style-type: none"> Names some diseases that attack goats. Mentions the causes of each disease. 	<p>The learner</p> <p>Reads the vocabularies used in right intonation and pronunciation</p> <p>Spells the vocabularies correctly.</p>	<p>Diseases that attack goats.</p> <ol style="list-style-type: none"> Examples of diseases that attack goats. The causes of each disease. 	Discussion	Effective communication. Making right choices.	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg57. Fount. Inte. Prim. Scie. Bk 5 pg56.	

5	1		Parasites that attack goats.	<p>The learner</p> <ul style="list-style-type: none"> Names internal parasites that attack goats. Names external parasites that attack goats. Identifies how to control internal and external parasites 	<p>The learner</p> <p>Reads the vocabularies used in right intonation and pronunciation</p> <p>Spells the vocabularies correctly.</p>	<p>Parasites that attack goats.</p> <ol style="list-style-type: none"> Internal parasites that attack goats. External parasites that attack goats. How to control internal and external parasites. Diagram of a farmer spraying a goat. 	Discussion	Effective communication. Making right choices.	Learner's participation in class discussion. Note taking	Chart showing parasites	Compre. Pri Scie. Bk 5 pg57 Fount. Inte. Prim. Scie. Bk 5 pg55-56.	
	2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.	SHEEP REARING	Sheep	<p>The learner</p> <ul style="list-style-type: none"> Names the types of breeds of sheep. Names examples of local sheep kept in Uganda. Mentions examples of exotic breeds of sheep. Names the breed of sheep kept for wool. Defines docking. Suggests reasons for docking. States ways of docking. Mentions the gestation period of a sheep. 	<p>The learner</p> <p>Reads the vocabularies used in right intonation and pronunciation</p> <p>Spells the vocabularies correctly.</p>	<p>Sheep</p> <ol style="list-style-type: none"> Types of breeds of sheep. Examples of local sheep kept in Uganda. Examples of exotic breeds of sheep. Breed of sheep kept for wool. Definition of docking. Reasons for docking. Ways of docking. Gestation period of a sheep. 	Discussion	Effective communication. Making right choices.	Learner's participation in class discussion. Note taking Drawing	Pictures of different breeds of sheep	Compre. Pri Scie. Bk 5 pg57-58. Fount. Inte. Prim. Scie. Bk 5 pg57-60.

3			PIGGERY	Piggery	<p>The learner</p> <ul style="list-style-type: none"> Defines piggery. Names breeds of pigs. Gives the characteristics of these breeds. Identifies each breed of pigs. 	<p>The learner</p> <p>Reads the vocabularies used in right intonation and pronunciation</p> <p>Spells the vocabularies correctly.</p>	<p>Piggery.</p> <ol style="list-style-type: none"> Define piggery. Breeds of pigs. Examples of each breed. Characteristics of each breed. 	Discussion	Effective communication. Making right choices.	Learner's participation in class discussion. Note taking	Pictures of different breeds of pigs	Compre. Pri Scie. Bk 5 pg44-45. Fount. Inte. Prim. Scie. Bk 5 pg61-64.	
4	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.		PIGGERY	Systems in piggery	<p>The learner</p> <ul style="list-style-type: none"> Names the systems of keeping pigs. Defines each type of breed. States the advantages of each type of breed. States the disadvantages of each type of breed 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Systems in piggery</p> <ol style="list-style-type: none"> Types of systems. <ul style="list-style-type: none"> - Intensive system. - Extensive system. Definition of each type of breed. Advantages of each type of breed. Disadvantages of each type of breed. 	Discussion	Effective communication. Making right choices.	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg46-47. Fount. Inte. Prim. Scie. Bk 5 pg64-65.	
5	SCIENCE IN HUMAN ACTIVITIES AND		PIGGERY	Housing of pigs	<p>The learner.</p> <ul style="list-style-type: none"> Names the house of a pig. Draws the internal structure of a sty. States gestation period of a pig. States what steaming up is. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Housing of pigs</p> <ol style="list-style-type: none"> Internal structure of a sty. Gestation of a pig. Steaming up. 	Discussion	Effective communication. Making right choices.	Learner's participation in class discussion. Note taking	Chart showing internal structure of a sty.	Compre. Pri Scie. Bk 5 pg47-48. Fount. Inte. Prim. Scie. Bk 5 pg68.	

6			Castration	<p>The learner</p> <ul style="list-style-type: none"> • Defines castration. • Mentions the methods of castration. • Describes each method of castration. • Names some tools used for castration. • Gives reasons for castration. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Castration</p> <ol style="list-style-type: none"> 6. Definition of castration. 7. Methods of castration. 8. Description of each method of castration. 9. Tools used for castration. 10. Reasons for castration. 	Discussion	Problem solving. Confidence	Learner's participation in class discussion. Note taking	Diagram of a burdirro	Compre. Pri Scie. Bk 5 pg49-50.	
6	1	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.	PIGGERY	<p>Ruminants and non-ruminants.</p> <p>The learner</p> <ul style="list-style-type: none"> • Defines the term ruminant. • Identifies characteristics of ruminants. • Gives some examples of ruminants • Defines non ruminants. • Gives some examples of non-ruminants. • Identifies characteristics of non - ruminants. • Names the parts of the digestive structure of a pig. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p><u>Ruminants and non-ruminants.</u></p> <ol style="list-style-type: none"> 1. Definition of ruminants. 2. Characteristics of ruminants. 3. Examples of ruminants 4. Definition of non ruminants. 5. Examples of non-ruminants. 6. Characteristics of non-ruminants. 7. Digestive structure of a pig. 	Discussion	Problem solving. Confidence	Learner's participation in class discussion. Note taking	Diagram of the digestive structure of a pig.	Compre. Pri Scie. Bk 5 pg Fount. Inte. Prim. Scie. Bk 5 pg	

6	2			Diseases that attack pigs	<p>The learner</p> <ul style="list-style-type: none"> Names the diseases that attack pigs. Suggests the causes of the diseases. States the signs and symptoms of each disease. Suggests ways of Prevention and control of each disease 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Diseases that attack pigs</p> <ol style="list-style-type: none"> Naming the diseases that attack pigs. The causes of the diseases. Signs and symptoms of each disease. Prevention and control of each disease. 	Discussion	Problem solving Making right choices.	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg52-55. Fount. Inte. Prim. Scie. Bk 5 pg70-72.
3		SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION.	PIGGERY	Terms used in piggery.	<p>The learner</p> <ul style="list-style-type: none"> Mentions some terms commonly used in piggery. Gives meaning of the terms used in piggery. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Terms used in piggery.</p> <ol style="list-style-type: none"> Common terms used in piggery. Meanings of each term. 	Discussion	Problem solving. Confidence	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg44.
4		HUMAN HEALTH(FOOD AND NUTRITION)	FOOD AND NUTRITION	Breast-feeding.	<p>The learner</p> <ul style="list-style-type: none"> Defines feeding. Defines food. Defines breast-feeding. States the importance of breast-feeding to the baby. States the importance of breast feeding to the mother.. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Food</p> <ol style="list-style-type: none"> Define feeding. What is food? <p>Breast-feeding.</p> <ol style="list-style-type: none"> What breast feeding is. Importance of breast feeding to a child. Importance of breast feeding to a breast feeding mother. 	Discussion	Problem solving Making right choices.	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg160 Fount. Inte. Prim. Scie. Bk 5 pg170.

	5	HUMAN HEALTH(FOOD AND NUTRITION)	FOOD AND NUTRITION	Bottle-feeding.	<p>The learner</p> <ul style="list-style-type: none"> • Gives the factors that call for a child to be breast-fed. • Mentions the advantages of bottle-feeding. • States the disadvantages 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p><u>Bottle-feeding.</u></p> <ol style="list-style-type: none"> 1. Factors that call for bottle-feeding. 2. Advantages of bottle feeding. 3. Disadvantages of bottle feeding. 	Discussion	Problem solving Making right choices.	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg161. Fount. Inte. Prim. Scie. Bk 5 pg171.
	6			Weaning children	<p>The learner</p> <ul style="list-style-type: none"> • Defines weaning. • Gives reasons for weaning. • States the age for weaning. • Names the foods used to wean children. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p><u>Weaning children</u></p> <ol style="list-style-type: none"> 1. Definition of weaning. 2. Reasons for weaning 3. Age for weaning. 4. Foods used to wean children. 	Discussion	Problem solving Making right choices.	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg163. MK. pri. sci. bk5 pg212.
7	1			Food taboos and beliefs.	<p>The learner</p> <ul style="list-style-type: none"> • Defines taboo. • Examples of religious taboos. • Mentions examples of cultural taboos. • States the advantages of food taboos. • States the disadvantages of food taboos. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p><u>Food taboos and beliefs.</u></p> <ol style="list-style-type: none"> 1. Definition of taboo. 2. examples of religious taboos. 3. Example s of cultural taboos. 4. Advantag es of food taboos. 5. Disadvan tages of food taboos. 	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg159-160. Fount. Inte. Prim. Scie. Bk 5 pg171-177.

2			Vulnerable groups of people	<p>The learner</p> <ul style="list-style-type: none"> Defines vulnerable groups of people. Gives examples of vulnerable groups of people. Mentions how to Take care of each category of vulnerable group of people. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p><u>Vulnerable groups of people.</u></p> <ol style="list-style-type: none"> Definition of vulnerable groups of people. Examples of vulnerable groups of people. Taking care of each category of vulnerable group of people. 	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg161-
3	HUMAN HEALTH(PRIMARY HEALTH CARE)	PRIMARY HEALTH CARE	Elements of Primary Health Care.	<p>The learner</p> <ul style="list-style-type: none"> Defines PHC. Writes PHC in full. Names the elements of PHC. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p><u>Elements of Primary Health Care.</u></p> <ol style="list-style-type: none"> Definition of PHC. Elements of PHC. 	Discussion	Creative thinking Appreciation.	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg194. Fount. Inte. Prim. Scie. Bk 5 pg226-227.
4			Ways of educating people about PHC	<p>The learner</p> <p>States ways of educating people about PHC.</p>	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	Ways of educating people about PHC.	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg195 Fount. Inte. Prim. Scie. Bk 5 pg230.
5	HUMAN		An individual and Primary Health Care.	<p>The learner</p> <p>Gives ways an individual maintains Primary Health Care.</p>	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	An individual and Primary Health Care.	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg197 Fount. Inte. Prim. Scie. Bk 5 pg234.

	6	PRIMARY HEALTH CARE	Family and Primary Health Care.	The learner States ways the family can promote Primary Health Care.	The learner Reads the words correctly with right pronunciation	Family and Primary Health Care.	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg198-199. Fount. Inte. Prim. Scie. Bk 5 pg234
8	1		Community and Primary Health Care.	The learner States ways the community can promote Primary Health Care.	The learner Reads the words correctly with right pronunciation	Community and Primary Health Care.	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg 199-201. Fount. Inte. Prim. Scie. Bk 5 pg235-236
	2		Controlling diseases without treatment.	The learner Suggests suitable lifestyles and good health practices	The learner Reads the words correctly with right pronunciation	Suitable lifestyles and good health practices.	Discussion Experimentation	Problem solving Making right choices.	Learner's participation in class discussion. Note taking	Water, Soap, toothbrush etc.	Compre. Pri Scie. Bk 5 pg201
	3	HEALTH(PRIMARY HEALTH CARE)	The sick, invalid and convalescent.	The learner <ul style="list-style-type: none"> Defines a sick person. Defines an invalid. Defines a convalescent. Identifies the care given to the convalescent. 	The learner Reads the words correctly with right pronunciation	The sick, invalid and convalescent. <ol style="list-style-type: none"> Definition of a sick person. Definition of an invalid. Definition of a convalescent. How to care for the sick, invalid and convalescent, elderly, disabled and the young. 	Discussion	Problem solving Making right choices. Care	Learner's participation in class discussion. Note taking	Chalkboard illustration.	Compre. Pri Scie. Bk 5 pg 125

4		HUMAN HEALTH(PRIMARY HEALTH CARE)	School health club.	<p>The learner</p> <ul style="list-style-type: none"> Identifies the composition of a school health club. Mentions the activities of a school health club. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>School health club.</p> <ol style="list-style-type: none"> Composition of a school health club. Activities of a school health club. 	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	Chalkboard illustration.	Compre. Pri Scie. Bk 5 Page 126 - 127	
5				Health parades.	<p>The learner</p> <ul style="list-style-type: none"> Defines a health parade. Mentions the activities carried out on a health parade. 	<p>The learner</p> <p>Reads the words correctly with right pronunciation</p>	<p>Health parades.</p> <ol style="list-style-type: none"> Definition of heath parades. Activities carried out on a heath parade. 	Discussion	<p>Problem solving</p> <p>Making right choices.</p> <p>Care</p>	<p>Learner's participation in class discussion.</p> <p>Note taking</p>	Chalkboard illustration.	Compre. Pri Scie. Bk 5 Page 127