# GREENHILL JUNIOR ACADEMY

## PRIMARY THREE THEMATIC CURRICULUM SCHEME OF WORK FOR TERM ONE

| WEEK | PD | THEME | SUB THEME | CONTENT | COMPETENCES | METHODS | ACTIVITIES | LIFE SKILLS | INST MATERIALS | REF | REM |
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| 2 | 1, | OUR ENVIRONMENT IN OUR SUB-COUNTY | SOIL | How soil is formed and Components of soil<br>• Humus<br>• Air<br>• Water<br>• Living organisms<br>• Rock particles | The learner;<br>-explains what soil is<br>-describes how soil is formed& its composition<br>-gives the uses of soil to people, animals and plants. | Discussion<br>Explanation<br>Self discovery<br>Observation experimenting | Observing the soil samples.<br>Writing notes and drawing. | Classifying<br>Identifying<br>Recording | Charts<br>Text books<br>Soil samples | Integrated primary sci. page 14 | |
| | 2,3 | | | Experiment to show that soil contains water. | The learner;<br>-demonstrates an experiment to<br>-show that soil contains water, | Demonstration,<br>Observation,<br>Whole class discussion. | Oral questions<br>Writing notes and drawing. | Observing, manipulation<br>Classifying<br>Identifying<br>Recording | Charts<br>Text books<br>Soil samples<br>water | Integrated primary sci.<br>pg 14-17 | |
| | 4,5 | | | Experiment to show that soil contains air. | The leaner, demonstrates an experiment to show soil contain air. | Demonstration,<br>Observation,<br>Whole class discussion. | Oral questions<br>Writing notes and drawing. | Observing, manipulation<br>Classifying<br>Identifying<br>Recording | Charts<br>Text books<br>Soil samples<br>water | Integrated primary sci.<br>pg 14-17 | |

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| | 6,7 | | | Experiment to show that soil contains humus. | The learner, demonstrates an experiment to show soil contains humus. | Demonstration, Observation, Whole class discussion. | Writing notes. Oral questions and drawing. | Observing, Classifying, Identifying. Recording. | Soil Water Chart Books. | Integrated Primary sci Pg 17 | |
| 3 | 1,2,3,4 | | | Types of soil and texture<br><br>Animals that live in the soil | -Identifies the types of soil.<br>-States the x-tics of different types of soil.<br><br>-identifies animals that live in the soil | Demonstration, Observation, Whole class discussion. | Oral questions Writing notes and drawing | Observing, manipulation Classifying Identifying Recording | Charts Text books Soil samples water | Integrated science book three Pg 17 | |
| | 5,6,7 | | | Soil profile | Explains what soil profile is.<br>Names the soil layers.<br>States the uses of soil to man. | Demonstration, Observation, Whole class discussion. | Oral questions Writing notes and drawing | Observing, manipulation Classifying Identifying Recording | Charts Text books Soil samples water | Integrated science book 3 Pg 18- 19 | |
| 4 | 1 | | | Soil erosion | Explains what soil erosion is.<br>Names agents of soil erosion<br>States the causes of soil erosion | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawing | Appreciation, co-operation | Charts Text books Soil samples water | Integrated science book 5 Pg | |
| | 2 | | | Soil erosion | - identifies the control of soil erosion | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawing | Appreciation, co-operation | Charts Text books Soil samples water | Integrated science book 5 Pg | |

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| | 3 | | | Mulching and crop rotation | -States what mulching is.<br>-States the advantages and disadvantages of mulching<br>-Explains what crop rotation is.<br>-States the advantages of crop rotation. | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawin | Appreciation, co-operation | Charts Text books Soil samples water | Integrated science book 5 Pg | |
| 4 | 4 | | | Effects of soil erosion | -identifies the effects of soil erosion<br>-defines soil exhaustion<br>-states the causes &control of soil exhaustion | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawin | Appreciation, co-operation | Charts Text books Soil samples water | Integrated science book 5 Pg | |
| | 5,6 | | | Crop rotation | -defines crop rotation<br>-states advantages of crop rotation | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawin | Appreciation, co-operation | Charts Text books Soil samples water | Integrated science book 5 Pg | |
| | 7 | | Changes in our environment | -Definition of natural changes<br>-Examples of natural changes in;<br>a) Our env't<br>b) The sky<br>c) Effects of natural changes | -Explains what natural changes are.<br>-Gives examples of natural changes<br>-Gives natural changes in the sky<br>-give the effects of natural changes | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawing | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs | |

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| 5 | 1 | | People-made changes in the env't | -definition<br>-examples of people-made changes<br>-effects of people-made changes | -defines people-made changes<br>-gives examples of people-made changes<br>-effects of people-made changes in the env't | Demonstration, Observation, Whole class discussion | Oral questions<br>Writing notes and drawing | Identifying and recording | Pupils text books<br>c/board illustrations | Mk integrate science bk 3 pgs | |
| | 2 | | Possible ways of managing changes | -ways of managing of people-made changes | -dentifies ways of managing natural changes in the environment | Demonstration, Observation, Whole class discussion | Oral questions<br>Writing notes | Identifying and recording | Pupils text books<br>c/board illustrations | Mk integrate science bk 3 pgs | |
| | 3 | | A simple project on tree plantin g. | Planting oranges, jackfruits, lemons | -dentifies good seedlings for planting. | Demonstration, Observation, Whole class discussion | Oral questions | Identifying and recording | Pupils text books<br>c/board illustrations | Mk integrate science bk 3 pg | |
| | 4 | | Ways of managing changes continued here | Spoilt roads<br><br>Road signs | -states ways of managing spoilt roads<br><br>-identifies road signs | Demonstration, Observation, Whole class discussion | Oral questions | Identifying and recording | Pupils text books<br>c/board illustrations | Mk integrate science bk 3 pg | |
| | 5 | | Ways of managing changes continued here | Rusting of machines<br>Methods of preventing rusting | -defines rusting<br>--identifies methods of preventing rusting | Demonstration, Observation, Whole class discussion | Oral questions | Identifying and recording | Pupils text books<br>c/board illustrations | Mk integrate science bk 3 pg | |

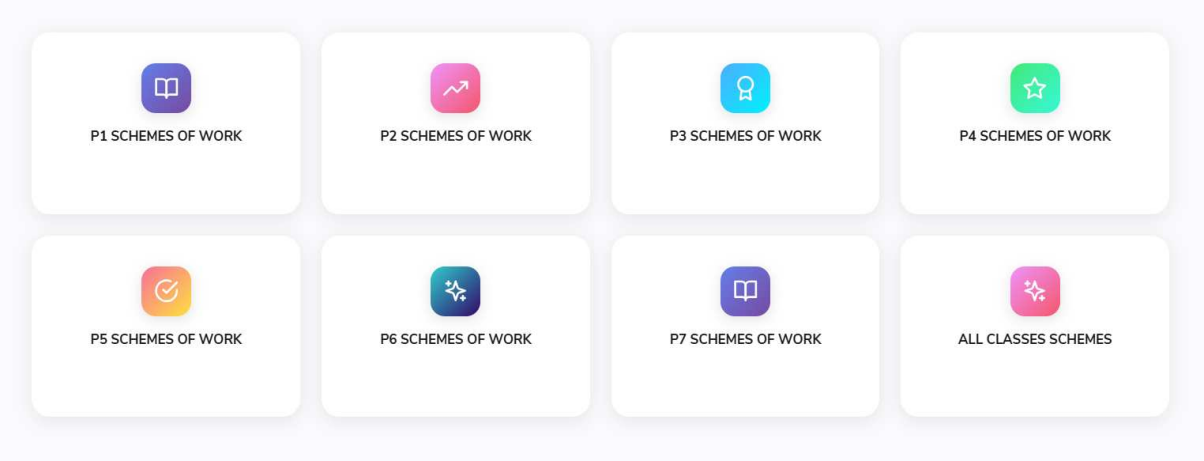
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| | 6 | | Ways of managing changes continued | Accidents<br>Causes of accidents | -defines an accident<br><br>-identifies causes of accidents<br>-ways of controlling accidents on the road | Demonstration, Observation, Whole class discussion | Oral questions | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 &4 pg | |
| | 7 | ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY | Air | Concepts and properties of air | -defines air<br>-identifies components of air | Demonstration, Observation, Whole class discussion | Oral questions<br>Writing notes and drawing | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs 21-22 | |
| 6 | 1,2,3,4,5 | | Air | Properties of air | -identifies the properties of air | Demonstration, Observation, Whole class discussion | Oral questions<br>Writing notes and drawing | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs 21-22 | |
| | 6 | | | Importance of air: | -states the use of air in the environment.<br>-identifies places where we find fire extinguishers | Demonstration, Observation, Whole class discussion | Oral questions<br>Writing notes and drawing | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pg 21-22 | |

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| | 7 | | Wind | -definition of wind<br>-give the uses of wind<br>-give the dangers of wind | -explains what wind is.<br>-gives uses & dangers of wind | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawing | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs 23 | |
| 7 | 1,2 | | Sun | Importance of the sun<br><br>Dangers of the sun | -gives the uses of the sun to both people and plants<br><br>Identifies dangers of sun | Demonstration, Observation, Whole class discussion and experimenting. | Oral questions Writing notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs 27 - 33 | |
| | 3,4 | | Shadows | Definition of a shadow<br><br>Drawing and describing shadows<br><br>Importance of shadows | -defines as shadow<br><br>-draws and describes shadows<br><br>Gives the importance of shadows | Demonstration, Observation, Whole class discussion and experimenting | Oral questions Writing notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs 33 | |
| | 5,6,7 | | Rain | How rain is formed<br><br>Importance of rain | -draws the rain cycle & explain the steps<br>-gives the importance of rain<br>-identifies the dangers of heavy rain fall<br>-gives the solutions to the problems | Demonstration, Observation, Whole class discussion | Oral questions Writing notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs 34- 35 | |

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| 8 | 1 | | Clouds | Types of clouds<br><br>Characteristics of clouds<br><br>How clouds affect the environment | -names the types of clouds<br><br>-gives the x-tics of clouds<br><br>-explains the effect of clouds in the environment explains the effect of clouds in the environment | Demonstration, Observation, Whole class discussion | Oral questions Writing of notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk pgs | |
| | 2 | | Clouds | How clouds affect the environment | explains the effect of clouds in the environment<br>-identifies the dangers of clouds | Demonstration, Observation, Whole class discussion | Oral questions Writing of notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk pgs | |
| | 3 | | Rain | How rain is measured? | -identifies the instrument used to measure rain fall<br><br>-draws the rainguage | Demonstration, Observation, Whole class discussion | Oral questions Writing of notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk pgs | |

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| | 4 | | water | Sources of water | -identifies natural and artificial sources of water | Demonstration, Observation, Whole class discussion | Oral questions Writing of notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk pgs | |
| | 5 | | water | Managing water | -identifies importance of water to people & plants | Demonstration, Observation, Whole class discussion | Oral questions Writing of notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk pgs | |
| | 6,7 | | water | Water harvesting<br><br>Maintainance of water sources | -identifies ways of harvesting water<br><br>-states the ways of maintaining water sources<br><br>TOPICAL QUESTIONS | Demonstration, Observation, Whole class discussion | Oral questions Writing of notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk pgs | |

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