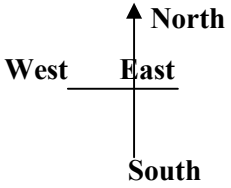
# TERM ONE – PRIMARY THREE
# LIT. II  SCHEME OF WORK

| WK | DP | THEME | SUB-THEME | COMPETENCES | | CONTENT | ACTIVITIES | MTD | L/SKILLS | T/L AID | REF |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 3 | OUR SUB COUNTY | Name and location of our sub county | **Language**<br>**The learner:**<br>- Reads, writes and spells the new words eg.<br>- County<br>- Municipality<br>- Division<br>- District<br>- Central<br>- Ward<br>- | SUBJECT<br>The learner:<br>- Identifies municipalities found in Uganda.<br>- Names the wards neighbouringGulu ward.<br>- Name the neighbouring villages<br>- Give the meaning of a ward.<br>- What is a ward?<br>- Mention the wards. | OUR SUB COUNTY/DIVISION/MUNICIPALITY<br>Our division is called Mukono Central Division .our sub county is called Mukono Municipality.<br>Mukono Municipality is sub divided into 2 divisions.i.e The mayor of Mukonossenyonga Johnson<br>- Mukono central division.<br>- Goma division.<br>MUNICIPALITIES FOUND IN UG<br>- Mukono Municipality ,Mbarara Municipality<br>- Jinjamunicipality,Gulu Municipality<br>SUB – COUNTIES IN MUKONO DISTRICT.<br>- Nama Sub County<br>- Naklisunga Sub County<br>NEIGHBOURING WARDS<br>- Ntawo ward | - Reading, writing and spelling the new words.<br>- Identify the municipalities found in Uganda.<br>- Naming the villages neighbouring. | - Brain storming<br>- Question and answer<br>- Discussion | Social awareness<br>Appreciation<br>Love<br>Effective communication | A map of our sub county | Mk social studies<br>Bk 3<br>Pg 10 |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | - Namumira ward<br>- NsuubeKauga ward.<br>Our school is found in village which is located in Gulu ward.<br>**Neighbouring Villages.**<br>- Nasuuti villages<br>- Namubiru villages<br>- Nabuti villages<br>- Takajjunge villages | - Naming the wards neighbouring | | | | |
| | 4 | | | - | - | **MAPS AND PICTURES**<br>**MAPS**<br>A map is a representation of an object as seen and drawn from above.<br>**A picture**<br>A picture is a representation of an object as seen and drawn from aside.<br>Differences between a map and a picture.<br>**Diagrams of pictures of different drawn objects.**<br>Name / Picture / Map<br>Tree<br>House | Reading, writing ,spelling new words<br>Defining a picture<br>Starting the difference and similarities between a map and a picture | Discussion<br>Question and answer<br>Illustration | Social awareness<br>Appreciation<br>Effective communi | A chart showing pictures and maps of different objects | Mk p'ppl sbk 3page 1 & 2<br>Comp social studies bk 3 page 6 |

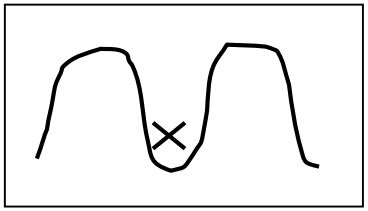
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| | | | | | | Table<br>pot<br><br>Similarities between a map and a picture. | | Drawing maps of different objects | Brain stormiest | catio n | |
| | 5 | | | The learner;<br>Reads ,writes and spells the new words like map<br>- Element<br>- Title<br>- Compass<br>- Frame<br>- Key<br>- Scale<br>- | - The learner;<br>- Identifies the elements of a good map<br>- Describes the uses of each map element<br>- Identifies the importance of a map. | **Map reading**<br>Maps help to show different places. These include schools, villages, and market places.<br><br>**Element of a good map**<br>A good map should have the following elements.<br>- Title<br>- Compass direction<br>- Frame<br>- Key<br>- Scale<br>**Qualities of a good map**<br>- A good map should have a scale<br>- A good map should have a compass<br>- A good map should have a title<br>- A good map should have a key | - Reading, writing and spelling the new words<br>- Identies the element of a good map.<br>- Describing the uses of each map elemen | - Question and answer<br><br>Discussion<br><br>Explanation | - Effective<br>- Communication<br><br>Appreciation<br><br>identify | A chart showing a map of our sub county having all elements of a good map | |

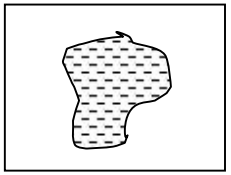
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| | | | | | | - A good map should have a frame.<br>Uses of each map element | t.<br>- | | | | |
| **2** | 1 | Our sub county | Location of our sub county | The learner;<br>Reads ,writes and spells the new words like<br>- North<br>- East<br>- South<br>- West<br>- Cardinal e.t.c | The learner;<br>- Mentions the cardinal points of a compass<br>- Identifies the semi – cardinal points of a compass | **A compass**<br>**A compass** is the instrument that helps us to tell direction.<br>A compass can also be called a direction finder.<br>**A compass** has four main points called cardinal points.<br>These includes; North, East, South and West.<br>**Diagram showing direction cardinal points.**<br><br><br>The sun rises from the east and sets in the west. The other points of a compass are called semi – cardinal points e.g. south east | - Reading, writing and spelling new words<br><br>Mentioning the cardinal points of a compass<br><br>Identifying the semi cardinal points of a compass<br><br>Naming people who use a compass | - Demonstration<br>Discussion<br><br>Question and answer | - Social awareness<br><br>Love<br><br>Appreciation<br><br>Effective communication | - A cahrtshowing a compass | Mk sst<br><br>Bk 3 pg 8 |

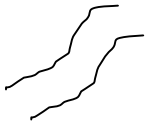
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| | 2 | | | The learner Reads, writes and spells the new words like<br>- Bridge<br>- Symbol<br>- Dam<br>- Quarry<br>- Canal<br>- Peak | The learner;<br>Identifies the element meaning of map symbols.<br><br>Name the element of a map which interprets symbols | **Map symbols**<br>Map symbols are signs which represent real objects and place on the map.<br><br>Why are symbols used on a map<br><br>**Examples of map symbols** | Reading, writing and spelling the new words.<br><br>Identifying the meaning of some map symbols. | Answering and written questions<br><br>Drawing map symbols<br><br>illustration<br><br>Discussion | Appreciation<br><br>Social awareness<br><br>Love<br><br>Identity | A cahrt showing signs and symbols on a map | Mk sstbk 3<br><br>Page 5 |

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| | 3 | Our sub county | Physical features in our sub county | The learner;<br>- Reads, writes and spells the new words like.<br>- Natural<br>- Physical<br>- Features<br>- Land<br>- Shape<br>- Plains<br>- Mountain<br>- Plateau | - **The learner;**<br>Defines physical features.<br><br>Names the examples of landforms. | **What are physical features?**<br>These are natural land forms that are found in an area, make up give land shape they are called land forms.<br>2. What are land forms?<br>Landforms are land natural features found in an area.<br><br>**Examples of physical features.**<br>- Hills<br>- Mountains<br>- Valleys<br>- Plain<br>- lakes<br>- Streams<br>- Rift valley<br>- Rivers<br>- Island<br>- Waterfalls<br><br>Examples of physical features found in our division<br>- Hills<br>- Valleys<br>- Plateau | - Reading ,writing and spelling new words<br><br>Defining physical features<br><br>Naming examples of land forms | - Discussion<br><br>Question and answer<br><br>Explanation | - Effective communication<br><br>Belonging<br><br>Social awareness | - Achart showing physical features | Mk sstbk 3<br><br>Pg 12 |

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| **3** | 1 | | | The learner;<br>Reads, writes and spells the new words like<br>- Mountain<br>- Land form<br>- Surrounding<br>- Peak<br>- Elgon<br>- E.t.c | The learner;<br>Defines a mountain<br>- Names ,examples of mountains<br>- Describes the uses of mountains<br>- Identifies the dangers of mountains. | **MOUNTAINS**<br>A mountain is a land form that arises very high above the surrounding land.<br>**Examples of mountains.**<br>Mt.Elgin,Mt.Moroto,Mt.Mufumbiro,Mt,.Rwenzori.<br>The highest point of a mountain is called a peak<br>**Uses of mountains**<br>- Mountains help in formation of rainfall<br>- Farmers grow and graze animals on slopes<br>**Dangers of mountains**<br>- Land slides<br>- Soil erosion | Reading, writing and spelling new words<br>Defining a mountain<br>Naming example of mountains<br>Describing the uses of Mountains | Question and answer<br>Discussion | concern<br>care<br>effective<br>communication | Textbooks | Mk sstbk 3<br>Pg 13 |
| | 2 | | Physical features | The learner;<br>Reads, writes and spells the new words e.g<br>- Hills<br>- Slightly<br>- Slopes<br>- Raised<br>- Municipality<br>- E.t.c | **The learner;**<br>- Defines a hill<br>- Outlines the examples of hills in our municipality<br>- Gives the importance of hills to people. | **HILLS**<br>A hill is a slightly raised piece of land.<br>**Examples of hills in our municipality**<br>- Ham mukasa hill<br>- Namubiru hill<br>- Besania hill<br>- Nabuti hill | - Reading ,writing and spelling new words<br>- Defining a hill | - Discussion<br>Question and answer | - Social awareness<br>- Conc | - Pictures of hills | Mk sstbk 3 pg 15 |

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| | | | | | | **Importance of hills to people**<br>- People settle on hills<br>- They grow crops on hills slopes<br>- People build masks on hills<br>A**ctivities people do around us**<br>- Building, grazing ,mining, tourism<br>**Problems people face around hills**<br>- Soil erosion<br>- Land slides<br>- Road construction becomes difficult<br>- Hiding places for wrong doers | - Outline the example of hills in our municipality<br>- Giving the importance of hills to people. | explanation | - Effect communication | | |
| | 3 | Our sub county | Physical features | The learner;<br>Reads ,writes and spells the new words e.g<br>- Valley<br>- Communication<br>- Floods<br>- Landslides<br>- | The learner;<br>- Defines a valley<br>- Gives examples of valleys<br>- Mentions activities carried out in valleys<br>- Gives the importance of valleys | **VALLEYS**<br>A valley is a low land between two or more hills or mountains.<br>A picture of a valley<br><br>**Examples of valleys in our municipality**<br>- Kame valley | - Reading and spelling<br>Defining a valley<br>Giving examples of valleys | - Question and answer<br>discussion | - Belonging<br>Concern | - Mk sstbk 3 pg 3 | |

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| | | | | | | - Kitete – Namubiru valleys<br>**Crops which grow well in valley**<br>- Maize<br>- Bananas<br>- Sweet potatoes<br>- Beans<br>- Cassava<br>**Importance of valley**<br>- Sand and clay are got from valleys<br>- People get water from valleys<br>- Growing crops<br>**Dangers**<br>- Floods<br>- Landslides<br>- Poor communication | Mentioning activities carried out in valleys<br><br>Giving the importance of valleys | | Social awareness | | |
| **4** | 1 | Our sub county | Physical features | The learner;<br>- Reads, writes and spells the new words e.g<br>- - large<br>- Victoria<br>- Narrow<br>- Tourists<br>- Formation<br>- | The learner;<br>- Defines a lake and a river<br>- Gives examples of lakes in Uganda<br>- Identifies the importance | - **LAKES AND RIVERS**<br>- What is a lake?<br>- A lake is a large water body in a basin.<br><br>The biggest lake is L.Victoria<br>**Examples of lakes in Uganda** | - Reading, writing and spelling the new words.<br><br>Defining a lake and a river | - Question and answer<br><br>Discussion | - Effective communication<br><br>Belonging | - Textbooks | |

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| | | | | | | L.VictoriaL.Kyoga<br>L.KatweL.albert<br>L.GeorgeL.Edward<br><br>**What is a river?**<br>A river is a narrow and long flowing water body.<br><br>Rivers flow from a higher level to a lower level.<br><br>**Importance**<br>- Used for water transport<br>- People get clay ,stones, sand for building<br>- Provide fish<br>- Attract tourists<br>- Formation of rain | Giving the examples of lakes in Uganda<br><br>Identifying the importance f lakes and rives. | Explanation | Concern<br><br>care | | |
| | 2 | Our sub county | Physical features in our sub county | The learners;<br>Reads ,writes and spells the new words e.g<br>- Plateau<br>- Table land<br>- Piece<br>- Raised e.t.c | The learner<br>- Define a plateau<br>- Gives the importance of a plateau | **PLATEAU**<br>What is a plateau?<br>A plateau is a raised flat topped piece of land.<br>A table land | - Reading ,writing and spelling new | - Brain storming<br><br>- Que | - Appreciation | - Mk sstbk 3 | |

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| | | | | - Swamp<br>- Logged | - Name activities carried out in swamps<br>- Names crops grown in swamps. | Importance of he plateau to people<br>- People build houses on plateau<br>- Grow crops on the plateau.<br>- Graze animals on the plateau<br>- Roads, railways and airports are built on plateaus.<br>**Swamps**<br>A swamp is a vegetated water logged area.<br>E.g of swamps in our county.<br>- Nakawolole swamp<br>**Activities in swamps**<br>Farming ,fishing and tourism<br>**Crops grown in swamps**<br>rice ,yams ,sugarcane and papyrus | words<br>- Defining a plateau<br>- Giving the importance of a plateau<br>Defining a swamp<br>Naming activities in swamps<br>Naming crops grown | stion and answer<br>- Guided discussion | - Effect communication<br>- Concern<br>- Social awareness | Pg 13& 14 | |

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| | 3 | OUR SUB COUNTY | PEOPLE IN OUR SUB COUNTY | The learner;<br>Reads, writes and spells the new words.<br>e.g<br>- ethnic<br>- Group<br>- Language<br>- Tribe<br>- Clan<br>- Custom | - The learner;<br>- Defines an ethnic group, tribe and clan.<br>- Identifies the examples of ethnic groups. | **PEOPLE IN OUR SUB COUNTY**<br>What is an ethnic group?<br>An ethic group is a group of people with the same origin speaking related language.<br>- An ethnic group is also called a tribal group.<br>**What is a tribe?**<br>A tribe is a group of people with the same origin, customs and language.<br>**What is a clan?**<br>A clan is a group of people under one ore-father (ancestor).<br>**Examples of ethnic groups in our sub – county.**<br>- Bantu<br>- Nilo – hamites<br>- Hamites<br>Bantu is the largest ethnic group in our division | - Reading ,writing and spelling new words<br>- Identify<br>- The example of ethnic groups.<br>- | - Brain storming<br>Question and answer<br>Guided Discovery | - Appreciation<br>Social awareness<br>Concern<br>Effective Communication | - A chart showing<br>Ethinic groups and their tribes | Mk sstbk 3 pg 44 |

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| 5 | 1 | | Ethnic Group<br><br>1. Bantu | Tribe<br>Baganda<br>Basoga<br>Banyankole<br>Bakiga<br>Banyoro<br>Batoro<br>Bagisu<br>Bagwere<br>Basamia<br>Baruuli | - Luganda<br>- Lusoga<br>- Runyankole<br>- Rukiga<br>- Runyoro<br>- Rutoro<br>- Lugisu<br>- Rugwere<br>- Samia<br>- Luruuli | Language<br>The learner;<br>Reads,writes and spells the new wards like<br>- Karimojong<br>- Lugbara<br>- Banyankolee.t.c<br>Subject<br>The learner;<br>Identifies the tribes and their languages in each ethnic group | - Brain storming<br><br>- Question and answer<br><br>- Guided discussion<br><br>- | - Appreciation<br><br>- Effective communication<br>- Concern<br><br>- Awareness | - A chart showing ethnic groups and their groups | - A chart showing ethnic groups and their groups | Mk sst Bk3<br><br>Pg 44 |
| | | | 2.Nilo Hamites | - Karimojong<br>- Iteso<br>- Sabiny<br>- Kumam<br>- Langi | - Akarimojong<br>- Ateso<br>- Kupsabiny<br>- langi | | | | | | |

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| | | | 3.Nilotics | Acholi<br>Lugbara<br>Jaluo<br>Japadhola | Acholi<br>Lugbara<br>Luo<br>Adhola | | | | | | |
| | | | 4.Hamites | Bahima<br>Bantutsi<br>Bahororo | Runyankole<br>Kinyarwanda<br>Runyankole | | | | | | |
| | 2 | | LEADERS IN OUR SUB COUNTY | The learner;<br>- Reads, writes and spells the new words<br>- E.g<br>- Leader<br>- Duties<br>- Encourages<br>- Religious<br>- E.t.c | The learner;<br>- Defines a leader<br>- Mention the types of leaders<br>- Gives examples of religious leaders and their roles. | **LEADERS IN OUR SUB COUNTY**<br>1. Who is a leader?<br>A leader is a person who guides and manages others.<br>**Duties of a leader**<br>- Encourages others to work hard.<br>- Supervises others<br>- Teaches others their responsibilities<br>- Settles disputes<br>- Maintain peace.<br>**Types of leader in our sub – county**<br>Religious ,cultural ,political and civil leaders<br>**Examples of religious leaders** | - Reading , writing and spelling New words<br>- Defining a leader<br>- Mentioning the | - Discussion<br>- Question and answer<br>- Brain storming | - Appreciation<br>- Social awareness | - Textbooks | Mksst<br>Bkpg 33/34 |

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<td>- Pastors , imams, sheikhs ,reverend ,priests e.t.c<br><br>Roles of religious leaders<br>- The teach people the word of God<br>- They guide and counsel us.</td>
<td>types of leaders<br><br>- Giving example of religious leaders and their roles</td>
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<td></td><td>3</td><td>OUR SUB COUNTY</td><td>LEADERS IN OUR SUB COUNTY</td>
<td>The learner;<br>- Reads , writes and spells the new words e.g<br>- Culture<br>- Unite<br>- Tribes<br>- Chiefs e.tc</td>
<td>The learners;<br>- Names examples of cultural leaders and gives their duties<br>- Gives examples civil leaders</td>
<td>Examples of cultural leaders<br>- Kings , clan leaders , chiefs<br>Tribes in Uganda and their kings
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<tr><td>Baganda</td><td>Kabaka</td><td>Ronald muwenda mutebi</td></tr>
<tr><td>Ankole</td><td>Omugabe</td><td>-</td></tr>
<tr><td>Banyoro</td><td>Omukama</td><td>Solomon gafabusa</td></tr>
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-<br>Duties of cultural leaders<br>- To promote culture</td>
<td>- Reading ,writing and spelling new words<br><br>- Naming and giving duties of cultural</td>
<td>- Discussion<br><br>- Question and answer</td>
<td>- Belonging<br><br>- Appreciation</td>
<td>- Pictures of different leaders</td>
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| | | | | | | - They unite people<br>- They help to develop their areas<br>Eg' s of civil leaders<br>- DEO<br>- CAO<br>- DDHS | leaders<br><br>Giving examples of civil leaders | | tio n<br>- | | |
| **6** | 1 | | | The learner;<br>- Reads ,writes and spells the new words e.g.<br>- political<br>- Leader<br>- Local<br>- Council<br>- Secretary | - The learner;<br>- Identifies the political leaders<br>- Gives the duties of the local<br>- Council members | **Political leaders**<br>Local council 1,2,3,4,5,mayor<br>- The L.C committee is headed by the chairperson the L.C committee is made up of ten members<br>**Duties of local council**<br>- To keep law and order<br>- To organize meetings<br>- To settle disputes<br>**Members of the local council and their responsibilities**<br>**1. Chairperson –chairs meetings**<br>- Heads the L.C<br>- Signs official documents<br>2. Vice chairperson<br>- Assist the chairperson<br>- In charge of children's affairs<br>3. The general secretary | - Reading , writing and spelling new words<br>- Identify the political leaders<br>- Giving the duties of local memeb | - Discussion<br>- Brain storming<br>- Question and answer | - Appreciation<br>- Concern<br>- Social awareness | - Achart showing the administrative set up | |

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| | | | | | | - Records minutes / keeps records<br>4. Secretary of finance<br>- Calls the executive meeting<br>5. Secretary for security<br>6. For information<br>7. For youth and education<br>8. For women and public admin<br>9. For disabled<br>10. For protection | ers | | - Effective communication | | |
| | 2 | OUR SUB COUNTY | OCCUPATIONS OF PEOPLE IN OUR SUUB COUNTY | The leaner;<br>- Reads , writes and spells the new words e.g<br>- Occupation<br>- Economic<br>- Pottery<br>- Furniture | The learners;<br>- Defines the term occupation<br>- Gives the examples of occupations<br>- Mentions the importance of economic activities | **What is an occupation?**<br>Occupation is the work done by a person to get money.<br>**Examples of occupations.**<br>- Trading – Mining<br>- Farming – pottery<br>- Fishing – brick laying<br>- Hair dressing<br>- Carpentry and joinery<br>- Entertainment<br>This includes singing, dancing acting plays.<br>**Economic activities** | - Reading ,writing and spelling new words<br>- Defining the term occupation | - Brain stormiest<br>- Question and answer | - Appreciation<br>- Self esteem<br>- Concern | - Pictures in the textbooks | |

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| | | | | | | These are activities done by people to get money.<br>**Importance**<br>They provide employment to people like builder, builds houses<br>- Carpenter – provides furniture<br>- Rotter – provision of pottery materials | - Mentioning the importance of economic activities | - Discussion<br>- | | | |
| | 3 | LIVELYHOOD IN OUR SUB COUNTY / DIVISION | SOCIAL SERVICES AND THEIR IMPORTANCE | The learner;<br>- Reads ,writes and spells the new words e.g<br>- Social<br>- Services<br>- Government<br>- Education<br>- E.t.c | The learner;<br>-defines the term social services<br>- Gives examples of social services.<br>- Mentions the people who provide education service<br>Outlines the importance of education | **What are social services?**<br>Social services are services provided by the government to make people's life better.<br>**Examples of social services**<br>Education, service is provided by the following people, teachers, tutors, lectures and professors.<br>**Importance of education**<br>- To learn how to read and write<br>- To get jobs<br>- To learn how to count<br>- To learn how to prevent diseases<br>**Important officials in education service** | - Reading , writing and spelling the new words<br>- Defining social services<br>- Mentioning the people | - Discussion<br>- Question and answer | - Effect communication<br>- Friendship formation<br>- Ca | - textbooks | Mksstbk 3 Pg 73-81 |

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| | | | | | | - All schools in Uganda are under the ministry of education and sports .the minister is Alupo Jessica<br>- P.E Hon kamandaBataringaya<br>- Sports Charles Bakabulindi | who provide education service<br>- Outline the importance of education | | re<br>- Interpersonal relatiionship | | |
| **7** | 1 | LIVELY HOOD IN OUR SUB - COUNTY | SOCIAL SERVICES AND TEHIR IMPORTANCE | The learner;<br>Reads, writes and spells the new words e.g<br>- national<br>- sewerage<br>- security<br>- crimes<br>- | The learner;<br>- Looks at water supply<br>- Identifies the groups of people who provide us with security<br>- Gives the importance of different groups of people | **Water supply**<br>People who provide water services are called plumbers<br>The body responsible for supplying piped water in our country in NWSC.<br>NWSC in full is national water and sewerage corporation<br>**SECURITY SERVICE**<br>Security means having peace in an area.<br>2.People who provide security<br>The army ,police local defence ,units (L.D.O) | - Reading , writing and spelling New words<br>- Looking at water supply<br>- Identif | - Discussion<br>- Brain storming<br>- Que | - Friendship formation<br>- Appreciation | - Achart showing pictures of these gr | - Mksstbk3page76 |

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| | | | | | | L.C private guards<br>How do the above organs keep security?<br>**Why are wrong doers kept in prison**<br>- To reform<br>- To stop them from committing more crimes<br><br>**How do the police keep law and order?**<br>- By arresting<br>- Keeping wrong doers | y the groups of people who provide us with security<br>- Giving the importance of differed groups of people. | stion and answer | - Interpersonal relationship | ou ps of pe opl e wh o pr ovi de sec uri ty | |
| | 2 | | | The learner;<br>Reads , writes and spells the new words e.g<br>- Transport<br>- Movement<br>- Railway<br>- Cheap<br>- Accidents<br>- E.t.c | The learner;<br>- Defines transport<br>- Gives the types of transport<br>- Outlines advantages and disadvantages of road transport | **TRANSPORT SERVICE**<br>1. What is transport?<br>Transport is the movement of people and goods from one place to another<br><br>2. Types of transport<br>Road, water ,air ,railway and | - Reading, writing, spelling the new words<br>- Defining the term transport | - Discussion<br>- Question and answer | - Friendship formation<br>- Appreciation<br>- Effec | - Pictures | |

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| | | | | | | transport<br>3. Means used in road transport<br>- cars – buses<br>Lorries – motorcycles<br>- Bicycles<br>- Animals<br>- Wheelbarrows<br>**Advantages of road transport**<br>- It is very common, cheap to construct.<br>- It has many means of transport<br>**Disadvantages of road transport**<br>- Accidents are very common<br>- Roads in towns have a lot of traffic jam<br>- Marram roads are slippery in wet season | - Outlining advantaged and disadvantages of road transport | | t<br>com<br>muni<br>catio<br>n | | |
| | 3 | | | - The learner; reads, writes and spells the new words e.g<br>- transport<br>- ferries<br>traffic | - The learner; mentions the means of water transport<br>- Gives the advantages and disadvantages of water transport | **Water transport**<br>Means used in water transport<br>boats, ferries, canoes, ships, sub – marines, yatch<br>**Advantages of water transport**<br>It is the cheapest type of transport<br>It is the best type of transport of carrying bulky.<br>it is not affected by traffic jam<br>**Disadvantages of water transport** | - Reading, writing and spelling new words<br>- Mentioning the means of water | - Question and answer<br>- Guided discussion | - Effect<br>com<br>muni<br>catio<br>n<br>- Concern | Pictures of means of water trans | |

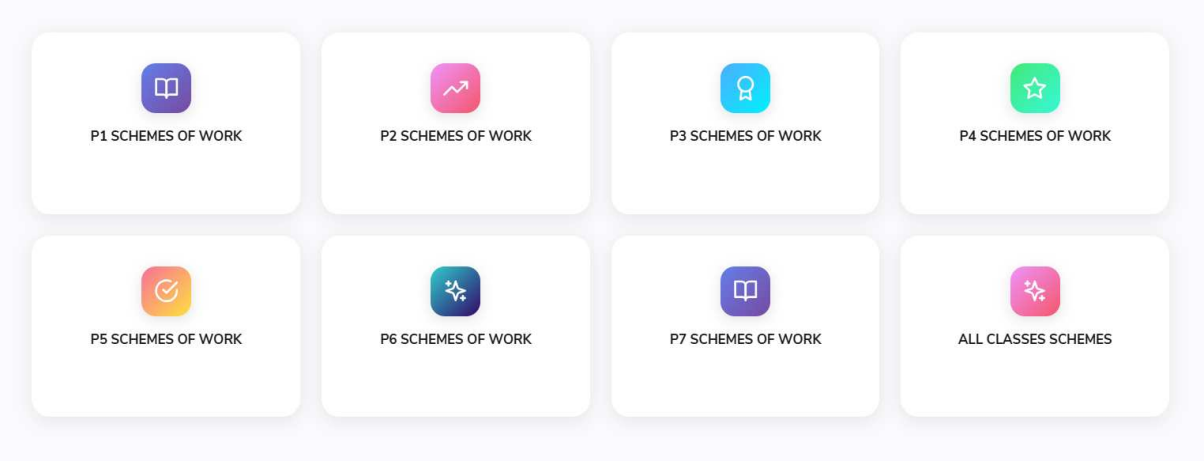
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| | | | | | | It is very slow and so it cannot be used to carry.<br>Water accidents are always fatal (deadly)<br>It can be affected by bad weather | transport<br>- Giving the advantaged and disadvantages of water transport<br>- | | | | |
| **8** | 1 | LIVELYHOOD IN OUR SUB – COUNTY | SOCIAL SERVICES IN OUR SUB – COUNTY | The learner reads, writes and spells the new words e.g.<br>- Aeroplane<br>- Parachutes<br>- Expensive<br>- International<br>- Transport | - The learner; names the means of air transport<br>- Gives the advantages and disadvantages of air transport | **Air transport**<br>**Means used in air transport**<br>- Aeroplane<br>- Air ballons<br>- Rockets<br>- Parachutes<br>- Airship<br>- Helicopter<br>- **Aeroplane** is the faster means of transport<br>- **Air** is the fastest type of transport<br>- Entebbe is the only international air port in Uganda<br>**Advantages of air**<br>- It is the fastest type of transport<br>- It is the best for carrying perishable goods | - Reading, writing and spelling the new words<br>- Naming the means of transport<br>- Giving the merits and demerits of air transport | - Guided discussion<br>- Question and answer | - Friendship formation<br>- Appreciation<br>- Concern | Pictures of means of air transport | |

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| | | | | | | - It is very comfortable<br>- It is not affected by jam<br>**Disadvantages of air transport**<br>- It is very expensive<br>- It is affected by bad weather<br>- It is not common in many places | | | | | |
| | 2 | | | The learner;<br>reads, writes and spells the new words e.g.<br>train<br>railway<br>bulky<br>trade<br>goods etc | - The learner<br>- Mentions the merits and demerits of railway transport | **Railway transport**<br>Means used in railway transport<br>transport<br>trains<br>**Advantages of railway transport**<br>- It can be used for carrying bulky goods.<br>- It is cheaper than road and air<br>**Disadvantages of railway transport**<br>- It is very expensive to construct a railway line<br>- It is not common in many places<br>- It is very slow<br>**Importance's of transport**<br>- It helps people to move from one place<br>- It makes trade easy<br>- It helps to carry goods<br>- | - Reading, writing and spelling new words<br>- Mentioning the merits and demerits of railway transport | - Discussion<br>- Question and answer | - Concern<br>- Effect communication<br>- Appreciation | Pictures of different types of trains | |

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| | 3 | | | **language**<br>- The learner; reads, writes and spells the new words e.g<br>**communication**<br>**message**<br>**receiving**<br>**drums etc** | - **Subject**<br>- Defines communication<br>- Mentions the means of communication | **Communication**<br>Communication is sending and receiving of messages<br>**Means of communication**<br>**traditional**<br>drums<br>gestures<br>horns<br>smoke/ fire<br>**Modern**<br>News papers<br>computers<br>telegrams<br>telexes<br>radios<br>**Importance of communication** | - Reading<br>- Writing and spelling new work<br>- Defining the term communication<br>- Mention the means of communication | - Guided discovery | - Concern<br>- Expression<br>- Effect communication | - Pictures of different types of trains | |
| **9** | 1 | LIVELYHOOD IN OUR SUB – COUNTY | SOCIAL SERVICES AND THEIR IMPORTANCE | **Language**<br>- Reads; writes and spells the new words e.g. medical<br>- Services<br>- Ambulance<br>- Nurses<br>- Dispensaries | - **Subject**<br>- The learner; outlines the medical services<br>- Names the people who provide medical services<br>- Identifies the banks in Uganda<br>- Gives the importance of | **Medical services**<br>1. We get medical services from<br>hospital clinics<br>Dispensaries drug shops<br>2. People who provide medical services<br>doctors at technicians<br>nurses attendants<br>mid wives herbalists<br>3. What is the use of an ambulance<br>An ambulance carries sick people | - Reading, writing and spelling new words<br>- Outlining the medical services<br>- Naming | - Question and answer<br>- Guided discussion<br>- Explanation | - Effect communication<br>- Belonging<br>- Concern | - Textbooks and pictures of | |

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| | | | | | banks | **Banking services**<br>People who provide banking<br>bankers<br>**Examples of banks**<br>Bank of Uganda<br>Stanbic bank<br>Barclays bank<br>Crane bank<br>DFCU bank<br>Bank of Baroda<br>**Importance of banks**<br>- They provide jobs<br>- Banks provide loans to people<br>- They give foreign services | the people who provide medical service | | - Appreciation | health centres and banks | |
| | | | | | - | **Problems faced on social services**<br>- Lack of enough funds/ money<br>- Large population<br>- Corruption<br>- War/ instability in some areas<br>**Possible solutions to the problems**<br>- Borrowing money from others<br>- Teaching people family planning methods<br>- Building better roads | - | - | - | - | |

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