

LITERACY 1A SCHEME OF WORK FOR PRIMARY 3 TERM III

ELO: The child understands and appreciates different cultures and demonstrates an awareness that promotes harmonious living.

WK	PD	THEME	TOPIC	SUBTOPIC	COMPETENCES		CONTENT	MTHD/TECHNIQUES	IND. L. SKILLS & VALUES	TL/AIDS	REF	REM
1	1	**Culture and gender in our division**	**Custom in our division**	**Cultural practices**	**SUBJECT** The learner; - defines culture	**LANGUAGE** The learner; - spells out cultural practices e.g. taboos, language, dressing, funerals etc.	**Concept of culture** - identifying the different cultural practices	discussion explanation question & answer brain storming	critical thinking responding to questions	Chalkboard illustration	Curriculum page 25	
	2 & 3			**Taboos**	The learner; - explains food taboos	The learner; - reads out different food taboos	- defining food taboos and associated tribes - advantages and disadvantages of taboos.	question and answer explanation discussion	assertiveness standing up for ones rights volunteering	Chalkboard illustration	Teachers collection	
	4 & 5			**Circumcision**	The learner; - states the tribes that practices circumcision	The learner; - reads writes & pronounces new words.	Tribes that practice circumcision. **Advs of circumcision** e.g. a sign of manhood. - promotes unity Dis adva. - leads to spread of disease. - bleeding may lead to death.	guided discussion explanation feed back	effective communication logical flow of ideas confidence audibility	Chalkboard illustration	Thematic curriculum book 3 page 43	
	6 & 1				The learner;	The learner; - reads, spells the words.	**Advantages**	question & answer	critical thinking analysing statements	Chalkboard	Thematic curriculum	

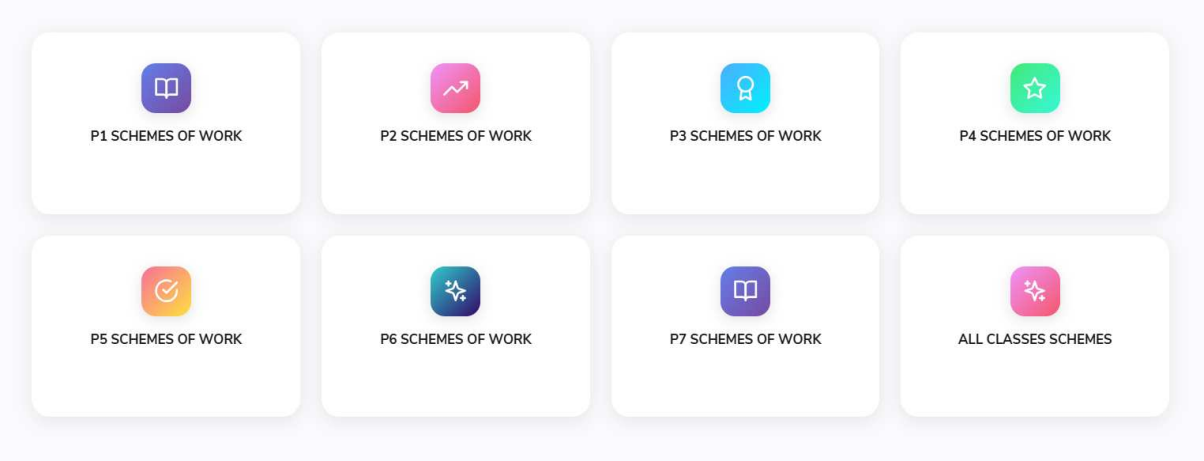
					- lists the advantage of culture		- promoting culture heritage, moral values, unity and co-operation. **Disadvantages** - leads to malnutrition	guided discussion explanation	selecting and evaluating information	illustration	book 3 page 44	
2	**2**	**Culture and gender in our division**	**Gender**		The learner; - defines gender	The learner; - spells, pronounces new words	**Concepts of gender** Activities done by boys and girls in respect of gender.	explanation guided discussion	creative thinking fluency logical thinking	Chalkboard illustration	Thematic curriculum book 3 page 44	
	3			**Equity**	The learner; - states ways of promoting equity.	The learner; - spells, writes & pronounces new words.	Concept of equity. How to promote equity. e.g. through distribution of work, basic needs etc	question & answer	creative thinking logical reasoning initiating new ideas	Chalkboard illustration	Thematic curriculum book 3 page 45	
	4 & 5				The learner; - lists the importance of promoting equity.	The learner; - spells, writes & pronounces new words.	**Importance of promoting equity.** - makes tasks lighter - promoting uniformity **Danger of promoting equity** - promotes laziness - promotes disrespect	question & answer feed back	caring for others interacting freely with others		Teachers collection	
	6			**Ways of promoting and preserving culture**	The learner; - states ways of promoting and preserving culture	The learner; - writes, reads and pronounces new words.	**Ways of promoting & preserving culture** - documentation - initiation - attending funerals - tattooing	brain storming explanation	friendship formation expressing one's point of views	Chalkboard illustration	Teachers collection	
3	**1**			**Dangers of some cultural practices**	The learner; - states the dangers of cultural practices	The learner; - writes, reads, pronounces & spells words.	**Dangers** - sharing of objects may lead to spread of diseases. - it leads to skin diseases. - it can cause fear. - it leads to hatred. - it lead to deformity.	explanation question & answer	critical thinking taking decision		Teachers collection	

	2	**Basic technology in our division**	**Technology**	**Materials used in technology**	The learner; - defines technology - lists materials used in technology.	The learner; - pronounces, reads, writes new words.	**Concept of technology** - types of material used in technology and examples. Types of technology - low - modern - medium - advanced	question & answer discussion	effective communication confidence	Chalkboard illustration	Thematic curriculum book 3page 57	
	3				The learner; - states the characteristics of technology	The learner; - writes, reads & pronounces new words.	x-tics of materials used in technology. Some are rough, big, smooth, hard, small etc..	display guided discovery	negotiating temper control thanking using persuasive language	Chalkboard illustration	Thematic curriculum book 3 page 52	
	4		**Energy**		The learner; - reads the uses of artificial resources	The learner; - defines energy - discusses the uses of artificial energy - sources of energy	**Uses of artificial sources of energy**. - helps to move vehicles. - source of light	explanation question & answer	Effective communication	Real objects	Teachers collection	
	5			**Natural sources of energy**	The learner; - writes the natural source of energy.	The learner; - discusses importance of natural sources of energy.	Natural sources of energy and their importance wind, animals, water etc.. - for moving wind mills	question & answer feed back	appreciation	Real objects		
	6			**Ways of saving energy**	The learner; - reads ways of saving energy	The learner; - explains ways of saving energy	**How to save energy** - using stoves, bulbs etc.. - putting out fire after use etc..	explanation question & answer	critical thinking	Immediate environment	Thematic curriculum book 3 page 56	
4	**1** **2**			**Importance of saving energy**	The learner; - lists the importance of saving energy.	The learner; - discusses how good saving is	**Importance** - avoid wastage - minimize costs	discussion guided discovery	critical thinking	Immediate environment	Teachers collection	
	3 **4**			**Danger**	The learner; - writes the danger of energy.	The learner; - the danger of energy	**Dangers of energy** What is brought about by fire strong wind - leads to accidents, death. - demolition of houses.	questions and answer	critical thinking confidence		Teachers collection	

	5			**Ways of avoiding dangers of energy**	The learner; - discusses ways of avoiding dangers of energy.	The learner; - writes ways of avoiding angers of energy.	**How to avoid dangers caused by energy** - planting trees to act as wind breaks. - using fire extinguishers - proper installation of electricity in houses.	discussion explanation brain storming	critical thinking responsibility	Immediate environment & chalkboard illustration	Thematic curriculum book 3	
	6	**PHYSICAL FEATURES**			The learner; - writes and reads physical features	The learner; - defines physical features. - gives the examples of physical features.	**Definition of physical features.** Examples of physical features - mountains - valleys	explanation discovery brain storming		Chalkboard illustration	MONITOR SST BOOK 4 PAGE 5	
5	**1**		**Physical feature**	**Land use in our district**	The learner; - writes, reads the importance of land.	The learner; - gives the importance of land. - mentions types of land	**Importance of land** - farming - mining - building Types of land - rural land - urban land	discussion explanation feed back	critical thinking confidence	Chalkboard illustration	Monitor SST book page 15	
	2			**Valleys and hills**	The learner; - reads and writes valley hills	The learner; - defines a hill and a valley. - gives examples of valleys and hills	**Definition of a hill and a valley.** Examples of hills and valleys Importance of hills and valleys	explanation discussion discovery	critical thinking	Chalkboard illustration	Fountain SST book 4 page 15	
	3			**Advantaged and disadvantages of valleys and hills**	The learner; - writes, reads the advantage & disadvantages of valleys & hills.	The learner; - gives the advantages and disadvantages of valleys and hills.	**Advantages** - help in rain formation - have fertile soils that favour farming **Disadvantages** - leads to soil erosion - make road construction difficult.	explanation question and answer discovery	problem solving decision making evaluating facts	Chalkboard illustration	Fountain book 4 page 15-16	
	4			**Lakes and rivers**	The learner;	The learner;	Definition of a lake, a river. Examples of lakes and rivers in Uganda.	explanation question & answer	creative thinking acceptance	SST Atlas	Fountain SST book 4 page 17	

					- reads the lakes and rivers	- mentions a list of dangers of lakes &rivers.		brain storming				
	5			**Importance of lakes and rivers**	The learner; - writes and reads the importance of lakes and rivers.	The learner; - mentions a list of dangers of lakes and rivers.	**Dangers of lakes and rivers** - harbours dangerous animal e.g. snakes. - breeding areas for vectors.	brain storming discussion	appreciation confidence	Chalkboard illustration	Fountain SST book 4 page 17-18	
	6			**Dangers of lakes and rivers**	The learner; - writes the dangers of lakes and rivers.	The learner; - gives the activities carried out on a plateau.	**Definition of a plateau.** Activities carried out.	explanation question & answer feed back	critical thinking problem solving	Chalkboard illustration	Fountain SST book 4 page 16	
6	**1**						**Agriculture** - cattle keeping - cultivation - mining, tourism, brick making, pottery, trading	explanation question & answer brain storming	critical thinking appreciation	Chalkboard illustration	Fountain SST book 4 page 16	
	2			**Mountain**	The learner; - mentions the mountains	The learner; - mention mountains in Uganda	**Definition of a mountain** Examples of mountain - Mt. Elgon - Mt. Rwenzori - Mt. Mufumbiro	explanation question & answer feed back	critical thinking appreciation	SST Atlas	Fountain SST book 4 page 14-15	
	3				The learner; - writes the advantages and disadvantages of mountains	The learner; - lists down the advantages and disadvantages of mountains	**Advantages** - rain formation - animal habitat **Disadvantages** - displace people due to volcanic eruptions - transport difficulty. - soil erosion	brains storming explanation feed back	problem solving	Chalkboard illustration	Fountain SST book 4 page 14-15	
							REVISION					

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