

PRIMARY THREE LITERACY 11 SCHEME OF WORK FOR TERM TWO

Major references

1. **Primary school Curriculum for Uganda-Primary Three**
2. **MK Standard Social Studies Book 3**
3. **Monitor Social Studies Book 3**
4. **Thematic Curriculum Literacy 1 Text Book for Primary Three**

WEEK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS & VALUES	INST MATERIALS	REF	REM
1	**GOING THROUGH HOLIDAY WORK**										

2	1&2	**LIVING THINGS IN OUR SUB-COUNTY**	**ANIMALS**	-Groups of living things -Groups/types of animals -Defining domestic animals -Examples of domestic animals -Uses of domestic animals	The learner; -identifies the two main groups of living things -mentions the groups of animals -defines domestic animals, gives examples and their uses	Discussion Explanation Self discovery Observation	- Learners shall observe, identify and draw the examples of domestic animals. -Discuss the uses of domestic animals to people.	Self awareness Assertiveness Effective communication Coping with emotions	Environment Text books Charts television	P.3 Curriculum Mk book3 pg 23	
	3			-Dangers of domestic animals -Ways of caring domestic animals	The learner; -states the dangers of domestic animals -suggests ways of caring for domestic animals	Demonstration Observation Whole class discussion. Narration	Learners shall discuss the dangers of domestic animals. -spell the given words	Creative thinking Interpersonal communication Sharing	Class environment Text books television	Mk book3 pg 29 P.3 curriculum page 29	

	4&5	**LIVING THINGS IN OUR SUB-COUNTY**	WILD ANIMALS	-Defining wild animals --Examples of wild animals -Places where wild animals are kept -Examples of game parks	The learner; -defines wild animals & gives examples -identifies places where wild animals are kept -mentions examples of game parks	Whole class discussion Demonstration Narration/story telling	Drawing and colouring Learners shall look at the different wild animals and identify their names.	Appreciation Interpersonal communication Sharing	Class environment Text books Charts television	P.3 curriculum page 26 Mk book3 pg 23	
	6		USES OF WILD ANIMALS	-Uses of wild animal -Who are tourist -Dangers of wild animals	The learner; -states the uses of wild animals & their dangers -explains who tourists are	Narration/story telling Observation Whole class discussion.	Learners shall discuss the uses and dangers of wild animals and give examples.	Problem-solving Creative thinking Critical thinking responsibility	The environment Wall charts television	Mk bk3 pg 26-27 P.3 curriculum page 28	
	7		CARING FOR WILD ANIMALS	-Ways of caring for wild animals -Who are poachers -What is poaching -Things made out of animal skins and hides	The learner; -suggests ways of caring for wild animals -explains the terms; poaching & poachers Identifies and draws things made out animal skins & hides	Observation Whole class discussion. Narration/story telling demonstration	Learners shall draw examples of things made out of skins and hides	Assertiveness Identity Responsibility Concern	The environment Real objects e.g. a panga television	Mk book-pg P.3 curriculum page 29	

3	1		BIRDS	-Groups /types of birds -Meaning of domestic birds -Examples of domestic birds -Uses of domestic birds to people	The learner; -identifies the types of birds -explains the meaning of domestic birds -gives examples of domestic birds & their uses	Whole class discussion. Demonstration Self discovery Narration/story telling	Drawing colouring Learners shall discuss the examples and uses of domestic birds.	Assertiveness Identity Responsibility Concern Respect	The environment Charts television	Mk bk3 pg 25 P.3 curriculum page 27	
	2			-Ways of caring for domestic birds	The learner; -identifies the ways of caring for domestic birds	Demonstration Whole class discussion.	Learners shall discuss the different ways of caring for birds and why we should care for them.				
	3		WILD BIRDS	-What are wild birds -Examples of wild birds -Uses of wild birds to people	The learner; -explains what wild birds are -gives the examples of wild birds & their uses	Self discovery Observation Whole class discussion. Narration/story telling	-Identifying the wild birds and stating their importance to people. -Discussing reasons why the crested crane was chosen to be the National Emblem.	Belonging Respect Identity Responsibility Concern	Charts The environment television	P.3 curriculum page 28 Mk book3 pg 27	

3	4		CARING FOR BIRDS	-Ways of caring for domestic birds -Dangers of domestic and wild birds	The learner; -describes the ways of caring for wild birds -identifies the dangers of domestic &wild birds	Whole class discussion. Self discovery Observation	Discussing the examples of dangerous wild birds and how dangerous they are	Problem-solving Critical thinking Responsibility	television charts text books	P.3 curriculum page 28	
	5&6		DOMESTICATED BIRDS & ANIMALS	-What are domesticated animals -examples of domesticated animals -What are domesticated birds -Examples of domesticated birds -Reasons why people domesticated wild animals and birds	The learner; -explains what domesticated animals & birds are -gives examples of domesticated birds & animals -states why people domesticate wild birds& animals.	Observation, Whole class discussion Discovery Narration/story telling	Identifying examples of domesticated birds and their importance.	Interpersonal relation Assertiveness Empathy Cooperation Appreciation	Wall charts Textbooks The environment television	Teacher's own collection	
			PLANTS	-What crops are -Types of crops -What are food crops -Examples of food crops	The learner; -defines crops -identifies the types of crops -gives the meaning of food crops & gives examples	Demonstration Observation, Group discussion	Drawing and Spelling Learners shall move around the school and the school	Effective communication Self-awareness Empathy Love	Charts Text books School env't newspapers	P.3 curriculum page 31 Mk book3 pg 17-22	

					-suggests the ways of caring for crops		garden and observe the food crops found there.				
	1	**LIVING THINGS IN OUR SUB-COUNTY**	CASH CROPS	-Defining cash cops -Examples of cash crops -Ways of caring for crops	The learner; -defines cash crops -identifies the examples of crops -suggests the ways of caring for crops	Demonstration Observation, Group discussion	Learners move around the school and observe the cash crops found there.	Effective communication Self-awareness Empathy Love	Wall charts Textbooks The environment television	Mk book3 pg 18	
4	2&3		USES OF CASH CROPS	-Uses of cash crops -Products got from different cash crops	The learner; -state the uses of cash crops & products got from them	Demonstration Discovery Observation, Group discussion	Learners observe on the projector some of the cash crops and the products made out of them.		Balls, ropes clothes, coffee' tea leaves magazines, Text books	P.3 curriculum page 31 Mk book3 pg 18	
	4			TOPICAL TEST	The learner; -writes and answers the given questions correctly	Self discovery	Writing and answering the given questions correctly	Critical thinking			

	5	MANGING RESOURCES IN OUR SUB-COUNTY	RESOURCES IN OUR ENVIRONMENT	-What a resource is -Basic resources in the environment	The learner; -explains the meaning of the term resource -gives examples of basic resources in the environment	Group discussion Demonstration Imitation Observation,	Learners move out of their classrooms and observe some of the basic natural resources around.	Effective communication Self-awareness Creative thinking	Charts Radios Televisions Environment Text books	P.3 curriculum pg 35	
	6		WATER	-Sources of water a)Natural sources b)Man-made sources	The learner; -identifies the natural & man-made sources of water in the environment	Discovery Observation, Group discussion	Learners observe on a projector some of the natural and man made sources of water. Spelling Writing notes		Text books television	P.3 curriculum page 35	
	7	MANGING RESOURCES IN OUR SUB-COUNTY		-Uses of water as a resource a)Domestic uses b)Industrial uses	The learner; -states the domestic & industrial uses of water	Discovery Imitation Observation, Group discussion	Learners observe on a projector some of the natural and man made sources of water. Spelling Writing notes	Interpersonal relation Assertiveness Empathy Cooperation Appreciation	Water Clothes Soap basins	P.3 curriculum page 35	

5	1		FOOD	-Definition of food -Sources of food -Uses of food as a resource	The learner; -defines food -mentions some of the sources of food -gives the uses of food as resources	Discovery Demonstration Imitation Observation, Group discussion	Identifying the natural and artificial sources of food.	Appreciation Critical thinking Self-awareness Love Tactile	Different types of food charts	P.3 curriculum page 35
	2&3	MANGING RESOURCES IN OUR SUB-COUNTY	FUEL AS A RESOURCE	-Definition of fuel -Examples of fuels -Uses of fuel -Uses of money	The learner; -defines what fuel is -states examples of fuels & their uses -gives the uses of money as resource	Discovery Demonstration Observation, Group discussion	-Identifying some of the fuels used to run vehicles. -Stating the uses of electricity.		Charts Text books Paraffin Diesel money	P.3 curriculum page 35
5	4&5		SAVING RESOURCES	-What saving is -Ways of saving resources -Reasons why we save	The learner; -explains what saving is -suggests the ways of saving resources -gives reasons why people save resources	Self discovery demonstration	-Discussing the ways of saving money and electricity as resources.	Critical thinking	Pig banks Money Pieces of wood	P.3 curriculum page35

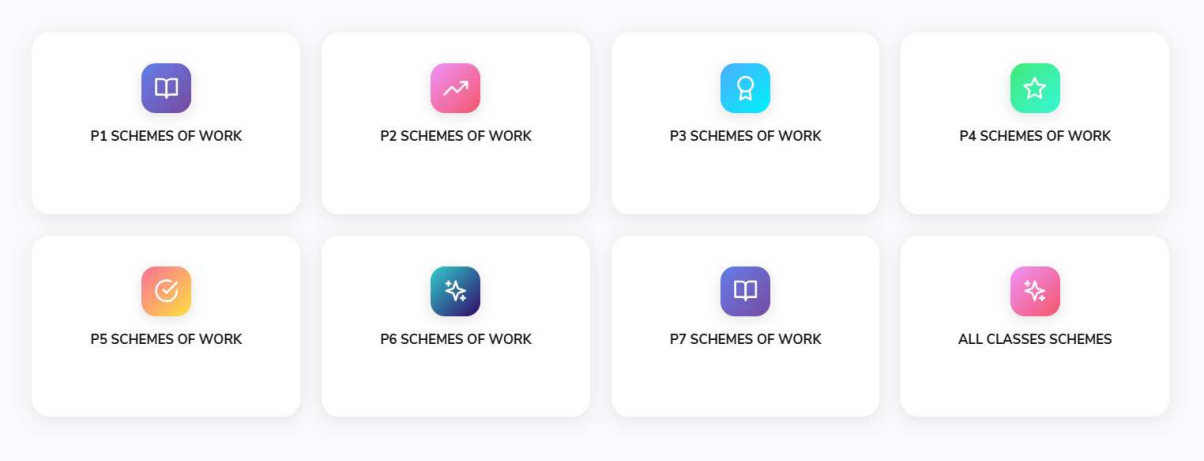
	6		RECORD KEEPING	-What is record keeping -Examples of record kept -Reasons for keeping records	The learner; -explains the meaning of the record keeping -gives examples of records kept -states reasons why people keep records	Discovery Observation, Group discussion	-Learners identify some of the records they keep at their homes and how they keep them safely.	Responsibility Coping with stress Co-operation	Charts Class demonstrations Registers Receipt books Ledger books	Mk bk3 pg P.3 curriculum pg 35 Teacher's own collection	
6	7&1		SPENDING RESOURCES	-What spending is -Things we use & spend on -Ways of spending wisely -Why we need to spend wisely	The learner; -explains what spending is -lists examples of things we use & spend on -suggests the ways of spending wisely & why	Discovery Group discussion	-Learners identify some of the things that people spend on money.			P.3 curriculum page 36 Teacher's own collection	
	2&3		PROJECTS	-What a project is -Examples of projects -Things needed to begin a project -Ways of managing a project	The learner; -defines the term project -gives examples of projects -names the things needed to start a project -states some of the ways of managing a project	Observation, Group discussion Discovery Demonstration Imitation	Learners identify examples of projects done by people and the requirements for starting a project.	Responsibility Appreciation operation	School env't Text books newspapers	P.3 curriculum pg 37 Teacher's own collection	

	4	KEEPING PEACE IN OUR SUB-COUNTY	KEEPING PEACE IN OUR SUB-COUNTY	-What peace means -Indicators of peace-Importance of living in peace	The learner; -explains the meaning of the word peace -identifies the indicators of the peace in an area	Discovery Observation, Group discussion	-Learners discuss the indicators of peace in a class.	Interpersonal relation Assertiveness Empathy Cooperation Appreciation	Charts Class demonstrations Movies radios	Mk bk3 pg P.3 curriculum pg 39 Teacher's own collection	
6	5&6		CAUSES OF INSECURITY	-Causes of insecurity -Ways of living in peace	The learner; -identifies the causes of insecurity in an area -suggests the ways and purpose of living peaceful	Discovery Group discussion	Learners identify the ways of living peaceful in class and in school.				
	7		CHILDREN'S RIGHTS	-Defining a child and children's rights -Examples of children's rights	The learner; -defines the term child & children's rights -gives examples of child children's rights	Observation, Group discussion Discovery Demonstration Imitation	Learners discuss the examples of rights of children in Uganda.	Responsibility Appreciation operation	Charts Foodstuffs Fist aid box Text books Class env't newspapers	Mk bk3 pg 91-92 P.3 curriculum pg 40	
7	1	KEEPING PEACE IN OUR SUB-COUNTY		-People who protect children's rights -The role of NCC -Importance of children's rights	The learner; -identifies the people the who protect children's rights -gives the role NCC & the importance of children's rights	Group discussion Discovery	Learners identify the examples of people who protect the rights of children in Uganda.			Monitor SST book 3 pg 60-61curriculum page	

	2&3		CHILD ABUSE	-What child abuse is -Common types or forms of child abuse; a. Physical forms b. Sexual	The learner; -defines the term child abuse -identifies the forms of child abuse & their examples -mentions the people who abuse children's rights	Observation, Group discussion Discovery Demonstration	Learners narrate and discuss the examples of sexual and physical abuses and how to avoid/ control them.	Empathy Belonging Respect	Class demonstrations Charts Text books	Mk bk3 pg 93-95	
	4			c. Emotional/mental abuse d. Child neglect -People who abuse children's rights		Role play Observation, Group discussion Discovery Demonstration	Learners discuss the needs of a child and the forms of child neglect.and give groups of people who abuse children	Empathy Belonging Respect	Class demonstrations Charts Text books		
7	5&6			-Causes of child abuse e.g. poverty, alcoholism, broken /divorced families, death of both parents, wars indiscipline among children, ignorance	The learner; -lists and explains the causes of child abuse	Observation, Group discussion Discovery Demonstration Imitation	Learners discuss the causes of child abuse in homes and schools.	Appreciation Critical thinking Self-awareness Love	Charts Newspapers and magazines Text books	Monitor SST bk 3 pg 62-63	

	7	KEEPING PEACE IN OUR SUB-COUNTY	CONTROLLING CHILD ABUSE	-Ways of controlling child abuse	The learner; -suggests the ways how child abuse can be controlled	Group discussion Discovery	Learners suggest the ways of controlling child abuse in homes and schools.		Charts Pupil demonstrations	Mk bk3 pg 96 Monitor SST bk 3 pg 64
8	1		RESPONSIBILITIES OF CHILDREN	-Responsibilities of children in a family	The learner; -states the responsibilities of children in a family, at school and in the country -identifies the ways how children can contribute to the economic development	Demonstration Imitation Observation, Group discussion Discovery	Learners discuss and role play the duties of children at home, school and in the county.	Co-operation Effective communication	Environment Text books Charts	P.3 Curriculum 43 Monitor SST book Three pages
	2			-Responsibilities of children at school						
	3			-Responsibilities of children in the country						
	4			TOPICAL TEST	The learner; -writes and answers the given questions correctly	Self discovery Supervision	Answering the given questions Writing and drawing	Critical thinking	Class environment Text books	Monitor SST book pg 23-25 P.3 curriculum page 43

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