

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 &	INST MATERIALS	REF	
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	Observing the different animals naming drawing Writing notes	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	Observing Answering oral questions Writing notes Listening to stories about domestic animals	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	Telling stories Writing notes Listening Drawing colouring	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.	Observing the different wild animals Answering oral questions Writing notes	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	Demonstrating how to care for animals Answering oral questions	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 Answering oral questions	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.	Identifying & demonstrating ways of caring for birds				
	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 names of wild birds Colouring	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	Answering oral questions Demonstrating how to care for birds Writing notes	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	Answering oral questions Writing notes	Interpersonal relation Assertiveness Empathy Cooperation Appreciation	Wall charts Textbooks The environment television	Teacher's own collection	
		THINGS IN OUR	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 -suggests the ways of caring for crops	Demonstration Observation, Group discussion	Answering oral questions Writing notes and drawing spelling	Effective communication Self-awareness Empathy Love	Charts Text books School env't newspapers	P.3 curriculum page 31 Mk book3 pg 17-22	

	1		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	Answering oral questions Writing notes and drawing some products spelling	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	Demonstrating how some products are made Drawing & colouring		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,	Answering oral questions Spelling	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	Drawing & colouring Spelling Answering oral questions		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	Demonstrating how water is used 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 sources & uses of food spelling	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	Demonstrating how fuel is used spelling Answering questions		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	Writing and answering questions	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	Answering oral questions Spelling and reading	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	

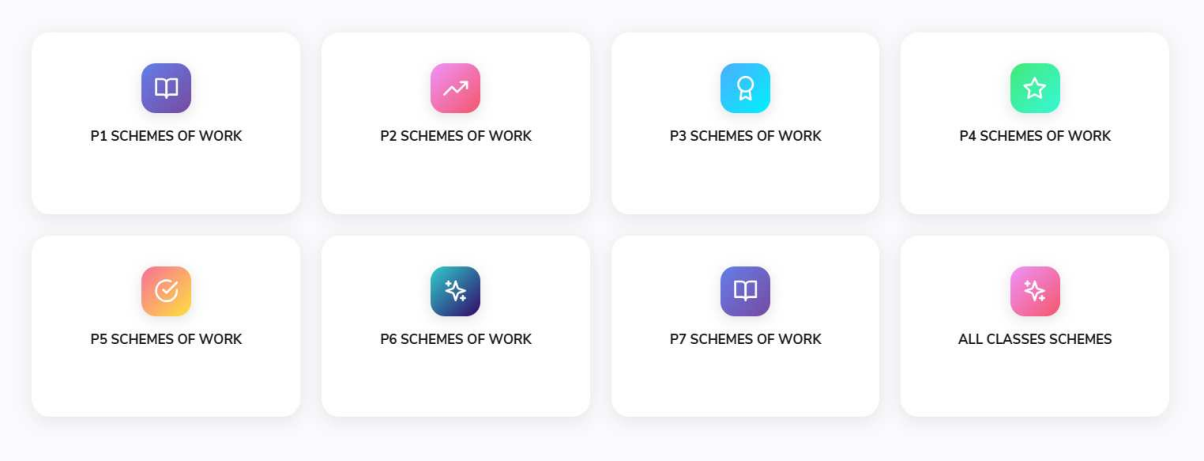
6	7&1		SPENDING RESOURCES	-What spending is -Things we use & spend on -Ways of spending wisely -Why we need to spend wisely	The learner; -explains what spending is -lists examples of things we use & spend on -suggests the ways of spending wisely & why	Discovery Group discussion				P.3 curriculum page 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	Observing pictures Answering oral questions	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	The learner; -explains the meaning of the word peace -identifies the indicators of the peace in an area	Discovery Observation, Group discussion	Answering oral questions Spelling and reading	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 -Importance 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	Answering oral questions Spelling and reading				

	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	Observing pictures Answering oral questions	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 who protect children's rights -gives the role of NCC & the importance of children's rights	Group discussion Discovery	Role playing Spelling Writing notes			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	Observing pictures Spelling writing	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	Observing pictures Spelling writing	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	imitating different personalities e.g. drunkards Answering oral questions	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	Role playing		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	Answering oral questions Role playing Writing notes	Co-operation Effective communication	Environment Text books Charts	P.3 Curriculum 43 Monitor SST book Three pages	
	2			-Responsibilities of children in 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 oral questions imitating Writing notes and drawing	Critical thinking	Class environment Text books	Monitor SST book pg 23-25 P.3 curriculum page 43	

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