PRIMARY THREE THEMATIC CURRICULUM SCHEME OF WORK FOR TERM ONE

WEEK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS	INST MATE RIALS	REF	REM
2	1, 2	OUR ENVIRON MENT IN OUR SUBCOUNTY	SOIL	How soil is formed and Components of soil • Humus • Air • Water • Living organis ms • Rock particles	The learner; -explains what soil is -describes how soil is formed& its composition -gives the uses of soil to people, animals and plants.	Discussion Explanation Self discovery Observation experimenting	Observing the soil samples. Writing notes and drawing.	Classifying Identifying Recording	Charts Text books Soil samples	Integrate d primary sci. page 14	
	3, 4			experiment	The learner; - demonstrates an experiment to - show that soil contains water, air and humus.	Demonstratio n, Observation, Whole class discussion.	Oral questions Writing notes and drawing.	Observing, manipulation Classifying Identifying Recording	Charts Text books Soil samples water	Integrate d primary sci. pg 14-17	

	5, 6			Types of soil and texture Animals that live in the soil	-Identifies the types of soil. - States the x-tics of different types of soil. -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	
3	1, 2			Soil profile	Explains what soil profile is. Names the soil layers. 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	
	3, 4			Compost pit	Making manure	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 5 Pg	
	5, 6			Soil erosion	Explains what soil erosion is. Names agents of soil erosion 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	

	1, 2			Soil erosion	- identifies the effects and 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	
				Mulching and crop rotation	-States what mulching is. - States the advantages and disadvantages of mulching - Explains what crop rotation is. -States the advantages of crop rotation.						
4											
	3, 4		Changes in our environment	-Definition of natural changes -Examples of natural changes in; a) Our env't b) The sky	-Explains what natural changes are. -Gives examples of natural changes -Gives natural changes in the sky	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	
	5, 6			-Effects of natural changes -Ways of managing changes in the env't	Give the effects 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	

5	1, 2		Peoplemade changes in the env't	-definition - examples of people-made changes -	-defines peoplemade changes -gives examples of people-made 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	
	3, 4		Possible ways of managing changes	-ways of managing of people-made changes	-dentifies ways of managing changes in the environment -gives the advantages and disadvantages of mulching and crop rotation.	Demonstration, Observation, Whole class discussion	Oral questions Writing notes	Identifying and recording	Pupils text books c/board illustrations	Mk integrate science bk 3 pgs	
	5, 6		A simple project on tree planting.	Planting oranges, jackfruits, lemons	-dentifies good seedlings for planting.	Demonstration, Observation, Whole class discussion	Oral questions	Identifying and recording	Pupils text books c/board illustrations	Mk integrate science bk 3 pg	
6	1, 2	ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY	Air	Concepts and properties of air	-states the properties of air. - draw the different properties of air.	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 21-22	
	3, 4			Importance of air:	-states the use of air in the environment.	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 pg 21-22	

	5, 6		Wind	-definition of wind -give the uses of wind -give the dangers of wind	-explains what wind is. -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 Dangers of the sun	-gives the uses of the sun to both people and plants 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 Drawing and describing shadows Importance of shadows	-defines as shadow -draws and describes shadows 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		Water	Sources of water	-natural sources of water -artificial sources of water -managing water	Demonstration, Observation, Whole class discussion	Oral questions Writing notes	Identifying and recording	Pupils text books c/board illustrations	Mk integrate science bk 3 pgs 36- 40	

8	1.2		Rain	How rain is formed Importance of rain	-draws the rain cycle & explain the steps -gives the importance of rain	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	
	3, 4		How rain is measured Effects of heavy rainfall	experiment	-the demonstrates an experiment to show how rain is measured. gives the effects of heavy rainfall to animals -give the effects of heavy rainfall to plants	Demonstration, Observation, Whole class discussion	Oral questions Writing notes	Identifying and recording	Pupils text books c/board illustrations	Mk integrate science bk pgs	
	5, 6		Clouds	Types of clouds Characteristics of clouds How clouds affect the environment	-names the types of clouds -gives the x-tics of clouds -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	

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PRIMARY THREE THEMATIC CURRICULUM SCHEME OF WORK FOR TERM TWO 2012

WEEK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS	INST MATERIALS	REF	RE
2	1	LIVING THINGS	Animal in our sub county	**Groups of animals:** Insects Animals Birds Fish **Examples of each group**	• Identifies different groups of animals. • Gives examples under each group • Draws some examples	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Textbooks Drawn chart showing animals in the envt	Mk integ Sci Bk 3 Pg 1	
	2			**Classes of animals**: **In air**: birds, bats **In water**: fish, frogs, snakes **On land**: cows, lions, sheep	Mentions different classes of animals and their examples	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Textbooks Drawn chart showing animals in the envt	Mk integ Sci Bk 3 Pg 2-4	
	3			**Types of animals: Domestic** animals: Cows, goats, etc Wild animals: Lion, zebra, etc	• Identifies different types of animals • Mentions some examples. • Draws some animals	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation Self esteem	Textbooks Drawn chart showing animals in the envt	Mk integ Sci Bk 3 Pg 6-7	

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	4			**Characteristics of living things:** They: Grow Reproduce Feed Excrete etc	Mentions xteristics of living things.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation assertiveness	Textbooks	Pr sch curr for Ug pg 26	
	5			**Homes (habitats) of animals**: Pig- sty Cattle- shed/ kraal Dog- kennel etc	Gives homes of animals	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Textbooks Drawn chart showing animal homes.	Mk integ Sci Bk 3 Pg 2-5	
	6		Birds and insects	**Domestic birds**: Hens, turkey, duck, etc **Wild birds**: Ostrich Eagle Kiwi etc	• Identifies different types of animals • Mentions some examples. • Draws some animals	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Textbooks Drawn chart showing a bird.	Pr sch curr for Ug pg 26	
3	1			**Characteristics of birds**: Lay eggs Have wings Have feathers Some fly **Habitats for birds:** Nests, burrows	• Mentions the xteristics of birds • Writes and draws different habitats of birds.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Textbooks Drawn chart showing animal homes in the envt	Pr sch curr for Ug pg 27	

	2			**Insects** White Ants Black ants Termites Bees Etc Habitats of insects Anthill	Draws and names some insects.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Textbooks Drawn chart showing insects in the envt	Pr sch curr for Ug pg 28	
	3			**Characteristics of insects**: Some live together (social insects) Some sting. Some bite. A spider has eight legs and two body parts [not an insect]	• Identifies the characteristics of insects. • Gives reasons why a spider is not an insect. • Draw diagrams to show the parts of insects.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Textbooks	Pr sch curr for Ug pg 28	
	4			**Care for insects, birds and animals**. e.g caring for bees provide a hive, water or something sweet, plant flowers for nectar	Gives ways of caring for bees	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation Solving problems	Textbooks	Pr sch curr for Ug pg 29	

	5			**Caring for domestic birds and animals eg** cleaning their houses, vaccinating them, feeding them, treating them, and spraying them. **Signs and symptoms of** animal's ill health.	• Identifies ways of caring for animals. Give reasons why we care for animals and birds. Gives signs and symptoms of ill animals.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation Kindness care	Textbooks	Pr sch curr for Ug pg 28	

	6			**Care for wild birds and animals**: Protection from hunters. Discourage bush burning. Avoid destroying forests and swamps. Provide food, protection and medication for animals in protected areas like zoo. Avoid unnecessary killing [poaching or hunting].	• Writes sentences on care of animals, bees and birds. • Gives ways of caring for animals, birds and birds.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation care	Textbooks	Pr sch curr for Ug pg 29	
4	1		Plants in our sub county	**Plants and their habitats** Examples of plants: Maize, yams, sisal, cactus etc **Habitats** garden, water, wetland, dry rocky places	• Names plants observes and identifies plants habitats • Draws and labels parts of plants.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Textbooks Drawn chart showing plants in the envt.	Mk integ Sci Bk 3 Pg 8- 10	

	2			**Parts of flowering plants and their uses** Parts and uses Roots - Stems - Leaves - Flowers - Seeds -	• Identifies flowering plats. • Names parts of flowering plants • Gives uses of different parts of plants.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Textbooks Drawn chart showing parts of a flowering plant	Mk integ Sci Bk 3 Pg 84 91	
	3			**Uses of different parts of a flowering plants to us.** Food Medicine Fuel Decoration Money	• Gives uses of plants to people. • Draws some uses of plants e.g things made out of plant materials.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Textbooks Real materials; Fruit, herbs.	Mk integ Sci Bk 3 Pg 91	
	4			**Dangers of some plants to us**. Some are poisonous when eaten. Some plants have thorns.	□ Mention some dangers of some plants.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Textbooks Real plant; cactus, thorns.	Mk integ Sci Bk 3	

	5 -6			**Crop growing practices**: Garden tools Clearing, digging, slashing, planting, ploughing, seed selection, seedling row planting, broadcasting, transplanting seedlings	• Names different garden tools and their uses. • Draws garden tools.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Textbooks Drawn chart showing garden tools. Real garden tools.	Mk integ Sci Bk 3 Pg 50	
6	1-2			**Caring for plants**: Watering Mulching Weeding Pruning Thinning Etc **Crop rotation** Advantages of crop rotation	• Gives ways for caring for plants. • Defines crop rotation. • Mentions advantages of crop rotation.	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks School garden.	Mk integ Sci Bk 3 Pg 126	
	3-4			**Seed germination**: Conditions: Warmth, oxygen, water (moisture) **Project**: Seed germination	• Defines seed germination. • Gives conditions necessary for germination. • Carries out a project about seed germination.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Textbooks Seeds Cotton wool Water Containers	Mk integ Sci Bk 3 Pg 59	

`	5-6	MANAGING RESOURCES IN OUR SUBCOUNTY	Concept of resources	**Defn of resources** Basic resources: Food Money Time fuel etc	• Defines resource. • Mentions basic resources.	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Drawn chart showing basic resources.	Pr sch curr for Ug pg 35	
7	1-2			**Saving resources**: Definition of saving Ways of saving. Banking Using wooden and metallic boxes Proper use of materials Switching off power	• Defines saving. • Gives ways of saving.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Metallic boxes. Wooden boxes.	Pr sch curr for Ug pg 35	
	3			**Reasons of saving resources**: Meeting needs. Avoiding wastage. For future use.	Gives reasons of saving.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Metallic boxes. Wooden boxes.	Pr sch curr for Ug pg 35	

	4			**Keeping records**: Defn of records. **Reasons why we keep records**. To find out: how much we need. What we have spent. What we have saved.	• Defines records. • Gives reasons why we keep records.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Samples of records kept.	Pr sch curr for Ug pg 35	
	5-6			**Spending resources**: Defn of spending. **Things we use and spend on**: Food Clothes Medicine Cars Phones **Ways of spending wisely:** Budgeting, prioritizing, comparing quality and prices.	• Defines spending • Gives things we use and spend on. • Identifies ways how we can spend wisely.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Real materials; phones, clothes, toys, books.	Pr sch curr for Ug pg 36	

8	1-2			**Project** Defn of project. **Examples of projects**: Bee keeping Poultry keeping Tree planting Brick making **Things we need when preparing for a project:** Time Money Space Knowledge/skills	• Defines a project. • Gives examples of a project • Identifies things we need when preparing a project.	Discussion Observation Guided discovery.	Reading Writing Drawing colouring	Awareness Responsibility Love Appreciation	Beehives Bricks seedlings	Pr sch curr for Ug pg 37	
	3 4			**Managing a project:** We need: Commitment Checking Recording maintenance	Identifies what is needed in managing a project.	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Beehives Bricks seedlings	Pr sch curr for Ug pg 37	

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PRIMARY THREE THEMATIC CURRICULUM SCHEME OF WORK FOR TERM THREE 2012

WEEK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS	INST MATERIALS	REF	REM
2	1	Health in our subcounty	Common diseases in our environment	**Vectors:** Description Common vectors and their characteristics	• Identifies common vectors. • Gives characteristics of vectors.	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks Charts showing common vectors in our sub county	Fountain scie bk 3 Pg 93 Mk inte sci Bk 3 pg 102	
	2		**Life cycle**	**Incomplete life cycle** Examples of insects which undergo incomplete life cycle: Grasshoppers Locusts Etc.	• Identifies insects with incomplete life cycle. • Draws incomplete life cycle.	Discussion Observation Guided discovery.	Reading Writing drawing	Awareness Responsibility Love Appreciation	Textbooks, a chart showing complete and incomplete life cycles of insects.	Mk integ Sci Bk 3 Pg	
	and		**Germs**	**Germs and different examples**	• Identifies different germs. • Mentions what is used to see germs. • Draws a microscope	Discussion Observation Guided discovery.	Reading Writing drawing	Awareness Responsibility Love Appreciation	A microscope	Mk integ Sci Bk 3 Pg	

	and		**Diseases and how germs spread**	**Areas and how germs spread.**	• Germs are everywhere. • Ways through which germs spread including the 4 Fs Ways of preventing and controlling germs.	Discussion Guided discovery	Reading and writing	Awareness Responsibility Love Appreciation	Chalk board illustration A chart showing the 4 Fs		
3	and	and		**Complete life cycle** Examples of insects which undergo complete life cycle: Housefly Mosquito Bee etc	• Identifies insects with complete life cycle. • Draws complete life cycle.	Discussion Observation Guided discovery.	Reading Writing drawing	Awareness Responsibility Love Appreciation	Textbooks, a chart showing complete and incomplete life cycles of insects.	Mk integ Sci Bk 3 Pg	
	3and 4		Vectors and diseases	**Malaria** **Cause** of malaria vector **Signs and symptom**s malaria **Effects** of malaria to an individual. **Control measures** for malaria	• Gives the cause of malaria • Mentions signs and symptoms of malaria • Gives effects of malaria • Outlines control measures of malaria.	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks Anti malarial drugs, treated mosquito nets and coils, creams, insecticide etc	Mk integ Sci Bk 3 Pg 103-105	

3	5 and 6			**Dysentery** **Cause** **Signs and symptoms** **Effects** **Control measures**	• Gives the cause of dysentery Mentions signs and symptoms of dysentery Gives effects of dysentery • Outlines control measures of dysentery	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks Sugar, salt and water, container for mixing the solution, a towel and soap,	Mk integ Sci Bk 3 Pg 108	
	1 and 2			**Trachoma spread** **Cause** **Signs and symptoms** **Effects** **Control measures**	• Gives the cause of trachoma Mentions signs and symptoms of trachoma Gives effects of trachoma • Outlines control measures of trachoma	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks A chart showing the structure of a house fly	Fountain sci Bk 3 Pg 103-107	
	3 and 4			**Cholera and typhoid** **Cause** **Signs and symptoms** **Effects** **Control measures**	• Gives the cause of cholera and typhoid • Mentions signs and symptoms of malaria • Gives effects of typhoid cholera Outlines control measures of typhoid and cholera	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks A chart showing the structure of a house fly	Basic pri sci & health Vol 2 Pg 135-150	

4	5th and 6			**Diarrhoea** **Cause** **Signs and symptoms** **Effects** **Control measures**	• Gives the cause of diarrhoea Mentions signs and symptoms of diarrhoea Gives effects of diarrhoea • Outlines control measures of diarrhoea	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks A chart showing the structure of a house fly	Mk integ Sci Bk 3 Pg 103	
	1 and 2			Dealing with diarrhoea patients The 3 Ds Preparation of ORS	Explains how to deal with patients of diarrhoea Write down the 3 Ds in full Write down the steps taken to prepare ORS.	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks Sugar, salt and water, container for mixing the solution, a towel and soap,	Mk integ Sci Bk 3 Pg 105	
	3 and 4			**Yellow fever** **spread** **Cause** **Signs and symptoms** **Effects** **Control measures**	Gives the cause of yellow fever Mentions signs and symptoms of yellow fever Gives effects of yellow fever Outlines control measures of yellow fever	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks A picture of a tiger mosquito	Mk integ Sci Bk 3 Pg 103	

5	5 and 6			**Relapsing fever** How it is spread Characteristics **of** ticks Life cycle of ticks **Tick** control	• Gives ways how relapsing fever is spread • Gives characteristics of ticks • Draws life cycle of ticks Gives measures of tick control	Discussion Observation Guided discovery.	Reading Writing drawing	Awareness Responsibility Love Appreciation	Textbooks A picture of a tick	fountain Sci Bk 3 Pg 111	
	1 and 2			**Elephantiasis spread Cause Signs and symptoms Effects Control measures**	Gives the cause of elephantiasis Mentions signs and symptoms of elephantiasis Gives effects of elephantiasis Outlines control measures of elephantiasis	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks A picture of a culex mosquito	Basic pri sci for ug Bk3 Pg 50-60	
	3 and 4			Sleeping sickness **spread Cause Signs and symptoms Effects Control measures Breeding places of tsetse flies**	Gives the cause of sleeping sickness Mentions signs and symptoms of sleeping sickness Gives effects of sleeping sickness Outlines control measures of sleeping sickness	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks A picture of a tsetse fly trap, a picture of a tsetse fly	Mk integ Sci Bk3 Pg 109-112	

7	5			**Typhus fever spread** **Life cycle of a louse** **Signs and symptoms** **Effects** **Control measures**	Gives the cause of typhus fever Mentions signs and symptoms of typhus fever Gives effects of typhus fever Outlines control measures of typhus fever	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks A picture of a louse	fountain Sci Bk3 Pg 110-113	
	and			**Bubonic spread** **Life cycle** of a flea **Signs and symptoms** **Effects** **Control** measures of plague rats and mice control	Gives the cause of bubonic plague Mentions signs and symptoms of bubonic plague Gives effects of bubonic plague Outlines control measures of bubonic plague	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks A real rat and a picture showing a flea	Mk integ Sci Bk3 Pg 112-113	
	and			**Cockroaches** How they spread Diseases Where they are found where they lay their eggs Control of cockroaches	Names the diseases spread by cockroaches Suggests ways of controlling cockroaches	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks A chart showing cockroaches and things they have destroyed, real eggs of cockroaches	fountain Sci Bk 3 Pg 117-121	

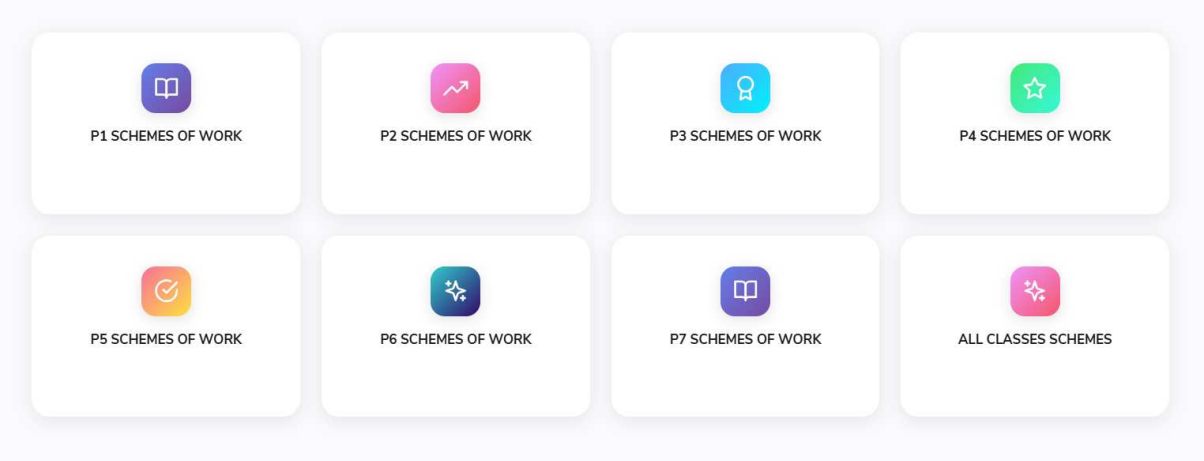
	and 5			**HIV/ AIDS W hat is it How it is spread Effects of HIV/ AIDS**	• Writes HIV/ AIDS in full • Explains how HIV/ AIDS IS spread States the effects of HIV/ AIDS	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Text books, magazines pictures of people suffering from AIDS	Trs collection	
	6			**Signs and symptoms of Care for HIV/ AIDS patients Control of HIV/ AIDS**	Identifies the signs and symptoms of HIV/ AIDS	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Text books, magazines pictures of people suffering from AIDS	Trs collection	
	1			**PIASCY messages**	Reads PIASCY messages.	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Posters concerning AIDS	**PIASCY messages**	
	and	Energy in our sub county	Sources of energy	**Natural sources:** Wind, water, etc **Artificial sources** Fuel, electricity,	• Explains the meaning • Identifies types of energy Describes sources of energy	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks Environment Some natural and artificial sources of energy.	Pri sch curri for Ug pg 55	

7 3 and			Uses of different sources of energy	**Natural sources:** **Water**- hydro electricity **Wind**- for running windmills **Artificial sources:** **Diesel/petrol:** cars, generators **Paraffin:** lighting, cooking etc	Gives uses of different sources of energy	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks Some natural and artificial sources of energy.	Pri sch curri for Ug pg 55	
1 and			.	Experiments to show that air moves things e.g kites, propellers	Experiments that air moves things.	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks Kites, knives paper, glue.	Pri sch curri for Ug pg 55	

8 and 9			Ways of saving energy	Ways of saving energy: Using energy saving stoves, bulbs. Switching off electric appliances when not in use. etc	Gives ways of saving energy.	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks Energy saving lamps and bulbs, improved charcoal stoves Textbooks Environment	Pri sch curri for Ug pg 56	
	4		Importance of saving energy	**Importance of saving energy:** Avoid waste. Minimize cost.	Gives importance of saving energy.	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks Energy saving lamps and bulbs, improved charcoal stoves	Pri sch curri for Ug pg 56	

	and		Dangers of energy and ways of avoiding them.	**Dangers:** Live wires Fire Strong wind Storm Drought Etc **Ways of avoiding the dangers**: To plant trees to act as wind breaks. Avoid playing with fire. Avoid pushing nails into sockets. etc	• Gives dangers of energy. • Identifies ways of avoiding dangers of energy.	Discussion Observation Guided discovery.	Reading Writing	Awareness Responsibility Love Appreciation	Textbooks A chart showing ways of avoiding dangers	Pri sch curri for Ug pg 57	

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