

THEMATIC SCHEME OF WORK FOR PRIMARY THREE
TERM ONE

WK	PD	Theme	S/ theme	L/ Area	Content	Competence	Methods	Activities	I/L/s& values	L/A	Ref.
		1 Introduction	Thematic and the school	**LIT ONE**	-Meaning of literacy. -meaning of school. -people in the school.	Give meaning of thematic and the school. Naming people in the school.	Explanation	Naming of Directors and the staff Writing notes about the school.	Accuracy Confidence Neatness		Trs coll. Notes
		Our Town Council	1.1 Name and location of our Town Council	**LIT ONE**	Name of our Town Council. Location of Kira in relation to parishes and neighboring.	Name the Town Council and its location. Name the parishes, counties and neighboring districts	Discussion Explanation.	Naming the Town council, parishes, counties and neighboring district. Reading.	Fluency Audibility Articulation	Map of Wakiso & Kira	Trs collection
					Different between a map and a picture.	Giving the meaning of a map.	Interview Discussion	Naming qualities of a good	Social awareness	Real objects like	MK Bk 3 Page

			- do-		**MAP READING** Elements of a good map; Heading Key Compass Scale	Give the meaning of a picture Drawing pictures and their maps Telling the difference between a map and a picture.		map. Give the importanc e of each element of a good map	Identity Sharing Critical thinking Cooperation	cups, table, etc.	1-2, 3-4
			- do-		**COMPASS** Main points of the compass (Cardinal points) Two ways of finding direction, -Local way - Modern way	Naming the points e.g. North East South and West Naming how the early man used to find direction e.g. by sun and land forms e.g. Hills, lakes, etc. People that use a compass in their daily work.	Observation explanation	Naming of the cardinal points and people that use the compass. Drawing the compass and show the four main points	Accuracy Friendship formation Creative thinking.	Picture of a compas s	
		`	**1.2** **PHYSICAL FEATURES IN OUR TOWN COUNCIL**		Landforms : This refers to the shape of land in an area. e.g. hills ,lakes, rivers, Valleys, swamps, etc. A mt. is a very high raised land from the surrounding area. We have only hills in our Town Council (name some)	Describing the words ;Landforms, Hills, Valley, Naming land forms in Kira. Draw some land forms in KIRA Tell the different between hill and mts/	Observation Interviews Whole class discussion Explanation	Drawing of some land form Naming land forms Giving the importanc e of these land forms. Writing notes into	Critical thinking Decision making Sharing Social awareness	Viewing the outlook formatio n of the land around the school Text books Chalk	MK Bk 3 Pages 12-13, 14,

					Importance of landforms to man. **VALLEY** This is a low land between hills or mts. E.g. Naalya valley. Importance of valleys to man. **Water bodies and their importance.**	Naming some importance of all these land forms in Kira. Describing the word valley and giving the importance of it. Giving the difference between the lake and the river		their ex. books.	Appreciation	board Illustrations.	
			1.3 **PEOPLE IN OUR TOWN COUNCIL**	**LIT ONE**	**Tribes and clans:** -Legend – the story of **Kintu** -Characters = Kintu, Gulu, cow , Gulu's children then tasks given to Kintu -Meaning of Walumbe and where he hid. -Naming tribes and clans in our town council **Ethnic groups** Four major ethnic groups are:- -**Bantu** **-Nilo-Hamites** (Plain Nilotes) **-Nilotics** **(**River lake Nilotes) **-Hamites** (Kushites) -**Origin** of each ethnic group	Naming people by tribe and clan Listening and retelling the legend / story of the first Muganda man. Naming the characters in the legend Mentioning the four tasks given to Kintu Naming the four major ethnic groups that came to Uganda. Telling the cradle land of each ethnic group.	Story telling Explanation Discussion Whole class discussion Interviewing Demonstration Role playing the roles of different leaders	Answering oral questions about the legend. Drawing pictures of Kintu and his cow. Reading names of tribes and clans. Mentioning ethnic groups that came to Uganda, their origin and tribes in each ethnic group.	Decision making Effective communication Non-violent conflict Problem solving Empathy Responsibility Honesty Leadership Trustworthiness	Text books Showing the pictures of Kintu and his cow, then Walumbe Illustrations on the chalk board A map of Uganda showing the four major ethnic	Primary History for Uganda pages 3-5 MK Social studies book 3 Page 44

					-Tribes found in each ethnic group. **TYPES OF LEADERS** -Political / Gov't leaders e.g. L.C., Chiefs etc. Cultural leaders e.g. Kings. **-Roles of leaders** e.g. -settling disputes, -guiding and counseling, -organizing meetings -planning for development.	Identifying tribes and activities in each ethnic group Describing the administrative set up of the leaders Asking and answering questions about the roles of different leaders Naming leaders in Cultural, Political and Local Council members and their duties.		Naming different types of leaders in our town council and their roles. Drawing or pasting the map of Uganda showing entries of ethnic groups and copying the table of L.C. members and their roles	Sharing Kindness Unity Identity Courage Sympathy	group how they entered Uganda Pictures of different Kings in their cultural dresses	MK Book 3 Page 53
		2 **Livelihood in our Town Council**	**2.1** **Occupations of people in our Town Council**	**LIT ONE**	**Money generating;** -Sources of money-Economic activities (these jobs done by people to get money) e.g. teaching , nursing, building , trading, transporting etc Subsistence (this is when one can depend on little things) e.g. Casual	Identifying different activities. Describing different activities done by people. Discussing the importance of different activities Talking about what people can do to get money	Explanation Observation Discussion Question and answer	Naming of activities done by people in our Town Council. Answering some questions orally Telling the importance of activities to	Creative thinking Critical thinking Effective communication Problem solving Interpersonal relatives Appreciation	Pictures of different economic activities Some real objects like baskets, mats, desks, bricks, etc (these are	MK SST Book 3 page 47-50 MK Book 3 Page 49-50

					labouring, Trading, Farming /animal rearing, Tailoring, Entertainment, Pottery, / Brick making, Carpentry, Weaving / knitting, etc. **Importance of different activities.** They help man to earn a living. **Practical in cookery** Items used in cookery like utensils etc.	Making predictions of what people want to be in future. Asking and answering some oral questions. Giving the meaning of the word economic activity. Demonstrating of how to cook simple dishes	Interviewing Whole class discussion Demonstration	man Drawing different activities done in our Town Council Copying the notes into their own ex. books	Concern Respect Sharing Interdependent	products from some economic activities)	
			2.2 **Social services and their importance.**	**LIT ONE**	**Social services (these are duties offered by people to people to live a better life) e.g.** **-Education :-** schools like Nursery, Primary, Secondary, (O and A level) Universities, and others like- Technical,, Collages, Medical etc. **-Health :-**Medical centre e.g.	Describe different social services Discussing the importance of the social services Naming some medical centers they know Mention the biggest gov't hospital Identifying people that work in health centers	Discussion Explanation Observation Whole class discussion Role play Interviewing Discussion Demonstration	Reading the list of the social services in our town council Answering some questions orally Naming different health centers in our area	Friendship formation Interpersonal relationship Problem solving Negotiation Decision-making Appreciation Care Concern Endurance	Text books Hillside Primary School as an example. Different pictures showing means of different types of transport used in our Town	MK Book 3 Page 73-74 MK Book 3 Page 66-67

			-do-		Hospitals, Clinics, Dispensary and Drug shop. Two types of healthy centre e.g. **Government** and **Private**. Mulago is the biggest gov't hospital. Private are:-Mengo, Rubaga, Kibuli, etc. **Workers** include**: -** doctors, nurses, midwives, and lab. Assistants etc **Communication** (this is the receiving and sending of messages) **Types;** **Local** and **Modern** (means of each type) -Telephone companies. Types of News Papers. -Stations of **RADIOS** and **TELVISONS** **Transport** = This is the movement of people or goods from one place to	Give the meaning of communication. Mentioning how people communicate locally and modern Naming the types of news papers 'radio and TV. stations Give the meaning of transport Identifying the types of transport and their means we have in our Town Council Naming types of roads and their advantages and disadvantages		Mentioning the importanc e of these health centers Naming people who work in the health centers Copying some notes into their excise books Naming different types of Identifying the means of transport in each type of transport Mentioning the types of roads	Respect Perseverance Tolerance Accuracy	Council. Real objects used in communi cation like telephon es, radios, bells , drums, types of News papers like New Vision, Monitor, etc Pictures of different security organs like Police, Army, Prison etc. MK Text books	-do- Page 76-78 Monitor book 3 Page 46

			-do-		another. Types of Transport are : **Road.** **Water.** **Air** **Railway** Others include:- Animal, pipe and wire. Types of Roads. **Murram** and **tarmac** and the means of each type of transport. **Security** :-(way how people / things are safe) Security organs belong to Govn't and Private. **Water supply** :- Sources of water -Dep't that supply piped water -How to protect water. **Importance of social services** E.g. Literate citizen Good health Living peacefully	Mentioning security organs in our area Mention the Sources of water; Giving the importance's of these social services.		we have in our town council Naming the sources of water and ways to protect or keep water safe. Writing notes into their exercise books			MK Book 3 Page 76-77 Monitor book 3 Page 45

					Information flow Protection Easy movement.						
			2.3 **Challenges in social services and their possible solutions**		**Education-School** demands **-Health**-lack of enough health centers, expenses on medicine -**Transport-** conditions on roads and causes of accidents **Communication** – radios, televisions, telephones, news papers,(expensive and wrong information) -**Water-**quality availability. -Security-(effectiveness) Possible solutions as per identified problem and challenges.	Identifying challenges associated with activities and social services. Mentioning the causes of accidents and way to overcome them. Discussing causes to challenges	Discussion Explanation Asking and Answering question Interviewing	Naming the challenges we meet when giving social services in all aspects. Asking questions and giving solutions to the challenges. Copying notes into their books	Coping with stress Decision making Endurance Patience Care Concern Respect Responsibility Tolerance Friendship formation	Text books of MK pupils Book 3	MK Book 3 Page 84 Teacher's collection data
		3 **Our Environment in our Town Council.**	**3.1** **Soil** Composition of soil: Water, air, dead plants, (humus) animals, particles	**LIT ONE**	**Meaning of soil** Soil is the earth on which plants grow. Naming types of soil Describing composition of soils. these include:- humus , air , water, and particles of	Naming the composition of soil Identifying the layers of soil (soil profile) Naming the components of soil e.g. water, air,	Explanation Discussion Field trip Observation Whole class discussion	Touring the field Naming of different soil layers Doing experiment and observing	Critical thinking Creative thinking Problem – solving Decision making	Text books Types of soils g sand, clay, stones, etc Things needed	MK Inter Pr. SC Book 3 Page 14-20

			of rocks **-Type of soil and texture** i) Sand – rough, large particles ii)Clay- smooth, slippery and powdery iii) Loam- balance of sand, clay and humus. Layers of soil- This is called **soil profile** e.g. -Top-soil -Sub-soil -Gravel -Humus -Composite pile /pit **Experiments;** composition of soil soil profile soil texture	**LIT ONE**	rocks Types of soil There are three types of soil namely:- = Loam soil (mixture of humus , sand, and clay) =Sand soil (it is made up of rock particles) =Clay soil (Made of very small particles of rocks Comparing Different soils (soil profile) Observing and describing layers of soil Discussing uses of different types of soils (sand = building) Recording the observation of experiment.	humus, etc. Giving the importance of soil to man, animals and plants. Observing the cross section of soil and see, touch, feel the texture	Question and Answer Experimenting Group discussion	the out come Answering some questions orally about soil. Drawing the pictures about types of soil, soil profile and experimental work Copying notes into their excise books	Cooperation Effective communication Appreciation	to carry out experiments like transparent containers e.g. glasses or jags etc. `	-do-

			Uses of soil e.g. growing crops, making bricks, making artwork / crafts (colors and modeling)								-

			3.2 Natural causes of changes in the environment e.g. floods, drought, earthquake, hailstones, landslides, storms, lightening, thunder, volcanic activities **Effect of changes.** -Hunger -Destruction of homes and property, plants, animals. -Soil erosion -Diseases epidemics, Migrations **Ways of**	**LIT ONE**	**Natural causes of changes** Mentioning the causes of these changes e.g. floods- heavy rainfall Naming of what each natural disaster can affect the environment. Giving situations how people are being affected Identify ways or measures how on can overcome the problem **a) Human activities** -constructing building / roads. -grazing -disposing wastes -cutting trees Burning bushes Farming Burning charcoal Making bricks	Identifying natural changes in the environment Discussing the effects of changes Discussing ways of managing natural changes Telling and re-telling stories about natural changes Mentioning places which can be affected by these natural changes Identifying the human activities that change the environment Discussing ways of managing the environment Telling or re-telling stories about human activity Talking about	Explanation Discussion Observation Whole class discussion Explanation Discussion Observation Whole class discussion Look and say Question and Answer Demonstration Interviewing	Naming of the Natural changes in our area Giving the out come of these changes Answering some questions orally Writing the notes into their books Telling situations where these natural changes have affected. Naming of	Critical thinking Endurance Decision making Problem solving Coping with stress Concern Coping with emotions Empathy Social awareness Acceptance Cooperation Patience Creative	Illustrations on the chalk board Teachers collection data Text books Blackboard Illustration Pictures of environmental degradation Viewing the environment around the school	

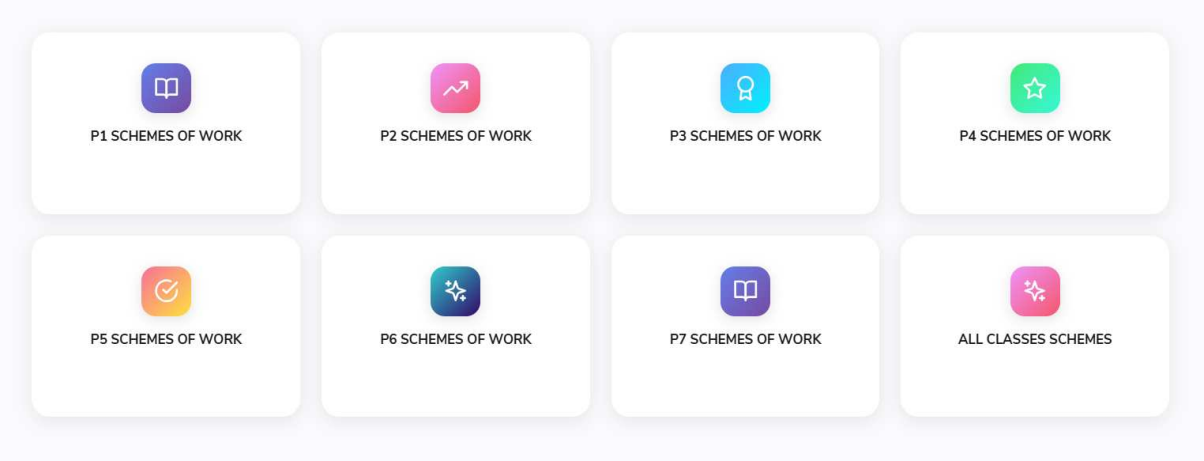
			managing the changes. **3.3** **CHANGES IN ENVIRON MENT.**	**LIT ONE**	Burning bricks **b) Possible ways of managing changes** e.g. -planting trees (a forestion) -preserving swamps -avoid burning bushes -proper farming practices e.g. crop rotation, terracing, mulching, irrigation / watering -covering gullies with stones - educate people / public about the dangers of cutting trees -avoid Throwing things that don't rot e.g. plastic things and polythene papers. **c) Simple** project on tree planting **Air and the Sun** **a) Air.**	types of trees and where to plant them Give ways of how we can protect our environment To educate the mass about the dangers due to mans' activities to each given change e.g. cutting trees results into a desert, no rainfall, drought etc. Respect and listen to advice and keep the environment clean. Describe weather	Explanation Discussion Demonstration Observation Whole class discussion Interviewing Question and answer Role play Look and say Discussion Observation Question and answer Look and say Interviewing Whole class discussion	human activities done in our environme nt Mention some dangerous human activities in our town council Role play in educating people about the environme nt Answering some oral questions Drawing a picture of a man planting trees Copying some notes into their	thinking Critical thinking Decision making Problem solving Interpersonal Relationship Cooperation Togetherness Respect Unity Patience Tolerance Leadership Appreciation Care Concern Endurance Critical thinking Creative thinking	-do- Pictures showing air has weight, air occupies space Local weighing balance Things to use in experime nt e.g. balloons,	
					Concept of air and	and seasons		exercise			

					properties of air -weight -moves things (force) -occupies space -can be felt -wind as moving air Importance of air; -for burning -for breathing -for drying things -for showing direction **Dangers of strong wind** e.g. spread air borne diseases, destroys crops buildings etc. **Experiments** e.g. *how air occupies space *properties of air *air needed for burning (oxygen) **b) The Sun** *Importance of the sun. - dries things - gives light &warmth	Discussing the importance of weather and dangers of weather changes. Naming the properties of air Telling how air is very important to living things. Giving the dangers of air to the environment. Mentioning the importance of the sun to living things. Identifying the dangers of the sun to the		books Describing Weather Giving properties of air Answering some oral questions about air Naming the dangers of air and the sun Making experiments About air has weight. Air occupies	Problem solving Coping with stress Decision making Mobility and orientation (SNE) Patience Tolerance Responsibility Copying with emotions] Critical thinking Effective communi cation	basin, glasses, candles, water, matchbox. Text books Charts showing rain formation Weather chart Outing to see different types of clouds MK Integrated science Text books Stove, water, kettle, bottle paraffin matchbox Chalkbo	
			4.1 **Environment and**								

			Weather in our Town Council **-do-** **4.2**	**LIT ONE**	- helps living things to grow - gives man solar power etc *** Dangers of the sun** - dries up water sources - destroys crops - causes famine due to drought - makes the environment hot and dusty **Experiments** e.g. Why plants need light * **Water cycle** -Formation of rain drops - Water evaporation and condensation *** Types of clouds** * How clouds affect the environment. * How clouds bring changes in the environment. How clouds bring changes in ~~temperature;~~ * Monitoring	environment Give the different between weather and seasons Naming types of clouds Observing and describing types of clouds Discussing the weather chart. Describing the rain cycle. Listening and retelling stories Naming sources of water. Discussing sources of water. Naming the dangers of water (rainfall) to the environment Discussing management of ~~water how to~~ keep it clean and		space etc. Drawing pictures of each experiment Performed. Writing notes into their exercise books Naming of clouds Making an experiment how rainfall is formed Observing and naming the outcome from the experiment Drawing	Decision making Problem solving Social awareness Responsibility Appreciation Concern Cooperation Endurance Sharing Care Tolerance	ard illustrations	

			Water **a) How rain is formed (water cycle)**		weather change * Process of water cycle * Measuring rainfall **b) How rain affects the environment.**- Importance of rain to the environment Dangers of rain to the environment e.g. soil, plants , animals etc **4.3** **Managing water** - Importance of water - Sources of water - Water harvesting -Maintenance of water sources	harvesting it		the experimental pictures Answering some oral questions about water Writing notes into their ex. Books			

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