


## SCHEME OF WORK FOR P5 SCIENCE TERM I

| WK | PD | THEME | SUB-THEME | SUBJECT COMPENTENCES | LANGUAGE COMPETENCES | CONTENT | SUGGESTED ACTIVITIES | T/L AIDS | REF | REM |
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| | | **Science in human activities and occupation** | Keeping poultry and bees | The learner<br>• Examples of poultry<br>• Identifies different types of poultry<br>• Describes the external parts of a domestic fowl<br>• Describes the breeds of chicken<br>• Explains the uses of poultry<br>• Describes the systems of poultry keeping<br>• Explains how to manage a poultry farm | - Names of different examples of poultry<br>- Labels with correct spellings the diagram showing external parts of a domestic fowl<br>- Correctly read words and sentences on poultry<br>- Listens to stories about poultry farming as a business | Examples of poultry (chicken, turkey, chicks, pigeons) etc<br>External features of domestic fowl (male and female)<br>Types of poultry; broilers, layers, dual purpose<br>Breeds of chicken/ poultry<br>- Importance of poultry<br>- Breeds of poultry eg local & exotic hybrid<br>- Describe systems of poultry keeping | Naming examples of poultry<br>Describing the different parts of poultry<br>Drawing the external structure of a hen/ fowl<br>Labeling the different parts of a bird<br>Explaining the uses of poultry<br>Describing the systems of poultry keeping | Models<br>Local environment<br>Birds | Comprehensive primary Sci pg 1-28<br>MK Integrated science pg 1 -28 | |

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| | | | | | - Recites rhymes about poultry farming<br>- Writes words, sentences and stories about poultry keeping | | | | | |
| | | | | - Definition of the term vices<br>- Listing down the examples of poultry vices<br>- Identifying the causes of poultry vices<br>- Stating the ways of controling vices<br>- Effects of poultry vices to the farmer | | Poultry vices | Defining the term vices<br>Stating the examples of poultry vices<br>Mentioning the causes and ways of controlling vices | | | |
| | | | | - Examples of poultry diseases<br>- Stating the causes, signs and symptoms<br>- Control and prevention<br>- Defining the term parasites<br>- Identifying types and examples | | Poultry diseases and parasites | Stating examples of poultry vices<br>Mentioning the causes, signs and symptoms of given diseases | | | |
| | | | | - Drawing and naming the parts of the digestive system<br>- Stating the functions of each part<br>- Drawing the structure of an egg<br>- Naming and stating the functions of parts of an egg | | Reproduction in birds<br>Breeding chicks<br>- Parts of an egg<br>- Incubation<br>- Brooding<br>- Feeding<br>- Types of feeds<br>- Feeding troughs<br>- Digestive system of fowls | Drawing the digestive system of a bird<br>Labeling and identifying the functions of each part<br>Drawing the structure of an egg | - Slaughter chicken to show the digestive system of a bird.<br>- Boiled and unboilded to identify | | |

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| | | | | - Incubation<br>- Types of incubation<br>- Explanation of the term brooding<br>- Stating types of brooding<br>- Identifying the advantages and disadvantages<br>- | | - Parts and uses of the parts | Defining the term incubator | different part of an egg | | |
| | | | Keeping bees | - Describing the lifehistory of a bee<br>- States the different types of bees<br>- States the importance of bees<br>- Explains the conditions and reasons for swaming<br>- Identifies the types of bee hives<br>- Caring for bees<br>- Feeding bees | - Spells words correctly<br>- Reads stories and poems about the importance of bee farming<br>- Uses of honey<br>- Writes stories about bee farming<br>- Draws and labels the lifecycle of bees | Types of bees; drone, worker, queen<br>Importance of bees to plants and people; pollination, honey, bee wax and propolis<br>Conditions and reasons for swarming<br>Types of bee hives<br>Traditional bee hives e.g. Kigezi, dug out log, tin<br>Modern bee hives e.g. top bar hive, box hive<br>Stocking & siting hives<br>Harvesting honey<br>Extracting honey from combs | Naming the different types of bees<br>Describing the life history of bees<br>Drawing and labeling the lifecycle of bees<br>Discussing the conditions and reasons for swarming<br>Describing the different methods of harvesting honey<br>Spelling, reading and writing words | Charts<br>Bee wax<br>Honey<br>Chalkboard illustration | Comp Pri Scie bk5 pgs 30-33 | |
| | | **Water and energy** | Measurement<br>Length | - The learner explains the term length<br>- Names units for length<br>- Explains the smallests and biggest units for length<br>- Names the instruments used to measure length | - The learner reads and writes scientific units for measuring lenth corretly | Length is measured in the following;<br>Millimetre (mm)<br>Centimetre (cm)<br>Decimeter (dc)<br>Metre (m)<br>Decametre (dm)<br>Hectometer (hm)<br>Kilometre (km) | Comparing length of different objects<br>Measuring length using standard measures and correct instruments<br>Using correct units of measuring different situations | Foot ruler<br>Metre ruler<br>Tape measure<br>Strings<br>Books<br>Desks<br>Chalk board etc | Comprehensive prim sci bk4<br>Set one syllabus for P5 | |

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| | | | | - Modern & tranditional instruments | | Basic unit for measuring length is metre. (M)<br>Instruments for measuring length<br>i) Modern instruments<br>ii) traditional instruments<br>- Stides , sticks , strings, foot steps<br>- Arm , span, handspan<br>Foot ruler<br>Metre ruler<br>Tape measure etc | | | | |
| | | | AREA | - The learner explains the term area<br>- Names the units for measuring area<br>- Suggests the formula for finding area<br>- Finding area | - The learner reads and writes the scientific units for area correctly<br>- Spells the terms correctly | Area is the total space occupied by a figure.<br>Formula for finding area is Length x Width (L x W)<br>Basic units for finding area are square units | Comparing area of various objects<br>Finding area of various objects using correct formula and units | Foot rulers<br>Metre rulers<br>Tape measures | Comprehensive primary sci bk4 | |
| | | | Volume | - The learners explain the term volume<br>- Tell the units for volume<br>- Identify types of objects (regular and irregular) | - Learners read and write the scientific units for area correctly<br>- Spell the terms correctly<br>- Regular<br>- Irregular<br>- Eueka<br>- cylinder | Volume is the space occupied by an object.<br>Volume is measured in cubic units i.e. $cm^3$ or cc or $mm^3$<br>The basic units for measuring volume is <u>litre</u><br>Types of shaded objects<br>- Regular shaped objects<br>- Irregular shaped objects<br>Examples of each type<br>Finding volume of regular and irregular objects | Comparing volume of different objects<br>Finding volume of regular and irregular objects | Regular objects<br>Stones, sweet potatoes, boxes, table etc | Comprehensive primary Science bk4<br>Supplementary primary science | |

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| | | | | | | a) Using a measuring cylinder Eureka can<br>b) Using only a measuring cylinder | | | | |
| | | | Mass and weight | - Learners explain the meaning of mass and weight<br>- Explain the different between mass and weight | - Learners read and write the terms in correct English<br>- Spel and pronounce the terms correctly | Weight is the pull of objects towards the earth by the force of gravity.<br>Units for weight are Newtons (N)<br>Mass is the quantity of matter contained in an object.<br>The units for mass are grammes, kilogrammes<br>Instruments used to measure mass and weight are beam balance, spring balance, set of scales, scale balance<br>State difference between mass and weight | Comparing weight of various objects<br>Comparing mass of different objects<br>Measuring the weight of various objects | Beam balance<br>Spring balance<br>Scale balance<br>Stones, shoes books etc | Comprehensive primary Science bk4<br>MK primary science Bk4 | |
| | | | Density | The learners explain the meaning of the term density<br>Identify the formula for finding density<br>Tell the units for density<br>Explains upthrust | - Learners read and pronounce scientific terms correctly<br>- Spell and write scientific terms correctly<br>- Writes correct units after calculting | Density of a substance is the mass per unit volume<br>Density of a substance/ object is calculated after finding its mass and volume<br>Formula for finding density is<br>Density (D) = mass (m) / Volume (v)<br>Units for density are grams per cubic units (g/cubic units) | Determining density of different objects<br>Finding density of various liquids<br>Draw a hydrometer | Boxes, beam balance, spring balance, stones, shoes, books, bricks | Comprehensive Science bk4<br>MK primary science bk3 | |

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| | | | | | | Densities of different liquids are measured using an instrument called hydrometer.<br>Calculate :<br>a) Density given mass and volume.<br>b) Volume given mass and density<br>c) Mass given volume and density | | | | |
| | | | Floating and sinking | - Learners explain the terms floating and sinking<br>- Explains why some objects float and others sink | - The learner reads and pronounces the scientific terms correctly<br>- Spells and write scientific work correctly | Floating is when the object is put in water and it stays on top of it.<br>Objects float on water because they are less dense than water.<br>Examples of floating objects<br>Sinking is when an object is put in water and goes to the bottom.<br>Why do objects sink in water?<br>Examples of sinking objects | Giving examples of floating and sinking objects<br>Carry out experiments on floating and sinking | Buckets, water, stones, plastic materials, wooden objects, metallic objects etc | Comprehensive primary science bk4<br>MK primary Science bk4 | |
| | | | Floating and sinking | - The learner explains the term floating and sinking.<br>- Explains why some objects float and others sink<br>- Should compare densities of other liquids to water | - The learner reads and pronounces the scientific terms correctly<br>- Spell and write the scientifica words correctly | Floating is when an object is put in water and stays on top of it.<br>Objects float on water because they are les dense than water.<br>Examples of floating objects | Giving examples of floating and sinking objects<br>Carry out experiments on floating and sinking<br>Mixing $H_2O$ with other liquid | Buckets, water, stones, plastic materials, wooden objects, metallic objects etc | Comprehensive primary Science bk4<br>MK primary Science bk4 | |

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| | | | | | | Sinking is when an object is put in water and goes to the bottom.<br>Why do objects sink in water?<br>Examples of sinking objects<br>Compare sinking and floating<br>Comparing densities of $H_2O$ to other liquids eg petrol , oil, paraffin & mercury | | | | |
| | | **The human health** | Immunization | - Subject competences<br>- Defining immunity<br>- Identifying and describing types of immunity.<br>- Explains the importance of immunity<br>- Describing types oc vaccine<br>- Giving examples of vaccines in relation to their diseases<br>- Identifying sites of immunisation<br>- Defining immunisation<br>- Stating importance of inmmunisation<br>- Giving examples of immunisable diseases<br>- Identifying signs and symptoms of | - Spells words about immunity<br>- Sings songs about immunity<br>- Reads and write words about immunisation<br>- Recites poems about immunisation | - Defn of immunity<br>- Types of immunity<br>- Natural<br>- Artificial<br>- Ways of acquiring immunity<br>- Importance of immunity<br>- Defn: Vaccines<br>- Types of vaccines<br>- Attenuated<br>- Toxoids<br>- Weakened vaccine<br>- Example of vaccine and disease<br>- Polio , measles BCG, DPT , Tetanus<br>- Storage of vaccines | | | | |

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| | | | | immunisable disease and trheir causes.<br>- Giving other immunisable diseases<br>- Identifying immunisation centres in the community<br>- Stating of the following in immunisation indivisual , family , community | | - Child health card and its importance<br>- Sites for immunization and age<br>- Defn: immunization<br>- Importance of immunization Examples of immunisable disease<br>- Polio<br>- Measles<br>- Tuberculosis<br>- Whooping cough<br>- Diphtheria<br>- Tetanus<br>- Hepatitis B<br>- Haemophilus Influenza<br>- pneumonia<br>- signs and symptms of immunisable diseases and their causes eg<br>- polio<br>- stiff muscles<br>- virus<br>- mention other immunisable diseases<br>- their causes, signs and symptoms | | | | |

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| | | | | | | - identify immunization centre in their areas.<br>- State roles played by inmmunisation<br>- Individual<br>- Family<br>- Community<br>- UNEPI | | | | |
| | | **The human body** | Digestion | - Defn: degestion<br>- Describe terms used in digestion<br>- Names / parts of the digestive system<br>- Types of digestion<br>- Describe enzyme<br>- Give examples of enzymes<br>- Stating characteristics of enzymes<br>- Identifies conditions under which enzymes work.<br>- Functions of parts of a digestive system<br>- Describes signs and symptoms of diseases and disorders of the system<br>- Suggests control and preventitive measures of diseases and disorders<br>- Describe behaviour and habits of maintaining | - Spells<br>- Pronounces , reads words correctly<br>- Recite rymes about different parts of the system<br>- Draw and lebels the parts of the system | - Defn : digestive system<br>- Terms used in digestion. Digestion , egestion, indigestion, absorption , ingestion<br>- The digestion system (draw and name)<br>- Types of digestion<br>a) Physical ( mechanical)<br>b) Chemical digestion<br>enzymes<br>- Defn: enzymes<br>- Examples of enzymes<br>- Characteristics of enzymes<br>- Conditions of enzymes<br>- Functions of parts of the system<br>- Diseases of digestive system | | | | |

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| | | | | proper functioning of the system | | - Causes of disease<br>- Signs and symptoms<br>- Discovers of the digestive system<br>- Causes of disorders<br>- Internal parasites of the digestive system<br>- Control and prevention of disorders<br>- Ways of maintaining good health of the digestive sysyem | | | | |
| | | **The environment** | Components of the environment | - Define soil<br>- The learner identifies the components of soil.<br>- Describe formation of soil<br>- Tells the types of soil.<br>- Identifies the uses of each type of soil<br>- Investigates to show properties of different types of soil<br>- Analyses importance of each type of soil. | - Name the components of soil<br>- Read words, sentences about soil<br>- Describe the types of soil and their uses | Definition of soil.<br>Terms related to soil<br>Components of soil<br>Air, water, organic matter (humus), inorganic matter (dissolved mineral salts), living organisms<br>Types of soil<br>Properties of each type of soil<br>Uses of each type of soil | Carrying out experiments<br>Observing types of soil | Various types of soil<br>Water<br>Buckets<br>Funnel<br>Test tubes | Comprehensive primary Science bk5 | |
| | | | Soil erosion | - Defines soil erosion<br>- The learners identify the types and agents of soil erosion<br>- Describe the causes of soil erosion<br>- Identify the effects of soil erosion | - Read words, sentences about soil erosion correctly | Definition of soil erosion<br>Types of soil erosion<br>Causes of soil erosion<br>Agents of soil erosion<br>Effects of soil erosion<br>Ways of controlling soil erosion in the garden and compound | Defining the terms used in soil<br>Listing the types of agents of soil erosion<br>Give the causes of soil erosion | -do- | Comprehensive primary Science bk5 | |

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| | | | | - Suggest ways of controlling soil erosion | | Terracing, mulching, contour ploughing, strip cropping, afforestation, re-afforestation, crop rotation, cover and inter cropping, bush fallowing | Stating the ways of controlling soil erosion<br>Visit eroded places | | | |
| | | | Soil exhaustion | - Learners explain the terms soil exhaustion, fertilizer, soil pollution<br>- Suggest the causes and effects of soil exhaustion<br>- Describe the advantages and disadvantages of soil exhaustion<br>- Identifies the effects of soil pollution<br>- Describe effects of harmful material to soil<br>- State of harmful materials<br>- Describe soil pollution | - The learners read, pronounce, words related to soil correctly<br>- Make sentences about soil exhaustion correctly | Definition of soil exhaustion<br>Causes of soil exhaustion<br>Soil conservation<br>Ways of maintaining/ conserving soil fertility<br>Defn: Soil fertility<br>Ways of providing soil fertility<br>Types of fertilizers<br>Advantages of each type<br>Disadvantages of each type<br>Definition of soil pollution<br>Causes of soil pollution<br>Effects of soil pollution<br>Harmful materials (examples)<br>Effects of harmful material | Definition of soil exhaustion<br>Listing the causes and effects of soil exhaustion<br>Giving the types of fertilizers<br>Giving examples of each type<br>Stating the causes of soil pollution and its effects | -do- | Comprehensive primary cience bk5<br>MK primary Science bk5 | |
| | | **Matter and energy** | Matter and its states | - Definition of matter<br>- Properties of matter<br>- Identifies what causes changes in matter state.<br>- Mention changes in matter states<br>- The examples of matter<br>- States of matter | - Describe matter and its characteristics<br>- States of matter (solids, liquids and gases)<br>- Stating examples of matter | Definition of matter<br>Properties of matter<br>States of matter<br>Examples of matter in each state<br>States that make up matter<br>Arrangement of molecules in each state | Defining matter<br>Naming different states of matter<br>Experimenting, mixing and separating mixutres | water<br>ash<br>sand<br>tins<br>bottles | MK Integrated Science bk5 pg103<br>Comprehensive primary Science bk5 pg49 | |

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| | | | | - Examples of matter in each state<br>- Molecuels in each state of matter<br>- Properties of each state of matter | - Drawing arrangements in each state of matter<br>- List characteristics of each state of matter | Changes of states of matter<br>Causes of changes of states of matter<br>Definition of each change<br>Illustration showing the changes of states matter<br>Defn: Solute , solvent | | | | |
| | | | Definition of energy | - Definitino of energy<br>- Types of energy<br>- Forms of energy<br>- Characteristics of forms of energy<br>- Defines heat energy<br>- Identifies sources of heat | - Describing energy<br>- Writing short notes on forms and types of energy | Definition of energy<br>Types of energy (kinetic and potential)<br>Forms of energy (sound, electric, magnetic, light)<br>Definition of heat energy<br>Sources of heat<br>Uses of heat energy | Naming types of matter<br>Explaining the forms of matter<br>Defining the term heat | The pendulum cob<br>Strings<br>Stones<br>Burning candle | Mk integrated science bk5 pg 106-109<br>Comprehensive prim scie bk5 pg 50 – 59 | |
| | | | Effects of heat on matter | - Identifying the effects of heat on matter<br>- Drawing experiments showing explosion and contraction | Illustrating expansion and contraction | Listing down the effects of heat on matter<br>Expansion and contraction<br>Experiments of illustrations on expansion and contraction<br>Preventing expansion and contraction effects | Stating effects of heat on matter<br>Describing the experiment on effects of heat on matter | Butter<br>Ice<br>Match box<br>Nails<br>Burning candles | -do- | |
| | | | Heat transfer in matter | - Describing how heat travels<br>- Drawing diagrams showing how heat travels in different materials | - Drawing different diagrams showing heat transfer in matter | Describing the transmission in states of matter i.e. solids, liquids, and gases<br>Explaining conduction, convection and radiation | Discussing the ways in which heat travels | -do- | -do- | |
| | | **Matter and energy** | Application of conduction, convection and radiation | - Identifying the improtance of conduction, convection and radiation in daily life. | Observes parts of a vaccuum flask | Importance of conduction, convection and radiation in every day life. | Discussing the important of conduction, convection and radiation | Nails<br>Cotton wool<br>Wires<br>Cork | Comprehensive Primary Science bk5 | |

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| | | | in our daily life | - Observing parts of a vacuum flask.<br>- Identifying the differences between conductors and insulators | | Operation of a vacuum flask<br>Dangers of conduction<br>Differences between insulators and conductors.<br>Giving examples of insulators and conductors<br>Application of insulators and conductors in our daily life<br>Differences between heat absorbers and reflectors | Grouping insulators and conductors of heat | | MK primary Science bk5 pg 105 - 109 | |
| | | | Forms of energy (temperature ) | - Defines temperature<br>- Relates temperature to heat<br>- States diiference between heat and temperature<br>- Explains the tyeps and uses of thermometers<br>- Converts degrees to different scales | - Spells words correctly<br>- Reads stories about heat and temperature<br>- Write short stories on temperature<br>- Draws and labels ,types of thermometer | Definition of temperature<br>Difference between heat and temperature<br>Temperature scales<br>Types of thermometer<br>Identifying functions of parts of a clinical thermometer<br>Identifying functions of parts of a clinical thermometer<br>Liquids in in thermometers<br>Advantages and disadvantages of each.<br>Conversion of temperature from one scale to another i.e. Centigrade to Fahrenheit and vice versa | Stating the difference between heat and temperature<br>Observing they types of thermometers<br>Drawing and labeling parts of a thermometer | A clinical thermometer<br>A chart showing parts of a thermometer | Comprehensivin g primary Scie bk5 pg77 – 80<br>Mk primary Scie bk 5 pg124-126 | |

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| | | **Matter and energy** | | Defining what rusting and burning are.<br>Explaining the disadvantages of rusting<br>Describing ways of putting out fire | Define the terms combustion and rusting<br>Spell the words correctly<br>Drawing and observing experiment showing rusting and burning. | Definition of burning (combustion)<br>Stating the condition necessary for burning<br>Zones in a candle flame.<br>By products given out.<br>Experiments on burning.<br>Ways of putting out fire.<br>Definition of rusting.<br>Conditions for rusting.<br>Experiments on rusting.<br>By-products given out.<br>Disadvantages of rusting.<br>Ways of preventing rusting of metallic objects.<br>Comparing rusting and burning. | Discussing what burning is.<br>Discussing the conditions for burning to take place.<br>Drawing and labeling the zones in a burning candle. | A burning candle<br>Glass<br>Water<br>Tines | Comprehensive primary Scie bk 5 pg83-85 | |
| | | **Science in human activities and occupation** | Growing crops | The learner;<br>Identifies the characteristics of common tuber crops.<br>Discusses ways of growing and caring for tuber crops.<br>Identifies pests and dieases of tuber crops.<br>Describes the characteristics of common tuber crop pests and their effects.<br>Discusses methods of controlling pests and diseases of tuber crops. | Name the common tuber crops.<br>Describe ways of caring for tuber crops.<br>Rads words, sentences about growing and caring for tuber crops.<br>Writes words, sentneces and stories about growing tuber crops. | Definition of;<br>Root tubers<br>Stem tubers<br>Examples of each type of tuber crop.<br>Growing and caring for tuber crops.<br>Planting materials for tuber crops and their qualities.<br>Common pests and diseases of tuber crops.<br>Characteristics of common tuber crop pests.<br>Effects of pests and diseases of tuber crops.<br>Rotting of tubers. | Identifying and naming common tuber crops.<br>Describing ways of planting and caring for tuber crops.<br>Listing the characteristics of common tuber crop pests.<br>Explaining controlling pests and diseases of tuber crops.<br>Suggesting methods of harvesting/ processing and | Cassava<br>Sweet potatoes<br>Irish potatoes<br>Yams<br>Turnips | Comprehensive pri sci bk5 | |

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| | | | | | | Holes in tubers and in leaves.<br>Leaf yellowing and curling.<br>Methods of controlling pests and diseases of tuber crops.<br>Harvesting, processing and storage of tuber crops.<br>Young farmers club | storing tuber crops.<br>Identifying advantages of young farmers' clubs. | | | |
| | | **The world of living things** | Bacteria and fungi | Describes bacteria, where they are found and where they breed.<br>Describes characteristics of bacteria.<br>Discusses the ways preventing, controllign and treating bacterial diseases.<br>Describes fungi as warmless and harmful organisms.<br>Identifies dangers of fungi.<br>Discuss ways of preventing and controlling bacteria and fungal diseases. | Describes bacteria/ fungi<br>Acts a dialogue on useful and harmful bacteria.<br>Reads words, sentences and stories about bacteria and fungi.<br>Writes words, sentences and stories | Definition of bacteria.<br>Habitat for bacteria<br>Feeding<br>Breeding (movement)<br><u>Types of bacteria</u><br>Harmful bacteria<br>Diseases they cause<br>Prevention of such diseases<br>Useful bacteria<br>Definition of fungi<br>Examples of fungi<br>Harmful and useful fungi<br>Importance of fungi<br>Diseases caused by fungi<br>Prevention and control of fungal diseases<br>Comparison between bacteria and fungi<br>Pioneers of Science; Edward Jenner, Louis Pasteur, Sir Ronal Ross, Robert Koch, Sir William | Defining the term bacterial, fungi.<br>Identifying different modes of bacteria.<br>Identifying the types of bacteria<br>Stating the prevention and control of diseases caused by either fungi or bacteria | Microscopes<br>Testing specimens<br>Books for reference<br>Environment | Comp pri sci pg 187 | |

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| | | | | | | Harvey, Joseph Listeret etc | | | | |
| | | **Managing changes in the environment** | Type of changes | The learner;<br>Identifies the types of changes in the environment<br>Describes how changes take place in the environment.<br>Identifies the characteristics of physical and chemical changes.<br>Describes the examples of each type of change. | The learner;<br>Names the types of changes.<br>Reads the words and sentences about the types of changes correctly | Changes in the environment<br>a) Biological changes; what they are, examples<br>b) Physical changes; examples, characteristics of physical changes<br>c) Chemical changes, examples and characteristics of chemical changes<br>Effects of various types of changes to people, animals and plants.<br>Increases in size, increases in temperature, mountain formation, rain formation. | Explaining the different changes in the environment.<br>Identifying changes under biological, physical and chemical changes.<br>Experimenting on physical changes or states of water. | Blackboard<br>Butter<br>Candle wax<br>Match box<br>Kettle<br>Water<br>Stove<br>Papers<br>Ice | Comp pri sci bk5 | |
| | | **Keeping goats, sheep and pigs** | Goats | Identifying the names of external parts of a goat.<br>Describing different breeds of goats. | Naming external parts of a goat. | Drawing and naming external parts of a goat.<br>Reasons why farmers rear goats.<br>Terms used in goat rearing.<br>Identifying the breeds of goats.<br>Stating the gestation period of a goat.<br>Feeding goats and housing them.<br>Types of goats.<br>Methods of grazing goats under each system. | Listing the external parts of a goat.<br>Discussing the ways of feeding goats and housing them. | A chart showing external parts of a goat. | Comp scie bkk<br>MK integrated pri Sci bkk pg 69-78 | |

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| | | | Sheep | Describing uses of sheep | Naming external parts of a sheep | Drawing and naming the external parts of a sheep<br>Reasons for keeping sheep<br>Terms used in rearing sheep<br>Identifying the breeds of sheep<br>Giving examples of local and exotic breeds of sheep<br>Gestation period of sheep | Drawing and labeling external parts of a sheep.<br>Listing the exotic breeds of a sheep | A chart showing external parts of a sheep | Mk pri sch bk5 pg78-83<br><br>Comp pri sci bk5 pg36-45 | |
| | | | **Housing and management of goats and sheep** | Describing the qualities of a good house for a goat and a sheep | Mentioning the importance of proper housing of goats and sheep. | Stating how a house for a goat and a sheep should be made.<br>Mentining the improtance of proper housing.<br>Identifying the practices doen in management of goats and sheep. | A chart showing a house of a sheep and that of a goat | Textbooks | -do- | |
| | | | Castration | Naming the methods of castration | Writing sentences about methods of castration | Definition of castration<br>Identifying the methods of castration<br>Reasons for castrating male animals.<br>Advantages and disadvantages of castration. | Stating what castration is.<br>Discussing the methods of castration.<br>Explaining the advantages and disadvantages of castration. | A chart showing burdizzo | Mk pri sci bk 5 pg83 – 84 | A new MK Mtc bk 3 pg 163 |
| | | | Diseases and | Discussing causes, signs and symptoms | Naming diseases and parasites of sheep and goats. | Listing the diseases for goats and sheep. | Listing diseases of goats and sheep. | -do- | -do- | |

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| | | | parasites of goats | Prevention and control of diseases in sheep and goats. | | Stating signs and symptoms of goats and sheep diseases.<br>Stating the causes of the mentioned diseases.<br>Definition of parasites.<br>Types of parasites that attack goats and sheep.<br>Examples of parasites.<br>Prevention and control of goats, sheep diseases and parasites.<br>Products from sheep and goats. | Discussing the signs and symptoms of goat diseases.<br>Listing examples of parasites | | | |
| | | | Piggery | Describing terms used in piggery | Writing reasons for keeping pigs. | Definition of piggery.<br>Reasons for keeping pigs.<br>Terms used in piggery.<br>Breeds of pigs and examples | Discussing reasons for keeping pigs<br>Explaining terms used in piggery. | A chart showing exotic breeds of pigs. | Mk pri scie bk 5 pg91-94 | |
| | | | Proper pig housing and managemen t | Identifying qualities of a good pigsty | Naming systems of rearing pigs. | Mentioning systems of keeping pigs.<br>Advantages and disadvantages of each system.<br>Qualities of a good pig house/ sty.<br>Advantages of proper housing of pigs. | Classifying breeds of pigs.<br>Naming different systems of rearing pigs. | | Mk pri sci bk 5 pg96 | |
| | | | Feeding pigs, weaning and deworming | Identifying the feeds for pigs | Naming methods of deworming piglets | Naming the feeds for pigs.<br>Stating the advantages of proper feeding of pigs.<br>State the period of proper weaning of pigs. | Listing feeds for pigs.<br>Stating the methods of deworming pigs. | Weeds used to feed pigs.<br>A bottle<br>A chart showing one deworming | -do- | |

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| | | | | | | Identifying the methods of deworming piglets. | | | | |
| | | | Heat period | Discussing the signs of heat period | Writing sentences about gestation period and steaming up. | Definition of heat period.<br>Mentioning signs of heat in a sow.<br>Definition of gestation period, steaming up.<br>Identifying the gestation period of a sow and advantages of steaming up. | Discussing signs of heat in a sow. | -do- | Comp pri sci bkg pg45 - 49 | |
| | | | Diseases and parasites | Identifying diseases and parasites of pigs | Writing signs and symptoms of pig diseases on a farm | Naming the diseases and parasites of pigs.<br>Identifying the causes of pig diseases.<br>Stating the signs and symptoms of pig diseases.<br>Suggesting the mode of spread of each disease.<br>Identifying their prevention, control and treatment. | Listing the diseases and parasites of pigs.<br>Discussing the signs and symptoms of pig diseases.<br>Discussing ways of controlling diseases and parasites. | Pupils text books | Comp pri sci bk5 pg 47-49<br><br>MK int pri sci bk 5 pg98 -100 | |
| | | | Starting a piggery project | Describing factors to consider when starting a piggery project. | Naming examples of farm records. | Factors to consider when starting a piggery project.<br>Factors to consider when selecting a good piglet to rear.<br>Factors affecting piggery industry.<br>Farm records (definition)<br>Examples and importance of keeping farm records. | | -do- | Comp pri sci bk 5 pg42 – 43<br><br>MK Int pri sci bk5 pg96 – 98 | |
| | | **The human health** | Food and nutrition | The learner; | The learner | 1. Breastfeeding<br>What it is | Writing advantages and | Chalk board illustration | | |

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| | | | | Explains what breastfeeding is, its advantages and disadvantages<br>Explains what bottlefeeding is , its advantages and disadvantages<br>Identifies vulnerable groups of people<br>Explains traditional customs and their advantages and disadvatnages to the community | Lists the food for different communities<br>Recites poems and sings songs on breastfeeding<br>Writes food diets for the vulnerable people.<br>Explains some dishes for the vulnerable | Advantages and disadvantages to;<br>The mother, the baby, the family<br>2. Bottle feeding<br>What is it<br>Advantages and disadvantages to;<br>The mother, the baby, the family<br>3. Vulnerable groups of people<br>Who they are<br>Weaning babies, the sick, elderly, convalescents, breastfeeding mothers and their breastfed babies, pregnant mothers and their unborn babies<br>4. Food for the vulnerable<br>Soft drinks, soft foods, balanced diet<br>5. Traditional customs and food taboos in communities<br>What taboos are<br>Examples<br>Effects of food taboos on nutrition<br>1. Food consumption patterns in the community | disadvantages of breastfeeding to the mother, baby and family.<br>Explaining instances when bottle feeding is necessary.<br>Listing different vulnerable groups of people. | | | |

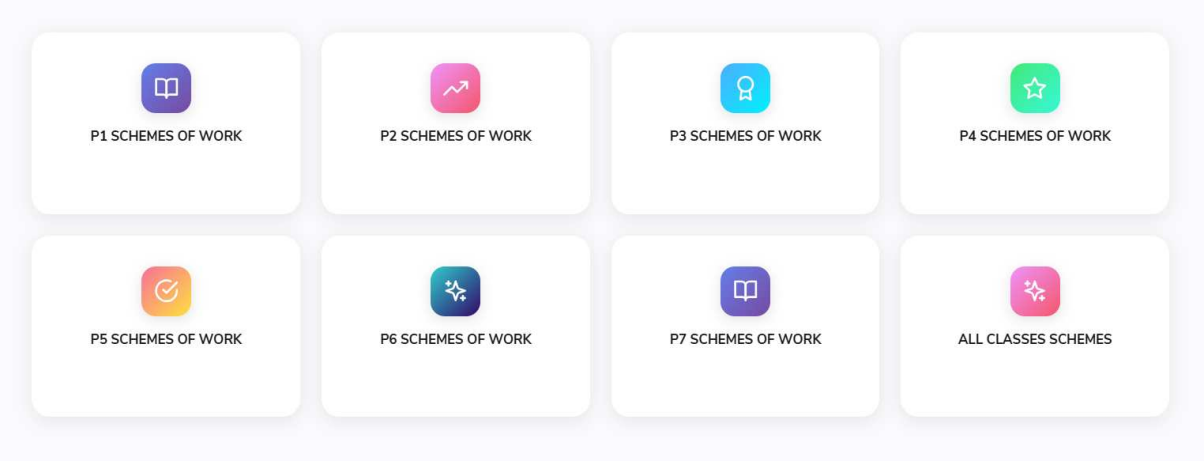
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| | | | | | | Staple foods of different communities<br>Other foods of different communities | | | | |
| | | **The human health** | Primary Health Care (P H C) | The learner;<br>Describes what PHC is, its elements and principles.<br>Demonstrates activities of PHC in promotion of community hygiene<br>Explains the responsibilities of individuals, families and communities in health promotion | The learner<br>Describes what PHC is, its elements and principles.<br>Listens to stories about PHC activities in the community.<br>Writes words, sentences and stories about PHC activiteis in the community. | 1. Primary Health Care<br>What it is<br>Elements and principles of PHC<br>2. PHC activities in promotion of community hygiene e.g. rubbish disposal<br>Protecting water sources<br>3. Responsibility of individuals, families and the community in health promotion.<br>4. Suitable lifestyles and good health practices<br>5. People with special needs in community e.g. the sick, the elderly, the disabled, the young.<br>6. Care for people with special needs e.g. protection, medication | Describing PHC, its elements and principles.<br>Practicing activities of PHC in the community<br>Demonstrating the responsibilities of individuals, families and community in health promotion<br>Naming people with special needs in the community.<br>Discussing how to care for people with special needs | Chalkboard illustration<br>Reference books<br>The local environment | | |

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