P.5 SCIENCE SCHEME TERM III

WK	PD	THEME	TOPIC	SUB TOPIC	SUBJECT COMPETENCE	LANGUAGE COMPETENCE	CONTENT	METHODS	SKILLS	ACTIVITY	T/AIDS	REF
1	1 & 2	**Managing changes in the environment**	Types of changes	Biological changes	**The leaner;** States the types of changes Describes the biological changes States the examples and characteristics of biological changes	**The learner;** Reads, spells, pronounces and describes key words -environment -condense	**Biological change** Meaning of biological changes Characteristics of biological changes Examples and classes of biological changes Advantages of biological changes Disadvantages of biological changes	▪ Guided discovery ▪ Inquiry ▪ Observation	▪ Effective communication , Fluency and Audibility ▪ Values i.e concern, care and responsibility	▪ Stating and describing types of changes ▪ Copying notes a ▪ Answering written exercise	▪ Text books ▪ Chalk board illustration	▪ P.5 syllabus page 41-43. Compre. Book 5 page 40-41 , Baroque book 5 page 148 – 149 and Fountain book 5 pages 33 - 35
	3	**Managing changes in the environment**	Types of changes	Physical changes	**The learner;** Explains physical changes Mentions examples, characteristics of physical changes States the advantages and disadvantages	**The learner;** Reads, spells, pronounces and describes key words -reverse evaporate solidify	**Physical changes** Definition of physical changes Characteristics of physical changes Examples of physical changes Importance of physical changes Disadvantages of physical changes					

2	1 & 2	**Managing changes in the environment**	Types of changes	Chemical changes	**The learner;** Describes chemical changes States examples, characteristics m advantages and disadvantages of chemical changes	**The learner;** Reads, spells, pronounces and describes key words irreversible rust	**Chemical changes** What they are Their characteristics Their examples and classes Their advantages and disadvantages	▪ Guided discovery ▪ Inquiry ▪ Observation	▪ Effective communication , Fluency and Audibility ▪ Values i.e concern, care and responsibility	▪ Stating and describing types of changes ▪ Copying notes a ▪ Answering written exercise	▪ Text books ▪ Chalk board illustration	▪ P.5 syllabus page 41-43. Compre. Book 5 page 40-41 , Baroque book 5 page 148 – 149 and Fountain book 5 pages 33 - 35
	3 & 4	**Science in human activities and occupation**	Keeping goats , sheep and pigs	Goat keeping	**The learner;** Gives reasons and uses of keeping goats Draws a structure of a goat with all the external parts Gives the products from goats	**The leaner;** Reads, spells, pronounces key words -kid -kidding -nanny -billy	**Goat keeping** Common terms used here Reasons for keeping goats Advantages of keeping goats External parts of a goat. Products got from a goat. Uses of some parts of a goat **Advantages of keeping goats over cattle**	▪ Question and answer ▪ Guided discovery	▪ Problem solving , Effective communication, fluency and audit ability **Values** : care, concern, responsibility	▪ Observing parts of a goat and a pig, drawing structure of a pig and sheep, copying notes and answering written exercises	▪ Real goat and pigs ▪ Pictures in the text books	▪ P.5 syllabus pages 43-45, banquet book pages 160 -163, Fountain book 5 pages 50-55, Comprehension book 5 56 – 58

3	
1	5
Science in human activities and occupation	**Science in human activities and occupation**
Keeping goats , sheep and pigs	Keeping goats , sheep and pigs
Goat keeping	Goat keeping
The learner; Gives reasons and uses of keeping goats Draws a structure of a goat with all the external parts Gives the products from goats	**The learner;** Gives reasons and uses of keeping goats Draws a structure of a goat with all the external parts Gives the products from goats
The leaner; Reads, spells, pronounces key words -kid -kidding -nanny -billy	**The leaner;** Reads, spells, pronounces key words -kid -kidding -nanny -billy
Systems of grazing goats Housing for goats	Types of breeds of goats Breeds of goats Gestation period of a goat Diseases and parasites of goats
▪ Question and answer ▪ Guided discovery	▪ Question and answer ▪ Guided discovery
▪ Problem solving , Effective communication, fluency and audit ability **Values** : care, concern,	▪ Problem solving , Effective communication, fluency and audit ability **Values** : care, concern, responsibility
▪ Observing parts of a goat and a pig, drawing structure of a pig and sheep, copying notes and answering written exercises	▪ Observing parts of a goat and a pig, drawing structure of a pig and sheep, copying notes and answering written exercises
▪ Real goat and pigs ▪ Pictures in the text books	▪ Real goat and pigs ▪ Pictures in the text books
▪ P.5 syllabus pages 43-45, banquet book pages 160 -163, Fountain book 5 pages 50-55, Comprehension book 5	▪ P.5 syllabus pages 43-45, banquet book pages 160 -163, Fountain book 5 pages 50-55, Comprehension book 5 56 – 58

		2 & 3	Science in human activities and occupation	Keeping goats , sheep and pigs	Sheep keeping	**The leaner'** describes key words used Points our reasons for keeping sheep Draws external parts of a sheep
						The learner; Reads, pronounces, spells and describes key words -rain -ewe -marino
						Sheep keeping Common terms used here Reasons for keeping sheep Advantages of keeping sheep External parts of a sheep Uses of some parts of a sheep
	▪ Question and answer ▪ Guided discovery					
	▪ Problem solving , Effective communication, fluency and audit ability **Values** : care, concern, responsibility					
	▪ Observing parts of a goat and a pig, drawing structure of a pig and sheep, copying notes and answering written exercises					
	▪ Real goat and pigs ▪ Pictures in the text books					
	▪ P.5 syllabus pages 43-45, banquet book pages 160 -163, Fountain book 5 pages 50-55, Comprehension book 5 56 – 58					
4		4 & 5	**Science in human activities and occupation**	Keeping goats , sheep and pigs	Sheep keeping	**The learner;** Gives types of breeds of sheep States the gestation period
						The learner; Reads, spells and describes key words -ram -lambing -mutton
						Sheep keeping Types of breeds of sheep Breeds of sheep Housing for sheep Gestation period of sheep
	▪ Guided discussion ▪ Demonstration ▪ Inquiry					
	▪ Problem solving, Effective communication i.e. fluency **Values :** Logic, responsibility ▪					
	▪ Observing parts of a sheep in a pig, Drawing external parts, copying notes and doing written exercise					
	▪ Real goats and pigs, pictures in the text books					
	▪ P.5 syllabus pages 43 – 45, Baroque book 4 pages 170 – 175 , Fountain books pages 61 – 65.					
		1 & 2	**Science in human activities and occupation**	Keeping goats , sheep and pigs	Sheep keeping	**The learner;** Gives types of breeds of sheep States the gestation period
						The learner; Reads, spells and describes key words -ram -lambing -mutton
						Diseases ad parasites of sheep Control, prevention, signs and symptoms of diseases of goat. Management of sheep and goats

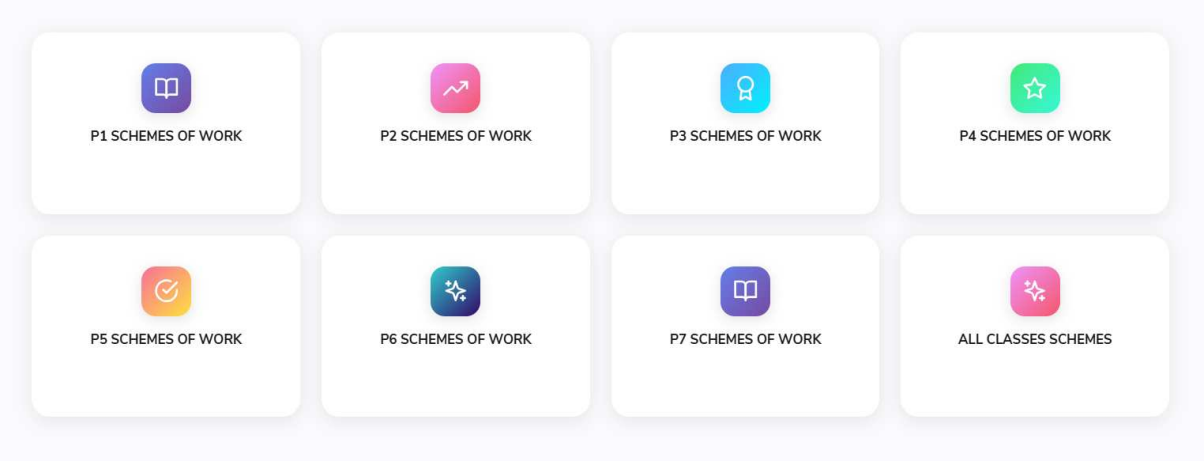
	3 & 4	**Science in human activities and occupation**	Keeping goats , sheep and pigs	Pig keeping	**The learner;** Describes common terms used States reasons of keeping pigs Gives uses of keeping pigs and their products States the factors to consider when choosing a good pig	**The learner;** Reads, spells, pronounces and describes key words -farrow -farrowing -boar -sow	**Pig keeping** Common terms applied Reasons for keeping pigs Importance of keeping pigs External parts of a pig Uses of some parts of a pig Factors to consider when choosing a good pig	▪ Guided discussion ▪ Demonstration ▪ Inquiry	▪ Problem solving, Effective communication i.e. fluency **Values :** Logic, responsibility ▪	▪ Observing parts of a sheep in a pig, Drawing external parts, copying notes and doing written exercise	▪ Real goats and pigs, pictures in the text books	▪ P.5 syllabus pages 43 – 45, Baroque book 4 pages 170 – 175 , Fountain books pages 61 – 65.
5	5 & 1	**Science in human activities and occupation**	Keeping goats , sheep and pigs	Pig keeping	**The learner;** Describes common terms used States reasons of keeping pigs Gives uses of keeping pigs and their products States the factors to consider when choosing a good pig	**The learner;** Reads, spells, pronounces and describes key words -farrow -farrowing -boar -sow	Breeds of pigs Systems of keeping pigs Advantages of each system Disadvantages of each system	▪ Guided discussion ▪ Demonstration ▪ Inquiry	▪ Problem solving, Effective communication i.e. fluency **Values :** Logic, responsibility ▪	▪ Observing parts of a sheep in a pig, Drawing external parts, copying notes and doing written exercise	▪ Real goats and pigs, pictures in the text books	▪ P.5 syllabus pages 43 – 45, Baroque book 4 pages 170 – 175 , Fountain books pages 61 – 65.

	2 & 3	▪ Guided discussion ▪ Demonstration and Inquiry	▪ Problem solving, Effective communication i.e. fluency **Values :** Logic, responsibility	▪ Observing parts of a sheep in a pig, Drawing external parts, copying notes and doing written exercise	**The learner;** Mentions the qualities of a good pig sty Describes heat periods and their signs in pigs Gives the gestation period of pigs	**The learner;** Reads, spells, pronounces and describes new words - - - -	Qualities of good pig sty Heat periods and signs in pigs Gestation period in pigs Steaming up Weaning in pigs	▪ Guided discussion ▪ Demonstration ▪ Inquiry	▪ Problem solving, Effective communication i.e. fluency **Values :** Logic, responsibility ▪	▪ Observing parts of a sheep in a pig, Drawing external parts, copying notes and doing written exercise	▪ Real goats and pigs, pictures in the text books	▪ P.5 syllabus pages 43 – 45, Baroque book 4 pages 170 – 175 , Fountain books pages 61 – 65.
	4 & 5				**The learner;** Mentions the qualities of a good pig sty Describes heat periods and their signs in pigs Gives the gestation period of pigs	**The learner;** Reads, spells, pronounces and describes new words - - - -						
6	1	**Human health**	Food and Nutrition	Introduction	**The learner;** Describes common terms used States the classes of food and their values Gives the importance of food and why people eat food	**The learner;** Reads, spells, describes and pronounces key words -habit -nutrients -growth	**Food and nutrition** Common terms applied Classes and food values Reasons for eating food and uses of food Best food for a baby and why? **Breast feeding** What is means Advantages to the; -baby -mother -family Disadvantages of breast feeding	▪ Question and answer	▪ Effective communication i.e fluency	▪ Answering written exercise in oral ▪ Describing breast feeding	▪ Chalk board illustration	▪

	2 & 3	**Human health**	Food and nutrition	Bottle feeding	**The learner;** Describes bottle feeding States the disadvantages of bottle feeding Gives the advantages of breast feeding over bottle feeding Conditions that lead to bottle feeding	**The learner;** Reads, pronounces, describes and spells key words - - - -	**Bottle feeding** Meaning of bottle feeding Advantages of bottle feeding to the baby, mother and family Disadvantages of bottle feeding to the baby, mother and family Advantages of breast feeding over bottle feeding Cordination under which bottle feeding is recommended.	▪ Guided discovery ▪ Question and answer	▪ Effective communication i.e auditability, fluency ▪ **Values** : care, concern and **love**	▪	▪	▪

END

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