

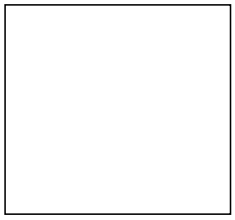
SCIENCE SCHEME WORK FOR PRIMARY FIVE TERM THREE

LEARNIG OUTCOME: The learner is able to demonstrate basic knowledge and simple skills for managing changes in the environment.

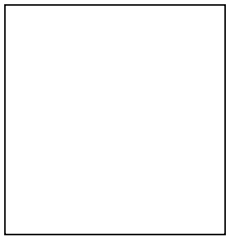
WK	PD	THEME	TOPIC	S/TOPIC	COMPETENCES		CONTENT	METHODS/TECHNIQUES	IND. OF L/SKILLS & VALUES	ACTIVITY	IMS	REF	REM
					SUBJECT	LANGUAGE							
1	1 & 2	**MANAGING CHNAGES IN THE ENVIRONMENT**	**TYPES OF CHANGES IN THE ENVIRONMENT**	**Biological changes**	-defines the term environment, change -identifies the types of changes -defines a biological change -give examples of biological	The learner; -uses sentences to describe biological changes -Gives examples -reads, pronounces -spells -recites	**TYPES OF CHANGES IN THE ENVIRONMENT** Environment- things around us. Types of environment - physical & biological Change to become different or make something different **Types of changes** -Biological changes -chemical changes -Physical changes **Biological changes** These are changes that take place in living things Characteristics -Examples of biological changes in plants and in animals	discussion explanation guided discovery	critical thinking creative thinking problem solving self esteem empathy	Defining terms -Identifying types of change -Defining a biological change -giving examples of biological changes	Chalk board illustrations	P.7 Curriculum page 41 Mk SCI 5 Comp SCI 5 Fountain SCI 5 Plants in the environment	

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	3 & 4			**Chemical changes**	-defines chemical changes -identifies the characteristic of chemical changes -gives examples of chemical changes in the environment	The learner; - spells new words. - reads sentences about chemical changes. -tell stories about chemical changes	**Chemical changes** This is a change that is irreversible and there is a new substance formed **Characteristics of chemical changes** -examples of chemical changes Rusting, burning wood, a fuel to ash, decomposition	experimentation		-defining chemical changes -Identifying the characteristics of chemical changes -Gives examples of chemical changes in the environment	Papers match sticks nails c/board illustrations	P.5 curriculum Mk SCI 5 Metals Comp SCI 5 Fountain SCI 5	
	5 & 6 1 & 2		**TYPES OF CHANGES IN THE ENVIRONMENT**	**Physical changes**	The learner; -defines a physical change -mentions the characteristics of a physical change -gives examples of physical change	The learner; -explores and draws conclusions about physical changes -tells stories about physical changes - reads words and sentences about physical changes.	**Physical changes** This is a change where there is no new substance formed and is reversible. -characteristics of a physical change -examples of physical changes -> changes in the states of matter -> landslides ->earth quakes -> placement faulting	discussion guided discovery experimentation illustration	critical thinking creative thinking effective communication problem solving	-Describing the physical changes -mentioning the characteristics of a physical change -giving examples of a physical change.	Source of heat Water in a kettle Bottle with cold water	P.5 curriculum page 42 Mk SCI 5 Fountain SCI 5 Comp. SCI 5 Environment	
2	3 & 4			**Effects of different changes in the environment**	The learner; -explains the effects of the various changes to animals and plants. -gives ways in which man can manage the different	The learner; writes words and sentences about how man can handle different changes in the environment	**Effects of different changes in the environment** -increase in size -increase in temperature -mountain formation - Rain formation -Displacement of people **Ways man manages the different changes** -digging trenches	observation	self esteem empathy	Giving ways in which man can manage the different changes in the environment	Chalk board illustrations	P.5 curriculum page 42 MK SCI 5 Fountain SCI 5 Comp. SCI 5	

					changes in the environment		-evacuation -afforestation -Body care and guidance					Our environment	
LO: The learner is able to demonstrate scientific knowledge and skills necessary for keeping bigger animals and to start and manage animal keeping project.													
	5 & 6	**SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS**	**KEEPING GOATS SHEEP AND PIGS**	**Goat keeping**	The learner; -draws and labels the external parts of a goat. -states reasons why people keep goats	The learner; -writes, draws reads, spells the new terms in goat keeping.	**The external parts of a goat**  **Reasons why people keep goats** -meat, milk, skins, manure, social function	illustration observation discussion explanation	effective communication decision making critical thinking	-Drawing and labeling the external parts of a goat -stating reasons why people keep goats	Chart Pictures of goats Goat	P.5 curriculum page 44 Textbooks Mk SCI 5 Fountain SCI 5	
3	**1 & 2**			**Breeds of goats**	The learner; identifies the breeds of goats -states the gestation period of a goat. -states the signs of heat in goats	The learner; describes the breeds of goats -pronounces -spells -recites some lines about goats	**Breeds of goats** -milk breeds and their characteristics -milk breeds and their characteristics Breeding -The gestation period of a goat 5 months -signs of heat in goats	guided discovery think pair share		Identifying the breeds of goat -stating gestation period of a goat -Identifying signs of heat in goats	Chalk board illustrations Goats pictures	P.5 curriculum page 44 Mk SCI 5 Fountain SCI 5 Comp. SCI 5	
	3 & 4			**Methods of grazing goats**	The learner; -states the systems and methods of grazing goats	The learner; uses sentences to give the advantages and disadvantages of the system of grazing	**Methods of grazing** -Free range (herding) -tethering -paddocking -zero grazing -Their advantages and disadvantages			Stating the systems and methods of grazing goats	The goat at school	P.5 curriculum page 44 Mk Sci 5 Fountain SCI 5 Comp SCI 5	

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	5 & 6		**KEEPING GOATS SHEEP AND PIGS**	**Sheep**	The learner; -draws and identifies the external features of sheep	The learner; -reads, spells names parts of a sheep	**Keeping sheep** The external features of a sheep  -Reasons why people keep sheep -Defining some of the terms used in keeping sheep -docking -lambing -shearing	guided discussion observation brain storming	effective communication decision making critical thinking	Drawing and naming the external features of a sheep	Picture in text books Chart Chalk board illustrations	P.5 curriculum page 44 MK SCI 5 Comp SCI 5 Fountain SCI 5	
4	**1 & 2**			**Breeds of sheep**	The learner; -gives examples of i)local breeds of sheep ii)exotic breeds of sheep -states the gestation period of a sheep.	The learner; -tells stories about sheep - spells new words - reads sentences about breeds of sheep.	**Local breeds of sheep** -Black head Persian -Maasai sheep -Somali sheep b)**Exotic sheep** -merino -Romney marsh -corriedale, Hampshire down Breeding- (Same as in goats) Gestation period (same as in goats)			Giving examples of i)local sheep ii) exotic sheep -> Stating the gestation of sheep.	Chalk board illustration	P.5 curriculum page 44 MK SCI 5 Science Comp. SCI 5 Fountain SCI 5	
	3 & 4			**Diseases in goats and sheep**	The learner; identifies the common diseases attack sheep and goats	The learner; - discusses the causes, sings/ symptoms preventive	**Diseases in goats and sheep** Pneumonia, foot rot, foot and mouth disease, nagana, coccidiosis			Identifying the causes, signs/symptoms Preventive measures of	Chalk board illustrations	P.5 curriculum page 44	

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					-identifies the causes, spread -suggests ways of prevention and control	measures of diseases in sheep	-Their causes, spread signs and symptoms, prevention and control			diseases in sheep and goats			
	5 & 6		**KEEPS GOATS SHEEP AND PIGS**	**Piggery**	The learner; -defines the terms used in piggery -piggery, litter, sow farrowing, piglet, hoof trimming -identifies the types the pigs	The learner; - reads, spells draws -names the types of pigs	**Piggery** Defining common terms used in piggery -piggery, utter, sow, piglet, hoof trimming, farrowing -Identifying the types of pigs Exotic pigs, local pigs and their characteristics Examples of exotic breeds of pigs Large white, land race wassex, saddle bade	guided discussion discovery explanation illustration observation	effective communication decision making critical thinking	-Defining the terms used in piggery -Identifying the types of pigs	Chalk board illustration	P.5 curriculum page 44 Mk SCI 5 Fountain SCI 5 Comp. SCI 5	
5	**1 & 2**			**Systems of keeping pigs**	The learner; -names the systems used in keeping pigs -states the advantages and disadvantages -states the reasons why people house pigs -identifies the features of a good sty	The learner; - writes words and sentences about systems of keeping goats.	**Systems for keeping pigs** -extensive –advantages and disadvantages -Intensive-advantages and disadvantages **Why house pigs** -To protect them from harsh weather -to prevent them from straying -**Features of a good sty** -dry and warm -slanting floor -well ventilated			-Naming the systems used in keeping pigs -stating the advantage and disadvantages -stating reasons why people keep pigs -stating the features of a good sty	Chalk board illustration	P.5 curriculum page 44 Mk SCI 5 Fountain SCI 5 Comp. SCI 5	
	3 & 4			**Caring for pigs**	The learner; states and defines the activities done	The learner; - explains how we can care for pigs	**Care for pigs** - Feeding – Types of feeds -castration -Hoof trimming -Tooth clipping			States and defines ways of caring for pigs		P.5 curriculum page 44	

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					when caring for pigs		-deworming						
	5 & 6		**KEEPING GOATS SHEEP AND PIGS**	**Diseases of pigs**	The learner; -identifies the diseases that attack pigs -state the causes spread, signs /symptoms and prevention/control	The learner; - spells new words - writes sentences about piggery projects	**Diseases of pigs** i)Anthrax ii) foot rot iii) swine fever iv) Foot and mouth disease v)pneumonia vi) Hog cholera, piglet anaemia The causes, spread, signs and symptoms -prevention and control of the diseases	effective communication decision making critical thinking	guided discovery discussion explanation	Identifying the diseases that attack pigs -stating the causes, signs/symptoms, prevention and control	Chalk board illustration	P.5 curriculum page 44-45 Mk SCI 5 Comp. SCI 5 Fountain SCI 5	
6	**1 & 2**			**Starting a piggery project**	The learner; -mentions the points one should consider when starting a livestock farm -defines record keeping farm records -identifies the types of farm records -states the importance of record keeping	The learner; - spells new words - writes sentences about piggery projects.	Factors one should consider when starting a livestock farm. Land, labour, capital, market **Record keeping** *Types of records -health -breeding -inventory -production **Importance of record keeping** -show profits and losses -Farmers fairly taxed -Farmers plan for the farm	effective communication decision making critical thinking	guided discovery discussion explanation	-Mentioning the points one should consider before starting a livestock farm -Defining record keeping -farm records	Chalk board illustration	P.5 curriculum page 45 MK SCI 5 Comp. SCI 5 Fountain SCI 5 Examples of records (sample)	
LO: The learner is able to use scientific knowledge about food and nutrition for proper growth and development.													
	3 & 4	**HUMAN HEALTH**	**FOOD AND NUT**	**Review of food values and**	The learner; -identifies the food values. -gives their importance	The learner; explains the importance of the food values and	**FOOD AND NUTRITION** Food value / Importance / Deficiency Proteins / Build body / Kwashiorkor	effective communication	discussion explanation	-identifying the food values -curing their importance	Chalk board illustrations	P.5 curriculum page 46 Mk SCI 5	

			RITION	**their deficiencies**	-mentions the deficiency diseases	gives the deficiency recite rhymes about food	<table><tr><td>Carbohydrates</td><td>Provide energy</td><td>Marasmus</td></tr><tr><td>Mineral salts</td><td></td><td></td></tr><tr><td>Iodine</td><td>Muscle development</td><td>Goitre</td></tr><tr><td>Iron</td><td>Formation of blood</td><td>Anaemia</td></tr><tr><td>Vitamin A</td><td>Eye sight</td><td>Night blindness</td></tr><tr><td>Vit B</td><td>Good nerves</td><td>Beriber</td></tr><tr><td>Vit C</td><td>Healthy gums</td><td>Scurvy</td></tr></table>	decision making critical thinking	illustration observation brain storming	-mentions their deficiency diseases		Fountain SCI 5 Comp. SCI 5 Foods	
	5 & 6			**Breast feeding**	The learner; -defines breast feeding -gives the advantages of breast feeding to i)baby ii) mother iii) family	The learner; - spells new words sings songs about breast feeding	**Breast feeding** -Breast feeding is when the baby sucks breast milk from the mothers breast. **Advantages of breast feeding the baby** -provides antibodies -at the required temp -Provides nutrients -clean **To mother** -improves nutrition -cheap, saves time -delays next pregnancy **To the family**- cheap, delays next pregnancy	effective communication decision making critical thinking	discussion explanation illustration observation	-Defining breast feeding -giving the advantage of breast feeding to a)baby b) mothers	Feeding bottles Milk	P.5 curriculum page 46 Mk SCI 5 Fountain SCI 5 Comp. SCI 5	
7	**1 & 2**			**Bottle feeding**	The learner; -defines bottle feeding -gives the advantages of	The learner; role plays bottle feeding	**Bottle feeding** -This is when a baby is fed on cow milk using a bottle. **-Advantages and disadvantages**			-defining bottle feeding -giving the advantage and disadvantages	Drinking bottle	P.5 curriculum page 46 MK Sci 5	

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					bottle feeding to baby and mother -gives disadvantages of bottle feeding to baby mother		i)To baby ii) To mother			of bottle feeding	Chalk board illustration	Fountain SCI 5	
	3 & 4		**FOOD AND NUTRITION**	**Vulnerable groups of people**	The learner; -defines vulnerable groups of people -gives examples of vulnerable groups of people and the main foods they need	The learner; - spells words - writes sentences about vulnerable groups of people	**Vulnerable groups of people** -These are groups of people who are easily hurt due to lack of a balanced diet. **Examples of vulnerable groups of people.** *Breast feeding mothers and their babies *Pregnant mothers- (their foods) *The weaning babies *The sick /invalid /convalescent *the elderly	discussion explanation guided discovery brain storming	effective communication self awareness creative thinking self esteem critical thinking problem solving	-Defining vulnerable groups of people -Giving examples of vulnerable groups of people	Chalk board illustrations	P.5 curriculum page 47 Mk SCI 5 Fountain SCI 5 Comp. SCI 5	
	5 & 6			**Food taboos**	The learner; -gives examples of traditional customs about food -defines food taboos and gives examples	The learner; -explains the different food taboos and traditional customs about food. -tells stories about food taboos	Traditional customs and food taboos -Rewarding one who helps in harvesting with food -One kneels when peeling food. **Food taboos** -Forbidden foods Examples of food taboos -Moslems don't eat pork Catholics don't eat beef on Fridays in lent			Giving examples of traditional custom about food -defining food taboos -giving examples		P.5 curriculum page 47 MK SCI 5 Fountain SCI 5 Comp. SCI 5	

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8	**1 & 2**			**Food consumption pattern**	The learner; -gives the advantages and disadvantages of food taboos -discusses the food consumption patterns in Uganda	The learner; -dramatises food taboos -tells stories about food taboos	**Advantages of food taboos** *They create respect for food and culture *They help to conserve some plants and animals in the environment *they reduce extinction for some organisms **Disadvantages** - Malnutrition **Food consumption patterns in Uganda** - central Western Eastern Northern			-Giving the advantage and disadvantages of food taboos -Discussing food consumption patterns in Uganda		P.5 curriculum page 47	
LO: The learner is able to apply knowledge of the elements and principles of PHC for an improved quality of life.													
	3 & 4	**HUMAN HEALTH**	**PRIMARY HEALTH CARE**	**Elements of P.H.C**	The learner; -writes PHC in full -explains what primary health care is -identifies and explains the elements of PHC	The learner; describes what PHC is, its elements and its principles -learner explains how	**PRIMARY HEALTH CARE** -This is the Essential Health Care where individuals families and communities come together to solve their health problems. 2) Elements of PHC *Health Education *Food and Nutrition *Immunisation *Maternal and child Health Care *control of communicable diseases *Environmental sanitation	discussion explanation guided discovery observation dramatisation role play	self awareness self esteem empathy problem solving critical thinking decision making	-writing PHC in full -Explaining what PHC is -Identifying the elements of PHC	Chalk board illustration	P.5 curriculum page 49 Mk SCI 5 Comp. SCI 5 Fountain SCI 5 Our environment	
	5 & 6			**Principles of PHC**	The learner; -identifies and explains the principles of PHC	The learner; - uses sentences to explain the principles of PHC -sings songs about PHC	**Principles of PHC** i)Availability and affordability ii) Should be acceptable iii)suitable for solving problems of people in the community.			-Explaining the principles of PHC	Chalk board illustration	P.5 curriculum page 49 Mk SCI 5	

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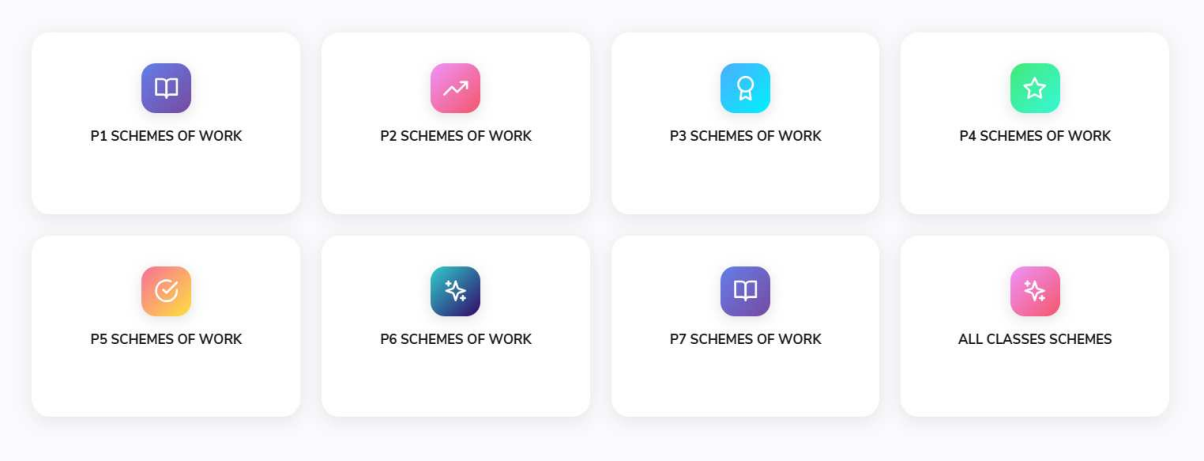
							iv)Ensures health for all individuals, families and all people in the community	gallery walk				Comp SCI 5 Fountain SCI 5	
9	**1 & 2**			**Activities in PHC**	The learner; - mentions and explains the activities in PHC a)individual b)family c)community	The learner; -sings songs -recites poems about health	**Responsibilities of an individual** -Maintain personal hygiene e.g. -Keeping your environment clean **Responsibilities of family** -balanced diet -Maintain family hygiene -immunisation of all members **Responsibilities of community** -Health centres, -protect water sources -Repairing roads, -rehabilitation centres			-identifying the roles of individuals families and communities in PHC	Chalk board illustration	P.5 curriculum page 49 Comp. SCI 5 MK SCI 5 Fountain SCI 5	
	3 & 4		**PRIMARY HEALTH CARE**	**Suitable life styles**	The learner; identifies the suitable life styles and good health practices	The learner; -sings -recites rhymes about healthy lifestyles	Suitable life styles and good health practices -living in a way that reduces the chances of getting a disease **Examples** -Balanced diet -body exercises -Adequate rest -washing clothes and bed sheets	discussion	self awareness empathy	-Identifying the suitable life styles and good health practices	Chalk board illustration	P.5 curriculum page 49 Mk SCI 5 Comp. SCI 5 Fountain SCI 5	
	5 & 6			**Good health practices**	The learner; - mentions and explain good health practices	The learner; -role play -reciting	**Good health practices** -caring for others -reporting health problems -Health parades -Health committee	explanation	problem solving	-mentioning the good health practices	Chalk board illustration	P.5 curriculum page 49 MK SCI 5	

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							-Gardening, child to child					Comp. SCI 5 Fountain SCI 5	
10	**1**			**People with special needs**	The learner; identifies people with special needs -gives ways of caring for people with special needs	The learner; -writes words, sentences about caring for people with special needs -tells stories -recites poems	**People with special needs** -The sick -the elderly' -the disabled (PWD) -The young **How to care for people with special needs** -medication -protection -nutrition -hygiene	guided discovery	critical thinking decision making	-identifying people with special needs -Giving ways f caring for people with special needs	Chalk board illustration	P.5 curriculum page 49 Mk SCI 5 Comp. SCI 5 Fountain SCI 5	
				REVISION									

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