

A P.6 SCIENCE SCHEME OF WORK FOR TERM II

Learning outcome: The learner acquires scientific skills and knowledge of classifying plants. Develops an understanding of plants propagation. Appreciates the economic values of plants.

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WK	PD	THEME	TOPIC	S/TOPIC	CONTENT	COMPENTENCES		METHOD	Indicators of life skills and values	ACTIVITY	INSTRUCTIONAL MATERIALS	REF	REM
						LAG	SUB						
1	1 & 2	THE WORLD	CLASSIFICATION	Flowering plants	Non-flowering plants Spore bearing plants e.g. mosses, ferns, liverworts Coniferous plants e.g fir tree, spruce, cedar, ginko, cypress, podo Algae: These are simple plant like organism which grow in water and other dump places	The learner: -spells related work on flowering plants -spells, reads example of algae.	The learner -identifies groups of non-flowering plants. -gives example of spore bearing plants and coniferous plants.	discussion market stall	-fluency -self esteem -audibility -expressing likes and dislikes	-names examples of spore bearing plants -draws diagrams like lichens, liverwort	conifers ferns mosses	-Mk Sci 6 -Fountain Sci 6 -Comp Sci 6 P.6 curriculum page 70	

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					like sea weed, spirogyra.		-states the economic importance of conifers.						
	3 & 4	OF LIVING	OF PLANTS	Classification of flowering plants Roots	**<u>classification of flowering plants</u>** Monocots and dicots Groups of crops Vegetables, roots, fruits, legumes, cereals. Diagram of flowering plants	the learner: -names the classes of flowering plants	The learner -classifies flowering plants -gives groups of crops draws and labels a flowering plants	guided discovery explanation	critical thinking -analysing decision making care	grouping flowering plants grouping crops drawing and labeling flowering plants	beans soya beans millet sorghum	Comp Sci 6 pg Flowering plants P.6 curriculum page 76	

	5 and 6	THINGS		Roots	**Roots** **Types of roots** -Primary -secondary -adventitious **Other kinds of roots** -Adventitious -prop roots - breathing -stilt roots -buttress -clasping roots -examples of plants with such roots	the learner - pronounces spells words correctly - shares life experiences about plants	The learner -identifies and draws the types of roots -identifies and draws kinds of roots -mentions the importance of roots	observation think pair and share	-effective communication -critical thinking fluency - responding to question -decision making -giving reasons for an action taken	grouping roots drawing the types of roots	real roots	Fountain 163 Comp sci 201 Mk sci book 6	
2	1 and 2				**Other kinds of roots** Adventitious Prop-breathing Stilt Buttress roots **Importance of roots**		The learner -draws and labels the kinds of roots	observation illustration	critical thinking - selecting and evaluati	identifying other kinds of roots drawing them	real roots	Fountain 165 Comp 203	

					To man To plants		-mentions importance of roots		ve informa tion Making decision			Differe nt P.6 curricul um page 76	
	3 and 4 1	OUR ENVI RONM ENT		Osmos is	**Osmosis** Movement of water molecules from a region of low salt concentration to a region of high salt concentration via a semi permeable membrane **Experiment on osmosis** Apparatus Procedure Observations, conclusions.	The learner - describe s an experim ent on osmosis - pronoun ces new terms -reads -spells words	The learner -performs experiment on osmosis -takes observation -draws conclusion	observa tion illustrat ion	confiden ce	define osmosis performing experiment s mention apparatus performing procedure taking observation explaining	beans millet sorgh um soya beans	Mk sci 6 differen t roots Fountai n 165 Comp 203 Differe d roots	
	5 and 6			Stems	**Stems** **Function of stems to plants** -Storage -Hold flowers, fruits	The learner -names types of stems	The learner -explains functions of stems to plants	explana tion - fluency	effective commu nication	explaining functions of stems to plants	real stems	Comp sci page 166 Mk sci	

					-Conduct water **Functions of stem to man** -Sources of food -local medicine -source of timber -wood fuel **Types of stems** Upright Underground Climbing stems **Examples of upright stems** -mangoes -oranges -guava	-gives functions of stems -gives examples of upright stems	-identifies the types of stems	-articulation -audibility	making decision	identifies the types of stems giving examples of upright stems		Stems P.6 curriculum page 76	
3	1 and 2 3			Underground stems	**Underground stems** Bulbs, corns, rhizomes, stem tubes. **Bulbs** e.g. garlic, onions **Rhizomes**e.g ginger, carnality, zoysia grass	The learner -groups underground stems -names -draws	The learner -gives types of underground stems -draws and labels them	observation	self esteem self appreciation expressing likes and dislikes	mentioning types of underground stems .drawing and labeling bulbs and rhizomes .explaining the	onions Irish potatoes	Fountain sci 167 Comp sci 206 Mk sci 6 Onion ginger	

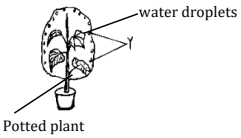
					Stem tubers Irish potatoes, white yams Corns Coco yams, gladius	-spells -tells stories	-gives examples in each			functions of the parts giving examples		Irish P.6 curriculum page 76	
	4			Climbing plants	**Climbing stems** These cannot support them selves **Why they climb** Support sunlight **Ways in which they climb** -hooks -tendrils -twining/clasping -illustration of each way	The learner -defines reads new words - narrates stories on climbing plants	The learner -defines climbing plants gives reasons why they climb. -gives ways in which plants climb others	observation	critical thinking responding to questions appropriately taking a decision	defining climbing plants explaining why they climb giving and drawing ways in which they climb	bean plant	Comp 208 Chalk board illustration P.6 curriculum page 76	
	5 and			Leaves	Parts of the leaf **Types of leaves** Simple Compound Name the different leaves	The learner names parts of a leaf	The learner draws and labels a leaf. identifies types of leaves	discussion market stall	assertiveness being open	drawing and labeling a leaf identifying types of leaves	real leaves	Fountain sci 6 page 170 Comp sci 212	

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	6				Trifoliate, digitate, palmate	draws and labels the leaf names different leaves	names different leaves		expressing ones point of view			P.6 curriculum page 76	
4	1 a n 2			Functions of leaves	**Function of leaves to a plant.** Photosynthesis, storage, respiration, transpiration **Photosynthesis** This is the process by which green plants manufacture their own food **Requirement for photosynthesis** Water, carbon dioxide, sunlight, chlorophyll, **How leaves are adapted to photosynthesis** Broad flat shape	The learner sings songs about leaves recite poems about leaves relates photosynthesis to daily life	The learner draws and labels a leaf. identifies types of leaves name different leaves	observation	effective communication fluency audibility confidence articulation	drawing and labeling a leaf identifying types of leaves	leaves charts	Fountain sci 6 page 170 Comp sci 212 P.6 Curriculum page 76	

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					Thin Stomata under leaf Network of veins **<u>Functions of leaves to man</u>** -some are used as food. -some are used as herbal medicine									
	3 and 4			Testing a leaf for starch	Testing a leaf for starch. Apparatus Procedure -boiling leaf -spirit -washing leaf -applying iodine Observation conclusion	The learner describes experimentation on testing a leaf for starch	The learner tests a leaf for starch takes observation draws conclusion	guided discovery experimenting observation illustration	-creative thinkling -logical reasoning -problem solving -taking a decision -making a choice -finding different things	tests leaf for starch taking observation drawing conclusion	iodine methylated spirit	Fountain sci 6 page 170 Comp sci 212 P.6 curriculum page 76	
	5 an			Transpiration	**<u>transpiration</u>**	The learner	The learner defines the term	explanation	effective communication	defining transpiration	polythene paper	Fountain 177	

	d 6				plants lose water in form of vapour through small holes **<u>factors that affect the rate of transpiration</u>** Sunlight. Wind Size of leaf Humidity Temperature Wind **<u>Experiment on transpiration</u>**  **<u>How plants reduce transpiration</u>** -Reduce size of stomata. -Shed off leaves -Develop thorns -wax	spells and pronounces words correctly shares life experiences about transpiration	transpiration identifies factors that affect the rate of transpiration		confidence empathy fluency creative thinking flurncy confidence caring guiding others -logical thinking Initiating new ideas	identifying factors that affect transpiration performs an experiment on transpiration how do plants reduce the rate of transpiration	leaves	Comp P.6 curriculum page 76	

5	1 and 2				**Flowers** Parts of the flower **Pollination**. This is the transfer of pollen grains from the anther heads to the stigma **Types of pollination** Self pollination Cross pollination **Characteristics of cross and self pollinated flowers**	The learner draws labels a flower defines pollination and types	The learner draws and labels flower	guided discovery	self awareness creative thinking self evaluation finding different ways of doing things	defining pollination stating characteristics of each type listing agents of pollination	flowers	Fountain sci 6 a83 Comp sci 219 Flowers P.6 curriculum page 76	
	3 and 4			Pollination	Agents of pollination -factors that carry pollen grains from anther heads to stigma e.g wind, insect, running water, animals, birds. **x-tics of insect pollinated flowers** nectar sweet scent bright petals etc	The learner uses sample English to differentiate wind pollinated flowers from	The learner identifies the agents of pollination mention x-tics of wind and insect pollinated flowers	illustration	self awareness self evaluation	identifying x-tics of insect and wind pollinated flowers. explain what happens after pollination, fertilization	flowers chart	Fountain sci 6 page 183 Comp sci 219 Flowers P.6 curricul	

					x-tics of wind pollinated flowers no nectar dull petals no sweet scent etc **what happens after pollination** -fertilization takes place **Importance of flowers to man .**	insect pollinated flowers	gives importance of flowers					um page 76	
	5			Seeds	**Seeds** **-**Fertilized ovules **Types of seeds** Monocots Dicots **Structure of a seed** (internal and external **Functions of parts of a seed**	The learner defines terms groups seeds draws and labels tells stories about uses of seeds	The learner defines seeds identifies types of seeds draws internal and external structures gives functions of	guided discussion observation think pair and share	critical thinking effective communication appreciation care confidence	defining seeds -giving types of seeds -drawing internal and external structure of the seed -giving functions of parts of the seed	real seeds maize	Comp sci 222 Fountain 189 Seeds maize beans P.6 curriculum page 76	

							parts of a seed							
	6			Germination	Germination is the development of a seed into a young plant called a seedling **<u>Types of germination</u>** Epigeal germination Hypogeal germination Diagram showing the types of germination	The learner defines germination draws diagrams showing germination	The learner defines germination explains types of germination draws diagrams showing different types of germination	guided discussion observation think pair share	critical thinking analysis effective communication fluency care condifference	what is germination ? identifying types of germination draws a diagram showing the type of germination	real seeds	Comp sci 222 Fountain 189	

6	1			Conditions for germination	Conditions necessary for germination Experiment on germination **Apparatus** test tube Seeds Soil, water	The learner defines the term germination describes experiment on germination	The learner defines germination describes an experiment take observation draw conclusion	decision making	decicion making crtical thinking making the right choice	identifies conditions necessary for germination to take place performing experiment	seeds cotton wool potted plant	Comp sci 4 page 21-22 Potted plant P.6 curriculum page 76	
	2			Fruits	**Fruits** A fruit is a developed ovary **Groups of fruits** Succulent fruits Dry fruits **Parts of a fruit** Epicarp, mesocarp, endocarp	The learner defines fruits draws and labels fruits tells stories about fruits	The learner defines fruits group fruits draws and labels fruits	observation	self esteem responsibility appreciation	what is a fruit identifying the groups of fruits drawing and labeling a fruit	real fruits mangoes tomatoes oranges	Comp sci page 230 fruits P.6 curriculum page 76	

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	3			Seed disper sal	**Seed dispersal** Scattering of seeds away from the parent plant **Importance of seed dispersal** Prevents over crowding Reduce competition Plants colonize new areas	The learner defines seed dispersal names agents of seed dispersal pronounces spells	The learner defines seed dispersal explain the importance of seed dispersal lists agents of seed dispersal	guided discussion	self esteem responsibility appreciation	whatis seed dispersal? -mention the importance of seed dispersal -state the agents of seed dispersal	fruit seeds e.g tomato seeds	Comp scibk 6 page 232 Seeds P.6 curriculum page 76	
	4			Agents of seed disper sal	**Agents of seed dispersal** Animal, water, wind, man Explosive mechanism Diagram showing all		The learner gives examples of seeds under agents draw diagrams	guided discussion	decision making critical thinking making right choice	Giving the agents of seed dispersal Give examples of each	real seeds	Comp sci 6 page 229 P.6 curriculum page 76	

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					Ways how seeds are dispersed								
	5 and 6			Plant propagation	**Plant propagation** Is the way plants reproduce them selves **Types of propagation** **Natural propagation** Rhizomes, stems , tubers, suckers, leaves, corns	The learner defines terms pronounces terms spells draws relevant diagrams	The learner defines plant propagation identifies types of plant propagation gives ways in which plants are propagated	Observation - explanation	critical thinking creative thinking	what is plant propagation ? identify types of plant propagation	suckers stem cutting vines Irish potatoes	Compsic bk 6 page 220 P.6 Curriculum page 77	
7	1			Tropisms	**Artificial propagation** Grafting, layering, marcotting, budding (diagram) **Tropisms**	The learner defines tropisms	The learner defines tropisms mention and	Experimentation	effective communication self awareness	what is a tropism? identify the kinds of tropism		Fountain sci 6 page 62 P.6 curricul	

					Response of plants towards stimuli **<u>Kinds of tropisms</u>** Photo tropism Geotropism Thigmo tropism Hydro tropism Chemo tropism	pronounces and spells relevant terms draws and labels diagrams	different tropisms draws any relevant diagrams	Guided discovery.				um page 77	
The learner appreciates the importance of cattle to people, acquires basic scientific knowledge and skills of managing cattle													
	2			Importance of cattle keeping	**<u>CATTLE KEEPING</u>** Animal husbandry-keeping and Managing of live stock animals.	The learner draw a cow showing parts tell	The learner defines terms animal husbandry .cattle keeping gives importance of cattle keeping	explanation observation	self awareness	what is: -cattle keeping? -animal husbandry	chart real cow	Fountain sci P.6 curriculum page 77	

	3			Breeds of cattle	**Importance of cattle keeping** Milk Source of income Beef Cultural purposes **The external parts of a cow** **Breeds of cattle** Local/indigenous x-tics -examples of local breeds Exotic breeds -x-tics	The learner pronounces words spells terms	The learner identify breads of cattle mention x-tics of exotic cattle	guided discovery think pair share	effective communication articulation self awareness love care	mentioning the breads of cattle identifying the x-tics of exotic cattle	chart	Fountain sci 6 Illustration P.6 curriculum page 77	
	4 and 5			Exotic breads of cattle	**Exotic breeds of cattle** These are breeds that were just imported into the country. **Types of cattle** a) Dairy – example b) Beef-examples	The learner defines terms groups cattles	The learner defines the terms exotic breeds identifies types of cattle	demonstration illustration	critical thinking illustration making decision	defining exotic breeds of cattle mentioning and explaining types of cattle	real cow	Mk sci 6 fountain sci 6 chart P.6 curriculum page 79	

					c) Dual purpose breeds							
	6			Reproduction in cattle	**Reproduction in cattle** The reproduction system of a cow. Diagram uterus, ovary, oviducts, vagina, vulva Functions of the reproductive parts of the cow	The learner pronounces terms correctly spells draws and labels	The learner; -draws and labels the reproductive system of a cow.	Demonstration explanation	effective communication articulation responsibility love care	drawing and labeling the female reproductive system of a cow	chart	Fountain sci 6 Comp sci 6 P.6 curriculum page 79	
8	1			The reproductive system of a bull	The reproductive system of a bull. Diagram – penis, testes , epididymis Function of parts of the bull -functions of the reproductive parts function of the bull.	The learner draws and labels the reproductive system of a bull.	The learner draws and labels the reproductive system of a bull	observation	critical thinking analysing statements effective communication	-drawing the reproductive system of a bull	chart	Mk sci 6 P.6 curriculum page 79	

									fluency confidence				
	2			Heat period	**<u>Heat period</u>** This is a period when a cow is ready to mate with a bull **<u>Signs of cow on heat</u>** -Vulva swells/reddens -Loss of apatite -Becomes restless -Urinate frequently	The learner explains heat period reads spells	The learner defines heat period mentions the signs of heat in cattle	discussion	creative thinking effective communication concern articulation fluency	defining the term heat period mentioning the signs of heat in cattle	bulls combs	Comp sci page 70 illustration P.6 curriculum page 79	
	3			Insemination	**<u>Insemination</u>** introduction of sperms into the vagina of a cow on heat	The learner defines terms,	The learner defines term inseminatio n	explanation	effective communication fluency	defining inseminatio n drawing the types of	bulls cows	Comp sci 6 pg 70 illustration	

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					Types of insemination Natural-advantages Disadvantages Artificial – advantages Disadvantages Diagram of natural and artificial insemination	spells, reads draws the types of insemination	identifies types of inseminatio n draw diagrams of natural and artificial inseminatio n		accurac y critical thinking articulation making a decision	inseminatio n giving types of inseminatio n		P.6 curricul um page 79	
	4			Implan tation Gestati on calving	**Fertilization** –union of the male and female gamete to form a zygote. **Implantation**- attachment of zygote on uterus walls -conception: the act of conceiving. -Gestation : period between conception and birth 9 month -Calving- Act of giving birth in cattle.	The learner pronoun ces words correctl y reads spells	The learner defines terms fertilization implantatio n conception gestation calving	field trips observa tion market stall	effective commu nication critical thinking respond ing to question s taking a decision	defining terms fertilization implantatio n gestation calving stating gestation period of cows	chart	Comp sci 6 page 74 – 76 P.6 curricul um page 79	

	5 and 6			Grazing	**<u>Grazing</u>** Grazing is the feeding of livestock on pasture Zero grazing Harding Paddocking Strip grazing **<u>Advantages and disadvantages</u>** of herding and paddocking Zero grazing, tethering, strip grazing Definition of each Advs and disadv of each	The learner draws pictures of grazing animals	The learner defines grazing give methods of grazing mention advantages	guided discussion	problem solving assertiveness	defining grazing identifying types of grazing. giving advantages and disadvantages of –zero grazing strip grazing	visit the farmer	Mk sci 6 page 64 Comp sci page 89 Fountain sci 6 62 – 63	
9	1				**<u>Care and management of cattle</u>** Numbering – branding Ear watching Tagging Dehorning-definition	The learner explains the advs and disadvs	The learner mention advs and disavs of .zero grazing -tethering	observation	coping with stress being patient	giving advs and disadvs of zero grazing tethering strip grazing		Fountain sci 6 Comp sci 89 P.6 curricul	

					Methods of dehorning	of zero grazing tethering strip grazing	-strip grazing		accepting advice			um page 79	
	3 4 a n d 5			Care and management	Housing and fencing Importance of housing cattle housing and fencing importance of housing cattle types of fences natural artificial **<u>pasture</u>** -types and examples. -importance of pastures The digestive system of a cow. -uses of each part.	The learner pronounces terms reads spells	The learner states ways of caring for cattle gives importance of cattle houses gives importance and types of fences	observation	decision making refusal acceptance asking question	giving ways of caring for cattle		Comp scibk 6 Illustration P.6 curriculum page 79 Comp sci book6 page 95 – 97	

	6			Castration	Defines castration as the removal of tests from the male animal <u>Types of castration</u> -Open method -Closed method <u>Advantages of castration</u> -Make bulls easy to handle. (docile). -prevent in breeding -grow faster and fatten.	The learner draws spells	The learner Defines castration identifies methods of castration give importance of castration	discussion explanation	problem solving taking decision making choice evaluative facts	defining castration giving methods of castration	Loop bird 10	Comp scibk 6 Illustration P.6 curriculum page 80	
10	1			Milking	**<u>Milking</u>** milking milk (definition) <u>ways of milking</u> hand and machine **<u>preparation of milking</u>** **<u>steps</u>** **<u>products from milk</u>**		The learner defines milk, milking gives ways of how milking is done	guided discovery	Assertiveness Being open Expressing one's point of view	defines milk, milking	cows milking machines	Fontain sci 6 page 67 Milk P.6 curriculum page 80	

					-cheese -yoghurt -ghee								
	2			Preserving milk	**<u>Methods of preserving milk</u>** Sterilization Boiling Pasteurization		The learner gives ways of preserving milk	guided discussion observation	decision making acceptance refusal asking question	giving ways of preserving milk giving products from milk	freezers	Comp sci 6 P.6 curriculum page 80	
	3 and 4			Cattle diseases	**<u>Cattle parasites</u>** Types – examples Prevention / control Cattle parasites Types i) endo – examples -prevention and control	The learner pronounces new words spells new words correctly	The learner names cattle diseases mention causes signs and symptoms , prevention and control	observation	decision making	naming cattle diseases -identifying signs and symptoms suggest the prevention and control		Fountain sci 6 78-81 Comp sci 6 Comp sci 6 112	

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	5			Cattle parasites	Causes –bacteria Virus Protozoa	The learner reads cattle parasite spells them well	The learner identifies cattle parasites –-groups cattle parasites -suggests prevention and control	explanation	problem solving taking a decision making choices	naming cattle parasites suggests ways of preventing and controlling cattle parasites		Comp sci 6 76 P.6 curriculum page 80	
	6			Farm records	**<u>Farm records</u>** Written information about happenings on the farm. **<u>Types of records</u>** Production Breeding Expenditure **<u>Importance of record keeping</u>** Fair taxation Profit and loss Plan for the farm **<u>Other cattle products</u>**	The learner narrates stories on importance of farm records spells correctly	The learner defines farm records mention types of products give importance of farm records	explanation guided discovery market stall	decision making	defining farm records, record keeping identifying types of records giving importance of record keeping	Report cards	Comp sci 6 – 113 P.6 curriculum page 80	

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					Hides/skin Meat Hooves and horns Starting a cattle farm Land, capital, labour, market	pronoun ces well								
The learner appreciates the importance of the environment as a resource, acquires scientific knowledge and skills for harvesting and using resources in the environment														
1 1	1			Other cattle produc ts	Other cattle products Hides/ skins Requirements to starting a live stock farm	The learner tells related stories from experie nces about product	The learner mentions other cattle products mentions factors considered to start a farm	guided discussi on observa tion	critical thinking	mentioning the cattle products identifying factors necessary to set up a cattle farm	Skins belts	Comp sci page 32- 83 P.6 curricul um page 80	
	2			Resour ces. Types of resour ces	**<u>Resources</u>** in our environment Resource. These are materials that satisfy man's needs **<u>Components of the environment</u>**	The learner defines terms spells and pronoun	The learner defined the term identifies components of the	observa tion round robin system	decision making self-awarene ss	mentioning components of the environmen t giving the types of resources	plants sampl e of soil	Fountai n sci 6 page 94 comp sci 6 121	

					Plant, animals, soil, air, water, **<u>Types of resources.</u>** Common renewable, non renewable, exhaustible, non exhaustible	ces terms correctly tells stories related to resources	environment				piece of rock	Chalk board illustration	
	3			Soil rock mineral	Recyclable resources <u>Soil</u>- outer layer of the earth's crust Uses of soil Farming Building <u>Rocks</u> Types of rocks Minerals-examples Uses of rocks and minerals	The learner tells stories related to soil and mineral	The learner defines the term mention uses of soil identifying types of rocks and minerals	guided discussion observation	problem solving	defining soil mentioning the importance of soil defining rocks mineral alloys	soil minerals	Comp sci 123 Fountain sci 95 soil	
	4			Sun wind	Sun, wind and air, water **<u>Uses of sun</u>**	The learner	The learner	explanation	creative thinking	identifies the importance	Water	Comp sci 122	

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				and water	Solar energy, vitamin D, etc Air and wind – Definition -water as a resource	tells stories about the sun act out drama	mentions uses of the sun, air and wind		logical thinking	of wing water and the heat from sun		Fountain sci 98 illustration	
	5			Plants and animal	**<u>Plants and animals</u>** Uses of plants-food fuel timber plant fire e.g cotton sisal Animals as a resource Food, labour, fibre hide, skin, transport security bees provide honey	The learner narrates stories about the experience of plants and animals	The learner explains the importance of plants and animals as a resource	explanation	self awareness making a choice	explaining the importance of plants and animals as a resources	sisal wood plants animals	Understanding sci 6 page 71 comp sci 6 129 – 130	
	6			Environmental degradation	**<u>Environmental degradation</u>** Definition-destruction of the environment in form of quality **<u>Types of environmental degradation</u>**	The learner defines terms reads tells stories	The learner defines environmental degradation	guided discovery	self esteem logic care responsibility	defining different terms of environmental degradation	rills gulleys	Comp sci 6 161 - 166 Fountain sci 6 12 5	

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					Soil pollution Air and water pollution Wetland degradation.	sings a song about pollution	explains types of degradation					P.6 curriculum page 83	
	7			Conservation of resources	**<u>Conservation of resources</u>** This is the protection of resources against destruction **<u>Ways of conserving the following</u>** resources a)soil, b)plants c)water plants d) wind/air e)fossil, fuel stating reasons why we conserve resources -future use	The learner uses english terms reads tells stories sings songs about pollution	The learner defines environmental degradation giving ways in which these are conserved soil, water, air, plant	guided discovery	critical thinking analyzing logic concern	defining conservation of resources giving ways in which resources are conserved	soil plants	Mk sci 6 page 100 Comp sci 131 - 133 P.6 curriculum page 80	
The learner appreciates the importance of the respiratory system in the production of energy for life processes, acquiring scientific knowledge and skills for maintaining the efficiency of the respiratory system.													
12	1an2			The respiratory system	**<u>The respiratory system</u>** Respiration the process by which the	The learner spells	The learner	Chartation	decision making	defining respiration	chart	Mk sci 5 fountain sci 5	

					body uses food and oxygen to produce energy **Product of respiration** Energy, water vapour, carbondioxide, heat End products – energy **By products** heat, carbondioxide, water vapour **Diagram of respiratory system**	the words used in the respiratory system	defines the term respiration draw3s respiratory system identifies product of respiration		acceptance refusal asking questions	identifying products for respiration drawing diagram showing respiratory system		page 100 Chalk board illustration P.6 curriculum page 80	
	3 and 4			Respiratory system	Terms used in respiration Types of respiration i) Aerobic ii) Anaerobic **Raw materials of respiration** Oxygen and food end Product energy product	The learner -defines terms related - identifies types of respiration	The learner tells stories about the system spells and reads related terms	explanation discussion	problem solving care sympathy	defining terms identifying types of respiration identifying raw materials	Chart	Mk sciBk 5 Fountain scibk 5 Group sci book 5	

					carbon dioxide and water vapour	mentions raw materials for respiration identifies products draws and labels the system				and waste products			
	5 6				**<u>Function of the parts of the respiratory system</u>** Nose, trachea, lungs, diaphragm Gaseous exchange in the alveoli (diagram	The learner mentions the function of the respiratory system	The learner writes and reads sentences about the function of the parts	explanation	critical thinking concern responsibility	study the functions of the parts of the respiratory system	Chart	Charts Models P.6 curriculum page 88	

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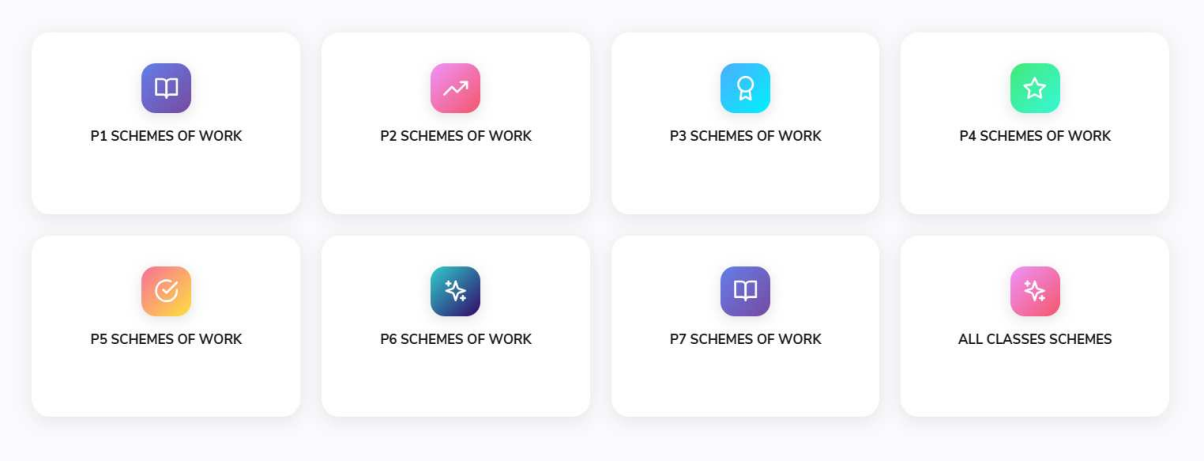
	7 8				The artificial breathing mechanism (diagram) Relate it to the respiratory system	The learner draws labels explains relates	The learner draws labels explains relates		effective communication confidence fluency	drawing and labeling	Mode of breathing mechanism	P.6 curriculum page 88	
	9 a n d 1 0				Diseases and disorders of the respiratory system **<u>Disorders</u>** – choking Hiccups **<u>Diseases</u>** infection Viral bacterial Influenza Tuberculosis Asthma Whooping cough Diphtheria Bronchitis	The learner identifies diseases of system mention disorders of the system suggests health habits	The learner shares experience about such diseases reads spells correctly writes sentences and words about the diseases	discussion explanation guided discussion	empathy acceptance responsibility empathy effective communication	identifying diseases and disorders of the system names viral bacterial and non-infectious diseases of the respiratory system	Chart	Mk sci 5 Fountain sci 5 Comp sci 5 P.6 curriculum page 86	

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