

SCHEME OF WORK SCIENCE P.7 TERM ONE

E.L.O: The learner develops appreciation for the human body as a system of muscles -develops knowledge and skills for maintaining the body on system.

WK	PD	THEME	TOPIC	S/TOPIC	COMPETENCES		CONTENT	MTD/technique	Indicators of life skills and values	ACTIVITY	IMS	RES	REM
					SUBJECT	LANGUAGE							
1	1 & 2	HUMAN BODY	MUSCULOSKELETAL SYSTEM	TYPES OF SKELETAL	The learner -Defines the term skeleton -mentions the types of skeleton	-sings songs about bones -recites rhymes -spells, reads, writes the words. -writes guided notes on the system	SKELETAL SYSTEM -Skeleton is supporting structure of the body. Types of skeleton -Endo (examples) -Exo (examples of organisms) -Hydro static (definition and examples of organisms under each).	Discussion Illustration Observation Think pair and share	Accuracy Fluency Asking questions Concern Taking a decision	-Define skeleton -Identifies types of skeleton	A chart showing a human body	BIOLOGY FOR EAST AFRICA	
	3 & 4			Function of skeletons	-Mentions the functions of skeletons	-recites rhymes about the skeleton Reads words and sentences	Functions of a skeleton i. Protects delicate parts of the body ii. provides room for muscle attachment iii. Gives the body shape		Accuracy Fluency Asking questions Concern	Mentioning the function of the skeleton	A chart Model of	Comp Pri. SCI BK 4	

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						about the skeleton	iv. manufactures body cells v. Stores mineral salts		Taking a decision		skeleton		
	5 & 6			STRUCTURE OF THE HUMAN SKELETON	Draws and labels the human skeleton	-Reads and spells the names of the parts correctly	<u>THE HUMAN SKELETON (diagram)</u>		Accuracy Fluency Asking questions Concern Taking a decision	Drawing and labeling the human skeleton	A chart Model of a skeleton		P.7 Curriculum
	7 & 8			BONES Classification of bones	-Defines the term bones -Identifies the classes of bones -Draws and gives examples of bones	Pronounces and spells the terms correctly -writes guided notes	<u>TYPES OF BONES</u> -bones are hard tissues that make up the skeleton <u>TYPES OF BONES</u> -short bones -Long bones -flat bones -irregular shaped bones (draw and give examples under each)	Discussion Illustration Observation Think pair and share	Accuracy Fluency Asking questions Concern Taking a decision	-Defining bones -identify the types of bones	A chart Model of skeleton Real bones		Introduction to Biology
2	**1 & 2**	**HUMAN BODY**	MUSCULOSKELETAL SYSTEM	JOINTS	-Defines joints -Identifies the types of joints -Lists types of movable joints -Identifies the immovable joints on the body.	-shares experience about one's own skeleton -reads words, sentences and stories about joints Uses given words in sentences correctly	<u>JOINTS</u> -a joint is a place where two or more bones meet. <u>CLASSES OF JOINTS</u> -movable -immovable <u>TYPES OF JOINTS</u> -Hinge –saddle joint -Ball and socket -gliding -pivot <u>IMMOVABLE JOINTS</u> -suture joints	Think pair and share	Accuracy Fluency Asking questions Concern Taking a decision	-Defines joints -Identifies types of joints - mentions types of movable joints	A chart showing joints Model of skeleton		Introduction to Biology P.7 curr

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	3 & 4			HINGE JOINTS	-Describes a hinge joint -Mentions examples of hinge joints -Draws and labels hinge joints -mentions functions of the parts	-spells ,reads, writes sentences about hinge joints correctly	HINGE JOINTS -Allow movement in one plane direction Examples of hinge joints -knee, elbow The knee (diagrams) The elbow Function of the parts	Think pair and share	Accuracy Fluency Asking questions Concern Taking a decision	Draws and labels a hinge joint	Model of skeleton	Comp Primary Science
	5 & 6			BALL AND SOCKET	-Describes a ball and socket joint -Gives examples of a ball and socket joint -Draws and labels the ball and socket joints -names the other movable joints	-spells correctly Uses the words Writes sentences about ball and socket joints	BALL AND SOCKET JOINT -Allows movement in all direction Examples of ball and socket joint -shoulder -pelvis OR hips Diagram of shoulder and pelvis Other movable joints Pivot – neck Gliding – ankle -wrist	Discussion Explanation Illustration Observation Discovery	Accuracy Fluency Asking questions Concern Taking a decision	Draws and labels a ball and socket joint	A chart Model of skeleton	Biology for East Africa
	7 & 8	**HUMAN BODY**	MUSCULOSKELETAL SYSTEM	MUSCLES	-Defines muscles -Mentions the types of muscles -states the function of muscles	-Reads and spells the terms correctly -Tells stories about muscles	MUSCLE- bundle of elastic fibres that stretch to cause movement Types of muscles -voluntary -involuntary -cardiac -function of muscles	Think pair and share	Accuracy Fluency Asking questions Concern Taking a decision	Defines muscles -identify the types of muscles -state the function	A chart Model of skeleton	Comp Pri. SciBk 4

										of muscles			
3	**1 & 2**			THE BICEPS AND TRICEPS	-Draws and labels the arm showing the biceps and triceps -Explains the antagonistic action of the biceps and triceps	- spells and pronounces the terms correctly.	<u>MUSCLES OF THE ARM</u> (diagram of biceps and triceps) Action of the muscles When the arm is i)bent ii)straight	Observation Illustration Demonstration	Accuracy Fluency Asking questions Concern Taking a decision Logical reasoning	-Draws the arm showing the biceps and triceps -Explains the action of the muscles when the arm is straight and bent	Model of biceps and triceps Model of skeleton	Introduction to Biology P.7 curr	
	3 & 4			DISEASES AND DISORDERS	-Identifies the disorders of the skeletal system -Explains the first aid for the disorders	- tell stories about the disorder of the skeleton Spells words and pronounces correctly	<u>DISORDERS</u> -<u>sprain</u> –Injury on a ligament -<u>strain</u>- Injury on a tendon -<u>Fracture</u> – broken or cracked bone in the body -<u>Dislocation-</u> displacement of a bone from its position (First aid for each)	Think pair and share	Accuracy Fluency Asking questions Concern Taking a decision	-Identifies the disorders of the skeletal system	Model of skeleton	Biology for EAST AFRICA	
	5 & 6	**HUMAN BODY**	MUSCULOSKELETAL SYS	DISEASES	-Identifies diseases of the skeletal system -explains health habits for proper	Shares experiences about skeletal diseases	Diseases of the skeletal system 1)Polio 2) Rickets 3) **<u>Arthritis</u>** 4) bone cancer -causes of each -signs and symptoms -Prevention and control	Discussion Observation Illustration	Accuracy Fluency Asking questions Concern	Identify the disease of the skeletal system		P.7 curr	

			TEM		working of skeletal system		Health habits -physical body exercises -Balanced diet -don't play rough games -Proper posture -Immunization	Discovery	Taking a decision				
	7 & 8			BODY POSTURE AND PHYSICAL EXERCISE	-Defines the term body posture -Gives the importance of Good body posture -Mentions the dangers of poor body posture	-Act out position on body posture	BODY POSTURE -The way you position your body in everything you do Body positions -standing -walking -sleeping Importance of good body posture Dangers of poor body posture **Importance of physical body exercise**	Discussion Observation Illustration Discovery	Accuracy Fluency Asking questions Concern Taking a decision	1)What is body posture? 2) state the importance of body posture 3)Identify the dangers of poor posture		P.7 curr	
E.L.O: –appreciate the importance of the excretory system to people -acquires the necessary scientific knowledge, principles and skills for maintaining the efficiency of the system.													
4	1 and 2	**The human body**	**THE EXCRETORY SYSTEM**	The excretory organs	The learner defines the terms used Mentions the organs for excretion Mentions their excretory products term	Names excretory organs Spells new words correctly	**The excretory organs** 1.Definition of terms excretion, defecation secretion, metabolism 2. Organ for excretion skin,, kidney, lungs, liver 3. excretory products carbon dioxide, water vapour, sweat, nitrogenous compounds	Decision making	Giving instructions Asking questions Taking decision Fluency Articulation	Defining relevant term	Charts	Mk sciBk 7 P.7 curriculum page 79	

	3 and 4	**The Human body**		The skin	Describes the human skin Drawing and labelling the skin States the functions of the parts of the skin	Spells terms correctly. -writes guided notes on the human skin	**<u>The skin</u>** This is the largest and countinuous layer that covers most organs. . **<u>Structure of the skin</u>** **<u>Made of two parts</u>** -Epidemis and dermis -Epidermis has three layers layer -Cornified -Granular layer -Malpigian layer	Self awarenes s Critical thinking Creative thinking	Giving instructio ns Asking questions Taking decision Evaluatin g facts	Drawing and labeling the skin Stating its functions	chart	Und erst andi ng scib k 7 P.7 curri culu m pag e 79	
	5 6			Func tion of the skin, disea ses , disor ders	The learner States the function of the skin Identifies disorders Identifies skin diseases and their causes	-reads words and sentences about the skin	**<u>Functions of the skin</u>** -States the function of the skin. -Skin disorders Cuts, corns, burns Skin diseases Boils, impetigo, ring worms , leprosy Causes, signs/symtoms , prevention	observati on Discussio n Illustratio n	Giving instructio ns Asking questions Taking decision Evaluatin g facts Taking decision Fluency Articulati on	Stating the function of the skin Naming skin Naming skin disorders	Cha rts E-lear ning	P.7 curri culu m pag e 79	

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	7 8			The urinary system	Draws and labels the structure of the urinary system States the functions of the parts of the urinary system	Spells and reads given words correctly	**<u>The urinary system</u>** Structure of urinary system Functions of the parts of the urinary system Ureter, urethra, urinary bladder, sphincter muscles	Discussion observation	Decision making Critical thinking	drawing and labeling the structure of the urinary system	Chart E-learning	P.7 curriculum page 79Mk sciBk 7	
5	1 2	**The human body**	**Excretory system**	The kidney	The learners Draws and names the parts of the kidney States the function of the parts	-writes guided notes on the kidney. -reads words and sentences about kidney	**<u>The kidney</u>** (structure) Functions of the parts of the kidney i.e Cortex filters blood Medulla – re-absorbs water Pelvis – stores urine	Guided discovery explanation	Critical thinking	Drawing and labeling the kidney	chart	P.7 curriculum page 79Understandingscibk 7	

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	3 4			Diseases and health habits	The learner identifies diseases of the kidney, signs and symptoms States ways of maintaining the kidney	Recites rhymes and poems about the kidney	**<u>Kidney diseases</u>** -Kidney diseases -Kidney failures -Kidney stones, cancer , nephritis signs and symptoms **<u>Health habits</u>** -Drink enough water -Have a balanced diet	Guided discovery Illustration Observation Observation		Identifying diseases of the kidney	chart	Understanding science book 7 P.7 curriculum page 79
	5 6			The lungs	Draws and labels the respiration system States the functions of the parts	Reads words and sentences about the lungs on excretory	**<u>Structure (well labelled)</u>** -Functions of the parts -Why they are both excretory and respiratory	Observation Illustration	Creative Thinking Decision making	Drawing and labeling the respirator system	Chart	Mks cibk 7 P.7 curriculum page 79

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	7 and 8			Concept of respiration	The learner -explains the term respiration -identifies and differentiates aerobic respiration from anaerobic respiration -states the importance of respiration	-spells and pronounces terms correctly Writes sentences about respiration correctly	**Respiration** -definition -types of respiration -aerobic and anaerobic -the repiratory organs of different organisms -importance of respiration	Discovery Guided discussion	Effective communication Critical Thinking Problem solving	Defining respiration Giving the importance of respiration	Charts and models	Fountain book 7 P.7 curr pg 79	
6	1 2			The breathing mechanism	Explains the term breathing Compares inspiration to expiration Explains the breathing mechanism	Tells stories about breathing Explains the breathing mechanism	**Breathing** -Is the taking in and out of air -In halation and exhalation Model of the breathing mechanism -Composition of inhaled and exhaled air.	Explanation Discussion	Giving instructions Asking questions Taking decision Evaluating facts Fluency Articulation	Defining breathing Explaining the breathing mechanism	Real lungs of an animal e.g a cow	Understanding scibk 7 P.7 curriculum page 79	

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	3 4			Diseases of the system	Mentions the diseases that affect the system States the health habits of the system	Names, Spells and Pronounces given words correctly	-Diseases of the respiratory system. -They are either infectious or non infectious -Infectious dieseases e.g tuber culosis, influenza Pneumonia -Non infectious – lung cancer Signs and symptoms -Health habits	Illustration	Giving instructions Asking questions Taking decision Evaluating	Identifying diseases of the respirator system	chart	P.7 curriculum page 79	
Learning outcomes: ***The importance of electricity and magnetism on the modern world of work*** ***-develops the necessary scientific knowledge, principles and skills to solve problem related to electricity and magnetism.***													
	5 & 6	Matter and energy	Electricity	TYPES AND SOURCES OF ELECTRICITY	1.Defines the term electricity 2. Draws the structure of an atom 3. Mentions sources of electricity - Differentiates AC from DC Identifies the types of electricity	-reads and pronounces words correctly	<u>Electricity</u> 1.Definition 2.Structure of an atom 3. Forms of electricity -static energy -current energy 4. sources of electricity, sun fuels, running water, steam. 5. Types of electricity -solar electricity -hydro electricity -Thermal electricity -atomic electricity	Discovery - discussion - illustration -think pair and share	- Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	-Defining electricity -Identify the sources of electricity -Types of electricity	Chart Dry cells	Charts Breathing mechanism	

	7 8	ELECTRICITY		AN ELECTRIC CIRCUIT	-Defines an electric circuit -Identifies the parts of an electric circuit -explains how to make a simple electric circuit	Spells and pronounces term correctly Narrates procedures	AN ELECTRIC CIRCUIT -It is a complete path of electric current -Parts of an electric circuit. Bulb, switch, conductor, fuse, dry cell. Making a simple electric circuit. **Making an electric circuit** **Types of circuits** -series -parallel	Observation Illustration Discussion Experimentation	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	What is an electric circuit Identify the parts of an electric circuit Explains how to make a simple electric circuit	Dry cells Wires Torch Bulb Fuse	Comp Pri. SCI Bk. 7 p.7 curr	
7	1 & 2	ELECTRICITY		ELECTRIC CIRCUIT (Function of the parts	States of the function of the different parts of an electric circuit	Writes,spells and pronounces given words correctly	Functions of the parts of an electric circuit Bulb – produces light when circuit is complete. Switch – breaks and completes circuit at user's will Dry cell- source of energy Wire- conducts electricity Ammeter- measures current Fuse- Melts and breaks the circuit when the voltage increases. Volt meter- measures voltage	Observation Illustration Discussion Experimentation	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	Stating the function of the parts of an electric circuit	Electric circuit	P.7 curr	

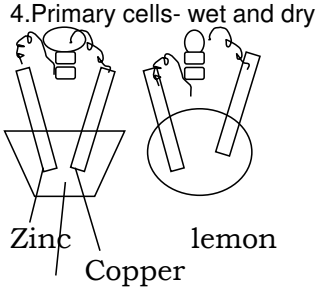
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	3 & 4			Conductors and insulators	-defines conductors and insulators -Gives examples of conductors and insulators -states the importance of conductors and insulators -tests for conductivity	-spells, reads, writes and uses the words correctly Writes sentences about conductors and insulators	<u>Conductors and insulators</u> 1)Definition 2) Examples 3)Importance of conductors and insulators Testing for conductivity	Observation Illustration Discussion Experimentation	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	1-Defining terms 2-Giving example of conductors and insulation 3-Importance of conductors and insulators	Electric circuit Wood Rubber Coins Metals		
Learning outcomes: ***The importance of electricity and magnetism on the modern world of work.*** ***-develops the necessary scientific knowledge, principles and skills to solve problem related to electricity and magnetism***													

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	5 & 6		ELECTRICITY	SHORT CIRCUIT	Defines the term short circuit Mentions the cause of a short circuit States the effects of short circuits Suggests ways of preventing short circuits	-Shares experiences about electric shocks	<u>SHORT CIRCUIT</u> 1.<u>Definition</u>. A path with low resistance to the flow of current 2. <u>causes</u> Poor insulation aging wires, damage by rodents, over loading 3.Effects/dangers -Fire hazards -electric shock -damage, loss of property 4.Solutions/prevention of short circuits.	Observation Illustration Discussion Market stall	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	Defining the term short circuit -Identifying the causes of a short circuit States the effect of short circuit	Electric circuit Metal Sticks	Comp. Primary SCI Electric wires Electric bulb P.7 curr	

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	7 & 8			PRODUCTION OF ELECTRICITY The dry cell	-Identifies ways in which electricity is produced -Mentions the difference between primary and secondary cell -Draws and labels parts of the dry and wet cell -compares the dry and wet cell Explains the making of simple cells Draws and labels a dry cell Discusses the parts of the dry cell Calculates voltage in dry cells	spells correctly writes sentences about electricity production Spells and pronounces terms correctly	<u>1.Production of electricity</u> Chemical & Mechanical 2. chemical; cells are used 3. Cells can be primary or secondary 4.Primary cells- wet and dry  The dry cell	Observation Illustration Discussion Explanation	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	Identifies ways in which electricity is produced -draws and labels wet sells -differentiates the primary from secondary cells. -Draws and labels the dry cells.	Dry cells	Electric bulb P.7 curr	

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8	**1 & 2**		ELECTRICITY	AN ELECTRIC BULB	-Draws and labels an electric bulb -states the function of the parts -Mentions the energy changes in a bulb Explains the parts and working of the bulb	-spells and pronounces words correctly	<u>1) Structure of an electric bulb</u> <u>2) Function of the parts</u> Filament, contact, brass cap lead wires- Gases used 3) Energy changes in a bulb Electric → heat →light		-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	-Drawing and labeling an electric bulb -Mentioning the function of the parts of a bulb	Electric bulb		

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	3 & 4		ELECTRICITY	AN ELECTRIC TORCH	Draws and labels an electric torch States the function of the parts of a torch Gives conditions that fail it to work Gives energy changes in a torch Explains the working of torch	Shares experience about torches	<u>AN ELECTRIC TORCH</u> 1) Parts of an electric torch 2)Functions of the parts of a torch 3)Conditions that make a torch fail to work. 4) Energy changes that take place in a torch.	Observation Illustration Discussion Explanation	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	-Drawing and labeling a torch. -Stating the function of the parts of a torch -Identifying the energy changes that take place in a torch	Electric torch	Comp SCI Bk.7 An electric torch Pieces of papa Ruler P.7 curr	

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	5 & 6		Electricity	Importance of electricity	-Mentions the importance of electricity -Identifies advantages and disadvantages of electricity -Mention safety precautions of electricity	-shares experiences about electricity Writes sentences about uses of electricity	Importance of electricity -cooking, lighting running machines Advantages and disadvantages of electricity Safety precautions in electricity Management of electricity in Uganda or current	Observation Illustration Discussion Explanation	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	-Identify the importance of electricity -Mention the advantages/ disadvantages of electricity -Gives safety precautions of electricity		P.7 curr	

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	7 & 8			STATIC ELECTRICITY	-Defines static electricity -Explains how it is produced/obtained -Explains how lightning is caused -Gives safety precautions for lightening	-narrates procedure for the experiment Writes down the procedure used	**Static elelctricity** -Form of electricity that doesn't flow. -Produced by friction -Making static electricity paper plastic ruler -Lightning causes advantages , disadvatages -safety precautions against lightning -application of static electricity	Observation Illustration Discussion Explanation	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	-What is static electricity -How is it produced -How is lightning caused	Rulers Papers Photo copier		
9	**1 & 2**		Magnetism	Types of magnets	-Defines a magnet Magnetism -Identifies the types of magnets. Differentiates magnetic substances from non magnetic -Mention examples of magnetic and non magnetic substances Explains the classification of magnets	-spells and pronounces terms correctly Writes words sentences and short stories about magnetism in modern world of work	1)A magnet is a piece of metal which has the ability to attract other magnetic substances 2)Types of magnets Natural and man made 3)Magnetic and non magnetic substances 4) Testing for magnetism	Observation Illustration Discussion Demonstration Discovery	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	1.What is i)a magnet ii)magnetism 2.Identify the types of magnets	Real magnets -metals -coins -plastics -stones	Comp SCI 7 Understanding SCI Bk.7 Magnets Charts	

	3 & 4		MAGNETISM	Properties of a Magnet	States the properties of a magnet	Shares experiences on properties of magnetism	Properties of a magnet i)Like poles repel unlike poles attract ii) A freely suspended magnet faces N-S direction iii)Greater magnetism is at the poles iv)Magnetic lines of force flow from N to S	Observation Illustration Discussion Explanation	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	Identifying the properties of a magnet	Chart Real magnets Nails Wires Dry cells	P.7 curr Comp. Sci. bk 7 Barouque int. sci. bk 7	
	5 & 6			Making temporary magnets	-defines the term Magnetisation -Explains clearly with illustrations ways of making a magnet. -differentiates temporary from permanent magnets.	Spells terms correctly Uses sentences to describe the methods of making magnets	1)magnetisation is the process of making a magnet. 2) Ways of making magnets are a)stroking b)induction c)electrical 3)Differences between temporary and permanent magnets	Observation Illustration Discussion experimentation Think pair and share	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	-What is magnetization -Drawing diagrams showing how to make a magnet.	Chart Real magnets Nails Wires Dry cells	P.7 curr Comp. Bk 7	

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10	**7 & 8** **1 & 2**		MAGNETISATION	Demagnetisation Electric bell	-Defines the term demagnetization -Gives ways of destroying a magnet -states the uses of magnets -names the parts of a an electric bell -Explains the working of an electric bell	-Shares experiences about magnets	-<u>Demagnetisaton</u> -making a magnet lose its magnetism -<u>Ways of demagnetism</u> Hammering, heating, repeated dropping, wrong storing <u>Uses of Magnets</u> -speakers, motors -dynamos and generators -used to pick iron bits. -Used to move iron metals	Think pair and share	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	-What is demagnetization -Ways of diamagnetism -States the uses of magnets Making an electric bell -explaining how it works	-speakers -motors -electric bells -dynamos	Comp SCI Bk.7 Speakers Magnets P.7 curr Nelkson and Parker page 207-4	

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	3 & 4	The environment	ENERGY RESOURCESRCES	ENVIRONMENT	-Defines relevant terms e.g. environ resources, habitat biodiversity , food chain -Mentions the components of the environment -Differentiates the types of resources	Shares experiences about resources in the environment Uses the given words in sentences correctly	Review of P.6 Work <u>Energy resources in the Environment</u> 1)Definition of terms environment, resources, habitat, biodiversity, food chain, web e.t.c. 2) Components of the environment 3)Type of resources 4) Food chain and food web	Observation Illustration Demonstration Discussion Explanation	-fluency -accuracy -logical reasoning -asking questions	-Defining relevant terms -mentioning the components of the environment -Differentiates the types of resource	Real plants -animals -water	P.7 Curr Comp. Sci. bk 7 Mk int. bk 7	
	5 & 6		Energy resources in the environment	ENERGY RESOURCES FROM THE SUN AND WATER	-Defines the term energy resource -Mentions examples of energy resources -Mentioning energy resources from the sun and water -carries simple experiment using energy from steam (water)	-sings songs -recites rhymes -writes guided notes on energy resources from the sun and water	<u>Energy resources</u> Definition of energy resources <u>Examples of energy resources-</u> sun, water, animals, plants, minerals <u>Mentioning</u> Energy resources from the sun and water.	Observation Illustration Demonstration Discussion	fluency -accuracy -logical reasoning -asking questions	1.Define the term energy resource 2.Identifying energy resource	The environment		

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	7 & 8			ENERGY RESOURCES FROM WIND/ AIR AND MINERALS	-Mention the energy resources from wind -Mention the energy resources from minerals -States the uses of mineral resources -suggests the disadvantages of petroleum and uranium -carries out simple experiment using energy from wind	-Shares experiences about the mentioned energy resources	1. Energy Resources from wind- Turns windmills, moves kites, sails boats dries clothes 2)Minerals- petroleum, Natural gas, coal, uranium 3) Uses of petroleum, coal uranium. 4)Disadvantages of petroleum and uranium	Explanation Critical thinking	fluency -accuracy -logical reasoning -asking questions	-mentioning the energy resource from wind -mentioning energy resource from minerals			

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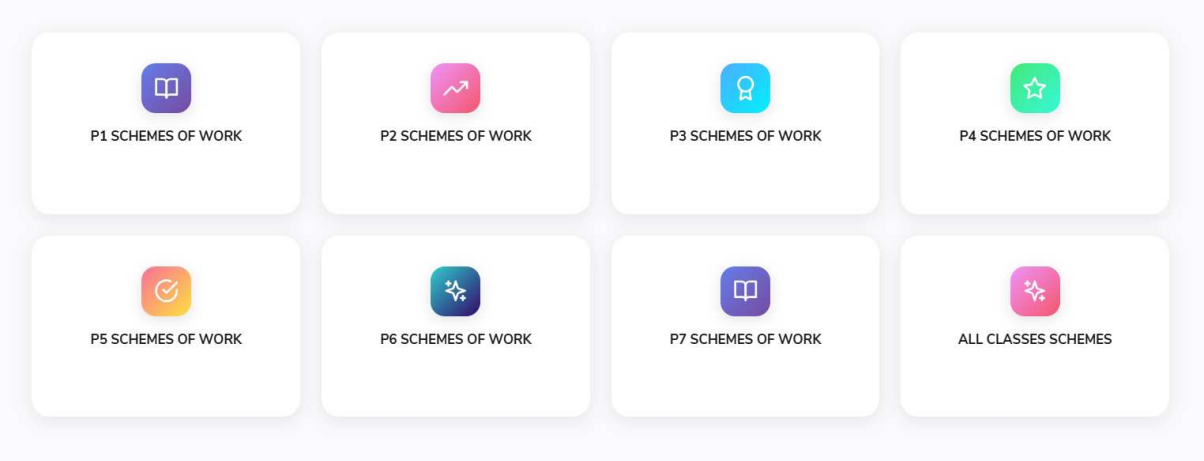
11	**1 & 2**		ENERGY RESOURCES IN THE ENVIRONMENT	ENERGY RESOURCES FROM PLANTS AND ANIMALS	-Mentions the energy resources from plants and animals -Explains how to make biogas -draws the biogas digester. -explains the working of biogas digester. -explains the advantages of biogas	Shares life's experience on biogas	<u>Energy resources from plants</u> 1)Food, fuel, biogas natural fibres 2)Animals Food, biogas, cheap labout transport 3)How to make biogas.		fluency -accuracy -logical reasoning -asking questions	-Mentions the energy resource from plants and animals. -Explaining how to make biogas		Comp. Pri. SCI Bk.7 P.7 curr	
Learning outcomes ***-appreciates the co-existence of things in the environment*** ***-develops an understanding of the interdependence of things in the environment*** ***-develops awareness of different energy resources existing in the environment and their uses*** ***-develops the sense of respect for the environment as a resource base.***													

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	3 & 4			CONSERVATION OF THE ENVIRONMENT	-Defines the term environmental conservation -Gives reasons for conservation of the environment	-sing songs -recites rhymes about conserving the environment	<u>Conservation of the environment</u> 1)This is the protection and preservation of resources of the environment. 2)Resources that need conservation-forests, wildlife water, minerals, soil rocks. 3)Reasons for conservation of resources in the environment	Observation Illustration Demonstration Discussion Explanation	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	-Give reasons for conservation of resource in the environment		Fountain Integrated PriSCI BK. 7	
	5 & 6			CONSERVATION OF RESOURCES FROM SOIL, WILD LIFE AND WATER	Mentions ways of conserving resources from soil, wildlife and water	-reads and spells new words correctly -role plays	<u>1)How to conserve resources from soil</u> -Terracing, crop rotation, apply manure , mulching e.t.c 2)<u>Wild life</u> Educate people – strict laws 3)<u>conservation of water</u> -stop pollution -correct fishing equipment -start fish farming	Observation Illustration Demonstration Discussion Explanation	-Accuracy -fluency -asking questions -concern -taking a decision -logical reasoning	Explaining how to conserve resource from soil, wild life, conservation of water		Chalkboard illustration The environment	

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