THIRD TERM PRIMARY FIVESCIENCE SCHEME OF WORK - 2022

WK	PD	THEME	TOPIC	S-TOPIC	COMPETENCES		CONTENT	METHODS	L/ SKILLS & VALUE	T/AIDS	L/ ACTIVITES	REF	REM
					LANGUAGE	SUBJECT							
2	1	Human Body	Food and Nutrition	Feeding (food)	The learner: -pronounces word- Like taboos and Beliefs. -Spells words like taboos and beliefs -Writes poems about feeding	The learner: - Defines food and feeding - States the meaning of nutrition - States the importance of food -Why people eat food	Nutrition Definition of foo Importance of f Reasons why pe eat food. The 5H's	-Guided Discovery -Demonstrati Guided disco Brain stormi	-problem Solving -Self Awareness Appreciatio n Critical thinking	- Differe nt food stuffs like eggs, mangoe s, posho	-collecting som items -observing Displayed Foods and their uses	Comp sci pupils Bk. 5. Supplem entary science bk8 Understa nding integrate d science bk5	
2	2			Tradition al customs and taboos.	The learner: -Writes words like Customs taboos. -Spells words like Customs taboos.	The learner: -Defines food taboos. -mentions the types of food taboos. -States the advantages and disadvantages of food taboos	Food taboos Types of food ta Cultural food ta Religious food t Examples of foo taboos Advantages and disadvantages food taboos.	Guided Discussion discovery	Logic Critical Thinking appreciation	Commu membe	Discussing Food taboos Of communiti	Understa nding integrate d science bk5 Compreh ensive science book5	
	3			Food Beliefs.	The learner -Writes words like oil nuts. -Spells words like Oil nuts	-defines food belie -States examples o food beliefs.	Food beliefs Examples of foo beliefs. Advantages and disadvantages Food beliefs Effects of food beliefs to our communities.	Guided Discovery discussion	Logic Appreciation Problem solving	Commu memeb	Discussing Food beliefs with comm unity mem bers and their effects		

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	4			Breast Feeding	The learner; - Explains the term breast feeding - reads writes and pronounces words like pregnancy, breast digestible correctly	The learners: -defines the term Breast feeding. -States the Advantages of Breast feeding. -Mentions the Advantages of breast feeding to (i) a mother (ii) a baby (iii) Gives conditions under which breast feeding is restricted	Breast feeding i act of suckling a ba breast milk pro a) Advantages c breast feeding to th Mother b) Advantages breast feedi a baby. Disadvantage s of breast feeding Conditions under which breast feeding is restricted	Demonstratio Brain stormi Guided discus Discovery	Self-awareness Creative thinking Love Care Appreciation	Chart sho A breast feeding mother	Observing breast feeding Discussing advs and disadvs of breast feeding	-supplementary science bk8 Understanding intergrated science bk5	
	5	Human Body	Food And Nutrition	Bottle Feeding	The learner: -pronounces words like bottle feeding. -Spells words like Bottle feeding nutrients	The learner: -Explains the term Bottle feeding. -States the Advantages of bottle Feeding -Identifies the Disadvantages of bottle feeding -Gives conditions under which bottler feeding is sued	Bottle feeding - Advantages of bottle feeding - Disadvantage s of bottle feeding -Conditions under which bottler feeding is used	-Demonstrati -Guided Discovery - Brain storm	-Problem Solving -Self esteem	-Bottle -Milk	Demonstrating bottle feeding Discussing merits and demerits of bottle feeding	-comprehensive Primary School Science Pupil's Bk. 5. - Integrated science pupils Bk. 5	
	6			Proper ways of carrying out bottle	The learner: -Pronounces the Words correctly lil Saucepan, boiling, weaning	The learner: -Identifies the various steps take when carrying out bottle feeding	**Steps taken wh carrying Out bottle feed** -Have separate	- Brain storming - Guided discussion - Discovery	- Love - Care - Appreciation	Bottle Saucepan water	Demonstrating steps of cleaning bottles and	Understanding intergrated	

				feeding .		-Defines weaning Gives the importar weaning	saucepan with a for boiling. -The feeding bo should have a li cover the nipple Weaning, importance and how to start	- Demonstrat ion - observation	- Critical thinking - Effective communica tion		keeping them safely.	science bk5	
	7			Vulnerable groups.	The learner: -Explains the term vulnerable -Mentions the Vulnerable groups of people. -Ways of caring for Vulnerable.	The learner: -Spells words like Sick people Weaning children. -Pronounces words like weaning children	-Vulnerable groups of people are people who need special care and diet - Examples of vulnerable groups of people - care for vulnerable - Food for the vulnerable people	- Brain storming - Guided discussion - Discovery - Demonstrat ion	- Love - Care - Appreciatio n - Critical thinking	Visit to vulnerab people	Visiting Vulnerable people	Understa nding intergrat ed science bk5	
	8	Human body	Food and Nutrition	Food Consump tion Patterns	The learner: -Writes words like Meals, patterns. -Pronounces word Like meals. -Spells words like Meals etc.	The learner: -Defines food Consumption Pattern. -States the importance of good feeding patterns. -mentions the Factors considered When choosing Food for a meal.	Food consumption Pattern is the number of meals a person has in a day, the time he or she has meals and what he or she eats at each meal. Importance of good Feeding patterns. -To make our bodies Strong.	-Discovery -Guided Discussion - observation	-Critical thinking -problem Solving -Effective communic ation	Food stu Eaten in various areas	-collecting and observ ing food Stuffs of various areas	Understa nding intergrat ed science bk5 Compreh ensive science bk5	

							-To enable our brains to work properly. Factors that determine food consumption pattern						
3	1			Balanced diet	A learner spells, writes, reads and pronounces words like nutrients, carbohydrates, vitamins, proteins	A learner defines a balanced diet - Gives the classes of food - mentions sources of differentiate cases of food - Gives the components of a balanced diet - States functions of different classes of food	A meal that contains all food values in their right amounts - Components of a balanced diet - Classes of food - Sources and functions of carbohydrates, vitamins and proteins	Guided discovery Discovery Brain storming observation	Self awareness Creative thinking Critical thinking Effective communication Love Care	Food stuffs	- Observing and grouping different foods according to their classes they belong.	Supplementary science bk8	
3	2	Human body	Food and Nutrition	Malnutrition ion and Deficiency diseases	The learner: - Writes, reads, spells and pronounces words like deficiency, kwashiorkor etc correctly	The learner: -defines malnutritional/ deficiency diseases. Mention examples of deficiency diseases. -Suggests the signs and symptoms of each deficiency diseases.	Deficiency diseases are diseases which are caused due to lack of certain food value in the diet. Examples, Haemophilia Kwashiorkor, Night blindness, Beriberi, pellagra, scurvy, rickets, Anaemia, Goitre	Guided discus Brain stormi Discovery observation	Effective communication Self awareness Care	Diagrams showing malnourished persons	-observing and discussing signs of a malnourished person	- do-	-
	3	Human Body	Food and Nutrition	Feeding habits	A learner: -Writes words like	The learner: -defines the word	A habit is someth-You do regularly	-Demonstratio-Brain stormin	-Critical thinking	-soap -water	- demonstrating	Comp	

					Habits. -Spells words like fatty foods.	Habit. -Mentions the examples of bad feeding habits. -States the good feeding habits. - States dangers of bad feeding habits	without thinking it. Examples of feed habits. -Washing hands eating -Not taking while eating -Not allowing cat dogs to eat with -Eating fatty fats -Eating a lot of sv Foods - Examples of bad eating habits - Eating food with dirty ands	-Guided discus- Discovery	-Self Awareness - Effective communicatio n	-food	and observing good eatig habits -discussing effects of bad eating habits.	Pr Sch Sci Bk. 5. Mk integrate d pr Sci Bk. 5.	
		Huma n health	**Accidents, poisoning and first aid**	Accidents at home, on the way and at school	**The learner:** Spells and reads words like; casualty, injuries correctly Constructs sentences using words like; casualty	**The learner:** Gives the examples of accidents at home, on the way and at school	-**Definition** of an accident, a casualty **-Examples of accidents** -Injuries like facture, burns scalds -cause -Prevention	**Effective communic ation** **-**logical flow of ideas -Confidence **Self-awareness** **-**Making choices -Caring for oneself **Empathy** **-**Guiding others - Comforting	Guided discussion Guided discovery Demonstrat ion Observatio n	Discus sing the examp les of accide nts, injurie s, cause and preve ntion Drawi ng struct ures of differe nt fractu res	Hot water Stretcher Arm sling Badge Empty tins of poison	P.4 integrate d science syllabus pg.21-22	

				Poisoning	**The learner:** Spells, pronounces and reads words like; paraffin correctly	**The learner**: States the cause of poisoning	-**Definition** of poisoning -**Cause** of poisoning -**Prevention** of poisoning	-	Guided discussion Observation	Discussing the causes of poisoning Observing empty tins of poison		Mk integrated priscie bk 4 pg	
				First aid kit	**The learner:** Spells and reads words like; badge, spirit correctly	**The learner:** Mentions the components of first aid kit and their uses	-**Definition** of first aid and first aid kit -**Components** of first aid kit and their uses		Observation Guided discussion Guided discovery	Observing the elements of first aid kit and their uses Drawing some of the equipment	Safety pin Badge Razor blade	Comprehensive pri science bk 4 pg 99-108	
3	20	Human health	**Communicable intestinal diseases and worm infestation** **Communicable**	Diarrhoeal diseases or faecal diseases	**The learner:** - reads, writes and spells words like. diarrhoea, Typhoid dysentery correctly	**The learner:** - Defines what Diarrhoeal disease are. - mentions examples of Diarrhoeal diseases	- **Diarrhoeal diseases** like; - Diarrhea - Dysentery - Cholera - Typhoid	**Empathy** -supporting others -caring **Creative thinking** **-**finding ways of doing things	- Guided discovery - Guided discussion	- Discussing examples of Diarrhoeal diseases	- safe water - soap - Nail cutter	Mk integr pri scie bk Comprehe pri scie bk 57-8 P.4 integrated science sy pg.19-20	

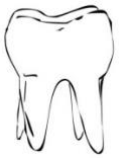
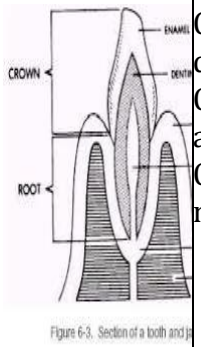
			intestinal diseases and worm infestation							and their signs and symptoms			
				Causes of intestinal diseases	**The leaner:** - Constructs sentences about communicable intestinal diseases	**The leaner:** - Describes the causes of communicable intestinal infections	-**causes** of communicable intestinal diseases	**Problem solving** **-**Taking a decision	- Guided discovery - Guided discussion	- Discussing the causes of communicable intestinal infections	- soap - water nail cutter		
				How diseases are spread through 4fs	**The learner:** -spells, pronounces and reads words like; faeces, food, flies	**The learner:** -Discusses the ways how diseases are spread.	-**How** diseases are spread through 4fs -**Diseases** spread through 4fs	**Critical thinking** -Taking a decision -Analyzing statements	- guided discussion - demonstration	-Discussing how diseases are spread	-Pupils -Food stuffs		
				Treatment and prevention of intestinal communicable diseases	**The learner:** -pronounces Oral Rehydration Solution correctly	**The learner**: -Discusses ways of preventing such diseases	-**Treatment** and prevention of intestinal communicable diseases -**ORS** -**Preparation** of OR			-cutting long finger nails. Preparing **ORS** washing hands	-salt -sugar -clean water -spoon		
				Worm infestation	**The learner:** -spells and reads words like; tape	**The learner:**	-**Definition** of worms	**Decision making**	-guided discussion	Observing a video	A chart showing		

					worms, round worms correctly.	-Defines the term intestines worms -Gives the examples of worms	-**Types** of parasites -**examples** of intestinal worms -**Structures** of some intestinal worms	**-**Asking questions -Giving instructions	- Observation	clip for worm sdrawing and labelling parts of a tapeworm.	parts of a tape worm		
		Human healt H		Signs and symptoms of worm infestation	**The learner:** -constructs sentences using words like; tape worm, thread worms correctly	**The learner:** -mentions the signs and symptoms of worm infestation	-**Signs and symptoms** of worm infestation -**Dangers** of worm infestations to the body	**Self esteem** -Expressing likes and dislikes	- Explanation -Guided discovery -Guided discussion	- Discussing the signs and symptoms of worm infestation			
				Ways of treating and preventing worm infestation	**The learner :** reads, writes short sentences about preventing worm infestation	**The learner :** suggests ways of preventing worm infestation	-**Ways** of treating and preventing worm infestation	**Empathy** **-**Listening to others - Comforting **Self-awareness** **-**Care for oneself	- Observation - Guided discussion	-Washing hands. -Cutting long finger nails short	Clean water Razor blade		
			Vectors and diseases	Common vectors	**The learner:** writes short sentences about vectors correctly	**The leaner**: Gives the examples of common vectors	- **Common vectors** and the diseases they spread in particular. - **Life cycles**		- Guided discussion - observation	-Drawing and labelling parts vectors	- a drawn chart showing vectors		

										-Naming parts of the housefly			
		Human health	Immunization	Immunity	The learner: Defines the term immunity Describes the types of immunity States importance of immunization.	The learner: Spells relevant words like; resist, toxoids, attenuated, killed vaccines, infection correctly	Definition of immunity and immunization Types of immunity Importance of immunisation	Guided discovery Demonstration	**Effective communication** Audibility Fluency **Values** Responsibility Concern Love Making choice	Syringes Needles	Identifying different types of immunity from a chart Stating ways people get different types of immunity	Comprehensive science bk5 pp.14-151. Functional science bk 5 pp.153-168.	
					The learner: Explains how vaccines are made. Names different vaccines and the diseases immunised States the importance of vaccines in the body.	The learner: Spells reads and writes words; hib, hep, DPT, BC, Polio	Uses of vaccines Types of vaccines Ways of administering different vaccines			A chart showing immunisation sites on human body	Role play activity done on immunisation Giving the types of vaccines Writing short forms about immunisation in full.	MK integrated primary Science BK 5 42-53. Understan int. sci. bo	
				The child hood immunisable diseases	The learner: Names child hood immunisable diseases	The learner: Spells and writes words like; diphtheria, pertussis and	Child hood immunisable diseases Causes, spread, signs	Demonstration Guided discovery	**Decision making** Acceptance	Flash cards showing immu	Observing vaccines Identifying sites for		

					Describes the prevention and control of child hood immunisable diseases Mentions other immunisable diseases. States the causes, signs and symptoms of such diseases.	measles correctly.	and symptoms. How they are controlled Other immunisable diseases Causes, spread, signs and symptoms Effects of such diseases Their control.		Giving instructions **Effective communication** Fluency Confidence **Problem solving** Making a decision **Value** Care for oneself	nisable diseases.	immunisation Matching diseases and vaccines.		
				The roles of people in immunisation	The learner: States roles played by various groups of people in immunisation	The learner: Role plays what different people can do during immunization.	Roles played by individuals ,families and communities during immunisation	Role play Dramatization discussion	**Effective communication** Fluency Audibility **Values** Responsibility Concern	A format of child health card A chart showing sites of immunisation on human body	Playing roles of different people during immunisation.		
				Sites of immunisation	The learner: Draws a diagram and shows sites of immunization States the importance of the child health card	The learner: Reads and writes words like; oral method and injection correctly.	Sites for immunization Importance of child health card.	Guided discussion Guided discovery Demonstration	**Critical thinking** Selecting and evaluating information **Value** Concern observation		Drawing diagram showing immunisation sites. Discussing the importance of a child health card.		

	2 and 3	The human body	**The teeth**	Sets of teeth	**The learner** States the two sets of teeth Determines the number of teeth in each set of teeth. Writes the dental formula in each set of teeth	**The learner** Mentions the two sets of teeth Constructs correct sentences on the sets of teeth	**Sets of teeth** **Milk teeth** This is the first set of teeth to grow in a child They are 20 in number. They fall off at 6 or 7 years Permanent teeth This is the second and final set of teeth in main. They develop to replace the milk teeth they are 32 in number.	Display Observation discussion	Empathy Critical thinking Self-awareness	Describing different sets and types of teeth Values Logic care acceptance audibility	Models of teeth Nature table		
	4 and 5			Types of teeth	**The learner** Identifies the types of teeth Explains the adaption of each set of teeth	**The leaner** Mentions the type of teeth Constructs correct sentences about the types of teeth Draws the different types of teeth	**Types of teeth** **Incisor**  **Canine**  **Premolar**	Guided discovery Guided discussion Observation Drawing	Critical thinking Creative thinking Fluency Self awareness	Drawing and labeling types of teeth Names types of teeth Observes different types	A drawn chart showing types of teeth Models of teeth from resource centre		

							 **Molar** 	Conference responsibility		of teeth			
8	1 and 2	The human body	**The teeth**	Parts of tooth	**The learner** Labels parts of the a tooth	**The learner** Draws the parts of a tooth correctly Spells the parts correctly Constructs correct sentences on the function of the body	**Part of a tooth**  Figure 6-3. Section of a tooth and j **Functions of the parts Enamel**; hardest tissue in the human body It prevents wear and tear of the tooth **Dentine**; helps the tooth to receive food. **Pulp cavity**; Contains blood vessel that bring	Demonstration Guided discovery Question and answer Observation	Self – awareness Problem solving Self-esteem Empathy Values Confidence Audibility Responsibility Care acceptance	Observing parts of the tooth Drawing parts of a tooth	Teeth models drawn chart showing parts of the tooth Chart showing a canine tooth		

							food to the tooth						
	3	The human body	**The teeth**	Dental formula in man	**The learner** States what dental formula is Identifies the dent6al formula in man	**The learner** Constructs correct sentences on the formula in mam	**types** up Low Total **incisor** 4 4 8 **canines** 2 2 4 **premolars** 4 4 8 **molars** 6 6 12 **Dental formula** is the arrangement of teeth in the bucal cavity Dental formula 2 1 2 3 2 1 2 3	Guided discovery Discovery Demonstration Counting Critical thinking	Self-awareness Confidence Problem solving	Stating the dental formula	Teeth models from the resource room		
	4 and 5			Teeth diseases and disorders	**The learner** Identifies teeth diseases and disorders Describes signs of teeth diseases	**The learner** Spells correctly the tooth diseases Constructs correct sentences about teeth diseases	**Teeth diseases** Dental caries Plaque Periodontal disease disorders Broken teeth Teeth cracks Improper growth Dental cavities	Discussion Guided discovery Question and answer Observation	Problem solving Empathy Self-awareness Values Responsibility Care	Identifying diseases of teeth Story telling	Brushes twigs floss		
9	1 and 2			Brushing and flossing teeth	**The learner** Demonstrates how to brush teeth well Demonstrates how to floss teeth carefully	**The leaner** Use correct vocabulary in speech about brushing and flossing teeth	**Brushing;** is done using twigs, tooth brush, tooth paste, salt, and charcoal.	Discussion Discovery Demonstration	Problem solving Critical thinking Care	Practical work Brushing teeth	Tooth brushes Toothpaste Twigs Floss Salt		

					Identifies items for brushing and flossing teeth explains when teeth should be brushed		It's done after a meal and before bed **Flossing teeth** is done using a dental floss to remove dirt in between the teeth		Responsibility	Rinsing teeth Flossing teeth			
	3			Good and bad foods for the teeth	**The learner** Identifies food that are good for teeth Identifies bad food stuffs for teeth	**The learner** Spells out correctly the good and bad foods for the teeth	**Food that makes teeth healthy include**; fish bananas, pineapples, oranges, milk, posho, **foods that are bad for teeth include**; Soda, biscuits, cakes, sweets. brush teeth after eating such foods	Discovery demonstration	Problem solving Fluency care	Identifying food items good for teeth	Food with our locality		
	4 and 5	Human body	**Human health**	Revision questions	**The learner** Answers correctly the set question about teeth	**The learner** Write correct spelling on teeth and questions	**Revision test** How many teeth does a normal grown up person have? Draw a tooth and indicate						

							the following parts Crown Neck Root Give any three ways we can care for our teeth						
	15	**Human body**	Digestive system.	Digestion and organs of the digestive system. Digestion of food in the mouth and stomach	The learner: Defines the term digestion. States the importance of digestion in the body. Draws the diagram of the digestive system. Labels parts of the digestive system. States the function of each part labelled and named. States where digestion begins and ends. Discusses digestion in the mouth, stomach,	The learner: Reads and writes words like; mouth, gullet, ileum, peristalsis, tongue, salivary amylase glands and colon correctly. .	Digestion Organs of the digestive system Diagram of the digestive system. Importance of digestion in the body. Digestion of food where it begins and ends. Digestion of food in the mouth, stomach, duodenum, and ileum Peristalsis	Guided discussion Guided discovery demonstration	**Effective communication** Audibility Fluency **Values** Self awareness **Problem solving** Caring for mouth and stomach.	A chart showing digestive system of a human being. Presentations about peristalsis	Drawing diagram of digestive system. Naming parts of the digestive system. Discussing what happens to food in the mouth and stomach. Demonstrating peristalsis	MK integrated primary Science BK 5 pp.54-62. Comprehensive pri. Sci. bk7 pp.11-17 Primary five curriculum Pp. 28-29 Primary school curriculu	

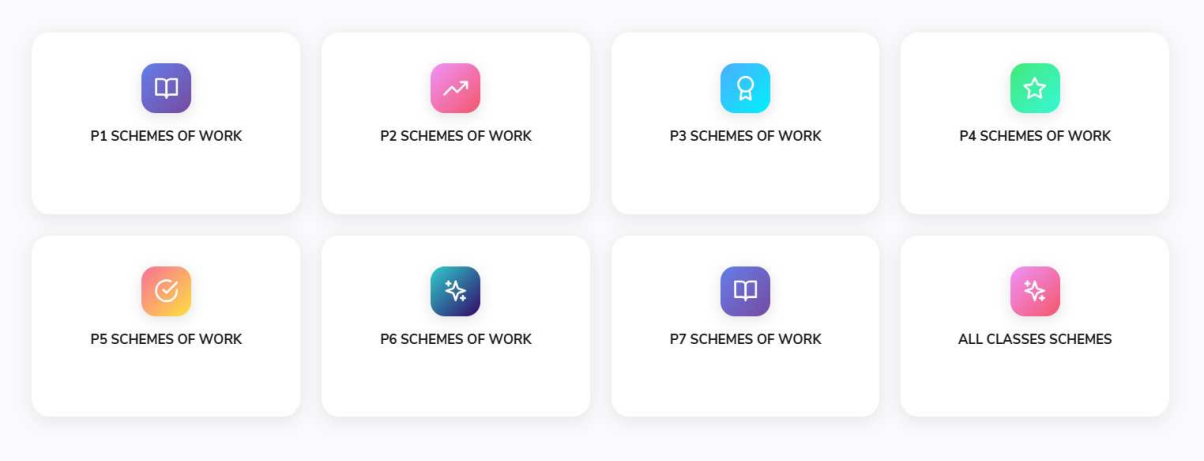
					duodenum, and ileum. Defines peristalsis.							m bk 5 pp. 28-29 Introduction to biology pp.85-92	
				Digestion in the duodenum and ileum. End products of food digestion and absorption.	The learner: Explains the process of digestion in the duodenum and ileum. Mentions the enzymes that digest food in the duodenum and ileum. The learner: States the end products of each class food Explains the meaning of food absorption States where absorption of food, water and alcohol occurs.	The learner: Reads sentences and stories related to digestion of food.	Digestion of food in the duodenum and ileum Digestive juices in the duodenum and ileum Adaptation of ileum to food absorption	Guided discussion	**Problem solving** Taking a decision **Decision making** Acceptance **Value** Love for food	A chart showing digestive system	Discussing digestion of food in the ileum and duodenum.		

						The learner: Reads and writes words like; glucose, amino acids, fatty acids correctly.	Ends products from digestion of food. Why vitamins and mineral salts are not digested? Food absorption Adaptation of the ileum to food absorption.	Guided discovery Group discussion	**Critical thinking** Analyzing statements **Value** Honesty Concern **Decision making** Analyzing statements **Value** Concern	A chart showing digestive system	Identifying end products of food digestion. Stating and drawing specific parts where food, water and alcohol absorption occurs.		
				Enzymes	The learner: Defines the word enzyme States the importance of enzymes during digestion Mentions the examples of enzymes.	The learner: Reads, writes examples of enzymes correctly. Spells words like ptyalin, amylase, rennin, lipase, lactase, gastric correctly.	Definition of an enzyme. Importance of enzymes during digestion. Conditions under which enzymes work. Characteristics of enzymes.	Guided discovery Group discussion Brain storming	**Effective communication** Logical flow of ideas. **Values** Concern Care for oneself		Stating the importance of enzymes during digestion Mentioning the examples of enzymes.		

				Diseases and disorders of the digestive system.	The learner: Defines diseases and disorders. Mentions the common diseases and disorders of the digestive system. States signs, symptoms, causes and control of the diseases and disorders of the digestive system.	The learner: Writes a story about diseases and disorders of the digestive system.	Diseases and disorders of the digestive system Ways of the controlling diseases and disorders of the digestive system.	Guided discovery Demonstration	**Decision making** Giving instruction. Telling consequences of decisions made. **Value** Care for yourself.		Covering food Washing hands with soap and clean water Chewing food properly		
				Activities that promote proper functioning of the digestive system. Eating habits	The learner: States activities that promote and maintain the digestive system Demonstrates activities that promote and maintain the system. Demonstrates behavior of good eating habits. Discusses the bad eating habits and their effects.	The learner: Writes and reads sentences related to proper maintenance of the digestive system. The learner: Reads story about the good and bad eating habits.	Activities that promote proper functioning of the digestive system.	Demonstration Guided discovery Guided discussion Brain storming	**Critical thinking** Giving reasons for action taken. **Value** Self-reliance Concern respect observation	Utensils Flash cards water	Demonstrating activities for proper functioning of the digestive system. Discussing good and bad eating habits.		

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