








**PRIMARY THREE SCHEMES OF WORK**  
**LITERACY I**  
**TERM ONE**

WK	DAY	LESSON	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	L/SKILLS	ACTIVITIES	L/AIDS	REF	REM
1	MON	1	Our Sub-country /Division	Name and location of our sub-county	<u>Maps and pictures</u> A map is a drawing of an object as seen from above. A picture is a drawing of an object as seen from a side e.g tree  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             map   </div> <div style="text-align: center;">             picture   </div> </div>	<u>Reading sentences</u> Telling the meaning of the word map and picture  Drawing maps and pictures.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Guided discovery</li> <li>• Questions and answer</li> </ul>	<ul style="list-style-type: none"> <li>• Create thinking</li> <li>• Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Reading spellings</li> <li>• Writing drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Wall chart showing maps and pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Thematic curriculum P.3 Pg 9</li> </ul>	

	TUE	2			<p><u>Important of maps and pictures</u></p> <ul style="list-style-type: none"> <li>- They help us to locate places</li> <li>- They locate boundaries of places</li> </ul> <p><u>Difference between maps and pictures</u></p> <p>A map is drawn as seen from above while a picture is drawn as seen from a side.</p> <p><u>Similarities between maps and pictures</u></p> <p>Both are drawings both represent real objects</p>	<p>Reading sentences</p> <p>Pronouncing and spelling words.</p> <p>Telling the importance of maps and pictures.</p> <p>Telling differences and similarities between maps and pictures.</p>	<ul style="list-style-type: none"> <li>• explanation</li> <li>• guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• pronouncing</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	Monitor P.3 SST Pg 1 MK P.3 SST Pg 1	
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WK	DAY	LESSON	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	L/SKILLS	ACTIVITIES	L/AIDS	REF	REM
1	WED	3			<p>Elements of a good map and their importance.</p> <p>Key compass rose scale title</p> <p>The key interprets /Explains symbols used on a map.</p>	<p>Reading words</p> <p>pronouncing and spelling words</p> <p>Mentioning elements of a good map and their importance.</p>	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>• Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>• fluency</li> </ul>	<ul style="list-style-type: none"> <li>• reading spelling writing</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards showing element of a good map</li> </ul>		

	TUE	2			<p>Symbols on a map.</p> <div>  bridge            mountain peak            waterfall       </div> <p><u>Uses of symbols on a map</u> They prevent over crowding on a map</p>	<p>Drawing map symbols Telling why symbols are used on a map</p>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Drawing naming</li> <li>Spelling</li> <li>reading</li> </ul>	<ul style="list-style-type: none"> <li>wall chart showing map symbols</li> </ul>			
1	FRID	5	Our sub-county /Division	<p>Name and location of our sub-country division</p>	<p><u>A compass</u> A compass is an instrument used to show direction. cardinal points North, South, East, West</p> <p>Secondary points NE, SE, SW, NW</p> <p>People who use a compass pilots, soldiers, tourists, etc</p>	<p>Reading words pronouncing and spelling words</p> <p>Naming the cardinal and secondary points of a compass</p> <p>Naming people who use a compass.</p> <p>Drawing a compass</p>	<ul style="list-style-type: none"> <li>questions and answer</li> <li>guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>accuracy appreciation</li> <li>create thinking</li> </ul>	<ul style="list-style-type: none"> <li>reading</li> <li>spelling</li> <li>drawing and naming</li> </ul>	<ul style="list-style-type: none"> <li>Thematic curriculum P.3 pg 9.</li> <li>Monitor SST P.3 Pg 3 Mk SST P.3 Pg 8</li> </ul>			
2	MON	1			<p>Location of our sub-county A sub-county is a group of parishes</p> <p>Our sub-county is Kampala Central Division. It is found in Kampala district. Kampala district is made up of municipalities.</p>	<p>Reading sentences Telling the location of our sub-county.</p>	<ul style="list-style-type: none"> <li>Questions and answer</li> <li>Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Belonging</li> <li>Social awareness</li> </ul>	<ul style="list-style-type: none"> <li>Reading , spelling</li> <li>Naming and writing</li> </ul>	<ul style="list-style-type: none"> <li>Wall charts</li> </ul>	<ul style="list-style-type: none"> <li>MK SST P.3 pg 10</li> <li>Monitor SST P.3 Pg 4</li> </ul>		

	TUE	2			<p>Important features found in each division of Kampala City</p> <p>Kawempe -Mulago Hospital Rubaga – Mengo Place Central – Parliament Makindye – Military barracks</p>	<p>Reading, pronouncing and spelling.</p> <p>Telling the important features found in each division.</p> <p>Drawing a map of Kampala City.</p>	<ul style="list-style-type: none"> <li>• Questions and answer</li> <li>• Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Explanation</li> <li>• Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, spelling</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Wall charts</li> <li>• Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>• MK SST P.3 pg 10</li> <li>• Monitor SST P.3 Pg</li> </ul>	
	WED	3			<p><b>Reasons why Kampala is having many people</b></p> <p>It is the capital city of Uganda</p> <p>Better transport facilities enough market</p> <p><b>Problem faced by people living in Kampala city</b></p> <p>poor sanitation High crime rate Shortage of food</p>	<p>Reading sentences</p> <p>Giving reasons why Kampala is having many people.</p> <p>Telling problems faced by people living in Kampala City.</p>	<ul style="list-style-type: none"> <li>• Explanation</li> <li>• Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>• MK SST P.3 pg 10</li> <li>• Monitor SST P.3 Pg 4</li> </ul>	

WK	DAY	LESSON	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	L/SKILLS	ACTIVITIES	L/AIDS	REF	REM
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2	THUR	4	Our Sub-county/Division	Physical features of our sub-county.	<b>Swamps</b> A swamp is a vegetated water logged area.  <b>Uses of swamps</b> They are sources of water. They support crop farming. They support crop farming. <b>Dangers of swamps</b> They are breeding places for mosquitoes. They keep dangerous aquatic animals like crocodile.	Reading sentences  Giving uses of swamps.  Stating dangers of swamps.	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Explanation</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Pronouncing</li> <li>Spelling</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Wall chart of physical features</li> </ul>	<ul style="list-style-type: none"> <li>Thematic curriculum P.3 Pg 10</li> <li>MK SST P.3 Pg 12</li> </ul>		
	FRID	5		People in our Sub-county/Division	<b>Ethnic groups</b> An ethnic group is a group of people who share origin and speak related languages.  A tribe is a groups of people who same language.  Examples of tribes; Baganda, Basoga, Bakiga, etc.	Telling the meaning of the word ethnic group and tribe.  Naming examples of tribes in our Sub-county.	<ul style="list-style-type: none"> <li>Explanation</li> <li>Guided discovery</li> <li>Questions</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>Cooperation</li> <li>fluency</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spelling</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Wall chart of ethnic groups</li> </ul>	Thematic Curriculum P.3 Pg 11	

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4	MON	1			<b>Ethnic groups and tribes</b> <table><tr><td>Ethnic groups</td><td>Tribes</td><td>Language</td></tr><tr><td>Bantu</td><td>Baganda Bakiga Busoga</td><td>Luganda Rukiga Lusoga</td></tr><tr><td>Nilotics</td><td>Acholi Japhadhola</td><td>Acholi Adhola</td></tr><tr><td>Nilo-hamites</td><td>Iteso Karimajong Bahima</td><td>Ateso Akirimajong Runyankole</td></tr><tr><td>Hamites</td><td></td><td></td></tr></table>	Ethnic groups	Tribes	Language	Bantu	Baganda Bakiga Busoga	Luganda Rukiga Lusoga	Nilotics	Acholi Japhadhola	Acholi Adhola	Nilo-hamites	Iteso Karimajong Bahima	Ateso Akirimajong Runyankole	Hamites			Mentioning tribes which belong to different ethnic groups.  Reading, pronouncing and spelling word.	<ul style="list-style-type: none"><li>Guided discovery</li><li>Story telling</li><li>Question and answer</li></ul>	<ul style="list-style-type: none"><li>Respect</li><li>Fluency</li><li>Self awareness</li></ul>	<ul style="list-style-type: none"><li>Drawing a table</li></ul>	<ul style="list-style-type: none"><li>Wall chart of ethnic groups</li></ul>	Monitor SST P.3 Pg 23	
					Ethnic groups	Tribes	Language																				
Bantu	Baganda Bakiga Busoga	Luganda Rukiga Lusoga																									
Nilotics	Acholi Japhadhola	Acholi Adhola																									
Nilo-hamites	Iteso Karimajong Bahima	Ateso Akirimajong Runyankole																									
Hamites																											
	TUE	2	Our Sub-county /Division	People in our sub-county/Division	<b>Clans</b> A clan is a group of people under one great forefather. <b>Symbols of a clan</b> totem, taboo, drumsound, clanname, etc. Forms of clan – birds form, fish form Examples of clans in each form. Animal form – Mpologoma clan (lion)	Reading pronouncing and spelling words.  Mentioning symbols of a clan, forms of a clan and examples of clans in each form.	<ul style="list-style-type: none"><li>Discussion</li><li>Explanation</li><li>Guided discovery</li></ul>	<ul style="list-style-type: none"><li>Respect</li><li>Appreciation</li></ul>	<ul style="list-style-type: none"><li>Reading</li><li>Spelling</li><li>Writing</li></ul>	<ul style="list-style-type: none"><li>C/board</li></ul>	Thematic curriculum P.3 Pg 11																
	WED	3			<b>Leaders in our sub-county</b> A leader is a person who is in position to lead others. <b>Types of leaders</b> political, religious, cultural, etc. Qualities of a good leader Should be honest, patient, faithful Roles of leaders - They settle cases maintain security, keep law and order, etc.	Telling who a leader is Telling types of leaders Giving qualities and roles of leaders reading words and sentences	<ul style="list-style-type: none"><li>Questions and answer</li></ul>	<ul style="list-style-type: none"><li>Respect</li><li>Concern</li><li>care</li></ul>	<ul style="list-style-type: none"><li>reading</li><li>spelling</li></ul>	<ul style="list-style-type: none"><li>Wall chart</li><li>C/board</li></ul>	Monitor SST P.3 Pg 30																

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	THUR	4			<b>Administrative set up.</b> L.C I, II, III, V  <b>Members of the LCI committee</b> Chairperson, Vice chairperson, General secretary, secretary for women affairs, secretary for finance, etc.  <b>Duties</b> Chair person heads L.C I committee	Reading, pronouncing and spelling words.  Identifying members of the L.C I executive committee.  Telling duties of each member in the committee	• Guided discovery • Explanation	• Cooperation • Respect	• Reading • Spelling • writing	• Wall chart • C/board	MK SST P.3 pg 51, 52 and 53	
	FRID	5			<b>Leaders at school</b> – headteacher, Deputy headteacherr, teachers, prefects, senior man/woman.  <b>Religious leaders</b> – pastors, priests, Imam, Reverend, Sheikhs. Political leaders – Presidents, mayor, ministers, L.C.	Identifying religious political, cultural, institutional leaders.  Naming leaders at school.	• Questions and answers	• Cooperation • respect	• reading , spelling • Identifying leaders, writing	• Wall chart • C/board		

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5	MON	1	LIVELIHOOD IN OUR SUB COUNTRY	OCCUPATION of people in our sub-county Division and their importance	<b>Economic activities</b> These are done by people to get money e.g, farming, fishing, tailoring, brickmaking, carpentry, etc. <b>Carpentry</b> is making things from wood e.g desks, chairs.	Identifying economic activities.  Telling the meaning of carpentry, carpenter, mentioning examples of furniture.	<ul style="list-style-type: none"> <li>Questions and answer</li> <li>Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>Self reliance</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Reading , spelling</li> <li>Writing</li> <li>drawing</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>C/bard</li> </ul>	Thematic curriculum P.3 pg 14	
	TUE	2			<b>Farming</b> Farming is the growing of crops and keeping of domestic animals.  Types of farming Mixed farming – plantation dairy, substances, poultry, etc.	Telling what farming is? Telling the types of farming.  Giving the meaning of mixed farming, plantation, floriculture, horticulture, fish farming, etc.	<ul style="list-style-type: none"> <li>Explanation</li> <li>Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>Self reliance</li> <li>Problems solving.</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spelling</li> <li>writing</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>c/board</li> </ul>	monitor SST P3 Pg 27, 28, and 29	

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	WED	3		<p><b>Dairy farming</b> is the rearing of cows for milk production.</p> <p><b>Subsistence farming</b> is the growing of crops and rearing of animals for home use.</p> <p>Poultry farming is the keeping of domestic birds e.g, ducks, hens, turkeys.</p> <p>Problems faced by farmers. Pests and diseases, bad weather.</p>	<p>Telling what dairy substance and poultry farming are.</p> <p>Identifying products got from milk and birds.</p> <p>Identifying problems faced by farmers.</p>	<ul style="list-style-type: none"> <li>• Guided discovery</li> <li>• Explanation</li> <li>• Questions and answer</li> </ul>	<ul style="list-style-type: none"> <li>• Self reliance</li> <li>• Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• writing</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• c/board</li> </ul>	MK SST P.3 pg 49 & 50	
	THUR	4		<p>Fishing is the catching of fish from water bodies.</p> <p>Fisherman catches fish from water bodies</p> <p>Fishmonger sells fish</p> <p>types of fish: mudfish, tilapia, silver fish, Nile perch , etc.</p> <p>Methods of catching fish</p> <p>Using fishing nets, baskets</p> <p>reapers hooks</p> <p>Ways of preserving fish by smoking, sun drying</p> <p>salting, tinning, etc.</p>	<p>Telling what fishing is.</p> <p>Identifying types of fish.</p> <p>Identifying methods of catching fish.</p> <p>Giving ways of preserving fish.</p>	<ul style="list-style-type: none"> <li>• Guided discovery</li> <li>• Explanation</li> <li>• Questions and answer</li> </ul>	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Self reliance</li> </ul>	<ul style="list-style-type: none"> <li>• Reading , spelling</li> <li>• Pronouncing, writing, identifying.</li> </ul>	<ul style="list-style-type: none"> <li>• Wall chart</li> <li>• Chalk board</li> </ul>		

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5	FRI	5	LIVELIHOOD IN OUR SUB-COUNTY /DIVISION	Occupation of people in our sub-country Division and their	<b>Problems facing fishing</b> Poor transport, bad weather  Fishing poisoning, dangerous aquatic animals  <b>Importance of fish</b> Fish is a source of food. Trade is the buying and selling of goods. Trade items are clothes, maize, etc.	Reading, pronouncing and spelling.  Telling problems facing fishing.  Giving the importance of fish.  Telling what trade is and items of trade.	Questions and answer Guided discovery	Self reliance Concern	Reading , Spelling writing	chalk board	Thematic ccriculum P3 pg14	
6	MON	1			The first king of Buganda Kintu was the first Muganda.	Telling the story of the first king of Buganda.	Story telling	Critical thinking	Story telling	History for Uganda Chalk board	History for Uganda	
	TUE	2			<b>Important places in our sub-county.</b> These are places which provide special services to people e.g, police station, museum, market, hospitals, schools, etc.  <b>Post office</b> – It is where people send and receive letters.	Mentioning important places in our sub-country.  Reading, pronouncing and spelling.  Giving the importance of a post office.	Questions and answer. Guide d discovery	Appreciation respect	Reading Spelling Writing	Wall chart	Monitor SST P.3 pg 19 - 21	

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6	WED	3			<b>Hospitals</b> Is a place where people go for treatment.  People who work in hospitals Surgeon, oculist, dentist, midwives, nurse, optician, etc. Examples of hospitals Mulago hospital Rubaga and Mengo hospitals	Reading words  pronouncing and  spelling words  Telling people who work in the hospital. Identifying hospitals	<ul style="list-style-type: none"> <li>Questions and answer</li> <li>Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Respect</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spelling</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Wall chart</li> </ul>	MK SST P.3 pg 33-42	
	THUR	4			<b>Market Centres</b> A market is a place where people buy and sell things. <i>Examples of market in central .</i> Nakasero, Kamwokya, St. Balikuddembe.	Naming markets in central.  Giving importance of markets.	<ul style="list-style-type: none"> <li>Questions and answer.</li> <li>Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spelling</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Wall chart</li> </ul>		

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6	FRID	5	LIVELIHOOD IN OUR SUB-COUNTY DIVISION	Occupations of people in our sub-county/division and their importance	<b>Theatres</b> A place where people go for entertainment. <b>Museum</b> - Is a place where things of long ago are kept. e,g skulls, bones, drums, etc. <b>Importance of a museum</b> It is a tourist attraction. Tourist sites – waterfalls, museum	Reading sentences Telling what a theatre is Giving examples of theatres. Telling what a museum is and things kept in a museum. Giving the importance of museum. Naming tourist sites.	• Question and answer • Guided discovery	• Self esteem • Social awareness	• Reading , spelling, naming tourist sites writing	• Chalk board • Wall chart	Thematic curriculum P3 Pg 14.	
	MON	1			<b>Banks</b> A bank is a place where people keep their money safely.  Types of banks central and commercial. Central bank – prints money Commercial banks, Stanbic, crane, centenary, Postbank, etc.  Importance of commercial bank. They keep money safely.	Reading, pronouncing and spelling words.  Identifying types of banks Giving duties of central bank Identifying commercial banks.  Giving the importance of commercial banks.	• Question and answer • Guided discovery	• Critical thinking • Social awareness	• Reading, spelling, Identifying types of banks • Examples of commercial banks	• Flash cards	Monitor SST P.3 Pg 19 - 21	

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7	TUE	2			<p>Police station A police station is headed by officer in charge (O.C)</p> <p>Importance of the police To keep law and order.</p> <p>How police keeps law and order. By arresting suspects Investigation cases</p>	<p>Reading sentences</p> <p>Telling the duties of the police.</p> <p>Telling how the police keeps law and order</p>	<ul style="list-style-type: none"> <li>Questions and answer</li> <li>Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Social awareness</li> </ul>	<ul style="list-style-type: none"> <li>Reading, spelling, identifying types of banks</li> <li>Examples of commercial banks</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board</li> </ul>	<p>MK SST P3 pg 33-42</p>	
	WED	3			<p><b>Places of worship;</b> churches, mosques. <b>Religions</b> Islam Christianity, ATR, etc. Religious denominations Islamic - Moslems Christianity – Christians e.g, Anglicans, catholic, Pentecostal, seventh day, Adventists, Jehovah's witnesses, etc.</p>	<p>Reading, pronouncing and spelling words.</p> <p>Identifying religious places.</p> <p>Giving examples of religions.</p>	<ul style="list-style-type: none"> <li>Questions and answer</li> <li>Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Confidence</li> </ul>	<ul style="list-style-type: none"> <li>Reading, spelling, identifying types of banks</li> <li>Examples of commercial banks</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board</li> </ul>	<p>MK SST P3 pg 33-42</p>	

WK	DAY	LESSON	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	L/SKILLS	ACTIVITIES	L/AIDS	REF	REM
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7	THUR	4	LIVELIHOOD IN OUR SUB-COUNTY/DIVISION	Social services and their importance	<p>Social services are services provided by the local authority to make people's lives better.</p> <p>Examples, education, health, security, transport and communication services.</p>	<p>Reading, pronouncing and spelling.</p> <p>Telling what social services are?</p> <p>Identifying social services.</p>	<ul style="list-style-type: none"> <li>Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>Social awareness</li> <li>Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Reading , spelling</li> <li>Identifying</li> <li>Social services</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> </ul>	Thematic curriculum P.3 pg 15	
8	MON	1			<p><b>Education services</b></p> <p>Education is provided in schools, colleges, universities.</p> <p>People who provide education.</p> <p>Teachers, tutors, lecturers Professors, levels of education, nursery, primary, secondary, tertiary.</p> <p>Universities like Makerere, Mbarara, Islamic university.</p>	<p>Identifying people who provide education.</p> <p>Telling levels of education and examples of universities.</p>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Questions and answer</li> </ul>	<ul style="list-style-type: none"> <li>Social awareness</li> <li>Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Reading , spelling, identifying people who provide education</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Wall chart</li> </ul>	MK SST P.3 Pg 73 - 84	

WK	DAY	LESSON	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	L/SKILLS	ACTIVITIES	L/AIDS	REF	REM
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8	TUE	2		<p><b>Health services</b> Health services are provided in hospitals, clinic, dispensaries, drug shops.</p> <p><b>Health workers</b>, midwife, nurse, doctor, eg, surgeons, dentists, opticians, pharmacists.</p>	<p>Reading, pronouncing and spelling.</p> <p>Identifying health workers.</p> <p>Mentioning doctors who treat particular diseases.</p>	<ul style="list-style-type: none"> <li>• Social awareness</li> <li>• appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Naming health centres and health workers</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor SST P3 Pg 42 - 47</li> </ul>		
	WED	3		<p><b>Security services</b> They are provided by the police, army, prison officers, local defense units.</p> <p>The police keeps law and order.</p> <p>They army defends the country U.P.D.F Uganda people defense forces.</p> <p>L.D.U Local Defense Unit <u>Prison Officers</u> They keep prisoners in custody.</p>	<p>Telling people who provide security services.</p> <p>Reading sentences</p>	<ul style="list-style-type: none"> <li>• Explanation</li> <li>• Guided discovery</li> <li>• Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• writing</li> </ul>	<ul style="list-style-type: none"> <li>• chalk board</li> </ul>	<ul style="list-style-type: none"> <li>• Thematic curriculum P3 pg 15.</li> </ul>		

WK	DAY	LESSON	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	L/SKILLS	ACTIVITIES	L/AIDS	REF	REM
8	THUR	4	LIVELIHOOD INN OUR SUB-COUNTY /DIVISION	Social services and their importance	<p>Transport services Transport is the movement of people and goods from one place to another.</p> <p>Types of transport Road, air, railway, water</p> <p>Road transport means buses, bicycles, buses, lorries</p> <p>Road users – pedestrians Types of roads – murram and tarmac</p>	<p>Reading sentences Identifying types of transport.</p> <p>Telling means of road transport.</p> <p>Identifying types of roads and road users.</p>	<ul style="list-style-type: none"> <li>Questions and answer</li> <li>Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>Concern</li> <li>confidence</li> </ul>	<ul style="list-style-type: none"> <li>Reading, spelling</li> <li>Identifying means of transport</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board</li> <li>Flash cards</li> </ul>	Thematic curriculum P.3 Pg 15	
	FRI	5			<p><b>Road signs</b></p>  <p>Parking Zebra crossing <u>Advantages of road transport</u> It has no time table It is the commonest in our division. <u>Disadvantages</u> It is affected by traffic jam. <u>Causes of road accidents</u> Over loading, playing on the road untrained drivers</p>	<p>Drawing and naming road signs.</p> <p>Stating advantages and disadvantages of road transport.</p>	<ul style="list-style-type: none"> <li>Questions and answer</li> <li>Guided discovery</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy</li> <li>Endurance</li> </ul>	<ul style="list-style-type: none"> <li>Drawing road signs</li> </ul>	<ul style="list-style-type: none"> <li>Chalk board</li> <li>Wall chart</li> </ul>	Monitor SST P3 Pg 42-47	



WK	DAY	LESSON	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	L/SKILLS	ACTIVITIES	L/AIDS	REF	REM
9	MON	1			<b>Water transport</b> Means of water transport canoe, ferry, ship, boat <b>Advantages of water transport</b> It is not affected by jam It carries bulky goods <b>Disadvantages</b> It is affected by bad weather It is slow	Identifying means of water transport.  Giving advantages and disadvantages of water transport.	question and answer	<ul style="list-style-type: none"> <li>Concern endurance</li> <li>fluency</li> </ul>	<ul style="list-style-type: none"> <li>Identifying advantages and disadvantages of water and air transport</li> </ul>	Flash cards	MK SST P3 Pg 73-84	
	TUE	2			<b>Air transport</b> is the quickest Advantages – It is fast, comfortable <b>Disadvantages</b> It is expensive	Stating advantages and disadvantages of air transport.	<ul style="list-style-type: none"> <li>Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>Concern endurance</li> <li>fluency</li> </ul>	<ul style="list-style-type: none"> <li>Identifying advantages and disadvantages of water and air transport</li> </ul>	Flash cards	MK SST P3 Pg 73-84	

WK	DAY	LESSON	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	L/SKILLS	ACTIVITIES	L/AIDS	REF	REM
9	WED	3	LIVELIHOOD IN OUR SUB-COUNTRY/DIVISION	Social services and their importance	<p><b>Communication services</b> This is the sending and receiving of messages.</p> <p>Types of communication verbal, non-verbal, written</p> <p><b>Modern means of communication.</b> radios, telephone, television, etc.</p> <p><b>Local means of communication</b> Drumming, clapping, gestures, etc</p>	<p>Reading, pronouncing and spelling words.</p> <p>Identifying types of communication</p> <p>Identifying means of modern and local communication.</p>	<p>Questions and answer</p> <p>Guided discovery</p> <p>• •</p>	<p>Concern</p> <p>Care</p> <p>confidence</p> <p>• • •</p>	<p>Reading , spelling</p> <p>Answering questions</p> <p>• •</p>	<p>Wall chart</p> <p>•</p>	Thematic curriculum P3 Pg 15	
	THUR	4			<p><b>Advantages of modern means</b> It is faster Has got a wider coverage</p> <p><b>Advantages of local means</b> It is easy to sustain It is cheap Radio stations UBC, Uganda Broadcasting Corporation, Bukedde Top, Beat, Capital, Impact, etc.</p> <p><b>Uses of radio</b> It provides entertainment</p>	<p>Reading, pronouncing and spelling words.</p> <p>Identifying radio stations</p> <p>Stating the advantages and disadvantages of modern and local means</p>	<p>Questions and answer</p> <p>Guided discovery</p> <p>• •</p>	<p>Problem solving</p> <p>Self esteem</p> <p>• •</p>	<p>Reading , spelling</p> <p>Answering questions</p> <p>• •</p>	<p>Wall chart</p> <p>Chalk board</p> <p>• •</p>	<p>Monitor SST P.3 Pg 42-47</p> <p>MK SST P.3 pg 73 - 84</p>	

WK	DAY	LESSON	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	L/SKILLS	ACTIVITIES	L/AIDS	REF	REM
10	MON	1	LIVELIHOOD IN OUR COUNTY/DIVISION	Social services and their importance	<b>News papers</b> New vision, Etop, Bukedde, monitor, red pepper, The observer <b>Advantages</b> – Provides information They educate the people <b>Disadvantages</b> – They are expensive to buy daily. <b>Advantages of transport and communication</b> Transport creates employment Source of income Helps in distribution of goods	Reading, pronouncing and spelling Giving examples of news papers.  Telling advantages of transport and communication	Guided discovery Questions and answer	Appreciation Concern confidence	Reading , spelling Answering questions	Wall chart Chalk board		
	TUE	2			<b>Televisions</b> It is where sound and pictures are broadcasted.  <b>Examples of TV stations in Kampala.</b> UBC Television NTV Television WBS Television NBS Television Star Television	Reading, pronouncing and spelling.  Naming television stations Writing UBC in full	Questions and answer Guided discovery	Social awareness Appreciation	Reading, spelling writing	Flash cards Chalk board	Thematic curriculum P3 Pg 15	

WK	DAY	LESSON	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	L/SKILLS	ACTIVITIES	L/AIDS	REF	REM
10	WED	3			<b>Advantages of Television</b> They broadcast both messages and pictures Recorded videos can be replayed.  <b>Disadvantages of Television</b> -It is very expensive to buy -It mainly uses electricity -Some TV signals do not reach some areas. -It may show bad pictures (pornography)	Giving advantages of television.  Reading sentences  Stating disadvantages of television	<ul style="list-style-type: none"> <li>• Explanation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Concern</li> <li>• Social awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk board</li> </ul>	Monitor SST P.3 Pg 42- 47	
	THUR	4			<b>Problems/Challenges in social services</b>  Schools lack enough teachers and materials  Poverty among the people Schools lack enough latrines/toilets for learners  <b>Solutions to the problems</b> -The government should employ more teachers. -People should be encourages to work hard. -More latrines to be put up in schools.	Identifying problems in providing social services.  Reading sentences  Identifying ways of solving problems.	<ul style="list-style-type: none"> <li>• Explanation</li> <li>• discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Concern</li> <li>• Care and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling and Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk board</li> </ul>	MK SST P.3 pg 73- 84	