



PRIMARY THREE THEMATIC CURRICULUM SCHEME OF WORK FOR TERM ONE

| WEEK | PD | THEME | SUB THEME | CONTENT | COMPETENCES | METHODS | ACTIVITIES | LIFE SKILLS | INST MATE RIALS | REF | R E M |
|------|------|----------------------------------|-----------|---|---|---|---|---|---|----------------------------------|-------|
| 2 | 1, 2 | OUR ENVIRONMENT IN OUR SUBCOUNTY | SOIL | How soil is formed and Components of soil <ul style="list-style-type: none"> • Humus • Air • Water • Living organisms • Rock particles | The learner; <ul style="list-style-type: none"> -explains what soil is -describes how soil is formed& its composition -gives the uses of soil to people, animals and plants. | Discussion Explanation Self discovery Observation experimenting | Observing the soil samples. Writing notes and drawing. | Classifying Identifying Recording | Charts Text books Soil samples | Integrated primary sci. page 14 | |
| | 3, 4 | | | experiment | The learner; <ul style="list-style-type: none"> - demonstrates an experiment to - show that soil contains water, air and humus. | Demonstration, Observation, Whole class discussion. | Oral questions Writing notes and drawing. | Observing, manipulation Classifying Identifying Recording | Charts Text books Soil samples water | Integrated primary sci. pg 14-17 | |

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| | 6 3 | | | Types of soil and texture Animals that live in the soil | -Identifies the types of soil. - States the x-tics of different types of soil. -identifies animals that live in the soil | Demonstration, Observation, Whole class discussion. | Oral questions Writing notes and drawing | Observing, manipulation Classifying Identifying Recording | Charts Text books Soil samples water | Integrated science book three Pg 17 | |
| 3 | 2 1 | | | Soil profile | Explains what soil profile is. Names the soil layers. States the uses of soil to man. | Demonstration, Observation, Whole class discussion. | Oral questions Writing notes and drawing | Observing, manipulation Classifying Identifying Recording | Charts Text books Soil samples water | Integrated science book 3 Pg 18- 19 | |
| | 4 3 | | | Compost pit | Making manure | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawing | Observing, manipulation Classifying Identifying Recording | Charts Text books Soil samples water | Integrated science book 5 Pg | |
| | 6 5 | | | Soil erosion | Explains what soil erosion is. Names agents of soil erosion States the causes of soil erosion | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawing | Appreciation, co-operation | Charts Text books Soil samples water | Integrated science book 5 Pg | |

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| | 1.2 | | | Soil erosion | - identifies the effects and control of soil erosion | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawing | Appreciation, co-operation | Charts Text books Soil samples water | Integrated science book 5 Pg | |
| | | | | Mulching and crop rotation | -States what mulching is. - States the advantages and disadvantages of mulching - Explains what crop rotation is. -States the advantages of crop rotation. | | | | | | |
| 4 | | | | | | | | | | | |
| | 4 | | Changes in our environment | -Definition of natural changes -Examples of natural changes in; a) Our env't b) The sky | -Explains what natural changes are. -Gives examples of natural changes -Gives natural changes in the sky | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawing | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs | |
| | 6 | | | -Effects of natural changes -Ways of managing changes in the env't | Give the effects natural changes | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawing | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs | |

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| 5 | 1.2 | | Peoplemade changes in the env't | -definition - examples of people-made changes | -defines peoplemade changes -gives examples of people-made changes | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawing | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs |
| | 3.4 | | Possible ways of managing changes | -ways of managing of people-made changes | -identifies ways of managing changes in the environment -gives the advantages and disadvantages of mulching and crop rotation. | Demonstration, Observation, Whole class discussion | Oral questions Writing notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs |
| | 5.6 | | A simple project on tree planting. | Planting oranges, jackfruits, lemons | -identifies good seedlings for planting. | Demonstration, Observation, Whole class discussion | Oral questions | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pg |
| 6 | 1.2 | ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY | Air | Concepts and properties of air | -states the properties of air. - draw the different properties of air. | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawing | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs 21-22 |
| | 3.4 | | | Importance of air: | -states the use of air in the environment. | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawing | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pg 21-22 |

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| | 6 3 | | Wind | -definition of wind -give the uses of wind -give the dangers of wind | -explains what wind is. -gives uses & dangers of wind | Demonstration, Observation, Whole class discussion | Oral questions Writing notes and drawing | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs 23 | |
| 7 | 12 1 | | Sun | Importance of the sun Dangers of the sun | -gives the uses of the sun to both people and plants Identifies dangers of sun | Demonstration, Observation, Whole class discussion and experimenting | Oral questions Writing notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs 27 - 33 | |
| | 4 3 | | Shadows | Definition of a shadow Drawing and describing shadows Importance of shadows | -defines as shadow -draws and describes shadows Gives the importance of shadows | Demonstration, Observation, Whole class discussion and experimenting | Oral questions Writing notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs 33 | |
| | 6 3 | | Water | Sources of water | -natural sources of water -artificial sources of water -managing water | Demonstration, Observation, Whole class discussion | Oral questions Writing notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs 36- 40 | |

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| 8 | 1.2 | Rain | How rain is formed Importance of rain | -draws the rain cycle & explain the steps -gives the importance of rain | Demonstration, Observation, Whole class discussion | Oral questions Writing notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk 3 pgs 34- 35 |
| | 4 | How rain is measured Effects of heavy rainfall | experiment | -the demonstrates an experiment to show how rain is measured. gives the effects of heavy rainfall to animals -give the effects of heavy rainfall to plants | Demonstration, Observation, Whole class discussion | Oral questions Writing notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk pgs |
| | 6 | Clouds | Types of clouds Characteristics of clouds How clouds affect the environment | -names the types of clouds -gives the x-tics of clouds -explains the effect of clouds in the environment | Demonstration, Observation, Whole class discussion | Oral questions Writing of notes | Identifying and recording | Pupils text books c/board illustrations | Mk integrate science bk pgs |

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PRIMARY THREE THEMATIC CURRICULUM SCHEME OF WORK FOR TERM TWO 2012

| WEEK | PD | THEME | SUB THEME | CONTENT | COMPETENCES | METHODS | ACTIVITIES | LIFE SKILLS | INST MATERIALS | REF | RE |
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| 2 | 1 | LIVING THINGS | Animal in our sub county | Groups of animals: Insects Animals Birds Fish Examples of each group | <ul style="list-style-type: none"> Identifies different groups of animals. Gives examples under each group Draws some examples | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation | Textbooks Drawn chart showing animals in the envt | Mk integ Sci Bk 3 Pg 1 | |
| | 2 | | | Classes of animals: In air: birds, bats In water: fish, frogs, snakes On land: cows, lions, sheep | <ul style="list-style-type: none"> Mentions different classes of animals and their examples | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation | Textbooks Drawn chart showing animals in the envt | Mk integ Sci Bk 3 Pg 2-4 | |
| | 3 | | | Types of animals: Domestic animals: Cows, goats, etc Wild animals: Lion, zebra, etc | <ul style="list-style-type: none"> Identifies different types of animals Mentions some examples. Draws some animals | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation Self esteem | Textbooks Drawn chart showing animals in the envt | Mk integ Sci Bk 3 Pg 6-7 | |

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| | 4 | | | Characteristics of living things: They: Grow Reproduce Feed Excrete etc | <input type="checkbox"/> Mentions characteristics of living things. | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation assertiveness | Textbooks | Pr sch curr for Ug pg 26 |
| | 5 | | | Homes (habitats) of animals: Pig- sty Cattle- shed/ kraal Dog- kennel etc | <input type="checkbox"/> Gives homes of animals | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation | Textbooks Drawn chart showing animal homes. | Mk integ Sci Bk 3 Pg 2-5 |
| | 6 | Birds and insects | Domestic birds: Hens, turkey, duck, etc Wild birds: Ostrich Eagle Kiwi etc | <ul style="list-style-type: none"> • Identifies different types of animals • Mentions some examples. • Draws some animals | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation | Textbooks Drawn chart showing a bird. | Pr sch curr for Ug pg 26 | |
| 3 | 1 | | Characteristics of birds: Lay eggs Have wings Have feathers Some fly Habitats for birds: Nests, burrows | <ul style="list-style-type: none"> • Mentions the characteristics of birds • Writes and draws different habitats of birds. | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation | Textbooks Drawn chart showing animal homes in the envt | Pr sch curr for Ug pg 27 | |

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| | 2 | | | Insects White Ants Black ants Termites Bees Etc Habitats of insects Anthill | <input type="checkbox"/> Draws and names some insects. | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation | Textbooks Drawn chart showing insects in the envt | Pr sch curr for Ug pg 28 |
| | 3 | | | Characteristics of insects: Some live together (social insects) Some sting. Some bite. A spider has eight legs and two body parts [not an insect] | <ul style="list-style-type: none"> • Identifies the characteristics of insects. • Gives reasons why a spider is not an insect. • Draw diagrams to show the parts of insects. | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation | Textbooks | Pr sch curr for Ug pg 28 |
| | 4 | | | Care for insects, birds and animals. e.g caring for bees provide a hive, water or something sweet, plant flowers for nectar | <input type="checkbox"/> Gives ways of caring for bees | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation Solving problems | Textbooks | Pr sch curr for Ug pg 29 |

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| | 5 | | <p>Caring for domestic birds and animals eg cleaning their houses, vaccinating them, feeding them, treating them, and spraying them.</p> <p>Signs and symptoms of animal's ill health.</p> | <ul style="list-style-type: none"> • Identifies ways of caring for animals. Give reasons why we care for animals and birds. Gives signs and symptoms of ill animals. | <p>Discussion Observation Guided discovery.</p> | <p>Reading Writing Drawing colouring</p> | <p>Awareness Responsibility Love Appreciation Kindness care</p> | Textbooks | Pr sch curr for Ug pg 28 |
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| | | | | <p>Care for wild birds and animals: Protection from hunters. Discourage bush burning. Avoid destroying forests and swamps. Provide food, protection and medication for animals in protected areas like zoo. Avoid unnecessary killing [poaching or hunting].</p> | <ul style="list-style-type: none"> Writes sentences on care of animals, bees and birds. Gives ways of caring for animals, birds and birds. | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation care | Textbooks | Pr sch curr for Ug pg 29 |
| 4 | 1 | Plants in our sub county | <p>Plants and their habitats Examples of plants: Maize, yams, sisal, cactus etc Habitats garden, water, wetland, dry rocky places</p> | <ul style="list-style-type: none"> Names plants observes and identifies plants habitats Draws and labels parts of plants. | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation | Textbooks Drawn chart showing plants in the envt. | Mk integ Sci Bk 3 Pg 8- 10 | |

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| | 2 | | | Parts of flowering plants and their uses Parts and uses Roots - Stems - Leaves - Flowers - Seeds - | <ul style="list-style-type: none"> • Identifies flowering plants. • Names parts of flowering plants • Gives uses of different parts of plants. | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation | Textbooks Drawn chart showing parts of a flowering plant | Mk integ Sci Bk 3 Pg 84 91 |
| | 3 | | | Uses of different parts of a flowering plants to us. Food Medicine Fuel Decoration Money | <ul style="list-style-type: none"> • Gives uses of plants to people. • Draws some uses of plants e.g things made out of plant materials. | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation | Textbooks Real materials; Fruit, herbs. | Mk integ Sci Bk 3 Pg 91 |
| | 4 | | | Dangers of some plants to us. Some are poisonous when eaten. Some plants have thorns. | <input type="checkbox"/> Mention some dangers of some plants. | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation | Textbooks Real plant; cactus, thorns. | Mk integ Sci Bk 3 |

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| | | | | <p>Crop growing practices: Garden tools Clearing, digging, slashing, planting, ploughing, seed selection, seedling row planting, broadcasting, transplanting seedlings</p> | <ul style="list-style-type: none"> Names different garden tools and their uses. Draws garden tools. | <p>Discussion Observation Guided discovery.</p> | <p>Reading Writing Drawing colouring</p> | <p>Awareness Responsibility Love Appreciation</p> | <p>Textbooks Drawn chart showing garden tools. Real garden tools.</p> | <p>Mk integ Sci Bk 3 Pg 50</p> |
| 6 | 1-2 | | | <p>Caring for plants: Watering Mulching Weeding Pruning Thinning Etc Crop rotation Advantages of crop rotation</p> | <ul style="list-style-type: none"> Gives ways for caring for plants. Defines crop rotation. Mentions advantages of crop rotation. | <p>Discussion Observation Guided discovery.</p> | <p>Reading Writing</p> | <p>Awareness Responsibility Love Appreciation</p> | <p>Textbooks School garden.</p> | <p>Mk integ Sci Bk 3 Pg 126</p> |
| | 3-4 | | | <p>Seed germination: Conditions: Warmth, oxygen, water (moisture) Project: Seed germination</p> | <ul style="list-style-type: none"> Defines seed germination. Gives conditions necessary for germination. Carries out a project about seed germination. | <p>Discussion Observation Guided discovery.</p> | <p>Reading Writing Drawing colouring</p> | <p>Awareness Responsibility Love Appreciation</p> | <p>Textbooks Seeds Cotton wool Water Containers</p> | <p>Mk integ Sci Bk 3 Pg 59</p> |

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| | | MANAGING RESOURCES IN OUR SUBCOUNTY | Concept of resources | Defn of resources Basic resources: Food Money Time fuel etc | <ul style="list-style-type: none"> • Defines resource. • Mentions basic resources. | Discussion Observation Guided discovery. | Reading Writing | Awareness Responsibility Love Appreciation | Drawn chart showing basic resources. | Pr sch curr for Ug pg 35 |
| 7 | 1-2 | | | Saving resources: Definition of saving Ways of saving. Banking Using wooden and metallic boxes Proper use of materials Switching off power | <ul style="list-style-type: none"> • Defines saving. • Gives ways of saving. | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation | Metallic boxes. Wooden boxes. | Pr sch curr for Ug pg 35 |
| | 3 | | | Reasons of saving resources: Meeting needs. Avoiding wastage. For future use. | <input type="checkbox"/> Gives reasons of saving. | Discussion Observation Guided discovery. | Reading Writing Drawing colouring | Awareness Responsibility Love Appreciation | Metallic boxes. Wooden boxes. | Pr sch curr for Ug pg 35 |

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| | 4 | | <p>Keeping records: Defn of records.</p> <p>Reasons why we keep records. To find out: how much we need. What we have spent. What we have saved.</p> | <ul style="list-style-type: none"> • Defines records. • Gives reasons why we keep records. | <p>Discussion Observation Guided discovery.</p> | <p>Reading Writing Drawing colouring</p> | <p>Awareness Responsibility Love Appreciation</p> | <p>Samples of records kept.</p> | <p>Pr sch curr for Ug pg 35</p> |
| | 5-6 | | <p>Spending resources: Defn of spending.</p> <p>Things we use and spend on: Food Clothes Medicine Cars Phones</p> <p>Ways of spending wisely: Budgeting, prioritizing, comparing quality and prices.</p> | <ul style="list-style-type: none"> • Defines spending • Gives things we use and spend on. • Identifies ways how we can spend wisely. | <p>Discussion Observation Guided discovery.</p> | <p>Reading Writing Drawing colouring</p> | <p>Awareness Responsibility Love Appreciation</p> | <p>Real materials; phones, clothes, toys, books.</p> | <p>Pr sch curr for Ug pg 36</p> |

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| 8 | 1-2 | | <p>Project Defn of project.</p> <p>Examples of projects: Bee keeping Poultry keeping Tree planting Brick making</p> <p>Things we need when preparing for a project: Time Money Space Knowledge/skills</p> | <ul style="list-style-type: none"> • Defines a project. • Gives examples of a project • Identifies things we need when preparing a project. | <p>Discussion Observation Guided discovery.</p> | <p>Reading Writing Drawing colouring</p> | <p>Awareness Responsibility Love Appreciation</p> | <p>Beehives Bricks seedlings</p> | <p>Pr sch curr for Ug pg 37</p> |
| 3 4 | | | <p>Managing a project: We need: Commitment Checking Recording maintenance</p> | <p><input type="checkbox"/> Identifies what is needed in managing a project.</p> | <p>Discussion Observation Guided discovery.</p> | <p>Reading Writing</p> | <p>Awareness Responsibility Love Appreciation</p> | <p>Beehives Bricks seedlings</p> | <p>Pr sch curr for Ug pg 37</p> |

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| WEEK | PD | THEME | SUB THEME | CONTENT | COMPETENCES | METHODS | ACTIVITIES | LIFE SKILLS | INST MATERIAL S | REF | R E M |
|------|-----|-------------------------|------------------------------------|--|--|--|-------------------------------|---|--|---|-------------|
| 2 | 1 | Health in our subcounty | Common diseases in our environment | Vectors: Description Common vectors and their characteristics | <ul style="list-style-type: none"> Identifies common vectors. Gives characteristics of vectors. | Discussion Observation Guided discovery. | Reading Writing | Awareness Responsibility Love Appreciation | Textbooks Charts showing common vectors in our sub county | Fountain scie bk 3 Pg 93 Mk inte sci Bk 3 pg 102 | |
| | 2 | | Life cycle | Incomplete life cycle Examples of insects which undergo incomplete life cycle: Grasshoppers Locusts Etc. | <ul style="list-style-type: none"> Identifies insects with incomplete life cycle. Draws incomplete life cycle. | Discussion Observation Guided discovery. | Reading Writing drawing | Awareness Responsibility Love Appreciation | Textbooks, a chart showing complete and incomplete life cycles of insects. | Mk integ Sci Bk 3 Pg | |
| | and | | Germ s | Germ s and different exampl es | <ul style="list-style-type: none"> Identifies different germ s. Mentions what is used to see germ s. Draws a microscope | Discussion Observation Guided discovery. | Reading Writing drawing | Awareness Responsibility Love Appreciation | A microscope | Mk integ Sci Bk 3 Pg | |

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| | | | Diseases and how germs spread | Areas and how germs spread. | <ul style="list-style-type: none"> • Germs are everywhere. • Ways through which germs spread including the 4 Fs □ Ways of preventing and controlling germs. | Discussion Guided discovery | Reading and writing | Awareness Responsibility Love Appreciation | Chalk board illustration A chart showing the 4 Fs | | |
| 3 | 2 | and and | | Complete life cycle Examples of insects which undergo complete life cycle: Housefly Mosquito Bee etc | <ul style="list-style-type: none"> • Identifies insects with complete life cycle. • Draws complete life cycle. | Discussion Observation Guided discovery. | Reading Writing drawing | Awareness Responsibility Love Appreciation | Textbooks, a chart showing complete and incomplete life cycles of insects. | Mk integ Sci Bk 3 Pg | |
| | 3 and 4 | | Vectors and diseases | Malaria Cause of malaria vector Signs and symptoms malaria Effects of malaria to an individual. Control measures for malaria | <ul style="list-style-type: none"> • Gives the cause of malaria • Mentions signs and symptoms of malaria • Gives effects of malaria • Outlines control measures of malaria. | Discussion Observation Guided discovery. | Reading Writing | Awareness Responsibility Love Appreciation | Textbooks Anti malarial drugs, treated mosquito nets and coils, creams, insecticide etc | Mk integ Sci Bk 3 Pg 103-105 | |

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| 3 | 5 and 6 | | | <p>Dysentery</p> <p>Cause</p> <p>Signs and symptoms</p> <p>Effects</p> <p>Control measures</p> | <ul style="list-style-type: none"> • Gives the cause of dysentery Mentions signs and symptoms of dysentery Gives effects of dysentery • Outlines control measures of dysentery | <p>Discussion</p> <p>Observation</p> <p>Guided discovery.</p> | <p>Reading</p> <p>Writing</p> | <p>Awareness</p> <p>Responsibility</p> <p>Love</p> <p>Appreciation</p> | <p>Textbooks</p> <p>Sugar, salt and water, container for mixing the solution, a towel and soap,</p> | <p>Mk integ</p> <p>Sci</p> <p>Bk 3</p> <p>Pg 108</p> |
| | 1 and 2 | | | <p>Trachoma spread</p> <p>Cause</p> <p>Signs and symptoms</p> <p>Effects</p> <p>Control measures</p> | <ul style="list-style-type: none"> • Gives the cause of trachoma Mentions signs and symptoms of trachoma Gives effects of trachoma • Outlines control measures of trachoma | <p>Discussion</p> <p>Observation</p> <p>Guided discovery.</p> | <p>Reading</p> <p>Writing</p> | <p>Awareness</p> <p>Responsibility</p> <p>Love</p> <p>Appreciation</p> | <p>Textbooks</p> <p>A chart showing the structure of a house fly</p> | <p>Fountain</p> <p>sci</p> <p>Bk 3</p> <p>Pg 103-107</p> |
| | 3 and 4 | | | <p>Cholera and typhoid</p> <p>Cause</p> <p>Signs and symptoms</p> <p>Effects</p> <p>Control measures</p> | <ul style="list-style-type: none"> • Gives the cause of cholera and typhoid • Mentions signs and symptoms of malaria • Gives effects of typhoid cholera Outlines control measures of typhoid and cholera | <p>Discussion</p> <p>Observation</p> <p>Guided discovery.</p> | <p>Reading</p> <p>Writing</p> | <p>Awareness</p> <p>Responsibility</p> <p>Love</p> <p>Appreciation</p> | <p>Textbooks</p> <p>A chart showing the structure of a house fly</p> | <p>Basic pri</p> <p>sci & health</p> <p>Vol 2</p> <p>Pg 135-150</p> |

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| 4 | 5 th nd 6 | | | <p>Diarrhoea</p> <p>Cause</p> <p>Signs and symptoms</p> <p>Effects</p> <p>Control measures</p> | <ul style="list-style-type: none"> • Gives the cause of diarrhoea <input type="checkbox"/> • Mentions signs and symptoms of diarrhoea • Gives effects of diarrhoea • Outlines control measures of diarrhoea | <p>Discussion</p> <p>Observation</p> <p>Guided discovery.</p> | <p>Reading</p> <p>Writing</p> | <p>Awareness</p> <p>Responsibility</p> <p>Love</p> <p>Appreciation</p> | <p>Textbooks</p> <p>A chart showing the structure of a house fly</p> | <p>Mk integ</p> <p>Sci</p> <p>Bk 3</p> <p>Pg 103</p> |
| | 1 and 2 | | | <p>Dealing with diarrhoea patients</p> <p>The 3 Ds</p> <p>Preparation of ORS</p> | <p><input type="checkbox"/> Explains how to deal with patients of diarrhoea <input type="checkbox"/> Write down the 3 Ds in full</p> <p><input type="checkbox"/> Write down the steps taken to prepare ORS.</p> | <p>Discussion</p> <p>Observation</p> <p>Guided discovery.</p> | <p>Reading</p> <p>Writing</p> | <p>Awareness</p> <p>Responsibility</p> <p>Love</p> <p>Appreciation</p> | <p>Textbooks</p> <p>Sugar, salt and water, container for mixing the solution, a towel and soap,</p> | <p>Mk integ</p> <p>Sci</p> <p>Bk 3</p> <p>Pg 105</p> |
| | 3 and 4 | | | <p>Yellow fever spread</p> <p>Cause</p> <p>Signs and symptoms</p> <p>Effects</p> <p>Control measures</p> | <p><input type="checkbox"/> Gives the cause of yellow fever</p> <p>Mentions signs and symptoms of yellow fever</p> <p>Gives effects of yellow fever</p> <p><input type="checkbox"/> Outlines control measures of yellow fever</p> | <p>Discussion</p> <p>Observation</p> <p>Guided discovery.</p> | <p>Reading</p> <p>Writing</p> | <p>Awareness</p> <p>Responsibility</p> <p>Love</p> <p>Appreciation</p> | <p>Textbooks</p> <p>A picture of a tiger mosquito</p> | <p>Mk integ</p> <p>Sci</p> <p>Bk 3</p> <p>Pg 103</p> |

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| 5 | 5 and 6 | | <p>Relapsing fever How it is spread Characteristics of ticks Life cycle of ticks Tick control</p> | <ul style="list-style-type: none"> • Gives ways how relapsing fever is spread • Gives characteristics of ticks • Draws life cycle of ticks <p>□ Gives measures of tick control</p> | <p>Discussion Observation Guided discovery.</p> | <p>Reading Writing drawing</p> | <p>Awareness Responsibility Love Appreciation</p> | <p>Textbooks A picture of a tick</p> | <p>fountain Sci Bk 3 Pg 111</p> |
| | 1 and 2 | | <p>Elephantiasis spread Cause Signs and symptoms Effects Control measures</p> | <p>□ Gives the cause of elephantiasis Mentions signs and symptoms of elephantiasis Gives effects of elephantiasis</p> <p>□ Outlines control measures of elephantiasis</p> | <p>Discussion Observation Guided discovery.</p> | <p>Reading Writing</p> | <p>Awareness Responsibility Love Appreciation</p> | <p>Textbooks A picture of a culex mosquito</p> | <p>Basic pri sci for ug Bk3 Pg 50-60</p> |
| | 3 and 4 | | <p>Sleeping sickness spread Cause Signs and symptoms Effects Control measures Breeding places of tsetse flies</p> | <p>□ Gives the cause of sleeping sickness Mentions signs and symptoms of sleeping sickness Gives effects of sleeping sickness</p> <p>□ Outlines control measures of sleeping sickness</p> | <p>Discussion Observation Guided discovery.</p> | <p>Reading Writing</p> | <p>Awareness Responsibility Love Appreciation</p> | <p>Textbooks A picture of a tsetse fly trap, a picture of a tsetse fly</p> | <p>Mk integ Sci Bk3 Pg 109-112</p> |

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| 7 | 5 | | <p>Typhus fever spread</p> <p>Life cycle of a louse</p> <p>Signs and symptoms</p> <p>Effects</p> <p>Control measures</p> | <p>□ Gives the cause of typhus fever</p> <p>Mentions signs and symptoms of typhus fever</p> <p>Gives effects of typhus fever</p> <p>□ Outlines control measures of typhus fever</p> | <p>Discussion</p> <p>Observation</p> <p>Guided discovery.</p> | <p>Reading</p> <p>Writing</p> | <p>Awareness</p> <p>Responsibility</p> <p>Love</p> <p>Appreciation</p> | <p>Textbooks</p> <p>A picture of a louse</p> | <p>fountain</p> <p>Sci</p> <p>Bk3</p> <p>Pg</p> <p>110-113</p> |
| | and | | <p>Bubonic spread</p> <p>Life cycle of a flea</p> <p>Signs and symptoms</p> <p>Effects</p> <p>Control measures</p> <p>of plague rats and mice control</p> | <p>□ Gives the cause of bubonic plague</p> <p>Mentions signs and symptoms of bubonic plague</p> <p>Gives effects of bubonic plague</p> <p>□ Outlines control measures of bubonic plague</p> | <p>Discussion</p> <p>Observation</p> <p>Guided discovery.</p> | <p>Reading</p> <p>Writing</p> | <p>Awareness</p> <p>Responsibility</p> <p>Love</p> <p>Appreciation</p> | <p>Textbooks</p> <p>A real rat and a picture showing a flea</p> | <p>Mk integ</p> <p>Sci</p> <p>Bk3</p> <p>Pg</p> <p>112-113</p> |
| | and | | <p>Cockroaches</p> <p>How they spread</p> <p>Diseases</p> <p>Where they are found</p> <p>where they lay their eggs</p> <p>Control of cockroaches</p> | <p>□ Names the diseases spread by cockroaches</p> <p>□ Suggests ways of controlling cockroaches</p> | <p>Discussion</p> <p>Observation</p> <p>Guided discovery.</p> | <p>Reading</p> <p>Writing</p> | <p>Awareness</p> <p>Responsibility</p> <p>Love</p> <p>Appreciation</p> | <p>Textbooks</p> <p>A chart showing cockroaches and things they have destroyed, real eggs of cockroaches</p> | <p>fountain</p> <p>Sci</p> <p>Bk 3</p> <p>Pg</p> <p>117-121</p> |

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| | and 5 | | | HIV/ AIDS What is it How it is spread Effects of HIV/ AIDS | <ul style="list-style-type: none"> Writes HIV/ AIDS in full Explains how HIV/ AIDS IS spread <input type="checkbox"/> States the effects of HIV/ AIDS | Discussion Observation Guided discovery. | Reading Writing | Awareness Responsibility Love Appreciation | Text books, magazines pictures of people suffering from AIDS | Trs collection |
| | 6 | | | Signs and symptoms of Care for HIV/ AIDS patients Control of HIV/ AIDS | <input type="checkbox"/> Identifies the signs and symptoms of HIV/ AIDS | Discussion Observation Guided discovery. | Reading Writing | Awareness Responsibility Love Appreciation | Text books, magazines pictures of people suffering from AIDS | Trs collection |
| | 1 | | | PIASCY messages | <input type="checkbox"/> Reads PIASCY messages. | Discussion Observation Guided discovery. | Reading Writing | Awareness Responsibility Love Appreciation | Posters concerning AIDS | PIASCY messages |
| | and | Energy in our sub county | Sources of energy | Natural sources: Wind, water, etc Artificial sources Fuel, electricity, | <ul style="list-style-type: none"> Explains the meaning Identifies types of energy <input type="checkbox"/> Describes sources of energy | Discussion Observation Guided discovery. | Reading Writing | Awareness Responsibility Love Appreciation | Textbooks Environment Some natural and artificial sources of energy. | Pri sch curri for Ug pg 55 |

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| 7 | and | Uses of different sources of energy | Natural sources: Water- hydro electricity Wind- for running windmills Artificial sources: Diesel/petrol: cars, generators Paraffin: lighting, cooking etc | <input type="checkbox"/> Gives uses of different sources of energy | Discussion Observation Guided discovery. | Reading Writing | Awareness Responsibility Love Appreciation | Textbooks Some natural and artificial sources of energy. | Pri sch curri for Ug pg 55 |
| | and | . | Experiments to show that air moves things e.g kites, propellers | <input type="checkbox"/> Experiments that air moves things. | Discussion Observation Guided discovery. | Reading Writing | Awareness Responsibility Love Appreciation | Textbooks Kites, knives paper, glue. | Pri sch curri for Ug pg 55 |

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| 8 | and | | Ways of saving energy | Ways of saving energy: Using energy saving stoves, bulbs. Switching off electric appliances when not in use. etc | <input type="checkbox"/> Gives ways of saving energy. | Discussion Observation Guided discovery. | Reading Writing | Awareness Responsibility Love Appreciation | Textbooks Energy saving lamps and bulbs, improved charcoal stoves Textbooks Environment | Pri sch curri for Ug pg 56 |
| 4 | | | Importance of saving energy | Importance of saving energy: Avoid waste. Minimize cost. | <input type="checkbox"/> Gives importance of saving energy. | Discussion Observation Guided discovery. | Reading Writing | Awareness Responsibility Love Appreciation | Textbooks Energy saving lamps and bulbs, improved charcoal stoves | Pri sch curri for Ug pg 56 |

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| | | | <p>Dangers of energy and ways of avoiding them.</p> <p>Dangers: Live wires Fire Strong wind Storm Drought Etc</p> <p>Ways of avoiding the dangers: To plant trees to act as wind breaks. Avoid playing with fire. Avoid pushing nails into sockets. etc</p> | <ul style="list-style-type: none"> • Gives dangers of energy. • Identifies ways of avoiding dangers of energy. | <p>Discussion Observation Guided discovery.</p> | <p>Reading Writing</p> | <p>Awareness Responsibility Love Appreciation</p> | <p>Textbooks A chart showing ways of avoiding dangers</p> | <p>Pri sch curri for Ug pg 57</p> | |
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