



#### ***P.4 SCIENCE SCHEME OF WORK TERM TWO***

**Learning outcome: shows scientific knowledge and demonstrates skills of handling and values**

**Identifies classes, appreciates different types and knows the importance of proper.**

W K	P D	T H E M E	T O P I C	SUBT OPIC	CONTENT	COMPENTENCES		METHOD	ACTIVITI ES	Indic ators Life skills and value <sub>s</sub>	IMS	REF	R e m
						SUBJECT	LANGUAG E						
1	1  2	H U M A N H E O L T H	O F O D	Classes of food	Food – any thing good to be eaten or drunk  Nutrition –taking in and using food by the body <u><b>Groups/ classes of food</b></u> a) Go foods These are energy giving foods. b) glow foods These are protective foods. c) grow foods	The learner ; -Identifies classes of food and their values -States the uses of food in the body	The learner Names classes of food and their values	guided discussion  explanation  observation  question and answer	Collecting every day Naming and labeling their value	Effectiv e commu nicatio n  Critical thinkin g	Food stuffs	- Comp rehen sive Bk 4 page 140  MK scien ce Bk	

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				these are body building foods.  <b><u>Uses of food in the body.</u></b> For energy Health protection Growth			brain storming  -think pair and share -market stall		Empathy  - fluency  Confidence		4 page 101 integrated sci syllabus page 9-11 link science page 50	
	3 and 4		Food values	<b><u>Reasons why we eat food.</u></b> (5Hs) To be healthy To show happiness It is a habit Hospitality People eat because they are hungry	-Gives reasons why we eat food  -Gives food values and their classes	Gives reasons why we eat food Reads and writes words, sentences concerning food values	guided discussion  explanation  discovery	Giving reasons to why people eat food	Decision making  Creative	Real food	- Comp science bk 4 page 140  integrated sci syllabus page 9-11	
	5 and n		Food values	a) <u>carbohydrates</u> these provide us with energy	The learner; -Identifies sources of	Names the sources of food.	guided class discussion  explanation	Learners Stating sources of food under	Self esteem	Food stuffs rich in carbo	Compressive sci bk 4	

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	d 6				sources. Posho, porridge, cassava, wheat, millet, yams, honey b) <u>proteins</u> These are body building food. They make us grow. Sources. Peas, beans, soya beans, meat, fish, eggs, chicken, milk. c) <u>Fats and oils</u> These provide us with energy. They keep us warm. Sources: milk, butter, cheese, ghee. d) <u>Water</u> this helps us in production of fluids helps in digestion of food helps in cooling the body sources tea, juices, milk, soup, fruits vitamins- provides protection to the body	food under different food values	Draws and labels different foods	guided discovery  think pair and share	Carbohydrates Fats and oils Water	Self awareness Providing  Critical thinking  Creative thinking	hydrates proteins and water	integrated sci syllabus page 9-11										
2	1  A n d  2			Vitamin	Vitamins make body healthy, protects body against diseases <table border="1"><tr><td>A</td><td>Eye sight</td><td>-Green leafy vegetables -Carrot</td></tr><tr><td>B1</td><td>Healthy nerves</td><td>-fresh fruits</td></tr><tr><td>B2</td><td>Healthy gums</td><td>Liver, milk, eggs</td></tr></table>	A	Eye sight	-Green leafy vegetables -Carrot	B1	Healthy nerves	-fresh fruits	B2	Healthy gums	Liver, milk, eggs	-Mentions vitamin sources and their values	Names vitamins and uses sentences to give their importance	discussion  explanation  guided discovery	Identifies different vitamins  Stating importance of these vitamins	Problem solving  Creative thinking	Food stuff rich in vitamins.	Mk Bk 4 page 103  Comprehensive 4  integrated sci syllabus	
A	Eye sight	-Green leafy vegetables -Carrot																				
B1	Healthy nerves	-fresh fruits																				
B2	Healthy gums	Liver, milk, eggs																				

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					K	Clotting of blood	Un polished cereal						us page 9-11	
	3 A n d 4			Roughages	Roughages are foods with high fibre content <b>Importance</b> -Reduce rate of bowel cancer -Help in digestion of food -Prevent constipation  <b>Sources</b> -green leafy vegetables -Fruits like apples -Rice peas sweep	-Gives importance of roughages and their sources	Discuss importance of roughages  Draws sources of roughages	guided classroom discussion explanation  discovery	The learners will state the importance of roughages Gives the sources of roughages	Self esteem Self awareness  Making choices	Food stuffs rich in vitamins	Comprehensive bk 4 page 147  integrated sci syllabus page 9-11		
	5 A n d 6			Mineral salts	Calcium strengthens bones and teeth <b>SOURCE</b> Milk, fish, whole grains. Iron- formation of blood Iodine – proper functioning of thyroid gland Sodium chloride – fluid balance in the body	-Identifies mineral salts  -Gives sources of mineral salts	Names mineral salts and gives their sources	explanation  guided discovery  observation	Identifying mineral salts  Giving sources of mineral salts	Self esteem  Appreciation Awareness  Making choices  Creative thinking	Real foods that contain mineral salts	Comprehensive sci bk 4 page 146  integrated sci syllabus page 9-11		

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3	1 a n d 2			Deficiency diseases These are diseases caused due to lack of a certain food value in the body. Malnutrition is the condition when the body doesn't get the right food values <u>Kwashiorkor</u> . This is caused due to lack of proteins in the body <u>Signs and symptoms of kwashiorkor</u> Swollen moon face Swollen hands and legs <u>Marasmus</u> This is caused due to lack of enough carbohydrates in the diet <u>Signs and symptom</u> Swollen pot belly. Loss of weight.	The learner; -identifies deficiency diseases  -States signs and symptoms	The learner identifies deficiency diseases  States signs and symptoms	explanation  guided classroom discussion  illustration	Learners define Deficiency diseases Malnutrition  State the sign and symptoms of a) Kwashiorkor b) Marasmus	Assertiveness  Acre  Creative thinking  Appreciation	Text book	Mk Bk 4 page 109  Comprehensive Bk 4 page 142  integrated syllabus page 9-11	
	3  A n d 4			Other deficiency diseases A Vitamin A B night blindness B1 Beriberi B2 pellagra C scurvy D Rickets Iodine goiter Iron anaemia	-Identifies other deficiency diseases -States signs and symptoms -Matches deficiency diseases with the	Identifies other deficiency diseases States signs and symptoms	explanation  guided discussion  illustration	Matching deficiency diseases with the food values	Creative thinking  Appreciation  Effective commu	Text books	MK sciBk 4 Page 110 Comprehensive Bk 4 page 144 and	

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						food values				nication Responsibility		other text books  Fountain Bk 5 page 179  integrated sci syllabus page 9-11	
	5 a n d 6			Food hygiene	<p>Definition of food hygiene and contamination</p> <p>Ways food gets contaminated Handling it with dirty hands Keeping it in dirty containers Leaving food to contact with flies Serving food in dusty / dirty surrounding`</p>	<p>-Defines food hygiene and contamination</p> <p>-Gives ways of how food is contaminated</p>	Identifies ways in which food is contaminate	<p>explanation</p> <p>guided discussion</p> <p>illustration</p>	<p>Defining</p> <p>Giving ways in which food is contaminated</p>	<p>Creative thinking</p> <p>Appreciation</p> <p>Effective communication</p> <p>Care</p>	Chalk board illustration	<p>Comprehensive Bk 3 page 3 page 97</p> <p>integrated sci syllabus page</p>	

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										Respon sibility			
4	1 a n d 2				<b><u>How to prevent food from getting contaminated</u></b> Covering food Serving in a clean environment Serving in clean containers Serving with clean hands	-Identifies hygiene and contamination  -Gives the ways food is contaminated	Identifies how to prevent food from getting contaminated	demonstration  explanation  guided discussion	Identifying	Care  Respon sibility	Chalk board illustration	integ rated sci syllab us page 9-11	
	3 a n d 4			Food preserv ation	Definition of food preservation <b><u>Ways of preserving food</u></b> Sun drying salting, pasteurization. Smoking, refrigeration, <b><u>Reasons why food is preserved.</u></b> To avoid wastage For future use	The learner;  -Defines food preservati on  -Mentions ways of preserving food	The learner Identifies new words Spells and reads new words correctly	explanation  guided demonstrati on	Defining  Mentioning  Giving reasons for preserving food	Creativ e thinkin g  Apprec iation  Effectiv e commu nicatio n	Preser ved food	Comp scibk 3 page 97  integ rated sci syllab us page 9-11	
<b>LEARNING OUTCOME: THE LEARNER LOCATES AND NAMES THE MAJOR ORGABBS OF THE HUMAN BODY, APPRECIATES THE IMPORTANCE OF THE MAJOR ORGANS OF THE HUMAN BODY</b>													
	5 a n d 6			Main body (Eye)	<b><u>Major organs of the body:-</u></b> eyes, brain, ears, stomach, bladder, heart, lungs, liver, kidney The eye Diagram	-Names different body organs -Draws the eye	Reads and writes names of body organs	observation  illustration  explanation	Identificati on of the major organs of the body	Drawin g the eye  Stating the	A chart showi ng the eye	Comp reBk 6 page 135	

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					Functions of the eyes Part of the body Head trunk	-States the function of the eye				functions of the eye		integrated syllabus page 11-12	
5	1  A N D  2			The brain	Definition of the brain  Diagram showing the location of brain Functions of the brain  -it controls all the other body organs -it receives and stores information -it interprets messages	-Defines brain States the functions -Draws the diagram showing the location of the brain	Describes the brain Draws the diagram showing the location of the brain	guided discussion  explanation  discovery  think pair and share	Defining  Drawing  Giving functions of the brain	Effective communication  Creative thinking	A chart picture	Comp rebk 6 page 135  integrated syllabus page 11-12	
	3 A N D  4			The ears	Functions of the ear/ ears.  Location of the ears. (diagram)    It is a sense organ for hearing	-Gives the functions of the ears -Draws diagram to show the location of the ears on the body	Uses simple English to give the functions of the ear  Draws the diagram to show the location of the ears on	think pair and share	Stating  Drawing	Decision making  Appreciation  Self awareness  Care	Chart board	Comp reBk 6 page 138  integrated syllabus page	

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						the human body					11-12	
	5 A N D 6			The stomach	The stomach Describing stomach Location of the stomach Functions of the stomach - Stores food - Produces gastric juice - Produces hydrochloric acid	- Describes the stomach Draws the diagram showing the location of the stomach - Gives the functions of the stomach	The learner Uses simple English to give the functions of the stomach Identifies new words	guided discussion explanation  discovery illustration observation	Stating the functions Drawing diagram Spelling and reading new words	Effective communication  Decision making  Self awareness	A chart showing the location of the stomach	Comp Bk 4 page 152  integrated syllabus page 11-12
6	1 A N D 2			Lungs	Functions of the lungs Location of the lungs Diagram showing the location of the lungs	-Identifies functions of the lungs	Explains the functions of the lungs  Draws diagram of the lungs	explanation  discovery  think pair and share	Identifies the function  Drawing diagrams  Spelling and reading new words	Critical thinking	A chart pictures	integrated syllabus page 11-12
	3 A N D 4			The heart	Describing the heart  Diagram showing the location of the heart  Functions of heart	-uses simple English to describe the heart -Draws the heart		describing the heart  stating the functions of the heart		critical thinking	chart pictures	integrated syllabus page

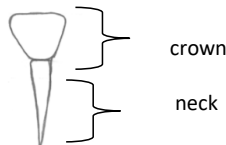
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						-Think pair and share  - Explanati on		drawing the structure of the heart				11-12  link scibk 4 pg 60	
	5  A N D 6			KIDNEY S	Located in the abdominal cavity  Removes wastes from blood by filtering  Diagram showing location	-States the function of the kidney  -Draws diagram showing the location of the kidney	Explains the importance of the kidney  Draws the diagram Spells the diagrams Spells the diagram  Spells and reads the new words	discussion  discovery  explanation	Giving the function of the kidney Drawing spelling of reading and spelling new words	Effectiv e commu nicatio n  Creativ e thinkin g  Critical thinkin g	Chart pictur es	integ rated sci syllab us page 11-12  link sci bk 4 pg 60	
7	1  a n d 4 2			Urinary bladder	Located in lower abdominal cavity Stores urine for a short time. Diagram showing the location of bladder	The learner; -Gives the function of the bladder -Draws diagrams showing the location	The learner Explains the importance of the bladder  Draws the diagrams  Spells and reads the new words	explanation  illustration  discussion  discovery	Locating the bladder  Stating the function of the bladder  Drawing the diagrams	Decisio n making  Confid ence  Self awaren ess	Chart pictur es	integ rated sci syllab us page 11-12  link scibk	

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						of the bladder			Spelling and reading new words	Fluency Creative thinking Care Self esteem		4 pg 61	
	3 A N D 4			Liver	Describing the liver Location of the liver Functions of the liver	- Describes liver Draws the liver  -States the functions of the liver	Uses the simple English to describe the liver  Gives the importance of the liver  Spells and reads new words correctly	explanation discussion discovery	Locating the liver  Stating the function on the liver Drawing Spelling and reading new words	Self esteem  Acceptance	Chalk board illustration  Chart pictures	integrated syllabus page 11-12	
<b>LEARNING OUTCO: IDENTIFIES THE CHARACTERISTICS AND FUNCTIONS OF DIFFERENT TYPES OF TEETH, TAKES CARE OF HIS/HER TEETH, DESCRIBES DIFFERENT DISEASES OF TEETH</b>													
	5 A n d 6			The teeth	Sets of teeth Milk teeth Permanent teeth	- Describes sets of teeth Milk Permanen t	Names the sets of teeth  Draws arrangement of teeth in the jaw	illustration observation explanation discussion	Identifying  Naming  Drawing		A chart of teeth	Mk Bk 4 page 115  integrated	

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						-Identifies the sets of teeth  - Illustrates their arrangement		think pair and share				sci syllabus page 13-14	
8	1  A n d  2			Types of teeth and their arrangement	Types of teeth a) Incisors    b) canines c)Premolars    d) Molars incisors        = 4 canines         = 2 premolars      = 4 molars          =6 = 16 x 2  = 32	The learner; -Identifies the types of teeth  -Draws the arrangement of the teeth in the jaw	The learner Names types of teeth  Spells and reads the new terms correctly	observation  discussion  illustration  explanation	Identification on Naming Drawing  Spelling and reading new words	Critical thinking  Creative thinking  Self esteem	Chart pictures	Mk Bk 4 page 115  integrated sci syllabus page 13-14	
	3  A n d  4			Regions of teeth	Regions of the tooth. The crown The neck The root  <b>Diagram</b> 	-Identifies the region of the region -Explains the regions of the teeth  -Draws tooth and show he	Names the regions of the tooth  Spells and reads new words correctly  Draws the tooth region	think pair and share	Identifies  Drawing  Naming the regions of the teeth		A chart showing the region of the teeth	Comprehensive book 4 page 158 integrated sci syllabus	

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					root	regions of the teeth						page 13-14	
	5 a n d 6			Function of types of teeth	<b><u>Functions of teeth</u></b> Incisors –cutting food Canines – tearing meat/ fresh Premolars – grinding food Molars – chewing food Drawing the different types of teeth and describing each of them	-Identifies the functions of different teeth different types of teeth f s oh. -Draws the structure	Uses sentences to explain the functions of different teeth	think pair and share	Identificati on pf the functions of different types of teeth Drawing different types of teeth	Decision making	A chart showing different types of teeth	Comprehensive Bk 4 page 159 Mk Bk 4 page 116 integrated syllabus page 13-14	
9	1 a n d 2			Teeth diseases and disorders	<b><u>Tooth diseases</u></b> Dental caries, gingivitis Dental cavity Dental plaque <b><u>Tooth disorders</u></b> Broken teeth Cracked teeth Improper growth of teeth Poor dentition	-Identifies tooth diseases and disorders	Names tooth diseases and disorders Spells and reads new terms	think pair and share	Identifying teeth diseases and disorders		Tooth brushes	Text books MK scipg 118 integrated syllabus page	

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											13-14	
	3 a n d 4		Caring for teeth	<b><u>Caring for teeth</u></b> -Brushing after every meal. -Flossing, rinsing -Reducing on sweetened foods -visiting a dentist after every 6 months -oral health	- Discusses ways of caring for teeth  - Demonstration  -Ways of brushing teeth	Discusses the ways of caring for teeth  Tells stories on experiences remaining bad teeth	demonstrati on  guided discussion  explanation  think pair and share	Demonstra ting teeth  Identifies ways of caring for teeth	Tooth brush Tooth paste1	Decisi on makin g  Self aware ness  Self esteem  Empat hy	Text book s  integ rated sci syllab us  page 13-14	
<b>LEARNING OUTCOME: LOCATES AND NAMES THE MAJOR ORGANS OF THE HUMAN BODY.</b> <b>APPRECIATES THE IMPORTANCE OF THE MAJOR ORGANS OF THE HUMAN BODY</b>												
	5 a n d 6	S A N I T A T I O N	PROPE R SANITA TION	<b><u>Sanitation</u></b> is the general cleanliness of one's body and environment.  <b><u>Importance of proper sanitation in the environment</u></b> Helps to keep away germs Makes the environment look clean and beautiful. Helps to keepi away bad smell <b><u>Elements of sanitation</u></b> Personal hygiene Safe storage of food Proper disposal of rubbish	The learner; -Defines sanitation Gives the importance of sanitation  -Identifies elements of sanitation	The learner Identifies new words  Spells and pronounces new words properly	explanation  discovery  discussion	Defining sanitation  Identifying  Listening  Mentioning	Critical thinkin g  Effectiv e commu nicatio n	Dust bin Soap Water Broom	integ rated sci syllab us  page 15-16	

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					Proper disposal of human waste and safe water								
10	1 and 2				<b><u>Requirements of clean home and their importance</u></b> A latrine / toilet A rubbish pit A food store A plate stand A bathroom A kitchen	-Mention the requirements of a clean home and their importance	Identifies the requirement of a clean home and their importance	discovery discussion illustration demonstration gallery walk	Listening the requirements  Identifying	Critical thinking  Effective communication	School environment	integrated syllabus page 15-16	
	3 and 4			Germ	Germs are tiny living organisms that cause diseases <b><u>Types of germs</u></b> Bacteria, fungi, virus, protozoa How germs are spread Where germs are found	-Defines germs  -Gives types of germs  -Tells how germs are spread and where they are found	Identifies new words  Spells and reads them correctly	question and answer	Defining Listing  Reading new words		Chalk board illustration	integrated syllabus page 15-16	
	5 and 6			The 4 F's	The 4F's include Faeces Flies Food Fingers	The learner; - mentions the 4F's in the	The learner identifies the correct order of 4F's	explanation  guided discussion  illustration	Identifying	Creative thinking  Concern	Chalk board illustration	integrated syllabus page	

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						spread of germs		think pair and share		Effective communication Responsibility		15-16	
11	1			How to protect against germs	Cover left over food Carry out proper disposal of human wastes Wash hands before eating Wash hand after visiting the toilet/ latrine Wash and iron clothes regularly to kill germs	-Gives the ways of how to protect against germs	Gives the ways of to protect against germs		Listening		Chalk board illustration	integrated syllabus page 15-16	
	2			How germs cause rotting	When living things die sometimes they start to rot	-Tells how germs cause rotting	Identifies new words  Spells and reads them correctly	Explanation  Discussion  Observation	Creative thinking	LEFT OVERS	Text books	integrated syllabus page 15-16	
	3 and 4			Diseases spread through air	These are also called air borne disease Examples T.B, diphtheria, pneumonia, influenza measles etc <u>contagious disease</u> these are diseases spread through contact e.g ring worms scabies athletes foot	-Defines air borne diseases  -Gives examples of air borne diseases	Identifies new words  Spells and reads new words	Explanation  Discussion	Defining Identifying  Giving examples  Body contact diseases	Critical thinking  Care  Effective commu	Text books	integrated syllabus page 15-16	

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					leprosy, AIDS, Ebola, Murbag, Fever, etc etc	-Gives examples of contagious diseases				nication Appreciation			
	5 a n d 6			Disease spread through contaminated water	They are also called water borne diseases Example biliharzia, typhoid	Defines water borne diseases Gives examples of water borne diseases	Identifies new words  Spells and reads new words	Explanation  Discussion	Defining  Identifying	Critical thinking  Care  Effective communication  Appreciation	Text books	integrated syllabus page 15-16	