



P.5 ART SCHEME OF WORK FOR TERM III

E.L.O: The learner is able to appreciate the importance of paying taxes.

| W K | P D | TOPIC | S/T OPI C | SUBJECT | LAUNGU AGE | CONTENT | METHOD S AND TECHNI QUES | ACTIVI TIES | indicato rs of skills and values | T/L AIDS | REF | R E M |
|--------|--------|--------------|-----------------|--|---|--|--|-------------------------------------|---|------------------------------------|---|-------------|
| 1 | 1 | taxatio n | tax | the learner -defines tax -taxation - governmen t -explains the uses of tax | The learner -spells new words -writes sentence s about taxation | <u>taxation</u> <u>definition of terms</u> a) Tax –money paid to the government to pay for public services b) taxation- is the process through which the government obtains money from eligible persons c) government –a group of people entrusted with authority to rule a country | guided discussio n explanati on question and answer | identify ing uses of taxes | effectiv e commu nication fluency critical thinkin g creative thinkin g | chalk board illustr ation | Prima ry five curr self 2 page 126 - oxfor d advan ced learn ers | |

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| | | | | | | d) revenue – money that the government receives from taxes. -uses of taxes -for constructing schools, roads, hospitals etc -for buying drugs etc | | | | | dictionary |
| 2 | 1 | | tax collecting bodies | the learner -identifies the different tax bodies -identifies types of taxes collected | The learner -writes sentences about tax collection bodies -spells new words | types of taxes -V.A.T –value added tax -graduated tax tax collecting bodies URA – UGABDA Revenue Authority -KCCA – Kampala Capital city Authority -municipal councils -local markets authorizes | discover y brain storming explanation | discussing tax collection bodies | decision making creative thinking appreciation | c/b board illustration | Primary Five curr set 2 page 126 |
| The learner is able to carry out a market survey | | | | | | | | | | | |
| 3 | 1 | market survey | market survey | the learner -tells the meaning of a market survey -studies types of informa | the learner -spells new words -reads sentences about market survey | market survey is a collection of information from existing and potential customers that can be used to make business decisions Market: an area where people buy and sell goods b) survey – an | guided discussion question and answer | explaining the meaning of different words | effective communication fluency decision making | chalk board illustration | Primary Five curr set 2 page 127 |

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| | | | tion to be collected | | investigation of opinions, behaviour, etc of a group of people done by asking them questions c) product - what has been produced d) customer – A person or organization that buys something from store, shop or business. | | | | | | |
| 4 | 1 | designing a market survey | the learner – describes techniques of gathering information | the learner -spells new words -designs a survey guide | <u>types of information to be collected.</u> -goods and services available -products sold in the market -prices of different goods and services -goods and services not available but needed by the people -techniques of gathering information -questionnaire -interviews -field study -resource persons | guided discussion guided discovery question and answer | designing a market survey | -group work - decision making - effective communication -fluency -critical thinking – paper -news | paper newspapers magazine chalk board illustration | Primary Five curriculum set 2 page 128 | |

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| | | | | | | | | | papers - magazines -chalk board illustration | | |
| 5 | 1 | | assessing and interpreting information and identifying business opportunities | The learner - assesses and interprets information collected - identifies business opportunities | The learner -tells stories about market surveys | -collecting information -sending learners to collect information -discussing information collected -identifying business opportunities | guided discussion Question and answer brain storming | discussing survey results | critical thinking effective communication creative thinking | chalk board illustrations | primary Five curr set 2 page 128 |
| 6 | 1 | making clay pots | types of pots | the learner - identifies | The learner -uses sentence | types of pots -water pots -beer pots -flower pots | guided discussion | identifying types of pots | critical thinking | pots | P.5 curr set 2 page |

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| | | | es various pots -states the uses of pots | s to describe the uses of pots | -decoration pots -cooking pots uses of pots -for cooking -for fetching water - for storing food -for decoration -for planting flowers -for taking local beer e.g malwa | discover y question and answer | and uses | creative thinkin g decision making appreci ation | | 130 | |
| 7 | 1 | | drawin g and shading a pot | the learner -draws and shades a pot | the learner -uses sentence s to describe the pot drawn | a pot guided discussio n discover y question and answer | drawin g and shading a pot | accurac y creative thinkin g creativi ty | pots chalk board illustration resour ce perso n pencil | P.5 Curr set 2 page 130 | |
| 8 | 1 | | drawin g and cutting a pot | The learner -draws a pot -cuts out the stensil | The learner -uses sentence s to explain steps used in | -drawing and cutting a pot -drawing -cutting stencils demonst ration guided discussio n brain | drawin g and cutting stensils | creativi ty appreci ation | manill a paper s pencil razor | P.5 Curr set 2 page 130 | |

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| | | | | | drawing and cutting stencils of a pot | | storming | | | blades | |
| 9 | 1 | painting a pot | painting a pot | the learner -paints the pots cut on the stencils | the learner | -painting -pasting and painting the -cut pots on the stencils | demonstration | pasting and painting | creative thinking 'creativity appreciation | paint stencil paint brush | P.5 curr set 2 page 131 teacher's collection |
| 10 | 1 | care and cleaning of surfaces and equipment | types of surfaces and materials | The learner -spells new words -lists types of surfaces and materials/ equipment in a home | The learner -uses to describe s surface and equipment | <u>types of surface</u> -earthen -cement -wooden -glass plastics tiles etc <u>cleaning materials and equipment's</u> -soap, detergents, polish vanish, disinfectants e.g vim, jik, etc cleaning equipments -brooms, brushes, sand, steel wool, etc | guided discussion question and answer brain storming | discussing identifying types of surface materials and equipments | critical thinking "effective communication fluency | The environment chalk board illustration | curr set 2 page 132 teacher's collection |

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| 1 | 1 | | | The learner - describes various method of cleaning surfaces | The learner -spells new words -reads and writes sentences about cleaning sentences | <u>methods of cleaning surfaces</u> -sweeping – mopping dusting -rinsing -scrubbing -drawing some cleaning equipments e.g brush, mopping rags | guided discussion question and answer brain storming | discussing how to clean surfaces | critical thinking creative thinking effective communication | chalk board illustration | P.5 curr set 2 page 133 |
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