***PRI*MARY FIVE SCIENCE SCHEME OF WORK FOR TERM 1**

LO: The learner is able to know and use basic and scientific knowledge and skills in the management of poultry and vices.

WK	PD	THEME	TOPIC	S/TOPIC	SUBJECT	LANGUAGES	CONTENT	METHODS	ACT	L/SKILLS	T/L AIDS	REF	
1	1 & 2	**SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION**	**KEEPING POULTRY AND BEES**	**Importance of keeping poultry**	The learner: - describes poultry. - explains poultry keeping. - gives examples of poultry. - explains terms used in poultry.	The learner: - reads and spells words correctly. - writes sentences about poultry	**POULTRY** All domestic birds kept for a purpose. Poultry keeping – the rearing and management of domestic birds/fowls. **Examples of poultry.** - chicken - geese - ducks - guinea fowls - turkeys – pigeons **Terms used in poultry keeping** Hen – adult female Cock – adult male Chick – young one Capon-castrated male. Cockerel, pullet, brooding, culling, moulting, brooder,	Explanation Guided discussion Market stall	Defining terms Identifying examples of poultry.	fluency asking questions analysing taking a decision care concern	Pictures in text books	Comprehensive science book 5 page 1. Fountain int science book 3 page 1 P.5 curriculum page 22	

					- gives importance of poultry.		broilers, layers, incubator, incubation. **Importance of keeping poultry.** - we get eggs & meat. - source of income - feathers						
	3 & 4			**External parts of a domestic fowl.**	The learner: - draws and labels parts of a domestic fowl. - gives functions of each part.	The learner: - names parts of a domestic fowl/bird. - spells new words correctly	**THE EXTERNAL PARTS OF A CHICKEN** • Functions of some parts • Physical differences between a cock and a hen **Uses of feathers.** Types of feathers Quill feathers, body down feathers/filoplume	Guided discussion demonstration Question and answer	Drawing and labelling parts of a domestic bird.	fluency asking question	Wall charts	Mk Int. Science book 5 page 7 P.5 curriculum page 22	
	5 & 6			**Breeds of chicken.**	defines a bread of chicken. gives x-tics of each type of breed. gives examples of breeds.	The learner: - writes sentences about types of chicken - reads and spells new words correctly.	**BREEDS OF CHICKEN** A breed of chicken is a family/clan of chicken having common x-tics. a) Local breeds b) Exotic breeds Characteristics of each breed. Examples of each breed.	Guided discussion Explanation Question & answer	Identifying breeds of chicken.	analysing facts	Chalkboard illustration e-learning	Fountain .Int. Sci book 5 Comp sci book 5 Mk Int. sci book 5 P.5 curriculum pg 22	

2	**1 & 2**			**Types of chicken**	The learner: - defines a type of chicken. - identifies the types of chicken and the purpose for which they are kept.	The learner: - writes sentences about types of chicken.	**Types of chicken.** A class of chicken kept for a specific purpose. - Layers for -egg production - Broilers for meat production. - Dual purpose for both meat and egg production. Examples Broilers - light sussex - ply mouth rock **Layers** - white leghorn - brown egger **-** ancona Dual purpose - Rhode island red.	Guided discovery Explanation Think pair share Question & answer	Defining types of chicken. Identifying types of chicken	analysing facts love care concern	Pictures in text books.	Fountain Int. Science book 5. Comp. Int. Science book 5 Mk Int. Science book 5 P.5 curriculum pg 22	

	3 & 4			**Feeding chicken**	The learner. - gives reasons why we should chicken. - lists food values needed in birds feeds. - draw feeding apparatus. - identifies the types of chicken mash.	The learner. - tells stories about feeding chicken. - spells new words correctly.	**FEEDING CHICKEN** **Reasons** - for growth. - to lay many eggs. - to keep birds healthy. Food values needed by birds. proteins, carbohydrates, fats, mineral salts, vitamins. **<u>Feeding equipment</u>** Feeding trough Drinking trough Table showing types of mashes. - chick and duck mash - Broilers mash - Layers mash - Growers mash.	Guided discovery Guided discussion Explanation Brain storming	Identifying types of feeds. Drawing	fluency asking questions love care concern	Feeding apparatus Mash	MK Int. Book 5 Comprehensive science book 5 Fountain Int. science book 5 P.5 curriculum page 22	
	5			**The digestive system of a fowl.**	The learner: - draws and labels the diagram of the digestive system of a fowl. - states the function of the parts.	The learner: - names parts of the digestive system of a fowl. - spells new words correctly. - reads & writes sentences about	**The digestive system of a bird. (diagram)** Functions of each part. a) beak b) stomach c) caeca d) crop	Observation Guided discussion Brain storming	Drawing and labelling parts of the digestive system of a bird.	articulation asking questions fluency	A chart showing parts of the digestive system of a bird.	Comprehensive science bk 5 Fountain Int. science bk 5 P.5 curriculu	

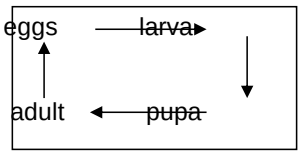
						digestion in birds.	e) colon f) ileum i) gullet g) vent h) gizzard					m page 22	
	6			**Parts of an egg.**	The learner: - explains how birds reproduce. - draws and labels the structure of an egg. - states functions of each part.	The learner: - names parts of an egg. - shares experiences about eating eggs. - reads and spells words correctly.	**REPRODUCTION IN BIRDS.** Birds reproduce by laying eggs. **<u>Formation of an egg</u>** **<u>Parts of an egg.</u>** Structure of an egg showing the development of an embryo. **Functions of parts.** egg shell, chalaza, egg yolk, germinal disc, albumen, air space.	Guided discussion Practical approach	Drawing parts of an egg.	asking questions care concern	Eggs	Mk. Int. Science book 5 Comp science book 5 Fountain Int. science bk 5 P.5 curriculum pg 22 Supplementary Science pg 150	
3	**1 & 2**			**Incubation**	- defines the term incubation. - identifies types of incubation. - states advs and disadv of each type of incubation. - draws an incubator.	The learner: - draws an egg. - spells words correctly.	**Incubation.** Process of providing eggs with necessary conditions to hatch. • Incubation period • Qualities of a good egg to be incubated • Egg candling a) **Natural incubation.** - Definition - Advantages and disadvantages. b) **Artificial incubation.** - Definition	Guided discovery Think share pair	Identifying types of incubation advantages and disadvantages.	Effective communication Critical thinking	Chalkboard illustration	Comprehensive science book 5. P.5 curriculum page 22	

							- Advantage and disadvantages. - Diagram of an incubator.						
	3 & 4			**Brooding**	- defines brooding. - identifies types of brooding. - states advantages and disadvantages. - identifies types of broods.		**BROODING** - Definition - Types of brooding. a) Natural b) Artificial Advantages and disadvantages Types of brooders Structures of brooders	Guided discovery Brain storming	Identifying types of brooding	Effective communication Critical thinking	Chalkboard illustration e-learning	Comprehensive Science book 5 P.5 curriculum page 22	
	5 & 6			**Systems of poultry keeping**	The learner: - lists down systems of poultry keeping. - states advantages and disadvantages of each.	The learner: - shares experiences about the systems of poultry keeping. - writes sentences about the systems of rearing poultry.	**SYSTEM OF POULTRY KEEPING.** a) Free range system. - Definition - Advantages - Disadvantages b) Deep litter system - Definition - Advantages - Disadvantage	Guided discovery Guided discussion Explanation Brain storming	Identifying systems of poultry keeping.	Critical thinking Guided discussion	Chalkboard illustrations	Fountain Int. science book 5 Comprehensive science bk 5 P.5 curriculum page 22	
4	**1 & 2**			**Systems of keeping**	The learner: - lists down systems of poultry keeping.	The learner: - shares experiences about the systems of	c) Fold pen system. - definition - advantages - disadvantages	Guided discovery	Identifying systems of poultry keeping	Critical thinking	Chalkboard illustration	Fountain It. science book 5	

				poultry	- states advantages and disadvantages of each.	poultry keeping.	d) Battery cage system - definition - advantages - disadvantages	Guided discussion Explanation		Effective communication Decision making		Comprehensive science book 5 P.5 curriculum pg 22	
	3 & 4			**Poultry vices**	The learner: - defines fowl/ poultry vices. - gives examples of vices. - states causes of vices. - states effects of vices. - suggests ways of controlling vices.	The learner: - tell stories about poultry vices - spells new words correctly - writes sentences about vices	**Poultry Vices** - defining vices **Examples** egg eating, toe pecking, cannibalism, feather pecking. **Causes** - lack of feeds - boredom - over crowdedness. **Effects of vices** - death of birds - loss of eggs - financial losses **Prevention of vices** - regular egg collection - hanging greens - providing enough feeds.	Guided discovery Guided discussion Brain storming Gallery walk	Identifying vices in poultry and how to control them.	Critical thinking Effective communication Decision making	Chalkboard illustration	Fountain Int. science book 5 Comprehensive science book 5 P.5 curriculum page 22	
	5 & 6			**Poultry diseases**	The learner: - identifies poultry disease - states causes of poultry diseases.	The learner: - spells names of diseases. - reads & writes sentences about diseases.	A table showing diseases, causes, signs/symptoms and **Prevention/control/treatment.** Diseases - coccidiosis - fowl pox - fowl typhoid - black head - pneumonia	Guided discussion Explanation	Identifying poultry diseases	Problem solving Effective communication	Chalkboard illustration	Fountain Int. science book 5 Comprehensive science book 5	

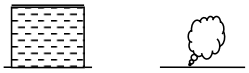
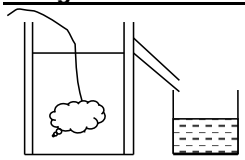
					- suggests ways of controlling poultry diseases.		- gumboro • Parasites in poultry • Types of parasites • control	Question and answer		Critical thinking			
5	**1**			**Management of poultry (chicken)**	The learner: - identifies management practices on a poultry farm.	The learner: - uses words and sentences to describe farm records. - spells words correctly.	**Management of poultry.** - proper feeding - housing - pest and disease - control e.g. spraying, dusting, vaccination. - regular egg collection - keeping records. - starting a poultry unit	Guided discussion Explanation	Identifying poultry management practices	Critical thinking Problem solving Effective comm	Chalkboard illustration	Fountain Int. science book 5 Comprehensive science book 5	
	2 & 3			**Keeping records.**	The learner: - defines farm records. - identifies types of records kept on a poultry farm. - states reasons for keeping records.	The learner: - uses words and sentences to describe farm records.	**Record keeping** **Farm records** - Written information about all activities carried out on a farm. Types of records - Health records - Flock records - Feeding records - Production records - Sales and expenses records. Importance of records. - enables farmers to plan - enables farmers to know expenditure. Reasons	Guided discussion Brain storming	Identifying types of records and importance	Critical thinking Self esteem Creative thinking	Chalkboard illustration	Comprehensive Science book 5 page 29	
	4 & 5		**Bee keep**	**Bee keeping**	Defines terms related to bee keeping.	The learner: - tells stories about bee keeping	**Bee keeping** • social and solitary insects Defining terms related to bee keeping.	Discussion	Identify kinds of bees.	Critical thinking	Decision making	Comp science book 5	

			ing Poultry keeping		Identifies the kinds of bees. Identifies the types of bees in a hive.	- reads& spells words correctly.	Apiary, apiculture, colony, swarm, swarming. **Importance of bees** **-** provide honey - pollinate- provide wax - flowers of plants	Guided discovery Observation.	Identifies types of bees. Give reasons why people keep bees	Self esteem Creative thinking	Problem solving		
	6			**Groups and types of bees**	Identifies the types of bees and their characteristics. States the roles of the bees. Draws types of bees.	The learner: - draws diagrams correctly - explains roles of the different bees. - writes sentences about each type of bee.	**<u>Groups of bees</u>** - Solitary bees - Social bees **<u>Types of bees</u>** Queen, drone, worker bee. **<u>Reasons why people keep bees.</u>** Honey bee wax pollen The queen. Its x-tics The drone. Its x-tics The worker. Its x-tics The role of the different types of bees	Guided discussion Discovery	Identify the types of bees. Drawing types of bees. Stating their x-tics and roles in the hives	logical thinking	Charts	Mk science book 5 Fountain science book 5	

6	1 & 2		**POULTRY AND BEE KEEPING**	**Swarming**	Defines the terms; Swarm Swarming Identifies reasons why bees swarm.	The learner: - reads text about swarming in bees.	**Swarming** Definition Reasons whybees. swarm, death of queen - Infertility of queen - Leaking hives - Direct sunshine	Observation Discussion	Define swarming Give reasons for swarming	Decision making Problem solving Logical thinking	Chalkboard illustration	P.5 curriculum page 22	
	3 & 4			**Siting a hive and stock iest a hive**	Explain how these are done. Siting a hive Stocking a hive Feeding bees.	The learner: - talks about siting and stocking a hive.	Explain how these are done. - Siting a hive - Stocking a hive - Feeding bees	Guided discovery Discussion Explanation	Define stocking a hive siting a hive.				
	5			**The life cycle of a honey bee**	Draws and identifies the stages of a honey bee.	The learner: - draws and labels life cycle of bees correctly.	The life cycle of a honey bee. 	Discussion	Drawing labelled life cycle of honey bee	Creative thinking	Chalkboard illustration	Comp science book 5 Fountain science book 5.	
	6 & 7			**Bee hives**	Identifies the types of bee hives. Draws the bee hives.	The learner: - names types of hives. - spells, pronounces	**Types of bee hives** **Defining a hive** **Traditional bee hives** Kigezi (diagrams) Dug out log hive **Modern Hive**	Think pair and share Explanation	Identify types of hives	concern asking questions	Charts		

					States the advantages of the different bee hives.	new words correctly - draws the hives	**Top bar hive** – diagrams - advantages **Box hive** - diagrams - labelling - brood chamber - honey chamber - queen excluder	Brain storming		care			
	8 & 9		**POULTRY AND BEE KEEPING**	**Harvesting Honey**	Lists down the steps of harvesting honey. Draws and shows the gear used for harvesting honey. Explains how to extract	The learner: - explains how to harvest honey and how to extract honey.	Harvesting honey. Listing the steps of harvesting honey. **A person ready to harvest honey.** **How to extract honey**. i) floating the wax method. ii) preserving the honey method iii) centrifuging method ➢ enemies of bees ➢ products from bees ➢ uses of each product	Observation Illustration Discussion unit test	List down steps of harvesting honey. Explain how to harvest honey.	fluency	Decision making Problem solving	Comp science book 5 Mk science book 5	
LO: The learner is able to know standard units for measuring mass, weight and volume and use correct instruments to measure mass, weight and volume.													
7	1 & 2		**MEASUREMENTS**	**Length**	Defines terms Measurement Length Identifies units for measuring length	The learner: - talks about measuring different objects. - uses the correct English words to	**MEASUREMENT** Measurement –definition • definition of terms **Length** Units for length **Items for measuring length.**	Explanation Practical approach	Define terms Identify units for length Measuring length of desk,	Effective communication	Rulers Yard sticks Furniture	P.4 comprehensive page 203	

					Mention items used to measure length	compare measurements.	Foot ruler, metre ruler, measuring tape, hand span stride, yard stick. **Measuring length** Book, desk, classroom, school.	Guided discovery	book, classroom, compound	Logical thinking	Environment		
	3			**Area**	Defines the term area. Measuring and calculating area	The learner: - explains how we can calculate the area of a figure.	**Area** Space occupied by a closed figure. Calculating area of squares, rectangles		Define area Calculating area	fluency asking questions			
	4			**Volume (regular objects)**	Defines the terms Volume Regular objects Calculates the volume of regular objects, cubes, cuboids.	The learner: - draws common closed figures. - explains how we calculate the volume of the cubes and cuboids.	**VOLUME definition** Calculating volume of cubes and cuboids e.g V =SxSxS 2cm =2cmx2cmx2cm = $8cm^3$ V = LxWxH 1cm =3cmx2cmx2cm 2cm ($6cm^2$)x1cm 3cm = $6cm^3$	Demonstration Illustration	Defining terms Calculating volume	audibility asking question	Problem solving Decision making	Comp science book 4	
	5 & 6			**Volume of irregular objects**	Identifies method used to measure volume of irregular objects.	The learner: - names the methods used. - explains how the	**<u>Volume of irregular objects. Using a measuring cylinder.</u>**	Discussion	Measuring volume of irregular objects	analysing facts asking questions	Creative thinking	Fountain science book 4	

					Identifies steps used when using only the measuring cylinder.	method works.	 List down steps V = level 2 – level 1 40cc – 30cc = 10cc	Explanation				Measuring cylinder	
8	1 & 2				Uses the over flow can to measure volume of irregular objects.	The learner: - explains how to use the displacement method with an over flow can.	**<u>Using an over flow can.</u>**  Volume = 20cc	Observation Group work Experimentation	Explaining how to use displacement method	analysing	Over flow can		
	3		**MEASUREMENTS**	**Weight and mass**	Defines the term weight. Gives the determinants of weight. States the units of weight.	The learner: - names devices for measuring weight.	**Weight** Weight is the gravitational forceacting on an object. **<u>Determinants of weight.</u>** Size, material, Pull of gravity. **Units of weight** Newtons (N)	Observation Discussion Illustration	Define weight Drawing instrument or measuring weight	finding different things		Comp science book 4	
	4 and 5			**Mass**	Defines the term mass. States the units of mass. Gives and draws the	The learner: - shares experiences about mass and weight. - draws weighing instrument.	**Mass** Mass is the amount of matter in an object. **Units of mass- grams** (standard) Kilograms, milligrams, centigrams etc.. Instruments of measuring mass.	Explanation Guided discovery	Define mass. States units of mass. Draws and name instrume	logical reasoning initiating new ideas	real objects	Fountain science book 4 Mk science book 4 Scales	

					instruments for measuring mass.		**Set of scales** Beam balance Scale balance Differences between mass and weight		nts for mass			Charts	
8	6			**Density**	Defines the term density. States the formula for density.	The learner: - explains how to calculate mass, density and volume.	**Density** Mass of an object per its unit volume. Formula density = mass / volume units – g/cc g/ml calculating numbers on density/mass/volume	Explanation Guided discovery Group work	Define density State units of density Calculate density	evaluating facts		P.4 comprehensive page 203	
	1 and 2				States units for density. Calculates numbers on density.	The learner: - calculates M, D, & W							
9	3 and 4			**Floating and sinking**	Defines terms floating and sinking Gives reasons why objects float on water, why sink in water.	The learner: - shares experiences about floating and sinking objects.	**Floating** . when an object is placed on water and it remains on top. They float because they are less dense than the water. Buoyancy or upthrust **Examples** –rubber, plastic oil, parafin, cork. **Sinking** .when an object is placed on water and it goes down. They sunk because they are denser than water.	Discussion Explanation Guided discovery Practical	Defining floating and sinking. Gives examples of floating and sinking objects.	accuracy fluency making choice evaluating facts	plastic rubber nails kerfs coins paper leaves stones	P.4 comprehensive page 203	

					Gives examples of floating and sinking objects.		**Examples** –stones, rock, metals	approach					
LO: The learner is able to develop more knowledge on immunisation, appreciate the importance of immunisation and actively take part in the immunisation activities.													
	5 and 6		**IMMUNITY AND IMMUNISATION**	**Immunity**	Defines the terms immunity Immunization Vaccines antibodies identifies the types of immunity, Natural immunity artificial immunity gives ways in which we acquire immunity. Mention the importance of immunity.	The learner: - spells terms correctly. - shares experiences about immunisation.	**<u>IMMUNITY AND IMMUNISATION</u>.** Definition of terms immunity, immunisation, vaccines, antibodies, antigens. **<u>Types of immunity</u>** - Natural immunity. - Artificial immunity. **<u>Ways of acquiring immunity</u>**. **Natural** –mother to unborn baby. - breastfeeding - immunity from an illness. - **Artificial immunity** – Immunisation **Importance of immunisation** - Boost immunity. - Reduces lameness in infants. - Reduces infant mortality rate.	Illustration Brain storming Guided discussion	Defining terms Identify types of immunity Give ways of acquiring immunity	taking choice Logical thinking Problem solving	Logical thinking	Comprehensive science book 5 Mk science book 5 Fountain science book 5 P.5 curriculum page 26	
10	1 & 2		**IMMUNI**	**Types of vaccines**	Identifies the types of vaccines.	The learner: - spells and pronounces	**Types of vaccines** - Toxoids - Attenuated living vaccines. - Dead organism vaccines	Illustration	Identify types of vaccines	Problem solving	Chalkboard	Mk science 5	

			TYANDIMMUNISATION		Explains how each of these are made.	terms correctly.	How each of the vaccines are made - **Toxoid**s-toxins from germs are sterlised, treated and injected into the body. **Attenuated living vaccines** - Living germs are weakened and infected into the body. **Dead organism.** - Germs are killed, treated then injected into the body.	Explanation Guided discussion	Explain how the types of vaccines are made.	Decision making Critical thinking	illustration	Comp science 5 Fountain science 5	
	3 & 4			**The immunisable diseases**	Mention the eight childhood diseases. Mention their cause and spread. Identifies their signs and symptoms.	The learner: - recites poems about immunisation. - sings songs about immunisation	**The child hood immunisable diseases.** Diphtheria, Pertussis, Tetanus, Tuberculosis, Measles, Polio, Hep B, Hib, diarrhoea, pneumonia Their causes Their signs and symptoms.	Brain storming Gallery walk	Mention the child hood immunisable diseases Their signs and symptoms. Stating the prevention and control	logical reasoning taking a decision logical flow of ideas audibility fluency	Chalkboard illustration		

	5 & 6			**Example of vaccines, sites on the body and ages when given**	Mention examples of vaccines. Gives the sites where they are given. Mention ages when they are given.	The learner: - tells stories about immunisation	Vaccines, sites on the body and ages when given. Vaccines | Diseases | Age | Site on the body	Role play Dramatisation	Mention examples of vaccines. Identify the sites of vaccines on the body.	Critical thinking Logical thinking	Health card		
11	1 & 2			**Other immunisable diseases.**	Identifies the other immunisable diseases, their cause and spread.	The learner: - sing songs about immunisation.	**Other immunisable diseases.** - Cholera Causes Spread, signs and symptoms. Prevention and control. - Yellow fever - Meningitis - Rubella (German measles) Immunisation sites on a baby	Discussion Explanation	Identify the other immunisable diseases, their causes, signs & control.	fluency confidence	chalkboard illustration	Comp science 4, 5	
	3 & 4			**The child health card**	Identifies the importance of the Child health Card. Identifies the roles of an individual, family and community in	The learner: - dramatizes and role plays situation about immunisation.	**The child heath card.** Content Importance of child health card to family, school, to doctor. Roles of the following in immunisation. a) An individual b) Family c) Community	Dramatisation Role play	Stating the importance of Child Health Card, roles of families and community in immunisation.	effective communication	A child health card	Fountain science 4, 5 Mk science 4, 5	

					immunisation.								
LO: i) The learner acquires knowledge about the organs of the digestive system and what happens to food within the system. ii) The learner appreciates the importance of the digestive organs of the human body.													
	5 & 6		**THE DIGESTIVE SYSTEM**	**Types of digestion.**	Defines relevant terms. i) digestive system ii) digestion iii) alimentary canal Identifies the types of digestion.	The learner: - spells, reads new terms correctly.	**THE DIGESTIVE SYSTEM** Defining terms i) assimilation ii) egestion iii) ingestion a) **digestive system**-group of organs that work together to digest food in the body. b) **digestion**-Break down of food into simple soluble particles that can be used by the body. c) **Alimentary canal** **Types of digestion.** Mechanical digestion Chemical digestion	Guided discovery Discussion Explanation	Define relevant terms, e.g. digestion. Identify types of digestion.	caring evaluating facts logical thinking	Chart of digestive system	P.5 curriculum page 28	
	1 & 2	**HUMAN BODY**	**DIGESTIVE SYSTEM**	**Enzymes**	The learner; - defines enzymes - gives x-tics of enzymes - states the condition under which different enzymes work.	The learner; - spells given words correctly-writes and reads sentences about enzyme. - pronounces words correctly	**ENZYMES** Chemical compounds that speed up the digestion of food in the body. Characteristics of enzymes Conditions	Guided discovery Discussion Explanation	Define relevant terms, e.g. digestion. Identify types of digestion.	caring evaluating facts logical thinking	Chalkboard illustration	Comprehensive Science book 7	

	3 & 4			**Parts of the digestive system.**	draws and labels the digestive system.	The learner: - draws and labels correctly.	**PARTS OF THE DIGESTIVE SYSTEM**	Illustration Observation	Drawing and labeling human digestive system.	Problem solving	A chart of digestive system	Comp science 4 Mk science 4	
	5 and 6			**Functions of the parts.**	- explains what happens to food in the mouth. - explains what happen to food in the stomach.	The learner: - spells new words - talks about digestion in the stomach	**Digestion in the mouth.** Saliva, –salivary amylase Teeth, – chew food Tongue,- rolls food into bolus **Digestion in the stomach** Juice-Gastric, Hcl Enzymes – Renin, Pepsin. Explaining peristalisis.	Discussion	Explains the importance of the parts of the digestive system and what happens in each.	Decision making Effective communication	Chalkboard illustration	Fountain science book 4 P.5 curriculum page	
13	1 And 2				- explains what happens to food in the duodenum. food in the ileum. food in the colon.	The learner: - draws relevant digestive system. - spells new words correctly. - writes sentences about the system.	**Food in the duodenum** Liver –bile-bile salts Bile breaks down fats into tiny drops. Pancreas: Pancreatic juice Trypsin Lipase Pancreatic amylase Food in the ileum. Digestion completed. **<u>Final products</u>** Absorption of digested food. Villi Colon Absorption of water	Explanation Question and answer	Explaining what happens to the food in the duodenum	Logical and critical thinking	Chalkboard illustration	Chalkboard illustration	

							Contents of faeces.						
	3	**HUMAN BODY**	**DIGESTIVE SYSTEM**	**Digestive processes**	The learner: - summarises the digestive processes from the mouth upto the anus.	The learner: - draws a table showing digestive processes.	**A TABLE SHOWING DIGESTIVE PROCESSES.**	Guided discussion Brain storming	Drawing a table	Critical thinking Effective communication	Chalkboard illustration	Comprehensive Science book 7	
	4 and 5			**Diseases and disorders of the digestive system**	- identifies diseases and disorders of the digestive system. - states causes of diseases and disorders. - identifies ways of preventing diseases and disorders.	The learner: - spells names of digestion diseases and disorders. - writes sentences - reads & pronounces words correctly.	**DISEASES AND DISORDERS OF THE DIGESTIVE SYSTEM** **Diseases** - Cholera - Typhoid - Appendicties - Peptic ulcers - Diarrhoea **Causes of each disease** **Prevention/control** **Disorders** - Constipation - Diarrhoea - Vomiting - Intestinal obstruction Prevention of some disorders	Guided discovery Brain storming Explanation	Mentioning diseases and disorders of the digestive system.	Critical thinking Effective communication	Chalkboard illustration	Comprehensive Science book 7	
	6			**Ways of maintaining the**	- suggests ways of maintaining proper functioning	The learner: - discusses how to maintain proper	**Ways of maintaining proper functioning of the digestive system.**	Guided discussion	Suggesting good habits for proper functionin	Self awareness	Chalkboard illustr	Comprehensive Science book 7 and 4	

				proper functioning of the digestive system	of the digestive system.	working of the digestive system.	- chewing food properly before swallowing. - regular exercise - regular meals. - eating a balanced diet. - eating roughages. - washing hands before eating. - washing fruits before eating.	Explanation Question and answer	g of the digestive system.	Decision making Critical thinking	ations		