

## **PRIMARY FIVE SCIENCE SCHEME OF WORK FOR TERM THREE**

<b>THEME</b>	<b>TOPIC</b>
Managing changes in the environment	Types of changes
Science in human activities and occupation	Keeping Goats, Sheep and Pigs
Human health	Food and nutrition
Human health	Primary health Care (PHC)

WK	PD	THE ME	TOPIC	SUB TOPIC	COMPETENCES	CONTENT	METHOD/ TECHNIQUE	ACTIVITY	LIFE SKILLS/ VALUES	REF	
					LANGUAGE	SUBJECT					
1		Going through holiday work.									
2	1	MANAGING CHANGES IN THE ENVIRONMENT	TYPES OF CHANGES IN THE ENVIRONMENT	Biological changes.	<ul style="list-style-type: none"> <li>Names agents of change.</li> <li>Read words correctly.</li> <li>Writes words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Describes biological changes.</li> <li>Lists down example of biological changes.</li> </ul>	<ul style="list-style-type: none"> <li>Definition of biological changes.</li> <li>Examples of biological changes in the environment.</li> <li>Characteristics of biological changes.</li> <li>Consequences of biological changes.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion.</li> <li>Observation.</li> <li>Question and answer.</li> </ul>	<ul style="list-style-type: none"> <li>Describing biological changes.</li> <li>Copying lesson notes in their exercise books.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Problem solving.</li> <li>Effective com.</li> </ul>	<ul style="list-style-type: none"> <li>Fountain integrated science book 5 pg 43.</li> <li>Baroque integrated science pg 148-150.</li> </ul>
				Chemical changes	<ul style="list-style-type: none"> <li>Reads words and uses them in sentences correctly.</li> <li>Recites poems about changes.</li> </ul>	<ul style="list-style-type: none"> <li>Describes chemical changes.</li> <li>Lists down examples of chemical changes.</li> </ul>	<ul style="list-style-type: none"> <li>Definition of chemical changes.</li> <li>Examples of chemical changes in the environment.</li> <li>Characteristics of chemical changes.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Observation.</li> <li>Question and answer.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing characteristics of chemical changes.</li> <li>Burning papers.</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving.</li> <li>Critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Mk integrated science book 5 pg 51.</li> <li>Baroque inte science book 5 pg 151-152</li> </ul>

				<b>LANGUAGE</b>	<b>SUBJECT</b>						
2	3	<b>MANAGING CHANGES IN THE ENVIRONMENT</b>	<b>ATMOSPHERIC CHANGES</b>	Physical changes	<ul style="list-style-type: none"> <li>•Reads words and uses them in sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>•Describes physical changes.</li> <li>•Lists down examples of physical</li> </ul>	<ul style="list-style-type: none"> <li>•Definition of physical changes.</li> <li>•Examples of physical changes in the environment.</li> <li>•Characteristics of physical changes.</li> <li>•Consequences of physical changes.</li> </ul>	<ul style="list-style-type: none"> <li>•Observation</li> </ul>	<ul style="list-style-type: none"> <li>•Describing physical changes.</li> <li>•Experimenting on physical changes.</li> </ul>	<ul style="list-style-type: none"> <li>•Problem solving.</li> <li>•Critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>•Fountain integrated science bk 5</li> <li>•Baroque inte science book 5 pg 153-155.</li> </ul>
	4			Atmospheric change	<ul style="list-style-type: none"> <li>•Reads words and uses them in sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>•Describes atmospheric changes.</li> <li>•Lists examples of atmospheric changes</li> </ul>	<ul style="list-style-type: none"> <li>•Definition of atmospheric changes.</li> <li>•Examples of atmospheric changes in the environment.</li> <li>•Characteristics of atmospheric changes.</li> </ul>	<ul style="list-style-type: none"> <li>•Observation</li> </ul>	<ul style="list-style-type: none"> <li>•Naming examples of changes in the atmosphere.</li> <li>•Experimenting on atmospheric changes.</li> </ul>	<ul style="list-style-type: none"> <li>•Problem solving.</li> <li>•Critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>•Fountain integrated science bk 5.</li> </ul>
	5			Natural and manmade changes.	<ul style="list-style-type: none"> <li>•Reads and writes words about manmade and natural changes.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes natural and man made changes.</li> <li>•Lists examples of natural and man made changes 1 to 5 changes.</li> </ul>	<ul style="list-style-type: none"> <li>•Natural changes in the environment.</li> <li>•Examples of natural changes in the environment.</li> <li>•Examples of man made changes in the environment.</li> <li>•Consequences of various changes to</li> </ul>	<ul style="list-style-type: none"> <li>•Observation.</li> <li>•Whole group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>•Answering oral questions and written questions.</li> <li>•Stating natural changes.</li> </ul>	<ul style="list-style-type: none"> <li>•Analyzing situations.</li> <li>•Self expression</li> </ul>	<ul style="list-style-type: none"> <li>•Mk integrated science book 5 pg 60</li> </ul>

						people, other animals and plants.				
					<b>LANGUAGE</b>	<b>SUBJECT</b>				
6	<b>SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION</b>	<b>KEEPING GOATS, SHEEP AND PIGS</b>	GOATS	<ul style="list-style-type: none"> <li>•Reads words sentences and stories about goats.</li> <li>•Writes sentences about goats.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes goats.</li> <li>•Defines the terms used in goat keeping.</li> <li>•Gives reasons why farmers keep goats.</li> </ul>	<ul style="list-style-type: none"> <li>•Describe goats.</li> <li>•Definition of the common terms used in goat keeping.</li> <li>•Give reasons why farmers keep goats.</li> </ul>	<ul style="list-style-type: none"> <li>•Class discussion.</li> <li>•Observation.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifying goats.</li> <li>•Describing different types of goats.</li> <li>•Writing notes.</li> <li>•Drawing a goat.</li> </ul>	<ul style="list-style-type: none"> <li>•Care</li> <li>•Response</li> <li>•Audibility.</li> <li>•Confidence</li> </ul>	<ul style="list-style-type: none"> <li>•Mk integrated science bk 5.</li> <li>•Fountain integrated science bk 5</li> <li>•Baroque inte science book 5 pg 160-161.</li> </ul>
7			External parts of a goat.	<ul style="list-style-type: none"> <li>•Reads words sentences and stories about goats.</li> <li>•Writes sentences about goat keeping.</li> <li>•Draws a goat.</li> </ul>	<ul style="list-style-type: none"> <li>•Draws a goat and names its external parts.</li> <li>•Gives the breeds of goats.</li> </ul>	<ul style="list-style-type: none"> <li>•External parts of a goat.</li> <li>•Breeds of goats.</li> </ul>	<ul style="list-style-type: none"> <li>•Observation.</li> <li>•Class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>•Drawing the picture of a goat.</li> <li>•Listing external parts of goats.</li> </ul>	<ul style="list-style-type: none"> <li>•Appreciate</li> <li>•Audibility.</li> </ul>	<ul style="list-style-type: none"> <li>•Mk integrated science bk 5.</li> <li>•Fountain integrated science bk 5.</li> </ul>

					<b>LANGUAGE</b>	<b>SUBJECT</b>					
3	1.	<b>SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION</b>	<b>KEEPING GOATS, SHEEP AND PIGS</b>	Breeds of goats.	<ul style="list-style-type: none"> <li>•Reads words, sentences and stories about goats.</li> <li>•Writes sentences about goat keeping.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes local breeds of goats.</li> <li>•Describes exotic breeds of goats.</li> <li>•Gives examples of exotic breeds of goats.</li> </ul>	<ul style="list-style-type: none"> <li>•Describe a breed.</li> <li>•Groups of breeds of goats.</li> <li>•Examples of local and exotic breeds.</li> <li>•Types of goats.</li> <li>•Meat producing goats.</li> <li>•dairy goats</li> <li>•Dual purpose goats.</li> </ul>	<ul style="list-style-type: none"> <li>•Whole class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>•Listing products from goats.</li> <li>•Giving examples of breeds of goats.</li> </ul>	<ul style="list-style-type: none"> <li>•Audibility</li> <li>•Confidence.</li> <li>•Self expression.</li> <li>•Appreciate .</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated science Bk 5.</li> <li>•Fountain integrated science k5</li> <li>•Baroque inte science book 5 page 161-162.</li> </ul>
	2& 3			Advantage of keeping local breeds of goats.	<ul style="list-style-type: none"> <li>•Write words, sentences and stories about breeds of goats.</li> </ul>	<ul style="list-style-type: none"> <li>•Gives advantages of keeping local breeds of goats.</li> <li>•Gives disadvantages of keeping local breeds of goats.</li> <li>•Give disadvantages of keeping exotic breeds of goats.</li> </ul>	<ul style="list-style-type: none"> <li>•Advantages of keeping local breeds of goats.</li> <li>•Disadvantages of keeping local breeds of goats.</li> <li>•Disadvantages of keeping exotic breeds of goats.</li> <li>•Advantages of keeping local over exotic and vise-versa.</li> </ul>	<ul style="list-style-type: none"> <li>•Explanation.</li> <li>•Observation.</li> </ul>	<ul style="list-style-type: none"> <li>•Observing different breeds of goats.</li> <li>•Stating the advantages of keeping local breeds of goats.</li> </ul>	<ul style="list-style-type: none"> <li>•Acceptance.</li> <li>•Asking question.</li> <li>•Concern.</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated science Bk 5.</li> <li>•Fountain integrated science Bk 5</li> </ul>

					<b>LANGUAGE</b>	<b>SUBJECT</b>				
4	<b>SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION</b>	<b>KEEPING GOATS, SHEEP AND PIGS</b>	Housing and management of goats.	<ul style="list-style-type: none"> <li>• Writes words, sentences and stories about goats.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives proper housing of goats.</li> <li>• Mentions gestation period of goats.</li> <li>• Defines kidding.</li> <li>• Describes heat period.</li> </ul>	<ul style="list-style-type: none"> <li>• Housing of goats.</li> <li>• Gestation period of goats.</li> <li>• Kidding</li> <li>• Heat period in goats.</li> <li>• Caring for pregnant nanny.</li> <li>• Signs of good milk goats.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Whole class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the gestation period in goats.</li> <li>• Describing ways of housing and managing goats.</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance.</li> <li>• Being open</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated science Bk 5.</li> <li>• Fountain integrated science Bk 5</li> </ul>
5			Housing and management of goats.	<ul style="list-style-type: none"> <li>• Writes words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Defines different routine activities on a goat farm.</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of:</li> <li>• Castration</li> <li>• Advantages of castrating animals.</li> <li>• Methods of castrating animals.</li> <li>• Disadvantages of castrating animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation.</li> <li>• Group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes notes</li> <li>• Describing ways of housing and managing goats.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteering.</li> <li>• Responsibility.</li> <li>• Working in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated science Bk 5.</li> <li>• Fountain integrated science Bk 5</li> <li>• Baroque int science book 5 pg 166-7</li> </ul>

				LANGUAGE	SUBJECT					
6		SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION  KEEPING GOATS, SHEEP AND PIGS	Routine activities done in goat management	•Write words, sentences and tell stories about routine activities done on a farm of goats.	•Defines dosing, drenching, drenching, disbudding, dipping, hoof trimming. •Gives advantages of each of the above process.	•Defines dosing, drenching, drenching, disbudding, dipping, hoof trimming. Gives advantages of each of the above activities.	•Observation. •Group discussion.	•Discussing routine farms activities. •Demonstrating drenching	•Articulate. •Sharing •Working in groups •Response.	•Integrated science Bk 5. •Fountain integrated science Bk 5
7			Grazing goats.	•Writes words and sentences about grazing goats.	•Lists down methods of grazing goats. •Gives advantages of each system. •Gives disadvantages of each system.	•Methods of grazing goats. •Advantages of each system. •Disadvantages of each system.	•Observation •Demonstration	•Discussing the lesson topic of the day. •Describing ways of caring for goats.	•Appreciation •Responsibility. •Care •Asking questions.	•Integrated science Bk 5. •Fountain integrated science Bk 5
4	1		Rearing goats.	Reasons for rearing goats.	•Writes words about rearing of goats	•Gives reasons why for rearing goats.	•Reason why people rear goats.	•Observation	•Describing ways of caring for goats	•Critical

				LANGUAGE	SUBJECT					
2	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION	SHEEP	Rearing sheep.	<ul style="list-style-type: none"> <li>• Writes sentences about keeping sheep.</li> </ul>	<ul style="list-style-type: none"> <li>• Define terms like: docking, shearing, ewe, etc.</li> <li>• Draws a diagram of a sheep and names its external parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines terms like: docking, shearing, ewe, etc.</li> <li>• Draws a diagram of a sheep and names its external parts. like;</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing a diagram of a sheep.</li> <li>• Listing the external parts of a sheep.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Fountain integrated science Bk 5</li> </ul>
3			Products from sheep	<ul style="list-style-type: none"> <li>• Reads words about sheep</li> </ul>	<ul style="list-style-type: none"> <li>• Names the products got from sheep.</li> <li>• Gives breeds of sheep.</li> <li>• Mentions examples of each breed of sheep.</li> <li>• Breeding in sheep.</li> </ul>	<ul style="list-style-type: none"> <li>• Products got from sheep.</li> <li>• Breed of sheep.</li> <li>• Mention example of each breeds of sheep.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Listing products goat from sheep.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated science Bk 5.</li> <li>• Fountain integrated science Bk 5</li> <li>• Baroque integrated science book 5 pg 164.</li> </ul>

4	SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION	SHEEP	Diseases of sheep and goats.	<ul style="list-style-type: none"> <li>•Reads words on diseases of sheep and goats.</li> <li>•Lists diseases of sheep and goats.</li> <li>•Gives signs and symptoms of the diseases of sheep and goats.</li> <li>•Mentions the ways of preventing and controlling the spread of the diseases to sheep and goats.</li> </ul>	<ul style="list-style-type: none"> <li>•Diseases of sheep and goats.</li> <li>•Signs and symptoms of the diseases of sheep and goats.</li> <li>•Mentions the ways of preventing and controlling the spread of the diseases to sheep and goats.</li> </ul>	<ul style="list-style-type: none"> <li>•Observation</li> <li>•Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>•Naming common parasites and diseases of sheep.</li> </ul>	<ul style="list-style-type: none"> <li>•Appreciate</li> <li>•Response</li> <li>•Care</li> <li>•Asking question.</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated science Bk 5.</li> <li>•Fountain integrated science Bk 5</li> </ul>	
5		PIGGERY	External parts of a pig.	<ul style="list-style-type: none"> <li>•Reads words about pigs.</li> <li>•Writes sentences about pigs.</li> </ul>	<ul style="list-style-type: none"> <li>•Draws external parts of a pig.</li> <li>•Mentions breeds of pigs.</li> <li>•Gives examples of each breed.</li> <li>•Explains proper ways of housing pigs.</li> </ul>	<ul style="list-style-type: none"> <li>•External parts of a pig.</li> <li>•Mentions breeds of pigs.</li> <li>•Examples of each breed.</li> <li>•Proper ways of housing pigs.</li> </ul>	<ul style="list-style-type: none"> <li>•Observation</li> <li>•Groups discussion.</li> </ul>	<ul style="list-style-type: none"> <li>•Drawing a diagram of a pig.</li> <li>•Listing the external parts of a pig.</li> </ul>	<ul style="list-style-type: none"> <li>•Appreciate</li> <li>•Response</li> <li>•Care</li> <li>•Asking question.</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated science Bk 5.</li> <li>•Fountain integrated science Bk 5</li> <li>•Baroque int science book 5</li> </ul>

											pg 171-173.
				<b>LANGUAGE</b>	<b>SUBJECT</b>						
6	<b>SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION</b>	<b>PIGGERY</b>	DISEASES OF PIGS.	<ul style="list-style-type: none"> <li>•Reads words about pigs.</li> <li>•Writes sentences about pigs.</li> </ul>	<ul style="list-style-type: none"> <li>•Lists diseases of pigs.</li> <li>•Gives signs and symptoms of each diseases.</li> <li>•Mentions the ways of preventing and controlling the spread of the diseases to pigs.</li> </ul>	<ul style="list-style-type: none"> <li>•Diseases of pigs.</li> <li>•Signs and symptoms of the diseases of pigs.</li> <li>•Mentions the ways of preventing and controlling the spread of the diseases to pigs.</li> </ul>	<ul style="list-style-type: none"> <li>•Observation</li> <li>•Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>•Naming common parasites and diseases in pigs.</li> </ul>	<ul style="list-style-type: none"> <li>•Appreciate</li> <li>•Response</li> <li>•Care</li> <li>•Asking question.</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated science Bk 5.</li> <li>•Fountain integrated science Bk 5</li> </ul>	
7		<b>PIGGERY</b>	STARTING A PIGGERY PROJECT AND RECORD KEEPING.	<ul style="list-style-type: none"> <li>•Reads words about pigs.</li> <li>•Writes sentences about pigs.</li> </ul>	<ul style="list-style-type: none"> <li>•Gives requirements for starting a piggery farm.</li> <li>•Gives records kept on a piggery farm.</li> <li>•States the importance of keeping records.</li> </ul>	<ul style="list-style-type: none"> <li>•Requirements for starting a piggery farm.</li> <li>•Records kept on a piggery farm.</li> <li>•Importance of keeping records.</li> </ul>	<ul style="list-style-type: none"> <li>•Observation.</li> <li>•Group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>•Recording activities in piggery.</li> </ul>	<ul style="list-style-type: none"> <li>•Appreciate</li> <li>•Response</li> <li>•Care</li> <li>•Asking question.</li> </ul>	<ul style="list-style-type: none"> <li>•Integrated science Bk 5.</li> <li>•Fountain integrated science Bk 5</li> <li>•Baroque integrated science book 5 pg 179-180.</li> </ul>	

5					<b>Mid term</b>	<b>Exam.</b>					
6	1	<b>HUMAN HEALTH</b>	<b>FOOD AND NUTRITION</b>	<b>FOOD</b>	<ul style="list-style-type: none"> <li>•Reads words about food.</li> <li>•Writes words about food.</li> </ul>	<ul style="list-style-type: none"> <li>•Defines food.</li> <li>•Gives reasons why people eat food.</li> <li>•Lists down the classes of food and the uses of food to the body.</li> <li>•Defines nutrition gives the importance of nutrition to the body.</li> </ul>	<ul style="list-style-type: none"> <li>•Define food and nutrition.</li> <li>•Gives reasons why people eat food.</li> </ul>	<ul style="list-style-type: none"> <li>•Observation.</li> <li>•Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>•Listing different classes of food.</li> </ul>	<ul style="list-style-type: none"> <li>•Volunteering responsibility</li> <li>•Working in groups.</li> </ul>	<ul style="list-style-type: none"> <li>•Mk Integrated science Bk 5.</li> <li>•Fountain integrated science Bk 5</li> </ul>
	2			<b>BREAST FEEDING</b>	<ul style="list-style-type: none"> <li>•Writes words, sentences to tell stories about breast feeding.</li> </ul>	<ul style="list-style-type: none"> <li>•Defines breast feeding.</li> <li>•Gives advantages &amp; disadvantages of breast feeding to:           <ol style="list-style-type: none"> <li>1. A baby</li> <li>2. A mother</li> <li>3. A family</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>•Define breast feeding</li> <li>•Gives advantages of and disadvantages of breast feeding to:           <ol style="list-style-type: none"> <li>1. A baby</li> <li>2. A mother</li> <li>3. A family</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>•Observation.</li> <li>•Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>•Writing advantages and disadvantages of breast feeding to babies, a mother and family.</li> </ul>	<ul style="list-style-type: none"> <li>•Articulate.</li> <li>•Sharing</li> <li>•Working in groups.</li> <li>•Response.</li> </ul>	<ul style="list-style-type: none"> <li>•Mk Integrated science Bk 5.</li> <li>•Fountain integrated science Bk 5</li> <li>•Baroque integrated science book 5 pg 182.</li> </ul>
					<b>LANGUAGE</b>	<b>SUBJECT</b>					

	3	<b>HUMAN HEALTH</b>	<b>FOOD AND NUTRITION</b>	<b>BOTTLE FEEDING</b>	<ul style="list-style-type: none"> <li>• Writes words, sentences to tell stories about bottle feeding.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines bottle feeding.</li> <li>• Gives advantages and disadvantages of bottle feeding to:</li> <ol style="list-style-type: none"> <li>1. A baby</li> <li>2. A mother</li> <li>3. A family</li> </ol> </ul>	<ul style="list-style-type: none"> <li>• Defines bottle feeding.</li> <li>• Gives advantages and disadvantages of bottle feeding to:</li> <ol style="list-style-type: none"> <li>4. A baby</li> <li>5. A mother</li> <li>6. A family</li> </ol> </ul>	<ul style="list-style-type: none"> <li>• Observation.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining instances when bottle feeding is necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate.</li> <li>• Response.</li> <li>• Care.</li> <li>• Asking question.</li> </ul>	<ul style="list-style-type: none"> <li>• Mk Integrate d science Bk 5.</li> <li>• Fountain integrate d science Bk 5</li> </ul>	
	4			<b>FOOD FOR VULNERABLE PEOPLE</b>	<ul style="list-style-type: none"> <li>• Writes words, sentences to tell stories about vulnerable people.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines vulnerable people.</li> <li>• Lists down groups of vulnerable people.</li> <li>• Reasons why vulnerable people feed that way.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines vulnerable people.</li> <li>• Lists down groups of vulnerable people.</li> <li>• Reasons why vulnerable people feed that way.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation.</li> <li>• Whole class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Listing different groups of vulnerable people.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate.</li> <li>• Response.</li> <li>• Care.</li> <li>• Asking question.</li> </ul>	<ul style="list-style-type: none"> <li>• Mk Integrate d science Bk 5.</li> <li>• Fountain integrate d science Bk 5</li> <li>• Baroque int science book 5 pg 186</li> </ul>	
					<b>LANGUAGE</b>	<b>SUBJECT</b>						

	5	<b>HUMAN HEALTH</b>	<b>FOOD AND NUTRITION</b>	<b>TRADITIONAL CUSTOMS AND FOOD TABOOS.</b>	<ul style="list-style-type: none"> <li>• Writes words, sentences to tell stories about traditional custom and food taboos.</li> <li>• Defines traditional customs and food taboos.</li> <li>• Gives examples of traditional customs and food taboos.</li> <li>• Mentions advantages and disadvantages of traditional customs and food taboos.</li> <li>• Mentions food consumption patterns in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines traditional customs and food taboos.</li> <li>• Gives examples of traditional customs and food taboos.</li> <li>• Mentions advantages and disadvantages of traditional customs and food taboos.</li> <li>• Mentions food consumption patterns in the community.</li> <li>• Staple food in different communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation.</li> <li>• Whole class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the customs and food taboos.</li> <li>• Writing advantages and disadvantage of food taboos.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate.</li> <li>• Response.</li> <li>• Care.</li> <li>• Asking question.</li> </ul>	<ul style="list-style-type: none"> <li>• Mk Integrate d science Bk 5.</li> <li>• Fountain integrate d science Bk 5</li> <li>• Baroque int science book 5 pg 186</li> </ul>
	6			<b>MALNUTRITION</b>	<ul style="list-style-type: none"> <li>• Writes words sentences to tell stories about malnutrition.</li> <li>• Defines malnutrition.</li> <li>• Lists down deficiency diseases and their causes.</li> <li>• States ways of preventing the deficiency diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines malnutrition.</li> <li>• Lists down deficiency diseases and their causes.</li> <li>• States ways of preventing</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Explanation</li> <li>• Question and answers</li> </ul>	<ul style="list-style-type: none"> <li>• Answering oral questions.</li> <li>• Copying brief notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking.</li> <li>• Self awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountain integrate d science Bk 5</li> </ul>

					<b>LANGUAGE</b>	<b>SUBJECT</b>			

7	HUMAN HEALTH	FOOD AND NUTRITION	Primary Health Care	<ul style="list-style-type: none"> <li>•Reads words about primary health care.</li> <li>•Writes sentences about primary health care.</li> </ul>	<ul style="list-style-type: none"> <li>•Defines P. H.C.</li> <li>•Lists down principles of P. H.C..</li> <li>•Lists down the elements of P. H.C.</li> <li>•Mentions the activities carried out under P. H.C.</li> </ul>	<ul style="list-style-type: none"> <li>•Defines P. H.C.</li> <li>•Lists down principles of P. H.C..</li> <li>•Lists down the elements of P. H.C.</li> <li>•Mentions the activities carried out under P. H.C.</li> </ul>	<ul style="list-style-type: none"> <li>•Class discussion</li> <li>•Observation.</li> </ul>	<ul style="list-style-type: none"> <li>•Answering oral questions.</li> <li>•Copying brief notes.</li> </ul>	<ul style="list-style-type: none"> <li>•Audibility</li> <li>•Sharing</li> <li>•Caring</li> <li>•Responding to question.</li> </ul>	<ul style="list-style-type: none"> <li>•Mk Integrated science Bk 5.</li> <li>•Fountain integrated science Bk 5</li> </ul>
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					LANGUAGE	SUBJECT					
7	1	HUMAN HEALTH	PRIMARY HEALTH CARE (PHC)	Responsibilities of individuals, families and communities in the promotion of health.	<ul style="list-style-type: none"> <li>•Reads words about P.H.C.</li> <li>•Writes sentences about P.H.C.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies activities done by an individual in promoting P.H.C.</li> <li>•Gives suitable life styles and good health practices.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies activities done by an individual in promoting P.H.C.</li> <li>•Suitable life styles and good health practices.</li> </ul>	<ul style="list-style-type: none"> <li>•Class discussion</li> <li>•Observation.</li> </ul>	<ul style="list-style-type: none"> <li>•Picking rubbish.</li> <li>•Sweeping.</li> <li>•Mopping.</li> </ul>	<ul style="list-style-type: none"> <li>•Sharing information.</li> <li>•appreciation</li> </ul>	<ul style="list-style-type: none"> <li>•Fountain integrated science Bk 5</li> <li>•Baroque int science book 5 pg 195-197</li> </ul>
				School health committee	<ul style="list-style-type: none"> <li>•Writes words on school health committee.</li> <li>•Reads words.</li> <li>•Writes sentences about school health committee.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•Defines health committee.</li> <li>•Gives the activities done by a health committee.</li> <li>•Discuss child to child programme.</li> <li>•Gives examples of people with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>•Defines health committee.</li> <li>•Gives the activities done by a health committee.</li> <li>•Discuss child to child programme.</li> <li>•Gives examples of people with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>•Class discussion</li> <li>•Observation.</li> <li>•Question and answer.</li> </ul>	<ul style="list-style-type: none"> <li>•Picking rubbish.</li> <li>•Sweeping.</li> <li>•Mopping.</li> </ul>	<ul style="list-style-type: none"> <li>•Asking question.</li> <li>•Articulate .</li> <li>•Sharing information.</li> </ul>	<ul style="list-style-type: none"> <li>•Mk Integrated science Bk 5.</li> <li>•Fountain integrated science Bk 5</li> </ul>