SCHEME OF WORK FOR PRIMARY SIX TERM I

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| **WK** | **PD** | **THEME**  | **SUB-TOPIC** | **SUBJECT COMPETENCES**  | **COMPETENCES**  | **Suggested activities**  | **REF** | **RMKS** |
| **LANGUAGE**  | **CONTENT** |
|  | 1 | The world of living things  | Classification of living  | The learner-Classifies livingthings into kingdoms.-Describes the characteristics of living things  | The learner,-Names the kingdoms of living things -Spells out words correctly  | * Characteristics of living things
* Kingdoms of living things
* Animals kingdom.
* Plant kingdom
* Bacteria kingdom
* Protoctista (Single celled organism)
* Fungi kingdom
 | * Observing characteristc of living things
* Identifying the kingdom of living things
 | Intergrated Sc P/s BK 6 Pg \_\_\_\_\_\_\_Fountain Sc P/s Bk 6 Pg \_Comprehensions Sc P/s Bk 6 |  |
|  | 2 | Animal Kingdom  | The learner, -Classifies animal kingdom into vertebrates-Learners gives examples of vertebrates and invertebrates  | The learner-Names classes of animals -Spells out words correctly  | Classes of animals kingdom -vertebrates-invertebrates -Give examples in each case  | * Identifying classes of animals
* Describing examples of classes of animal kingdon
 | * Integrated Sc P/s Bk 6
* Fountain Sc P/s BK 6
* Comprehensive Sc P/s Bk 6
 | * Spot light integrated sci P/s Bk6
* Understanding
 |  |
|  | 3 |  | Vertebrates  | The learner,-Names groups of vertebrates -Spells out words correctly-Reads words sentences and stories about vertebrates  | The learners -Classifies the groups of vertebrates into warm blooded and cold blooded.-Gives examples of groups of vertebrates -Describes the mode of reproduction in vertebrates. | -Definition.-Groups of verbrates i)Warm blooded (Homoiollemic)ii)Cold blooded (poikilothermic)examples of warm blooded-Birds-Mammals Examples of cold blood-Reptiles -Amphibians -Fish | * Observing groups of vertebrates
* Spelling words related to vertebrates
* Reading words and sentences related to vertebrates
 |  |  |
|  | 4 |  | Warm blooded (Homoiothermic animals) | The learners -Names groups of vertebrates and gives examples in each group.-Spells out words correctly-Reads words related to groups of vertebrates correctly | -The learner-Names groups of warm blooded animals -Describes the characteristics of groups of warm blooded animals-Describes the mode of reproduction in each case  | * Definition
* Groups of worm blooded animals
* Examples in each group
* Characteristics of each group of warm blooded animals
 | * Grouping animals
* Observe the groups of warm blooded animals
* Reading
 |  |  |
|  |  |  | Mammals  | * The learners,
* Identifies the characteristics of mammals
* Describes different groups of mammals
* Identifies the characteristic features of each group of mammals
* Gives examples of groups o mammals
 | The learner-Names groups of mammals.-Spells out words related to mammals correctly-Act out the dialogue about groups of mammals | * Definition
* Characteristics of mammals
* Groups of mammals
* Characterizes of each group and examples
 | * Observing groups of mammal and their example
* Spelling out words correctly
 |  |  |
|  |  |  | Birds | * The learner
* Identifies characteristics of birds
* Describes groups of birds
* Describes their mode of feeding and reproduction
 | The learner -Names groups of birds-Spells out word related to birds correctly -Act diaglogue about groups of birds | * Characteristics of birds
* Group of birds and examples.
* Characteristics of each group of words
* Advantage and disadvantages of birds
* A adaptations of birds to their environment (life)
 | * Observing groups of birds
* Describe advantages and disadvantages of birds
* Spelling out words correctly
 |  |  |
|  |  |  | Cold blooded (poikilothemic animals) | * The learner
* Names groups of cold blooded animals
* Names examples of groups of cold blooded animals.
* Describes the characteristics of groups of cold blooded animals
* Describes the mode of reproduction in cold blooded animals
 | The learner -Names groups of cold blooded animals-Reads words related to cold blooded correctly-Spell out words correctly  | * Definition
* Characteristics of groups of cold blooded animals
* Examples of cold blood animals
 | * Observing groups of cold blooded animals
* Spelling out words correctly
* Reading words and sentences correctly
 |  |  |
|  |  |  | Reptiles  | * The learners
* Defines the term reptiles
* Describes different groups of reptiles.
* Describes characteristics and examples of each group.
* Describes their mode of reproduction
 | The learner-Names groups of reptiles -Gives examples of each group-Reads words related to reptiles -Spells, pronounces words correctly | * Description of reptiles.
* Groups of reptiles.
* Characteristics of each group
* Examples in each group of reptiles
 | * Observing group of reptiles
* Spelling , pronouncing and reading words correctly
* Describing mode of reproduction
* Drawing
 |  |  |
|  |  |  | Snakes  | * The learners
* Describes the characteristics of snakes.
* Classifies the groups of snakes and their examples
* Describes the steps taken to give first aid for snake bite.
* Describes the importances of snakes to the environment
* Describes the mode of reproduction in snakes.
 | * The learners
* Names groups of snakes and their characteristics
* Spells out words related to snakes correctly.
* Acts dialogue on groups of snakes.
* Read words and sentences correctly about snakes
 | * Characteristics
* Classification of snakes
* Snakes
* Poisonous
* Non poisonous
* Examples in each class of birds.
* Importances of snakes
* Reproduction in snakes
 | * Observing groups of snakes
* Classifying and naming groups of snakes
* Demonstrating the steps in first aid for snake bite.
* Drawing snakes
 |  |  |
|  |  |  | Tortoises , Turtles and terrapins  | * The learner,
* Describes such groups of reptiles
* Identifies their characteristics according to their environment
* Describes the mode of reproduction in such reptiles
 | -The learner,-Names the groups of such reptiles -Spells out words correctly  | * Characteristics
* Their importance in the environment
* Mode of reproduction
 | * Observing the groups of reptiles
* Read words sand sentences about the groups of reptiles
* Drawing
 |  |  |
|  |  |  | Lizards  | * The learners
* Describes the groups of lizard
* Describes their mode of reproduction , feeding and protective / defence mechanism
 | The learner -Names the example of lizards -Spells out words -Investigates their mode of feeding , reproduction and protection  | * The learners
* Characteristics of lizards
* Adaptations of lizards to their environment
 | * Obserivng the groups of lizard
* Reads and writes sentences about lizard
* Spell out words
* Drawing
 |  |  |
|  |  |  | Crocodiles and alligator  | * The learner
* Describes the characteristics of crocodiles and alligators
* Identifies the importance of importance of such reptiles
 | -The learners -Reads and writes sentences on such reptiles -Spells out the words | * Characteristics
* Importances to the environment
* Their feeding / reproduction and defensive mechanisms
 | * Observing characteristics of crocodile and alligators
* Read and writes sentences about them
* Drawing
 |  |  |
|  |  |  | Fish  | * The learners
* Describes characteristics of fish
* Identifies types of fish
* Describe breathing mechanism in fish
* Identifies adaptation of fish to living in water
* Gives uses of fish to man
 | The learners-Spells pronounces and writes words correctly -Names different external parts of a fish  | * Characteristics of fish
* Structure of fish
* Functions of part of fish
* Types of fish and examples under each type.
* Adaptations of fish to living in water
* Uses of fish to man
 | * Observing parts of a fish
* Drawing and naming parts of a fish
* Giving uses of parts of a fish
* -Out lining uses of fish to man
 |  |  |
|  |  |  | Amphibians  | * The learner
* Describes characteristics of amphibians
* Names examples of amphibians
* Describes differences between a frog and a toad
* Describes reproduction in amphibians
 | The learners -Outlines characteristics of amphibians -Write stories and poems about amphibians -Reads words related to amphibians correctly  | * Characteristics of amphibians
* Examples of amphibians
* Differences between a frog and a toad
* Reproduction amphibians
 | * Observing some amphibians common in the locality
* Naming amphibians
* Preparing a simple differentiation table for a fish and a frog
* Drawing
 |  |  |
|  |  | The world of living things  | Classes of invertebrates  | * The learner
* Names examples of invertebrates
* Describes different classes of invertebrates mode of reproduction in invertebrates
 | The learners -Names , group or classes of invertebrates -Spells and reads words correctly -Writes stories about invertebrates  | * Definition of invertebrates
* Characteristics of invertebrates
* Classes of invertebrates
 | * Observing different invertebrates
* Spelling exercise on words related to invertebrates
* Writing poems and stories about invertebrates
 |  |  |
|  |  |  | Coelenterates , Echinoderms and sponges  | * The learners
* Names or describes characteristics of coelenterates , echinoderms and sponges.
* Names examples of coelenterates , echinoderms and sponges.
 | The learner-Names examples of coelenterates, Echinoderms and sponges. -Spells pronounces and reads words correctly | * Characteristics of:
* Coelenterates
* Echinoderms
* Sponges
* Examples of
* Coelenterates
* Echinoderms
 | * Observing diagrams of coelenterates , echinoderms and sponges
* Drawing diagrams of coelanterates echinoderms and sponges
 | Fountain BK 6 PgMK Bk 6 PgCompr Pri Scie Bk 6 PG |  |
|  |  |  | Molluscs  | * The learner
* Describe the characteristic of molluscs
* Names the examples of mulluscs
* Describes their defence mechanism in molluscs
 | The learner -Names the examples of molluscs -Spells out words correctly-Write poems about molluscs | * Characteristics of mulluscs
* Examples of mulluscs
* Adaptations of molluscs to their life
* Importance of molluscs
 | * Drawing example
* Observing characteristics of molluscs
* Read and write sentences about molluscs
 |  |  |
|  |  |  | Worms  | * The learner
* Describes the group of worms
* Identifies the characteristics of each group of worms
* Describes their mode of reproduction
* Identifies the effect of worms to human bodies
 | The learners -Names the group of worms -Spells out words related to worm correctly-Names the characteristics of groups of worms  | * Characteristics of worms
* Examples worms in each group
* Importance of some worms and effects to our bodies
 | * Drawing
* Reading writing sentences about worms
* Observing the group of worms
 |  |  |
|  |  |  | Arthropods  | * The learner
* Identifies the characteristics of arthropods
* Describes the groups of arthropods.
* Describes the characteristics of each group of arthropods with examples.
* Describe their mode of reproduction and feeding
* Identify the importance of importance of insects to man and environment
 | The learners -Names the group of arthropods -Spells out words related to arthropods -Reads and writes sentences on arthropod  | * Characteristics of arthropods
* Groups of arthropods
* Mode of reproduction and feeding
* Importance of insects to the environment
 | * Drawing
* Naming the groups of arthropods
* Observing groups of arthropods
* Reading and writing sentences
 |  |  |
|  |  | The world of living things  | Protoctista kingdom (single celled organisms ) | * The learners
* Identifies characteristics of organism under protoctista kingdom
* Names organism under protoctista kingdom
 | The learners-Spells , pronounces and reads words related to protoctista kingdom correctly | * Characteristics of organisms under protoctista kingdom
* Examples of organism under protoctista kingdom (Algae , eugelena protozoa )
 | * Charts showing algae , euglena and protozoa
 | Observing diagram of algae, euglena and protozoa -Spelling words  |  |
|  |  |  | Algae , protozoa and Euglena  | * The learner
* Describes characteristics of algae , protozoa and euglena
* Names examples of algue and protozoa
* Identifies uses of algae
* Describes mode of movement of protozoa
* Describes mode of reproduction of protozoa
 | The learner -Spells and reads words correctly -Names examples of protozoa and algae -Writes and reads sentences related to algae to algae and protozoa  | * Characteristics of algae
* Examples of algae
* Uses of algae
* Diagrams os algae
* Characteristics of euglena
* Diagram of euglena
* Characteristics of protozoa
* Examples of protozoa
* How protozoa reproduce and move
* Diagram of protozoa
 | * Charts showing euglena, spirogyra, amoeba paramecium
 | * Observing diagrams
* Diagram and labeling diagram
* Describing how amoeba and paramecium move and reproduce
 | Supplementary Sci Pg 126Intro to Bio Pg 174 - 175 |
|  |  |  |  |  |  | * Care for and protection of vertebrates and invertebrates
 | * Writing poem about and protecting and invertebrates
 | * Caring for vertebrates
 |  |
|  |  | Matter and energy  | Sound energy  | * The learner
* Describes the term energy
* Identifies forms of energy
* Experiments on sound as a form of energy
* Identifies sources of sound energy
 | The learners -Describes sound energy -Spells words related to sound correctly -Reads words sentences and stories about sound. | * Definition os energy
* Types of energy
* Forms of energy
* Definition of sound
* Natural sources of sound
* Artificial sources of sound
* How sound is produced
* Types sounds
* How sound travels
 | * Carrying out experiment on sound energy
* Reading words sentences and stories about sound
 | -Rulers -Drums-Bells-Stones-Desks-Sets  | Mk Bk 6 PgIntegrated Sci Bk 6 Pg |
|  |  | How living things makes sound and how it travels  |  | * The learner
* Describes how living things make sound
* Describes how sound travels through different media
* Calculations on sound
 | The learner-Makes sounds of different animals -Spells words related to sound correctly  | * How living things make sound
* How sound travels in different media
* Speed of sound in different media
* Calculating numbers about sound
 | * Identifying different sounds if different objects
* Calculate numbers on sound in air
 | Real insects -Drums-DesksText books-Tins -Threads  | Mk BK PgIntegrated Sci Bk 6 Pg 6 |
|  |  | Matters and Energy  | Music instruments  | * The learners
* States different groups of music instrument
* Names instruments under each group
* Draw and names some music instruments
 | The learner-Names different classes of music instruments-Writes spells , Pronounces and reads words correctly-Writes words sentences and stories about music instrument  | * Groups of music instruments
* Examples under each group
* Diagrams of simple music instruments
* How each group produce sound
* How to change the pitch of each music instrument
 | * Classifying music instruments
* Drawing and naming simple music instrument
 | -Drums-Bottle-Water -Ropes -Rubber -Bands -Shakers  |  |
|  |  |  | Pitch frequency and volume  | * The learner
* -Describes pitch , frequency and volume of sound
* -Describes factors affecting pitch
 | The learner -Describes factors affecting pitch -Correctly spells , pronounces and reads words related to pitch frequency and volume  | * Definition frequency pitch and volume of sound
* Factors affecting pitch
* How each factor affects pitch
 | * Giving the meaning of frequency pitch and volume
* Stating factors affecting pitch
 | -Bigs and Small drums -Short and long strings -Empty and half full bottle of water  |  |
|  |  | Matters and energy  | Echo  | * The learner
* Describes the term echo
* States uses of echoes in nature
* Outline disadvantage of echoes
* Solves numbers related to echoes
 | The learner-Reads words and sentences related to echoes correctly  | * Definition of echo
* Causes of echo
* Uses of echoes
* Disadvantages of echoes
* Minimizing echoes
* Calculating numbers related to echoes
 | * Defining echoes
* Starting the uses of echoes
* Solving question related to echoes
 | -Empty classroom -Text books thick Curtains  |  |
|  |  |  | Storing and reproducing sound | * The learner
* Identifies ways of storing sound
* States devices used to store sound
* Names devices used to reproduce sound
 | The learner-Sings and reads soldas -Write words sentences and stories about storing and reproducing sound  | * Way of storing sound (reducing and writing )
* Devices used to store sound
* Devices used to reproduce sound
 | * Observing devices used to store or reproduce sound.
* Drawing simple devices for storing or reproducing sound
 | -CD-VCDs-Memory Card-ipods  |  |
|  |  | Matter and energy  | The human ear | * The learner
* Names different parts of the human ear
* Draws and labels the structure of the human ear
* States the use of each part of the human ear.
* Names the general uses of the human ear
 | The learner-Names different parts of the human ear.-Names organs of hearing in fish , snakes insects, amphibians birds.-Reads and writes words related to human ear correctly  | * Parts of the human ear
* Uses of part of the human ear.
* General uses of the human ear
* Names of organs of hearing in fish , snakes , insects , birds , amphibians
 | * Drawing the human ear
* Naming parts of human ear
* Labelling the human ear
 | -Text boks -Charts showing the human ear.-Model of the human ear-Chart showing organs of hearing other in other animals |  |
|  |  |  | Diseases and disorders of the human ear and caring for the human ear  | * The learner
* Names discuss and disorder of the human ear.
* Discuss ways of caring for the human ear
 | The learner -Spell , pronounces and reads diseases and disorder of the human ear correctly-Reads sentences and stories on how to care for the human ear  | * Diseases and disorders of the human ear
* Ways of caring for the human ear
 | * Pronouncing words
* Reading stories
* Discussing ways of caring for the human
 | -Water -Soap -Cotton - ipods -Chart showing the human ear  |  |
|  |  | Alcohol , smoking and drug | Alcohol  | * The learner
* Describes the types of alcohol with examples
* Demonstrates the methods of making alcohol
* Identifies the uses of alcohol in society
* Identifies the effects of alcohol to the society
* Reasons for taking alcohol
* Ways of avoiding alcoholism
* Ugandan law related to alcohol taking
 | The learners -Names the types of alcohol -Spells out words correctly-Names the methods of making alcohol -Names the effects of alcohol -Identifies the reasons for taking alcohol -Names ways of avoiding alcohol-Recites the laws related to alcohol taking in Uganda  | * Definition
* Method of making alcohol.
* Types of alcohol with examples
* Uses of alcohol
* Effects of alcohol to the society.
* Reasons for taking alcohol
* Methods of avoiding alcoholism
* Laws related to alcohol taking in Uganda
 | * Drawing
* Observing the methods of making alcohol.
* Observing the types of alcohol
* Demonstrate the effects by dramatizing
* Act dialogue on alcohol
 |  |  |
|  |  |  | Smoking  | * The learner
* Names types of smoking
* Identifies reasons why people smoke
* Demonstrate the effects of smoking to the society
* Ways of avoiding smoking
 | The learner -Names the types of smoking -Spells the words correctly -Reads and writes sentences related to smoking   | * Definition
* Types of smoking

Reasons for smoking-Effect of smoking to individuals families and societies * -Ways of avoiding smoking
 | * Drawing poster
* Reading and writing sentences
* Demonstrates of smoking by dramatising
 |  |  |
|  |  |  | Drugs  | * The learner
* Identifies the characteristics of both laboratory and traditional drugs
* Names example of laboratory and traditional made drug
* Describes essential drugs with examples
* Drugs with example
* Drug prescription.
* Describe ways of storing drugs and the purpose.
* Describes drug abuse and misuse
 | The learner,-Names characteristics of drugs.-Describes essential drugs and names examples -Describes drug prescription-Demonstration ways of storing drugs .-Defines drug abuse / misuses and their effects  | * Characteristics of laboratory / traditionally made drugs.
* Examples of drugs
* Essential drug with examples
* Drug prescription
* Methods advantages of storing drugs
* Definition for drug misuse abuse and their effects.
 | * Reading and writing sentences related to drugs.
* Observing proper storage of drug.
 |  |  |
|  |  |  | Drugs dependency  | * The learner
* Names common drugs of dependency
* Names the reasons for abusing drugs
* Identifies the effects of drugs of dependency to individuals families and society
* Identifies ways of avoiding drugs of dependency
 | The learner -Names common drug-Names the reasons why reasons why people drink abuse drugs-Names the effects of drug abuse-Names the effects of drugs of dependence to a society  | * Definition
* Reasons why people abuse drugs
* Effects of drugs of dependence
* Ways of avoiding drugs of dependence
 |  |  |  |
|  |  | Human body | Circulatory system  | * The learner
* Describes blood circulation
* Mentions the components of the circulatory system
* Describe the structure of the heart , uses of each part and the function of the heart
 | The learner -Describe blood circulation-Names components of the circulatory system -Spells , pronounces and writes words related to heart correctly  | * Definition of blood circulation
* Components of thte circulatory system
* The structure of the heart
* Function of the heart
* Uses of each part of the heart
 | * Observing a model of the heart
* Drawing the human heart
* Labeling parts of the human correctly
 | -Model of the heart -Chart showing the heart -Textbooks  | Bk 6 Pg Fountain Bk 6 Pg compr Pri Sci Bk 6 page Intro to Bio Pg 93 |
|  |  |  | How the heart works and double circulation  | * The learner
* Describes how the heart works
* Describes double circulation
 | The learner -Describe how blood moves through the heart -Describes double circulation -Spells, pronounces and writes words related to double circulation correctly  | * How the heart work.
* Definition of double circulation
* Diagram showing double circulation
* Use of parts related to double circulation
 | * Describing how the heart works
* Draing the diagram showing double circulation
* Labeling parts related to double circulation
 | -Model of the heart -Chart showing double circulation -Textbooks | Intro to Bio Pg 95 and 99MK BK 6 Pg fountain BK 6 Pg |
|  |  | Human body  | Blood groups and diseases and disorder of the circulatory system  | * The learner
* Describes blood group
* Identifies the universal donor and recipient
* Names diseases and disorders of the circulatory system
* Groups hereditary diseases alone
 | The learner -Reads words related to the blood groups -Spells, pronounces , writes and reads diseases and disorder and disorders correctly  | * Types of blood group
* Differentiating a blood donor from a recipient
* Diseases and disorders of the circulatory system
* Hereditary diseases of the circulatory system
 | * Listing blood groups
* Naming diseases and disorders of the circulatory system
* Identifying components of blood affected by some diseases
 | -Text books -Charts  |  |
|  |  |  | Maintenance of the proper working of the circulatory system  | * The learner,
* Suggest ways of keeping the circulatory system in a proper working order.
* Describes ways of increasing the volume of blood in the body.
* List advantages of regular body exercises to the circulatory system
 | The learner-Explains ways of increasing the volume of blood in the blood in the body -Discusses effects of HIV / AIDS on an individual , family and the community -Writes and reads PIASCY messages. | * Effects of HIV / AIDS on an individual family and community
* -Ways of keeping the circulatory system in a proper working order.
* -Ways of increasing the volume of blood in the body.
* -Advantages of regular body exercises.
 | * Discussing effects of HIV / AIDS on an individual family and community
* Oranges
* Water melons
* Water
 |  |  |
|  |  | Human body  | Blood vessel  | * The learner
* Describes what blood vessels are
* Identifies types of blood vessels
* Describes functions of each blood vessel
* Compares veins and arteries in structure and functions
 | The learner -Names blood vessels-Reads words sentences and stories about blood vessels  | * Definition of blood vessels
* Types of blood vessel
* Functions of:-
* Veins
* Arteries
* Capillaries
* Diagrams of veins , arteries and capillaries
* Structural functional differences between veins and arteries
 | * Naming blood vessels
* Giving uses of each blood vessel
* Drawing diagram of blood vessel
 | -Chart showing blood vessel -Text books-Straws-Pieces of cylindrical objects  |  |
|  |  |  | Blood  | * The learner
* Describes blood
* Identifies types of blood
* Names components of blood
* Describes uses of each component of blood.
* Identifies the general uses of blood
* Groups the uses of blood into transport , protective and regulatory uses.
 | The learner-Spells pronounces and reads words correctly -Writes and reads stories about uses of blood. | * Definition of blood
* Types of blood (Oxygenated and Deoxenated)
* Components of blood.
* Uses of each component
* Uses of blood
* Transport
* Functions
* Protective functions
* Regulatory functions
 | * Naming types of blood and its components
* Giving uses of plasma , platelets, white blood cells and red blood cells
* Suggesting general functions of blood.
 | Text books |  |

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| TERM II |
|  |  | The world of living things  | Classification of plants  | * The learner classifies plant in to flowering and non flowering plants names parts of a flowering
 | The leaner names classes of plants-Describes flowering plants | * Flowering plants
* Defines flowering plants are plants which bear flowers and reproduce by means of seeds.
* Structure of a flowering plant
* -Leaves , flower , stems , fruits, seeds, roots function of each part.
 | * Observing different flowering plants
* Drawing and naming parts of a plant
* States functions of each part
 | -A flowering plant.-A chart showing a flowering plant | Fountain integrated Sci Bk 6Pg 162 |
|  |  |  | Roofs  | * Learners draws different types of roots
* Gives examples of plants with such roots
 | Learners outlines functions of roots to a plant -Names different types of roots | **Roots** * Functions of roofs to plants uses of roots to animals

**Types of roots*** Primary roots
* Tap roots
* Fibrous roots
* Secondary roots
* Adventitious roots
* Clasping roots
* Prop roots
* Buttress roots
* Storage root
 | * Sorting samples of roots
* Drawing roots
* Naming
 | -Different roots -Charts showing roots |  |
|  |  | The world of living things  | Classification of plants (stem) | * Learner classifies plants into groups of flowering and non flowering plants
* Functions of stems
 | * The learner names the functions of stems
* Spells scientific words correctly acts out a dialogue about types of stems.
 | * Stems
* Functions of stems
* Types of stems
* Upright stems (erect) stems
* Under ground stems
* Stem tubers
* Rhizomes
* Bulbs
* Corns
* Examples of each
 | * Drawing stems
* Naming stem
 | * Onions
* Ginger
* Different stems
 | Fountain integrated Sci Bk Pg 166 |
|  |  |  | Leaves  | * The learner names the parts of a leaf
* Describes the functions of leaves
* Uses
* Characteristics to prepare simple classification of leaves
 | * The learner writes words about parts of leaves
* Draws and labels parts of a leaf.
* The learner writes words about parts of leaves
* Reads words and sentences , stories about leaves

  | * Leaves
* **Parts of a leaf**
* Functions of leaves
* Leaf venation
* Net work leaf venation
* Parallel leaf venation
* **Types of leaves**
* Compound leaves
* Simple leaves
* Examples of two types of leaves
 | * Drawing leaves
* Naming leaves
* Collecting leaves from environment
 | * Real leaves
* Chart showing leaves
 | Fountain iintegrated sci BK 6 Pg 168 - 171  |
|  |  |  | Photosynthesis  | * The learner
* Describes photosynthesis
* Names the conditions and raw materials for plant to carry out photosynthesis
 | * Writes description of photosynthesis
* Spells and writes words about photosynthesis
 | * Photosynthesis
* Dfn:
* Requirements
* Raw materials
* Conditions
* By products
* How leaves are adapted to physenthsis
* Testing for starch
 | * Carry out experiment to test for starch
 | * Iodine solution
* Cassava
* Potato leaves
 | Fountain integrated Sci BK 6 Pg 171 - 173 |
|  |  |  | Transpiration  | * The learner
* Describes transpiration
* Name the importance of transpiration to plants
 | * The learner
* Reads words, sentences and stories about transpiration
 | * Transpiration
* Dfn:
* Importance of transpiration
* Factors which affects the rate of transpiration
* Temperature
* Water supply
* Humidity
* Speed of wind
* Surface area of a leaf.
 | * Carrying out an experiment to test transpiration in the plants environment
 | * Polythene paper
* Rubber band
* Plant
 |  |
|  |  |  | Flowers  | * Learner draws the flower
* They name the parts of the flower
 | **Dfn** * Pistil
* Stamen
* Ovules
* Corolla
* Calyx
 | * Flowers
* Dfn
* Structure of a flower
* Reproductive parts of a flower

**Uses of flowers to** * Man
* Plants
 | * Drawing
* Naming parts of a flower
 | * A chart showing a flower
* A flower
 | Fountain integrated Sci BK 6 Pg 176 |
|  |  |  | Pollination and fertilization  | * The learner
* Defines the term pollination
* Lists down agents of pollination mentions types of pollination
* Explains the characteristics of
* Wind and insect pollinated flower
* Describes the process of fertilisation
 | * The learner
* Defines
* Pollination
* Describes agents of pollination
* Reads words and stories about pollination
 | * Pollination and fertilization
* Definition of pollination
* **Agent of pollination**
* Wind
* Insects
* Birds
* Water
* **Types of pollination**
* Self poolination
* Definition
* Characteristics of cross pollinated flowers
* Characteristics of wind pollinated flowers.
* Fertilization
 | * Describes
* Characteristics of wind and insect pollinated flowers
* Uses characteristics to classify different types of pollination
 | * Flowers
 | Tropical Bio Intro to Bio MK Sci Bk 6Comprehensive Sci Bk 6Fountain intergrated Sci Bk 6 Pg 165 |
|  |  |  | Fruits  | * The learner
* Defines a fruits
* Mentions types of fruits
* Gives and identify types of fruits
 | * The learner names types of fruits
* Characteristics of each type
 | * Definition
* Characteristics of fruits
* Types of fruits
* Succulent fruits
 | * Drawing fruits and naming different parts classifying
* Drupes
* Dehiscent fruits
* Characteristics of each types and example importance of fruits
 | * Fruits and seeds
* Grounding fruits
 |  |
|  |  |  | Seed dispersal  | * The learner
* Describes seed dispersal
* Identifies agents of dispersal
* Names the characteristics of seeds dispersed by various
 | * The learner
* Reads words , sentences and stories about seed dispersal
* States the ways seeds are dispersed
* State the characteristics of the various seeds
 | **Seed dispersal** **Dfn** * Seed dispersal
* Importance of seed dispersal eg.
* Water
* Wind
* Animals
* Self dispersal
* Characteristics of seeds dispersed by
* Water
* Wind
* Animals
* Self dispersal
 | * Observe different plants in the environment
* Carrying out a simple study to identify different seeds
* Describing methods of seed dispersal
 | * Seeds
* Charts
* Text books
 |  |
|  |  |  | Plant propagation  | * The learner describes plants propagation
* Identifies methods of plant propagation
* Participates in propagation of some plants
 | * The learner writes words about propagation
* Reads words sentences and stories about propagation
 | * Meaning of propagation
* Methoids of plants propagation
* By seeds
* By vegetative propagation seeds
* A seed is a mature ovule
* Groups of seeds
* Monocotyledonous seeds
* Monocotyledonous
 | * Observe different seeds
* Carrying out experiment planting seeds
* Identifying characteristics of monocots and dicots
 | * Stems
* Bulbs
* Seeds
* Old tins
* Growing plants
 | Fountain intergrated Sci Bk 6 Pg 67Supplementary Sci Std 8MK |
|  |  |  | Germination  | * The learner describes germination
* Names the requirements of seed germination
* Identify types of seed germination
 | * The learner writes simple words about germination
* Reads words sentences and stories about seed germination
* Draw and labels different methods of plant propagation
 | **Germination** **Dfn*** **Types of germination**
* Epigeal germination
* Hypogeal
* Epigeal germination
* Meaning of epigeal seeds which under go epigeal.

**Hypogeal** * Examples of seeds which undergo hypogeal germination conditions for germination. Moisture , oxygen , warmth
* Differenciate monocots and dicots
 | * Planting different seeds and observing them
* Caring for the plants
 | * Germinating seeds
 |  |
|  |  |  | Propagation  | * Describes plant propagation defines propagation correctly
* Identify types of propagation
 | * Writes simples description of some common plants
 | * Types of vegetative propagation
* Natural
* Artificial
* Natural / vegetative propagation
* Uses of rhizomes leaves , seeds , corn , stem, tubers , suckers methods of artificial vegetative propagation
* Stem cutting grafting , layering
* Budding marcotting
* Advantages of vegetative propagation
* Importance of plants
 | * Planting various crops
 | * Seeds
* Leaves
* Stems
* Sucker etc
 |  |
|  |  |  | Non – flowering plants  | * The learner names examples of non – flowering plants
* Uses characteristics to prepare simple classification of non – flowering plants
 | * Describe non flowering plants
* Read words about non – flwering plants
* Draw and label non – flowering plants
 | * Dfn of non – flowering plants
* Spore producing plants
* Ferns , mosses , liver worts
* Reasons why regarded as plants
* Have simple leaves , stems and roots
* Structure of each
* Conifers produced by means of seesds by do not bear flowers

**Examples** * Pine , cederfir, podo , gingko
* Economic uses of conifers and general uses
 | * Discussing about non – flowering plants
* Observing non – flowering plants
* Discussing example of non – flowering plants
 | * Mosses
* Ferns
* Fungi
* Mushrooms
* Charts
 |  |
|  |  | Sci in Human activities and occupation  | Keeping cattle  | * The learner
* Identifies the different reasons for keeping cattle
* Identifies the different breeds of cattle
* Names the characteristics of each breed
* Identifies the difference between the different breeds
* Mention the advantages and disadvantages of each breed
 | * The learner names the reasons for keeping cattle
* Names the different breeds of cattle
* Acts out advantages about and disadvantages of exotic and local breeds.
 | * **Cattle**
* **Dfn**
* Reasons for keeping cattle
* External features of a cow
* Breeds of cattle
* Local / indigenous cattle
* Exotic breed
* Characteristics of each breed differences between breeds of cattle (Local and exotic )
* Advantages of local breeds over breeds.
* Advantages of exotic breeds over local breeds
 | * Observe different types of cattle types of cattle on a farm
* Discussing different breeds of cattle
* Attending operation of cattle of cattle on a farm names , care feeding and their diseases
 | * Real cattle
 |  |
|  |  |  | Types of cattle  | * The learner identifies the different breeds of cattle
* Identifies different breeds of cattle
 | * The learners acts out adia logue about external features of a bull and a cow
 | * Types of cattle
* Dairy cattle
* Beef cattle
* Dual purpose cattle
* Work type of cattle characteristics , shape and example of each breed
* Difference between dairy and beef cattle
 | * Drawing different types / shapes of cattle
 | * Real cattle
* Charts showing cattle
 |  |
|  |  |  | Reproduction in cattle  | * The learner
* Reads words sentences and stories about mating , insemination , artificial insemination
 | * The reproductive organs

a)Femaleb) Male reproductive organ.Parts and functions Reproduction in cattle * Heat in cattle
* Mating in cattle.

a)Pasture mating b)Hand mating* Insemination Advantages and disadvantages of each type of insemination

  | * Naming different parts of the reproductive system.
 | * Charts
* Text books
 |  |  |
|  |  |  | Calf management | * Learner
* States different ways of animal , identification
 | * Reads words sentences and stories about mating gestation period and calving in cattle.
 | * Calf management
* Feeding
1. Colostrums and its advantages
2. Farm practices eg numbering , dehorning , disbudding , castration , deworming , spraying , dipping and removal of extra teats
 | * Discussing ways of identifying animals
 | * A farm (real life situation)
 |  |
|  |  |  | Breeding in cattle  | * Gives examples of breeds of cattle
 | * Dfn
* Different types of breeding
 | Breeding in cattle Types of breeding * Inbreeding
* Cross breeding
* Out breeding
* Line breeding
 | * Stating example of breeds of cattle
 | * A farm
 | -do- |
|  |  |  | Cattle management  | List different systems of grazing cattle  | * Acts a dialogue about systems of grazing cattle
 | * Cattle management (cave)
* Feeding

a)Types of feedsb) Systems of grazing cattle c)Tettering d)Strip grazing e) Herding (free range)f) Digestive system of a cow | * Drawing the digestive system of a cow
 | * A chart showing the digestive system of a cow
 |  |
|  |  |  | Cattle management  | * The learner
* Describes making process
* Names more products
 | * The learner
* Reads words about mating gestation period and calving
 | * Housing

a) Importantce of housing cattle b)Types of cattle houses.Fence Importance of fencing b)Types of fences  | * Observing different milking process
* Listing types of fences , stating importances of housing cattle
 | * A farm
 | Fountain Intergrated Sci BK 6 Pg 67 - 76 |
|  |  |  | Cattle products  | * The learner
* States methods of pursing cattle products (Milk , meat, hides )
 | * The learner
* Acts out a dialogue on how milking is done
 | * Milk and milk products
* Measuring of milking
* Methods of milking

a)Handing milking b)Machine milking preservation of milk products importance of lacto meter and strip cup Other cattle products * Beef – cow during and urine
* Horns blood hooves
* Preservation of beef
* Preparation of hides
* Wet - salting
* Suspension drying
* Marketing cattle products
 | * Listing cattle products
* Stating methods of preservation of cattel products
 | * Real milk products
 |  |
|  |  |  | Cattle parasites and diseases  | * Identify and name the different diseases of cattle.
* Describes the causes signs and symptoms cattle diseases
* Mention the prevention control and treatment of the cattle diseases
 | * Names the diseases of cattle according to causes
* Acts out a dialogue about cattle diseases
* Spell the diseases of cattle and write them correctly
 | * Cattle diseases according to their causes (organisms)

a)Bacterial diseasesb) Vibral diseases **signs of sickness in animals.*** Transmission
* Signs of good health in animals
* Cattle diseases

a)Protozoa diseases eg East coast fever (ECF)* Anaplasmosis
* Heart water
* Try ponosomiasis

Signs of the above and diseases* Symptoms of diseases prevention , control and treatment

b) Bacterial diseases * Anthrax
* Brucellosis
* Calf scour etc
 | * Preparing a visit to a farm to write up on cattle diseases.
* Discussing ways of stating alive stock farm
* Carrying out activities which care and protect domestic animal
 | * A farm
* Pictures of cattle
 |  |
|  |  |  | Cattle diseases | * Identify the cattle diseases caused by virus
* Spell and write the diseases
* Name the cattle diseases caused by parasites.
* Identify and state ways of control
 | * Reads words stories and sentences about cattle diseases
* Name and correctly spell the cattle diseases
* Write words about cattle diseases
* Act out a dialogue about cattle diseases
 | * **Viral diseases**
* Foot and mouth disease
* Rinder pest other cattle diseases
* Milk fever bloat
* Mode of transmission

**Signs of the disease*** Symptoms of the disease
* Prevention and control of each disease

**Cattle parasites** * Meaning of cattle parasites
* Dangers of cattle

**Types of parasites** * Ways of controlling different parasites
* Farm records
* Meaning , importance and types of farm records
 | * Visiting a farm and identifying the sick animals
 | * Real cattle
 |  |
|  |  |  | Record keeping | * The learner describes the records kept on a farm
* Identify the importance of the farm records
 | * Name different records kept on a farm
 | * Types of records
* Health , labour, records, marking records, field records, filed records, inventories, dairy recorded
* Meaning of each of the above records.
* Reasons for keeping such a record on alive stock
 | * Stating the importance of various records
 | * Charts pupils text books
 |  |
|  |  |  | Name the requirements for starting live stock farm  | * Acts a dialogue on how to start a farm
 | * Requirements of starting alive stock farm
* Factors to consider before starting alive stock farm
* Land , labour , capital ready market , management t , machinery etc
* Meaning of each and importance
* How some of the above can be obtained
 | * Discussion on ways of starting a farm
 |  |  |  |
|  |  | The environment  | Resources in the environment  | * The learner
* Identifies resources from living and non living things
* Lists different types of rocks
 | * The learner
* Names resources
* Describes living and non living things as resources
 | * **Resources**
* **Dfn**
* Ways of getting resources
* Resources from non – living things such as soil , water , air and wind, sun , rock and minerals.
* **Types of rocks.**
* Igneous rocks
* Metamorphic rocks
* Sedimentary rocks
* Fossils and uses
* **Importances of rocks**
* Alloys and reasons for making them
* Examples of alloys
* Manganese steel
* Nick steel
* Stain less steel
* Cabalt steel
 | * Observing things around us which are useful resource
* Discusing ways of proper harvesting of resource
 | * Observing different rocks
 |  |
|  |  |  | Mentions resources got from plants and animals  | * Names different fuels
 | * Fuels
* Charcoal , fire wood, oil coal , resource from living things
* Plants eg medicine , food , fibres
* Animals eg wool , silk , food , honey , horns etc
* Animals also used to do work eg carrying ploughing transport
 | * Discussing uses of different fuels
 | * Charcoal
* Firewood
* Oil
 |  |  |
|  |  |  | Conservation of resources  | * The learner participates in different ways of conserving environment
 | * Writes ways of caring from animal resources
 | * Conservation meaning of conservation
* Reasons for conservation
* Once over used resources become extinct or endangered
* For future generations to see
* Protect the environment
* Non renewable resources by using 3R’s.
 | * Discussing ways of caring and conserving resource
* Practical preparing campaign message for sustainable use of resource
 |  |  |
|  |  |  |  |  |  | * Reducing , rejecting , recycling
* B) conservation of renewable resources
* Replacing the used ones
* Reserving natural vegetation
* Use of wind lie conservation
 |  |  |  |
|  |  |  | Harvesting of resources  | * Outlines ways of controlling degradation of resources
 | * Gives different methods of harvesting resources
 | * Harvesting of resources
* Meaning of the term harvesting
* Proper harvesting and using of resources
* Importance of harvesting
 | * Find out from community how people use the available resource
 |  |  |
|  |  |  | The human body  | * Respiratory system
 | * The learner
* Names respiratory organs
 | * Respiratory system
* Meaning of respiration
* Products of respiration
* Respiration organs
* Breathing
* Types of breathing
* Respiratory system.
 | * Observing models of respiratory organs
* Carrying out an experiment to illustrate breathing in and out.
 |  |  |
|  |  |  |  | * Demonstrates an experiment on human respiration
 | * Listens to stories about breathing and respiratory
 | * Functions of each part of the system
* Nose
* Epiglottis
* Trachea
* Bronchus
* Lungs
* Alveoli (Air Sacs)
* Adaptabilities of air sacs
 |  | * Real lungs of a cow
* Chart showing lungs
 |  |
|  |  |  | Diseases and disorders of the respiratory system | * Identities diseases and disorders of respiratory system
 |  | * Diseases of respiratory system infectious respiratory diseases
* Tuberculosis
* Influliza
* Diphtheria
* Pneumonia
* Whooping cough
* Causes of each of the above disease
* Prevention and control of each disease
 | * Listing diseases of the respiratory system
 | * Real lungs
* Chart showing lungs
 |  |
|  |  | The human body  | Diseases of the respiratory system | * Name the non infectious diseases
* Identify the causes of respiratory diseases
* Describes the conditions that lead to non infectious respiratoty diseases
 | * Spells and writes words about non infectious diseases
* Reading words, stories and sentences about non infectious respiratory diseases
 | * Non – infections respiratory
* Bronchitis
* Emplhysema
* Asthma
* Lung cancer
* Conditions that worsen the about disease
* Disorders of the respiratory system
* Choking
* Ways of keeping the system in a healthy conditions
* Regular physical body exercises
* Routine medical check – ups
* Avoiding smoking
 | * Observing model of the respiratory organs
* Carrying out experiment to illustrate breathing and out in relation to food and oxygen
* Discussing diseases disorders
* Listening talks from resource persons
 |  |  |

|  |
| --- |
| TERM III |
|  |  | Science in human activities and occupation  | Science at home and in our community  | * Describes the preparation of drinking water
* Identify the uses of water in our community
* Participates in campaigns for preparation of safe water.
* Define heat
* Name the sources of heat
* Identify the uses of heat
 | * Write words and sentences about the preparation of water
* Outlines the various methods of preparing safe water.
* Read words and sentences about water and using energy in homes
 | * Preparation of drinking water

a)Uses of water in the community * Domestic use
* Navigation
* Recreation
* Irrigation
* Generation of HEP

b) Methods of making water safe.Decantation* filtration
* boiling
* Chemical treatment
* **Using energy in homes**
* Definition of heat sources of heat eg fuels (wood , petrol , coal , drug , electricity , friction)
 | * Carrying out experiments on different ways of preparing safe water.
* Preparing clean water for drinking and washing
* Discuss what makes water unsafe
* Words and sentences about safe water.
 |  |  |
|  |  |  |  |  |  |  | * Uses of heat
* Food preservation
* Cooking
* Drying clothes
* What wind is
* Uses of wind
* Sailing boats
* Winnowing
* Turning wind mills
* What fermentation is
* Materials used in the process of fermentation brewing in homes.
 |  |  |
|  |  |  | Human health  | * Housing
* Standards
* Sanitation
 | * Identifies types of houses
* Describes the importance of house proper ventilation site for a house.
 | * Names the types of houses
* Describes the importance of housing
* Recites rymes about sanitation
* Reads words, sentences and stories about sanitation.
* Writes words and sentences about sanitation
 | * Important of housing
* Types of houses
* Important of proper ventilation
* Site for a house
* Characterizes of a good house
* The meaning of sanitation
 | * Drawing different types of houses
* Discussing importances of housing , requirements of a clean home / house
* Discuss different housing systems.
 |  |
|  |  |  |  |  |  |  | * Ways of maintaining sanitation
* Constrction of latrines and toilets considering
* Distance from kitchen
* Distance from main house
* Digging rubbish pits
* Draining stagnant water from the compound .
* Latrine types of latrines

a)Ordinary latrines ii)VIP latrines * Advantages of VIP over ordinary pit latrines
 |  |  |
|  |  | Human health  | Sanitation  | * Identifies toilets , latrines and potty.
* Names the types of latrine
* Describes the importance of latrine / toilets
 | * Names the types of latrines
* Reads words sentences and stories about latrines
 | * Maintaining VIP toilets
* Structures / parts and functions
* Maintain toilets
* Problems of toilets
* Shortage of water supply
* Blockage of sewage pipes
 | * Drawing different types of latrines and labeling them
* Cleaning latrines and toilets
 |  |  |
|  |  | Human health  | Accident and first aid  | * Describes accidents and first aid
* Name types of accidents
* Describe the importance of first aid
 | * Reads words , sentences and stories about accidents
* Acts out a dialogue about accidents and first aid.
 | * Accidents and first aid
* The meaning of accidents , first aid , casualty, first aid kit.
* Items found in a first aid box.
* Qualities of a good first aider
* Reasons for giving first aid.
* Types of accidents
* Burn and scald
* Fever and convulsion
* Near drawing
* Fainting
* Foreign bodies
* The meaning of poisoning
* Causes of accidents and first aid
* Prevention and control of each type.
 | * Talking from a resource person (first aider)
* Discussing the causes , prevention and first aid for fever and other types of accidents
* Discuss the different safety precautions
 |  |  |
|  |  | Human body  | The reproductive system Growth development adolescence puberty  | * The learner
* Describes growth and development in human beings
* Identify the primary and secondary characteristic
* Describes social , psychological and emotional changes during adolescence
 | * Describes growth and development
* Reads words, sentences and stories about puberty adolescence and care for the reproductive organs
* Recites rymes about primary and secondary characteristic dialogue about problems in adolescence
 | **Meaning of terms** * Growth , development m reproduction, adolescence and puberty
* **Primary se characteristics**
* Meaning
* Primary sex characteristics in boys
* Primary sex characteristics in girls

**Secondary sex characteristics** Meaning * Secondary sex characteristics in girls only
 | * Making observation of their own to identify growth and development
* Discussing social and emotional changes
* Observing modes of reproductive organs.
 |  |  |
|  |  |  |  |  |  |  | * Psychological and emotional changes during adolescence
* Meaning
* Examples of psychological and emotional changes during adolescence
 |  |  |
|  |  | The human body growth , development and reproduction  | Out of step adolescent changes  | * Learners
* States out
* Steps changes
* Gives problems faced by adolescents
 | * Learner
* Carry out a dialogue about abortion
* Miscarriages
* Rape
* Arson
 | **Out of step adolescent changes*** Meaning
* Examples of out of step adolescent changes
* Problems faced by adolescents
 | * Discussing problems faced by adolescent
 |  |  |
|  |  |  | Reproduction  | * States types of reproduction
* Name parts of male and female reproductive organs
 | * Reads words , sentences and stories about reproduction
* Writes about male and female reproduction organs
 | * Meaning of reproduction
* Types of reproduction
* Sexual reproduction
* Examples of sexual reproduction
* Vegetative propagation
* Natural propagation
* Artificial vegetative propagation
 | * Naming organs of reproductive organs
* Drawing reproductive organs.
 |  |  |