

WK	PD	THEME	SUB-TOPIC	SUBJECT COMPETENCES	COMPETENCES		Suggested activities	REF	RMKS
					LANGUAGE	CONTENT			
	1	The world of living things	Classification of living things	The learner -Classifies living things 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 - Animal kingdom. - Plant kingdom - Bacteria kingdom - Protoctista (Single celled organism) - Fungi kingdom	- Observing characteristics of living things - Identifying the kingdom of living things	Integrated 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  -Give examples in each case	Classes of animal kingdom  -vertebrates -invertebrates  -Give examples in each case	- Identifying classes of animals - Describing examples of classes of animal kingdom	- Integrated Sc P/s Bk 6 - Fountain Sc P/s BK 6 - Comprehensive Sc P/s Bk 6		
	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 vertebrates i) Warm blooded (Homeothermic) 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)	<p>The learners</p> <ul style="list-style-type: none"> <li>-Names groups of vertebrates and gives examples in each group.</li> <li>-Spells out words correctly</li> <li>-Reads words related to groups of vertebrates correctly</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Names groups of warm-blooded animals</li> <li>-Describes the characteristics of groups of warm-blooded animals</li> <li>-Describes the mode of reproduction in each case</li> </ul>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Groups of warm-blooded animals</li> <li>- Examples in each group</li> <li>- Characteristics of each group of warm-blooded animals</li> </ul>	<ul style="list-style-type: none"> <li>- Grouping animals</li> <li>- Observe the groups of warm-blooded animals</li> <li>- Reading</li> </ul>		
		Mammals	<ul style="list-style-type: none"> <li>- The learners,</li> <li>- Identifies the characteristics of mammals</li> <li>- Describes different groups of mammals</li> <li>- Identifies the characteristic features of each group of mammals</li> <li>- Gives examples of groups of mammals</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Names groups of mammals.</li> <li>-Spells out words related to mammals correctly</li> <li>-Act out the dialogue about groups of mammals</li> </ul>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Characteristics of mammals</li> <li>- Groups of mammals</li> <li>- Characterizes of each group and examples</li> </ul>	<ul style="list-style-type: none"> <li>- Observing groups of mammals and their example</li> <li>- Spelling out words correctly</li> </ul>		
		Birds	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Identifies characteristics of birds</li> <li>- Describes groups of birds</li> <li>- Describes their mode of feeding and reproduction</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Names groups of birds</li> <li>-Spells out word related to birds correctly</li> <li>-Act dialogue about groups of birds</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics of birds</li> <li>- Group of birds and examples.</li> <li>- Characteristics of each group of words</li> <li>- Advantage and disadvantages of birds</li> <li>- Adaptations of birds to their environment (life)</li> </ul>	<ul style="list-style-type: none"> <li>- Observing groups of birds</li> <li>- Describe advantages and disadvantages of birds</li> <li>- Spelling out words correctly</li> </ul>		
		Cold blooded (poikilothermic animals)	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Names groups of cold-blooded animals</li> <li>- Names examples of groups of cold-blooded animals.</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Names groups of cold-blooded animals</li> <li>-Reads words related to cold</li> </ul>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Characteristics of groups of cold-blooded animals</li> <li>- Examples of cold blood animals</li> </ul>	<ul style="list-style-type: none"> <li>- Observing groups of cold-blooded animals</li> </ul>		

				<ul style="list-style-type: none"> <li>- Describes the characteristics of groups of cold-blooded animals</li> <li>- Describes the mode of reproduction in cold blooded animals</li> </ul>	<ul style="list-style-type: none"> <li>blooded correctly</li> <li>-Spell out words correctly</li> </ul>		<ul style="list-style-type: none"> <li>- Spelling out words correctly</li> <li>- Reading words and sentences correctly</li> </ul>		
			Reptiles	<ul style="list-style-type: none"> <li>- The learners</li> <li>- Defines the term reptiles</li> <li>- Describes different groups of reptiles.</li> <li>- Describes characteristics and examples of each group.</li> <li>- Describes their mode of reproduction</li> </ul>	<ul style="list-style-type: none"> <li>The learner</li> <li>-Names groups of reptiles</li> <li>-Gives examples of each group</li> <li>-Reads words related to reptiles</li> <li>-Spells, pronounces words correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Description of reptiles.</li> <li>- Groups of reptiles.</li> <li>- Characteristics of each group</li> <li>- Examples in each group of reptiles</li> </ul>	<ul style="list-style-type: none"> <li>- Observing group of reptiles</li> <li>- Spelling, pronouncing and reading words correctly</li> <li>- Describing mode of reproduction</li> <li>- Drawing</li> </ul>		
			Snakes	<ul style="list-style-type: none"> <li>- The learners</li> <li>- Describes the characteristics of snakes.</li> <li>- Classifies the groups of snakes and their examples</li> <li>- Describes the steps taken to give first aid for snake bite.</li> <li>- Describes the importance of snakes to the environment</li> <li>- Describes the mode of reproduction in snakes.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners</li> <li>- Names groups of snakes and their characteristics</li> <li>- Spells out words related to snakes correctly.</li> <li>- Acts dialogue on groups of snakes.</li> <li>- Read words and sentences correctly about snakes</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics of snakes</li> <li>- Classification of snakes</li> <li>- Snakes</li> <li>- Poisonous</li> <li>- Non poisonous</li> <li>- Examples in each class of birds.</li> <li>- Importance of snakes</li> <li>- Reproduction in snakes</li> </ul>	<ul style="list-style-type: none"> <li>- Observing groups of snakes</li> <li>- Classifying and naming groups of snakes</li> <li>- Demonstrating the steps in first aid for snake bite.</li> <li>- Drawing snakes</li> </ul>		
			Tortoises, Turtles and terrapins	<ul style="list-style-type: none"> <li>- The learner,</li> <li>- Describes such groups of reptiles</li> </ul>	<ul style="list-style-type: none"> <li>-The learner,</li> <li>-Names the groups of such reptiles</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics</li> <li>- Their importance in the environment</li> <li>- Mode of reproduction</li> </ul>	<ul style="list-style-type: none"> <li>- Observing the groups of reptiles</li> </ul>		

				<ul style="list-style-type: none"> <li>- Identifies their characteristics according to their environment</li> <li>- Describes the mode of reproduction in such reptiles</li> </ul>	-Spells out words correctly		<ul style="list-style-type: none"> <li>- Read words and sentences about the groups of reptiles</li> <li>- Drawing</li> </ul>		
			Lizards	<ul style="list-style-type: none"> <li>- The learners</li> <li>- Describes the groups of lizards</li> <li>- Describes their mode of reproduction, feeding and protective / defense mechanism</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Names the example of lizards</li> <li>-Spells out words</li> <li>-Investigates their mode of feeding, reproduction and protection</li> </ul>	<ul style="list-style-type: none"> <li>- The learners</li> <li>- Characteristics of lizards</li> <li>- Adaptations of lizards to their environment</li> </ul>	<ul style="list-style-type: none"> <li>- Observing the groups of lizards</li> <li>- Reads and writes sentences about lizard</li> <li>- Spell out words</li> <li>- Drawing</li> </ul>		
			Crocodiles and alligator	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes the characteristics of crocodiles and alligators</li> <li>- Identifies the importance of importance of such reptiles</li> </ul>	<ul style="list-style-type: none"> <li>-The learners</li> <li>-Reads and writes sentences on such reptiles</li> <li>-Spells out the words</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics</li> <li>- Importance to the environment</li> <li>- Their feeding / reproduction and defensive mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>- Observing characteristics of crocodile and alligators</li> <li>- Read and writes sentences about them</li> <li>- Drawing</li> </ul>		
			Fish	<ul style="list-style-type: none"> <li>- The learners</li> <li>- Describes characteristics of fish</li> <li>- Identifies types of fish</li> <li>- Describe breathing mechanism in fish</li> <li>- Identifies adaptation of fish to living in water</li> <li>- Gives uses of fish to man</li> </ul>	<p>The learners</p> <ul style="list-style-type: none"> <li>-Spells pronounces and writes words correctly</li> <li>-Names different external parts of a fish</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics of fish</li> <li>- Structure of fish</li> <li>- Functions of part of fish</li> <li>- Types of fish and examples under each type.</li> <li>- Adaptations of fish to living in water</li> <li>- Uses of fish to man</li> </ul>	<ul style="list-style-type: none"> <li>- Observing parts of a fish</li> <li>- Drawing and naming parts of a fish</li> <li>- Giving uses of parts of a fish</li> </ul>		

			Amphibians	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes characteristics of amphibians</li> <li>- Names examples of amphibians</li> <li>- Describes differences between a frog and a toad</li> <li>- Describes reproduction in amphibians</li> </ul>	<p>The learners</p> <ul style="list-style-type: none"> <li>-Outlines characteristics of amphibians</li> <li>-Write stories and poems about amphibians</li> <li>-Reads words related to amphibians correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics of amphibians</li> <li>- Examples of amphibians</li> <li>- Differences between a frog and a toad</li> <li>- Reproduction in amphibians</li> </ul>	<ul style="list-style-type: none"> <li>- Observing some amphibians common in the locality</li> <li>- Naming amphibians</li> <li>- Preparing a simple differentiation table for a fish and a frog</li> <li>- Drawing</li> </ul>			
		The world of living things	Classes of invertebrates	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Names examples of invertebrates</li> <li>- Describes different classes of invertebrates mode of reproduction in invertebrates</li> </ul>	<p>The learners</p> <ul style="list-style-type: none"> <li>-Names, group or classes of invertebrates</li> <li>-Spells and reads words correctly</li> <li>-Writes stories about invertebrates</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of invertebrates</li> <li>- Characteristics of invertebrates</li> <li>- Classes of invertebrates</li> </ul>	<ul style="list-style-type: none"> <li>- Observing different invertebrates</li> <li>- Spelling exercise on words related to invertebrates</li> <li>- Writing poems and stories about invertebrates</li> </ul>			
			Coelenterates, Echinoderms and sponges	<ul style="list-style-type: none"> <li>- The learners</li> <li>- Names or describes characteristics of coelenterates, echinoderms and sponges.</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Names examples of coelenterates,</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics of: <ul style="list-style-type: none"> <li>- Coelenterates</li> <li>- Echinoderms</li> <li>- Sponges</li> <li>- Examples of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Observing diagrams of coelenter</li> </ul>	Fountain BK 6 Pg		

				<ul style="list-style-type: none"> <li>- Names examples of coelenterates, echinoderms and sponges.</li> </ul>	<p>Echinoderms and sponges.</p> <ul style="list-style-type: none"> <li>-Spells pronounces and reads words correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Coelenterates</li> <li>- Echinoderms</li> </ul>	<p>ates, echinoderms and sponges</p> <ul style="list-style-type: none"> <li>- Drawing diagrams of coelenterates echinoderms and sponges</li> </ul>	<p>MK Bk 6 Pg</p> <p>Comp Pri Sci Bk 6 PG</p>	
			<b>Molluscs</b>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describe the characteristic of molluscs</li> <li>- Names the examples of molluscs</li> <li>- Describes their defense mechanism in molluscs</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Names the examples of molluscs</li> <li>-Spells out words correctly</li> <li>-Write poems about molluscs</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics of molluscs</li> <li>- Examples of molluscs</li> <li>- Adaptations of molluscs to their life</li> <li>- Importance of molluscs</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing example</li> <li>- Observing characteristics of molluscs</li> <li>- Read and write sentences about molluscs</li> </ul>		
			<b>Worms</b>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes the group of worms</li> <li>- Identifies the characteristics of each group of worms</li> <li>- Describes their mode of reproduction</li> <li>- Identifies the effect of worms to human bodies</li> </ul>	<p>The learners</p> <ul style="list-style-type: none"> <li>-Names the group of worms</li> <li>-Spells out words related to worm correctly</li> <li>-Names the characteristics of groups of worms</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics of worms</li> <li>- Examples worms in each group</li> <li>- Importance of some worms and effects to our bodies</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Reading writing sentences about worms</li> <li>- Observing the group of worms</li> </ul>		
			<b>Arthropods</b>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Identifies the characteristics of arthropods</li> <li>- Describes the groups of arthropods.</li> <li>- Describes the characteristics of each group of arthropods with examples.</li> <li>- Describe their mode of reproduction and feeding</li> <li>- Identify the importance of insects to man and environment</li> </ul>	<p>The learners</p> <ul style="list-style-type: none"> <li>-Names the group of arthropods</li> <li>-Spells out words related to arthropods</li> <li>-Reads and writes sentences on arthropod</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics of arthropods</li> <li>- Groups of arthropods</li> <li>- Mode of reproduction and feeding</li> <li>- Importance of insects to the environment</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Naming the groups of arthropods</li> <li>- Observing groups of arthropods</li> <li>- Reading and writing</li> </ul>		

							sentence s		
		The world of living things	Protoctista kingdom (single celled organisms)	<ul style="list-style-type: none"> <li>- The learners</li> <li>- Identifies characteristics of organism under Protoctista kingdom</li> <li>- Names organism under Protoctista kingdom</li> </ul>	The learners -Spells, pronounces and reads words related to Protoctista kingdom correctly	<ul style="list-style-type: none"> <li>- Characteristics of organisms under Protoctista kingdom</li> <li>- Examples of organism under Protoctista kingdom (Algae, euglena protozoa)</li> </ul>	<ul style="list-style-type: none"> <li>- Charts showing algae, euglena and protozoa</li> </ul>	Observing diagram of algae, euglena and protozoa -Spelling words	
			Algae, protozoa and Euglena	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes characteristics of algae, protozoa and euglena</li> <li>- Names examples of algae and protozoa</li> <li>- Identifies uses of algae</li> <li>- Describes mode of movement of protozoa</li> <li>- Describes mode of reproduction of protozoa</li> </ul>	The learner -Spells and reads words correctly -Names examples of protozoa and algae -Writes and reads sentences related to algae to algae and protozoa	<ul style="list-style-type: none"> <li>- Characteristics of algae</li> <li>- Examples of algae</li> <li>- Uses of algae</li> <li>- Diagrams of algae</li> <li>- Characteristics of euglena</li> <li>- Diagram of euglena</li> <li>- Characteristics of protozoa</li> <li>- Examples of protozoa</li> <li>- How protozoa reproduce and move</li> <li>- Diagram of protozoa</li> </ul>	<ul style="list-style-type: none"> <li>- Charts showing euglena, spirogyra, amoeba paramecium</li> </ul>	<ul style="list-style-type: none"> <li>- Observing diagrams</li> <li>- Diagram and labeling diagram</li> <li>- Describing how amoeba and paramecium move and reproduce</li> </ul>	Suppl em ent ary Sci Pg 12 6  Intr o to Bio Pg 17 4 - 17 5
		Matter and energy	Sound energy	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes the term energy</li> <li>- Identifies forms of energy</li> <li>- Experiments on sound as a form of energy</li> <li>- Identifies sources of sound energy</li> </ul>	The learners -Describes sound energy -Spells words related to sound correctly -Reads words sentences and stories about sound.	<ul style="list-style-type: none"> <li>- Definition of energy</li> <li>- Types of energy</li> <li>- Forms of energy</li> <li>- Definition of sound</li> <li>- Natural sources of sound</li> <li>- Artificial sources of sound</li> <li>- How sound is produced</li> <li>- Types sounds</li> <li>- How sound travels</li> </ul>	<ul style="list-style-type: none"> <li>- Carrying out experiment on sound energy</li> <li>- Reading words sentences and stories about sound</li> </ul>	<ul style="list-style-type: none"> <li>-Rulers</li> <li>-Drums</li> <li>-Bells</li> <li>-Stones</li> <li>-Desks</li> <li>-Sets</li> </ul>	Mk Bk 6 Pg  Int egr ate d Sci Bk 6 Pg
		How living things makes sound and		<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes how living things make sound</li> <li>- Describes how sound travels through different media</li> <li>- Calculations on sound</li> </ul>	The learner -Makes sounds of different animals -Spells words related to sound correctly	<ul style="list-style-type: none"> <li>- How living things make sound</li> <li>- How sound travels in different media</li> <li>- Speed of sound in different media</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying different sounds if different objects</li> </ul>	Real insects -Drums -Desks Text books -Tins -Threads	Mk BK Pg  Int egr ate

		how it travels				- Calculating numbers about sound	- Calculate numbers on sound in air		d Sci Bk 6 Pg 6
		Matters and Energy	Music instruments	<ul style="list-style-type: none"> <li>- The learners</li> <li>- States different groups of music instrument</li> <li>- Names instruments under each group</li> <li>- Draw and names some music instruments</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Names different classes of music instruments</li> <li>-Writes spells, Pronounces and reads words correctly</li> <li>-Writes words sentences and stories about music instrument</li> </ul>	<ul style="list-style-type: none"> <li>- Groups of music instruments</li> <li>- Examples under each group</li> <li>- Diagrams of simple music instruments</li> <li>- How each group produce sound</li> <li>- How to change the pitch of each music instrument</li> </ul>	<ul style="list-style-type: none"> <li>- Classifying music instruments</li> <li>- Drawing and naming simple music instrument</li> </ul>	<ul style="list-style-type: none"> <li>-Drums</li> <li>-Bottle</li> <li>-Water</li> <li>-Ropes</li> <li>-Rubber</li> <li>-Bands</li> <li>-Shakers</li> </ul>	
			Pitch frequency and volume	<ul style="list-style-type: none"> <li>- The learner</li> <li>- -Describes pitch, frequency and volume of sound</li> <li>- -Describes factors affecting pitch</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Describes factors affecting pitch</li> <li>-Correctly spells, pronounces and reads words related to pitch frequency and volume</li> </ul>	<ul style="list-style-type: none"> <li>- Definition frequency pitch and volume of sound</li> <li>- Factors affecting pitch</li> <li>- How each factor affects pitch</li> </ul>	<ul style="list-style-type: none"> <li>- Giving the meaning of frequency pitch and volume</li> <li>- Stating factors affecting pitch</li> </ul>	<ul style="list-style-type: none"> <li>-Bigs and Small drums</li> <li>-Short and long strings</li> <li>-Empty and half full bottle of water</li> </ul>	
		Matters and energy	Echo	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes the term echo</li> <li>- States uses of echoes in nature</li> <li>- Outline disadvantage of echoes</li> <li>- Solves numbers related to echoes</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Reads words and sentences related to echoes correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of echo</li> <li>- Causes of echo</li> <li>- Uses of echoes</li> <li>- Disadvantages of echoes</li> <li>- Minimizing echoes</li> <li>- Calculating numbers related to echoes</li> </ul>	<ul style="list-style-type: none"> <li>- Defining echoes</li> <li>- Starting the uses of echoes</li> <li>- Solving question related to echoes</li> </ul>	<ul style="list-style-type: none"> <li>-Empty classroom</li> <li>-Text books thick</li> <li>Curtains</li> </ul>	



			Storing and reproducing sound	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Identifies ways of storing sound</li> <li>- States devices used to store sound</li> <li>- Names devices used to reproduce sound</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Sings and reads words</li> <li>-Write words sentences and stories about storing and reproducing sound</li> </ul>	<ul style="list-style-type: none"> <li>- Way of storing sound (reducing and writing)</li> <li>- Devices used to store sound</li> <li>- Devices used to reproduce sound</li> </ul>	<ul style="list-style-type: none"> <li>- Observing devices used to store or reproduce sound.</li> <li>- Drawing simple devices for storing or reproducing sound</li> </ul>	<ul style="list-style-type: none"> <li>-CD</li> <li>-VCDs</li> <li>-Memory Card</li> <li>-iPod</li> </ul>	
		Matter and energy	The human ear	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Names different parts of the human ear</li> <li>- Draws and labels the structure of the human ear</li> <li>- States the use of each part of the human ear.</li> <li>- Names the general uses of the human ear</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Names different parts of the human ear.</li> <li>-Names organs of hearing in fish, snakes, insects, amphibians, birds.</li> <li>-Reads and writes words related to human ear correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Parts of the human ear</li> <li>- Uses of part of the human ear.</li> <li>- General uses of the human ear</li> <li>- Names of organs of hearing in fish, snakes, insects, birds, amphibians</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing the human ear</li> <li>- Naming parts of human ear</li> <li>- Labelling the human ear</li> </ul>	<ul style="list-style-type: none"> <li>-Text books</li> <li>-Charts showing the human ear.</li> <li>-Model of the human ear</li> <li>-Chart showing organs of hearing other in other animals</li> </ul>	
			Diseases and disorders of the human ear and caring for the human ear	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Names discuss and disorder of the human ear.</li> <li>- Discuss ways of caring for the human ear</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Spell, pronounces and reads diseases and disorder of the human ear correctly</li> <li>-Reads sentences and stories on how to care for the human ear</li> </ul>	<ul style="list-style-type: none"> <li>- Diseases and disorders of the human ear</li> <li>- Ways of caring for the human ear</li> </ul>	<ul style="list-style-type: none"> <li>- Pronouncing words</li> <li>- Reading stories</li> <li>- Discussing ways of caring for the human</li> </ul>	<ul style="list-style-type: none"> <li>-Water</li> <li>-Soap</li> <li>-Cotton</li> <li>- iPod</li> <li>-Chart showing the human ear</li> </ul>	
		Alcohol, smoking and drug	Alcohol	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes the types of alcohol with examples</li> <li>- Demonstrates the methods of making alcohol</li> <li>- Identifies the uses of alcohol in society</li> </ul>	<p>The learners</p> <ul style="list-style-type: none"> <li>-Names the types of alcohol</li> <li>-Spells out words correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Method of making alcohol.</li> <li>- Types of alcohol with examples</li> <li>- Uses of alcohol</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Observing the methods of making alcohol.</li> </ul>		

				<ul style="list-style-type: none"> <li>- Identifies the effects of alcohol to the society</li> <li>- Reasons for taking alcohol</li> <li>- Ways of avoiding alcoholism</li> <li>- Ugandan law related to alcohol taking</li> </ul>	<ul style="list-style-type: none"> <li>-Names the methods of making alcohol</li> <li>-Names the effects of alcohol</li> <li>-Identifies the reasons for taking alcohol</li> <li>-Names ways of avoiding alcohol</li> <li>-Recites the laws related to alcohol taking in Uganda</li> </ul>	<ul style="list-style-type: none"> <li>- Effects of alcohol to the society.</li> <li>- Reasons for taking alcohol</li> <li>- Methods of avoiding alcoholism</li> <li>- Laws related to alcohol taking in Uganda</li> </ul>	<ul style="list-style-type: none"> <li>- Observing the types of alcohol</li> <li>- Demonstrate the effects by dramatizing</li> <li>- Act dialogue on alcohol</li> </ul>		
			Smoking	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Names types of smoking</li> <li>- Identifies reasons why people smoke</li> <li>- Demonstrate the effects of smoking to the society</li> <li>- Ways of avoiding smoking</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Names the types of smoking</li> <li>-Spells the words correctly</li> <li>-Reads and writes sentences related to smoking</li> </ul>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Types of smoking</li> <li>Reasons for smoking</li> <li>-Effect of smoking to individuals families and societies</li> <li>-Ways of avoiding smoking</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing poster</li> <li>- Reading and writing sentences</li> <li>- Demonstrate rates of smoking by dramatizing</li> </ul>		
			Drugs	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Identifies the characteristics of both laboratory and traditional drugs</li> <li>- Names example of laboratory and traditional made drug</li> <li>- Describes essential drugs with examples</li> <li>- Drugs with example</li> <li>- Drug prescription.</li> <li>- Describe ways of storing drugs and the purpose.</li> <li>- Describes drug abuse and misuse</li> </ul>	<p>The learner,</p> <ul style="list-style-type: none"> <li>-Names characteristics of drugs.</li> <li>-Describes essential drugs and names examples</li> <li>-Describes drug prescription</li> <li>-Demonstration ways of storing drugs.</li> <li>-Defines drug abuse / misuses and their effects</li> </ul>	<ul style="list-style-type: none"> <li>- Characteristics of laboratory / traditionally made drugs.</li> <li>- Examples of drugs</li> <li>- Essential drug with examples</li> <li>- Drug prescription</li> <li>- Methods advantages of storing drugs</li> <li>- Definition for drug misuse abuse and their effects.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading and writing sentences related to drugs.</li> <li>- Observing proper storage of drug.</li> </ul>		

			Drugs dependency	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Names common drugs of dependency</li> <li>- Names the reasons for abusing drugs</li> <li>- Identifies the effects of drugs of dependency to individuals families and society</li> <li>- Identifies ways of avoiding drugs of dependency</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Names common drug</li> <li>-Names the reasons why reasons why people drink abuse drugs</li> <li>-Names the effects of drug abuse</li> <li>-Names the effects of drugs of dependence to a society</li> </ul>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Reasons why people abuse drugs</li> <li>- Effects of drugs of dependence</li> <li>- Ways of avoiding drugs of dependence</li> </ul>	-		
		Human body	Circulatory system	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes blood circulation</li> <li>- Mentions the components of the circulatory system</li> <li>- Describe the structure of the heart, uses of each part and the function of the heart</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Describe blood circulation</li> <li>-Names components of the circulatory system</li> <li>-Spells, pronounces and writes words related to heart correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of blood circulation</li> <li>- Components of the circulatory system</li> <li>- The structure of the heart</li> <li>- Function of the heart</li> <li>- Uses of each part of the heart</li> </ul>	<ul style="list-style-type: none"> <li>- Observing a model of the heart</li> <li>- Drawing the human heart</li> <li>- Labeling parts of the human correctly</li> </ul>	<ul style="list-style-type: none"> <li>-Model of the heart</li> <li>-Chart showing the heart</li> <li>-Textbooks</li> </ul>	<p>Bk 6 Pg ountain n Bk 6 Pg comp Pri Sci Bk 6 page Intro to Bio Pg 93</p>
			How the heart works and double circulation	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes how the heart works</li> <li>- Describes double circulation</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Describe how blood moves through the heart</li> <li>-Describes double circulation</li> <li>-Spells, pronounces and writes words related to double circulation correctly</li> </ul>	<ul style="list-style-type: none"> <li>- How the heart work.</li> <li>- Definition of double circulation</li> <li>- Diagram showing double circulation</li> <li>- Use of parts related to double circulation</li> </ul>	<ul style="list-style-type: none"> <li>- Describing how the heart works</li> <li>- Drawing the diagram showing double circulation</li> <li>- Labeling parts related to double circulation</li> </ul>	<ul style="list-style-type: none"> <li>-Model of the heart</li> <li>-Chart showing double circulation</li> <li>-Textbooks</li> </ul>	<p>Intro to Bio Pg 95 and 99</p> <p>MK BK 6 Pg ountain BK 6 Pg</p>
		Human body	Blood groups and diseases and	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes blood group</li> <li>- Identifies the universal donor and recipient</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Reads words related to the blood groups</li> </ul>	<ul style="list-style-type: none"> <li>- Types of blood group</li> <li>- Differentiating a blood donor from a recipient</li> </ul>	<ul style="list-style-type: none"> <li>- Listing blood groups</li> </ul>	<ul style="list-style-type: none"> <li>-Text books</li> <li>-Charts</li> </ul>	

			disorder of the circulatory system	<ul style="list-style-type: none"> <li>- Names diseases and disorders of the circulatory system</li> <li>- Groups hereditary diseases alone</li> </ul>	<ul style="list-style-type: none"> <li>-Spells, pronounces, writes and reads diseases and disorder and disorders correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Diseases and disorders of the circulatory system</li> <li>- Hereditary diseases of the circulatory system</li> </ul>	<ul style="list-style-type: none"> <li>- Naming diseases and disorders of the circulatory system</li> <li>- Identifying components of blood affected by some diseases</li> </ul>		
			Maintenance of the proper working of the circulatory system	<ul style="list-style-type: none"> <li>- The learner,</li> <li>- Suggest ways of keeping the circulatory system in a proper working order.</li> <li>- Describes ways of increasing the volume of blood in the body.</li> <li>- List advantages of regular body exercises to the circulatory system</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Explains ways of increasing the volume of blood in the blood in the body</li> <li>-Discusses effects of HIV / AIDS on an individual, family and the community</li> <li>-Writes and reads PIASCY messages.</li> </ul>	<ul style="list-style-type: none"> <li>- Effects of HIV / AIDS on an individual family and community</li> <li>-Ways of keeping the circulatory system in a proper working order.</li> <li>-Ways of increasing the volume of blood in the body.</li> <li>-Advantages of regular body exercises.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing effects of HIV / AIDS on an individual family and community</li> <li>- Oranges</li> <li>- Water melons</li> <li>- Water</li> </ul>		
		Human body	Blood vessel	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes what blood vessels are</li> <li>- Identifies types of blood vessels</li> <li>- Describes functions of each blood vessel</li> <li>- Compares veins and arteries in structure and functions</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Names blood vessels</li> <li>-Reads words sentences and stories about blood vessels</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of blood vessels</li> <li>- Types of blood vessel</li> <li>- Functions of: -</li> <li>- Veins</li> <li>- Arteries</li> <li>- Capillaries</li> <li>- Diagrams of veins, arteries and capillaries</li> <li>- Structural functional differences between veins and arteries</li> </ul>	<ul style="list-style-type: none"> <li>- Naming blood vessels</li> <li>- Giving uses of each blood vessel</li> <li>- Drawing diagram of blood vessel</li> </ul>	<ul style="list-style-type: none"> <li>-Chart showing blood vessel</li> <li>-Text books</li> <li>-Straws</li> <li>-Pieces of cylindrical objects</li> </ul>	
			Blood	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes blood</li> <li>- Identifies types of blood</li> <li>- Names components of blood</li> <li>- Describes uses of each component of blood.</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Spells pronounces and reads words correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of blood</li> <li>- Types of blood (Oxygenated and Deoxygenated)</li> <li>- Components of blood.</li> </ul>	<ul style="list-style-type: none"> <li>- Naming types of blood and its components</li> </ul>	<ul style="list-style-type: none"> <li>-Text books</li> </ul>	

				<ul style="list-style-type: none"> <li>- Identifies the general uses of blood</li> <li>- Groups the uses of blood into transport, protective and regulatory uses.</li> </ul>	<ul style="list-style-type: none"> <li>-Writes and reads stories about uses of blood.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses of each component</li> <li>- Uses of blood</li> <li>- Transport</li> <li>- Functions</li> <li>- Protective functions</li> <li>- Regulatory functions</li> </ul>	<ul style="list-style-type: none"> <li>- Giving uses of plasma, platelets, white blood cells and red blood cells</li> <li>- Suggesting general functions of blood.</li> </ul>		
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## TERM II

		The world of living things	Classification of plants	<ul style="list-style-type: none"> <li>- The learner classifies plant in to flowering and non-flowering plants names parts of a flowering</li> </ul>	The learner names classes of plants -Describes flowering plants	<ul style="list-style-type: none"> <li>- Flowering plants</li> <li>- Defines flowering plants which bear flowers and reproduce by means of seeds.</li> <li>- Structure of a flowering plant</li> <li>- Leaves, flower, stems, fruits, seeds, roots function of each part.</li> </ul>	<ul style="list-style-type: none"> <li>- Observing different flowering plants</li> <li>- Drawing and naming parts of a plant</li> <li>- States functions of each part</li> </ul>	<ul style="list-style-type: none"> <li>-A flowering plant.</li> <li>-A chart showing a flowering plant</li> </ul>	<ul style="list-style-type: none"> <li>Fountain integrated Sci Bk 6 Pg 162</li> </ul>
			Roots	<ul style="list-style-type: none"> <li>- Learners draws different types of roots</li> <li>- Gives examples of plants with such roots</li> </ul>	Learner outlines functions of roots to a plant -Names different types of roots	<ul style="list-style-type: none"> <li><b>Roots</b></li> <li>- Functions of roots to plants uses of roots to animals</li> <li><b>Types of roots</b></li> <li>- Primary roots</li> <li>- Tap roots</li> <li>- Fibrous roots</li> <li>- Secondary roots</li> <li>- Adventitious roots</li> <li>- Clasping roots</li> <li>- Prop roots</li> <li>- Buttress roots</li> <li>- Storage root</li> </ul>	<ul style="list-style-type: none"> <li>- Sorting samples of roots</li> <li>- Drawing roots</li> <li>- Naming</li> </ul>	<ul style="list-style-type: none"> <li>-Different roots</li> <li>-Charts showing roots</li> </ul>	

		The world of living things	Classification of plants (stem)	<ul style="list-style-type: none"> <li>- Learner classifies plants into groups of flowering and non-flowering plants</li> <li>- Functions of stems</li> </ul>	<ul style="list-style-type: none"> <li>- The learner names the functions of stems</li> <li>- Spells scientific words correctly acts out a dialogue about types of stems.</li> </ul>	<ul style="list-style-type: none"> <li>- Stems</li> <li>- Functions of stems</li> <li>- Types of stems</li> <li>- Upright stems (erect) stems</li> <li>- Underground stems</li> <li>- Stem tubers</li> <li>- Rhizomes</li> <li>- Bulbs</li> <li>- Corns</li> <li>- Examples of each</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing stems</li> <li>- Naming stem</li> </ul>	<ul style="list-style-type: none"> <li>- Onions</li> <li>- Ginger</li> <li>- Different stems</li> </ul>	Fountain integrated Sci Bk Pg 166
			Leaves	<ul style="list-style-type: none"> <li>- The learner names the parts of a leaf</li> <li>- Describes the functions of leaves</li> <li>- Uses</li> <li>- Characteristics to prepare simple classification of leaves</li> </ul>	<ul style="list-style-type: none"> <li>- The learner writes words about parts of leaves</li> <li>- Draws and labels parts of a leaf.</li> <li>- The learner writes words about parts of leaves</li> <li>- Reads words and sentences, stories about leaves</li> </ul>	<ul style="list-style-type: none"> <li>- Leaves</li> <li>- <b>Parts of a leaf</b></li> <li>- Functions of leaves</li> <li>- Leaf venation</li> <li>- Network leaf venation</li> <li>- Parallel leaf venation</li> <li>- <b>Types of leaves</b></li> <li>- Compound leaves</li> <li>- Simple leaves</li> <li>- Examples of two types of leaves</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing leaves</li> <li>- Naming leaves</li> <li>- Collecting leaves from environment</li> </ul>	<ul style="list-style-type: none"> <li>- Real leaves</li> <li>- Chart showing leaves</li> </ul>	Fountain integrated sci BK 6 Pg 168 - 171
			Photosynthesis	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes photosynthesis</li> <li>- Names the conditions and raw materials for plant to carry out photosynthesis</li> </ul>	<ul style="list-style-type: none"> <li>- Writes description of photosynthesis</li> <li>- Spells and writes words about photosynthesis</li> </ul>	<ul style="list-style-type: none"> <li>- Photosynthesis</li> <li>- Dfn:</li> <li>- Requirements</li> <li>- Raw materials</li> <li>- Conditions</li> <li>- By products</li> <li>- How leaves are adapted to photosynthesis</li> <li>- Testing for starch</li> </ul>	<ul style="list-style-type: none"> <li>- Carry out experiment to test for starch</li> </ul>	<ul style="list-style-type: none"> <li>- Iodine solution</li> <li>- Cassava</li> <li>- Potato leaves</li> </ul>	Fountain integrated Sci BK 6 Pg 171 - 173
			Transpiration	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes transpiration</li> <li>- Name the importance of transpiration to plants</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Reads words, sentences and stories about transpiration</li> </ul>	<ul style="list-style-type: none"> <li>- Transpiration</li> <li>- Dfn:</li> <li>- Importance of transpiration</li> <li>- Factors which affect the rate of transpiration</li> <li>- Temperature</li> <li>- Water supply</li> <li>- Humidity</li> <li>- Speed of wind</li> </ul>	<ul style="list-style-type: none"> <li>- Carrying out an experiment to test transpiration in the plant's environment</li> </ul>	<ul style="list-style-type: none"> <li>- Polythene paper</li> <li>- Rubber band</li> <li>- Plant</li> </ul>	

						- Surface area of a leaf.			
			<b>Flowers</b>	<ul style="list-style-type: none"> <li>- Learner draws the flower</li> <li>- They name the parts of the flower</li> </ul>	<b>Dfn</b> <ul style="list-style-type: none"> <li>- Pistil</li> <li>- Stamen</li> <li>- Ovules</li> <li>- Corolla</li> <li>- Calyx</li> </ul>	<ul style="list-style-type: none"> <li>- Flowers</li> <li>- Dfn</li> <li>- Structure of a flower</li> <li>- Reproductive parts of a flower</li> <li><b>Uses of flowers to</b></li> <li>- Man</li> <li>- Plants</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Naming parts of a flower</li> </ul>	<ul style="list-style-type: none"> <li>- A chart showing a flower</li> <li>- A flower</li> </ul>	Fountain integrated Sci Bk 6 Pg 176
			<b>Pollination and fertilization</b>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Defines the term pollination</li> <li>- Lists down agents of pollination mentions types of pollination</li> <li>- Explains the characteristics of</li> <li>- Wind and insect pollinated flower</li> <li>- Describes the process of fertilisation</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Defines</li> <li>- Pollination</li> <li>- Describes agents of pollination</li> <li>- Reads words and stories about pollination</li> </ul>	<ul style="list-style-type: none"> <li>- Pollination and fertilization</li> <li>- Definition of pollination</li> <li><b>Agent of pollination</b></li> <li>- Wind</li> <li>- Insects</li> <li>- Birds</li> <li>- Water</li> <li><b>Types of pollination</b></li> <li>- Self-pollination</li> <li>- Definition</li> <li>- Characteristics of cross-pollinated flowers</li> <li>- Characteristics of wind pollinated flowers.</li> <li>- Fertilization</li> </ul>	<ul style="list-style-type: none"> <li>- Describe</li> <li>- Characteristics of wind and insect pollinated flowers</li> <li>- Uses characteristics to classify different types of pollination</li> </ul>	<ul style="list-style-type: none"> <li>- Flowers</li> </ul>	Tropical Bio Intro to Bio MK Sci Bk 6  Comprehensive Sci Bk 6  Fountain integrated Sci Bk 6 Pg 165
			<b>Fruits</b>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Defines a fruits</li> <li>- Mentions types of fruits</li> <li>- Gives and identify types of fruits</li> </ul>	<ul style="list-style-type: none"> <li>- The learner names types of fruits</li> <li>- Characteristics of each type</li> </ul>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Characteristics of fruits</li> <li>- Types of fruits</li> <li>- Succulent fruits</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing fruits and naming different parts classifying</li> <li>- Drupes</li> <li>- Dehiscent fruits</li> <li>- Characteristics of each type and example</li> </ul>	<ul style="list-style-type: none"> <li>- Fruits and seeds</li> <li>- Grounding fruits</li> </ul>	

							importance of fruits		
			Seed dispersal	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes seed dispersal</li> <li>- Identifies agents of dispersal</li> <li>- Names the characteristics of seeds dispersed by various</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Reads words, sentences and stories about seed dispersal</li> <li>- States the ways seeds are dispersed</li> <li>- State the characteristics of the various seeds</li> </ul>	<b>Seed dispersal Dfn</b> <ul style="list-style-type: none"> <li>- Seed dispersal</li> <li>- Importance of seed dispersal eg.</li> <li>- Water</li> <li>- Wind</li> <li>- Animals</li> <li>- Self-dispersal</li> <li>- Characteristics of seeds dispersed by</li> <li>- Water</li> <li>- Wind</li> <li>- Animals</li> <li>- Self-dispersal</li> </ul>	<ul style="list-style-type: none"> <li>- Observe different plants in the environment</li> <li>- Carrying out a simple study to identify different seeds</li> <li>- Describing methods of seed dispersal</li> </ul>	<ul style="list-style-type: none"> <li>- Seeds</li> <li>- Charts</li> <li>- Text books</li> </ul>	
			Plant propagation	<ul style="list-style-type: none"> <li>- The learner describes plants propagation</li> <li>- Identifies methods of plant propagation</li> <li>- Participates in propagation of some plants</li> </ul>	<ul style="list-style-type: none"> <li>- The learner writes words about propagation</li> <li>- Reads words sentences and stories about propagation</li> </ul>	<ul style="list-style-type: none"> <li>- Meaning of propagation</li> <li>- Methods of plants propagation</li> <li>- By seeds</li> <li>- By vegetative propagation seeds</li> <li>- A seed is a mature ovule</li> <li>- Groups of seeds</li> <li>- Monocotyledonous seeds</li> <li>- Monocotyledonous</li> </ul>	<ul style="list-style-type: none"> <li>- Observe different seeds</li> <li>- Carrying out experiment planting seeds</li> <li>- Identifying characteristics of monocots and dicots</li> </ul>	<ul style="list-style-type: none"> <li>- Stems</li> <li>- Bulbs</li> <li>- Seeds</li> <li>- Old tins</li> <li>- Growing plants</li> </ul>	Fountain integrated Sci Bk 6 Pg 67 Supplementary Sci Std 8 MK
			Germination	<ul style="list-style-type: none"> <li>- The learner describes germination</li> <li>- Names the requirements of seed germination</li> <li>- Identify types of seed germination</li> </ul>	<ul style="list-style-type: none"> <li>- The learner writes simple words about germination</li> <li>- Reads words sentences and stories about seed germination</li> <li>- Draw and labels different</li> </ul>	<b>Germination Dfn</b> <ul style="list-style-type: none"> <li>- Types of germination</li> <li>- Epigeal germination</li> <li>- Hypogeal</li> <li>- Epigeal germination</li> <li>- Meaning of epigeal seeds which undergo epigeal.</li> <li>- Hypogeal</li> <li>- Examples of seeds which undergo</li> </ul>	<ul style="list-style-type: none"> <li>- Planting different seeds and observing them</li> <li>- Caring for the plants</li> </ul>	<ul style="list-style-type: none"> <li>- Germinating seeds</li> </ul>	



					methods of plant propagation	hypogeal germination conditions for germination. Moisture, oxygen, warmth - Differentiate monocots and dicots			
			Propagation	<ul style="list-style-type: none"> <li>- Describes plant propagation defines propagation correctly</li> <li>- Identify types of propagation</li> </ul>	<ul style="list-style-type: none"> <li>- Writes simple description of some common plants</li> </ul>	<ul style="list-style-type: none"> <li>- Types of vegetative propagation</li> <li>- Natural</li> <li>- Artificial</li> <li>- Natural / vegetative propagation</li> <li>- Uses of rhizomes leaves, seeds, corn, stem, tubers, suckers methods of artificial vegetative propagation</li> <li>- Stem cutting grafting, layering</li> <li>- Budding marcotting</li> <li>- Advantages of vegetative propagation</li> <li>- Importance of plants</li> </ul>	<ul style="list-style-type: none"> <li>- Planting various crops</li> </ul>	<ul style="list-style-type: none"> <li>- Seeds</li> <li>- Leaves</li> <li>- Stems</li> <li>- Sucker etc</li> </ul>	
			Non flowering plants	<ul style="list-style-type: none"> <li>- The learner names examples of non – flowering plants</li> <li>- Uses characteristics to prepare simple classification of non – flowering plants</li> </ul>	<ul style="list-style-type: none"> <li>- Describe non flowering plants</li> <li>- Read words about non – flowering plants</li> <li>- Draw and label non – flowering plants</li> </ul>	<ul style="list-style-type: none"> <li>- Dfn of non – flowering plants</li> <li>- Spore producing plants</li> <li>- Ferns, mosses, liverworts, hornworts, and horsetails.</li> <li>- Reasons why regarded as plants</li> <li>- Have simple leaves, stems and roots</li> <li>- Structure of each</li> <li>- Conifers produced by means of seeds by do not bear flowers</li> <li><b>Examples</b></li> <li>- Pine, cedar fir, podo, gingko</li> <li>- Economic uses of conifers and general uses</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing about non – flowering plants</li> <li>- Observing non – flowering plants</li> <li>- Discussing example of non – flowering plants</li> </ul>	<ul style="list-style-type: none"> <li>- Mosses</li> <li>- Ferns</li> <li>- Fungi</li> <li>- Mushrooms</li> <li>- Charts</li> </ul>	
		Sci in Human activities	Keeping cattle	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Identifies the different reasons for keeping cattle</li> </ul>	<ul style="list-style-type: none"> <li>- The learner names the reasons for</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Cattle</b></li> <li>- <b>Dfn</b></li> </ul>	<ul style="list-style-type: none"> <li>- Observe different types of</li> </ul>	<ul style="list-style-type: none"> <li>- Real cattle</li> </ul>	

		s and occupation		<ul style="list-style-type: none"> <li>- Identifies the different breeds of cattle</li> <li>- Names the characteristics of each breed</li> <li>- Identifies the difference between the different breeds</li> <li>- Mention the advantages and disadvantages of each breed</li> </ul>	<ul style="list-style-type: none"> <li>keeping cattle</li> <li>- Names the different breeds of cattle</li> <li>- Acts out advantages about and disadvantages of exotic and local breeds.</li> </ul>	<ul style="list-style-type: none"> <li>- Reasons for keeping cattle</li> <li>- External features of a cow</li> <li>- Breeds of cattle</li> <li>- Local / indigenous cattle</li> <li>- Exotic breed</li> <li>- Characteristics of each breed differences between breeds of cattle (Local and exotic)</li> <li>- Advantages of local breeds over breeds.</li> <li>- Advantages of exotic breeds over local breeds</li> </ul>	<ul style="list-style-type: none"> <li>cattle types of cattle on a farm</li> <li>- Discussing different breeds of cattle</li> <li>- Attending operation of cattle on a farm name, care feeding and their diseases</li> </ul>		
			Types of cattle	<ul style="list-style-type: none"> <li>- The learner identifies the different breeds of cattle</li> <li>- Identifies different breeds of cattle</li> </ul>	<ul style="list-style-type: none"> <li>- The learners act out a dialogue about external features of a bull and a cow</li> </ul>	<ul style="list-style-type: none"> <li>- Types of cattle</li> <li>- Dairy cattle</li> <li>- Beef cattle</li> <li>- Dual purpose cattle</li> <li>- Work type of cattle characteristics, shape and example of each breed</li> <li>- Difference between dairy and beef cattle</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing different types / shapes of cattle</li> </ul>	<ul style="list-style-type: none"> <li>- Real cattle</li> <li>- Charts showing cattle</li> </ul>	
			Reproduction in cattle	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Reads words sentences and stories about mating, insemination, artificial insemination</li> </ul>	<ul style="list-style-type: none"> <li>- The reproductive organs</li> <li>a) Female</li> <li>b) Male</li> <li>reproductive organ.</li> <li>Parts and functions</li> <li>Reproduction in cattle</li> <li>- Heat in cattle</li> <li>- Mating in cattle.</li> <li>a) Pasture mating</li> <li>b) Hand mating</li> </ul>	<ul style="list-style-type: none"> <li>- Naming different parts of the reproductive system.</li> </ul>	<ul style="list-style-type: none"> <li>- Charts</li> <li>- Text books</li> </ul>	-	

					- Insemination Advantages and disadvantages of each type of insemination				
			Calf management	<ul style="list-style-type: none"> <li>- Learner</li> <li>- States different ways of animal, identification</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences about mating gestation period and calving in cattle.</li> </ul>	<ul style="list-style-type: none"> <li>- Calf management</li> <li>- Feeding <ul style="list-style-type: none"> <li>a) Colostrum and its advantages</li> <li>b) Farm practices eg numbering, dehorning, disbudding, castration, deworming, spraying, dipping and removal of extra teats</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Discussing ways of identifying animals</li> </ul>	<ul style="list-style-type: none"> <li>- A farm (real life situation)</li> </ul>	
			Breeding in cattle	<ul style="list-style-type: none"> <li>- Gives examples of breeds of cattle</li> </ul>	<ul style="list-style-type: none"> <li>- Dfn</li> <li>- Different types of breeding</li> </ul>	<ul style="list-style-type: none"> <li>Breeding in cattle</li> <li>Types of breeding <ul style="list-style-type: none"> <li>- Inbreeding</li> <li>- Cross breeding</li> <li>- Out breeding</li> <li>- Line breeding</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Stating example of breeds of cattle</li> </ul>	<ul style="list-style-type: none"> <li>- A farm</li> </ul>	-do-
			Cattle management	List different systems of grazing cattle	<ul style="list-style-type: none"> <li>- Acts a dialogue about systems of grazing cattle</li> </ul>	<ul style="list-style-type: none"> <li>- Cattle management (cave)</li> <li>- Feeding <ul style="list-style-type: none"> <li>a) Types of feeds</li> <li>b) Systems of grazing cattle</li> <li>c)Tethering</li> <li>d)Strip grazing</li> <li>e) Herding (free range)</li> <li>f) Digestive system of a cow</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Drawing the digestive system of a cow</li> </ul>	<ul style="list-style-type: none"> <li>- A chart showing the digestive system of a cow</li> </ul>	
			Cattle management	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes making process</li> <li>- Names more products</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Reads words about mating gestation period and calving</li> </ul>	<ul style="list-style-type: none"> <li>- Housing <ul style="list-style-type: none"> <li>a) Importance of housing cattle</li> <li>b) Types of cattle houses.</li> </ul> </li> <li>Fence <ul style="list-style-type: none"> <li>Importance of fencing</li> </ul> </li> <li>c) Types of fences</li> </ul>	<ul style="list-style-type: none"> <li>- Observing different milking process</li> <li>- Listing types of fences, stating importance of</li> </ul>	<ul style="list-style-type: none"> <li>- A farm</li> </ul>	Fountain  Integrated Sci BK 6 Pg 67 - 76

							housing cattle		
			Cattle produces	<ul style="list-style-type: none"> <li>- The learner</li> <li>- States methods of pursuing cattle products (Milk, meat, hides)</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Acts out a dialogue on how milking is done</li> </ul>	<ul style="list-style-type: none"> <li>- Milk and milk products</li> <li>- Measuring of milking</li> <li>- Methods of milking               <ul style="list-style-type: none"> <li>a) Handing milking</li> <li>b) Machine milking</li> </ul> </li> <li>- preservation of milk products</li> <li>- importance of lactometer and strip cup</li> <li>- Other cattle products               <ul style="list-style-type: none"> <li>- Beef – cow during and urine</li> <li>- Horns blood hooves</li> <li>- Preservation of beef</li> <li>- Preparation of hides</li> <li>- Wet - salting</li> <li>- Suspension drying</li> <li>- Marketing cattle products</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Listing cattle products</li> <li>- Stating methods of preservation of cattle products</li> </ul>	<ul style="list-style-type: none"> <li>- Real milk products</li> </ul>	
			Cattle parasites and diseases	<ul style="list-style-type: none"> <li>- Identify and name the different diseases of cattle.</li> <li>- Describes the causes signs and symptoms cattle diseases</li> <li>- Mention the prevention control and treatment of the cattle diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Names the diseases of cattle according to causes</li> <li>- Acts out a dialogue about cattle diseases</li> <li>- Spell the diseases of cattle and write them correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Cattle diseases according to their causes (organisms)               <ul style="list-style-type: none"> <li>a) Bacterial diseases</li> <li>b) Viral diseases</li> </ul> </li> <li>- <b>signs of sickness In animals.</b> <ul style="list-style-type: none"> <li>- Transmission</li> <li>- Signs of good health in animals</li> </ul> </li> <li>- Cattle diseases               <ul style="list-style-type: none"> <li>a) Protozoa diseases eg East coast fever (ECF)</li> <li>- Anaplasmosis</li> <li>- Heart water</li> <li>- Trypanosomiasis</li> </ul> </li> <li>- Signs of the above and diseases</li> <li>- Symptoms of diseases prevention, control and treatment</li> <li>b) Bacterial diseases               <ul style="list-style-type: none"> <li>- Anthrax</li> <li>- Brucellosis</li> <li>- Calf scour etc</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Preparin g a visit to a farm to write up on cattle diseases.</li> <li>- Discussin g ways of stating alive stock farm</li> <li>- Carrying out activities which care and protect domestic animal</li> </ul>	<ul style="list-style-type: none"> <li>- A farm</li> <li>- Pictures of cattle</li> </ul>	

			Cattle keeping	<ul style="list-style-type: none"> <li>- Identify the cattle diseases caused by virus</li> <li>- Spell and write the diseases</li> <li>- Name the cattle diseases caused by parasites.</li> <li>- Identify and state ways of control</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words stories and sentences about cattle diseases</li> <li>- Name and correctly spell the cattle diseases</li> <li>- Write words about cattle diseases</li> <li>- Act out a dialogue about cattle diseases</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Viral diseases</b></li> <li>- Foot and mouth disease</li> <li>- Rinder pest other cattle diseases</li> <li>- Milk fever bloat</li> <li>- Mode of transmission</li> <li>- <b>Signs of the disease</b></li> <li>- Symptoms of the disease</li> <li>- Prevention and control of each disease</li> <li>- <b>Cattle parasites</b></li> <li>- Meaning of cattle parasites</li> <li>- Dangers of cattle</li> <li>- <b>Types of parasites</b></li> <li>- Ways of controlling different parasites</li> <li>- Farm records</li> <li>- Meaning, importance and types of farm records</li> </ul>	<ul style="list-style-type: none"> <li>- Visiting a farm and identifying the sick animals</li> </ul>	<ul style="list-style-type: none"> <li>- Real cattle</li> </ul>	
			Cattle keeping	<ul style="list-style-type: none"> <li>- The learner describes the records kept on a farm</li> <li>- Identify the importance of the farm records</li> </ul>	<ul style="list-style-type: none"> <li>- Name different records kept on a farm</li> </ul>	<ul style="list-style-type: none"> <li>- Types of records</li> <li>- Health, labour, records, marking records, field records, filed records, inventories, dairy recorded</li> <li>- Meaning of each of the above records.</li> <li>- Reasons for keeping such a record on alive stock</li> </ul>	<ul style="list-style-type: none"> <li>- Stating the importance of various records</li> </ul>	<ul style="list-style-type: none"> <li>- Charts pupils text books</li> </ul>	
			Name the requirements for starting livestock farm	<ul style="list-style-type: none"> <li>- Acts a dialogue on how to start a farm</li> </ul>	<ul style="list-style-type: none"> <li>- Requirements of starting alive stock farm</li> <li>- Factors to consider before starting alive stock farm</li> <li>- Land, labour, capital ready market, management</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion on ways of starting a farm</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	

					<ul style="list-style-type: none"> <li>t, machinery etc</li> <li>- Meaning of each and importance</li> <li>- How some of the above can be obtained</li> </ul>				
		The environment	Resources in the environment	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Identifies resources from living and non-living things</li> <li>- Lists different types of rocks</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Names resources</li> <li>- Describes living and non-living things as resources</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Resources</b></li> <li>- <b>Dfn</b></li> <li>- Ways of getting resources</li> <li>- Resources from non – living things such as soil, water, air and wind, sun, rock and minerals.</li> <li>- <b>Types of rocks.</b></li> <li>- Igneous rocks</li> <li>- Metamorphic rocks</li> <li>- Sedimentary rocks</li> <li>- Fossils and uses</li> <li>- <b>Importance of rocks</b></li> <li>- Alloys and reasons for making them</li> <li>- Examples of alloys</li> <li>- Manganese steel</li> <li>- Nick steel</li> <li>- Stain less steel</li> </ul>	<ul style="list-style-type: none"> <li>- Observing things around us which are useful resource</li> <li>- Discussing ways of proper harvesting of resource</li> </ul>	<ul style="list-style-type: none"> <li>- Observing different rocks</li> </ul>	
			Mentions resources got from plants and animals	<ul style="list-style-type: none"> <li>- Names different fuels</li> </ul>	<ul style="list-style-type: none"> <li>- Fuels</li> <li>- Charcoal, fire wood, oil coal, resource from living things</li> <li>- Plants eg medicine, food, fibres</li> <li>- Animals eg wool, silk, food, honey, horns etc</li> <li>- Animals also used to do work eg carrying ploughing transport</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing uses of different fuels</li> </ul>	<ul style="list-style-type: none"> <li>- Charcoal</li> <li>- Firewood</li> <li>- Oil</li> </ul>		

			Conservation of resources	<ul style="list-style-type: none"> <li>- The learner participates in different ways of conserving environment</li> </ul>	<ul style="list-style-type: none"> <li>- Writes ways of caring from animal resources</li> </ul>	<ul style="list-style-type: none"> <li>- Conservation meaning of conservation</li> <li>- Reasons for conservation</li> <li>- Once over used resources become extinct or endangered</li> <li>- For future generations to see</li> <li>- Protect the environment</li> <li>- Nonrenewable resources by using 3R's.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing ways of caring and conserving resource</li> <li>- Practical preparing campaign message for sustainable use of resource</li> </ul>	-	
				-	-	<ul style="list-style-type: none"> <li>- Reducing, rejecting, recycling</li> <li>- B) conservation of renewable resources</li> <li>- Replacing the used ones</li> <li>- Reserving natural vegetation</li> <li>- Use of wind lie conservation</li> </ul>	-	-	
			Harvesting of resources	<ul style="list-style-type: none"> <li>- Outlines ways of controlling degradation of resources</li> </ul>	<ul style="list-style-type: none"> <li>- Gives different methods of harvesting resources</li> </ul>	<ul style="list-style-type: none"> <li>- Harvesting of resources</li> <li>- Meaning of the term harvesting</li> <li>- Proper harvesting and using of resources</li> <li>- Importance of harvesting</li> </ul>	<ul style="list-style-type: none"> <li>- Find out from community how people use the available resource</li> </ul>	-	
			The human body	<ul style="list-style-type: none"> <li>- Respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Names respiratory organs</li> </ul>	<ul style="list-style-type: none"> <li>- Respiratory system</li> <li>- Meaning of respiration</li> <li>- Products of respiration</li> <li>- Respiration organs</li> <li>- Breathing</li> <li>- Types of breathing</li> <li>- Respiratory system.</li> </ul>	<ul style="list-style-type: none"> <li>- Observing models of respiratory organs</li> <li>- Carrying out an experiment to illustrate breathing in and out.</li> </ul>	-	

				<ul style="list-style-type: none"> <li>- Demonstrates an experiment on human respiration</li> </ul>	<ul style="list-style-type: none"> <li>- Listens to stories about breathing and respiratory</li> </ul>	<ul style="list-style-type: none"> <li>- Functions of each part of the system</li> <li>- Nose</li> <li>- Epiglottis</li> <li>- Trachea</li> <li>- Bronchus</li> <li>- Lungs</li> <li>- Alveoli (Air Sacs)</li> <li>- Adaptabilities of air sacs</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Real lungs of a cow</li> <li>- Chart showing lungs</li> </ul>	
			Diseases and disorders of the respiratory system	<ul style="list-style-type: none"> <li>- Identifies diseases and disorders of respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Diseases of respiratory system</li> <li>- infectious respiratory diseases</li> <li>- Tuberculosis</li> <li>- Influenza</li> <li>- Diphtheria</li> <li>- Pneumonia</li> <li>- Whooping cough</li> <li>- Causes of each of the above disease</li> <li>- Prevention and control of each disease</li> </ul>	<ul style="list-style-type: none"> <li>- Listing diseases of the respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>- Real lungs</li> <li>- Chart showing lungs</li> </ul>	
		The human body	Diseases of the respiratory system	<ul style="list-style-type: none"> <li>- Name the non-infectious diseases</li> <li>- Identify the causes of respiratory diseases</li> <li>- Describes the conditions that lead to non-infectious respiratory diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Spells and writes words about non-infectious diseases</li> <li>- Reading words, stories and sentences about noninfectious respiratory diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Non-infectious respiratory</li> <li>- Bronchitis</li> <li>- Emphysema</li> <li>- Asthma</li> <li>- Lung cancer</li> <li>- Conditions that worsen the about disease</li> <li>- Disorders of the respiratory system</li> <li>- Choking</li> <li>- Ways of keeping the system in a healthy condition</li> <li>- Regular physical body exercises</li> <li>- Routine medical check-ups</li> <li>- Avoiding smoking</li> </ul>	<ul style="list-style-type: none"> <li>- Observing model of the respiratory organs</li> <li>- Carrying out experiment to illustrate breathing and out in relation to food and oxygen</li> <li>- Discussing diseases disorders</li> <li>- Listening talks from</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	



							resource persons		
<b>TERM III</b>									
		Science in human activities and occupation	Science at home and in our community	<ul style="list-style-type: none"> <li>- Describes the preparation of drinking water</li> <li>- Identify the uses of water in our community</li> <li>- Participates in campaigns for preparation of safe water.</li> <li>- Define heat</li> <li>- Name the sources of heat</li> <li>- Identify the uses of heat</li> </ul>	<ul style="list-style-type: none"> <li>- Write words and sentences about the preparation of water</li> <li>- Outlines the various methods of preparing safe water.</li> <li>- Read words and sentences about water and using energy in homes</li> </ul>	<ul style="list-style-type: none"> <li>- Preparation of drinking water               <ul style="list-style-type: none"> <li>a) Uses of water in the community</li> </ul> </li> <li>- Domestic use</li> <li>- Navigation</li> <li>- Recreation</li> <li>- Irrigation</li> <li>- Generation of HEP</li> <li>b) Methods of making water safe.               <ul style="list-style-type: none"> <li>Decantation</li> <li>- filtration</li> <li>- boiling</li> <li>- Chemical treatment</li> <li>- <b>Using energy in homes</b></li> <li>- Definition of heat sources of heat eg fuels (wood, petrol, coal, drug, electricity, friction)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Carrying out experiments on different ways of preparing safe water.</li> <li>- Preparing clean water for drinking and washing</li> <li>- Discuss what makes water unsafe</li> <li>- Words and sentences about safe water.</li> </ul>	-	
				-	-	-	<ul style="list-style-type: none"> <li>- Uses of heat</li> <li>- Food preservation</li> <li>- Cooking</li> <li>- Drying clothes</li> <li>- What wind is</li> <li>- Uses of wind</li> <li>- Sailing boats</li> <li>- Winnowing</li> </ul>	-	

							<ul style="list-style-type: none"> <li>- Turning wind mills</li> <li>- What fermentation is</li> <li>- Materials used in the process of fermentation brewing in homes.</li> </ul>		
			Human health	<ul style="list-style-type: none"> <li>- Housing</li> <li>- Standards</li> <li>- Sanitation</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies types of houses</li> <li>- Describes the importance of house proper ventilation site for a house.</li> </ul>	<ul style="list-style-type: none"> <li>- Names the types of houses</li> <li>- Describes the importance of housing</li> <li>- Recites rhymes about sanitation</li> <li>- Reads words, sentences and stories about sanitation.</li> <li>- Writes words and sentences about sanitation</li> </ul>	<ul style="list-style-type: none"> <li>- Importance of housing</li> <li>- Types of houses</li> <li>- Importance of proper ventilation</li> <li>- Site for a house</li> <li>- Characterizes of a good house</li> <li>- The meaning of sanitation</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing different types of houses</li> <li>- Discussing importance of housing, requirements of a clean home / house</li> <li>- Discuss different housing systems.</li> </ul>	
				-	-	-	<ul style="list-style-type: none"> <li>- Ways of maintaining sanitation</li> <li>- Construction of latrines and toilets considering</li> </ul>	-	

							<ul style="list-style-type: none"> <li>- Distance from kitchen</li> <li>- Distance from main house</li> <li>- Digging rubbish pits</li> <li>- Draining stagnant water from the compound.</li> <li>- Latrine types of latrines <ul style="list-style-type: none"> <li>a) Ordinary latrines</li> <li>ii)VIP latrines</li> </ul> </li> <li>- Advantages of VIP over ordinary pit latrines</li> </ul>		
		Human health	Sanitation	<ul style="list-style-type: none"> <li>- Identifies toilets, latrines and potty.</li> <li>- Names the types of latrines</li> <li>- Describes the importance of latrine / toilets</li> </ul>	<ul style="list-style-type: none"> <li>- Names the types of latrines</li> <li>- Reads words sentences and stories about latrines</li> </ul>	<ul style="list-style-type: none"> <li>- Maintaining VIP toilets</li> <li>- Structures / parts and functions</li> <li>- Maintain toilets</li> <li>- Problems of toilets</li> <li>- Shortage of water supply</li> <li>- Blockage of sewage pipes</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing different types of latrines and labeling them</li> <li>- Cleaning latrines and toilets</li> </ul>	-	
		Human health	Accident and first aid	<ul style="list-style-type: none"> <li>- Describes accidents and first aid</li> <li>- Name types of accidents</li> <li>- Describe the importance of first aid</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words, sentences and stories about accidents</li> <li>- Acts out a dialogue about</li> </ul>	<ul style="list-style-type: none"> <li>- Accidents and first aid</li> <li>- The meaning of accidents, first aid, casualty, first aid kit.</li> <li>- Items found in a first aid box.</li> <li>- Qualities of a good first aider</li> </ul>	<ul style="list-style-type: none"> <li>- Talking from a resource person (first aider)</li> <li>- Discussing the causes,</li> </ul>	-	

					accidents and first aid.	<ul style="list-style-type: none"> <li>- Reasons for giving first aid.</li> <li>- Types of accidents</li> <li>- Burn and scald</li> <li>- Fever and convulsion</li> <li>- Near drawing</li> <li>- Fainting</li> <li>- Foreign bodies</li> <li>- The meaning of poisoning</li> <li>- Causes of accidents and first aid</li> <li>- Prevention and control of each type.</li> </ul>	<p>prevention and first aid for fever and other types of accidents</p> <ul style="list-style-type: none"> <li>- Discuss the different safety precautions</li> </ul>		
		Human body	<p>The reproductive system</p> <p>Growth development adolescence puberty</p>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Describes growth and development in human beings</li> <li>- Identify the primary and secondary characteristic</li> <li>- Describes social, psychological and emotional changes during adolescence</li> </ul>	<ul style="list-style-type: none"> <li>- Describes growth and development</li> <li>- Reads words, sentences and stories about puberty adolescence and care for the reproductive organs</li> <li>- Recites rhymes about primary and secondary characteristic dialogue about problems in adolescence</li> </ul>	<p><b>Meaning of terms</b></p> <ul style="list-style-type: none"> <li>- Growth, development reproduction, adolescence and puberty</li> <li>- <b>Primary sex characteristics</b></li> <li>- Meaning</li> <li>- Primary sex characteristics in boys</li> <li>- Primary sex characteristics in girls</li> <li>- <b>Secondary sex characteristics</b></li> <li>- Meaning</li> <li>- Secondary sex characteristics in girls only</li> </ul>	<ul style="list-style-type: none"> <li>- Making observation of their own to identify growth and development</li> <li>- Discussing social and emotional changes</li> <li>- Observing modes of reproductive organs.</li> </ul>	-	
				-	-	-	<ul style="list-style-type: none"> <li>- Psychological and emotional changes during adolescence</li> <li>- Meaning</li> <li>- Examples of psychological and</li> </ul>	-	

							emotion al changes during adolesce nce		
		The human body growth, development and reproduction	Out of step adolescent changes	<ul style="list-style-type: none"> <li>- Learners</li> <li>- States out</li> <li>- Steps changes</li> <li>- Gives problems faced by adolescents</li> </ul>	<ul style="list-style-type: none"> <li>- Learner</li> <li>- Carry out a dialogue about abortion</li> <li>- Miscarriages</li> <li>- Rape</li> <li>- Arson</li> </ul>	<b>Out of step adolescent changes</b> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Examples of out of step adolescent changes</li> <li>- Problems faced by adolescents</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing problems faced by adolescent</li> </ul>	-	
			Reproduction	<ul style="list-style-type: none"> <li>- States types of reproduction</li> <li>- Name parts of male and female reproductive organs</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words, sentences and stories about reproduction</li> <li>- Writes about male and female reproduction organs</li> </ul>	<ul style="list-style-type: none"> <li>- Meaning of reproduction</li> <li>- Types of reproduction</li> <li>- Sexual reproduction</li> <li>- Examples of sexual reproduction</li> <li>- Vegetative propagation</li> <li>- Natural propagation</li> <li>- Artificial vegetative propagation</li> </ul>	<ul style="list-style-type: none"> <li>- Naming organs of reproductive organs</li> <li>- Drawing reproductive organs.</li> </ul>	-	