**SCIENCE SCHEMES OF WORK**

**STANDARD 5, 2019**

**SCIENCE SCHEME OF WORK CLASS 5**

**For Use with Primary Science Pupils Book for Standard Five**

**TERM 1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **LESN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L****RESOURCES** | **REFF** | **REM** |
|  |  |  |  |  |  |  |  |  |
|  |
| 1 | Opening Term 1 and Revisions |  |
| 2 | 1 | **HUMAN BODY** | **The Human Breathing system** | By the end of this topic, The learner should be able to:i) Define Breathing Systemii)Distinguish between inspiration and expiration | * Breathing in and out
* Observation-Volume of the chest, What makes chest change its size
 | Primary Science Pupils Book for Standard Five, Charts and diagrams of the breathing system, audio visual materials. | Primary Science Pupils Book for Standard 5 |  |
|  | 2 |  | Parts of the Human Breathing system and their FunctionsNose | By the end of this topic, The learner should be able to:i)state the functions of the parts of the breathing system**(Nose)** | * Breathing in and out
* Observation-Volume of the chest, What makes chest change its size
 | Primary Science Pupils Book for Standard Five, Charts and diagrams of the breathing system, audio visual materials. | Primary Science Pupils Book for Standard 5 |  |
|  | 3 |  | Trachea (Wind Pipe) | By the end of this topic, The learner should be able to:i) Identify the Tracheaii) State the Functions of the Trachea | * Breathing in and out
* Observation-Volume of the chest, What makes chest change its size
 | Primary Science Pupils Book for Standard Five, Charts and diagrams of the breathing system, audio visual materials. | Primary Science Pupils Book for Standard 5 |  |
|  | 4 |  | **Bronchus(Plural-Bronchi**) | By the end of this topic, The learner should be able to:i) State the functions of the BronchusPrimary Science Pupils Book for Standard 5,pg. 2 | * Breathing in and out
* Observation-Volume of the chest, What makes chest change its size
 | Primary Science Pupils Book for Standard Five, Charts and diagrams of the breathing system, audio visual materials. | Primary Science Pupils Book for Standard 5 |  |
|  | 5 |  | **Lungs** | By the end of this topic, The learner should be able to:i) Identify the Lungsii) State the functions of the Lungs | * Breathing in and out
* Observation-Volume of the chest, What makes chest change its size
* Observing the breathing organs
 | Primary Science Pupils Book for Standard Five, Charts and diagrams of the breathing system, audio visual materials. | Primary Science Pupils Book for Standard 5, |  |
| 3 | 1 |  | **Exercise** | By the end of this topic, The learner should be able to:Complete the exercise | * Draw a diagram of the parts of the human breathing system
 | Primary Science Pupils Book for Standard Five, | Primary Science Pupils Book for Standard 5, |  |
|  | 2 |  | **Digestive system**: | By the end of this topic, The learner should be able to:i) identify the main parts ofthe digestive systemii) Name the parts of the digestive system | * Discussions
* Observations
 | Primary Science Pupils Book for Standard Five, Charts and diagrams of the breathing system, audio visual materials. | Primary Science Pupils Book for Standard 5,pg. 4 |  |
|  | 3 |  | **Digestion in the Mouth-****Function of Teeth, saliva, Tongue and Oesophagus (Gulle**t) | By the end of this topic, The learner should be able to:i) identify the main parts of the digestive systemii) Sate the functions of Teeth, Saliva, Tongue and Oesophagus | * Discussions
* Observations
 | Primary Science Pupils Book for Standard Five, Charts and diagrams of the breathing system, audio visual materials | Primary Science Pupils Book for Standard 5, |  |
|  | 4 |  | **Function o Tongue and Oesophagus (Gullet)** | By the end of this topic, The learner should be able to:i) identify the main parts of the digestive systemii) Sate the functions of Teeth, Saliva | * Discussions
* Observations
 | Primary Science Pupils Book for Standard Five, Charts and diagrams of the breathing system, audio visual materials | Primary Science Pupils Book for Standard 5, |  |
|  | 5 |  | ExerciseDrawing diagram | By the end of this topic, The learner should be able to:i)Draw and name the diagramii) Mouth-Function of Tongue and Oesophagus (Gullet) | * Discussions
* Drawing a diagram of the digestive system of a human body
* Observe the diagram and identify the parts
 | Primary Science Pupils Book for Standard Five, Charts and diagrams of the breathing system, audio visual materials | Primary Science Pupils Book for Standard 5, |  |
| 4 | 1 |  | Digestion in the StomachSmall intestine (Ileum) | By the end of this topic, The learner should be able to:i) state the functions ofvarious systemii) Explain the digestion in the stomach | * Observe the diagram and identify the parts
* Discuss the digestive system in the small intestine
 | Primary Science Pupils Book for Standard Five, Charts and diagrams of the digestive system, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 2 |  | **Digestion in the liver** | By the end of this topic, The learner should be able to:i) Understand the function of liver in digestion | * Observe the diagram and identify the parts
* Discuss the digestive system in the large intestine
* Observe the diagrams
 | Primary Science Pupils Book for Standard Five, Charts and diagrams of the digestive system, audio visual materials | Primary Science Pupils Book for 5 |  |
|  | 3 |  | **Digestion in the pancreas** | By the end of this topic, The learner should be able to:Understand the function of the pancreas in digestion | * Observe the diagram and identify the parts
* Discuss the digestive system in the large intestine
* Observe the diagrams
 | Primary Science Pupils Book for Standard Five,  | Primary Science Pupils Book for Standard 5 |  |
|  | 4 |  | **Digestion in the large intestine**  | By the end of this topic, The learner should be able to:Understand Digestion in the large intestine | * Observe the diagram and identify the parts
* Discuss the digestive system in the large intestine
* Observe the diagrams
 | Primary Science Pupils Book for Standard Five, | Primary Science Pupils Book for Standard 5 |  |
|  | 5 |  | **Digestion in the rectum** | By the end of this topic, The learner should be able to:Understand the function of the rectum in digestion | * Observe the diagram and identify the parts
* Discuss the digestive system in the large intestine
* Observe the diagrams
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
| 5 | 1 |  | **Anus** | By the end of this topic, The learner should be able to:Understand the function of the Anus in digestion | * Observe the diagram and identify the parts
* Discuss the digestive system in the large intestine
* Observe the diagrams
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 2 | **Exercise** | **Exercise** | By the end of this topic, The learner should be able to:Complete an evaluation exercise | * Observe the diagram and identify the parts
* Discuss the digestive system in the large intestine
* Observe the diagrams
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 3 |  | **Functions of the teeth** | By the end of this topic, The learner should be able to:i)Understand the Functions of the teethii)Name and classify teeth | * Observe the diagram and identify the teeth
* Discuss the Functions of the teeth
* Observe the diagrams
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 4 |  | **Functions of the Oesophagus** | By the end of this topic, The learner should be able to:i)Understand the Functions of the Oesophagus | * Observe the diagram and examine the oesophagus
* Discuss the Functions of the Oesophagus
* Observe the diagrams
 | Primary Science Pupils Boo 5, Charts and diagrams, audio visual materials., | Primary Science Pupils Book for Standard 5 |  |
|  | 5 |  | **Functions of the stomach** | By the end of this topic, The learner should be able to:Understand the Functions of the stomach | * Observe the diagram and examine the Stomach
* Discuss the Functions of the stomach
* Observe the diagrams
 | Primary Science Pupils Boo 5, Charts and diagrams, audio visual materials.,, | Primary Science Pupils Book for Standard 5 |  |
| 6 | **Revision exercises and class work** |  |
| 7 | **Mind Term 1 Exams and closing** |  |
| 8 | 1 |  | **Functions of the Small intestines****Hint: Functions** of liver andPancreas not required.Details of names,functions and process ofenzymes also notRequired.  | By the end of this topic, The learner should be able to:Understand the i)Functions of the Small intestineii)Functions of the large intestine | * Observe the diagram and examine the Small intestines
* Discuss the Functions of the small intestines
* Observe the diagrams
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials., | Primary Science Pupils Book for Standard 5 |  |
|  | 2 |  | **Functions of the large intestines**.  | By the end of this topic, The learner should be able to:Understand the i)Functions of the large intestine | * Observe the diagram and examine the Small and the large intestines
* Discuss the Functions of the large intestines
* Observe the diagrams
 | Primary Science Pupils Boo 5, Charts and diagrams, audio visual materials. | Primary Science Pupils Book for Standard 5 |  |
|  | 3 | **HEALTH****EDUCATION** | **Proper use and****storage of medicine** | By the end of this topic, The learner should be able to:Describe the proper use andstorage of medicine | * Observe the diagram and examine Medicines
* Discuss handling of medicine
* Observe the diagrams
 | Primary Science Pupils Boo 5, Charts and diagrams, audio visual materials. | Primary Science Pupils Book for Standard 5 |  |
|  | 4 |  | **Safety when handling****chemicals** | By the end of this topic, The learner should be able to:**Describe Safety when handling****chemicals** | * Observe the diagram and examine Medicines
* Discuss handling of chemicals
* Observe the diagrams
 | Primary Science Pupils Boo 5, Charts and diagrams, audio visual materials., | Primary Science Pupils Book for Standard 5 |  |
|  | 5 |  | **Modes of transmission****of HIV** | By the end of this topic, The learner should be able to:**Explain Modes of transmission****of HIV** | * Observe the diagram and examine Medicines
* Discuss handling of chemicals
* Discuss the mode of transmission of HIV
 | Primary Science Pupils Boo 5, Charts and diagrams, audio visual materials., | Primary Science Pupils Book for Standard 5 |  |
| 9 | 1 |  | **Stages of HIV****infection** | By the end of this topic, The learner should be able to:i)Explain **Stages of HIV****infection****ii) N**ame the stages ofdevelopment of HIV | * Observe diagrams of people suffering HIV at different stages
* Discuss handling HIV infected person
* Name the stages of

development of HIV | Primary Science Pupils Boo 5, Charts and diagrams, audio visual materials., | Primary Science Pupils Book for Standard 5 |  |
|  | 2 | **PLANTS** | **Classification of plants into:****Green plants** | By the end of this topic, The learner should be able to:Classify plants into greenand non-green | * Observe the diagram and examine Plants
* Discuss classification of plants
* Observe the diagrams
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials. | Primary Science Pupils Book for Standard 5 |  |
|  | 3 | **PLANTS** | **Classification of plants into:****Non-green plants** | By the end of this topic, The learner should be able to:Classify plants into greenand non-green | * Observe the diagram and examine Plants
* Discuss classification of plants
* Observe the diagrams
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials., | Primary Science Pupils Book for Standard 5 |  |
|  | 4 |  | **Flowering** **plants** | By the end of this topic, The learner should be able to:Classify plants intoflowering and no flowering | * Observe the diagram and examine different plants
* Discuss flowering and non flowering plants
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 5 |  | **Non flowering****plants** | By the end of this topic, The learner should be able to:Classify plants intoflowering and no flowering | * Observe the diagram and examine different plants
* Discuss flowering and non flowering plants
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
| 10 | 1 |  | **Functions of external parts of a****plant (root, stem, leaf, flower,****fruit)** | By the end of this topic, The learner should be able to:State the functions of theexternal parts of a plant | * Observe the diagram and examine different plants
* Discuss the external parts of a plant
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 2 |  | **Types of roots (tap roots)** | By the end of this topic, The learner should be able to:Identify different types ofroots | * Observe the diagram and examine types of roots
* Discuss roots of different plants
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 3 |  | **Types of roots** **(fibrous roots)** | By the end of this topic, The learner should be able to:Identify different types ofroots | * Observe the diagram and examine types of roots
* Discuss roots of different plants
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 4 | **WEATHER** | **Weather instruments****Rain gauge** | By the end of this topic, The learner should be able to:i)Identify different weatherinstrumentsii) State the use of differentweather instrumentiii) Construct and use differentweather instruments | * Observe the diagrams of weather instruments
* Discuss the use of different

weather instrument* Construct and use different

weather instruments  | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 5 |  | **Wind vane** | By the end of this topic, The learner should be able to:i)Identify different weatherinstrumentsii) State the use of differentweather instrumentiii) Construct and use differentweather instruments | * Observe the diagrams of weather instruments
* Discuss the use of different

weather instrument* Construct and use different

weather instruments  | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
| 11 | 1 |  | **Windsock** | By the end of this topic, The learner should be able to:i)Identify different weatherinstrumentsii) State the use of differentweather instrumentiii) Construct and use differentweather instruments | * Observe the diagrams of weather instruments
* Discuss the use of different

weather instrument* Construct and use different

weather instruments  | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 2 |  | **Liquid and air** Thermometers | By the end of this topic, The learner should be able to:i)Identify different weatherinstrumentsii) State the use of differentweather instrumentiii) Construct and use differentweather instruments | * Observe the diagrams of weather instruments
* Discuss the use of different

weather instrument* Construct and use different

weather instruments  | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 3 |  | **Making the different weather****instruments** | By the end of this topic, The learner should be able to:i)Identify different weatherinstrumentsii) State the use of differentweather instrumentiii) Construct and use differentweather instruments | * Observe the diagrams of weather instruments
* Discuss the use of different

weather instrument* Construct and use different

weather instruments  | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 4 |  | **Using weather instruments** | By the end of this topic, The learner should be able to:i)Identify different weatherinstrumentsii) State the use of differentweather instrumentiii) Construct and use differentweather instruments | * Observe the diagrams of weather instruments
* Discuss different

weather instrument* Construct and use different

weather instruments  | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 5 | **ANIMALS** | **Classifying animals****Meaning of:****Vertebrates and** **Invertebrates** | By the end of this topic, The learner should be able to:i)Explain the meaning ofVertebrates and invertebratesii)classify vertebrates andgive examples of eachgroupiii) observe and list somecharacteristics of the groupsof vertebratesiv) name some commoninvertebrates | * Observe the diagrams of different animals
* Discuss the use of vertebrates and invertebrates
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
| 12 | 1 |  | **Classification of vertebrates****Amphibians** | By the end of this topic, The learner should be able to:i)Explain the meaning ofVertebrates and invertebratesii)classify vertebrates andgive examples of eachgroupiii) observe and list somecharacteristics of the groupsof vertebratesiv) name some commoninvertebrates | * Observe the diagrams of different animals
* Discuss the vertebrates and invertebrates
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 2 |  | **Fish** | By the end of this topic, The learner should be able to:i)Explain the meaning ofVertebrates and invertebratesii)classify vertebrates andgive examples of eachgroupiii) observe and list somecharacteristics of the groupsof vertebratesiv) name some commoninvertebrates | * Observe the diagrams of different animals
* Discuss the vertebrates and invertebrates
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 3 |  | **Reptiles** | By the end of this topic, The learner should be able to:i)Explain the meaning ofVertebrates and invertebratesii)classify vertebrates andgive examples of eachgroupiii) observe and list somecharacteristics of the groupsof vertebratesiv) name some commoninvertebrates | * Observe the diagrams of different animals
* Discuss the vertebrates and invertebrates
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 4 |  | **Birds** | By the end of this topic, The learner should be able to:i)Explain the meaning ofVertebrates and invertebratesii)classify vertebrates andgive examples of eachgroupiii) observe and list somecharacteristics of the groupsof vertebratesiv) name some commoninvertebrates | * Observe the diagrams of different animals
* Discuss the vertebrates and invertebrates
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 5 |  | **Mammals** | By the end of this topic, The learner should be able to:i)Explain the meaning ofVertebrates and invertebratesii)classify vertebrates andgive examples of eachgroupiii) observe and list somecharacteristics of the groupsof vertebrates | * Observe the diagrams of different animals
* Discuss the vertebrates and invertebrates
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
| 13 | Revisions and Preparations for End Term 1 Exam |  |
| 14 | End Term 1 Exam and Closing |  |
|  | **TERM 11** |  |
| 1 | **Opening and Revision** |  |
| 2 | 1 |  | **Common invertebrates**a) Iinvertebrates such asinsects, ticks, spiders,mites, spiders, mites,B) Worms, snails, slugs,millipedes, centipedes andcrabs | By the end of this topic, The learner should be able to:i) observe and list somecharacteristics of the groupsof vertebratesii) name some commoninvertebrates | * Observe the diagrams of different animals
* Discuss the vertebrates and invertebrates
 | Primary Science Pupils Book 5, Charts and diagrams, audio visual materials | Primary Science Pupils Book for Standard 5 |  |
|  | 2 | **SOIL** | **Soil texture****a) fine /smooth such as clay** | By the end of this topic, The learner should be able to:Explain the term soil texture | * Observe the diagrams different types of soil
* Discuss the properties of soil
 | Primary Science Pupils Book 5, Charts and diagrams, audio, sample types of soil | Primary Science Pupils Book for Standard 5 |  |
|  | 3 |  | **Soil texture****coarse/rough such as sand** | By the end of this topic, The learner should be able to:Explain the term soil texture | * Observe the diagrams different types of soil
* Discuss the properties of soil
 | Primary Science Pupils Book 5, Charts and diagrams, audio, sample types of soil | Primary Science Pupils Book for Standard 5 |  |
|  | 4 |  | **Physical properties of soil****a) Drainage /water retention** | By the end of this topic, The learner should be able to:Investigate the physicalproperties of soil | * Observe the diagrams different types of soil
* Discuss the physical properties of soil
 | Primary Science Pupils Book 5, Charts and diagrams, audio, sample types of soil | Primary Science Pupils Book for Standard 5 |  |
|  | 5 |  | **Physical properties of soil****b)Capillarity (rising up of****water in soil)** | By the end of this topic, The learner should be able to:Investigate the physicalproperties of soil | * Observe the diagrams different types of soil
* Discuss the physical properties of soil
 | Primary Science Pupils Book 5, Charts and diagrams, audio, sample types of soil | Primary Science Pupils Book for Standard 5 |  |
| 3 | 1 | **FOODS AND****NUTRITION** | **Nutrients found in food****Carbohydrates** | By the end of this topic, The learner should be able to:i) State nutrients found in foodiii) State the importance ofwater | * Observe the diagrams different types foods
* Discuss the nutrients found in food
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources. | PrimaryScience Pupils Book for Standard 5 |  |
|  | 2 |  | **Fats and oils** | By the end of this topic, The learner should be able to:i ) State nutrients found in foodii) state the importance ofwateriii)identify some nutritionaldeficiency diseases, theircauses, signs, symptomsand their prevention | * Observe the diagrams different types foods
* Discuss the nutrients found in food
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources. | PrimaryScience Pupils Book for Standard 5 |  |
|  | 3 |  | **Proteins** | By the end of this topic, The learner should be able to:i ) State nutrients found in foodii) state the importance ofwateriii)identify some nutritionaldeficiency diseases, theircauses, signs, symptomsand their prevention | * Observe the diagrams different types foods
* Discuss the nutrients found in food
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources. | PrimaryScience Pupils Book for Standard 5 |  |
|  | 4 |  | **Vitamins** | By the end of this topic, The learner should be able to:i ) State nutrients found in foodii) state the importance ofwateriii)identify some nutritionaldeficiency diseases, theircauses, signs, symptomsand their prevention | * Observe the diagrams different types foods
* Discuss the nutrients found in food
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 5 |  | **Minerals** | By the end of this topic, The learner should be able to:i ) State nutrients found in foodii) State the importance ofwateriii)Identify some nutritionaldeficiency diseases, theircauses, signs, symptomsand their prevention | * Observe the diagrams different types foods
* Discuss the nutrients found in food
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
| 4 | 1 |  | **Importance of water and fiber****in a diet** | By the end of this topic, The learner should be able to:i ) State nutrients found in foodii) State the importance ofwateriii)Identify some nutritionaldeficiency diseases, theircauses, signs, symptomsand their prevention | * Observe the diagrams different types foods
* Discuss the nutrients found in food
* Discuss the importance of water.
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 2 |  | **Nutritional deficiency disease****Kwashiorkor** | By the end of this topic, The learner should be able to:i ) State nutrients found in foodii)Identify some nutritionaldeficiency diseases, theircauses, signs, symptomsand their prevention | * Observe the diagrams different types foods
* Discuss the nutrients found in food
* Discuss causes of kwashiorkor
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 3 |  | **Marasmus** | By the end of this topic, The learner should be able to:i ) State nutrients found in foodii)Identify some nutritionaldeficiency diseases, theircauses, signs, symptomsand their prevention | * Observe the diagrams different types foods
* Discuss the nutrients found in food
* Discuss causes of Marasmus
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 4 |  | **Anemia** | By the end of this topic, The learner should be able to:i ) State nutrients found in foodii)Identify some nutritionaldeficiency diseases, theircauses, signs, symptomsand their prevention | * Observe the diagrams different types foods
* Discuss the nutrients found in food
* Discuss causes of Anemia
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 5 |  | **Rickets** | By the end of this topic, The learner should be able to:i ) State nutrients found in foodii)Identify some nutritionaldeficiency diseases, theircauses, signs, symptomsand their prevention | * Observe the diagrams different types foods
* Discuss the nutrients found in food
* Discuss causes of Anemia
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
| 5 | 1 | **ENERGY** | **Sound****Types of sound****loud and soft** | By the end of this topic, The learner should be able to: Identify different types ofsound | * Observe the diagrams different types foods
* Discuss the nutrients found in food

Discuss causes of Anemia | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 2 |  | **Pollution from sound (noise)****Effects such as damaging****the ear drum and irritation** | By the end of this topic, The learner should be able to:ii) Demonstrate pollution fromsound ii) Explain effects of sound | * Observe the diagrams
* Discuss the effects of sound
* Discuss sound pollution
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 3 |  | Heat transferCondensation | By the end of this topic, The learner should be able to:Investigate methods of heattransfer | * Observe the diagrams
* Discuss the effects of sound
* Discuss methods of heat transfer
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 4 |  | **Convection** | By the end of this topic, The learner should be able to:Investigate methods of heattransfer | * Observe the diagrams
* Discuss the effects of sound
* Discuss methods of heat transfer
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 5 |  | **Radiation** | By the end of this topic, The learner should be able to:Investigate methods of heattransfer | * Observe the diagrams
* Discuss the effects of sound
* Discuss methods of heat transfer
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
| 6 |  Revision Exercises and class work |  |
| 7 |  | Mid Term 11 Exams and Closing |  |
| **8** | 1 | EXERCISE  | **Exercise** | By the end of this topic, The learner should be able to:Complete the Exercise | Exercise | Primary Science Pupils Book 5 | Primary Science Pupils Book 5 |  |
|  | 2 |  | **Good conductors of****heat** | By the end of this topic, The learner should be able to:Classify good and poorconductors of heat and theiruses | * Observe the diagrams
* Discuss the effects of sound
* Experiment on good and poor conductors of heat
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 3 |  | **Poor conductors of****heat** | By the end of this topic, The learner should be able to:Classify good and poorconductors of heat and theiruses | * Observe the diagrams
* Discuss the effects of sound
* Experiment on good and poor conductors of heat
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 4 |  | **Uses of good** **conductors of heat** | By the end of this topic, The learner should be able to:Classify good and poorconductors of heat and theiruses | * Observe the diagrams
* Discuss the effects of sound
* Experiment on good and poor conductors of heat
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 5 |  | **Uses of Poor****conductors of heat** | By the end of this topic, The learner should be able to:Classify good and poorconductors of heat and theiruses | * Observe the diagrams
* Discuss the effects of sound
* Experiment on good and poor conductors of heat
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
| 9 | 1 | **PROPERTIES OF****MATTER** | **State of matter**Solid | By the end of this topic, The learner should be able to:i) List the state of matterii) identify characteristics ofmatter | * Observe the diagrams
* Discuss matter
* Investigate matter
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 2 |  | **liquid** | By the end of this topic, The learner should be able to:i) List the state of matterii) identify characteristics ofmatter | * Observe the diagrams
* Discuss matter
* Investigate matter effects of sound
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 3 | **PROPERTIES OF****MATTER** | **State of matter**Solid | By the end of this topic, The learner should be able to:i) List the state of matterii) identify characteristics ofmatter | * Observe the diagrams
* Discuss matter
* Investigate matter
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 4 |  | **liquid** | By the end of this topic, The learner should be able to:i) List the state of matterii) identify characteristics ofmatter | * Observe the diagrams
* Discuss matter
* Investigate matter effects of sound
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 5 |  | **Volume** | By the end of this topic, The learner should be able to:i) List the state of matterii) identify characteristics ofmatter | * Observe the diagrams
* Discuss matter
* Investigate matter
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
| 10 | 1 |  | **Mass** | By the end of this topic, The learner should be able to:i) List the state of matterii) identify characteristics ofmatter | * Observe the diagrams
* Discuss matter
* Investigate matter
 | Primary Science Pupils Book 5, Charts and diagrams, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 2 | EXERCISE  | **Exercise** | By the end of this topic, The learner should be able to:Complete the Exercise and class work | * Exercise
 | Primary Science Pupils Book 5 | Primary Science Pupils Book 5 |  |
|  | 3 |  | Effects of heat on matter**increasing and decreasing****temperature****change of state (solid, liquid-****gas)** | By the end of this topic, The learner should be able to:Investigate effects of heaton matter | * Observe the diagrams
* Discuss matter Investigate matter
 | Primary Science Pupils Book 5, Charts and diagrams, Source of heat and metal, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 4 |  | **Melting** | By the end of this topic, The learner should be able to:Investigate effects of heaton matter | * Observe the diagrams
* Discuss matter Investigate matter
* Melting using heat
 | Pupils Book 5, Charts and diagrams, Source of heat and solid, liquid, gas, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 5 |  | **Evaporation** | By the end of this topic, The learner should be able to:Investigate effects of heaton matter | * Observe the diagrams
* Discuss matter Investigate matter
* Heating liquids
 | Pupils Book 5, Charts and diagrams, Source of heat and solid, liquid, gas, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
| 11 | 1 |  | **Conduction** | By the end of this topic, The learner should be able to:Investigate effects of heaton matter | * Observe the diagrams
* Discuss matter Investigate matter
* Heating solids
 | Pupils Book 5, Charts and diagrams, Source of heat and solid, liquid, gas, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 2 | EXERCISE  | **Exercise** | By the end of this topic, The learner should be able to:Complete the Exercise and class work | * Exercise
 | Primary Science Pupils Book 5 | Primary Science Pupils Book 5 |  |
|  | 3 |  | **Freezing** | By the end of this topic, The learner should be able to:Investigate effects of heaton matter | * Observe the diagrams
* Discuss matter Investigate matter
* Freezing liquids
 | Pupils Book 5, Charts and diagrams, Source of heat and solid, liquid, gas, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 4 |  | **Expansion of matter** | By the end of this topic, The learner should be able to:Complete the Investigate effects of heaton matter | * Observe the diagrams
* Discuss matter Investigate matter
* Heating various substances to investigate expansion
 | Pupils Book 5, Charts and diagrams, Source of heat and solid, liquid, gas, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 5 |  | Contraction of matter | By the end of this topic, The learner should be able to:Investigate effects of heaton matter | * Discuss matter Investigate matter
* Discussion on contraction
 | Pupils Book 5, Charts and diagrams, Source of heat and solid, liquid, gas, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
| 12 | 1 |  | **Measurement of temperature in****degrees celsius (oC** | By the end of this topic, The learner should be able to:measure temperature indegrees celsius (oC) | * Discuss matter Investigate matter
* Discussion on contraction
* Measuring temperature
 | Pupils Book 5, Charts and diagrams, Source of heat and solid, liquid, gas, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 2 | EXERCISE  | **Exercise** | By the end of this topic, The learner should be able to:Complete the Exercise and class work | * Exercise
 | Primary Science Pupils Book 5 | Primary Science Pupils Book 5 |  |
|  | 3-5 | **Class work****In door and Out door** | **Class work****In door and Out door** | By the end of this topic, The learner should be able to:Complete the Exercise and class work | * Discuss matter Investigate matter
* Discussion on contraction
* Measuring temperature
 | Primary Science Pupils Book 5 | PrimaryScience Pupils Book for Standard 5 |  |
| 12-13 | Revision and preparation for end Term Exams |  |
| 14 | End Term 11 Exams and Closing |  |
|  | TERM 111 |  |
| 1 | Opening and Revisions |  |
| 2 | 1 | **MAKING WORK****EASIER** | **Balancing on a see-saw** | By the end of this topic, The learner should be able to:Balance another pupil atdifferent points on a seesaw | * Make a see-saw and balance
* Make a see-saw and balance
 | Pupils Book 5, Charts and diagrams, Source of heat and solid, liquid, gas, audio, visual resources | PrimaryScience Pupils Book for Standard 5 |  |
|  | 2 |  | **Making and using a simple****beam balance** | By the end of this topic, The learner should be able to:Make and use a simplebeam balance  | * Make a see-saw and balance
 | Pupils Book 5, Charts and diagrams, Source of heat and solid, liquid, gas, audio, visual resources | Primary Science Pupils Book 5 |  |
|  | 3 |  | compare massof different materials | By the end of this topic, The learner should be able to:Make and use a simplebeam balance | * Make a see-saw and balance
 | Pupils Book 5, Charts and diagrams, Source of heat and solid, liquid, gas, audio, visual resources | Primary Science Pupils Book 5 |  |
|  | 4-5 |  | Exercise  | Exercise | By the end of this topic, The learner should be able to:Complete the Exercise and class work | * Exercise
 | Primary Science Pupils Book 5 |  |
| 4-7 |  | **Class work, In door and Out door** | **Class work,****In door and Out door** | By the end of this topic, The learner should be able to:Complete the Exercise and class work | * Class work
* Revisions
 | Primary Science Pupils Book 5 | PrimaryScience Pupils Book for Standard 5 |  |
| 8 | Preparations for End Term 111 Exams |  |
| 9 | End Term 3 Exams and Closing |  |