**SCIENCE SCHEMES OF WORK**

**STANDARD 8, 2019**

**SCIENCE SCHEMES OF WORK STANDARD 8, 2019**

TERM 1

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| **WEEK** | **LESSON** | **TOPIC** | **SUB TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L RESOURCES** | **T/L AIDS** | **REMARKS** |
| **1** | **Opening and Revisions** |  |
| 2 | 1 - 5 | HUMAN BODY | Reproduction in human beings.Excretory system | By the end of the lesson the learner should be able to:Explain fertilization in human beings.Discuss the development of the foetus.Describe the process of birth.Identify the main excretory organs and their waste products. | Defining production.Explaining fertilization.Describing the process of birth.Identifying excretory organs | Primary science standard 8 pg 1 – 15Quick reading science 1 - 8 | Chartsphotos |  |
| 3 | 1 – 5 | HEALTH EDUCATION | Sexually transmitted infections.Control of HIV/AIDS | By the end of the topic the learner should be able to:Explain the meaning of sexually transmitted infections.Give examples of sexually transmitted infections.Describe causes and prevention of some sexually transmitted infections. | State meaning of STIs Stating signs of various STIsStating control measures of HIV and AIDS. | Primary science standard 8 pg 20 – 30Quick reading science 8 - 21 | Hospitalchart |  |
| 4 | 1 - 5 | PLANTS | Adaptation of plantsCrop diseases. | By the end of the lesson the learner should be able to:Explain how plants are adapted to their environment.Identify signs of unhealthy cropsState effects of crop disease. | Identifying different adaptations features on plants.Recognize unhealthy crops | Primary science standard 8 pg 31 – 46Quick reading science 22 - 33 | Different plants e.g. maize, beans, acacia. |  |
| 5 | 1 – 5 | ANIMALS | Livestock parasitesHuman intestinal worms | By the end of the lesson the learner should be able to:Name some internal and external parasites.State the effects of parasites on livestockControl some livestock parasites.Control some human intestinal worms. | Observing several parasites.Stating effects of parasites.Tell the control measures. | Primary science standard 8 pg 47 – 58Quick reading science 33 - 41 | External parasites eg ticks |  |
| 6 | 1 – 5  | ENVIRONMENT | Meaning of environment.Components of the environment. | By the end of the lesson the learner should be able to:State the meaning of the environment.Name the major components of the environment. | Defining the environmentNature walkIdentifying the component of the environment | Primary science standard 8 pg 59 – 79Quick reading science 61 - 76 | plantsSoil animals |  |
| 7 |  | **Mid term and mid term exams** |
| 8 | 1 – 5  | WATER | Water pollution.Effects of water pollution.Water conservation | By the end of the lesson the learner should be able to:State how water gets polluted.Describe effects of water pollution.Identifying ways of controlling water pollution. | Demonstrate how water is polluted.State effects of water pollution.How to conserve water. | Primary science standard 8 pg 80 – 89Quick reading science 77 - 81 | WaterPaperJeri cans |  |
| 9 | 1 – 5 | SOIL | Comparison of soilSoil pollution. | By the end of the topic the learner should be able to:Investigate the composition of soilExplain the composition of soil. | Investigate the composition of soil.Name the components of soil. | Primary science standard 8 pg 89 - 92Quick reading science 84 - 89 | Soilcontainers |  |
| 10 | 1 – 5 | FOOD AND NUTRITION | Food groupsBalanced dietNutritional requirements for special groups | The learner should be able to:Identify the three basic food groupsClassify locally available foods in the three food groups.Describe the term balanced diet. | Stating the food groupsClassifying foodDescribing a balanced diet. | Primary science standard 8 pg 93 - 102Quick reading science 90 - 96 | Foods e.g. bananas and oranges |  |
| 11 | 1 – 5 | ENERGY | Light Heat meaning of energyTransformation of energy. | The learner should be able to:Describe the importance of proper lighting of a house.Identify the sources of light. | State the importance of lighting a house.Investigate energy transfer. | Primary science standard 8 pg 103 – 109Quick reading science 97 - 180 | Battery cellsElectric wirebulbs |  |
| 12 | 1 – 5 | MAKING WORK EASIER | Simple machines | The learner should be able to:Investigate how inclined planes make work easier.Investigate how single fixed pulleys make work easier. | Listening Inclined planesStating uses of single fixed pulleys | Primary science standard 8 pg 110 – 121Quick reading science 100 - 105 | Flag post Ladder |  |
| 13  | **Revisions and preparations for End Term Exams** |
| 14 |  | **End Term Exams and Closing** |

TERM 2

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| WK | LESSON | TOPIC/SUB TOPIC | OBJECTIVES | T/L ACTIVITIES | T/L AIDS | REFERENCES | REMARKS |
| 1 | Opening and Revisions |  |
| 2 | 1 – 5 | PLANTSAdaptation of plants to their environment.Dry areasWet areas. | By the end of the lesson the learner should be able to:Explain how plants are adapted to their environment.Identify the differences between plants growing in the different environment.State special features that help the plants survive in their environment. | Classify plants into green and non green plants.Explanation.Identify the differences between plants growing in different environment.Go outside and collect plants.Give assignment. | Realia | Primary science pupils book 8 pg 32 – 37Understanding science book 8 pg 17 – 20 by longhorn. |  |
| 3 | 1 – 5 | PLANTSSigns of unhealthy crops.Crop diseasesEffects of crop diseases. | The learner should be able to:Explain different crop diseases.Identify signs of unhealthy crops.State effects of crop diseases. | Observe diseased crops.Explanation.Write short notes.Preparing a write up showing signs of unhealthy crops. | Realia | Primary science pupils book 8 pg 37 – 43 by klbUnderstanding science book 8 pg 21 - 23 |  |
| 4 | 1 – 5 | ANIMALS | The learner should be able to:Explain how animals are adapted to their environment.Identify the adaptation of beaks in birds to feeding.State different ways of movement of animals. | Explanation.Observe how herbivores teeth are adapted to feeding.Stating the ways in which animals move.Drawing beaks. | Charts | Primary science pupils book 8 pg 48 - 51Understanding science book 8 pg 24 - 28 |  |
| 5 | 1 – 5 | ANIMALSSigns of poor health in livestock.Effects of livestock diseases. | The learner must be able to:Explain signs of poor health in livestock.Identify signs of poor health in livestock.State the effects of poor health. | Perform an experiment.Observe livestock for signs of poor health.StatingExplain signs of poor health. | Local environment. | Primary science pupils book 8 pg 64 - 66Understanding science book 8 pg 35 - 38 |  |
| 6 | 1 – 5 | WATERDifferences between hard and soft water.Disadvantages of hard water.Softening hard water by boiling | By the end of the lesson the learner should be able to:State the difference between soft and hard water.Investigate disadvantages of Hard water.Soften hard water by boiling | Investigate the difference between hard and soft water.Soften hard water by boiling.Explaining.Write short notes | Investigate the differences between hard and soft water..Soften hard water by Boiling.ExplainingWrite short notes. | Primary science pupils book 8 pg 75 - 82Understanding science book 8 pg 35 - 38 |  |
| 7 | 1 – 5 | ENVIRONMENT.Meaning of soil pollution.Effects of soil pollution on plants and animals | By the end of the lesson the learner should be able to:Explain meaning of soil pollution.Describe effects of soil pollution on the environment.Observe living things found in the soil. | Define soil pollution.Describe effects of soil pollution.Observe things found in the soil.Write short notes. | Local environment.Chart | Primary science pupils book 8 pg 85 - 88Understanding science book 8 pg 40 - 41 |  |
| 8 | 1 – 5 | ENVIRONMENT.Meaning of soil conservation.Soil conservation methods. | The learner should be able to:Explain the meaning of soil conservation.Describe soil conservation measures. Practice soil conservation | Define soil conservation.Explain soil conservation methods.Observe how waste is managed at home. | Local environment. | Primary science pupils book 8 pg 98 - 105Understanding science book 8 pg 44 - 47 |  |
| 9 | 1 – 5 | ENVIRONMENT.Ways in which air is polluted.Effects of air pollution.Ways of controlling air pollution. | By the end of the lesson the learner should be able to:State effects of air pollution.Identify ways in which air pollution can be controlled. | Discuss air pollution.Explain effects of air pollution.Discuss ways of controlling air pollution.Define terms like gabions, inorganic refuse, incinerator. | Local environment | Primary science pupils book 8 pg 98 - 105Understanding science book 8 pg 44 - 47 |  |
| 10 | 1 - 5 | FOODS AND NUTRITION.Nutrition for pregnant and lactating mothers.Nutrition for mothersNutrition for  | By the end of the lesson the learner should be able to:Identify nutritional requirement for special groups. Draw foods given to lactating  | Define nutrition.Discuss nutrition for pregnant and lactating mothers.Identify nutritional requirements for special groups.  | Vegetables, fruits, beans, bones. | Primary science pupils book 8 pg 113 - 118Understanding science book 8 pg 48 - 52 |  |
| 11 | 1 – 5 | PLANTS | Adaptation of plants to their environment.Dry areasWet areas | By the end of the lesson the learner should be able to:Explain how plants are adapted to their environment.Identify the differences between plants growing in the different environment.State special features that help the plants survive in their environment. | Classify plants into green and non green plants.Explanation.Identify the differences between plants growing in different environment.Go outside and collect plants.Give assignment. | Realia | Primary science pupils book 8 pg 32 – 37Understanding science book 8 pg 17 – 20 by longhorn. |
| 12 | 1 – 5 | PLANTS. | Signs of unhealthy crops.Crop diseasesEffects of crop Disease | The learner should be able to:Explain different crop diseases.Identify signs of unhealthy crops.State effects of crop diseases. | Observe diseased crops.Explanation.Write short notes.Preparing a write up showing signs of unhealthy crops. | Realia | Primary science pupils book 8 pg 37 – 43 by klbUnderstanding science book 8 pg 21 - 23 |
| 13 | Revisions and Preparations for End Term Exams |
| 14 | End Term 11 Exams and Closing |  |

TERM 3

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| **WK** | **LESSON** | **TOPIC** | **SUB TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCES** | **REMARKS** |
| **1** | **Opening and Revisions** |  |
| 2 | 1 – 5 | ANIMALS |  | The learner should be able to:Explain how animals are adapted to their environment.Identify the adaptation of beaks in birds to feeding.State different ways of movement of animals. | Explanation.Observe how herbivores teeth are adapted to feeding.Stating the ways in which animals move.Drawing beaks. | Charts | Primary science pupils book 8 pg 48 - 51Understanding science book 8 pg 24 - 28 |  |
| 3 | 1 – 5 | ANIMALS | Signs of poor health in livestock.Effects of livestock diseases | The learner must be able to:Explain signs of poor health in livestock.Identify signs of poor health in livestock.State the effects of poor health. | Perform an experiment.Observe livestock for signs of poor health.StatingExplain signs of poor health. | Local environment. | Primary science pupils book 8 pg 64 - 66Understanding science book 8 pg 35 - 38 |  |
| 4 | 1 – 5 | WATER | Differences between hard and soft water.Disadvantages of hard water.Softening hard water by boiling | By the end of the lesson the learner should be able to:State the difference between soft and hard water.Investigate disadvantages of Hard water.Soften hard water by boiling | Investigate the difference between hard and soft water.Soften hard water by boiling.Explaining.Write short notes | Investigate the differences between hard and soft water..Soften hard water by Boiling.ExplainingWrite short notes. | Primary science pupils book 8 pg 75 - 82Understanding science book 8 pg 35 - 38 |  |
| 5 | 1 – 5 | ENVIRONMENT. | Meaning of soil pollution.Effects of soil pollution on plants and animals | By the end of the lesson the learner should be able to:Explain meaning of soil pollution.Describe effects of soil pollution on the environment.Observe living things found in the soil. | Define soil pollution.Describe effects of soil pollution.Observe things found in the soil.Write short notes. | Local environment.Chart | Primary science pupils book 8 pg 85 - 88Understanding science book 8 pg 40 - 41 |  |
| 6 | 1 – 5 | ENVIRONMENT.Meaning of soil conservation.Soil conservation methods. |  | The learner should be able to:Explain the meaning of soil conservation.Describe soil conservation measures. Practice soil conservation | Define soil conservation.Explain soil conservation methods.Observe how waste is managed at home. | Local environment. | Primary science pupils book 8 pg 98 - 105Understanding science book 8 pg 44 - 47 |  |
| 7 | 1 – 5 | ENVIRONMENT.Ways in which air is polluted.Effects of air pollution.Ways of controlling air pollution. |  | By the end of the lesson the learner should be able to:State effects of air pollution.Identify ways in which air pollution can be controlled. | Discuss air pollution.Explain effects of air pollution.Discuss ways of controlling air pollution.Define terms like gabions, inorganic refuse, incinerator. | Local environment | Primary science pupils book 8 pg 98 - 105Understanding science book 8 pg 44 - 47 |  |
| 8 | 1 - 5 | FOODS AND NUTRITION.Nutrition for pregnant and lactating mothers.Nutrition for mothersNutrition for  |  | By the end of the lesson the learner should be able to:Identify nutritional requirement for special groups. Draw foods given to lactating  | Define nutrition.Discuss nutrition for pregnant and lactating mothers.Identify nutritional requirements for special groups.  | Vegetables, fruits, beans, bones. | Primary science pupils book 8 pg 113 - 118Understanding science book 8 pg 48 - 52 |  |
|  |  |  |  | mothers.Name some of the nutrients found in those foods. | DrawingWrite short notes. |  |  |  |
| 9 | **End Term Exams and Closing** |  |