

TERM I LESSON NOTES FOR SCIENCE P.3

THEME: THE ENVIRONMENT

TOPIC: ANIMALS AND PLANTS AS RESOURCES IN THE ENVIRONMENT.

LESSON I: ANIMAL HABITATS.

- Definition of environment.
- Groups of things found in the environment.
- Examples of living and non-living things.
- Characteristics of each group of both living and non living.
- Animal habitats.
- Definition of habitats
- Examples of animal habitats/animals in each habitats.

Evaluation activity

1. What is environment?
2. Give another term to mean environment.
3. What are the 2 groups of things found in our environment?
4. Define the following things;
 - Living things
 - Non living things
5. Give 3 examples of living things
Non living things.

LESSON 2:

TOPIC: ANIMALS AND PLANTS AS RESOURCES IN THE ENVIRONMENT.

ANIMAL HABITATS

- Definition of habitat.
- Examples of animal habitats.
- Animals found in different habitats (garden, water, soil, forests, homes etc)

Evaluation activity

1. What is a habitat?
2. Give 3 examples of animal habitats.
3. Draw and name 4 examples of animals found in the school compound.
4. Suggest 2 animals found in the following habitats;
(a) water (b) forest (c) soil
5. Name 2 animals found in the school compound.
6. Identify 2 uses of animals found in the school compound.

LESSON 3:

TOPIC: ANIMALS AND PLANTS AS RESOURCES IN THE ENVIRONMENT

- Animals in the garden.
- Animals with 4 legs
- Animals with 2 legs
- Animals with no legs
- Animals with more than 8 legs
- Animals which fly.
- Animals which lay eggs.

Evaluation activity

1. Draw and name 4 animals found in the garden.
2. Write down 2 animals with 4 legs.
3. List 2 animals without legs.
4. Identify 2 animals with more than 8 legs.
5. State 2 animals which fly.
6. Mention 2 animals that lay eggs.

LESSON 4:

TOPIC: ANIMALS AND PLANTS AS RESOURCES IN THE ENVIRONMENT

- Animals in swamps/water
- Definition of a swamp.
- Definition of pond
- Examples of animals found in a swamp/water/soil
- Identify animals that live partly in water and on land.

Evaluation activity

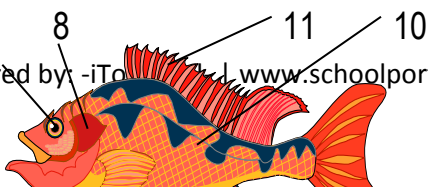
1. Define the term swamp.
2. Give another term to mean a swamp.
3. What is a pond?
4. Name 4 animals found in water.
5. Suggest 2 animals that live in both water and on land.
6. Why do some water animals come on land?
7. Draw and name 2 animals that live in water.
8. Mention 2 animals that are found in soil.
9. What are aquatic animals?

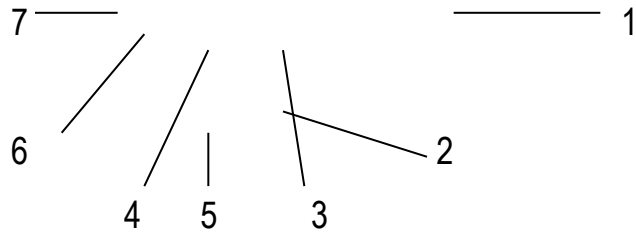
LESSON 5: FISH

- Types of fish caught in Uganda.
- Why people keep fish.
- Uses of fish.
- Name the parts of a fish.
- Uses of each part of a fish.

Evaluation activity

1. Identify the habitat of a fish.
2. Mention any 4 types of fish.
3. Give any 4 uses of fish to people.
4. Name the parts of a fish.





LESSON 6: FISH

- Uses of each part of a fish.
- Tailfin - for steering and making corners
- Anus - for laying eggs and pass out wastes.
- Scales - for covering the body of a fish.
- Pelvic fin/pectoral fin - 4 going down and up the water.
- Gill cover - for covering the gills.
- Gills - for breathing
- Mouth - for feeding
- Nostril - for smelling.
- Eye - for seeing
- Lateral line - for sensing danger.
- Dorsal fin - for protection.

Evaluation activity

1. Give the functions of the following parts to the fish.
(a) Nostril (b) scales (c) tail fin (d) gills (e) lateral line
2. How are gills similar to the stomata?
3. Nostril is to _____ as nose is to man.
4. What helps the fish to move in water?
5. What does a fish use 4 protection?

LESSON 7: WAYS OF PRESERVING FISH

- Definition of food preservation.
- What do we need to preserve fish?
- Methods of preserving fish.
- Food values got from fish.

Evaluation activity

1. What is food preservation?
2. Give 3 reasons why farmers preserve fish?
3. Identify 3 methods of preserving fish.
4. What is the cheapest method of preserving fish?
5. Why cant people in villages use fridges to preserve fish?
6. What food value is obtained from eating fish?
7. How are fish bones useful to people?

LESSON 8:

- Review on domestic animals.
- Animals in forests
- Definition of wild animals.
- Why animals move from place to place.
- Ways how animals move.
- Examples of wild animals.
- Uses of animals in the forest.
- Dangers of animals in the forest

Evaluation activity

1. Definition of wild animals.
2. What is a forest?
3. Give any 4 examples of wild animals.
4. Why do animals move from place to place?
5. Suggest 2 uses of wild animals to people.
6. State any three dangers of wild animals to people.
7. How do these animals move?
(a) Snake (b) crocodile (c) lion (d) bird
8. Give two differences between domestic and wild animals.
9. Identify any two domestic animals you know.

LESSON 9: PLANTS AND ANIMALS AS RESOURCES IN THE ENVIRONMENT

- Definition of a habitat.
- Plants in our school garden.
- Plants that grow in swamps i.e. desert, on water, under shade, garden
- Plants in our school garden.
- Importance of a school garden.

Evaluation activity

1. What is a habitat?
2. Give 2 examples of plant habitats.
3. What is a school garden?
4. Mention 3 examples of plants that grow in a school garden.
5. Suggest 3 uses of a school garden.
6. Identify 4 things needed to start a school garden.

LESSON 10:

- Plants that grow in water and wetlands.
- Plants that grow in dry places/rocks.
- Characteristics of plants that grow in dry places.
- Uses of rocks.
- Uses of plants that grow in wetlands.
- Reasons why people clear swamps.
- Dangers of clearing swamps/wetlands.

Evaluation activity

1. What is a wetland?
2. Identify any two plants that grow in wetlands.
3. Give 2 characteristics of plants that grow in wetlands.
4. Mention 2 uses of swamps to people.
5. Name 2 crops that grow in a wetland.
6. Suggest any 4 plants that can grow on rocks.
7. Give 2 uses of rocks to people.
8. Mention 2 uses of plants grown in wetlands.
9. Identify 3 reasons why people clear swamps.
10. Give 2 dangers of clearing swamps in our environment.

LESSON 11: ANIMALS AND PLANTS AS RESOURCES IN THE ENVIRONMENT

- Definition of soil.
- Different types of soil as habitats.
- Plants that grow well in clay soil.
- Plants that grow well in soil with much sand.
- Best soil for plant growth and reasons why.
- Uses of various plants to people.
- Uses of animals to plants.

Evaluation activity

1. Define the term soil.
2. Identify the 3 types of soil.
3. Mention plants that grow well in clay soil.
4. What is the best soil for growing crops?
5. State 3 uses of plants to animals.
6. How are plants useful to people?
7. How do you call plants grown for food?
8. Give 3 examples of plants grown for food?
9. What are cash crops?
10. Name 2 plants grown for sale.

THEME: COMPONENTS OF THE ENVIRONMENT

TOPIC: SOIL

DEFINITION OF SOIL

- Components of soil.

- Experiments of composition of soil
- Observing soil components.

Evaluation activity

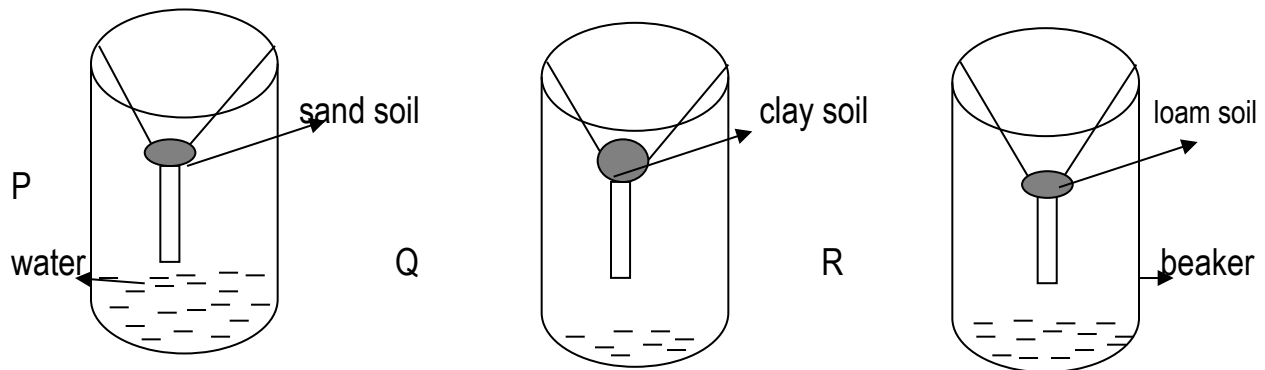
1. What is soil
2. Identify six components of soil.
3. Draw and label an experiment to show that soil contains air, soil contains water, soil contains humus.
4. What is humus?
5. How are the living organism important in soil?
6. Name 2 animals found in soil.

LESSON 13: TYPES OF SOIL

- Characteristics of each type of soil (features of soils).
- Movement of water through different types of soil. (An experiment)
- Uses of each type of soil.

Evaluation activity

1. Identify the three types of soil.
2. Give 4 characteristics of (i) loam soil (ii) sandy soil (iii) clay soil
3. The experiment below shows how water passes through different types of soil. Use it to answer questions that follow.



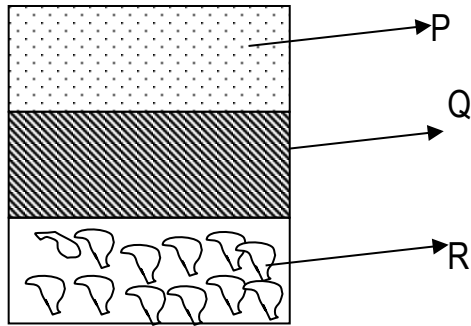
4. Which type of soil allows water to pass through fastest?
5. Which type of soil doesn't allow water to pass through easily?
6. Which type of soil is used for;
(i) Making bricks
(ii) Making glass
(iii) Growing crops
(iv) Modeling

LESSON 14: SOIL PROFILE

- Definition of soil profile.
- Diagram showing layers of soil (soil profile)
- Characteristics of each layer of soil.
- Uses of each layer of soil to plants.

Evaluation activity

1. What is soil profile?
2. The diagram below shows the layers of soil



- (a) Name the layers of soil marked
(i) P _____ (ii) Q _____ (iii) R _____
 - (b) Which layer of soil has a lot of humus?
 - (c) Under which layer of soil does weathering take place?
3. Give two characteristics of top soil?
 4. Why does top soil appear dark in colour?

LESSON 15: SOIL FORMATION

- Definition of soil formation
- Methods through which soil is formed i.e.
 - (i) When dead plants and animals rot (humus)
 - (ii) By weathering.
- Definition of weathering as being a process by which rocks break down into small pieces to form soil.
- Factors of weathering i.e. high temperature, running water, earthquakes, marine activities.
- Uses of rocks to man.
- Uses of soil

Evaluation activity

1. What is soil formation?
2. List the two methods how soil is formed.
3. How do you call a process by which rocks break down to form soil?
4. Mention 3 factors of weathering.
5. Give 3 uses of soil to people.
6. Identify 3 uses of rocks (stones) to people.

LESSON 16:

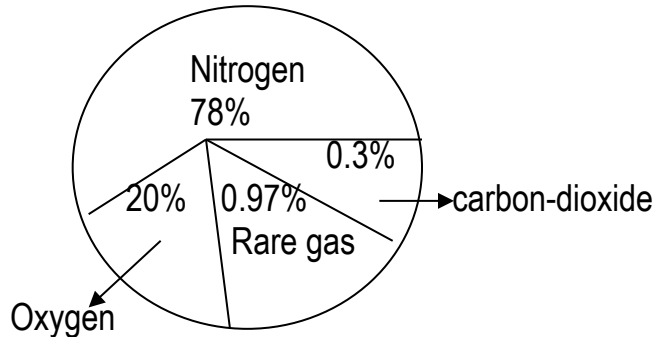
THEME: FINDING ABOUT AGES IN OUR ENVIRONMENT

TOPIC: AIR AND ITS COMPONENTS

- Definition of air.
- Percentages of gases in the atmosphere.
- Diagrams to illustrate the percentages of gases in the air.
- Examples of rare gases.
- Uses of different gases.

Evaluation activity

1. What do you call the mixture of gases?
2. Identify the 4 gases that make up air.
3. A diagram below shows percentages of gases in the atmosphere.



- (a) Which type of air takes the highest percentage?
 - (b) Smallest percentage?
 - (c) Takes 20%?
 - (d) Takes 0.97%
4. Why does carbon dioxide take the smallest percentage in the atmosphere?
 5. Name the four rare or inert gases.
 6. Give 2 uses of oxygen in the atmosphere?
 7. How is carbon dioxide useful to people? Give 2 ways?

LESSON 17: PROPERTIES OF AIR

- Experiments about properties of air.
- Air occupies space
- Air exerts pressure
- Air can be compressed.
- Air has weight

Evaluation activity

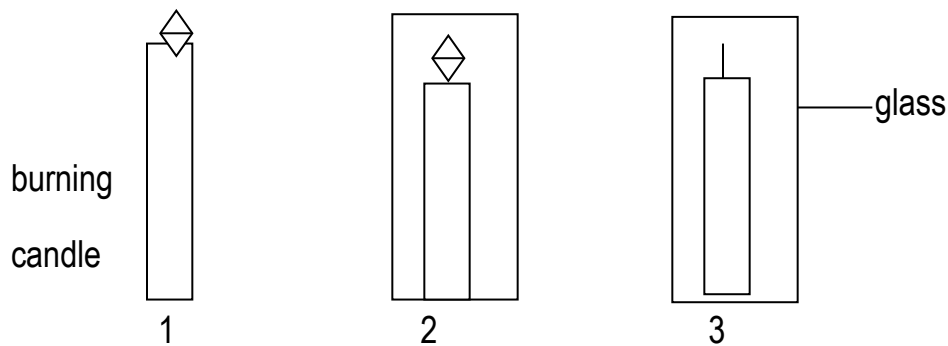
1. Learners will carry out experiments about the properties of air.
2. Draw and label the experiments to show that;
 - (i) Air has weight
 - (ii) Air occupies space
 - (iii) Air exerts pressure
 - (iv) Air can be compressed.

LESSON 18: USES OF AIR

1. We use air 4 burning and rusting.
2. Experiment to show that oxygen supports burning.
3. It burns food we eat to produce energy.
4. Conditions necessary 4 rusting.
5. Ways of controlling rusting in metals.
6. Uses of carbondioxide.
7. Its used in fire extinguishers.
8. Places where fire extinguishers can be found.
9. Its used in preserving imported bottled foods.

Evaluation activity

1. What is air?
2. How is burning similar to rusting?
3. Identify 3 uses of air
4. Study the diagram carefully and answer questions that follow.



- (a) Which component of air is supporting the burning candle in picture 1?
 - (b) Why does the flame go off in picture 3?
 - (c) Name two forms of energy given out by a burning candle.
5. Why is carbondioxide used in fire extinguishers?
 6. Identify any four places where fire extinguishers are found.
 7. Which gas is used to preserve drinks like soda?

LESSON 19: WIND

1. Definition of wind
2. Uses of wind in the environment
3. Dangers of wind
4. Experiment showing how wind is useful/dangers.

Evaluation activity

1. What do you call the moving air?

2. Give three uses of wind in the environment.
3. How is wind useful to farmers? Give 1 reason.
4. State 2 dangers of wind to people.
5. What are air born diseases?
6. Mention any 4 air born diseases.
7. Name 2 machines that use wind.

LESSON 20: REVIEW OF THE SOURCES OF LIGHT

- Natural and artificial sources.
- Effects of the sun in the environment.
- Uses of the sun in the environment.
- Forming of shadow by objects.

Evaluation activity

1. What are sources of light?
2. Define natural sources of light
3. Draw and name any four natural sources of light.
4. Draw and name four man made sources of light.
5. Why is the sun called the main source of light?
6. Where does the sun rise from?
7. Where does the sun set?
8. Outline at least four advantages or uses of the sun in the environment.
9. How is the sun useful to farmers?
10. Which vitamin is obtained from the sun?

LESSON 21: EFFECTS OF THE SUN IN THE ENVIRONMENT.

- Formation of shadows.
- Definition of a shadow.
- Direction from which shadows form in the morning.
- Reasons as to why shadows appear longer or shorter at different intervals.
- Diagrams of objects and their shadows.

Evaluation activity

1. Define the term shadows.
2. When are shadows formed?
3. Where are shadows formed in the morning?
4. If the object is in the West, where would you expect the shadow to form?
5. Why do shadows appear longer in the morning and evening?
6. Why do shadows appear shorter at noon or midday?
7. When do shadows appear shorter than their real objects?
8. Complete by drawing the shadows of these objects.



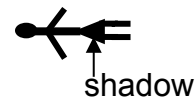
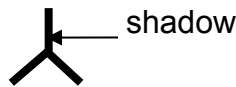
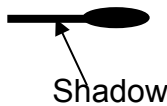
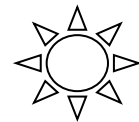
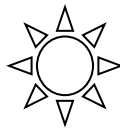
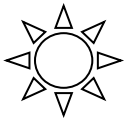


LESSON 22: EFFECTS OF THE SUN IN THE ENVIRONMENT

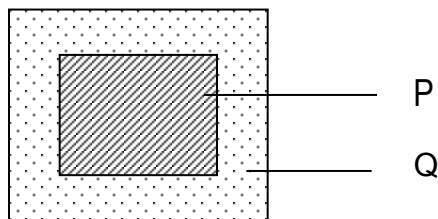
- Uses or functions of shadows.
- Parts of a shadow.
- Dangers of the sun in the environment.

Evaluation activity

1. Draw the objects of these shadows according to the position of the source of light.



2. State any four uses of shadows to people.
3. Below is a diagram showing a shadow, name the parts marked P and Q.



P _____

Q _____

4. What is umbra?
5. What is penumbra?
6. Suggest four dangers of the sun in the environment.
7. Why is it dangerous to look directly into the sun during day time?
8. What do we call energy from the sun?

LESSON 23: OBJECTS WHICH FORM SHADOWS

- Definition of opaque objects.
- Examples of opaque objects.
- Transparent objects and definition.

- Examples of transparent objects.

Evaluation activity

1. What are opaque objects?
2. Identify any four examples of opaque objects.
3. What do you call objects which allow light to pass through them?
4. Mention three examples of transparent objects.
5. Give three uses of transparent objects.
6. How are opaque objects useful to people? Give 2 ways.

LESSON 24: EFFECTS OF THE SUN IN THE ENVIRONMENT

- Definition of drought.
- Causes of drought.
- Children will observe pictures on drought.
- Dangers of drought.

Evaluation activity

1. What is drought?
2. Give the cause of drought.
3. Outline dangers of drought in the environment.
4. How can people control drought? Give 4 ways?
5. Write down two activities that can be carried out during drought.

LESSON 25: WAYS OF CONTROLLING DROUGHT

- Ways of controlling drought.
- Definition of afforestation.
- Uses of forests to the people.
- Reasons why people cut down trees.
- Ways of caring 4 plants.

Evaluation activity

- Give three ways how drought can be controlled.
- What do you call the planting of trees?
- Mention three uses of forests to people.
- Identify three reasons why people cut down trees.
- Suggest 4 ways how farmers can care 4 plants.

LESSON 26: CLOUDS

- Types of clouds.
- Children will observe clouds in the sky.
- Characteristics of clouds.

Evaluation activity

1. Name the 4 types of clouds.
2. Which type of clouds
 - (a) Bring rain?
 - (b) Look like cotton piles?
 - (c) Appear highest in the sky?
 - (d) Look like feathers?
 - (e) Appear dark grey.

(f) Appear lowest?

LESSON 27: DRAWING AND SHADING DIFFERENT TYPES OF CLOUDS.

- Uses of clouds in the environment.
- Read a text about clouds.

Evaluation activity

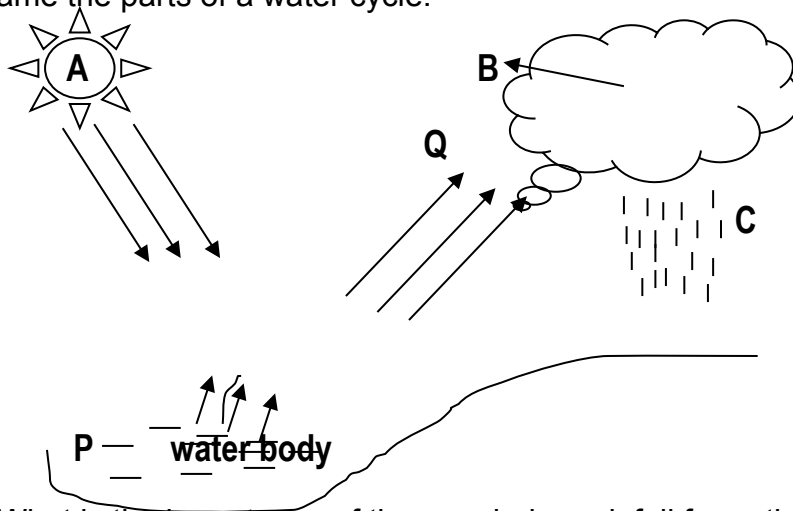
- Using colours, draw and shade the types of clouds;
(a) Nimbus clouds (b) Stratus clouds (c) cirrus clouds
(d) Cumulus clouds.
- Give 3 uses of clouds.
- Read a text about clouds and answer questions about it.

LESSON 28: RAIN

- Rainfall formation
- Water cycle.
- Processes involved in rainfall formation

Evaluation activity

- Describe the processes how rainfall is formed.
- Name the parts of a water cycle.



- A _____
B _____
C _____

- What is the importance of the sun during rainfall formation?
- Name the two processes taking place at
(i) P _____ (ii) Q _____
- What is happening at Q?

LESSON 29:

- Uses of rain to plants and animals.
- Sources of water (Natural and artificial sources)

Evaluation activity

1. Identify two uses of rain to plants.
2. How is rainfall useful to animals?
3. Mention three sources of water.
4. List three ways how rainfall is dangerous to people.
5. What is the main natural sources of water?
6. What are natural sources of water?
7. Name three artificial sources of water you know.

LESSON 30: SOIL EROSION

- Definition of soil erosion.
- Causes of soil erosion.
- Children will observe places affected by soil erosion.
- Types of soil erosion.
- Agents of soil erosion.
- Read a text about soil erosion.

Evaluation activity

1. What is soil erosion?
2. Identify three causes of soil erosion.
3. Mention the 4 agents of soil erosion.
4. Composition on soil erosion.

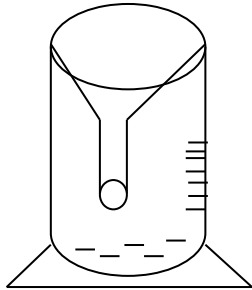
LESSON 31: SEASONS IN A YEAR.

- Activities done in each season.
- Reading a text about floods.
- Weather instruments.

Evaluation activity

1. Mention the two seasons we have in a year.
2. Name two activities carried out during
 - (a) the dry season
 - (b) The wet season
3. Why do farmers harvest their crops during the dry season?
3. Give two dangers of floods in our environment.

4. Name the weather instrument used to measure the amount of rainfall.



5. Write any two places where rain water goes after it has rained.
6. Name the four types of weather you know.

LESSON 32: SANITATION

- Definition of sanitation
- Ways of keeping proper sanitation
- Importance of sanitation

Evaluation activity

1. What is sanitation?
2. Identify 4 ways of keeping proper sanitation
3. How is sanitation important in a society?
4. Mention 4 things used to keep sanitation.
5. Why do we need to burn rubbish in our homes?
6. What is the importance of smoking a latrine?
7. Why do we need to slash bushes around our homes?
8. Give 2 ways of keeping our school clean.

LESSON 33: GERMS/DISEASES

- Definition of germs.
- Types of germs
- How germs are spread.

Evaluation activity

1. Define the term germs.
2. Give another term used to mean germs.
3. Which instrument is used to see germs?
4. Give 4 ways through which germs are spread.
5. Write down 4F's chain in the spread of germs in order.

LESSON 34

- Places where germs breed from
- Places where germs are found.
- Dangers of germs.

Evaluation activity

1. Identify 3 places where germs can breed from.
2. Mention 3 places where we can find germs.
3. How does air food become dirty?
4. Suggest 3 dangers of germs to people?
5. Give 2 conditions needed 4 germs to breed.
6. What causes things to rot.

LESSON 35

- Protecting against germs.
- Personal hygiene.
- Immunisation

Evaluation activity.

1. What do we call the keeping of our body clean?
2. Why do we need to carryout personal hygiene?
3. Outline any 4 activities carried out to promote personal hygiene.
4. Why do we wash our clothes? Give 4 reasons.

5. Why do we bathe?
6. Mention 3 items used to clean our bodies.
7. What is immunisation?
8. Why do we need to immunize infants?
9. State any 4 immunisable diseases in infants.

LESSON 36

- Other ways of preventing germs.
- Things that should be in a good home.
- Children will draw well ventilated/good homes.
- Keeping insects away from our homes.

Evaluation activity

1. Draw a good home.
2. Identify five things a good home should have.
3. Why should we keep items in our homes clean?
4. Why should a house be well ventilated?
5. Identify 3 insects that stay in dirty places?
6. How can we prevent germs from our homes?
7. Suggest 3 ways how we can prevent insects from our homes.

TOPICAL TESTING

SECTION A

1. What do we call the top layer of the earth?
2. Which component of soil enables animals to live in it?
3. What is humus?
4. Give any other component of soil besides humus.
5. What type of soil is the best for plant growth?
6. Why is clay soil not good for growing crops?
7. Give one characteristic of sandy soil.
8. What type of soil is used for making pots?

SECTION B:

1. What is soil profile?
2. Name the three layers of soil.
3. How is soil formed? Give 2 methods.
4. How is humus formed? Give 2 ways.
5. Why do earth worms come on top of the soil when it rains?
6. Mention the 3 types of soil.
7. Give any 4 uses of soil.

TOPICAL EXERCISES ON AIR

1. Define the term air.
- (b) Outline the four components of air.
2. Which component of air takes
(a) 21%
(b) 0.03%
3. Why isn't oxygen used in fire extinguishers?
4. Of what use is oxygen to living things like man?
5. Draw an experiment to show that air has weight.
6. Why is carbon dioxide used to put out fire?

7. Which part of air supports burning?
8. Why do green plants need sunlight?
9. Which gas takes 78% in the atmosphere?
10. Define wind.

SECTION B

11. Give four properties of air.
12. Give two uses of the sun to;-
 - (a) People
 - (b) Plants
13. Give four dangers of the sun in the environment.
14. Define a shadow?
 - (c) Name the two parts of a shadow.
 - (d) Give two importances of shadows to people.

D. TOPICAL TESTING IN SANITATION

SECTION A

1. What is sanitation?
2. Why is sanitation important in our society?
3. What is the use of a tooth brush?
4. Why do we smoke the latrines always?
5. How can we keep our school compound clean?
6. What do we call living things that cause diseases?
7. Which instrument is used to see germs?
8. What causes things to rot?
9. Why do we need to carryout personal hygiene?
10. Why are children immunized?
11. List 2 immunisable diseases in infants.
12. Identify 2 features of a good home.

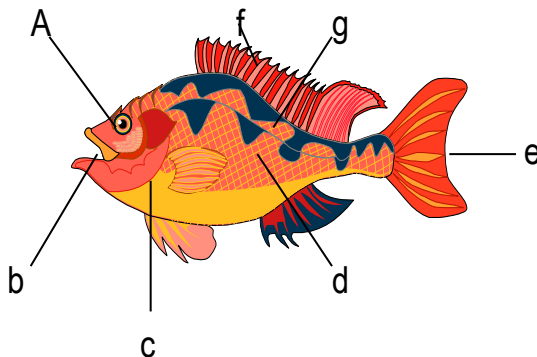
SECTION B:

1. What do we call the keeping of the environment and the things we use?
 - (b) Identify 4 ways of keeping proper sanitation.
2. Mention 4 things used to keep sanitation in our society.
3. What is the use of a dustbin in our homes?
4. Mention 3 places of proper disposal of wastes.
5. Suggest 4 ways through which germs are spread.
6. Write the 4'Fs chain in order.
7. Give 3 places where germs can breed from?
8. Which conditions are necessary 4 germs to breed? Give 2.
9. What is the use of ventilators on a house?
10. How can we control harmful insects from our homes? Give 2 ways.

TOPICAL TESTING: UNIT ONE

- A. Animals and plants as resources in the environment.
 1. Name the two groups of living things found in our environment.
 2. Identify two places where animals around in your home live.
 3. Give two animals that live in your school compound.
 4. What is environment?
 5. What are living things?
- (c) Give four characteristics of living things.
 6. Give two examples of living things.

7. How do you call a place where animals live and plants grow?
8. Identify any three animal habitats.
9. Name 2 animals found in soil.
10. What is a forest?
11. List 2 animals that live in a forest.
12. How are animals found on your school compound useful to a school?
13. Identify 2 animals found in a garden.
14. List 2 animals with 4 legs.
15. Give 2 animals without legs.
16. Mention 2 animals which can fly.
17. Name 2 animals that cant fly.
18. I have no legs, I move by gliding and use poison for protection. What am I?
19. List 2 animals with more than 8 legs.
20. Define these words;
- (a) Swamp, pond, aquatic animals
21. What other term can be used to mean a swamp?
22. Why do water animals come on land?
23. Why cant a fish live on land?
24. Suggest two animals that live both in water and on land.
25. Identify 4 types of fish caught in Uganda.
26. Why do people keep fish?
27. Study the diagram below and use it to answer questions that follow;



- (a) Name the parts marked;
- (i) A _____ (ii) C _____ (iii) d _____
- (iv) g _____ (v) d _____ (vi) f _____
- (b) Give the function of these parts labeled;
- (i) G _____ (ii) a _____
- (iii) e _____ (iv) e _____
- (v) C _____
- (c) How is part C similar to stomata in plants.
- (d) Which part on a fish protects it from danger?
28. How is fish useful to people in your area?
29. What covers the body of a fish?
30. How are gills similar to stomata?
31. What helps the fish to move in water?
32. What does a fish use 4 protection?
33. What is the use of a lateral line on a fish?

34. What is food preservation?
35. Why should we preserve fish?
36. Suggest 3 methods of preserving fish
37. What food value is got from fish?
38. Why cant people in villages preserve fish using fridges?
39. How are fish bones useful to people?
40. What is the cheapest method of drying fish?
41. What are domestic animals?
42. Identify four examples of domestic animals.
43. Mention 4 uses of domestic animals to people.
44. Define the term wild animals.
45. Give three examples of wild animals.
46. Why do animals move from place to place? Give 3 reasons
47. Give two uses of wild animals to people.
48. How are wild animals dangerous to people? Give 2 reasons.
49. How do these animals move?
Snake _____ crocodile _____ snail _____
Lion _____ bird _____
50. Give the difference between domestic and wild animals.
51. Identify three plants that can be grown in a school garden?
52. What is a school garden?
53. How is a school garden useful to a school? Give 2 reasons.
54. Which basic things are needed to start a school garden?
55. What is a wetland?
56. Give 2 examples of plants that grow in a wetland.
57. Give 2 reasons why people clear swamps.
58. How is the cleaning of swamps dangerous to our environment?
59. Identify the three types of soil habitats.
60. Why is loam soil good for plant growth?
61. Mention 2 characteristics of plants that grow in a swamp.
62. How are swamps useful to people?
63. Name 2 plants that grow on rocks.
64. Identify 2 uses of rocks to people.
65. State 3 uses of plants to animals
66. How do you call crops grown 4 food?
67. Give 3 examples of crops grown 4 food.
68. What are cash crops?
69. Mention 2 plants grown 4 sale.

TERM II

LESSON 37

THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION

TOPIC: GROWING CROPS

GARDEN TOOLS

- Examples of garden tools used by farmers.
- Observing different garden tools.
- Definition of garden tools.

Evaluation exercise

1. What are garden tools?
2. Why do farmers need garden tools? (Give two reasons).
3. Draw the following garden tools. (hoe, panga, slasher, axe, pruning saw, forked hoe, watering can, sickle, trowel, rake, wheelbarrow, string, garden fork, spade).

LESSON 38: FUNCTIONS OR USES OF DIFFERENT GARDEN TOOLS

Caring for garden tools.

Evaluation activity

1. Give the functions of these garden tools.
Trowel, spade, panga, wheelbarrow
2. Which garden tool is used for;
 - a) Watering plants
 - b) Slashing
 - c) Turning soil and manure
 - d) Digging in stony areas
 - e) collecting rubbish
 - f) Harvesting cereals
3. How can farmers care for their garden tools? Give four ways.

LESSON 39: RUSTING OF METALS/GARDEN TOOLS

- Conditions necessary for rusting.
- Dangers of rusting in metals.
- Ways of controlling rusting in metals.

Evaluation activity

1. What is rusting?
2. What do you call the brown coating on metals, left in presence of air and water?
3. State the two conditions necessary for rusting.
4. How is rusting similar to burning?
5. State four dangers of rusting in garden tools.
6. Identify the four ways of controlling rusting in metals.
7. How does painting prevent rusting of metals?
8. Which component of air is needed for rusting to take place?

LESSON 40: PREPARATION TO GROW CROPS

- Definition of crops.
- Reasons why farmers need to grow crops.
- Preparing a school garden.

- Requirements needed to prepare a school garden.

Evaluation activity

1. What are crops?
2. State four reasons why farmers grow crops.
3. Outline five requirements needed to start a school garden.
4. What is the basic requirement to start a school garden?
5. Identify the steps taken to start a school garden.
6. What is the first step when preparing a school garden?

LESSON 41

- Qualities of a good site for a garden.
- Reasons for a good site for a school garden.

Evaluation activity

1. Identify four qualities of a good site for a garden.
2. Name two things we need to look for when choosing a good site for the garden.
3. Why should a garden be near a water source?
4. Why should a good site of a garden be with fertile soils?
5. Give two reasons why a school garden should not be too far from the garden.
6. How is fertile soil useful to plants in a garden?

LESSON 42: NURSERY BED

- Definition of a nursery bed.
- Preparing a nursery bed.
- Observing a nursery bed.
- Steps taken to prepare a nursery bed.

Evaluation activity

1. What do you call a small garden where seeds are first planted before being taken to a main garden?
2. Write down all the steps taken to prepare a nursery bed.
3. Write down any four crops whose seeds are first planted in a nursery bed.
4. Why should we add manure in a nursery bed?

LESSON 43

- Importance (uses) of a nursery bed to plants.
- Importance of a nursery bed to a farmer.
- Materials used to make shelter (shade) of a nursery bed.

Evaluation activity

1. Give three importance of a nursery bed to plants.
2. Identify three importance of a nursery bed to a farmer.
3. How is a shelter useful to a nursery bed?
4. Name four materials used to make a shade on a nursery bed.
5. Why do farmers plant seeds in a nursery bed first before they are taken to the main garden?
6. What are seedlings?

LESSON 44

- Caring for seedlings in a nursery bed.
- Tools used when caring for seedlings in a nursery bed.
- Reasons why farmers need to care for seedlings in a nursery bed.

Evaluation activity

1. Outline four ways farmers can care for seedlings in a nursery.
2. Define the following terms;
 - a) Transplanting
 - b) Seedlings
 - c) Nursery bed
 - d) Hardening off
 - e) Weeding
3. At what time of the day do farmers transplant their seedlings?
4. Of what use is a trowel to a farmer?
5. Using a text book, draw a nursery bed.

LESSON 45: COMMON VEGETABLE CROPS IN THE GARDEN

- Groups (types) of vegetable crops.
- Examples of common vegetable crops.

Evaluation activity

1. Define vegetables.
2. Write down five examples of vegetable crops.
3. Draw these vegetable crops below;
 - a) Tomatoes
 - b) Cabbages
 - c) Carrots
 - d) Pepper
4. What food value is obtained mainly from vegetables?
5. Give two examples of leafy vegetables.

LESSON 46: COMMON CROPS GROWN IN OUR GARDEN

ROOT CROPS

- Definition of roots.
- Examples of roots.
- Food value obtained from roots.

- Uses of root crops to people.

Evaluation activity

1. Define root crops.
2. Where do root crops store their made food?
3. Outline three examples of root crops.
4. Which part of cassava plant is eaten by man?
5. What food value do we get from roots?
6. Suggest three uses of root crops to us.

LESSON 47: COMMON CROPS GROWN IN OUR AREA

LEGUMINOUS CROPS

- Definition of leguminous crops.
- Examples of leguminous crops commonly grown in Uganda.
- Food value obtained from root crops.
- The root of a leguminous plant.
- Uses of leguminous crops.

Evaluation activity

1. What are leguminous crops?
2. List down any four examples of leguminous crops.
3. What food value is got from legumes?

4. Study the root of a legume below;
 - a) Name the root swellings marked X.
 - b) What is contained in the part named X?

5. Why should farmers grow legumes in the garden?

LESSON 48: COMMON CROPS GROWN IN OUR GARDEN

CEREAL CROPS/GRAINS

- Common cereal crops grown in the garden.
- Uses of cereal crops.
- Food value got from cereal crops.

Evaluation activity

1. What are cereal crops?

2. List down four examples of cereal crops (grains).
3. Which cereal crops are used to make local beer?
4. Identify any other four uses of cereal crops to man.
5. Why should cereal crops be grown in fertile soils?
6. Where do cereal crops store their made food?

LESSON 49: COMMON CROPS GROWN IN OUR GARDEN

FRUIT CROPS

- Examples of fruit crops.
- Food values got from fruit crops.
- Uses of fruit crops grown by farmers.

Evaluation activity

1. Draw and name four common fruits grown in gardens.
2. Identify three fruits which are first planted in a nursery bed.
3. What food value can be obtained from fruits?
4. Which part of an orange plant is eaten by man?
5. Name three fruits from which local beer is made.
6. Write down at least four other uses of fruits to man.

LESSON 50: SEEDS

- Definition of seeds.
- Types of seeds.
- Examples of monocotyledonous seeds.
- Examples of dicotyledonous seeds.

Evaluation activity

1. What is a seed?
2. Give the two types of seeds.
3. What do the following mean;
a) Mono _____ b) Di _____
4. Write down four examples of monocotyledonous seeds.
5. List down four examples of dicotyledonous seeds.
6. Why is a bean plant called a dicotyledonous plant?
7. Define monocotyledonous plants.
8. Give three examples of edible seeds.
9. Suggest three examples of inedible seeds.

LESSON 51: PARTS OF A SEED

- Pupils will observe seeds and identify the parts.

Evaluation activity

1. Study the diagram below and answer questions that follow.

a) Name the parts marked a-g.

b) Name the parts labeled;

P _____
Q _____
R _____
S _____

LESSON 52: GERMINATION

FUNCTIONS OF EACH PART OF A SEED

Objectives; Pupils will be able to observe parts of a bean seed and give the functions of each correctly.

- Uses of seeds to people.

Evaluation activity

1. State the functions of the following parts of a seed.
 - a) Plumule
 - b) Radicle
 - c) Micropyle
 - d) Cotyledons
 - e) Testa
2. Where does a seed store its food?
3. Give any three uses of seeds to people.
4. Why are some seeds not eaten by animals? Give three reasons.
5. Write any three poisonous seeds.
6. Which part of a seed turns into;
 - a) A root
 - b) The shoot

LESSON 53: SEED GERMINATION

- Definition of germination.
- Types of germination.
- Examples of seeds that undergo each type of germination.

Evaluation activity

1. What is seed germination?

2. Identify the two types of germination.
3. Mention two seeds that go through hypogeal germination.
4. Name two seeds that go through epigeal germination.
5. Name these types of germination.

LESSON 54

- Diagrams showing the types of germination.
- Stages of a growing seed.

Objectives

- Learners will plant seeds in different tins.
- They will also observe seeds that have germinated.

Evaluation activity

Study the diagrams showing the two types of germination.

1. Identify the two types of germination in (a) and (b) above.
2. Name any three crops that undergo the type of germination marked;
i) (a) ii) (b)

LESSON 55

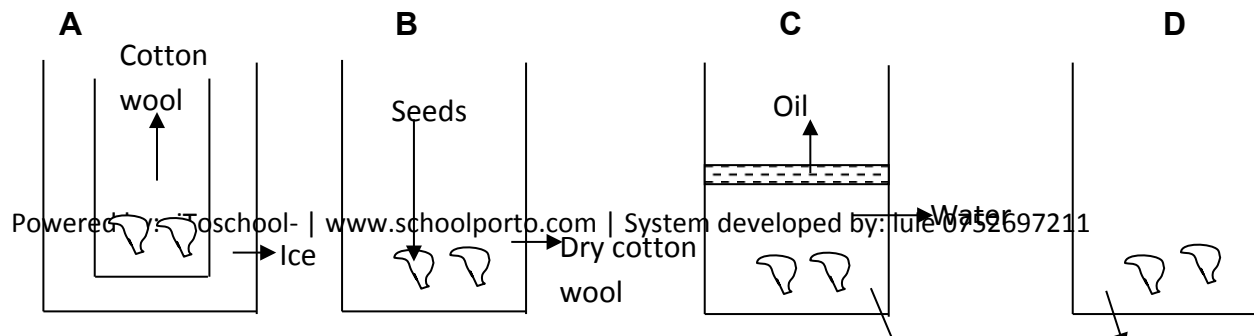
- Experiment to find out the conditions necessary for germination.
- The three conditions needed for germination.
- Qualities of a good seed.

Objectives;

- Learners will be able to arrange the tins and plant seeds.
- They will give reasons why some seeds fail to germinate.

Evaluation activity

1. Study the diagram below and answer the questions that follow



No warmth

No water

No air

- (a) In which tin will the seeds germinate?
 - (b) Why won't they germinate in tin A?
 - (c) Of what importance is cotton wool in tin B?
 - (d) Give the three conditions necessary for a seed to germinate.
 - (e) Why is oil poured on top in tin C?
2. Give any three reasons why seeds may fail to germinate under the three conditions.

LESSON 56: CARING FOR GROWING CROPS

- Ways of caring for growing crops.
- Reasons why crops should be catered for.

Objectives

- Learners will state ways of caring for growing crops.
- Draw pictures showing ways of caring for growing crops.
- Give reasons why growing crops should be catered for.

Evaluation activity

1. Give three ways in which we can care for growing crops.
2. Identify 3 reasons why growing crops should be catered for.
3. Draw and name 3 pictures showing how one should care for growing crops.
4. Why should growing crops be watered?
5. How is pruning useful to a plant.
6. Give three crops which need mulching.
7. Write down three advantages of mulching.

LESSON 57: PESTS AND DISEASES

Common pests and diseases.

- Definition of pests.
- Groups of pests.
- Insect pests.

Objectives;

- Learners will observe the pests.
- Learners will draw the pests.

Evaluation activity

1. What are crop pests?
2. Write down the 4 groups of crop pests.
3. Draw the following insect pests.
Weevils, caterpillar, army worms, grasshoppers, locusts, termites, black ant.

LESSON 59: GROUPS OF BIRDS

- Vamins and birds.
- Examples of vamins/birds.
- Crops destroyed by vamins/birds.

Objectives;

- Learners will observe diagrams showing vamins/birds.
- Draw different vamines/birds.
- Identify crops destroyed by vamins/birds.

Evaluation activity

1. What are vamins?
2. Write down 4 examples of vamins.
3. Write down 4 crops that are destroyed by the following animals.
 - a) Wild pigs
 - b) Baboons
 - c) Elephants
 - d) Giraffe
4. Why are weaver birds dangerous to farmers?
5. Identify three crops destroyed by weaver birds.

LESSON 60: GROUPS OF PESTS

RODENTS

- Definition of rodents.
- Examples of rodents.
- Crops that can be destroyed by rodents.

Objectives;

- Learners will observe diagrams showing different rodents.
- Draw pictures of rodents.
- Identify crops that are destroyed by rodents.

Evaluation activity

1. Define the term rodents.
2. Give another name for rodents.
3. Give four examples of rodents.
4. State 2 characteristics of rodents.
5. Draw the following rodents.
 - a) Rat
 - b) Porcupine
6. Identify crops that are destroyed by rodents.

7. Why is a rat called a storage pest?

LESSON 61: CROP PESTS AND PARTS OF THE PLANT DESTROYED/DAMAGED

Pest	Crop attacked	Part damaged
Stalk borers	Cereals, coffee, cassava, yams	Stem/roots
Locust	All growing crops	Leaves/stem
Thrips	Tea, coffee, onions, beans	Fruits
Weevils	Beans, maize, banana	Stored seeds/stem in bananas
Aphids	Cabbage, beans, soybeans, sweet potatoes	Young shoots

Objectives;

- Learners will identify the pests, the crop they damage and the parts damaged.
- Answer questions about crop pests.

Evaluation activity

1. What are pests?
2. Write any 4 types of pest you know.
3. Which pests attack cereal crops? Give two.
4. Write 4 crops attacked by locusts.
5. Which insect pest attacks stored seeds?
6. Which part of a bean plant is damaged by weevils?

LESSON 62

- Effects of pests to crops and farmers.
- Signs of pests.

Objects;

- Learners will observe some parts of crops damaged by pests.
- Learners will state the effects of pests to farmers.
- Identify signs of pests on crops.

Evaluation activity

1. Give any four effects of pests to crops.
2. Identify three effects of pests to farmers.
3. Outline four signs of pests on crops.
4. Why do some leaves of crops turn yellow?
5. How do pests affect the yields of crops?

6. What can happen to fruits of tomatoes when attacked by pests?

LESSON 63: DISEASES OF CROPS AND THEIR EFFECTS

Crop	Disease	Effects
Banana	Panama, banana wilt	Leaves turn yellow
All cereals	Rust	- Seeds are destroyed - Leaves turn brown and dry up
Maize, millet	Smut	Leaves are destroyed
	Maize streak	Stems rot
Cassava	Cassava mosaic	Roots rot
Tomatoes	Tomato blight	Leaves and fruits rot
Cotton	Leaf sport	Leaves get brown spots

Evaluation activity

1. Name any four diseases that attack bananas.
2. Write down four crops that rust can attack.
3. What causes tomato blight in tomatoes?
4. Write down two effects of smut disease in maize.
5. What can happen to crops if they are attacked by diseases?

LESSON 64: METHODS OF CONTROLLING PESTS/DISEASES

- How pests can be controlled.
- Defining some terms e.g. pruning, thinning, crop rotation.

Objectives;

- Learners will make scare crows.
- Observe other methods of controlling pests.

Evaluation activity

1. List down five methods farmers use to control pests and diseases.
2. Define the following terms;
 - a) Pruning
 - b) Crop rotation
 - c) Thinning
 - d) Weeding
3. How does pruning control pests?
4. Why should farmers harvest their crops before they are destroyed?
5. Name any two pests that can be controlled using traps.

6. Give any two examples of pesticides.

LESSON 65: WEEDING AS A METHOD OF CONTROLLING PESTS

- Definition.
- Examples of weeds.
- Advantages of weeding.
- Uses of weeds.

Objectives

- Learners will collect different weeds in the school compound/near the school.
- They will also give local names of weeds.
- Give the uses of weeds.

Evaluation activity

1. What do you call the unwanted plants in the garden?
2. Give three examples of weeds.
3. Identify two uses of weeds to a farmer.
4. State three advantages of weeding to farmers.
5. Why should farmers weed their gardens?

LESSON 66: WEEDING AS A METHOD OF CONTROLLING PESTS

- Disadvantages of weeding.
- Tools used to weed.
- Ways of controlling weeds.

Objectives;

- Learners will give disadvantages of weeds to farmers.
- Identify tools used to weed.
- Mention the ways of controlling weeds.

Evaluation activity

1. Give two disadvantages of weeds to farmers.
2. Name any two tools used to weed in a garden.
3. Identify 3 ways of controlling weeds in a garden.
4. What is weeding?
5. Draw and name two ways of controlling weeds in a garden.
6. Why is a scare crow put in a garden?
7. What is a granary?

LESSON 67: CROP PESTS AND DISEASES

FOOD SECURITY

- Definition of food security.

- Importance of growing enough food.
- Sources of food.

Objectives;

- Learners will define the term food security.
- Mention the importance of growing enough food.

Evaluation activity

1. Define the term food security.
2. What is the importance of growing enough food? Give four reasons.
3. Give three sources of food.
4. What is the main source of food?
5. Mention two examples of food got from lakes and rivers.

LESSON 68: FOOD PRESERVATION

- Definition of food preservation.
- Reasons why we should preserve food.
- Ways/methods of preserving food.
- Different foods preserved using local methods.

Objectives;

- Learners will observe different food preserved.
- Give reasons why food is preserved.
- Mention ways of food preservation.

Evaluation activity

1. What do we call keeping of food free from germs?
2. Why should food be preserved? Give three reasons.
3. Write down three local methods of preserving food.
4. What is the cheapest method of preserving food?
5. Name any three foods preserved by;
 - a) Sun drying
 - b) Smoking
 - c) Refrigeration

LESSON 68

THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION

TOPIC: KEEPING ANIMALS

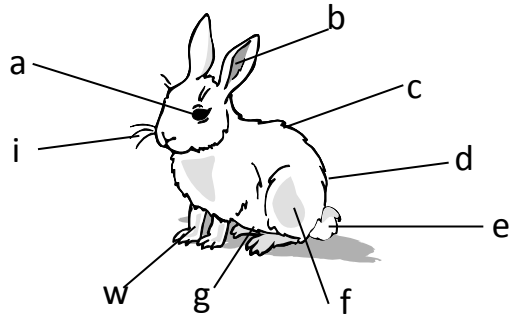
- Rabbit keeping
- Reasons why people keep rabbits.
- Parts (external) of a rabbit.

OBJECTIVES:

- Learners should be able to define rabbit keeping.
- Learners should be able to state reasons why farmers keep rabbits.
- Draw a rabbit and label the external parts correctly.

Evaluation activity

1. What is rabbit keeping?
2. Give five reasons why farmers keep rabbits on their farms.
3. The diagram below is of a rabbit.



4. Name the parts marked;

(i) a _____	(ii) b _____	(iii) c _____
(iv) d _____	(v) e _____	(vi) f _____
(vii) g _____		
5. Of what use is part a to a rabbit?

LESSON 69

TOPIC: KEEPING RABBITS

- Breeds of rabbits
- Characteristics of local breeds of rabbits.
- Characteristics of exotic breeds of rabbits.
- Differences between local and exotic breeds of rabbits.
- Examples of exotic breeds of rabbits.

Objectives;

- Learners will explain the characteristics of local breeds of rabbits.
- Learners will compare the local and exotic breeds of rabbits and give examples of exotic breeds.

Evaluation activity

1. Mention the two breeds of rabbits
2. Complete the table by giving the characteristics of local or indigenous breeds and exotic ones.

Indigenous breeds	Exotic breeds
<ul style="list-style-type: none"> - They are wild - _____ - They grow slowly - Have different colours - They are resistant to diseases 	<hr style="border: 1px solid black;"/> <p style="margin: 0;">They are big in size</p> <hr style="border: 1px solid black;"/> <p style="margin: 0;">Have specific colours</p> <p style="margin: 0;">They fall sick easily.</p>

3. Write down the five exotic breeds of rabbits.
4. State two differences between exotic and indigenous breeds of rabbits.

LESSON 70

TOPIC: KEEPING RABBITS

- Proper way of feeding rabbits.
- Reasons why rabbits should be fed well.
- Foods on which rabbits should be feed.
- Different vegetables and weeds that can be given to rabbits as feeds.

Objectives:

- Learners will explain reasons for feeding rabbits.
- Learners will collect different rabbit feeds.

Evaluation activity

1. State any four reasons why rabbits should be fed well.
2. Write down four vegetables that rabbits feed on.
3. Why should rabbits be given water?
4. Name four weeds that can be given to rabbits as feeds.
5. What name is given to feeds made from factories given to rabbits?
6. Why should rabbit feeds be kept clean?
7. Why should rabbit feeds be hang up in the house?

LESSON 71

TOPIC: KEEPING RABBITS

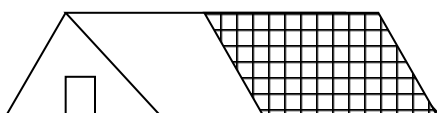
- Housing rabbits.
- The two types of hutches.
- Qualities of a good hutch.
- Materials used to construct good hutches.

Objectives;

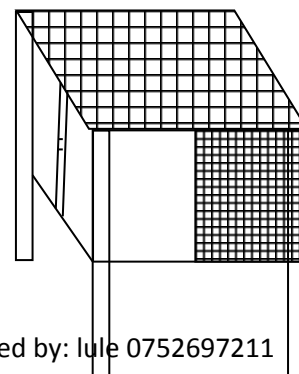
- Learners will observe diagrams of hutches.
- state the qualities of good hutches.
- Learners will collect local materials used to construct hutches.

Evaluation activity

1. Name the types of hutches drawn below



(a)



(b)

- (b) What is a hutch?
 - (c) Outline four qualities of a good hutch.
 - (d) Why should a hutch be made of a wire mesh at sides and at the bottom.
 - (e) Name any other four materials used to make a hutch.
2. Give two importance of holes on a hutch.
 3. Why should a hutch be raised from the ground?
 4. What is a rabbitary?

LESSON 72

TOPIC: KEEPING RABBITS

- Breeding of rabbits.
- Explaining the given terms; Doe, buck, gestation period
- bunny/rack
- Litter
- Kindling

Objectives: - Learners should be able to explain the meaning of the given terms correctly.

Evaluation activity

1. What do we call the male adult rabbit?
2. What is a doe?
3. What is the gestation period of a female rabbit?
4. What is a young rabbit called?
5. Define a litter?
6. Write down the gestation period of these animals;
(a) cow (b) goat (c) pig (d) sheep (e) man

LESSON 73

TOPIC: KEEPING RABBITS

- Common rabbit diseases
- Causes of rabbit diseases.
- Signs and symptoms of rabbit diseases.

Objectives;

- Learners will mention causes of different common diseases.
- State the signs of rabbit diseases.
- Mention different rabbit diseases

Evaluation activity

1. Write down any four rabbit diseases.
2. Which diseases attack both birds and rabbits?

3. Give three causes of rabbit diseases.
4. Write down three signs and symptoms of these diseases;
(a) Coccidiosis (b) Pneumonia (c) Ear Canker (d) Snuffles
(e) colds

LESSON 74

TOPIC: KEEPING RABBIT DISEASES

- Control/prevention and treatment of diseases to rabbits.

Objectives: - Learners should be able to suggest ways of controlling and preventing rabbit diseases correctly.

Evaluation activity

1. Outline four ways of controlling or preventing rabbit diseases.
2. Why should hutches be kept clean and dry?
3. Why are hutches made of a wire mesh?
4. Who is a veterinary doctor?
5. What is vaccination?
6. What should a good or proper hutch have?
7. Otim's rabbit has difficulty in breathing. What disease is it suffering from?
8. Why should rabbits be fed with plenty of green vegetables.

LESSON 75

TOPIC: KEEPING RABBITS

- Ways of caring for rabbits.
- Reasons why farmers should care for rabbits.

Objectives - Learners will state different ways of caring for rabbits on a farm.

Evaluation activity

1. Give four ways of caring for rabbits on a farm.
2. Why should rabbits be vaccinated?
3. Why do we need to feed the rabbits? Give four ways.
4. Give any four feeds that can be given to rabbits as food.
5. What is culling?
6. Why is it necessary to build big hutches for the rabbits?
7. What is the danger of keeping many rabbits in one hutch?

LESSON 76

THEME: MANAGING CHANGES IN THE ENVIRONMENT

TOPIC: NATURAL AND MAN MADE CHANGES

Objectives:

- Learners will be helped to learn the meaning of the term change.
- Learners will define man made changes. And also identify the changes in their classroom.

Evaluation activity

1. What are man-made changes?
2. Write down any four people made changes in our classroom.
3. Outline five man made changes in the environment.
4. Define deforestation.
5. Give two reasons why people cut down trees.
6. Identify four examples of furniture.
7. Name four changes you can make in your home.

LESSON 77

TOPIC: NATURAL AND PEOPLE MADE CHANGES

- Effects of people or man made changes.
- Good man made changes.
- Bad man made changes.

Objectives

- Learners will name the good and bad man made changes in our environment.
- Learners will state the good and bad effects of people made changes in our environment.

Evaluation activity

1. List down any four good man made changes.
2. Suggest any two bad man made changes in our environment.
3. Why is cutting down of trees good.
4. Give two good effects (advantages) of these man made changes;
(a) making roads (b) Planting trees (c) building houses
5. Name any three bad people made changes.
6. How do these people made changes affect the environment?
(a) bush burning (b) Defforestation (c) Pollution
(d) Making roads

LESSON 78

TOPIC: NATURAL AND PEOPLE MADE CHANGES

- Changes made by people around our school.
- Uses of changes made by people around our school.

Objectives:

- Learners will be guided and move around to observe changes made by people.
- Learners will record and report changes mad by people.

Evaluation activity

1. Write down any four changes made by people near your school.

2. How are these people made changes useful to you?
(a) Planting crops (b) Making new roads (c) Building houses
(d) Making medicine (e) building water sources
3. What is environment?
(b) What are the two things in the environment?
4. State three ways people destroy their surroundings?

LESSON 79

TOPIC: NATURAL AND PEOPLE MADE CHANGES

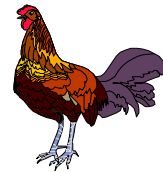
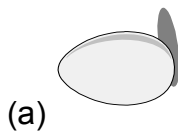
- Natural changes/God made changes.
- Natural changes in plants and animals.

Objectives:

- Learners will define natural changes.
- Learners will give examples of natural changes in animals.
- Learners will explain uses of natural changes in animals.

Evaluation activity

1. What term is used to mean changes determined by God?
2. Write down any four natural changes that take place in animals.
3. Why is death a natural change?
4. Name the stages of growth of these animals



5. Under what stage of growth is;
(a) A child who is breast feeding?
(b) A pupil in P.3?

LESSON 80

TOPIC: NATURAL AND PEOPLE MADE CHANGES

- Natural changes in plants.
- Examples of natural changes in our environment.
- Importance of natural changes in our environment.

Objectives:

- Learners should be able to define natural changes.

- Learners will be helped to list down the natural changes in plants.
- Learners will write down the importance of natural changes in plants.

Evaluation activity

1. What are natural changes?
2. Outline any four natural changes in plants.
3. Define the following terms;
(i) germination (ii) seed disposal (iii) Photosynthesis
4. Write down three agents of seed disposal
5. State three importance of natural changes in plants.
6. Name the stages of growth of a plant below;

LESSON 81

MONITORING CHANGES IN OUR ENVIRONMENT

- Natural and man made changes in the environment.
- Managing changes in our environment i.e. Floods, Drought, Accidents, Soil erosion

Objectives

- By the end of the lesson pupils should be able to define words like floods, drought, accidents and soil erosion.
- Observe changes in the environment.
- Mention how they can be managed.

Evaluation activity

1. Define the following terms;
(a) Floods (b) Drought (c) Accidents (d) Soil erosion
2. Identify ways how these changes can be prevented/managed;
- floods, drought, soil erosion.
3. How can we control accidents in our environment? Give 2 ways.

LESSON 82

- Changes in non-living things.
- Changes in metals e.g. rusting, expanding, contracting, attracting others etc.

Objectives;

- Learners should be able to identify changes in metals.
- Observe changes some metals have gone into.

Evaluation activity

1. Give any 4 examples of changes in non-living things.
2. What happens to a metal when heated?
(ii) Cooled (iii) left out side at night
3. Give any 2 ways how we can prevent rusting in metals.
4. Mention 2 conditions necessary for rusting.

5. Why does a balloon full of air burst when left under sunshine?
6. Why are iron roofs painted?

LESSON 83

MONITORING CHANGES IN THE ENVIRONMENT

- Changes in the sky.
- Changes in weather.
- Forming of rainfall
- Changes in seasons
- Raising of the sun from East to West.
- Changes in shapes in shapes of the moon.

Objectives;

- Learners will observe changes in the sky.
- Draw and name the changes observed.

Evaluation activity

1. Write down any 4 natural changes in the sky.
2. Give any two elements of weather.
3. How do you call prolonged dry weather?
4. Name these shapes of the moon.



5. Why isn't the moon a source of light?
6. How's rainfall formed?

TOPICAL TESTING TERM 2

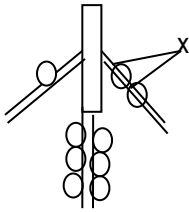
TOPIC: HUMAN ACTIVITIES AND OCCUPATION

1. What are garden tools?
2. How's a hoe useful to farmers?
3. Give the use of a watering can to farmers.
4. Which garden tool is used to transplant seedlings?
5. How can we control rusting in metals?
6. Which component of air is needed for rusting to take place?
7. Why should a school garden be near a water source?
8. How is fertile soil useful to farmers?
9. What are seedlings?
10. What do you call the removing on unwanted plants from the garden?
11. At what time should farmers transplant their seedlings?
12. What are vegetables?
13. Which food value do we get from eating vegetables?

14. Give one example of a root crop.

15. What are leguminous plants?

16. Name part x _____



17. Why should cereal crops be grown in fertile soils?

18. What is a seed?

19. Name two edible seeds.

20. Give 2 ways how farmers can control pests in a garden.

21. What is crop rotation?

SECTION B

1. What are garden tools?

(ii) Mention 4 examples of garden tools.

2. Outline requirements needed to start a school garden.

(ii) What is the 1st step when preparing a school garden?

3. What is a nursery bed?

(ii) Write any 4 crops whose seeds are 1st grown in a nursery bed.

4. Define the following terms;

Transplanting, seedlings, hardening off, weeding

5. Give the functions of these parts of a seed.

(i) Plumule, (ii) Testa (iii) radical (iv) Micropyle

6. Identify 4 ways how a farmer can care for growing crops.

7. Write crops destroyed by these pests;

(i) Weevils (ii) grasshoppers (iii) caterpillar
(iv) termites

8. Define the term rodents.

(ii) Give 4 examples of rodents.

9. What parts of these crops do we eat?

Cabbage _____ cassava _____ sugarcane _____

(b) What are leafy vegetables?

10. Define the term food security.

(b) Give 3 local ways of preserving food.

11. Why do shadows sometimes appear;

(i) Shorter (ii) Longer

(b) When do shadows appear shorter than their real objects?

11. What is drought?

(b) Give three dangers of drought.

12. Name two;

(i) Natural sources of light.
(ii) artificial sources of light.

13. Identify the four types of clouds.

14. State two uses of clouds in our environment.

(b) Which type of clouds appear;

(i) highest in the sky?
(ii) like cotton piles?

(iii) Resemble feathers?

15. How is rainfall formed?

(b) How is the sun useful during rainfall formation?

16. Suggest two uses of rainfall to;

(i) animals

(ii) Plants

TOPICAL TESTING 2

TOPIC: PLANT LIFE

SECTION A

1. How do you call plants that bear flowers?
2. Give 31 examples of a flowering plant.
3. How do flowering plants reproduce?
4. What makes food for the plant?
5. Give 2 examples of non-flowering plants.
6. Draw a compound leaf, simple leaf
7. What is photosynthesis?
8. How does this plant climb others?
9. Why should people protect plants? Give 1 reason.

SECTION B;

1. What is a flowering plant?
2. Name the parts of a flowering plant

3. How are the parts useful to a plant?
Roots leaves stem
4. Identify 3 ways how flowers are useful to people.
5. Give 2 functions of leaves to a plant.
6. Name the parts of a leaf.

7. Mention 3 conditions necessary for photosynthesis.
8. Name the parts of a flower below;

9. What is the function of r on a flower?
10. Name 3 types of stems.
11. How are stems useful to man?
12. Identify 3 materials got from plants.
13. Mention 3 ways how plants climb others.

14. What are root tubers?
15. Give 2 examples of root tubers.

C. TOPIC: CHANGES

1. What are people made changes?
2. Give 2 reasons why people cut down trees.
3. What is deforestation?
4. What is environment?
5. What term is used to mean changes that determine by God?
6. Why is death called a natural change?
7. Under what stage of growth is a child who is;
(i) breast feeding? (ii) a pupil in primary three?
8. Define the following terms;
Germination, seed disposal, photosynthesis
9. Identify 3 agents of seed dispersal.
10. What happens to metals when heated?
11. Give 2 ways how we can prevent rusting in metals.
12. Identify 2 conditions necessary for rusting.
13. How can we manage these changes in our environment?
(i) Floods (ii) Soil erosion.

SECTION B

1. What are people made changes?
2. List any four good man-made changes.
3. How are these changes important to people?
i) Making roads (ii) Planting trees (iii) Building houses
4. Identify any three bad people made changes.
5. How do these man-made changes affect the environment?
a) Bush burning (c) Deforestation
b) Pollution (d) Making roads
6. Write down any 4 changes made by people near your school.
7. Write down any 4 natural changes that take place in animals.
8. Identify any 4 examples of changes in non-living things.

D. TOPIC: THE COMMUNITY POPULATION AND FAMILY LIFE

SECTION A

1. What is the work of a mother at home?
2. How is a teacher useful at school?
3. Why should people work together?
4. What is P.H.C in full?
5. Give 2 important things in P.H.C
6. Write one immunisable childhood disease.
7. How is immunisation important in a society?
8. What is child to child care?
9. Give 2 activities done in child to child care.

SECTION B:

1. What is P.H.C in full?
- (b) List 3 elements of P.H.C
2. Identify 3 reasons why P.H.C is important in a home.
- (b) Why is it good to clear the bush around our homes?
3. Write any 3 immunisable child hood diseases.
- (b) Which childhood disease makes infants lame?
4. What is the role of these people at home?
Mother father children
1. Give 2 reasons why its good to work together.

TERM III

LESSON 1

THEME: THE ENVIRONMENT

TOPIC: VECTORS AND DISEASES IN THE ENVIRONMENT

- Definition of vectors.
- Examples of vectors and their diagrams.

Objectives;

- Learners should be able to define vectors.
- Learners will name vectors and draw them in their books.

Evaluation activity

1. Define the term vectors.
2. List down any four insect vectors you know.
3. Draw the following vectors;
 - a) Rat
 - b) Dog
 - c) Housefly
 - d) Mosquito
 - e) Water snail
4. Why are rats called vectors?
5. How are houseflies and cockroaches similar in terms of disease transmission?

LESSON 2

TOPIC: VECTORS AND DISEASES IN THE ENVIRONMENT

- The houseflies as vectors.
- Review on parts of an insect.
- The lifecycle of a housefly.
- Other insects that undergo a complete change.

Objectives;

- The learners will observe houseflies and identify the three main body parts.

- Draw and name the four stages of a lifecycle of a housefly.

Evaluation activity

1. Using the chart, draw and name the four stages of the lifecycle of a housefly.
2. Which two stages in the lifecycle of a housefly are said to be;
 - a) Dormant/inactive (resting stages)
 - b) Active stages
3. Which stage spreads diseases to man?
4. How do houseflies spread germs to man?
5. How do houseflies move?
6. Where do houseflies lay their eggs?
7. Name any other four insects that undergo a complete change.

LESSON 3

TOPIC: VECTORS AND DISEASES IN THE ENVIRONMENT

- Diseases spread by houseflies.
- Causes of diseases spread by houseflies.
- Ways through which germs enter into our bodies and cause diseases.

Objectives;

- The learners will be able to explain how houseflies spread germs.
- Learners will be able to name diseases spread by houseflies.
- State dangers of eating dirty food and drinking contaminated water.

Evaluation activity

1. Name any four diseases spread by houseflies.
2. Give the causes (germs) of these diseases.
 - a) Cholera
 - b) Typhoid
 - c) Dysentery
3. Why is it dangerous to eat contaminated food?
4. Name three ways through which one can get cholera.

LESSON 4

TOPIC: VECTORS AND DISEASES IN THE ENVIRONMENT

- Diarrhea
- Ways through which diarrhea can be spread.
- Signs of diarrhea.
- Ways of controlling diarrhea in a community.

Objectives;

- Learners will be helped to define the term diarrhea.

- Learners will explain ways through which diarrhea is transmitted.
- Suggest ways of controlling diarrhea.

Evaluation activity

1. What is diarrhea?
2. Which vector transmits diarrhea?
3. Give three ways in which diarrhea can be spread.
4. State three signs of diarrhea.
5. How can diarrhea be controlled in our homes? Give three ways.
6. Kato came back from school and found some uncovered food then started eating.
 - a) Which health habit didn't he practice?
 - b) Give two diseases he is likely to suffer from.

LESSON 5

TOPIC: VECTORS AND DISEASES IN THE ENVIRONMENT

Cholera and typhoid

- Causes of cholera and typhoid.
- Signs of cholera.
- Signs of typhoid.
- Ways through which cholera and typhoid are spread.

Objectives;

- The learners will be helped to give causes of cholera and typhoid.
- Explain signs and symptoms of cholera and typhoid.
- State ways through which cholera and typhoid are spread.

Evaluation activity

1. Give the cause (germ) of;
 - a) Cholera
 - b) Typhoid
2. State two signs of;
 - a) Cholera
 - b) Typhoid
3. Give four ways through which cholera is spread.
4. How is typhoid spread? Give two ways.
5. State one effect of cholera to a person.

LESSON 6

TOPIC: VECTORS AND DISEASES IN THE ENVIRONMENT

WAYS OF CONTROLLING DISEASES SPREAD BY A HOUSEFLY

Objectives;

- Learners will explain different ways of controlling houseflies and the diseases spread.

Evaluation activity

1. Name the disease spread by houseflies that attacks the eyes.
2. State four ways of controlling houseflies in our homes.
3. Why do we need to burn rubbish at home?
4. Why is it important to wash hands before eating food?
5. Why should we boil drinking water?

LESSON 7

TOPIC: VECTORS AND DISEASES

- Definition of the term dehydration.
- Causes of dehydration.
- Signs and symptoms of dehydration.
- Ways of controlling dehydration.

Objectives;

- Learners will define dehydration and state its causes.
- Learners will explain signs and symptoms of dehydration and suggest ways of controlling dehydration.

Evaluation activity

1. What term is given to the condition when the body does not have enough water?
2. Give the three causes of dehydration.
3. State any three signs and symptoms of dehydration.
4. Why should a dehydrated person be given a lot of water?
5. Suggest any two ways of controlling dehydration in people.

LESSON 8

TOPIC: VECTORS AND DISEASES

PREPARATION OF ORS (STEPS TAKEN), COMPONENTS/CONTENTS OF ORS

Objectives;

- Learners will prepare ORS.
- Explain how ORS is prepared.

Evaluation activity

1. Write ORS in full.
2. Write down the steps taken to prepare ORS.
3. What is the first step in preparing ORS?
4. How many spoonfuls of salt are needed to prepare ORS?
5. How many spoonfuls of sugar are needed to prepare ORS?
6. Why should one wash hands before preparing ORS?
7. How much water is needed to prepare ORS?

LESSON 9

TOPIC: VECTORS AND DISEASES

MOSQUITOES

- The three types of mosquitoes.
- The external parts of a mosquito.
- The importance of parts of a mosquito.

Objectives;

- Learners will observe parts of a mosquito.
- Learners will draw a mosquito and label its external parts.
- Learners will mention the three types of mosquitoes.

Evaluation activity

1. Why are mosquitoes called vectors?
2. Name the three types of mosquitoes.
3. Using the chart, draw a mosquito and name all its external parts.
4. How are these parts useful to a mosquito;
 - a) Proboscis
 - b) Wings
 - c) Legs
 - d) Spiracles

LESSON 10

TOPIC: VECTORS AND DISEASES

The lifecycle of a female anopheles mosquito

The diseases spread by the female anopheles mosquito

Objectives; Learners will draw the lifecycle of a female anopheles mosquito and name all its stages.

Evaluation activity

1. Using the chart, draw the lifecycle of a female anopheles mosquito and name the stages.
2. Which stage of a housefly is most dangerous to people.
3. Where do mosquitoes lay their eggs?
4. What is the danger of having stagnant water near home?

LESSON 11

TOPIC: VECTORS AND DISEASES

MALARIA

- How malaria is spread.
- Cause of malaria.
- Signs and symptoms of malaria.

Objectives;

- Explain how malaria is spread.
- State the signs and symptoms of malaria.

Evaluation activity

1. What causes malaria?
2. How is malaria spread?
3. Write down four signs of malaria.
4. How do mosquitoes move?

LESSON 12

TOPIC: VECTORS AND DISEASES

- Ways of controlling malaria.
- Local medicine used to cure malaria.
- Other treatment for malaria.

Objectives;

- Pupils will state different ways of controlling malaria.
- Collecting local medicine used to cure malaria.

Evaluation activity

1. Outline four ways of controlling malaria in our homes.

2. Why should we sleep under treated mosquito nets?
3. Why should we close windows early enough in the evening?
4. Name four types of medicine used to cure malaria.
5. Why should water near our homes be drained?

LESSON 13

TOPIC: VECTORS AND DISEASES

THE CULEX MOSQUITO

- The lifecycle of a culex mosquito.
- Diseases spread by the culex mosquito.

Objectives; Learners will draw and label a diagram of the lifecycle of a culex mosquito.

Evaluation activity

1. Draw and name the stages of the lifecycle of a culex mosquito.
2. Name the stage which is said to be; (i) Dormant (ii) Active
3. Which disease is spread by a culex mosquito?
4. How are mosquitoes controlled in our homes? Give four ways.

LESSON 14

TOPIC: VECTORS AND DISEASES

THE LIFECYCLE OF A TSETSE FLY

- Diseases spread by a tsetse fly.
- Signs of sleeping sickness in people.

Objectives;

- Learners will draw the lifecycle of a tsetse fly.
- State the signs and symptoms of sleeping sickness and nagana.

Evaluation activity

1. Draw and label the lifecycle of a tsetse fly.
2. What causes sleeping sickness?
3. Name the diseases spread by tsetse flies in animals (cattle).
4. State three signs and symptoms of sleeping sickness.
5. Suggest four ways of controlling tsetse flies in our homes.

LESSON 15

TOPIC: VECTORS AND DISEASES

THE LIFECYCLE OF A COCKROACH

- Dangers of cockroaches in our homes.
- Diseases that can be spread by cockroaches.

Objectives;

- Learners will observe cockroaches and identify the parts on it.
- Learners will draw the lifecycle of a cockroach and name the stages.
- Name diseases spread by cockroaches.

Evaluation activity

1. Why are cockroaches dangerous in our homes?
2. How many stages of growth does a cockroach undergo?
3. Draw and label the lifecycle of a cockroach.
4. Name four diseases that can be carried or spread by cockroaches.
5. How do cockroaches protect themselves against danger?
6. What is a nymph?

LESSON 16

TOPIC: VECTORS AND DISEASES

- Ways of controlling cockroaches in our homes.
- Other insects that undergo an incomplete metamorphosis.

Objectives; Learners will give ways of controlling cockroaches.

Evaluation activity

1. Suggest four ways of controlling cockroaches.
2. Why should our homes or houses have enough air and light?
3. What structures do cockroaches use for breathing?
4. What is an incomplete change?
5. List any other four insects that undergo an incomplete change.

LESSON 17

TOPIC: VECTORS AND DISEASES

- Other vectors and diseases spread.
- Ways of controlling different vectors.

Objectives;

- Learners will name different vectors and the diseases spread.

Evaluation activity

1. Why do we bathe? Give four reasons.
2. Name four things we use to clean our bodies.
3. Why do we wash our hands after visiting the toilets?
4. Give the importance of the following to us;
 - a) Cutting finger nails short
 - b) Washing clothes
5. (a) Why is it important to brush our teeth?
 - b) Name four items one can use to brush his or her teeth.

LESSON 20

TOPIC: PERSONAL AND FOOD HYGIENE

- Definition of food hygiene.
- Utensils and keeping the kitchen clean.

Objectives;

- Learners will define food hygiene.
- State the use of different utensils and cutlery.

Evaluation exercise

1. What is food hygiene?
2. What are utensils?
3. Give four examples of utensils.
4. Draw and name four examples of cutlery.
5. Why should we keep the kitchen clean?
6. Why is it important to have a plate stand?

LESSON 21

TOPIC: PERSONAL AND FOOD HYGIENE

- Water and food contaminations.
- Ways through which our water and food gets contaminated.

Objectives; Learners will define food contamination and give ways through which food and water get contaminated.

Evaluation exercise

1. What is food hygiene?
2. Give four ways through which our food gets contaminated.
3. How does water get contaminated? Give four ways.
4. Why do we need to keep our food clean?

LESSON 22

TOPIC: PERSONAL AND FOOD HYGIENE

- Ways of handling food properly.
- Good eating habits.
- Bad eating habits.

Objectives;

- Learners will state ways of handling food properly.
- Suggest good and bad eating habits.

Evaluation activity

1. Give four ways of handling food properly.
2. Outline four good eating habits.
3. List down four bad eating habits.
4. Why is it bad to put a lot of food in the mouth while eating?
5. Why should we cover our food?

LESSON 23

TOPIC: PERSONAL AND FOOD HYGIENE

- Food storage.
- Types of stores.
- Qualities of a good store.
- The structure of a local granary.

Objectives;

- Learners will draw and name the types of stores.
- Learners will state the qualities of a good store.

Evaluation activity

1. Draw and name two types of stores.
2. Suggest four qualities of a good store.
3. Why should a granary have cones?
4. Name four crops that can be kept in a local granary.

LESSON 24

THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATION

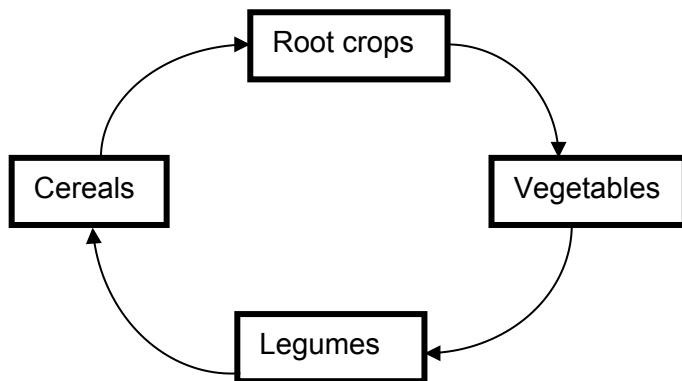
TOPIC: CROP GROWING PRACTICES

CROP ROTATION AND ITS IMPORTANCE

Objectives; Learners will be helped to define crop rotation and state its importance.

Evaluation activity

1. Define the term crop rotation.
2. Study the diagram below.



- a) What farm practice is shown in the diagram?
- b) Give four advantages of such a practice to the farmer.
- c) Why should farmers include legumes in the rotation of crops?

3. State three things to consider when carrying out crop rotation.

LESSON 25

THEME: SCIENCE IN HUMAN ACTIVITIES

TOPIC: CROP GROWING PRACTICES

- Definition of harvesting.
- Methods of harvesting crops.
- Tools used to harvest crops using different crops.

Objectives; Learners will define harvesting and state the method used.

Evaluation exercise

1. Define harvesting.
2. Outline five methods used to harvest our crops.
3. (a) In which season do farmers harvest their crops?
b) Why do farmers harvest crops in the named season?
4. How are these crops harvested?
a) Cassava
b) Ground nuts
c) Beans
d) Maize
5. Outline four crops harvested by digging.

LESSON 26

TOPIC: CROP GROWING PRACTICES

- Keeping records of crop activities.
- Importance of record keeping on a farm.

Objective; Learners will define record keeping and state its importance.

Evaluation activity

1. What is record keeping?
2. List down four types of records farmers can keep on their farms.
3. State for importance of keeping records on farms.
4. Give four sources of food.
5. Where do farmers normally sell their harvested crops?
6. Give three reasons why farmers grow crops.

LESSON 27

THEME: HUMAN HEALTH

TOPIC: COMMON ACCIDENTS

- Definition of an accident.
- Accidents at home.
- Causes of accidents at home.

Objectives;

- Learners will define an accident and state examples of accidents at home.
- State causes of accidents at home.

Evaluation activity

1. Define an accident.
2. State four accidents common at home.
3. Give four causes of accidents at home.
4. Name any four items that can cause accidents at home.

LESSON 28

TOPIC: COMMON ACCIDENTS AT SCHOOL

- Causes of accidents at school.
- Things that can cause accidents.

Objectives; Learners will give common accidents at school and state their causes.

Evaluation activity

1. Write down four common accidents at school.
2. Give four causes of accidents at school.
3. What is a burn?
4. What is a scald?
5. What accident can one get when he or she plays with a knife?

6. Give one danger of playing near fire.

LESSON 29

TOPIC: COMMON ACCIDENTS

- Effects of accidents to; an individual, a family and a community

Objectives; Learners will state effects of accidents to an individual, family and a community.

Evaluation activity

1. Give three effects of accidents to an individual.
2. State two effects of accidents to a family.
3. Suggest three effects of accidents to a community.
4. Why is it bad to play from water bodies?

LESSON 30

TOPIC: COMMON ACCIDENTS

- Accidents on the road.
- Causes of accidents on the road.
- Types of road users.

Objectives; Learners will give different causes of road traffic accidents.

Evaluation activity

1. Give the four types of road users.
2. Who is a pedestrian?
3. Write down the Highway Code.
4. What is the danger of playing on the road?

LESSON 31

TOPIC: COMMON ACCIDENTS

- Prevention of accidents at home.
- Prevention of accidents at school.
- Controlling accidents on the road.

Objectives; Learners will explain ways of controlling accidents at home, school and on the road.

Evaluation activity

1. Write down four ways of controlling accidents at home.
2. How can accidents be controlled at school? Give four ways.
3. Why is it important to follow road traffic rules?

4. Suggest other three ways of controlling road traffic accidents.

LESSON 32

TOPIC: FIRST AID

- Definition of first aid.
- Importance of giving first aid.
- First aiders.

Objectives; Learners will define first aid and state the importance of giving first aid.

Evaluation activity

1. What is first aid?
2. State four aims of first aid to accident victims.
3. Who is a casualty?
4. What is the main reason for giving first aid?
5. Who is a first aider?
6. State the two types of first aiders.
7. Outline four qualities of a good first aider.

LESSON 33

TOPIC: FIRST AID

- The first aid box.
- Components of the first aid box.
- Importance of things found in the first aid box.

Objectives;

- Learners should be able to define a first aid box.
- Learners should be able to name items found in the first aid box.

Evaluation activity

1. What is a first aid box?
2. Draw and name four things (items) found in the first aid box.
3. What is the use of a first aid box?
4. Give the function of these items found in the first aid box.
 - a) Cotton wool
 - b) Spirit
 - c) Splints
 - d) Sling

LESSON 34

TOPIC: FIRST AID

FIRST AID FOR DIFFERENT ACCIDENTS

- Poisoning.
- Things that can cause poisoning.
- Danger of poisoning.
- Controlling poisoning.

Objectives;

- Learners will define poison and state its danger.
- Learners will give things that can cause poison.

Evaluation activity

1. What is poison?
2. What is poisoning?
3. Write down one danger of poisoning.
4. State four things that can poison the body.
5. What first aid can you give to someone who has taken;
a) Poison b) Paraffin c) Expired medicine

LESSON 35

TOPIC: FIRST AID

FRACTURES

- Types of fractures.
- Causes of fractures.
- First aid for fractures.

Objectives; Learners will define a fracture and state first aid for fractures.

Evaluation activity

1. What is a fracture?
2. Name the two types of fractures.
3. What are splints?
4. Of what use are splints to a first aider?
5. What is the use of a sling to a first aider?

THEME: WORLD OF LIVING THINGS

TOPIC: PLANT LIFE

- Flowering plants (definition).
- Examples of flowering plants.
- Parts of a flowering plant.

Objectives;

- Learners will observe flowering plants in the surrounding.
- Give examples of flowering plants.
- Identify the parts of a flowering plant.

Evaluation exercise

1. Define the term flowering plant.
2. Identify 3 examples of flowering plants.
3. Name the parts of a flowering plant.

4. How do flowering plants reproduce?

TOPIC: PLANT LIFE

- Functions of each part of a flowering plant.
- Uses of each part of a flowering plant.

Objectives;

- Learner should be able to give the functions of each part of a flowering plant.
- State the uses of different parts of a plant.

Evaluation activity

1. How are these parts important to a plant?
a) Roots b) Stem c) Leaves
2. How are flowers useful to people? Give two reasons.
3. List the four main parts of a plant.
4. What makes food for the plant?
5. Identify 2 plants with bright flowers.

NON FLOWERING PLANTS

- Definition of non-flowering plants.
- Examples of non-flowering plants.
- How non-flowering plants reproduce.

Objectives;

- Learners will observe non-flowering plants.
- Mention examples of non-flowering plants.

3. What are simple leaves?
4. Draw an example of a simple leaf.
5. Identify 2 plants with simple leaves.
6. Mention 2 plants with compound leaves.

FLOWERING LEAVES

- Functions of leaves to plants.
- Definition of the term photosynthesis.
- Conditions necessary for photosynthesis.

Objectives;

- Learners will mention the functions of leaves to plants.
- Identify conditions necessary 4 photosynthesis.
- Define the term photosynthesis.

Evaluation activity

1. Give 3 functions of leaves to plants.
2. What is photosynthesis?
3. Identify 4 conditions necessary for photosynthesis.
4. Outline 4 uses of leaves to people.
5. What is chlorophyll?

FLOWERING PLANTS

THE FLOWER

- External parts of a flower.
- Functions of each part of a flower.

Objectives;

- Learners will observe the external parts of a flower.
- Give functions of each part of a flower.

Evaluation activity

1. Name the parts of the flower below.

2. Give the function of these parts of a flower.

a) Petals

b) Sepals

c) Flower stalk

THE FLOWER

- Internal parts of a flower.
- Functions of each part of a flower.

Objectives;

- Learners will observe the internal parts of the flower.
- Give the functions of each part of a flower.

Evaluation activity

1. Name the internal parts of the flower.

2. State the function of each of the following parts.

a) Stigma

c) Petals

e) ovary

b) Ovules

d) Sepals

f) Flower stalk

TYPES OF STEMS

- Examples of plants with each type of stem.

Objectives;

- Children will observe different types of stems.
- Give examples of plants with each type of stem.

Evaluation activity

1. Name the three types of stems.

2. Write down three examples of plants with;

a) Erect and upright stems

c) Weak/climbing stems.

b) Underground stems.

3. Draw a diagram showing a climbing stem.

USES OF STEMS TO THE PLANTS

- Uses of stems to man/animals.
- Examples of stem tubers.

Objectives;

- Learners will state the uses of stems to plants.
- They will also identify the functions of stems to man and other animals.

Evaluation activity

1. Write down four functions of stems to plants.
2. Give two crops that store their made food in stems.
3. What are stem tubers?
4. Give three examples of stem tubers.
5. Identify four uses of stems to man.
6. Give three crops whose stems we eat.
7. Name two plants whose stems can be used to build houses.
8. Write down three medicinal plants you know.

FLOWERING PLANTS

- Climbing or clasping stems/weak stems.
- Reasons why plants climb others.
- Methods/ways through which plants climb others.
- Examples of plants that climb others using different methods.

Objectives;

- Learners will observe different plants that climb others.
- Learners will identify the three methods through which plants climb others.
- Learners will draw diagrams showing the three methods.

Evaluation activity

1. State the two reasons why some plants climb others.
2. Draw the diagrams to show the three methods/ways through which plants climb others.
 - a) Twinning or clasping
 - b) Using hooks or thorns
 - c) Using tendrils
3. How are tendrils useful to a plant?
4. Write down any four plants that climb others using tendrils.
5. List any other two climbing stems.

FLOWERING PLANTS

- Types of roots/systems.
- Examples of roots.
- Uses of roots.
- Examples of root tubers.

Objectives;

- Learners will observe types of roots.

- Name the two types of root system.
- Name the types of roots.
- Identify the uses of roots to plants.
- Identify examples of root tubers.

Evaluation exercise

1. Name the two main root systems.
2. Draw and name these types of roots.
a) Tap root b) Fibrous roots c) Adventitious roots
3. How are prop roots useful to plants?
4. Mention 3 importance of roots to plants.
5. Identify 2 uses of plants to man.

PLANT LIFE

- Conserving plants in our environment.
- Identifying ways of conserving plants in our environment.
- The role of the government in conserving our plants.
- Things made out of plant materials.
- Examples of furniture.

Objectives;

- Learners will identify ways of conserving plants in our environment.
- Mention the roles of a government in conserving our plants.
- Give things made out of plant material.
- Identify examples of furniture.

Evaluation exercise

1. Give 3 reasons why people should protect plants.
2. State 3 ways of protecting plants in our environment.
3. Outline 4 examples of furniture.
4. Give any 2 raw materials got from plants.

THEME: THE COMMUNITY, POPULATION AND FAMILY LIFE

TOPIC: FAMILY ACTIVITIES IN PHC

- Definition of PHC.
- Write PHC in full.
- PHC and its elements.

Objectives;

- Learners should be able to define PHC.
- Write PHC in full.
- Identify elements of PHC.
- Importance of PHC.

Evaluation activity

1. What is PHC in full?
2. Identify 3 elements of PHC.
3. How is PHC important in a society? Give three ways.
4. Write any 3 immunisable childhood diseases.

POPULATION AND FAMILY LIFE

- Definition of a family.
- Roles different family members play.
- Types of families.

Objectives;

- Learners will define the term family.
- Identify roles different family members play.
- Identify different types of families.

Evaluation activity

1. What is a family?
2. What roles do these people play in a family?
a) Father b) Mother c) Children
3. Identify any two types of families.
4. Write 2 members found in a nuclear family.
5. Which type of family has father, mother, children and relatives?

POPULATION AND FAMILY LIFE

- Review on types of families.
- Advantages and disadvantages of each type of family.

Objectives;

- Learners will define the two types of families.
- Identify advantages and disadvantages of each type of family.

Evaluation activity

1. What do you call a group of people living together connected by blood/marriage?
2. Outline 4 advantages of a nuclear family.
3. What is a nuclear family?
4. Mention any 4 disadvantages of an extended family.
5. What is an extended family?

POPULATION AND FAMILY LIFE

WORKING TOGETHER TO PROMOTE PHC

- Review on PHC.
- Reasons for working together in promoting PHC.
- How to care for a child.

Objectives;

- Learners will mention reasons for working together in promotion of PHC.
- Do activities to promote PHC at school.
- Mention ways of caring for a child.

Evaluation activity

1. What is PHC in full?
2. How can you promote PHC in your area? Give two ways.
3. Outline four reasons why people should work together to promote PHC in an area.
4. Identify three ways in which one should care for his child.
5. State four activities that can be done to promote PHC in a home.
6. What is child to child care?
7. Give three activities which need child to child care at home.