

TERM THREE – PRIMARY THREE LITERACY IB SCHEME OF WORK

SCHEME OF WORK FOR P.3 LIT IB TERM THREE

| W K | D P | THEME | SUB- THEME | CONTENT | COMPETENCES | Activities | Methods | L.SKILLS | L/AIDS | RMK S |
|--------|--------|---|------------------------------------|--|---|---|---|---|--|---|
| 1 | 1 | Culture and gender in our division | Customs in our sub – county | <ul style="list-style-type: none"> - Culture – is the way people live and behave in a given society. Aspects of culture - Belief customs traditions A belief - is a feeling that something is true or false. A custom is an acceptable behavior in a given society. A tradition is a belief / custom practiced by a particular culture. Types of culture - Material culture | <p>Subject</p> <ul style="list-style-type: none"> - Defines culture - Gives and describes the aspects of culture. - Names and describes types of culture. - Describes several customs in our division. <p>Language</p> <ul style="list-style-type: none"> - Reads and spells | <ul style="list-style-type: none"> - Defining culture - Naming types of culture - Describing customs in our division - Reading and spelling new words | <ul style="list-style-type: none"> - Effective communication - Class discussion - Demonstration - Observation | <ul style="list-style-type: none"> - Confidence - Self awareness - Belonging - Appreciate | <ul style="list-style-type: none"> - A chart showing cultural practices | <ul style="list-style-type: none"> - P.3 curriculum Pg 43 - KObtains basic information pg 178 - Reads the material |

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| | | | <ul style="list-style-type: none"> - Non – material culture Examples of customs/ culture practices - Marriage - Child naming - Dancing / singing - Circumcision - Greeting - Dressing - Burial - Tattooing | <p>the vocabulary correctly.</p> <ul style="list-style-type: none"> - Reads and answers questions about culture. - Culture - Behave - Circumcision - Language - Belief | | | | | | <p>pg 148</p> |
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2

1

- **Marriage** - is a legal union of a man and woman as husband and wife.

Types of marriage

- Religious marriage
- Civil marriage
- Cultural traditional marriage

Bride price items given today

- Cows
- Goats
- Cocks
- Fruits
- Chairs
- Sodas

Importance of marriage

- To get respect
- To have children
- To show maturity
- It shows responsibility

Subject

- Defines marriage
- Gives and describes types of marriage
- Defines bride price
- Gives the importance of marriage

Language

- Reads and spells new words correctly.
- Answers questions orally about marriage.
- Marriage
- Dowry
- Bride price
- Union
- Religious

- Defining marriage
- Describing types of marriage and the importance
- Reading and spelling vocabularly correctly
- Answering questions

- Role play
- Observati on
- Explanati on
- Guided discovery
- Question and answer

- Friendsh ip formatio n
- Copying with emotion s
- Self awarene ss

- A marriage certificate
- Real life experience

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| 2 | | Customs in our division | Steps of marriage - Courtship - Introduction - Wedding Qualities of a good marriage partner - Should be respectful - Should be God fearing - Should be loving and healthy How marriage was looked at long ago - A man with many wives was highly respected. - Un married women were not respected. How marriage is looked at today - A man with many wives is discouraged. - Bride price is paid at one's will - Children look for their partners | - Gives steps of marriage - Describes the qualities of a good marriage partner - Describes how marriage is considered today. - Language - Reads and spells the vocabulary - Reads and answers questions about marriage - Marriage - Union - Dowry - Religious - Bride price | - Giving steps of marriage - Describing qualities of a good marriage partner. - Reading and spelling new words correctly - Answering questions about marriage | - Guided discovery - Explanati on - Question and answer | | - Real life situation | P.3 currP g 43 Kobt a 179 |
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| 3 | | | <ul style="list-style-type: none"> - Greeting - is the formal expression of good wishes. Why we greet one another? - To show respect - To create unity - To create/ build relationships. How greetings is practiced? - Shaking hands - Hugging - Kneeling - Standing straight Dressing in different cultures. - E.g Baganda - Kanzugomesi - Karimonjog – beads etc | <ul style="list-style-type: none"> - Defines greeting - Gives reasons why we greet one another - Demonstrates how greeting is practiced - Talks about dressing - Language - Reads and spells the vocabulary - Reads and answers the questions - Greeting - Racing - Concern - Communication | <ul style="list-style-type: none"> - Defining greeting - Giving reasons why we greet one another - Demonstrating how greeting is practiced. - Reading and spelling the vocabular | <ul style="list-style-type: none"> - Demonstrating - Observations - Question and answer | <ul style="list-style-type: none"> - Identifying - Respect - Self awareness | <ul style="list-style-type: none"> - Beads - Kanzu - Gomesi | P.3 currPg 43 Kobta pg 178 Rs Thematic Pg 153 |
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| 4 | | <p>Customs in our sub – county</p> | <ul style="list-style-type: none"> - Burial - This is the act of burying the dead. - Death – This is a state of losing life Causes of death - Diseases, accidents, skin, witch craft, murder, suicide Effects of death - Reduces the population of the country - Increases the number of orphans - Leads to school drop out. - Talking a bout burial practices in different cultures. How death is looked at today - People believe in life after death. - People believe that death is God’s plan | <ul style="list-style-type: none"> - Defines death and burial - Gives the causes of - Effects of death are described. - Talks about death today and language. Language - Reads and spells new words correctly. - Reads and answers questions about burial. - Witch craft, suicide, accident, murder, burial | <ul style="list-style-type: none"> - Defining burial and death - Giving effects and causes of death. - Reading and spelling new words correctly. - Reading and answering about burial | <ul style="list-style-type: none"> - Explanati on - Guided discovery - Question and answer | <ul style="list-style-type: none"> - Empathy - Loyalty - Copying with emotions | <ul style="list-style-type: none"> - Real life situation | <p>P.3 CURR pg 43 Kobtapg 178</p> |
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| 3 | 1 | | | <p>Importance of death</p> <ul style="list-style-type: none"> - It makes one live a new life. - It makes one have a complete rest. - It enables one to be exposed to judgment. - Food - is anything eaten or drunk <p>What is a staple food?</p> <p>This is a basic type of food eaten by most people in an area or region.</p> | <ul style="list-style-type: none"> - Describes the importance of death. - Defines food. - Defines what a staple food is <p>Judgment, staple, basic, complete, eternal life</p> | <ul style="list-style-type: none"> - Describing the importance of death. - Defining food and a staple food | <ul style="list-style-type: none"> - Observation - Guided discovery - Question and answer - Inquiry | <ul style="list-style-type: none"> - Effective communication - Sharing - Appreciation | <ul style="list-style-type: none"> - Matooke - G. nuts - Millet - Cassava flour | |
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| | | | <p>Tribes have different food dishes</p> <p>Staple foods</p> <table border="1"> <thead> <tr> <th>Tribe</th> <th>food dish</th> </tr> </thead> <tbody> <tr> <td>- Bagandamatooke</td> <td></td> </tr> <tr> <td>- Banyankole</td> <td>millet (kalo)</td> </tr> <tr> <td>- Samia</td> <td>mixed with maize / cassava flour</td> </tr> <tr> <td>- Basoga</td> <td>sweet potatoes</td> </tr> <tr> <td>- Acholi</td> <td>millet/ sorghum with cassava flour</td> </tr> <tr> <td>- Bagisumalewa</td> <td></td> </tr> </tbody> </table> | Tribe | food dish | - Bagandamatooke | | - Banyankole | millet (kalo) | - Samia | mixed with maize / cassava flour | - Basoga | sweet potatoes | - Acholi | millet/ sorghum with cassava flour | - Bagisumalewa | | <ul style="list-style-type: none"> - Talks and describes staple foods in different cultures. Language - Discusses with teacher - Reads and spells the vocabulary - Reads and answers questions. - Garden - Taboo - Totem - Culture - Circumcision | <ul style="list-style-type: none"> - Discussing and describing staple foods in different cultures - Reading and spelling new words correctly. | <ul style="list-style-type: none"> - Discussion - Question and answer - Recitation | <ul style="list-style-type: none"> - Sharing - Identifying - Self awareness - Appreciate | <ul style="list-style-type: none"> - Potatoes - Millet - Flour - G. nuts | |
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| Tribe | food dish | | | | | | | | | | | | | | | | | | | | | | |
| - Bagandamatooke | | | | | | | | | | | | | | | | | | | | | | | |
| - Banyankole | millet (kalo) | | | | | | | | | | | | | | | | | | | | | | |
| - Samia | mixed with maize / cassava flour | | | | | | | | | | | | | | | | | | | | | | |
| - Basoga | sweet potatoes | | | | | | | | | | | | | | | | | | | | | | |
| - Acholi | millet/ sorghum with cassava flour | | | | | | | | | | | | | | | | | | | | | | |
| - Bagisumalewa | | | | | | | | | | | | | | | | | | | | | | | |

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| 2 | | | <p>Taboos</p> <p>What is a food taboo?</p> <p>This is a type of food which is forbidden in one's culture or religion e.g</p> <p>Pork for Moslems</p> <p>Totem for clans</p> <p>What is a totem? Is an animal / object that is respected by people in a given clan.</p> <p>Examples of food beliefs</p> <ul style="list-style-type: none"> - Women and girls are not allowed to eat chicken and eggs. - Men are not allowed to eat oil nuts. <p>Other taboos</p> <ul style="list-style-type: none"> - Do not sweep at night. - Sisters and brothers are not allowed to marry each other | <ul style="list-style-type: none"> - Defines a food taboo. - Defines a totem - Gives some examples of food beliefs and taboos <p>Language</p> <ul style="list-style-type: none"> - Reads and spells new words, beliefs correctly. - Totem, religion, taboo, chicken - Reads and answers questions about taboos. | <ul style="list-style-type: none"> - Defining a food taboo. - Defining a totem - Giving examples of food and beliefs. - Reading and spelling the vocabular y correctly. | <ul style="list-style-type: none"> - Explanati on - Question and answer - Guided discovery | <ul style="list-style-type: none"> - Effective communi cation - Self awarenes s - Belongin g | <ul style="list-style-type: none"> - Real life situation | <p>P.3 curppg 43</p> <p>Kobta pg 180</p> |
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- Child naming: children are names according to their tribes and clans.
- Different names carry different meanings

| Name | meaning | tribe |
|----------|-------------|---------|
| Kasozi | hill | Baganda |
| Lutalo | war | |
| Kiwanuka | thunder | |
| Walumbe | death | |
| Musisi | earth quake | |
| Nambwire | night | Samia |
| Wabwire | night | |
| Wanjala | famine | Samia/ |
| Bagisu | | |

- **Twin naming** -Children born at the same time by the same mother.

Names of twins sex tribe

- Babirye F Baganda
- Nakato F
- Wasswa M
- Kato M
- Isingoma M Banyankole
- Kato M Banyoro
- Nyangoma F Bakiga
- Nyakato F Batooro

Names of parents for twins

- Isabirye – father
- Nabirye – Mother - Basoga
- Salongo – father
- Nalongo – mother - Baganda

Subject

- Gives names in different tribes with their meanings.
- Gives names of twins in different tribes and their parents
- Gives the importance of child naming.
- **Language**
- Reads and spells new words correctly.
- Reads and answers questions about child naming.
- Culture, death
- Identification, famine, tribe, thunder, earth quake.

- Giving names and their meaning of different tribes.
- Giving names of twins and their parents.
- Reading and spelling the vocabulary correctly.
- Reading and answering about child naming.

- Recitation
- Question and answer
- Observation

- Belonging
- Creative thinking
- Appreciate
- Effective communication
- Sharing

- Twins
- Kato
- Babirye
- Children bearing the identified names

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| 4 | 4 | | Importance of child naming - To promote culture - For easy identification | - | - | - | | | |
| | 1 | | What is a clan? A clan is group of people under one fore father or founder. Symbols of a clan - Names - Drum sound - Totem - Fore father Forms of clans in Buganda - Animal form - Bird form - Plants - Insects Examples in each form a) Animal form Mpologoma (lion) Ngo (leopard) Nkima (Monkey) b) Plant form Kobe Butiko c) Bird form Nyange (lark) Nakinsige | - Defines a clan. - Gives symbols of a clan. - Gives forms of clans in Buganda and examples in each. - Describes duties of a clan head. - Gives the importance customs in our division. Language - Reads and spells the new words correctly. - Reads and answers questions about customs. - Clan - Tribe - Language - Origin - disputes | - Defining a clan - Giving symbols of a clan - Giving forms of clans in Buganda and examples in each - Describing duties of a clan leader and the importance of customs - Reading and spelling new words correctly | - Guided discovery - Discussion - Question and answer - Inquiry | - Sharing - Belonging - Appreciate self awareness - Friendship formation | - Relating to the animals and birds which they saw at UWEC | P.3 curr page 43 |

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| | | | <p>Namungoona Mufima Nkebuka Amazzi G'ekisasi</p> <p>d) Duties of a clan head</p> <ul style="list-style-type: none"> - Settles disputes among clan leaders. - Keeps clan records. - Organizes clan meetings <p>e) Importance of customs</p> <ul style="list-style-type: none"> - They attract tourists. - They show gender roles. - For cultural heritage / belonging - They are for learning purposes | | - Reading and answering questions about customs | | | | |
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| 2 | Culture and gender in our division | Culture in our division | <p>Singing and dancing</p> <p>Different tribes in Uganda have different work and dances. These include;</p> <p>BagandalugandaBakisimba</p> <p>Nankasa</p> <p>Muwogola</p> <p>BasogalusogaNalukuka</p> <p>Temenaibugha</p> <p>BagisulugisuImbalu</p> <p>Kadodi</p> <p>Reasons why people from different tribes sing</p> <ul style="list-style-type: none"> - To entertain others - To worship God/ Allah - To promote culture <p>Examples of cultural instruments</p> <ul style="list-style-type: none"> - Xylophone - Guitar - Tube fiddle - Long drum - Piano - Flute <p>Examples of dancing costumes</p> <ul style="list-style-type: none"> - Beads - Skins - Back cloth - Sisal strings | <ul style="list-style-type: none"> - Talks about dances in different cultures. - Gives reasons why people from different tribes sing. - Names some cultural instruments used - Gives examples of dancing costumes <p>Language</p> <ul style="list-style-type: none"> - Reads and spells new words correctly - Recites the tribes and their different dances - Culture, promote guitar, back cloth and entertainment - Whistles - Costumes - Console - Singing - worship | <ul style="list-style-type: none"> - Talking about dances in different cultures. - Giving reasons why people from different tribes sing. - Naming cultural instruments during the dances - Reading and spelling new words correctly. - Reciting tribes and their different dances | <ul style="list-style-type: none"> - Recitation - Demonstration - Observation - Question and answer | <ul style="list-style-type: none"> - Appreciate - Belonging - Confidence - Friendship formation | <ul style="list-style-type: none"> - Dancing costumes used when demonstrating the dances. - Performing different dances and songs by children from different tribes. - A chart showing different dances in different cultures | <p>P.3</p> <p>currp</p> <p>g 43</p> <p>Rs</p> <p>them</p> <p>atic</p> <p>pg</p> <p>153</p> |
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| 3 | | <p>Gender is a state of being male or female</p> <p>Types of gender</p> <ul style="list-style-type: none"> - Masculine gender - Feminine gender <p>Characteristics of boys and girls</p> <p>Boys</p> <ul style="list-style-type: none"> - Deep voices - Do not have breasts - Strong <p>Girls</p> <ul style="list-style-type: none"> - Soft voices - Have breasts - Weak <p>Gender roles in traditional society</p> <p>Men/ boys (males)</p> <ul style="list-style-type: none"> - Carrying out fishing - Hunting - Providing family security <p>Women / girls (females)</p> <ul style="list-style-type: none"> - Producing children - Cleaning the house - Cooking food | <ul style="list-style-type: none"> - Defines gender - Gives the types of gender. - Describes the characteristics of boys and girls. - Talks about gender roles in the traditional society. <p>Language</p> <ul style="list-style-type: none"> - Reads and spells new words correctly. - Gender, state, hunting, fishing, security - Exhibits - Language - Communication - considered | <ul style="list-style-type: none"> - Defining gender - Giving types of gender - Describing characteristics of boys and girls. - Reading and spelling the vocabular y | <ul style="list-style-type: none"> - Illustration - Narration - Question and answer - Observation | <ul style="list-style-type: none"> - Appreciate - Effective communication - Self awareness | <ul style="list-style-type: none"> - Children in class. - Male and female teachers | <p>P.3 currp g 44</p> <p>Rs them atic pg 155</p> |
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| 5 | 1 | | <p>Gender roles in our modern society</p> <p>Activities done by both boys and girls</p> <ul style="list-style-type: none"> - Fetching water - Cooking food - Washing clothes - Mopping the house - Sweeping <p>Un fair gender relations in the traditional society</p> <ul style="list-style-type: none"> - Boys are considered to brighter than girls. - Women are not allowed to talk in public. | <ul style="list-style-type: none"> - Talks about gender roles in our modern society. - Describes un fair relations of gender in the society. <p>Language</p> <ul style="list-style-type: none"> - Reads and spells the vocabulary - Equal - Gender - Rights - Fairly - distribution | <ul style="list-style-type: none"> - Carrying out some activities in class like sweeping, picking, rubbish - Describes unfair relations of gender - Reading new words | <ul style="list-style-type: none"> - Role play - Observati on - Demonstr ation - Question and answer | <ul style="list-style-type: none"> - Self esteem - Self esteem - Friendshi p formation - Sharing | <ul style="list-style-type: none"> - Brooms - Rag - Dirty clothes - Basin - Matooke - Knife | <p>P.3 currp g 44</p> <p>Rs them atic pg 156</p> |
| | 2 | | <ul style="list-style-type: none"> - Gender equity. This is the fair treatment of both males and females. <p>Ways of promoting gender</p> <ul style="list-style-type: none"> - Fair distribution of work. - Providing needs to both boys and girls. - Giving fair punishments. - Allowing both to express their feeling. | <ul style="list-style-type: none"> - Defines gender equity. - Describes the ways of promoting gender. - Describes the ways of promoting culture <p>Language</p> <ul style="list-style-type: none"> - Reads and spells new words | <ul style="list-style-type: none"> - Defining gender equity - Describing the ways of promoting gender and culture. - Reading and | <ul style="list-style-type: none"> - Explanati on - Question and answer - Class discussio n | <ul style="list-style-type: none"> - Appreciat ion - Sharing - Self esteem | <ul style="list-style-type: none"> - Real life situation | <p>P.3 CUR R pg 44</p> <p>Rs them atic PG 156</p> |

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| | | | | <p>Ways of promoting culture</p> <ul style="list-style-type: none"> - Sharing roles and responsibility. - Writing books. - Through music dance and drama - Respecting cultural norms. | <p>correctly.</p> <ul style="list-style-type: none"> - Equity, gender, norms, treatment, punishment | <p>spelling new words correctly</p> | | | | |
| 3 | | | <p>Importance of cultural practices</p> <ul style="list-style-type: none"> - They teach good morals. - They help us to preserve culture. - They help people to know more about their tribes. <p>Dangers of cultural practices</p> <ul style="list-style-type: none"> - Spread of diseases like HIV/ AIDS - Some names given to children have bad effects. - Some cause public shame e.g open circumcision - Some obscene words and songs are used during twin initiation | <ul style="list-style-type: none"> - Describes the importance of culture - Gives the dangers of cultural practices <p>Language</p> <ul style="list-style-type: none"> - Reads and answers questions about cultural practices. | <ul style="list-style-type: none"> - Describing the importance of culture and the dangers of cultural practices - Reading and spelling new words correctly | <ul style="list-style-type: none"> - Guided discovery - Explanati on - Question and answer | <p>Copying with emotions</p> <p>Empathy</p> <p>Self esteems</p> | <ul style="list-style-type: none"> - Real life situation | <p>Rs them atic pg 158</p> | |
| 6 | | | <h1>Mid – term</h1> | | | | | | | |

Special needs children: are children who unable to use part of their bodies or brains properly because of a disease/ injury.

Examples of special needs

Children

- Lameness
- Blind
- Deaf
- Dumb

Ways of helping the needy people

- Giving them basic needs.
- Being kind to them
- Loving them
- Working and playing with them.

Things they need

- Medical care
- Protection
- Food
- Love
- Clothes
- Shelter

Subject

- Defines special needs children.
- Gives examples of special needs children.
- Describes ways of helping the needy.

Language

- Reads and spells new words
- Pronounces correctly Injury, disease, deaf, dumb, protection, shelter, medical care.

- Defining special needs children
- Giving examples and describing ways of helping the needy.
- Reading and pronouncing words correctly

- Question and answer
- Class discussion
- Inquiry

- Acceptance
- Concern
- Self esteem
- Love
- Care

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| 2 | | | <p>What are legends? Are stories of long ago</p> <p>Examples of legends.</p> <ul style="list-style-type: none"> - The first Muganda / Kintu and Nambi - The spear and the beads. - Mundu and seera - The first Bachwezi - Talks about the lessons we learn from the legends in Uganda. | <p>Subject</p> <ul style="list-style-type: none"> - Reads and spells new words. - Defines legends - Gives examples of legends. - Revise through the legends. - Revise through the legends <p>Language</p> <ul style="list-style-type: none"> - Pronounces the vocabulary correctly <p>Legend, story, mundu</p> | <ul style="list-style-type: none"> - Defining legends - Giving examples of legends - Pronounce the new words correctly | <ul style="list-style-type: none"> - Inquiry - Narration - Guided discovery | <ul style="list-style-type: none"> - Effective communication - Identifying - Self awareness | <ul style="list-style-type: none"> - Documentary about legends | Pg 44 |
| | | Customs in our sub – county | <ul style="list-style-type: none"> - A topical test will be given | - | - | - | - | - | |
| | Basic technology in our division | Technology | <ul style="list-style-type: none"> - Technology - The way of doing work or making things using knowledge skills/ machines. This is done to make work easier. - The child applies basic scientific knowledge and skills in processing and making materials for self – | <p>Subject</p> <ul style="list-style-type: none"> - Defines technology - Gives types of technology. - Talks about natural materials and their examples | <ul style="list-style-type: none"> - Defining technology - Giving types of technology | <ul style="list-style-type: none"> - Explanati on - Guided discovery - Question and answer | <ul style="list-style-type: none"> - Self reliance - Effective communication - Care - Responsi | <ul style="list-style-type: none"> - Real materials - Sisal - Banana fibres - Excursion to a | The matic curr P.3 pg 51 |

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| | | | reliance. | - Language | - Describes | - Discussio | bility | swamp | |
| | | | Types of materials used in technology | - Reads and pronounces new words correctly | natural materials | n | - Creativity | wetland | Kobt |
| | | | - Traditional technology | Technology, | - Reading and pronounci | - Observati | | banana | apg |
| | | | - Modern advanced technology | practical, solving, problems, natural, palm leaves, banana fibres, swamp, papyrus | ng new words | on | | plantation | 186, 185 |
| | | | Natural and artificial materials | - | | | | | |
| | | | - Natural – Got from nature | | | | | | |
| | | | Examples of natural materials | | | | | | |
| | | | - Banana fibres | | | | | | |
| | | | - Palm leaves | | | | | | |
| | | | - Sisal | | | | | | |
| | | | - Clay | | | | | | |
| | | | - Minerals | | | | | | |
| | | | - Papyrus | | | | | | |
| | | | - Grass | | | | | | |
| | | | - Wood | | | | | | |
| | | | Sources of natural materials | | | | | | |
| | | | - Banana fibres | | | | | | |
| | | | - Clay, papyrus | | | | | | |
| | | | - Banana plantations | | | | | | |
| | | | - Swamps | | | | | | |

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| 8 | 3 | | | <p>- Artificial materials - are materials re – cycled materials that can be used to make other things.</p> <p>Examples of artificial materials</p> <p>- Wires, plastics, paper, polythene, bags, metal, bottle tops, straws.</p> <p>Characteristics of both natural and artificial materials according to texture, size, colour and weight</p> <p>-</p> | <p>Subject</p> <p>- Defines artificial materials and examples</p> <p>- Talks about features of materials</p> <p>Language</p> <p>- Reads and spells new words</p> <p>Plastic, polythene straws, metal</p> | <p>- Defining artificial materials.</p> <p>- Describing materials</p> <p>- Reading</p> <p>- Spelling</p> | <p>- Question and answer</p> <p>- Observati on</p> <p>- Discussio n</p> | <p>- Creativity</p> <p>- Orientati on</p> <p>- Sharing</p> | <p>- Polythene bags</p> <p>- Straws</p> <p>- Plastics</p> | <p>The matic curr P.3 pg 51</p> <p>Kobt a 186</p> | | | | | | | | | | |
| 8 | 1 | Basic technology in our division | Technology | <p>Processing and making things from natural materials</p> <p>- Processing is the using of raw – materials to make products</p> <p>- Natural products</p> <table border="0" data-bbox="520 932 940 1224"> <tr> <td>Raw materials</td> <td>products</td> </tr> <tr> <td>Clay</td> <td>pots, plates, cups, stoves</td> </tr> <tr> <td>Palm leaves</td> <td>mats, hats, bags</td> </tr> <tr> <td>Wood</td> <td>furniture</td> </tr> <tr> <td></td> <td>Sculptures</td> </tr> </table> <p>Ways of making products from natural and artificial materials</p> <p>- Weaving</p> <p>- Recycling</p> | Raw materials | products | Clay | pots, plates, cups, stoves | Palm leaves | mats, hats, bags | Wood | furniture | | Sculptures | <p>Subject</p> <p>- Defining processing</p> <p>- Describing ways of making products</p> <p>- Giving products made out of natural materials</p> <p>- Language</p> <p>- Reading and spelling new words correctly</p> <p>- Materials, palm leaves, furniture, sculpture</p> | <p>- Defining the term processing</p> <p>- Giving products made out of natural materials</p> <p>- Reading and spelling new words correctly</p> <p>- Materials, palm leaves, furniture, sculpture</p> | <p>- observati on</p> <p>- question and answer</p> <p>- guided discovery</p> <p>- inquiry</p> | <p>- Creativity</p> <p>- Sharing</p> <p>- Responsi bility</p> | <p>- Palm leaves</p> <p>- Grass for brooms</p> <p>- Beads</p> | <p>P.3 curr PG 52</p> <p>Rs</p> <p>The matic pg 188, 189</p> |
| Raw materials | products | | | | | | | | | | | | | | | | | | | |
| Clay | pots, plates, cups, stoves | | | | | | | | | | | | | | | | | | | |
| Palm leaves | mats, hats, bags | | | | | | | | | | | | | | | | | | | |
| Wood | furniture | | | | | | | | | | | | | | | | | | | |
| | Sculptures | | | | | | | | | | | | | | | | | | | |

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|--|---|--|--|--|--|---|--|---|---|---|
| | | | | <ul style="list-style-type: none"> - Welding - Modeling | | <ul style="list-style-type: none"> - Responsibility - new words correctly | | | | |
| | 2 | | | <ul style="list-style-type: none"> - Artificial materials - Raw materials <ul style="list-style-type: none"> Plastics Jerrycans Straws Paper - products <ul style="list-style-type: none"> mugs, plates bags, mats envelops, bags - Importance of products made <ul style="list-style-type: none"> - For employment - Source of income - Learning purpose - For decoration - Promote - Culture | <ul style="list-style-type: none"> - Subject <ul style="list-style-type: none"> - Gives products got out of artificial materials - Describes the importance of products - Language <ul style="list-style-type: none"> - Reads and spells the vocabulary correctly - Plastic, straws, income, purpose | <ul style="list-style-type: none"> - Giving products made out of artificial materials - Describing the importance of products | <ul style="list-style-type: none"> - Observation - Guided discovery - Question and answer | <ul style="list-style-type: none"> - Creativity - Sharing - Responsibility | <ul style="list-style-type: none"> - Polythene bags - Bottle tops - Wires | <p>P.3 currP g 51 188, 188</p> <p>Rs. The matic</p> |
| | 3 | | | <ul style="list-style-type: none"> - Crafts <ul style="list-style-type: none"> Are things made from local materials - Examples of crafts <ul style="list-style-type: none"> - Dolls - mats - ropes - stoves - carpets | <ul style="list-style-type: none"> - Subject <ul style="list-style-type: none"> - defines crafts - gives examples of crafts. - Names examples of local materials - Talks about a black smith. | <ul style="list-style-type: none"> - Defining crafts and giving examples - Defining a black smith and products | <ul style="list-style-type: none"> - Question and answer - Observation - Explanation - Inquiry | <ul style="list-style-type: none"> - Effective communication - Creativity - Sharing - Creative thinking | <ul style="list-style-type: none"> - Real objects - Pan stove - Axe - Ropes | <p>P.3 currp g 51 hoe stove pan stove dolls</p> |

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|--|---|--|--|--|---|---|---|---|----------------------|-------|
| | | | <p>Examples of local materials</p> <ul style="list-style-type: none"> - palm leaves - sisal - clay - grass - banana fibres <p>A black smith. Is a person who makes things out of iron.</p> <p>Things made by a black smith</p> <ul style="list-style-type: none"> - spears - arrows - hooks - stoves - pans - axe | <p>Language</p> <ul style="list-style-type: none"> - Reads, spells and pronounces new words correctly - Local, carpents, sisal, palm leaves, balck smith, arrows, spears, axe, hooks | <p>made.</p> <ul style="list-style-type: none"> - Reading - Pronounce - Spelling | | | | | ropes |
| | 4 | | <p>Importance of technology</p> <ul style="list-style-type: none"> - Technology simplifies work - It helps in production of goods - It helps to develop the country. - It helps in construction of roads. <p>Disadvantages of technology</p> <ul style="list-style-type: none"> - Pollution of the environment - Un employment - Causes death through accidents - It has interfered with culture | <p>Subject</p> <ul style="list-style-type: none"> - Describes the importance of technology - Gives disadvantages of technology <p>Language</p> <ul style="list-style-type: none"> - Reads, spells and pronounces vocabulary | <ul style="list-style-type: none"> - Describing the importance of technology - Reading - Spelling - Pronounce | <p>Explanati on</p> <p>Guided discovery</p> | <ul style="list-style-type: none"> - Effective communication - Self awareness | <ul style="list-style-type: none"> - Real life situation | P.3 currp g 51 | |

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| | | | | | Technology, accident, production, construction, enviroment, culture, employment | | | | | |
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