

RATIONALIZED GRADE 5 EAEP SCIENCE AND TECHNOLOGY SCHEMES OF WORK TERM

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Week	Lesson	Strand	Sub strand	Specific learning outcomes	Key inquiry questions	Learning experiences	Learning resources	Assessment	Remarks
1	Opening								
2	1	LIVING THINGS	The Breathing system	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> Name parts of the breathing system. Touch and feel the breathing system. Appreciate the work of the breathing system. 	What is the main function of the breathing system?	In groups, learners use visual aids and digital devices to observe, identify and record parts of the human breathing system (nose, trachea, lungs, diaphragm) Breath in and out as they touch some of the breathing system.	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg. 33	Oral questions Writing Field work	
	2	LIVING THINGS	The Breathing system	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> Identify parts of breathing system from the chart. Draw and label the parts the human breathing system. Display the drawing in the science corner. 	What is the main function of the breathing system?	Learners draw and label the parts of the human breathing system	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg. 33	Oral questions Writing Field work	
	3	LIVING THINGS	The Breathing system	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> Watch the video on human breathing system. state the functions of major parts of the 	What is the main function of the breathing system?	n groups, learners discuss the functions of each part of the human breathing system (Nose, trachea, lungs, diaphragm.)	Textbook Video clips Pictures Posters EAEP Science and Technology	Oral questions Writing Field work	

				<p>human breathing system.</p> <ul style="list-style-type: none"> Appreciate the functions of breathing system through class presentation. 		Watch video clip on the functions of breathing system.	grade5 pg. 34		
	4	LIVING THINGS	The Breathing system	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> discuss the cause, signs and symptoms and prevention of illnesses that affect the breathing system. Model the major parts of the breathing system in a human. develop interest in protecting the breathing system. 	How can we prevent most of the illnesses of the breathing system?	discuss causes, signs, symptoms and prevention of diseases that affect the human breathing system (Colds, influenza, tuberculosis, pneumonia, asthma, coughs)	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg. 35	Oral questions Writing Field work	
3	1	HEALTH EDUCATION	Diseases	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> explain what is water borne diseases. Observe the charts of contaminated water. Appreciate use of clean water to avoid getting sick. 	How do water borne diseases spread?	Discuss the meaning of water borne and soil transmitted diseases Typhoid, Bilharzia, Cholera and dysentery). Learners are guided to discuss the chart of contaminated water.	Video clips Pictures Posters EAEP Science and Technology grade5 pg. 41	Oral questions Writing Field work	
	2	HEALTH EDUCATION	Diseases	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Discuss the cause, signs, symptoms, prevention of some water borne diseases. Appreciate management of water borne diseases. 	How do water borne diseases spread?	Learners are guided to identify the causes of (Typhoid, Bilharzia, Cholera and dysentery). In groups discuss how to prevent water borne diseases. Practice safety precautions.	Video clips Pictures Posters EAEP Science and Technology grade5 pg. 42-43	Oral questions Writing Field work	