

GRADE: THREE

YEAR: 2016

SUBJECT: INT. SCIENCE

TERM: ONE

SHAMPULE P. SCHOOL

SCHEMS OF WORK

W K	TOPIC	SPECIFIC OUTCOMES	KNOWLEDGE	VALUES	T/L AID	REF.	COMENT
2.	THE HUMAN BODY <u>CONTENT</u> -Mouth -Nose -Structure of the body	3.1.1.1 State the function of the teeth and tongue 3.1.2.1 State the function of the nose. 3.1.1.1 Demonstrate the movement of arms and legs 3.1.1.2 Name the major movable joints in the body. 3.1.1.3 Explain the role played by bones, joints and muscles. 3.1.1.4 Explain what happens if a bone gets broken. 3.1.1.5 Identify the major parts of the human skeleton	☐ Functions; teeth for chewing the food, tongue for tasting with. ☐ Function of the nose: for smelling and breathing with. ☐ Movement of arms and legs ☐ Movable joints (Elbow, knee, shoulder, hip, wrist and ankle). ☐ Function of bones and muscles(Hold structure, support the body and helpin movement ☐ Broken arm or leg: pain, no movement or playing. ☐ Parts of the human skeleton (Skull, neck, arms, ribs, hip, legs, feet, spine)	☐ Appreciating the function of the teeth and tongue ☐ Cooperating in group work. ☐ Participating actively in class activities. ☐ Appreciating body movements ☐ Asking questions for more understanding .	-Wall chart.	-Syll. TG & Book 3.	
4.							

5.	HEALTHY <u>CONTENT</u> -Food -Drug abuse -Illnesses and diseases	3.2.1.1 State the importance of food 3.2.1.2 Classify foods according to their nutrients. 3.2.1.3 Demonstrate the composition of a balanced diet for health from available foods. 3.2.2.1 Identify common drugs in the community. 3.2.2.2 Explain the effects of taking too much drugs. 3.2.3.1 Identify the common causes of diseases 3.2.3.2 List common diseases in the community 3.2.3.3 Distinguish between infectious and non-infectious diseases 3.2.3. 4 Explain different ways of preventing diseases.	□ Importance of food for: Energy, body building and protection. □ Food nutrients such as Energy foods: rice nshima, potatoes; Body building foods: meat, eggs beans Protective foods: fruits, vegetables, □ Composition of balanced diet: e.g. nshima, meat and vegetables □ Common drugs: paracetamol, quinine, vermoz, alcohol. □ Effects of too much drugs: addiction, death Poor/ bad health, □ Common causes of diseases: Parasites, bacteria and viruses □ Common diseases: Malaria, cholera, dysentery, colds, bilharzia. □	□ Appreciating food nutrients □ Cooperating in group activities □ Applying the knowledge of a balanced diet in everyday life. □ Awareness of common drugs □ Using drugs correctly □ Awareness of common drugs □ Using drugs correctly □ Awareness of common diseases, their causes and prevention □ Cooperating in group work □ Caring for the sick..	-Wall chart	-Syll. TG & Book 3.	
8.							

9.	THE ENVIRONMENT		Infectious (HIV, TB, Measles, chicken pox) .Non- infectious (Asthma, Malnutrition). □ Personal hygiene, good sanitation, vaccination, healthy food.		Flip chart	-Syll. TG & Book 3	
10.	<u>CONTENT</u> -Soil formation	3.3.1.1 State what weathering is. 3.3.1.2 Identify the agents of weathering in soil formation 3.3.1.3 Demonstrate the formation of soil layers.		□ Appreciating the formation of soil □ Cooperating in group work			
11.	REVISION		□ Weathering as the breaking up of rocks to form soil □ Agents of weathering: Wind, trees, water, animals □ Soil layers: top soil, subsoil and bedrock				
12.	END OF TERM						
13.	TEST						
	CLOSING						

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