

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 1: Human Body – Parts of the body and their roles for healthy living

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
External parts of the body.	Identify and name at least ten external parts of the body.	Observe and recognise the external parts of the body.	Display respect for one's body, its parts and that of others. (Avoid touching the body parts of another person without his/her approval.)	External body parts include the head, eye, ear, nose, mouth, lip, neck shoulder, chest, back, buttock, hip, penis, vulva, arm, elbow, wrist, hand, finger, leg, knee, ankle, foot, toe.	<ol style="list-style-type: none"> 1. Individual pupils identify and name external parts of the body. 2. On a large outline drawing of the human body pupils place <ol style="list-style-type: none"> a) picture of corresponding body part. b) label/name of body part. c) picture with label/name of body part. 3. Pupils use songs/games with actions as reinforcement e.g. <i>Song</i>: "Head, shoulders, knees and toes". Pupils touch the different parts <i>Game</i>: "Simple Sunil says... Put your hands in the air, touch your toes, etc". Pupils display actions. 	Large outline drawing of the human body. Pictures, labels and names of body parts.	Pupils identify and name at least ten body parts. On outline drawing of the human body did pupils place picture and corresponding label/name of body part.	Art and Craft - drawing of human body. Language Arts - Songs Language Arts -Songs. Physical Education - Hand-eye coordination through songs and games.

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 1: Human Body – Parts of the body and their roles for healthy living

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
External parts of the body.	State how many of each of the external parts one has.	Count how many of each of the external parts one has Record how many of these parts one has	Display respect for one's body and its parts. (Avoid touching the body parts of another person without his/her approval.)	We have: One: head, nose, mouth, neck, chest, back, penis, vulva, Two: eyes, ears, lips, shoulders, buttocks, hips, arms, elbows, wrists, hands, legs, knees, ankles, feet. Ten: fingers, toes	<ol style="list-style-type: none"> Pupils identify external parts of the body and say how many of each he/she has. Using pictures and labels/names of body parts from previous lessons, pupils match parts with flash cards of numbers. Pupils group body parts with respect to how many they have. Pupils make drawings of themselves. <p>(Note: No need to draw reproductive organs.)</p>	Pictures, labels/ names of body parts Flash cards, each with one number: 1, 2 and 10.	Verify that pupils can match each body part with correspond -ing flash card. Check drawings for correct number of body parts.	Mathematics Number concepts- counting. Art – making drawings.

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 1: Human Body – Parts of the body and their roles for healthy living

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration										
	Knowledge	Skills	Attitude															
Uses of External Parts of the Body.	Match the uses of at least ten external parts of the body including the five sense organs.	Communicate information on body parts through role play.	Appreciate that each external part of the body has an important use.	<p>Uses of body parts include:</p> <p>Mouth – eating, speaking</p> <p>Eye – seeing</p> <p>Ear – hearing</p> <p>Nose – smelling</p> <p>Skin – feeling</p> <p>Hip – supporting legs</p> <p>Ankle – movement of foot, etc.</p>	<ol style="list-style-type: none"> 1. Class is divided into small groups. 2. Each group is given the pictures and/or names of three different body parts. 3. Individual pupils give the use of a specific part. 4. Other students then role play the uses of these body parts to the rest of the class. 5. Pupils match body part with stated use: <ol style="list-style-type: none"> a) using flash cards (one set from previous lesson with picture and name of body parts the other set with use of body part). b) in the form of a table. <table style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th style="border-bottom: 1px solid black; border-right: 1px solid black;">Part of Body</th> <th style="border-bottom: 1px solid black;">Use</th> </tr> </thead> <tbody> <tr> <td style="border-right: 1px solid black;">Mouth</td> <td>eating, speaking</td> </tr> <tr> <td style="border-right: 1px solid black;">Eye</td> <td>seeing</td> </tr> <tr> <td style="border-right: 1px solid black;">Fingers</td> <td>holding</td> </tr> <tr> <td style="border-right: 1px solid black;">Skin</td> <td>feeling</td> </tr> </tbody> </table>	Part of Body	Use	Mouth	eating, speaking	Eye	seeing	Fingers	holding	Skin	feeling	Pictures, labels/ names of body parts (from previous lesson)	Matching body parts with uses.	Drama through role playing.
Part of Body	Use																	
Mouth	eating, speaking																	
Eye	seeing																	
Fingers	holding																	
Skin	feeling																	

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 1: Human Body – Parts of the body and their roles for healthy living

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Good Health Practices	Distinguish between healthy and unhealthy foods.	Communicate information about foods through oral presentation and art.	Develop healthy eating habits.	Fruits, vegetables, milk and water are some healthy foods. Fried foods such as chips, sweets and aerated drinks are unhealthy if used often.	<ol style="list-style-type: none"> 1. Pupils bring samples of their favourite foods. 2. Teacher provides samples of some healthy and unhealthy foods. 3. Pupils show class their favourite food and class says whether food is healthy or unhealthy. 4. Pupils make drawings, models or collages of foods that make up a balanced meal. (This will be done individually or in groups.) 	Samples of foods. paper, cardboard, pictures of foods.	Pupils identify some healthy and unhealthy foods. Teacher checks drawings, models or collages of foods made by pupils.	Health and Family Life Education – Healthy Habits. Art and Craft – drawing, model and collage making.
	Understand the importance of exercise.	Record exercise performed over a period of time	Develop a willingness to perform exercises.	Some exercises are walking, running, jumping, skipping, stretching, bending, jogging. Exercises make our limbs move freely and develop properly.	<ol style="list-style-type: none"> 1. Pupils perform a series of exercises outside the classroom. 2. Class discuss benefits of exercising. 3. Pupils make simple drawings of themselves exercising. 4. Pupils record in table form exercises performed during a week as follows: 	Skipping - ropes Balls hoops, etc	Teacher checks drawings done by pupils and table showing exercises performed by pupils.	Physical Education – simple body exercises. Art - drawing

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 1: Human Body – Parts of the body and their roles for healthy living

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration								
	Knowledge	Skills	Attitude													
Good Health Practices.	Understand the value of at least five good health practices.		Develop a willingness to display good health practices.	<p>Healthy activities and habits are needed for good health. Some good health practices are:</p> <ul style="list-style-type: none"> - eating balanced meals - breathing clean air - playing safely - performing exercises - keeping the environment clean and safe. - thinking positively - getting adequate rest - visiting doctor and dentist regularly. 	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 50px;">Day</th> <th>Exercise Performed</th> </tr> </thead> <tbody> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> </tbody> </table> <p>Developed as summary from previous lesson</p> <ol style="list-style-type: none"> 1. Pupils state the healthy activities and habits. 2. Pupils and teacher discuss same during class discussion. <p>Reference: Exploring careers in CHILD CARE by Marilyn M^cFarland, Page. 131. (Page attached)</p>	Day	Exercise Performed	Reference Book: Exploring Careers in CHILD CARE by Marilyn M ^c Farland	Pupils identify five goods health practices. Pupils say why each practice is good or desirable.	Health and Family Life Education – Healthy Practices.
Day	Exercise Performed															
.....															
.....															
.....															

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 2: Animal Kingdom – The variety, features and life processes of animals

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Common Animals in the Environment	Recognise that there is a wide variety of animals. Identify and name at least five animals.	Observe and record which animals are in the environment.	Appreciate that animals other than man are found in the environment. Develop a respect for animal life by avoiding injury or harm to them.	Some common animals are. man, dog, cat, cow, horse, bird, fish, ant, fly, worm. Thus, there is a wide variety of animals in the environment.	<p><i>Lesson 1: Visit to School Yard</i> Adequate preparation must be made for the visit.</p> <ol style="list-style-type: none"> 1. Teacher should visit the area (school yard) at least one day earlier. 2. Class should be divided into small groups before they are taken on visit. 3. Pupils observe animals and collect a specimen per group where possible and safe and in appropriate containers. 4. Collected specimens of animals are displayed in class and further observations make. <p><i>Lesson 2:</i></p> <ol style="list-style-type: none"> 1. Teacher leads pupils into making conclusions such as. <ol style="list-style-type: none"> a) Which was the most common animal? b) Which was the least common animal? 	Equipment for field trip including clear plastic bags, jars, tweezers, gloves, magnifying glass, tags. Specimens collected. Pictures of animals	Did pupils follow instructions? Did pupils collect specimens? Did pupils enjoy working in groups? Which was the most common animal? Which was the least common animal?	School Yard Ecology- observing components of the environment Mathematics - counting

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 2: Animal Kingdom – The variety, features and life processes of animals

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
External Parts of Animals.	Recognise that the external parts of animals may be similar or different.	Observe the external parts or features of animals.	Appreciate that animals differ in their external features.	The external or outer parts of animals include the head, limbs and body coverings. The limbs include the arm, leg, fins and tail, while the body coverings include skin, hair, fur and scales.	<p>2. Teacher and pupils provide and observe pictures of some other animals</p> <p>1. Pupils observe animals collected during visit to school yard.</p> <p>2. Where possible pupils and teacher bring pets to school and observe their external parts. (Pets could include bird, cat, puppy, fish) <i>(Safety and health precautions must be observed.)</i></p> <p>3. Teacher and pupils provide and observe pictures of some common animals.</p> <p>4. Pupils make simple drawings of at least two different animals – their pet and another.</p>	<p>Specimens from visit to school yard Pets.</p> <p>Pictures of animals.</p> <p>Text book – Science Around Us – Book 2.</p>	<p>Pupils name five animals.</p> <p>Pupils name at least five external parts of animals.</p> <p>Pupils state at least three similarities and three differences between the external parts of animals</p>	<p>Art – drawing of animals</p> <p>Language Art – reciting a poem.</p>

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 2: Animal Kingdom – The variety, features and life processes of animals

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Some Life Processes of Animals	State four of the five obvious life processes of animals.	Manipulate simple equipment in setting up and maintaining the home of some domestic animals.	Develop an interest in and love for animals. Develop the need to handle animals with care.	Some obvious life processes of animals are feeding, breathing, growing, moving and sensing. Sensitivity is the response of animals and plants to things in their surroundings, such as food, heat, light, sound, touch and danger.	<p>5. Pupils state at least three similarities and three differences between the external parts of the two animals.</p> <p>6. Information shared to whole class.</p> <p>7. Students read poem on animals, Ref. <i>Science Around Us</i>, Book 2 Page 13.</p> <p><i>(This topic lends itself to project work. As such, it may, take about one month to complete.)</i></p> <p>Here is a suggested sequence of activities.</p> <p>1. Decide which animals will be observed eg. Fish, bird, rabbit, chick, insect, worm, etc.</p>	Clear, transparent container as an aquarium e.g. corked 2 or 3 – litre aerated plastic bottle/jar.	<p>What did each animal do?</p> <p>Did it feed, move, breathe, etc?</p> <p>Did it increase in size?</p>	<p>Agricultural Science – Rearing of animals.</p> <p>Art – drawing of animals.</p>

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 2: Animal Kingdom – The variety, features and life processes of animals

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
		Observe animals carrying out some life processes			<ol style="list-style-type: none"> 2. Set up home for animals e.g. aquarium, cage, pen. 3. Pupils work in pairs, each day they will feed, observe animals and clean their homes. 4. Pupils record observations in the form of a table. 5. Pupils share observations with the whole class. This could take the form of a whole lesson. 6. Students make simple drawings of the animals they cared. <p><u>NOTE:</u> Some animals may require attention during weekends</p>	Cage for bird chick, rabbit. Food for animals.	Did pupils take precautions in handling and caring for animals?	

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 3: Plant Kingdom – The variety, features and life processes of plants

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Germination of a seed.	State that a seed germinates into a seedling.	Manipulate simple equipment and materials in setting up experiment. Predict what will happen to the seed. Observe the germination of a seed. Record observations.	Display attention and care in dealing with plants. Treat plants with respect.	A seed grows into a plant. This process is called germination. The young plant is called a seedling.	It would require about two weeks to cover this topic. <i>Lesson 1:</i> Setting up experiment (germination apparatus) <i>Lesson 2:</i> Spread over 10 days of 5 minutes each day.. <i>Lesson 3:</i> Summarising observations as a class. <i>Lesson 1</i> 1. Pupils set up germination apparatus as follows: - use transparent plastic or glass jar eg. jam or nut butter. - line the inside of the jar with about three layers of absorbent paper eg. newspaper or news print paper. - pour water into jar to a depth of about 2 cm high.	Seeds – bora, bean, corn, paddy. Plastic/ glass jar eg. jam or nut butter. Newspaper or news print paper. Water	Were pupils able to set up the germination apparatus? Did pupils make plausible or realistic predictions?	Agriculture kitchen gardening. Rice farming - broadcast of soaked paddy.

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 3: Plant Kingdom – The variety, features and life processes of plants

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
					<ul style="list-style-type: none"> - place a 2-day old soaked seed between paper and inner surface of jar at a height of about 2 cm above the water level. - leave jar where it can be observed. <p>2. Pupils make predictions of what will happen to the seed.</p>			

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE /LEVEL 1**

Unit 3:Plant Kingdom – The variety, features and life processes of plants

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
				<p><i>Poem: The Seed</i> In the heart of a seed buried deep, so deep. A dear, little plant lay fast asleep. “Wake !” said the sunshine and peep to the light.” “Wake !” said the voice of the raindrops bright. The little plant heard, and it rose to see. What a wonderful outside, the world may be.</p>	<p><i>Lesson 2:</i> Spread over at least 10 days of 5 minutes each day.</p> <ol style="list-style-type: none"> 1. Pupils observe germinating seed. 2. Teacher asks pupils about their observations and verify same with them. <p><i>Lesson 3:</i></p> <ol style="list-style-type: none"> 1. In groups of about 4, pupils compare their seedlings with respect to: <ul style="list-style-type: none"> - changes in appearance of seed. - shape, colour and size of parts of the seedlings. 2. Groups share observations in class discussion and compare them with the predictions made in Lesson 1. 3. Pupils pretend to be seeds and dramatise their germination. 	<p>Germinating seeds.</p> <p>Germinating seeds.</p>	<p>Verify observations made by pupils.</p> <p>Did pupils observe what happened to the seed? What was the purpose of the paper in the jar?</p> <p>Can pupils recognise the main parts of a seedling?</p>	

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 3: Plant Kingdom – The variety, features and life processes of plants

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Common Plants in the Environment.	Recognise that there is a wide variety of plants. Identify and name at least five plants.	Observe and record which plants are in the environment. Interpret data.	Develop a respect for plant life. Display interest in plants.	There is a wide variety of plants in the environment. Plants are usually green and they vary in size. Small plants are called herbs eg. thyme, celery, bora, grass. Bigger or taller plants are called trees eg. Mango, coconut, green heart.	4. Pupils recite poem on seeds. <i>Lesson 1:</i> Visit to School Yard 1. Adequate preparation to be made for visit. 2. Teacher gives pupils clear instructions. 3. Class is divided into small groups. 4. Pupils observe plants present in the environment and collect, where possible and safe, a sample of small plants and parts of big plants	Equipment for field visit – clear, plastic (cellophane) bag, pocket magnifier or hand lens.	Can pupils distinguish between a seed and a seedling? How did the pupils attend to the seedlings? Did the pupils show care for the seedlings? Which was the most common/ least common plant? Pupils to name at least plants. Did pupils work well in groups?	Incorporating School Yard Ecology

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 3: Plant Kingdom – The variety, features and life processes of plants

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
				<p><i>(Only one set of samples per group.)</i></p> <p>5. Collected samples are displayed in classroom and observed further.</p> <p>6. Class discussion on samples collected. Pupils to conclude:</p> <p>a) Which was the most common plant?</p> <p>b) Which was the least common plant?</p> <p><i>Lesson 2</i> Working in same groups for Lesson 1, pupils make collage of samples collected.</p>			<p>Did the pupils display respect for plant life?</p> <p>Did the collage reflect the variety in the samples?</p> <p>Did the pupils enjoy making the collage?</p>	<p>Art & Craft – making collages.</p>

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE/LEVEL 1**

Unit 3: Plant Kingdom – The variety, features and life processes of plants

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Main Parts of a Plant.	Identify and name the five main parts of a plant.	Observe and recognise the external parts of a plant.	Develop respect for plants by avoiding damage to them.	The main external parts of a plant are leaf, stem, flower, fruits and root. Some plants do not have flowers and fruits.	<ol style="list-style-type: none"> 1. Each pupil will have a small flowering plant either brought from home or collected from school yard. 2. Pupils identify parts and point out same to class at the request of teacher. 3. On a large drawing of a plant done on cardboard. Pupils place label / name of plant part. 4. Pupils make simple drawing of plant and label main parts. <p><i>Note: Pupils should not collect more specimen than necessary</i></p>	Plants with most or all main parts. Drawing of a plant, labels and names of parts of plant – done on cardboard.	<p>Did pupils bring suitable specimens?</p> <p>Did pupils collect more specimens than were necessary?</p> <p>Did pupils place names/ labels of parts at correct positions?</p> <p>In their drawings did pupils name parts correctly, that is, was the labelling correct?</p>	<p>Reinforcing School Yard Ecology.</p> <p>Art – Drawing and labelling of parts of plants.</p>

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 3: Plant Kingdom – The variety, features and life processes of plants

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Main uses of Plants	State at least three uses of plants.		Develop respect for plant life.	Plants have many uses. Their leaves, fruits and roots are used as food by man and some animals. The tree trunk is used to make wood for fire and board for buildings. Plants are also used as shelter and home for animals such as birds.	<ol style="list-style-type: none"> 1. Teacher asks pupils to identify uses of plants, or parts of plants. 2. Pupils react to answers. 3. Teachers provides other answers. <ol style="list-style-type: none"> 1. Pupils observe <ul style="list-style-type: none"> - Specimens of parts in their natural, preserved or decorated form. - Samples of wood, wood products, bird nest, etc - Pictures showing uses of plants and their parts. 	Samples of fruits, edible leaves, stems, roots Small samples of wood, wood products, bird nes, etc. Pictures of - plants with fruits. - wood or lumber - birds and other animals on trees.	Were samples useful? Were pictures meaningful? Were pupils able to give realistic answers? Pupils give at least three uses of plants.	Health and Family Life Education – Food sources. Art & Craft – Flowers as Decoration. Technology Education – Wood / Lumber.

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 4:Environment – Components of the environment and their inter-relations

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Things in the surroundings	Identify and name things which are found in the surroundings including the home.	Grouping things found in the surroundings		Many different things are found in the environment. These include animals, plants, buildings, vehicles, wares, tools, books, clothing, etc.	<ol style="list-style-type: none"> 1. Pupils identify and name things found in their homes and the wider environment. 2. Each pupil should be allowed to name at least three things. 3. Group things as animals, plants, buildings vehicles, wares, tools, books, clothing, etc. 	<p>Pictures or photographs of living and non-living things.</p> <p>Books</p> <p>Actual items or things where possible.</p>	<p>Did pupils have difficulty in identifying things?</p> <p>Each pupil to name at least three things.</p> <p>Were pupils able to group things?</p>	School Yard Ecology
Differences between living and non-living things.	Identify and name the main differences between living and non-living things.	Observing activities that distinguish living things from non-living things.		Living things plants, That is and animals can feed, grow move and reproduce. cannot do all of these activities, but may be able to do some.	<ol style="list-style-type: none"> 1. Pupils state what living things can do but non-living things cannot. 2. Pupils demonstrate the action of feeding, growth and movement. 	<p>Pictures / photographs of animals and plants involved in different activities.</p>	<p>Were pupils able to state differences?</p> <p>How meaningful were the demonstrated actions?</p>	Physical Education – action or movement of body limbs.



**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 4: Environment - – Components of the environment and their inter-relations

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Living and non-living things.	Identify things as living or non-living.	Grouping things based on observations.		<p>All things can be grouped as living or non-living.</p> <p>Living things have life which non-living things do not have life.</p> <p>Our surroundings are made up of living and non-living things.</p> <p>The living things are plants and animals.</p> <p>Non-living things include the soil, water and air.</p> <p>Our surroundings are also called our environment.</p>	<ol style="list-style-type: none"> 1. Using evidence or information from previous lesson pupils will decide whether the thing / object is living or non-living. 2. Teacher verifies pupils answers. 3. Teacher sums up the main parts of the surroundings and introduces the term environment as another name for the surroundings. 	Those used in previous lesson.	<p>Did pupils have difficulty in grouping things?</p> <p>Pupils to name the two main groups of things.</p> <p>Pupils explain what is meant by the terms surroundings and environment.</p>	School Yard Ecology.


**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 5: Weather- – Types, Features and Effects of the Weather

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Weather Types	Recognise different weather types	Observe actions weather types and pictures showing same.		The common weather conditions include sunny, cloudy, rainy, and windy.	<ol style="list-style-type: none"> 1. Pupils observe through window/door the weather condition of the day. 2. Teacher provides pictures depicting different weather conditions. 3. Pupils match flash cards with names of weather conditions and corresponding pictures. 4. Pupils make a mobile showing different types of weather eg. Pictures of sun, clouds, rain drops, etc., hanging from it. 	<p>Pictures of different weather conditions</p> <p>Flash cards with names of weather conditions</p>	<p>How accurate were pupils observations of actual weather?</p> <p>Were pupils able to interpret picture?</p> <p>Was matching of cards with pictures easy or difficult?</p>	Social Studies – the weather.
Weather Symbols		Use symbols to re-present different weathers conditions.		<p>Weather conditions can be represented by different symbols eg.</p> <p> Sunny</p> <p> Cloudy</p>	<ol style="list-style-type: none"> 1. Pupils match each symbol with weather condition i.e. pictures and flash cards. 2. Teacher verifies pupils' responses. <p>Homework: Read weather forecast in newspaper, listen</p>	<p>Separate flash cards with symbols and weather conditions Newspapers</p>	<p>Were pupils able to match symbol with weather condition?</p>	Social Studies – weather conditions

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 5: Weather- – Types, Features and Effects of the Weather

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
				 Rainy Windy	listen to it on radio and watch same on television.	Radio Television	Did pupils find homework useful?	
Main Sources of Water	Identify some main sources of water.			Water is found in drains, ponds, rivers, lakes, seas, oceans and in the soil. We also get water from rain.	<ol style="list-style-type: none"> 1. Pupils state some common sources of water. 2. Teacher provides pictures showing sources of water. 	Pictures of water sources	Were pupils able to recognise sources of water from pictures?	Social Studies – water sources.
Some Uses of Water	Identify and discuss some uses of water			We use water for several purposes. These include drinking, cooking, bathing, washing and watering plants.	<ol style="list-style-type: none"> 1. Pupils identify uses of water. 2. Teacher asks pupils to give brief explanation of each use. 3. Pupils and teacher provides pictures showing water being used in different ways. 	Pictures showing water used in different ways.	Were pupils able to give reasonable explanation on uses of water.	Health and Family Life Education – requirements for healthy living

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 5: Weather- – Types, Features and Effects of the Weather

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Wise use or Conservation of Water	Identify and discuss some simple ways by which water can be used wisely or conserved.		Develop the attitude to use resources wisely.	<p>Water is very useful and can be scarce at some times. As such, we should use it wisely or conserve it.</p> <p>We can prevent wastage by doing the following:</p> <ol style="list-style-type: none"> a) Do not leave taps dripping. b) Turn of taps when not in use. c) During bathing, turn off shower when soaping skin. d) Collect rain water for everyday use. e) Do not pollute or dump refuse in water source. 	<ol style="list-style-type: none"> 1. Pupils identify ways to use water wisely and give brief explanations. 2. Pupils react to answers. 3. Teacher provides other answers as necessary. 	<p>Pictures showing uses made of water.</p> <p>Pictures showing water being wasted.</p>	<ol style="list-style-type: none"> 1. Did pupils' answers reflect practical situations? 2. Pupils should state at least three ways by which water can be conserved. 3. Did pupils find lesson interesting? 	Health and Family Life Education and Environmental Science-wise and effective use of resources.

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 6: Materials- – Properties and changes in the states of matter

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Some Types of Materials	Identify and name the materials that make up some common things found in the environment	Observe object to determine what they are made of.		<p>Everything is made from one type of material or different types materials.</p> <p>Some common materials are wood, plastic, metal, glass, cotton and rubber.</p>	<ol style="list-style-type: none"> 1. Pupils and teacher provide a range of common objects such as books, pencils, pens, lunch kits, etc. 2. Pupils say of what material(s) each object is made. 3. Pupils could continue lesson in the form of a game as follows. <ul style="list-style-type: none"> - pupils sit in a circle - objects are placed in the centre of circle. - in turn pupils pick out the name tag of a material from a bag and then find the object(s) that are made from that material. 	<p>Common objects such as books, pens, lunch kits, etc.</p> <p>Name cards of materials such as wood, plastic metal, etc.</p> <p>Paper or cellophane bag.</p>	<ol style="list-style-type: none"> 1. Were pupils able to identify objects? 2. Did pupils derive fun in doing activity? 3. Did each pupil get a chance to play the game? 	

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 6: Materials- – Properties and changes in the states of matter

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Some Common Colours	Recognise and name some common colours			Some common colours are red, yellow, blue, green, orange, purple, white and black.	<ol style="list-style-type: none"> 1. Teacher and pupils provide paper and objects of different colours. 2. Pupils match colours with flash cards having the names of the colours. 3. Coloured objects and paper can be compared with crayons, markers, water colour paints and powdered paints. 	Coloured paper coloured object flash card with names of colours crayons markers water colour paints powdered paints.	Were pupils able to recognise colours?	Art & Craft-making drawings using colouring materials.
Some Common Shapes	Recognise and name some common shapes.			Some common shapes are circle, square, rectangle, triangle, cylinder, and cone.	<ol style="list-style-type: none"> 1. Pupils examine and play with cut outs of common shapes and similar – templates. 2. Pupils match shapes with flash cards bearing name of corresponding shape. 3. Using paper, cardboard and templates, pupils cut out regular shapes such a 	Cut outs of different shapes Flash cards with names of shapes Paper cardboard Templates	Were pupils familiar with the shapes? Were pupils able to identify shapes in the classroom	Mathematics – geometrical figures. Art and Craft-cutting out different shapes.

REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1

Unit 6: Materials- – Properties and changes in the states of matter

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
					<p>....circles, square, rectangle, etc.</p> <p>4. Teacher gets pupils to identify different shapes in their classroom.</p> <p>5. As homework, pupils can identify different shapes at home.</p> <p>6. As a follow up to the previous lesson pupils colour the different shapes using a different colour for each one.</p>	Soild shapes and models from PEIP resources kit.		.

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 7: Earth and Space – Components of the solar system and their inter-relations

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Appearance of the Sky in the Day and at Night.	Compare the appearance of the sky in the day and at night.	Observe the appearance of the sky in the day and at night.	Develop attitude to observe safety precautions	<p>We see the sun during the day. At certain times of the month we also see the moon during the day.</p> <p>We see the moon and stars at night.</p>	<ol style="list-style-type: none"> 1. Pupils observe the appearance of the sky during the day. Caution: Pupils should be advised not to look directly at the sun as this can damage their eyes. 2. Pupils report their observations and then compare them with observations made at night. 3. Pupils make simple drawings of the appearance of the sky during the day and at night. 	<p>Pictures showing appearance of the sky at day and at night.</p>	<p>Did pupils follow safety precaution?</p> <p>Name two-things seen in the sky during the day and two things seen in the sky at night.</p> <p>Check drawings made.</p>	Art – simple drawing.

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 8: Energy – Forms of energy, their sources and effects

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Some Common Actions.	Identify and name some actions that humans perform.	Demonstrate actions that humans perform.		Some actions that we perform are talking, singing, eating, sleeping, walking, running, jumping, playing, etc.	<p>Note: By end of unit pupils should make a small booklet showing actions/activities that use energy</p> <ol style="list-style-type: none"> 1. Pupils name actions performed by humans and demonstrate each one. 2. Pupils demonstrate activity songs eg. “Touching head, shoulders, knees and toes”. 3. Pupils examine pictures and identify actions being performed. 4. Pupils make simple drawings showing different actions. 	Pictures showing humans performing different actions.	<p>Pupils should name four actions they perform.</p> <p>Were pupils able to identify actions shown in pictures?</p>	<p>Physical Education- body movement and exercise.</p> <p>Art – simple drawings.</p>
Energy for the Body	Understand how the human body gets energy.			We get energy from the food we eat and drink. They are broken down by oxygen gas to release the energy.	<ol style="list-style-type: none"> 1. Pupils say how they feel after a meal and then compare this with how they feel at the end of the school day or after playing. 	Pictures from previous lessons.	Were pupils able to say where the energy comes from?	Health and Family Life Education – eating right.

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 8: Energy – Forms of energy, their sources and effects

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Some Forms of Energy	<p>Recognise light and heat as two forms of energy given off by a lighted bulb.</p> <p>Introduce the term energy.</p>	<p>Predict types of energy given off by a lighted bulb.</p>		<p>A lighted bulb gives off light and heat. Light and heat are two forms of energy.</p> <p>Energy is the ability to do work.</p>	<p>2. Teacher asks pupils if they know energy is released from food.</p> <p>3. Teacher explains that in respiration the oxygen gas that we breathe in helps to breakdown the food to release energy.</p> <p>1. Teacher and pupils provide low-voltage light sources such as pen torch, torch-lights, batteries, wires, bulbs.</p> <p>2. Pupils predict which forms of energy are give off by a lighted bulb.</p> <p>3. Pupils observe light sources and touch outside of bulbs to sense heat.</p>	<p>Pen torch torch light 1.5V batteries 1.5V bulbs connect- ing wire.</p>	<p>Were pupils able to set up the light sources?</p> <p>Did pupils predict which two forms of energy will be given off by a lighted bulb?</p> <p>Pupils say what is energy.</p>	

**REVISED PRIMARY SCIENCE CURRICULUM GUIDE
GRADE / LEVEL 1**

Unit 9: Forces:- – Types of forces and their effects

Topic	Objective			Content	Method/Strategies	Materials	Evaluation	Integration
	Knowledge	Skills	Attitude					
Ways of Moving Things	Identify and name some ways by which things can be moved eg. Lifting, pushing, pulling, twisting, turning.	Demonstrate the ways by which things can be moved..		<p>We can move things in several ways. These include lifting, pushing, putting, twisting or turning them.</p> <p>We can lift a book, push or pull a box, twist or turn a door handle.</p> <p>A force can cause something to move.</p>	<ol style="list-style-type: none"> Pupils are provided with different objects and they explore ways to move the objects or parts of them. They will note the actions involved in the following situations: <ul style="list-style-type: none"> - moving a book - opening on empty match box. - unscrew an aerate drink bottle with plastic screw cap. - moving furniture - opening and closing the classroom door using the door lock. Pupils demonstrate actions identified above. As a follow-up, teacher calls out action eg. Lifting, pushing, twisting, and pupils give other examples of situations involving such action. Pupils identify types of actions shown in pictures. 	<p>Books, Empty match boxes, Plastic Aerated drink bottles, Pictures showing different actions.</p>	<p>Pupils to state at least four ways by which things can be moved.</p> <p>Were pupils able to demonstrate the actions identified?</p> <p>Were pupils able to identify actions shown in pictures?</p> <p>Did pupils find the activities meaningful?</p>	Technology Education – movement of things.

