**SCIENCE SCHEMES OF WORK**

**STANDARD 8, 2019**

**SCIENCE SCHEMES OF WORK STANDARD 8, 2019**

TERM 1

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| **WEEK** | **LESSON** | **TOPIC** | **SUB TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | | | **T/L RESOURCES** | **T/L AIDS** | **REMARKS** |
| **1** | **Opening and Revisions** | | | | | | | | |  |
| 2 | 1 - 5 | HUMAN BODY | Reproduction in human beings.  Excretory system | By the end of the lesson the learner should be able to:  Explain fertilization in human beings.  Discuss the development of the foetus.  Describe the process of birth.  Identify the main excretory organs and their waste products. | | Defining production.  Explaining fertilization.  Describing the process of birth.  Identifying excretory organs | Primary science standard 8 pg 1 – 15  Quick reading science 1 - 8 | | Charts  photos |  |
| 3 | 1 – 5 | HEALTH EDUCATION | Sexually transmitted infections.  Control of HIV/AIDS | By the end of the topic the learner should be able to:  Explain the meaning of sexually transmitted infections.  Give examples of sexually transmitted infections.  Describe causes and prevention of some sexually transmitted infections. | | State meaning of STIs  Stating signs of various STIs  Stating control measures of HIV and AIDS. | | Primary science standard 8 pg 20 – 30  Quick reading science 8 - 21 | Hospital  chart |  |
| 4 | 1 - 5 | PLANTS | Adaptation of plants  Crop diseases. | By the end of the lesson the learner should be able to:  Explain how plants are adapted to their environment.  Identify signs of unhealthy crops  State effects of crop disease. | | Identifying different adaptations features on plants.  Recognize unhealthy crops | | Primary science standard 8 pg 31 – 46  Quick reading science 22 - 33 | Different plants e.g. maize, beans, acacia. |  |
| 5 | 1 – 5 | ANIMALS | Livestock parasites  Human intestinal worms | By the end of the lesson the learner should be able to:  Name some internal and external parasites.  State the effects of parasites on livestock  Control some livestock parasites.  Control some human intestinal worms. | | Observing several parasites.  Stating effects of parasites.  Tell the control measures. | | Primary science standard 8 pg 47 – 58  Quick reading science 33 - 41 | External parasites eg ticks |  |
| 6 | 1 – 5 | ENVIRONMENT | Meaning of environment.  Components of the environment. | By the end of the lesson the learner should be able to:  State the meaning of the environment.  Name the major components of the environment. | | Defining the environment  Nature walk  Identifying the component of the environment | Primary science standard 8 pg 59 – 79  Quick reading science 61 - 76 | | plants  Soil  animals |  |
| 7 |  | **Mid term and mid term exams** | | | | | | | | |
| 8 | 1 – 5 | WATER | Water pollution.  Effects of water pollution.  Water conservation | By the end of the lesson the learner should be able to:  State how water gets polluted.  Describe effects of water pollution.  Identifying ways of controlling water pollution. | | Demonstrate how water is polluted.  State effects of water pollution.  How to conserve water. | Primary science standard 8 pg 80 – 89  Quick reading science 77 - 81 | | Water  Paper  Jeri cans |  |
| 9 | 1 – 5 | SOIL | Comparison of soil  Soil pollution. | By the end of the topic the learner should be able to:  Investigate the composition of soil  Explain the composition of soil. | | Investigate the composition of soil.  Name the components of soil. | Primary science standard 8 pg 89 - 92  Quick reading science 84 - 89 | | Soil  containers |  |
| 10 | 1 – 5 | FOOD AND NUTRITION | Food groups  Balanced diet  Nutritional requirements for special groups | The learner should be able to:  Identify the three basic food groups  Classify locally available foods in the three food groups.  Describe the term balanced diet. | | Stating the food groups  Classifying food  Describing a balanced diet. | Primary science standard 8 pg 93 - 102  Quick reading science 90 - 96 | | Foods e.g. bananas and oranges |  |
| 11 | 1 – 5 | ENERGY | Light  Heat meaning of energy  Transformation of energy. | The learner should be able to:  Describe the importance of proper lighting of a house.  Identify the sources of light. | | State the importance of lighting a house.  Investigate energy transfer. | | Primary science standard 8 pg 103 – 109  Quick reading science 97 - 180 | Battery cells  Electric wire  bulbs |  |
| 12 | 1 – 5 | MAKING WORK EASIER | Simple machines | The learner should be able to:  Investigate how inclined planes make work easier.  Investigate how single fixed pulleys make work easier. | | Listening  Inclined planes  Stating uses of single fixed pulleys | | Primary science standard 8 pg 110 – 121  Quick reading science 100 - 105 | Flag post  Ladder |  |
| 13 | **Revisions and preparations for End Term Exams** | | | | | | | | | |
| 14 |  | **End Term Exams and Closing** | | | | | | | | |

TERM 2

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| WK | LESSON | | TOPIC/SUB TOPIC | | OBJECTIVES | T/L ACTIVITIES | T/L AIDS | REFERENCES | REMARKS |
| 1 | Opening and Revisions | | | | | | | |  |
| 2 | 1 – 5 | | PLANTS  Adaptation of plants to their environment.  Dry areas  Wet areas. | | By the end of the lesson the learner should be able to:  Explain how plants are adapted to their environment.  Identify the differences between plants growing in the different environment.  State special features that help the plants survive in their environment. | Classify plants into green and non green plants.  Explanation.  Identify the differences between plants growing in different environment.  Go outside and collect plants.  Give assignment. | Realia | Primary science pupils book 8 pg 32 – 37  Understanding science book 8 pg 17 – 20 by longhorn. |  |
| 3 | 1 – 5 | | PLANTS  Signs of unhealthy crops.  Crop diseases  Effects of crop diseases. | | The learner should be able to:  Explain different crop diseases.  Identify signs of unhealthy crops.  State effects of crop diseases. | Observe diseased crops.  Explanation.  Write short notes.  Preparing a write up showing signs of unhealthy crops. | Realia | Primary science pupils book 8 pg 37 – 43 by klb  Understanding science book 8 pg 21 - 23 |  |
| 4 | 1 – 5 | | | ANIMALS | The learner should be able to:  Explain how animals are adapted to their environment.  Identify the adaptation of beaks in birds to feeding.  State different ways of movement of animals. | Explanation.  Observe how herbivores teeth are adapted to feeding.  Stating the ways in which animals move.  Drawing beaks. | Charts | Primary science pupils book 8 pg 48 - 51  Understanding science book 8 pg 24 - 28 |  |
| 5 | 1 – 5 | | | ANIMALS  Signs of poor health in livestock.  Effects of livestock diseases. | The learner must be able to:  Explain signs of poor health in livestock.  Identify signs of poor health in livestock.  State the effects of poor health. | Perform an experiment.  Observe livestock for signs of poor health.  Stating  Explain signs of poor health. | Local environment. | Primary science pupils book 8 pg 64 - 66  Understanding science book 8 pg 35 - 38 |  |
| 6 | | 1 – 5 | | WATER  Differences between hard and soft water.  Disadvantages of hard water.  Softening hard water by boiling | By the end of the lesson the learner should be able to:  State the difference between soft and hard water.  Investigate disadvantages of Hard water.  Soften hard water by boiling | Investigate the difference between hard and soft water.  Soften hard water by boiling.  Explaining.  Write short notes | Investigate the differences between hard and soft water..  Soften hard water by Boiling.  Explaining  Write short notes. | Primary science pupils book 8 pg 75 - 82  Understanding science book 8 pg 35 - 38 |  |
| 7 | | 1 – 5 | | ENVIRONMENT.  Meaning of soil pollution.  Effects of soil pollution on plants and animals | By the end of the lesson the learner should be able to:  Explain meaning of soil pollution.  Describe effects of soil pollution on the environment.  Observe living things found in the soil. | Define soil pollution.  Describe effects of soil pollution.  Observe things found in the soil.  Write short notes. | Local environment.  Chart | Primary science pupils book 8 pg 85 - 88  Understanding science book 8 pg 40 - 41 |  |
| 8 | | 1 – 5 | | ENVIRONMENT.  Meaning of soil conservation.  Soil conservation methods. | The learner should be able to:  Explain the meaning of soil conservation.  Describe soil conservation measures. Practice soil conservation | Define soil conservation.  Explain soil conservation methods.  Observe how waste is managed at home. | Local environment. | Primary science pupils book 8 pg 98 - 105  Understanding science book 8 pg 44 - 47 |  |
| 9 | | 1 – 5 | | ENVIRONMENT.  Ways in which air is polluted.  Effects of air pollution.  Ways of controlling air pollution. | By the end of the lesson the learner should be able to:  State effects of air pollution.  Identify ways in which air pollution can be controlled. | Discuss air pollution.  Explain effects of air pollution.  Discuss ways of controlling air pollution.  Define terms like gabions, inorganic refuse, incinerator. | Local environment | Primary science pupils book 8 pg 98 - 105  Understanding science book 8 pg 44 - 47 |  |
| 10 | | 1 - 5 | | FOODS AND NUTRITION.  Nutrition for pregnant and lactating mothers.  Nutrition for mothers  Nutrition for | By the end of the lesson the learner should be able to:  Identify nutritional requirement for special groups. Draw foods given to lactating | Define nutrition.  Discuss nutrition for pregnant and lactating mothers.  Identify nutritional requirements for special groups. | Vegetables, fruits, beans, bones. | Primary science pupils book 8 pg 113 - 118  Understanding science book 8 pg 48 - 52 |  |
| 11 | | 1 – 5 | | PLANTS | Adaptation of plants to their environment.  Dry areas  Wet areas | By the end of the lesson the learner should be able to:  Explain how plants are adapted to their environment.  Identify the differences between plants growing in the different environment.  State special features that help the plants survive in their environment. | Classify plants into green and non green plants.  Explanation.  Identify the differences between plants growing in different environment.  Go outside and collect plants.  Give assignment. | Realia | Primary science pupils book 8 pg 32 – 37  Understanding science book 8 pg 17 – 20 by longhorn. |
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| 13 | | Revisions and Preparations for End Term Exams | | | | | | | |
| 14 | | End Term 11 Exams and Closing | | | | | | |  |

TERM 3

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| **WK** | **LESSON** | **TOPIC** | **SUB TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCES** | | **REMARKS** | |
| **1** | **Opening and Revisions** | | | | | | | |  | |
| 2 | 1 – 5 | ANIMALS |  | The learner should be able to:  Explain how animals are adapted to their environment.  Identify the adaptation of beaks in birds to feeding.  State different ways of movement of animals. | Explanation.  Observe how herbivores teeth are adapted to feeding.  Stating the ways in which animals move.  Drawing beaks. | Charts | | Primary science pupils book 8 pg 48 - 51  Understanding science book 8 pg 24 - 28 | |  |
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| 6 | 1 – 5 | ENVIRONMENT.  Meaning of soil conservation.  Soil conservation methods. |  | The learner should be able to:  Explain the meaning of soil conservation.  Describe soil conservation measures. Practice soil conservation | Define soil conservation.  Explain soil conservation methods.  Observe how waste is managed at home. | Local environment. | | Primary science pupils book 8 pg 98 - 105  Understanding science book 8 pg 44 - 47 | |  |
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|  |  |  |  | mothers.  Name some of the nutrients found in those foods. | Drawing  Write short notes. |  | |  | |  |
| 9 | **End Term Exams and Closing** | | | | | | | | |  |