



MINISTRY OF EDUCATION
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

TERM: 1ST
CLASS: PRIMARY THREE

BASIC SCIENCE AND TECHNOLOGY

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1 BST (Basic Science)	Revision of Basic 2 work				
2 BST (Basic Science)	Measurement of Length - Meaning of length - instruments of measuring length - Standard metric units of length - Practical demonstrations of measuring length	By the end of the lesson, pupils should be able to: i. mention the methods of obtaining length from their past experiences; ii. explain the meaning of length; iii. describe various instruments for measuring length; iv. identify the metric units of measuring length (mm, cm); v. measure and record the length, breadth and height of objects around them; vi. analyse reason for differences in length.	v. Pupils mention and demonstrate the ways in which they measure objects in their localities vi. Class, uses the dimensions of the classroom to brainstorm and formulate the meaning of length vii. Pupils in pairs, discuss and share with the class the standard metric units of length viii. Pupils in small groups, demonstrate the measuring of length, breadth and height of objects ix. Pupils in small groups, measure their heights and compare them with the heights of their peers and that of their teacher x. Pupils in small groups, analyse the reason for differences in length	<input type="checkbox"/> Communication and collaboration. <input type="checkbox"/> Creativity and imagination <input type="checkbox"/> Leadership and personal development	iv. Tape measure v. Meter rule vi. The pupils and objects in the classroom vii. Charts on standard units of length https://youtu.be/-0p2RD0VnRO https://youtu.be/VIOg8e0erEE https://youtu.be/ypVQDZL18SQ
2 BST (IT)	Generational development of computers. x From Abacus to smart phone.	Outline the various stages in computer development Match the year and the advancement of computer development	Pupils, in pairs, tag the years against the advancement of computer development.	-Critical thinking -Collaboration and communication -Personal development	https://www.youtube.com/watch?v=sTc4kIVUnoA
2 BST (PHE)	Moving our body parts	By the end of the lesson, pupils should be able to; I) demonstrate the imitate movements and sound made by people, animals and machine ii) describe movements made in animals, people iii) demonstrate the fundamental movement patterns e.g bending, crawling, galloping, climbing etc	*Pupils in pairs, imitate the movement and sound in people and animals *Pupils as a class, describe movement in animals, people *Pupils in small groups, demonstrate the fundamental movement patterns e.g bending, crawling, galloping, climbing etc.	Creating and Imagination Digital literacy Leadership and personal development Communication and collaboration	i) https://youtu.be/fF9qrV7P8tk ii) https://youtu.be/ka7RLyQeT iii) https://youtu.be/4zxmYRvFZ NQ Audio-Visual Materials i) Playing ground ii) Balls iii) Charts iv) Whistle v) Chants
3 BST (Basic Science)	Measurement of Mass - Meaning of mass - instruments of measuring mass - Standard	By the end of the lesson, pupils should be able to: i. mention the methods of obtaining mass from their past experiences explain the meaning of mass;	i. Pupils mention and demonstrate the ways in which they determine the weights of objects in their homes ii. Class, observes sand of different quantity being poured into 2 bags and weighed to formulate the meaning of mass.	<input type="checkbox"/> Communication and collaboration. <input type="checkbox"/> Creativity and imagination <input type="checkbox"/> Leadership and personal development <input type="checkbox"/> Digital literacy	viii. Weighing scale ix. Lever arm balance x. Rope, sticks etc xi. Record book, pencil and eraser xii. The pupils and objects in the classroom xiii. Charts on standard

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	metric units of mass Practical demonstrations of measuring mass of objects.	ii. mention various instruments for measuring mass of objects; iii. identify the metric units of measuring mass (g, kg); iv. measure and record the weight of objects in the classroom; v. compare masses of objects; vi. analyse reasons for differences in mass.	iii. Pupils in pairs, discuss and share with the class the standard metric units of measuring mass of objects iv. Pupils in small groups, demonstrate the measuring of mass of objects v. Pupils in small groups, measure their mass and compare them with the mass of their peers and that of their teacher vi. Pupils in small groups, analyse the reason for differences in mass		units of mass https://youtu.be/a3uy4H9kiB0 https://youtu.be/ypVQDZL18SQ
3 BST (IT)	Generational development of computers. X From Abacus to smart phone.	Outline the various stages in computer development Match the year and the advancement of computer development	Pupils, in pairs, tag the years against the advancement of computer development.	Critical thinking Collaboration and communication Personnel development	https://www.youtube.com/watch?v=sTc4kIVUoA
3 BST (PHE)	Movements	By the end of the lesson pupils should be able to; i) Explain what is movement ii) State types of movement patterns iii) Demonstrate different movement patterns e.g bending, crawling, galloping etc. iv) Explain the safety rules of	i) Pupils in small groups, explain what is movement ii) Pupils, as an individual, statement movement patterns iii) Pupils in pairs, demonstrate different movement patterns iv) Pupils in groups, describe the safety rules in movement patterns	i) Creativity and imagination ii) Digital literacy iii) Leadership and personal development iv) Communication and collaboration	i) https://youtu.be/fP9qrV7P8t8 ii) https://youtu.be/ka7RlyQeTg Audio Visual Materials i) Playing ground ii) Balls iii) Charts iv) Whistle
		movement patterns e.g bending, crawling, galloping, climbing etc.			
4 BST (Basic Science)	Measurement of Time - Meaning and instruments of measuring time - Standard metric units of time - Specified Activities within specified time frame	By the end of the lesson, pupils should be able to: i. mention the methods of obtaining time from their past experiences; ii. explain the meaning of time; iii. mention instruments for measuring time; iv. identify the units of measuring time (seconds, minutes, hours, days, weeks, months and years); v. discuss how specified task are performed within specified time frame.	i. Pupils mention and demonstrate the ways in which they determine the weights of objects in their homes ii. Whole class, brainstorm on the instruments for measuring time. iii. Pupils in pairs, discuss and share with the class the standard metric units of measuring of time. iv. Pupils in small groups, discuss how specified tasks are done within a particular time frame	<input type="checkbox"/> Communication and collaboration. <input type="checkbox"/> Creativity and imagination <input type="checkbox"/> Leadership and personal development	xiv. Wall clock xv. Stop clock xvi. Charts showing the faces of clock with different readings in second, minute and hour https://youtu.be/NZnlzgUpRQ https://youtu.be/zjzrcia79Y
4 BST (IT)	System unit X Internal features of CPU - Motherboard - Processor - Bios battery - Fan - RAM slot etc.	Identify the various internal features of the CPU and state their uses.	Pupils, in pairs, identify the various internal features of the CPU and state their uses. Pupils, in small groups, differentiate the various internal features of the CPU.	Critical thinking Collaboration and communication Personnel development Digital literacy	https://www.youtube.com/watch?v=uKmxgFE4rPo
4 BST (PHE)	Physical fitness	By the end of the lesson, pupils should be able to i) Explain what is physical fitness ii) Mention components of	Pupils in pairs, explain physical fitness ii) Pupils in groups, mention components of physical fitness iii) Pupils, as an individual, demonstrate components physical	i) Digital literacy ii) Communication and collaboration iii) Creativity and	https://www.youtube.com/watch?v=vnIU0sryv4 https://www.youtube.com/watch?v=2oWONd1gFYM https://www.youtube.com/watch?v=2oWONd1gFYM

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				EMBEDDED CORE SKILLS	LEARNING RESOURCES
		physical fitness iii) Demonstrate components of physical fitness e.g endurance, strength, agility, flexibility.	fitness	imagination	atch?v=2oW0NdlgFYM https://www.youtube.com/watch?v=2oW0NdlgFYM audio visual resources *Charts *Pictures *Beam *Stopwatch *Yoga mats *Benches *Bench dip
5 BST (Basic Science)	Forms of Energy (Light Energy) - Meaning of light energy - Sources of light energy Uses of light energy	By the end of the lesson, pupils should be able to: x explain the meaning of light energy; x identify different sources of light energy; x describe uses of light energy to man; x analyse the importance of light in their environment	i. pupils as a class, brainstorm on the meaning of light energy ii. Pupils in pairs, mention sources of light and share with the class. iii. Pupils in small groups, describe the uses of light energy. iv. Pupils in small groups, discuss the importance of light in their environment and share with the class	<input type="checkbox"/> Communication and collaboration <input type="checkbox"/> Critical thinking and problem solving Creativity and imagination	xvii. Candle sticks xviii. Electric bulb xix. Matches sticks xx. Charts on uses of light https://youtu.be/LCEqivHFIbM?list=TLPQMTAwOTIwMjCEumwWPI0y3g https://youtu.be/d65mdTJaIT?list=TLPQMTAwOTIwMjCEumwWPI0y3g https://youtu.be/9PRRUgoTSro?list=TLPQMTAwOTIwMjCEumwWPI0y3g https://youtu.be/z71Bj8Tdz0?list=TLPQMTAwOTIwMjCEumwWPI0y3g
5 BST (IT)	System unit x Internal features of CPU - Motherboard - Processor - Bios battery - Fan - RAM slot etc.	Identify the various internal features of the CPU and state their uses.	Pupils, in pairs, identify the various internal features of the CPU and state their uses. Pupils, in small groups, differentiate the various internal features of the CPU.	Critical thinking Collaboration and communication Personnel development Digital literacy	EumwWPI0y3g https://www.youtube.com/watch?v=uKmxgFE4rPo
5-6 BST (PHE)	Physical fitness	By the end of the lesson, pupils should be able to i) List and explain components of physical fitness e.g endurance, strength, flexibility etc ii) Demonstrate the basic components of physical fitness iii) Describe the physical fitness activities to achieve e.b a) endurance b) strength c) flexibility	i) Pupils in pairs, list components of physical fitness ii) Pupils, as an individual, demonstrate the components of physical fitness iii) Pupils in groups, describe physical fitness	Communication and collaboration i) Critical thinking ii) Creativity and imagination leadership and personal development	https://www.youtube.com/watch?v=vnUI0srvy4 https://www.youtube.com/watch?v=2oW0NdlgFYM https://www.youtube.com/watch?v=2oW0NdlgFYM https://www.youtube.com/watch?v=2oW0NdlgFYM audio visual resources *Charts *Pictures *Beam *Stopwatch *Yoga mats *Benches *Bench dip

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
6 BST (Basic Science)	Mirror- Image Formation - Properties of light - Plane mirrors - Reflection of light	By the end of the lesson, pupils should be able to: i. Identify characteristics of light; ii. describe types of mirrors; iii. demonstrate reflection of light using shiny surfaces; i. explain the applications of reflection of light.	i. Whole class, discuss on the characteristics of light ii. Pupils in small groups, examine and describe the types of plane mirrors iii. Pupils in small groups, demonstrate the reflection of light using plane mirror i. Pupils in small groups, analyse the uses of reflected light and share with the class e.g. mirrors, telescope etc.	Communication and collaboration Leadership and personal development Critical thinking and problem solving	x Plane mirrors; x Lenses- convex and concave; x Empty cans with shiny surface x Pencil and book. https://youtu.be/z_71B187dzq?list=TLPQMTAwOTlwMjCEumwWPI0y3g https://youtu.be/UuickKwvzgew?list=TLPQMTAwOTlwMjCEumwWPI0y3g https://youtu.be/Bi-gAGhiFc0?list=TLPQMTAwOTlwMjCEumwWPI0y3g
6 BST (IT)	Hardware devices of a computer x Input & output devices	Define hardware devices Outline and identify the various hardware devices	Pupils, in small groups, identify and state the various hardware devices	Critical thinking Collaboration and communication Personnel development Digital literacy	https://www.youtube.com/watch?v=3vSnVtv_PQ
7	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	x MID-TERM ASSESSMENT
8 BST (Basic Science)	Forms of Technology I- Underdeveloped Technology - Forms of technology	By the end of the lesson, pupils should be able to: x identify forms of technology; x examine examples of underdeveloped technology: 9 farming with hoes and cutlasses; 9 using of town crier; 9 use of stones to make fire; 9 use of animals like donkeys, camel etc. for transportation 9 etc. x discuss the characteristics of underdeveloped technology.	i. Pupils as a class discuss on the forms technology. ii. Pupils in pairs, highlight and share with class the examples of underdeveloped technology. iii. Pupils in small groups, discuss the characteristics of underdeveloped technology.	Communication and collaboration Critical thinking and problem solving Creativity and imagination	xxi. Hoes xxii. Cutlasses xxiii. Posters and charts https://youtu.be/Giiz81_uzk8 https://youtu.be/LEVC_seRF80?list=TLPQMTAwOTlwMjCEumwWPI0y3g
8 BST (IT)	Software application x Operating system x System applications	Explain software application, operating system and system application.	Pupils, in small groups, software application, operating system and system applications	Critical thinking Collaboration and communication Personnel development Digital literacy	https://www.youtube.com/watch?v=Kh3Miaolxll
8-9 BST (PHE)	Athletes Track event	By the end of the lesson; pupils should be able to i) Explain sprints race e.g 100m, 200m, 400m ii) Mention the different types of sprints races, 100m, 200m, 400m, etc iii) Mention the skill and techniques involved in the sprints race e.g take off, acceleration iv) Describe the safety rules in	i) Pupils in pairs, demonstrate sprint race 100m, 200m, 400m etc ii) Pupils, individually, list different types of sprints race iii) Pupils in small groups, list the basic skills and techniques of sprint race	i) Communication and collaboration ii) Critical thinking and problem solving iii) Leadership and personal development	https://youtu.be/fiFIO6CNTIs https://youtu.be/ON3i0s0hPm8 https://youtu.be/-g98n-82991 https://youtu.be/-5rMefWoyay AUDIO VISUAL field/track field starting block

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				LEARNING RESOURCES	
		sprints race			
9 BST (Basic Science)	Forms of Technology-Developed Technology Examples of developed technology Characteristics of developed technology	By the end of the lesson, pupils should be able to: i. identify forms of developed technology; ii. examine examples of developed technology; 9 farming with harvesters and tractors; 9 using of public address systems; 9 use of lighters; 9 use of ships, airplanes, jets, e.t.c. for transportation iii. discuss the characteristics of developed technology iv. compare underdeveloped technology with developed technology	i. Class brainstorms on the forms developed technology. ii. Pupils in pairs, highlight and share with class the examples of developed technology. iii. Pupils in small groups, discuss the characteristics of developed technology. iv. Pupils in same small groups, analyse the characteristics of developed technology with those of underdeveloped technology	<input type="checkbox"/> Communication and collaboration <input type="checkbox"/> Critical thinking and problem solving <input type="checkbox"/> Creativity and imagination	whistle hurdle stand spike shoe running rest/pant xxiv. Hoos xxv. Cutlasses xxvi. Posters and charts https://youtu.be/Gjz81_uzK8 https://youtu.be/gYlqueyzy9Y https://youtu.be/biX7NNxww87?list=TLPQMTAwOTIwMjCEumwWPIQy3g
9 BST (IT)	Operating system x Windows x Linux x Ubuntu	Compare and contrast between the various types of operating system State the functions of the different operating system Outline the uses of the different operating system	Pupils, in small groups, discuss the various types of operating system, their functions and uses.	Critical thinking Collaboration and communication Personnel development Digital literacy	https://www.youtube.com/watch?v=Kh3MiaoLxII
10 BST (Basic Science)	Forms of Technology III: General uses of Technology	Pupils should be able to: i. identify forms of technology; ii. examine examples of modern day technology; iii. discuss uses of modern day technology; iv. analyse the importance of modern day technology; v. discuss the importance of modern technology in everyday activities.	i. Pupils as a class, discuss on the forms technology. ii. Pupils in pairs, highlight and share with class the examples of modern day technology. iii. Pupils in small groups, discuss uses of modern day technology. iv. Pupils in pairs, discuss the importance of modern technology in their daily lives.	<input type="checkbox"/> Communication and collaboration <input type="checkbox"/> Critical thinking and problem solving <input type="checkbox"/> Creativity and imagination	xxvii. GSM phones, calculators, computers etc. xxviii. Posters and charts https://youtu.be/Gjz81_uzK8 https://youtu.be/gYlqueyzy9Y https://youtu.be/biX7NNxww87?list=TLPQMTAwOTIwMjCEumwWPIQy3g
10 BST (IT)	Operating system x Windows x Linux x Ubuntu	Compare and contrast between the various types of operating system State the functions of the different operating system Outline the uses of the different operating system	Pupils, in small groups, discuss the various types of operating system, their functions and uses.	Critical thinking Collaboration and communication Personnel development Digital literacy	https://www.youtube.com/watch?v=Kh3MiaoLxII

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10 BST (PHE)	Athletes Field event high hump	By the end of the lesson, pupils should be able to i) Mention the phases humps approaching, take off flight, landing. i) Demonstrate the jumping activities e.g jump and reach, jump and touch, jump on the spot ii) Discuss the concept of long jump iii) Demonstrate phases of long jump on the field	i) individual pupil, mention the basic phases in long jump events (approach run, take off, flight, landing, recovery) ii) Pupils in pairs , demonstrate jumping activities e.g jump and reach jump and touch, jumping on the spot iii) Pupils in small groups, discuss the concept of long jumps iv) Pupils in groups, demonstrate the basic phases in jump events on the field (long jump)	i) Critical thinking and problem solving ii) Communication and collaboration iii) Leadership and personal development iv) Digital literacy	https://www.youtube.com/watch?v=P1Lsk https://youtu.be/h7IX6r16PMA https://youtu.be/1XW-EHg4nhQ audio visual resources i) Flash card ii) Poster iii) Long jump pit iv) Measuring tape v) Take off board vi) Rake/Shovel
11	REVISION	REVISION	REVISION	REVISION	REVISION
12	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION