



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 5 SCIENCE AND TECHNOLOGY

We ek	Les son	Strand	Sub strand	Specific learning outcomes	Key inquiry questions	Learning experiences	Learning resources	Assessmen t	Remark s
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. 	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	



				<ul style="list-style-type: none"> Display the drawing in the science corner. 					
	3	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"> Watch the video on human breathing system. state the functions of major parts of the human breathing system. Appreciate the functions of breathing system through class presentation. 	What is the main function of the breathing system?	<p>n groups, learners discuss the functions of each part of the human breathing system (Nose, trachea, lungs, diaphragm.)</p> <p>Watch video clip on the functions of breathing system.</p>	<p>Textbook</p> <p>Video clips</p> <p>Pictures</p> <p>Posters</p> <p>EAEP</p> <p>Science and Technology grade5 pg. 34</p>	<p>Oral questions</p> <p>Writing</p> <p>Field work</p>	
	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 	How can we prevent most of the illnesses of the breathing system?	<p>discuss causes, signs, symptoms and prevention of diseases that affect the human breathing system (Colds, influenza, tuberculosis, pneumonia, asthma, coughs)</p>	<p>Textbook</p> <p>Video clips</p> <p>Pictures</p> <p>Posters</p> <p>EAEP</p> <p>Science and Technology grade5 pg. 35</p>	<p>Oral questions</p> <p>Writing</p> <p>Field work</p>	



				<p>system in a human.</p> <ul style="list-style-type: none"> • develop interest in protecting the breathing system. 					
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?	<p>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.</p>	<p>Video clips Pictures Posters EAEP Science and Technology grade5 pg. 41</p>	<p>Oral questions Writing Field work</p>	
	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. • Observe safety and precautions to 	How do water borne diseases spread?	<p>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.</p>	<p>Video clips Pictures Posters EAEP Science and Technology grade5 pg. 42-43</p>	<p>Oral questions Writing Field work</p>	



				prevent water borne diseases.					
	3	HEALTH EDUCATION	Diseases	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Identify how to manage water borne diseases. Make a poster showing how to manage the water borne diseases. Display the poster in the school compound. 	How can typhoid, bilharzia dysentery and cholera be prevented?	Learners are guided to discuss how to manage water borne diseases such as cholera, typhoid In groups to make a poster on how to manage water borne diseases. They display and appreciate each other work	Video clips Pictures Posters EAEP Science and Technology grade5 pg. 44-45	Oral questions Writing Field work	
	4	HEALTH EDUCATION	External body parasite	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Observe the pictures and identify the external body parasite. Use the electronic device to search for diseases that are caused by contaminated soil. Share experience on external body parasites. 	What are causes of external body parasite?	Learners are guided to discuss the signs and symptoms of (scabies, lice and jiggers) In groups use electronic device to search for the diseases cause by external parasite such as(scabies, lice and jiggers)	Video clips Pictures Posters EAEP Science and Technology grade5 pg. 46	Oral questions Writing Field work	



4	1	HEALTH EDUCATION	External body parasite	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> • discuss the signs & symptoms, preventions of external parasites. • Practice the management of some common external parasites. • Appreciate the prevention of some common parasites. 	What are causes of external body parasite?	<p>In groups they discuss the signs and symptoms of external parasites (lice, bedbugs, scabies). The learners are guided to discuss how to manage external parasites for example personal hygiene, wear shoes etc.</p>	<p>Textbook Video clips Classmate Pictures Posters EAEP Science and Technology grade5 pg. 47-48</p>	<p>Oral questions Writing Field work</p>	
	2	HEALTH EDUCATION	External body parasite	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> • Discuss how to make poster on management of external parasites. • Make a poster showing how to manage the external parasites • Display the poster in the school compound. 	How do you manage the external parasite?	<p>The learners are guided to discuss how to manage external parasites for example personal hygiene, wear shoes etc. In groups they make a poster and display it.</p>	<p>Textbook Video clips Classmate Pictures Posters EAEP Science and Technology grade5 pg.48-49</p>	<p>Oral questions Writing Field work</p>	



3	HEALTH EDUCATION	Internal body parasites	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> • Identify the internal body parasites. • Share the experiences of the internal parasites in the pictures. • Search from the internet the internal parasites. 	How to internal body parasites affect our bodies?	<p>Learners are guided to discuss different internal body parasites such as hookworm, roundworm, tapeworm etc.</p> <p>In groups to search for common internal parasites from the computer and identify them.</p>	<p>Textbook Video clips Classmate Pictures EAEP Science and Technology grade5 pg.50</p>	<p>Oral questions Writing Field work</p>	
4	HEALTH EDUCATION	Internal body parasites	<ul style="list-style-type: none"> • By the end of the sub strand the learner should be able to: • discuss the cause, signs and symptoms of common internal parasites. • Practice prevention and management of some common internal parasites. • Appreciate prevention and management of some common internal parasites. 	How do we prevent some internal body parasites that affect our bodies?	<p>Learners are guided to discuss cause, signs and symptoms of common internal parasites (round worms, pinworms, tape worms, hook worms)</p> <p>In groups they can role play how to manage common internal parasites (round worms, pinworms, tape worms, hook worms)</p>	<p>Textbook Video clips Classmate Pictures EAEP Science and Technology grade5 pg.51-52</p>	<p>Oral questions Writing Field work</p>	



5	1	HEALTH EDUCATION	Internal body parasites	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> • Discuss how to make poster on management of internal parasites. • Make a poster showing how to manage the internal parasites • Display the poster in the school compound. 	How do we prevent some internal body parasites that affect our bodies?	<p>The learners are guided to discuss how to manage internal parasites for example personal hygiene, wear shoes etc.</p> <p>In groups they make a poster and display it.</p>	<p>Textbook Video clips Classmate Pictures Posters EAEP Science and Technology grade5 pg.52-53.</p>	<p>Oral questions Writing Field work</p>	
	2	ENVIRONMENT	Solid waste management	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> • Identify different types of waste products. • Appreciate putting different types of waste in different bins. • Clean the environment and put the garbage in the right bin. 	How should we maintain environment hygiene?	<p>Learners are guided to identify solid waste.</p> <p>In groups learners to go for a nature walk and collect different types of garbage and put it in the right bin (for example paper, glass, metal and plastic waste)</p>	<p>Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.56-57</p>	<p>Oral questions Writing Field work</p>	



3	ENVIRONMENT	Solid waste management	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> • Differentiate between waste that decompose easily and waste that does not decompose. • Classify waste into that which decompose easily and one that which does not decomposes. • Enjoy classifying waste into that which decompose easily and one that which does not decomposes. 	How should solid waste be disposed?	Learners to use digital devices access and observe ways of managing different types solid of waste. In groups learners are guided to sort sample waste into that which decompose and that which does not decompose	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.57-58	Oral questions Writing Field work	
4	ENVIRONMENT	Solid waste management	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> • Identify ways of managing solid waste in their locality. • Practice how to reusing, 	How do you recycle waste products?	In groups, learners are guided to discuss ways of managing different types of waste in their locality (To include Re-using, Re-cycling and Reducing).	Textbook Video clips Pictures Posters EAEP Science and Technology grade5	Oral questions Writing Field work	



				<p>recycling solid waste in the locality.</p> <ul style="list-style-type: none"> • Appreciate reusing, recycling solid waste in the locality. 			pg.59,60-61		
6	1	ENVIRONMENT	Solid waste management	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> • Collect different items and identify how they can be used to reduce waste. • Identify ways of reducing waste • Make a poster encouraging how to reduce waste in the school environment. 	How do you recycle waste products?	<p>learners are guided to collect different items and discuss how they can recycle them</p> <p>In groups they are guided to make a poster on ways of reducing waste and display it in class</p>	<p>Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.62</p>	<p>Oral questions Writing Field work</p>	
	2	ENVIRONMENT	Solid waste management	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> • Use the electronic device to identify how they can reduce waste in the environment. 	What is the importance of compost manure?	<p>Learners are guided to use electronic device to find out to reduce waste product (for example avoid using plastic bag, using animal waste to make compost)</p> <p>In groups learners to discuss how to reduce waste</p>	<p>Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.62</p>	<p>Oral questions Writing Field work</p>	



				<ul style="list-style-type: none"> Identify the importance of reducing in waste management Appreciate better ways they can use to reduce waste. 		products by making compost,			
	3	ENVIRONMENT	Solid waste management	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> use proper safety measures in solid waste management. Identify proper safety measures in solid waste management. appreciate the need for proper management of solid waste in the environment. 	How do you dispose waste products?	Learners to use digital devices access and observe ways of managing different types solid of waste. Learners are guided on safety measures in solid waste management in their locality	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.63-64	Oral questions Writing Field work	
	4	ENVIRONMENT	Solid waste management	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Discuss the health hazards cause by disposing the waste 	How do you dispose the waste products?	Learners are guided to discuss the health hazards cause by disposing the waste inappropriately (for example get hurt, diseases, pollution etc.)	Textbook Video clips Pictures Posters EAEP Science and Technology	Oral questions Writing Field work	



				<p>inappropriately .</p> <ul style="list-style-type: none"> Practice wearing safety protective gears when collecting garbage. Appreciate taking care of yourself when collecting waste products. 			y grade5 pg.64-65		
7	1	COMPUTING DEVICE	Handling data; Word processing	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Identify safety measures when using computer and other digital device. create a Word document. Appreciate the procedures of creating a word document. 	What are some of the safety measures to be observed when using a computing device?	<p>Using computing devices, learners to practice how to create Word documents and key in information.</p> <p>In groups, learners to discuss and observe safety precautions when using computing devices</p>	<p>Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.68</p>	<p>Oral questions Writing Field work</p>	
	2	COMPUTING DEVICE	Handling data; Word processing	<p>By the end of the sub strand, the learner should be able to:</p> <p>Identify the components of word documents. Practice how to search for Microsoft word 2010.</p>	How do you create a document using Microsoft word?	<p>Learners are guided to discuss the steps of creating a word document for example click the section and type the Microsoft word.....</p>	<p>Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.69</p>	<p>Oral questions Writing Practising</p>	



				Enjoy discussing the steps using in creating a word document.		In groups practice searching Microsoft word 2010 in the computer			
	3	COMPUTING DEVICE	Handling data; Word processing	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Identify the procedures of key in in formation when using the computer. Practice keying in the information using appropriate procedures. Appreciate key in information in the text using a computer. 	How do you use the insertion pint to key in information in a text?	Learners are guided to discuss the procedures of key in in formation when using the computer for example type on the keyboard, use the mouse to move the insertion point.	Textbook Video clips Pictures Posters EAEP Science and Technolog y grade5 pg.70	Oral questions Writing Field work	
	4	COMPUTING DEVICE	Handling data; Word processing	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Edit a Word document by: selecting the text, undoing the mistakes and formatting the text. Discuss the procedures of selecting, 	How do you select the text in the word document?	<p>Learners are guided on the procedures of editing the word document for example selecting, copying the text, undoing mistakes and formatting the text.</p> <p>In groups to practice editing the word document example selecting, copying</p>	Textbook Video clips Pictures Posters EAEP Science and Technolog y grade5 pg.71	Oral questions Writing Field work	



				copying the text, undoing mistakes and formatting the text <ul style="list-style-type: none"> • Enjoy editing the word document; by selecting, moving or copying the text. 		the text, undoing mistakes and formatting the text.			
8	EXAMS AND MID TERM BREAK								
9	1	COMPUTING DEVICE	Handling data; Word processing	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> • Identify the procedures of changing font size, font style, font colour and changing text into bold, italic and underlining. • Practice editing the document by changing font size, font style, font colour and changing text into bold, italic and underlining. • Appreciate editing the 	How do you edit word document?	Learners are guided to discuss the procedures of changing font size, font style, font colour and changing text into bold, italic and underlining. Individually and in groups practice editing the document by changing font size, font style, font colour and changing text into bold, italic and underlining	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.72-73	Oral questions Writing Field work	



				word documents.					
	2	COMPUTING DEVICE	Handling data; Word processing	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Identify the procedures of editing the word document by changing the text case, text alignment, copying and pasting. Practice editing the word document by changing the text case, text alignment, copying and pasting. Appreciate editing the word document by changing the text case, text alignment, copying and pasting. 	How do you edit the word document?	Learners are guided to discuss the procedures of editing the word document by changing the text case, text alignment, copying and pasting. Individually and in groups learners to practice editing the word document by changing the text case, text alignment, copying and pasting.	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.74-75.	Oral questions Writing Field work	
	3	COMPUTING DEVICE	Handling data; Word processing	<p>By the end of the sub strand, the learner should be able to:</p> <p>Identify the procedures of saving a</p>	How do you save the word document?	Learners are guided to discuss how to save and retrieve word document for	Textbook Video clips Pictures Posters	Oral questions Writing Field work	



				word document and retrieving it. Practice the procedures of saving a word document and retrieving it. Enjoy saving and retrieving word document.		example click the file, open..... In groups and individually practice saving the word document and retrieving it for example choose save or save as, save the file under name.	EAEP Science and Technology grade5 pg.77-78.	Practical work	
	4	COMPUTING DEVICE	Coding	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> Identify the features of learning applications which imitate simple programming. Interact with patterns and games using available learning applications which mimic simple programming. Appreciate playing games and patterns. 	What coding skills can be applied in solving day to day problems?	In groups, learners are guided to interact with patterns and games using computing devices Learners are guided to interact with an application which simulates simple programming such as 'scratch' in order to identify features of its interface	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.81	Oral questions Writing Field work Practical work	
10	1	COMPUTING DEVICE	Coding	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> Identify the main parts of scratch 	How do you play scratch game?	In groups, learners are guided to interact with patterns and games using computing devices Learners are guided	Textbook Video clips Pictures Posters EAEP Science	Oral questions Writing Field work Practical work	



				<ul style="list-style-type: none"> • Play the scratch game level 1,2 and 3 using electronic device. • Appreciate playing game. 		to interact with an application which simulates simple programming such as 'scratch' in order to identify features of its interface	and Technology grade5 pg.81		
	2	COMPUTING DEVICE	Coding	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify the procedures of navigating the scratch website. • Practice signing up your own scratch account. • Find out the functions of the different parts of the scratch program. 	How do you navigate the scratch website?	<p>Learners are guided to discuss the procedures of navigating scratch website, discuss the functions of different parts of the scratch program (for example menu, main tabs, code blocks, the stage)</p> <p>In groups and individually they practice signing up their own account.</p>	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.82-83	Oral questions Writing Field work Practical work	
	3	COMPUTING DEVICE	Coding	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify the procedures of creating animations using the sprite programme. • Practice creating 	How do you create animation using sprite programme?	<p>Learners are guided to discuss the procedures of creating animations using the sprite programme.</p> <p>In groups and individually the create animations using the sprite programmes for</p>	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.83-84	Oral questions Writing Field work Practical work	



				animation using the sprite programme. <ul style="list-style-type: none"> • Enjoy creating animation using the sprite programme. 		example upload the sprite, surprise, paint, choose a sprite.			
	4	COMPUTING DEVICE	Coding	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> • Identify a learning platform for creating stories, games and animations. • create simple animations using applications which mimic simple programming. • Appreciate creating simple animations using applications. 	How do you create animations using simple programmes?	Using computing devices, learners practice the basics of arranging pre programmed blocks together to create a logical action. In groups, learners use online video tutorials to find out how to create simple games and discover how to create their own graphics.	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.85-86	Oral questions Writing Field work Practical work	
11	1	COMPUTING DEVICE	Coding	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> • Identify the procedures of creating animations using a backdrop, 	How do you create movement in animations?	Learners are guided to discuss the procedures of creating animations using a backdrop, adding the sprite positioning and movement.	Textbook Video clips Pictures Posters EAEP Science and Technology	Oral questions Writing Field work Practical work	



				<p>adding the sprite positioning and movement.</p> <ul style="list-style-type: none"> • Practice the procedures of creating animations using a backdrop, adding the sprite positioning and movement. • Enjoy creating the animations using a backdrop, adding the sprite positioning and movement. 		Individually and in groups create animations using a backdrop, adding the sprite positioning and movement.	y grade5 pg.94-95		
	2	COMPUTING DEVICE	Coding	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify the procedure of creating a music tune using the computer programme. • Practice creating a music tune using the computer programme. 	How do you create a music programme using computing device?	<p>Learners are guided to discuss the procedures of creating a music tune using the computer programme (for example on the block categories pane, click add extension icon at the end of the pane)</p> <p>Individually and in groups to create a tune that goes twinkle, twinkle, little star.</p>	Textbook Video clips Pictures Posters EAEP Science and Technology y grade5 pg.98.99	<p>Oral questions</p> <p>Writing</p> <p>Field work</p> <p>Practical work</p>	



				<ul style="list-style-type: none"> Enjoy creating a music tune using the computer programme. 					
	3	COMPUTING DEVICE	Coding	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Identify the steps used in creating game Practice creating games using scratch programme. Enjoy creating their own simple games using the scratch programme 	How do you create your own games using the scratch programmes?	Learners are guided to discuss the steps using in creating their own scratch programme. Individually and in groups create games using the scratch programmes.	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.101-102	Oral questions Writing Field work Practical work	
	4	COMPUTING DEVICE	Coding	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Identify the procedures of generating animated graphics. Practice the procedures of generating animated graphics. 	How do you generate animated graphics?	Learners are guided to discuss the procedures of generating animated graphics. In groups and individually they practice the procedures of generating the animated scripts for example created food!	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.102-104	Oral questions Writing Field work Practical work	
12	Revision								
13	Assessment and closing								