

**SCHEME OF WORK
PRIMARY FIVE (P5)
SCIENCE AND ELEMENTARY TECHNOLOGY (SET)**

Teacher's name		Academic year	2025/2026
School name		No of students	
Class		Terms	
Subject	Science and Elementary Technology (SET)	Number of periods per week	4

TERM 1

UNIT 1		CARPENTRY TOOLS						Periods: 6	
Key unit competence		Name different carpentry tools, explain how to use and care for them, use them safely in simple tasks and show responsibility and interest in safe carpentry work.							
Dates/ Weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching & learning activities/Approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks	
Week 1: 8-12/9/ 2025	Lesson 1: Identification of carpentry tools (2 periods)	-Identify carpentry tools. -Show concern to the importance of carpentry tools and connect it to their real life	-A tool, -Carpentry -Carpenter -A Workshop	- Play a carpentry tools matching game to match tool names with pictures or real tools. - Drawing different carpentry tools - Sort carpentry tools from other tools	Work bench, wood saw, T-square, claw hammer, mallet, plane, wood chisel, screw driver, brace, clamp table saw, shaper, spoke-shave, bow saw,	-Written activity on matching tools to their name. -The learners should be asked to draw some carpentry tools.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)		

	<p>Lesson 2: Use and maintenance of some carpentry tools (1 period)</p>	<p>-Explain the use and maintenance of carpentry tools -Describe how to take care of carpentry tools- Clean and store carpentry tools properly.</p>	<p>- Maintenance - Sharpening -Blades -Rust</p>	<p>-Work in groups to differentiate various carpentry tools according to their various usages -Visiting a wood / Timber workshop and practice the usage and maintenance of carpentry tools.</p>	<p>Real tools, flask Cards, charts, pictures showing different ways of maintaining carpentry tools.</p>	<p>-Giving practical activities on using carpentry tools. -Written activity on matching carpentry tools to their functions.</p>	<p>-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)</p>	
	<p>Lesson 3: Dangers of carpentry tools and health and safety measures (1 period)</p>	<p>-Outline dangers of carpentry tool -Wear and use personal protective equipment (PPE) like gloves or safety goggles correctly</p>	<p>-Injuries, cuts, bruises -Safety measures -Proper storage. PPE (Personal Protective Equipment)</p>	<p>- Identifying the common dangers that may be caused by carpentry tools. - Make a role play to wear protective equipment. - Listen to a demonstration and real-life experiences from an experienced carpenter about safe use of tools and accident prevention.</p>	<p>Chisel, handsaw, hammers, workbench, pictures showing injured people in workshop.</p>	<p>-Learners should be given various tools and asked the dangers they may cause. -Written activity on safety measures when using carpentry tools.</p>	<p>-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)</p>	
<p>Remedial session (1 period)</p>								

Week 2: 15-19/9/ 2025	Lesson 4: End of unit assessment (1 period)	-Assess the acquired competences - - Demonstrate the achievement of the key unit competence	-Cutting tools -Measuring tools - Smoothing tools. -Safety measures	- Grouping the carpentry tools according to their names and usage. - Matching the tools to their possible uses.	Work bench, wood saw, T- square, claw hammer, mallet, plane, wood chisel, screw driver, brace, clamp table saw, shaper.	-Matching carpentry tools to their names. -Written activity on uses, maintenance, dangers and safety measures when using carpentry tools.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
UNIT 2	MASONRY TOOLS						Periods: 6	
Key unit competence: Name masonry tools, explain how to use and care for them, handle them safely during simple tasks and show responsibility in using and maintaining masonry tools.								
Dates/ Weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching & learning activities/Approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks

Week 2: (Continued) 15-19/9/2025	Lesson 1: Identification of masonry tools (2 periods)	-Identify the commonly used masonry tools -Draw masonry tools. -Appreciate the need to have the masonry tools.	-Masonry -Trowel -Spirit level -Tape measure -Brick frame	- Work in group to differentiate various masonry tools according to their various usages. - Organize a masonry tools matching activity where learners match tool names to pictures or real tools	Water level, trowel, plumb line, spirit level, float, meter ruler, tape measure, jointer, brick frame, wheelbarrow, T-square, shovel, hoe, brick hammer, mortar mixer.	-Learners should be given tools and asked to name them. -Learners should be asked to match tool pictures to their names. -Learners should be asked to draw some masonry tools	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Remedial session (1 period)							
Week 3: 22-26/9/2025	Lesson 2: Usage and maintenance of masonry tools (2 periods)	-Explain the use of masonry tools -Use and maintain masonry tools	-Scooping -Mortar mixing -Structures -Shaping -Proper storage -Toolbox	- Practice spreading mortar on a small board or leveling a block. - Identify and correctly wear personal protective equipment (PPE) used in masonry.	Pictures of carpentry tools being used, various PPL used in masonry like gloves, overall, helmet and face masks.	-Giving the learners simple activities to practice the use of masonry tools.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Lesson 3: Dangers of masonry tools	-Describe the dangers of masonry tools	-Injuries, cuts, bruises	Invite an experienced mason to demonstrate proper tool use and share	Trowel, jointer, brick frame, wheel barrow, shovel, hoe,	-Learners should be given various tools and asked	-SET Syllabus for Upper primary (REB, 2025)	

	(1 period)	<ul style="list-style-type: none"> -Explain how to prevent danger of masonry tools - Handle masonry tools properly - Apply techniques of maintaining masonry tools. 	<ul style="list-style-type: none"> -Safety measures -Proper storage. PPE (Personal Protective Equipment) 	real life experiences about safety and maintenance.	brick hammer, mortar mixer, pictures of people lifting up construction materials.	<ul style="list-style-type: none"> the dangers they may cause. -Learners will be given various PPE and practice wearing them. 	<ul style="list-style-type: none"> -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025) 	
	Lesson 4: End of unit assessment (1 period)	<ul style="list-style-type: none"> -Assess the acquired competences - Demonstrate the achievement of the key unit competence 	<ul style="list-style-type: none"> -Mortar mixing -Proper storage -Toolbox -Masonry -Trowel -Spirit level -Tape measure -Brick frame 	<ul style="list-style-type: none"> - Grouping masonry tools according to their names and usage. - Practicing tool maintenance like cleaning, wiping and fixing the handles 	Trowel, jointer, brick frame, wheel barrow, shovel, hoe, brick hammer, mortar mixer, cleaning tools like piece of cloth.	<ul style="list-style-type: none"> -Learners should be given tools to group and name. -Match the tools to their uses. 	<ul style="list-style-type: none"> -SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025) 	

	Remedial session (1 period)							
UNIT 3	LIGHT						Periods: 10	
Key unit competence		Describe how light moves and behaves, perform simple experiments to observe how light travels, reflects, and bends, and show interest by exploring light in their surroundings.						
Dates/weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/Approaches	Teaching and learning aids	Assessment	References	Weekly observation/Remarks
Week 4: 29/9-3/10/ 2025	Lesson 1: Light propagation (2 periods)	-To discuss and explain propagation of light. -To investigate how light travels.	-Light -A ray of light -A beam of light -Propagation -Straight line -Rectilinear	In group, collect cardboards and a torch, to experiment on how light travels in a straight line.	White paper, glass, plastic bag, paper, metal spoon, cloth, torch (flashlight), 3 pieces of cardboard with holes in the center, table, nail, clear polythene paper.	-Practice on switching on/off to investigate how light travels.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Lesson 2: Types medium for light propagation (Transparent, Translucent and opaque) (2 periods)	-To explain transmission of light through various media -To demonstrate the transmission	-A medium -Illuminate -Transparent -Translucent - Opaque	Conduct a shadow experiment using a torch and objects of different shapes and sizes to observe light blockage.	Clear glass of water, white paper, glass, plastic bag, paper, metal spoon, cloth, water bottle, clear polythene paper.	-Practical activity on grouping materials according to medium they belong to. Written activity on	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	

		of light through different media.				explaining 3 types of media.		
Remedial session (1 period)								
Week 5: 6-10/10/ 2025	Lesson 3: Reflection of light (2 periods)	To explain the meaning of reflection of light. - To design experiments to show reflection	-Reflection -Bouncing back -Plane mirror -Reflector -Shiny surface -Incident ray - Reflected ray	Practice the drawing of simple diagrams on how light reflects on a reflecting material.	Charts showing reflection of light, reflectors like mirror and clean water.	-Label a diagram of light reflection and showing incident ray, reflected ray, angle of incidence and angle of reflection.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Lesson 4: Refraction of light (2 periods)	-To Explain the meaning of refraction of light -To design experiments to show refraction of light. -To appreciate the benefits of light	-Refraction -Bending of light -Transparent -Riverbed	Perform a "bending pencil in water" experiment to visually demonstrate refraction.	Pencil, bucket, clean water, coins.	-Written questions about light refraction. -Practical activity on light refraction (using bucket, water and coin)	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								

Week 6: 13-17/10/2025	Lesson 5: End of unit assessment (2 periods)	-Assess the acquired competences - Demonstrate the achievement of the key unit competence	-Reflection -Bouncing back -Plane mirror -Reflector -Shiny surface -Incident ray -Reflected ray -A medium -Transparent Translucent -Opaque	- Grouping the materials according to three types of media. - Carrying out experiment on light reflection and light refraction.	White paper, glass, plastic bag, paper, metal spoon, cloth, torch (flashlight), 3 pieces of cardboard with holes in the center, table, nail, Clear polythene paper.	-Practical activities on light reflection and refraction -Drawing pictures illustrating light reflection and refraction.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
UNIT 4	COMPUTER MEMORIES AND STORAGES						Periods: 8	
Key unit competence		Identify different types of computer memory and storage and their uses in storing information both offline and online						
Dates/ Weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/Approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks
Week 6: (Continued) 13-17/10/2025	Lesson 1: External storage (2 periods)	-Identify the external memories of a computer -List the external memories of a computer	-Memory -Data - Information -Storage -Computer USB port, SD port, CD reader Computer viruses	- In groups discuss the different memories and storages and the difference between the two. - In group, discuss the different external storages and how to take care of them.	XO laptop, CDs, DVDs, flash disk, SD Card, desktop computers or laptops with internet connectivity.	Practice inserting and removing them from computers.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								

Week 7: 20-24/10/2025	Lesson 2: Internal memories and storages (2 periods)	List the internal memories and their roles in a computer	-Internal memory -ROM -RAM -Hard Disk -Solid state -Memory - Permanent storage - Temporary storage.	Given a printed computer diagram, pupils label RAM, ROM, Hard Disk, and SSD and state the role of each in a computer.	ROM, RAM, internal Hard Drive/ Pictures showing internal memories.	-Asked to name internal memories and give their roles	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Lesson 3: Online storage (2 periods)	-Open an online storage such as Google Drive	-Online -Offline -Internet -Search engine	Give examples of online storages, sign in to Google Drive and upload a file.	Computers or laptops with internet connectivity.	Practical activity of opening online storage.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Remedial session (1 period)							
Week 8: 27-31/10/2025	Lesson 4: Memory size (1 period)	-List the different memory units for measuring the memory size and convert a memory size	-Memory size - Kilobyte (KB) Byte (B) Megabyte (MB)	In group, explain the relationship between different memory units and convert memory units.	CDs, DVDs, Flash disk, SD Card, ROM, RAM ,Hard Disk	Practical activity of converting from one unit to another using various	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025)	

			Gigabyte (GB)			memory size and units.	-SET P5 Teacher's guide (REB, 2025)	
	Lesson 5: End of unit assessment (1 period)	-Assess the acquired competences -Demonstrate the achievement of the key unit competence	-Internal memory -ROM -RAM -Hard Disk -Memory - Permanent storage - Temporary -Storage -Convert -Copy -Paste -Insert	- Working in group to name and group various types of memories. - Inserting and removing memories from computers - Copying and pasting using external memories	Computers with internet connectivity, SD card, Flash disk	-Name and group the different types of storage devices. -Practical activities on inserting and removing external memories from a computer.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
UNIT 5	WRITING SKILLS ON COMPUTER						Periods: 8	
Key unit competence		Insert table and pictures in a document						
Dates/ Weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/ Approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks

Week 8: (Continued) 27-31/10/2025	Lesson 1: Inserting a table (2 periods)	To insert a table in a word processing document by selecting the required number of rows and columns using the Insert Table tool.	-Word processing program -Table -Insert -Rows -Columns	Create tables with a specified number of rows and columns and type text into it.	Computers, smartphones or tablets, internet connectivity, projector, speakers.	Practical activity of typing a word document and asked to insert a table in it.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Remedial session (1 period)							
Week 9: 3-7/11/2025	Lesson 2: Adding rows and columns (2 periods)	-To add new rows and columns to an existing table using the table layout or right-click options in a word processor	-A row - A table -Right click/left click -A mouse -Insert -Column.	Create tables with a specified number of rows and columns and type text into it.	Computers, smartphones or tablets, internet connectivity, projector, speakers.	Practical activity of using available electronic devices such as computers, smartphones, XO laptops, tablets to create tables with specified number of rows and columns	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Lesson 3: Delete row and column (2 periods)	-To delete a selected row or column from a table by using the delete option in the table tools menu or right-clicking on the table.	-Delete -Column -Row	Practical activity on deleting, adding rows and columns.	Computers, smartphones or tablets, internet connectivity, projector, speakers.	Draw tables with specified rows and columns then practice deleting and them.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025)	

								-SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)									
Week 10: 10-14/11/ 2025	Lesson 4: Inserting, resizing and deleting a picture (1 period)	-Insert an image into a word document from the computer's storage using the Insert Picture function. -Resize a picture by clicking and dragging its corners while maintaining its proportions.	-Resizing a picture -Copy/pasting a picture -Inserting a picture	- Practical activity on inserting images and resizing photos and images. - Work in group to create and edit a school or community newspaper.	Computers, smartphones or tablets, internet connectivity, projector, speakers.	Practical activities on inserting, resizing and deleting pictures using computers, XO laptops, smartphones or tablets.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)		
	Lesson 5: End of unit assessment (1 period)	-Assess the acquired competences -Demonstrate the achievement of the key unit competence	-A document -Typing -Inserting a picture -Inserting row/column, -Deleting row/column	Practical activities in group work (creating document, inserting pictures, adding rows and columns, deleting rows and columns, resizing and deleting pictures).	Computers, tablets, XO laptops, smartphones.	Practical activity of using electronic devices to create table, insert picture, add rows or column, deleting row or column, resizing and	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)		

						deleting pictures.			
UNIT 6							COMPUTER RESEARCH		Periods: 8
Key unit competence		Use a computer and internet tools to identify reliable sources, search for information and apply the information appropriately in learning tasks.							
Dates/ Weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/Approaches	Teaching and learning aids	Assessment	References	Weekly observation/Remarks	
Week 10: (Continued) 10-14/11/ 2025	Lesson 1: Terms used on the internet (2 periods)	-To identify and define common internet-related terms	-www -web page -website -Homepage -Web browser -Links -Download -Upload -Internet -Online -Wi-Fi -Social media	In groups, discuss the meaning of common internet terms.	Computers, smartphones or tablets, internet connectivity, projector, speakers.	Identifying and writing meaning of common internet terms.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)		
	Remedial session (1 period)								
Week 11: 17-21/11/ 2025	Lesson 2: Internet security (1 period)	-To identify safe and unsafe online behavior	-Internet safety, - Personal information -Harmful software -Password -Hackers	Watch a short video about internet safety and then discuss key points with a partner.	Computers, smartphones or tablets, internet connectivity, projector, speakers.	Discuss and identify safe and unsafe online behaviors.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025)		

			-Computer virus				-SET P5 Teacher's guide (REB, 2025)	
Lesson 3: Social media (1 period)	-Describe the uses, benefits, and risks of social media -Identify safe practices when using social platforms	-Social media -Wrong information -Privacy problems, -Sad feelings -Cyberbullying	- Work in a group to act out a scene about staying safe on social media. - Discuss in group different uses of social media.	Pictures and videos of people using social media, computers, smartphones or tablets and internet connectivity.	Identify the benefits, and risks of social media and identify safe practices when using them.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)		
Lesson 4: Online search (1 period)	-To identify and use simple keywords to search for information using search engines	-Online -Searching -Search engines -Web browser -Microsoft	- Discuss with peers why it is important to use strong passwords and be kind online. - Search information online using computer.	Computers, smartphones or tablets, internet connectivity, projector, speakers	Identify the common keywords and how to create strong passwords.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)		
Lesson 5: Search engine techniques (1 period)	-To apply search strategies to find accurate information quickly and safely	-Search engine - Technique -Keyword -Ads and pop-ups	Open a web browser and search for a simple topic using a search engine	Computers, smartphones or tablets, internet connectivity, projector, speakers	Practical activity of searching information on search engine.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025)		

							-SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								
Week 12: 24-28/11/ 2025	Lesson 6: Access to learning resource (1 period)	-To identify websites or apps that provide learning resources	-E-learning -Google maps -Khan academy -Wikipedia -eBook reader -Download	Exercises on navigating the internet to locate resources.	Computers, smartphones or tablets, internet connectivity, projector, speakers	Practical activity of using computers/XO laptops, tablets or smartphones, learners should be asked to navigate internet to locate resources such as maps and videos	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Lesson 7: End of unit Assessment (1 period)	-Assess the acquired competences -Demonstrate the achievement of the key unit competence	-Navigate -Search -Choose/select -Online -Searching -Search engines -Web browser -Microsoft	- Creating strong passwords. - Searching information on internet. - Navigating internet to locate resources.	Computers, smartphones or tablets, internet connectivity, projector, speakers	Practical activities on opening browser, searching information, and navigating to locate resources.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	

UNIT 7		PROGRAMMING FOR CHILDREN						Periods: 6
Key unit competence		Use Turtle Art, Scratch, and robotics to solve math problems, draw shapes and patterns, tell digital stories and create fun projects using code.						
Dates/weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/Approaches	Teaching and learning aids	Assessment	References	Weekly observation/Remarks
Week 12: (Continued) 24-28/11/2025	Lesson 1: Perform arithmetic operations in Turtle Art (2 periods)	-Identify and assemble turtle instructions to perform arithmetic operations	-Arithmetical -Operations -Turtle art -Program -Instructions -Commands -Blocks	In group, make discussion on doing calculations in Turtle Art including calculating areas and perimeters of a shape	Computers with Scratch and Turtle Art installed, speakers or headphones, projector and screen, drawing materials, Turtle Art software, PictoBlox software, Paint Editor (in Scratch).	Using computers or XO laptops to practice on doing calculations in Turtle Art including calculating areas and perimeters.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								
Week 13: 1-5/12/2025	Lesson 2: Drawing complex shapes in Turtle Art (2 periods)	-Construct basic geometric shapes by using appropriate Turtle Art commands	-Complex shapes -Moving forward/backward/turn right/turn left.	- Practice drawing shapes by sequencing the blocks correctly. - Draw a rhombus, parallelogram, or trapezium by dragging and connecting blocks.	Computers with Scratch and Turtle Art installed, speakers or headphones, projector and screen, drawing materials,	Using computers or XO laptops, to draw complex shapes such as rhombus, parallelogram and trapezium.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025)	

					Turtle Art software, PictoBlox software, Paint Editor (in Scratch).		-SET P5 Teacher's guide (REB, 2025)	
	Lesson 3: Using paint editor in Scratch (2 periods)	-Identify Scratch paint editor tools and use them in creating sprites and customizing backgrounds	-Scratch, -Paint editor -Background -Stage -Sprite -Costumes and backdrops	Use tools like brush, fill, text, and eraser to draw or edit a sprite or background and design a background in paint.	Computers with Scratch and Turtle Art installed, speakers or headphones, projector and screen, drawing materials, Turtle Art software, PictoBlox software, Paint Editor	Practical activity of using computers or XO laptops, brush, fill, text and eraser to draw or edit a sprite or background and design a background in paint.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Remedial session (1 period)							
Week14 &15: 8-19/12/2025	END OF TERM 1 EXAMS							

UNIT 7		PROGRAMMING FOR CHILDREN						Periods: 6	
Key unit competence		Use Turtle Art, Scratch, and robotics to solve math problems, draw shapes and patterns, tell digital stories and create fun projects using code.							
Dates/weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/ Approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks	
Week 1: 1-9/1/2026	Lesson 4: Using Sound and Music in Scratch Projects (2 periods)	-Identify and use sound blocks in Scratch to create projects with sound and music	-Library -Sounds -Record -Sounds -Upload sounds -Sound blocks	Individually , select a sound to improve project and add it to a sprite or event.	Computers with Scratch and Turtle Art installed, speakers or headphones, projector and screen, drawing materials, Turtle Art software, PictoBlox software, Paint Editor (in Scratch).	Practical activity of creating a project and add sound to a sprite/sprite.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil’s book (REB, 2025) -SET P5 Teacher’s guide (REB, 2025)		
	Lesson 5: Programmin g a robot (2 periods)	-To know what PictoBlox is -Give a robot a set of commands to follow a path or reach a goal in Pictoblox	-Programming -A robot -PictoBlox -Instructions -Loop autonomous	Use PictoBlox to program a robot for simple movements.	Computers with Scratch and Turtle Art installed, speakers or headphones, projector and screen, drawing materials, Turtle Art software, PictoBlox software, Paint Editor (in Scratch).	- Practical activity on programming a robot for simple movement. -Written activity to explain PictoBlox works.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil’s book (REB, 2025)		

		-Explain what the robot is doing and why						-SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)									
Week 2: 12-16/1/ 2026	Lesson 6: End of unit assessment (2 periods)	-Assess the acquired competences -Demonstrate the achievement of the key unit competence	-Discuss -Calculate -Practice -Draw -Edit -Program	- Calculating areas and perimeters of shapes, drawing complex images, drawing and editing sprites and background , creating a project and adding sound to a sprite, - Using PictoBlox to program a robot.	Computers with Scratch and Turtle Art installed, speakers or headphones, projector and screen, drawing materials, Turtle Art software, PictoBlox software, Paint Editor (in Scratch.	Using computers, to practice calculating areas and perimeters, drawing images such as rhombus and trapezium, creating and editing sprite and using PictoBlox software.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)		
UNIT 8	WATER POLLUTION							Periods: 14	
Key unit competence		Explain the importance of water, show how to keep water clean and safe, practice ways to protect the environment from rainwater damage, and show care for water sources in the community.							

Dates/weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/Approaches	Teaching and learning aids	Assessment	References	Weekly observation/Remarks
Week 2: (Continued) 12-16/1/2026	Lesson 1: Importance of water (1 period)	-Explain the importance of water. - Recognize the importance of water.	-Hygiene -Sanitation -Human nutrition -Farming -Irrigation -Recreation.	In group, make a discussion to identify the importance of water.	Source of water charts, Source of water pictures.	-Written exercises on importance of water -Oral questions on importance of water.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025)	
	Lesson 2: Source of water (1 period)	-Identifying various sources of water - Develop positive attitude to the environment and protection of water bodies from pollutants	-Natural sources -Artificial sources of water -Streams -Springs -Dams -Canals -Boreholes	- Field visits and group discussions to identify various sources of water. - Drawing different sources of water.	Source of water charts or pictures.	-Written exercises on identifying various sources of water. -Oral questions on protecting water sources in our environment.	-SET P5 Teacher's guide (REB, 2025)	
	Remedial session (1 period)							
Week 3: 19-23/11/2026	Lesson 3: Properties of water (1 period)	-Identify properties of water - Investigate properties of water through experimentation	-Potable water -Colorless -Odorless -Tasteless -Melting point of water	In group, make an activity to investigate and discover the properties of water.	Water container chart/picture, water in a container, transparent	-Exercises on listing the properties of potable water.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025)	

			-Boiling point of water.		glass with a lid, salt.		-SET P5 Teacher's guide (REB, 2025)	
Lesson 4: Simple water cycle and rainwater (1 period)	-Explain the components of water cycle -Draw a simple water cycle	-Water cycle -Evaporation -Transpiration -Condensation -Precipitation -Infiltration	In group activity, demonstrate a simple water cycle.	Water cycle chart/ picture or drawings.	-Drawing a water cycle. -Written exercises to explain the processes involved in the process of water cycle.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)		
Lesson 5: Effect of rain water (1 period)	-Identify the effects of rainwater -Explain the effects of rainwater.	-Negative effects -Positive effects -Rainwater -Floods -Landslides -Soil erosion -Waterborne diseases -Infrastructure	- Field visits and group discussions to outline effects of rainwater on the environment. - In group, discuss the dangers of water pollution, and ways of preventing it.	Handout of story about effect of rainwater.	-Written exercises on explaining the effects of rain water on environment. -Written exercise on identifying effects of rainwater.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)		

	Lesson 6: Methods of protecting the environment from negative effect of rainwater (1 period)	-Explain how to plant trees and anti-erosion plants.	-Ditches -Anti-erosive plants -Steep slopes	Design and implement simple terraces or anti-erosion measures in the school garden to prevent runoff.	Tree seedlings, hoe, tape measure, machete, sweet potato vine.	Written exercises on listing different methods of protecting environment from negative effects of rainwater	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								
Week 4: 26-30/1/2026	Lesson 7: Water pollutants (1 period)	-State sources of water pollutants -Identify sources of water pollution	-Pollution -Pollutants -Run-off water -Waste -Farm chemicals -Pesticides -Herbicides -Fertilizers -Domestic sewage	Field visits and group discussions to discover pollutants of water.	Water pollutants charts, polluted water source, water source.	-Written exercises on listing water pollutants. - Written exercises on matching common water pollutants to their sources.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Lesson 8: Dangers of water pollution	-Name dangers of water pollution	-Germs -Parasites -Water borne diseases	In group, discuss the dangers of water pollution and	Water pollutants charts, polluted water source,	-Written exercises on listing the dangers of water pollution.	-SET Syllabus for Upper primary	

	(1 period)			ways of preventing it.	clean water source.		(REB, 2025)	
	Lesson 9: Prevention of water pollution (1 period)	-Explain the methods to prevent water pollution. -Implement strategies to prevent water pollution	-Proper hygiene, -Water bodies contour and terrace -Farming -Waste disposal	In group, discuss the different ways of preventing water pollution.	Water pollutants charts, polluted water source, clean water source.	Written exercises on explaining methods people can use to prevent water pollution.	-SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Lesson 10: Water purification methods (1 period)	-Identify methods of water purification. -Differentiate methods of water purification. -Develop curiosity about water purification. -Produce drinking water through filtration, chemical treatment and boiling water	-Purification -Water boiling -Water Filtration -Chemical treatment -Chlorination -Harmful - Microorganism -Water supplying companies	- Group, conduct a practical activity on purification of water by boiling and using chemical treatment method. - Visit a local water treatment plant (if available) to observe water purification in real life.	Charts of experiment set up of water purification, source of heat, pan/pot with a lid, sieve/white piece of cloth, water (from river/dam), small containers	-Written exercises on explaining methods of water purification. -Differentiating methods of water purification.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Remedial session (1 period)							

Week 5: 2-6/2/2026	Lesson 11: Making a water filter (1 period)	-Construct a water filter -Make a simple water filter using local materials -Filter muddy water by using the self-constructed filter	-Water filter -Coarse sand -Beaker -Cotton wool - Gravel -Paper filter -Cotton tissue	Perform an experiment of making a domestic filter and practicing filtration.	Chemicals for water treatment, small gravel, clean sand, coarse sand, charcoal, clean cotton tissue, paper filter.	Practical activity on making a water filter from plastic bottle.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Lesson 12: Water storage (2 periods)	-Explain different water storage techniques -Apply different ways of storing water. -Appreciate the importance of storing water.	-Water storage -Water conservation -Containers	In group, discuss ways of storing water.	Pictures of water storage containers, real containers e.g. pots, jerry cans, tank, bottles.	Written exercises on: explaining water storage techniques, identifying the importance of storing water properly.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	

	Lesson 13: End of unit assessment (1 period)	-Assess the acquired competences -Demonstrate the achievement of the key unit competence	-Water filter -Coarse sand -Beaker -Cotton wool -Gravel -Paper filter -Cotton tissue -Purification -Water boiling -Water Filtration -Chemical treatment -Chlorination -Harmful - Microorganism -Water supplying companies	- Discussing importance and sources of water. - Identifying property of water - Identifying water pollutants, their effects and hoe to prevent them. - Explaining methods of water purification and making a water filter.	Water, chemicals for water treatment, small gravel, clean sand, coarse sand, charcoal, clean cotton tissue, paper filter, beaker, plastic bottle, glass jar, table salt.	- Written exercises on all lessons covered in unit water pollution - Carrying out simple practical activities such planting trees to protect environment from rainwater and making water filter.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								
UNIT 9	SOIL AND CULTIVATION						Periods: 6	
Key unit competence		Explain how to prepare soil and use fertilizers properly, practice soil preparation and fertilizer use, and show respect and care for fertilizers to protect crops and the environment.						
Dates/weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/Approaches	Teaching and learning aids	Assessment	References	Weekly observation/Remarks
Week 6: 9-13/2/2026	Lesson 1: Preparation of soil for cultivation	-Identify steps of soil preparation for cultivation.	-Land clearing -Uprooting -Vegetables -Ploughing	Practical and hands-on activity in the school	Machetes, hoes , picture of tractors, charts /pictures of prepared land for	- Written activities:	-SET Syllabus for Upper	

	(1 periods)	<ul style="list-style-type: none"> -Prepare soil ready for planting. -Follow the correct steps when preparing soil -Appreciate well prepared ploughing soil for cultivation 	<ul style="list-style-type: none"> -Secondary cultivation -Levelling 	garden, preparing plots where to cultivate vegetables.	cultivation ready for harrowing step.	<ul style="list-style-type: none"> identifying steps of soil preparation, explaining steps of soil preparation. - Practical activity on preparing soil respecting all steps of soil preparation 	<ul style="list-style-type: none"> primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025) 	
	Lesson 2: Fertilizers and their preparations (1 period)	<ul style="list-style-type: none"> -Identify different types of fertilizers. -Select fertilizers -Prepare organic fertilizers 	<ul style="list-style-type: none"> -Fertilizers -Soil nutrients -Natural/organic -Artificial inorganic -Fertilizers Organic -Mulches -Farmyard manure -Green manure and compost manure -Decompose -Animal droppings 	In group, discuss the classification of fertilizers.	Organic fertilizers, chemical fertilizers, plot of prepared land, charts of compost manure and manure in a zero-grazing unit.	<ul style="list-style-type: none"> -Written exercises on differentiating organic fertilizers from inorganic fertilizers. -Practical activity on preparing organic fertilizers. 	<ul style="list-style-type: none"> -SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025) 	
	Lesson 3: Importance of fertilizers and rules of	<ul style="list-style-type: none"> -Explain importance of fertilizers -Appreciate the importance of 	<ul style="list-style-type: none"> -Plants nutrients -Crop yields -Soil fertility -Protective clothing 	In group, make investigation on the effect of a specific	Charts/picture of plants in a farm where are used fertilizers,	<ul style="list-style-type: none"> -Written exercises on: explaining importance of fertilizers. 	<ul style="list-style-type: none"> -SET Syllabus for Upper primary (REB, 2025) 	

	applying fertilizers (2 periods)	fertilizers in our environment -Be careful about the dangers of wrong fertilizer use and its effect on plants. -Use fertilizers correctly.		type of fertilizer on the plant growth (long term project).	charts/ Pictures of plants in a farm where are missing fertilizers.	-Explaining the effects of fertilizers to plants.	-SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								
Week 7: 16-20/2/ 2026	Lesson 4: End of unit assessment (2 periods)	-Assess the acquired competences - Demonstrate the achievement of the key unit competence	-Fertilizers -Soil nutrients -Natural/organic -Artificial inorganic -Fertilizers Organic -Water filter -Coarse sand -Beaker -Cotton wool -Purification -Water boiling -Water Filtration -Chemical treatment	Discussing importance of chemical fertilizers and explaining the dangers of chemical fertilizers plants.	Charts/picture of plants in a farm where are used fertilizers, charts/ Pictures of plants in a farm where are missing fertilizers.	Written activity on importance of applying fertilizers.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
UNIT 10	PLANTS AND ENVIRONMENT						Periods: 10	
Key unit competence		Name and explain uses of crops and trees, describe causes and effects of deforestation, practice caring for trees, and show willingness to protect and care for the environment.						

Dates/ Weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/Approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks
Week 7: (Continued) 16-20/2/ 2026	Lesson 1: Importance of plants (2 periods)	-Name different types of crops -Group the types of crops according to their uses -Explain uses of different crops -Develop a sustainable desire to protect and care for the plants.	-Environment -Medicinal plants -Cash crops -Food crop -Cereals -Legumes -Vegetables -Tubers -Beverage -Crops -Fibre crops	In group, discuss the importance of plants according to their groups.	Different types of crops, charts c) Activities’ guidance and answers, pictures, herbal medicines.	-Brainstorming session on benefits of plants -Role-play: “A day without trees” -Peer discussion and feedback -Written assignment: “Why vegetation matters” -Poster creation showing benefits of vegetation.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil’s book (REB, 2025) -SET P5 Teacher’s guide (REB, 2025)	
	Remedial session (1 period)							
Week 8 23-27/2/ 2026	Lesson 2: Importance of trees on environment (2 periods)	-List the different common benefits of trees. -Explain the common importance of trees. -List the different specific use of trees -Explain specific use of trees	-Weather conditions -Drought -Transpiration -Windbreakers -A canopy -Recycle -Photosynthesis -Wild animals -Ornamental trees -Agroforestry	In group, discuss the importance of afforestation on environment.	Pictures, charts, trees in the school compound, products made from wood.	- Discuss in pairs how trees help the environment, then share with the class. - Draw a map showing how trees connect to air, soil.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil’s book (REB, 2025) -SET P5 Teacher’s	

		-Agree to protect and care for the existing trees					guide (REB, 2025)	
	Lesson 3: Afforestation and deforestation on the environment (2 periods)	-Discuss the meaning of afforestation -Describe importance of afforestation in protecting and improving the environment -Demonstrate ways of taking care of trees -Explain the meaning of deforestation	-Afforestation -Deforestation -Settlement/urbanization	Organize a group debate or discussion on the impact of deforestation versus afforestation	Computer, pictures/ Charts/ photographs of afforestation method, trees in the school compound, products made from wood.	-Create a visual map showing causes and effects of deforestation and benefits of afforestation. -Present a local example (e.g., deforestation in Gishwati Forest) and ask learners to identify causes, effects, and solutions.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								
Week 9: 2-6/3/2026	Lesson 4: Effects and prevention of deforestation (2 periods)	-Explain the meaning of deforestation -Describe the causes and effects of deforestation. -Demonstrate concern about addressing the	-Deserts -Soil erosion -Animal habitats -Climate change -Plants and animals -Extinction	- In group, make a field visit nearby the school and investigate the causes and effects of deforestation.	Computer, pictures/ Charts/ photograph of tree planting, seedlings of different trees, hoe.	Short oral or written questions to check understanding (e.g.: Name two effects of deforestation or list one prevention method).	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025)	

		causes and effects of deforestation -Identify ways to prevent deforestation - Explain ways to prevent deforestation and protect the environment		- In groups, organize an activity of planting trees in the school surrounding to protect the environment.			-SET P5 Teacher's guide (REB, 2025)	
	Lesson 5: End of unit assessment (2 periods)	-Assess the acquired competences -Demonstrate the achievement of the key unit competence	-Environment -Medicinal plants -Cash crops -Food crop -Cereals -Legumes -Afforestation -Deforestation -Settlement/urbanization -Drought -Transpiration -Windbreakers -A canopy -Recycle	- Organize a group debate or discussion on the impact of deforestation versus afforestation - In group, make a field visit nearby the school and investigate the causes and effects of deforestation.	Computer, pictures/ Charts/ photographs of afforestation method, trees in the school compound, products made from wood.	Short oral or written questions to check understanding	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								

UNIT 11		HUMAN DIGESTIVE SYSTEM						Periods: 8
Key unit competence		Identify the parts and functions of the digestive system, explain the stages of digestion, apply hygiene practices and show positive habits to keep their digestive system healthy						
Dates/weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/Approaches	Teaching and learning aids	Assessment	References	Weekly observation/Remarks
Week 10: 9-13/3/ 2026	Lesson 1: Parts and functions of the digestive system (2 periods)	-Identify major parts of the digestive system and explain their functions. -Match parts of the digestive system to their functions -Appreciate the need to have a healthy digestive system	-Digestion -Food -Absorption -Food absorption -Alimentary canal -Digestive glands	In group, observe the digestive system wall chart, draw and label it in the exercise book.	Two types of Chart/picture of digestive system: one labelled and the other unlabeled, pictures on digestive system in primary 5 Pupil's Book of science and elementary technology, computer and internet connection.	Match parts of the digestive system to their functions	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Lesson 2: Stages of digestion (2 periods)	-Identify the main stages of digestion in the human body -Describe the main stages of digestion in the human body	-Ingestion -Digestion -Boluses -Peristalsis -Digestive enzymes	In group work, discuss on the digestion process.	Charts/ pictures of human digestive system, computer with internet connection.	-Label parts of the digestive system and match them with their functions.	-SET Syllabus for Upper primary (REB, 2025)	

		-Appreciate the importance of each stage of digestion -	-Hydrochloric acid -Duodenum and ileum -Absorption -Elimination			-Arrange cards showing digestion stages in the correct order	-SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								
Week 11: 16-20/3/ 2026	Lesson 3: Hygiene of digestive system (2 periods)	-Explain ways to keep the digestive system healthy, -Develop a positive attitude toward maintaining personal hygiene and healthy eating habits -Develop the habit of chewing food properly to care for the digestive system	-Hygiene - Proper chewing -Boiled water	In group, make a research in a library/ search engines and discussion on ways of maintaining the hygiene of digestion	Charts/ pictures of human digestive, computer with internet connection.	-Discussion on daily habits that help maintain digestive health (e.g., washing hands, eating clean food). -Questions like "Why should we wash fruits before eating?" or "What happens if we eat dirty food?"	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025)	
	Lesson 4: Balance diet (2 periods)	-Identify the main components of a balanced diet -Explain the importance of each component of a balanced diet	-Balanced diet -Body-building foods (proteins) -Energy-giving foods (carbohydrates and fats)	In group work, collect various groups of food and prepare balanced diet.	Different types of food including legumes, tubers , fruits, vegetables and cereals.	-Share what they eat and classify foods -Grouping foods into categories (carbohydrates, proteins, vegetables)	-SET P5 Teacher's guide (REB, 2025)	

		-Appreciate the need to eat a balanced diet.	-Protective foods (vitamins and minerals)					
Week 12 & 13 23/3-3/4/2026	END OF TERM 2 EXAMS							

TERM THREE

UNIT 11		HUMAN DIGESTIVE SYSTEM (Continued)						Periods: 4	
Key unit competence		Identify the parts and functions of the digestive system, explain the stages of digestion, apply hygiene practices and show positive habits to keep their digestive system healthy							
Dates/ Weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/ Approaches	Teaching and learning aids	Assessment	References	Weekly observation/Remarks	
Week 1: 20-24/4/2026	Lesson 5: Preparation of a balanced diet (2 periods)	<ul style="list-style-type: none"> -List the basic food groups needed to prepare a balanced diet -Select appropriate food items to prepare a balanced diet. -Prepare a balanced diet. -Demonstrate habits to recognize, prepare, and eat a balanced diet as a way to prevent nutritional deficiency diseases 	<ul style="list-style-type: none"> -Carbohydrates -Proteins -Fats -Vitamins -Minerals -Fibre -Lipids 	Invite a nutritionist or health worker to explain the importance of balanced diets and proper hygiene in digestion.	Unprocessed food, beans, maize, fruits, potatoes, water, balanced diet chart.	<ul style="list-style-type: none"> -Classify foods into categories (carbohydrates, proteins, etc. -Why is it important to eat vegetables?" 	<ul style="list-style-type: none"> -SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025) 		

	<p>Lesson 6: Nutrition and prevention of deficiency diseases (1 period)</p>	<ul style="list-style-type: none"> -Identify common nutrition deficiency diseases -State the nutrient lacking in deficiency disease. -Express concern about the effects of poor nutrition on health -Match nutritional deficiency diseases with their symptoms. -Explain ways to prevent common nutritional deficiency diseases -Demonstrate a positive attitude toward practicing good hygiene and healthy eating habits 	<ul style="list-style-type: none"> -Nutritional diseases -Deficiency diseases -Kwashiorkor -Marasmus -Goiter -Anemia -Rickets 	<p>In pairs, observe image and discuss about children suffering from deficiency diseases.</p>	<p>Chart/Pictures/Photographs for deficiency diseases.</p>	<ul style="list-style-type: none"> -Match nutrients (e.g., protein, iron, vitamin D) with related deficiency diseases. 	<ul style="list-style-type: none"> -SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025) 	
	<p>Lesson 7: End of unit assessment and remediation (1 period)</p>	<ul style="list-style-type: none"> -Assess the acquired competences -Demonstrate the achievement of the key unit competence 	<ul style="list-style-type: none"> -Carbohydrates -Proteins -Fats -Vitamins -Nutritional diseases -Deficiency diseases -Kwashiorkor -Marasmus 	<p>Written test includes multiple choice, short answers, and structured questions covering all unit topics</p>	<ul style="list-style-type: none"> -Assessment rubrics and checklists -Multimedia tools (videos, slides) 	<p>Flashcard, Matching learners match nutrients (e.g., protein, iron, vitamin D) with related deficiency diseases.</p>	<ul style="list-style-type: none"> -SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) 	

					-Drawing materials for visual task.		-SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								
UNIT 12	HUMAN DISEASES						Periods: 6	
Key unit competence		Define different types of diseases, identify common diseases in the community, explain ways to prevent them, recognize symptoms, and show positive attitudes by practicing and promoting disease prevention.						
Dates/ Weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/ Approaches	Teaching and learning aids	Assessment	References	Weekly observation/Remarks
Week 2: 27/4-1/5/ 2026	Lesson 1 Infectious diseases (2 periods)	-Define infectious disease -Identify common infectious diseases found in the community -Identify common signs and symptoms of diseases. -Prevent different kinds of diseases by practicing good hygiene and habits.	-Infectious diseases -Communicable diseases -Waterborne diseases -Foodborne diseases -Vector-borne diseases -Sexually transmitted infections -Zoonotic diseases -Skin infections -Eye infections	In group work, Make a discussion on common infectious diseases.	Computer internet connection (online resources on diseases prevention) Library textbooks, projector, charts.	-Share what they know about common infectious diseases and how they spread. -Flashcard matching Match diseases (e.g., malaria, HIV/AIDS) with their causes.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Lesson 2:	-Define what a non-infectious disease	-Non-infectious diseases	In group activity,	Computer internet	Share what they know		

	Non – infectious diseases (2 periods)	-Identify common non-infectious diseases found in the community -Noticing changes in the body or behavior that could indicate illness.	-Heart diseases -Cancers -Body malfunction diseases -Mental diseases	discussion on identification and prevention of common non-infectious diseases.	connection (online resources on non-infectious diseases) Library, textbooks, Projector, Charts	about non-infectious diseases and how lifestyle affects health.		
Remedial session (1 period)								
Week 3: 4-8/4/2026	Lesson 3: Chronic diseases (1 period)	-Define a chronic disease -Identify common chronic diseases found in the community -Adopt healthy habits and discipline to avoid getting sick.	-Chronic diseases -Musculoskeletal disorders -High blood pressure -Coronary artery disease -Obesity -Physical activity	In group, identify common chronic diseases and preventive measure.	Computer internet connection (online resources on non-infectious diseases) Library, textbooks, Projector, Charts	Matching (match diseases (e.g., diabetes, asthma) with their symptoms, causes, and prevention methods.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil’s book (REB, 2025) -SET P5 Teacher’s guide (REB, 2025)	
	Lesson 4: End of unit assessment (1 period)	-Assess the acquired competences -Demonstrate the achievement of the key unit competence	-Non-infectious diseases -Heart diseases -Cancers -Body malfunction diseases -Mental diseases -Infectious diseases	Group discussion to identify infectious, non-infectious and chronic diseases and their causes.	Computer internet connection (online resources on non-infectious diseases) Library, textbooks,	Written activity to identify infectious, non-infectious diseases and state how to prevent them.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil’s book (REB, 2025)	

			-Communicable diseases -Waterborne diseases -Foodborne diseases		Projector, Charts		-SET P5 Teacher's guide (REB, 2025)		
UNIT 13		ELECTRICITY					Periods: 12		
Key unit competence		Explain how electricity is made and why it is important, identify sources and parts of electric circuits, build and manage simple circuits, and show safe habits when working with electricity.							
Dates/ Weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/ Approaches	Teaching and learning aids	Assessment	References	Weekly observa tion/Re marks	
Week 3: (Continued) 4-8/4/2036	Lesson 1 Importance of electricity (2 periods)	-To outline the importance of electricity. -Explain why electricity is important and how it is produced	-Electricity -Powering device -Oven -Microwaves	Make a field trip of area where electricity is extensively used to produce various goods and discuss in group the importance of electricity	Computer, Bulbs, Radios, Torch and Charts showing electrical appliances	Written exercises on importance of electricity.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)		
	Remedial session (1 period)								
Week 4: 11-15/5/ 2026	Lesson 2: Production of electricity (2 periods)	-To describe how electricity is produced.	-Generating electricity -Generators dynamo -Solar panel	-Make experiment on production of electricity using	Dry cells, Battery, Bicycle dynamo, Simple solar	-Practical activity on producing electricity using dynamo	-SET Syllabus for Upper primary (REB, 2025)		

		-To produce electricity using a bicycle dynamo and solar panel		a simple dynamo. -Make experiment on production of electricity using a simple solar panel.	panels, wires.	and solar panel' -Explaining how electricity is produced.	-SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Lesson 3: Tools and materials used in electricity work (2 periods)	-List common materials and tools used in electricity. -To use common tools and materials used in electricity. -Differentiate between the parts of an electric circuit	-Screwdriver -Wire stripper -Plier -Electrical tape -Voltage tester -Multimeter -Insulated gloves - Conductors -Insulators -Fuse -Power plug	Identifying various tools and materials used in electricity.	Common materials used in electricity, common tools used in electricity, charts and pictures of common electricity tools and materials.	Matching activity on the tools and materials to their uses.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								
Week 5: 18-22/5/2026	Lesson 4: Constructing and controlling simple electric circuit (2 periods)	-To explain methods of controlling electric circuit. -Accept and adapt to new technology by using safe and standard electrical tools and equipment.	-Simple electric circuit -Positive terminals -Negative terminals -Switch -Complete circuit	In group work, collect materials (dry cells, bulb, wires, switches) and construct simple circuit	Screw driver, Fuse, Tester, Bulb, Wires, Charts electrical Appliances,	Written activity on ways used to control the electric circuit and why it is important.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025)	

		-To construct a simple electric circuit. -To manage an electric circuit.	-Incomplete circuit		Photographs , Switches		-SET P5 Teacher's guide (REB, 2025)	
	Lesson 5: Dangers of electricity (2 periods)	-To explain the dangers of electric circuit. - Take responsibility to keep themselves safe when using electricity. - Manage and control an electric circuit safely.	-Electrocution -Short circuit -Electrical appliances	In pairs, observe charts to mention the dangers of electricity.	Screw driver, Fuse, Tester, Bulb, Wires, Charts showing electricity appliances, Photographs , Switches	Written activity on identifying common dangers of electricity.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								
Week 6: 25-29/5/ 2026	Lesson 6: End of unit assessment (2 periods)	- Assess the acquired competences - Demonstrate the achievement of the key unit competence	-Simple electric circuit -Positive terminals -Negative terminals -Switch -Complete circuit -Incomplete circuit	Group discussion about importance of electricity, production of electricity dangers and controlling electric circuit.	Charts showing electricity appliances, photographs , Switches.	Written activities on all covered lessons.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
UNIT 14	MATERIALS AND STATE OF MATTERS						Periods: 14	
Key unit competence		Classify materials as metals or non-metals based on their properties, calculate their density and demonstrate the changes of state of matter.						

Dates/ Weeks	Lesson title/periods	Learning objectives	Content Summary	Teaching and learning activities/ Approaches	Teaching and learning aids	Assessment	References	Weekly observa tion/Re marks
Week 6: (Continued) 25-29/5/ 2026	Lesson 1: Classificatio n of materials (2 periods)	-To identify common metals and nonmetals - To develop concern towards using different metals.	-Materials -Solids -Liquids gases -Metals -Non-metals	In group, collect variety of objects: bells, a nail, piece of iron sheet, brick, plastic pens, hoe, and saucepan and group them according to their properties	Real objects example: bell, thread, nail, spoon, plastic pens, books, glass, sauce pan and others, charts showing metals and non-metal, wooden handle or rug.	Practical activity on classifying objects according to materials in which they belong to.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Remedial session (1 period)							
Week 7: 1-5/6/2026	Lesson 2: Uses of common metals. (1 period)	-To explain the uses of objects made from metals. -To identify what metals common objects are made of. -To identify objects made from metals. -To maintain metals. - Develop a positive attitude toward using and caring for different metals	-Jewelry -Medals -Trophies -Copper -Roofing materials -Electric wires -Water pipes	Make a field visit in school surroundings to observe uses and maintenance of metals.	Heat source, Nail, wooden handle or a piece of cloth about the conductivity and non- conductivity.	-Written activity on the use of common metals. Matching the objects to the metals they are made of.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	

	<p>Lesson 3: Physical properties of metals (1 period)</p>	<p>-To investigate and list physical properties of metals</p>	<p>-Good conductors -Electricity -Heat -Shiny -Sonorous -Malleability</p>	<p>-Make an experiment to investigate conduction of heat in metals using heat source, nail, metal and candle or wax. -Conduct a hands on activity to test malleability and ductility of different metals.</p>	<p>Real objects e.g. spoons, coins, saucepans, necklaces etc., pens, notebooks, charts, XO laptops.</p>	<p>-Written activity on the physical parts of metals. -Practical activity to investigate the physical properties of metals.</p>	<p>-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)</p>	
	<p>Lesson 4: Maintenance of metals (1 period)</p>	<p>To describe maintenance of metals</p>	<p>-Painting -Metal -Galvanization -Dry place -Oiling</p>	<p>Organize a poster or chart activity showing proper maintenance methods for metals.</p>	<p>Rusting metals, paint and painted metals</p>	<p>Written activity on different methods used to maintain metals.</p>	<p>-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)</p>	
	<p>Lesson 5: Density and relative density (1 period)</p>	<p>-To define density -To differentiate density of regular objects from irregular objects.</p>	<p>-Density -Relative density -Sinking on water -Purity of substances -Lactometer</p>	<p>In groups, measure the density and relative densities of different liquid materials.</p>	<p>Charts, Real objects, Pictures in pupil's book, board, Pen and books,</p>	<p>-Explaining what density and relative density are. -Written activity on</p>	<p>-SET Syllabus for Upper primary (REB, 2025)</p>	

		-To determine density of objects experimentally. -To apply relative density in daily life - Maintain metals and apply knowledge to calculate density and relative density	-Diving equipment	In group, organize a game “Which One Sinks?” and drop an object into water and compare different values of densities of measured objects with the density of water.	stones, beans and pieces of papers.	calculating density and relative density of substances. -Stating examples of where relative density is applied.	-SET P5 Pupil’s book (REB, 2025) -SET P5 Teacher’s guide (REB, 2025)	
Remedial session (1 period)								
Week 8: 8-12/6/ 2026	Lesson 6: Matter and its states (2 periods)	-Define the matter. -List the three states of matter -Show curiosity about matter in the environment and ask questions.	-Matter -Space -Mass/weight	In pairs, illustrate the different states of matter.	Tangible items such as balloons, stick, stone, bottle of water, or charts having different materials with different states of matter.	Written activity on: -Defining matter -Identifying three states of matter.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil’s book (REB, 2025) -SET P5 Teacher’s guide (REB, 2025)	
	Lesson 7: Properties of the three states of matter (2 periods)	-Identify the three states of matter in terms of shape and volume. -Observing and compare different objects/ matter in different states	-Fixed shape -Fixed volume -Particles -Arrangement -Compress -Flowing	Practical activity to investigate the properties of three states of matter.	Water in a container, juice, stone, pieces of wood, cooking oil, book, milk,	-Explaining the properties of each state of matter. -Showing the differences of three states of	-SET Syllabus for Upper primary (REB, 2025)	

					methylated spirit, inflated balloon, among others, textbooks and charts on states of matter,	matter basing on their properties.	-SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
Remedial session (1 period)								
Week 9: 15-19/6/ 2026	Lesson 8: Change of state in water (1 period)	-Identify three interchangeable states of water. -State how water changes from one state to another. -Predict and investigate how heating or cooling changes water's state and temperature. -State the melting point of ice (freezing point of water) and the boiling point of water.	-Physical changes - Melting -Freezing -Evaporation / boiling -Condensation -Sublimation -Deposition	Practical activity to investigate physical change on heated ice. Investigation on physical change of cooled water vapors.	Water in a casserole with lid, source of heat, textbooks and charts on states of matter in water.	Practical activity on using ice, water and heat to demonstrate how water changes from one state to another.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)	
	Lesson 9: Changes in states of water in the water cycle (1 period)	-Explain the roles of evaporation and condensation in the water cycle. -Recognize the changes in states of water in the water cycle.	-Water cycle -Evaporation -Condensation -Precipitation	In pairs, discuss the changes that occur in states of water in water cycle.	Chart on water cycle or the Figure under the activity 14.9 in the pupil's book, computers	-Matching activity on processes involved in formation of water cycle to their meanings.	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025)	

		-Identify and explain water state changes in the water cycle -Care for water as a limited and valuable natural resource and practice saving it			connected to the internet for videos on the water cycle.	-Label the picture showing water cycle.	-SET P5 Teacher's guide (REB, 2025)	
Lesson 10: Transformation of states of matter (1 period)	-Describe the transformation of the various states of matter.	-Transformation -Sublimation -Deposition -Naphthalene -Iodine.	Make investigation on changes between the three states of iodine/ ice/naphthalene.	Improvised items that melts like chocolates, some ice, and any other you can see around, charts or textbooks with the pictures on transformation of states of matter,	Written activity on the transformation of three states of matter	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025) -SET P5 Teacher's guide (REB, 2025)		
Lesson 11: End of unit assessment (1 period)	-Assess the acquired competences -Demonstrate the achievement of the key unit competence	-Water cycle -Evaporation -Condensation -Precipitation -Physical changes - Melting -Freezing -Condensation -Sublimation	Group discussion the changes and transformation of matter	Water in a casserole with lid, source of heat, textbooks and charts on states of matter in water.	Written activity on the transformation of three states of matter	-SET Syllabus for Upper primary (REB, 2025) -SET P5 Pupil's book (REB, 2025)		

			-Deposition					-SET P5 Teacher's guide (REB, 2025)	
	Remedial session (1 period)								
Week 10 &11: 22/6-3/7/ 2026	END OF TERM 3 EXAMS								