

## To all teachers:

**Day 1: (To be sent the day BEFORE messages start to go out)** Thank you for participating in this SMS Curriculum pilot. These are ideas for teaching! Think about how you would use them with learners.

**Day 1: (To be sent as a second message BEFORE messages start to go out)** Read the messages and study the way activities are designed to be action focused. How do they also make learners think for themselves?

**Day 5: (To be sent AFTER the day 5 message)** We hope the curriculum messages have been of interest to you. Please reply to this message with your name to confirm that you have received all 5 messages. 😊

**Day 10: (To be sent AFTER the day 10 message)** Thank you for your participations in this project. We will contact you again soon to ask about your response to the messages.

## English P1 (EngP1)

EngP1 1: THINK: Who else is in your community? How would you describe your friends and family? What are their names and what are their interests?

EngP1 2: TALK and LISTEN: Introduce yourself with more information. Use frame, 'My name is \_\_. I am \_\_ (a boy/a girl).'

EngP1 3: TALK and LISTEN: Practise asking others about themselves. Use the question 'What is your name?' Help them answer how you've practised.

EngP1 4: WRITE: Practise asking others about themselves using the question 'What is your name?' Write down the names you hear thinking of each sound.

EngP1 5 CREATE: Create a poster by drawing pictures of the people that you have talked to this week. Practise writing their names to label your picture.

EngP1 6: THINK: Who lives with you in your home? What are their names? Use the words MOTHER, FATHER, BROTHER, SISTER to describe them.

EngP1 7 CREATE: Draw a picture of the people who live at home with you. Draw each person and label with their names and words practised yesterday.

EngP1 8: TALK and LISTEN: Ask family members what they do at home. What jobs do you have? How do you help your family and others?

EngP1 9: WRITE: Write a rhyme about your home. Use this frame to help. 'We have one \_\_. We have two \_\_. How about you?'

Eng P1 10 TALK: Perform your rhyme for someone in your family. Add another verse together and say your rhyme aloud.

## English P2 (EngP2)

EngP2 1: THINK: What do you and your friends like to eat? What do you and your friends like to do? Is this the same or different?

EngP2 2: TALK and LISTEN: Practise introductions. Say 'My name is \_ and I like to \_. My friend is \_ and he/she likes to \_.'

EngP2 3: TALK and LISTEN: Ask others about their friends. 'What is your name? Who are your friends and what do they like?'

EngP2 4: CREATE: Draw a picture of yourself with your friends. Add details to show what you like and dislike.

EngP2 5: WRITE: Label the picture of yourself with your friends. Add words for likes and dislikes. Think of the sounds in words as you write them.

EngP2 6: CREATE: Think about things that you do each day that make you feel happy and sad. Draw pictures of yourself doing these things.

EngP2 7: WRITE: Add labels to your picture using the frames. 'I feel happy when \_ because \_. I feel sad when \_ because \_.'

EngP2 8: THINK: What is the difference between feeling sad and feeling worried or frightened? Think of what makes you feel worried, frightened and sad.

EngP2 9: WRITE: Write a list poem about feelings. 'I feel happy when \_. I feel sad when \_. I feel worried when \_. How about you?'

EngP2 10: TALK: Read aloud your poem for someone in your family. Talk slowly and clearly. Can they help you add another line?

## English P3 (EngP3)

EngP3 1: THINK: Think about what it is like to live in your Payam. Where do you visit? Where do you get food and other services?

EngP3 2: READ: Look for shop signs around your Payam. Read any shop names, post office or bank notices that you can find.

EngP3 3: WRITE: Think of 3-4 questions to write about what you can buy from local places. For example 'Where can I buy some sorghum?'

EngP3 4: CREATE: Make a mind map about food services in your Payam. What kinds of foods can you buy from the shop and from the market?

EngP3 5: TALK and WRITE: Share your mind map with a family member. What other ideas would they add? Think carefully about the sounds in words.

EngP3 6: INVESTIGATE: What services does your Payam have that help people in your community? Why are hospitals and schools important?

EngP3 7: TALK and LISTEN: Ask your family about what local services they use most often and why? How do these services help you and your family?

EngP3 8: WRITE: Write a thank you letter to someone that works in the local school or hospital. What are you thankful for?

EngP3 9: SHARE: Share your letter with someone who provides a local service. Can they tell you anything new about the services they provide?

EngP3 10: CREATE: Make a poster to show what you have learned about services in your community and why these services are important.

## English P4 (EngP4)

EngP4 1: THINK: A season is a time of year with particular weather conditions. Seasons influence economic & social activities. What do you know about seasons?

EngP4 2: TALK & LISTEN: Think about and discuss the meanings of the following words with your family: TEMPERATURE, FORECAST, CHILLY, BREEZE, CLOUDY, DROUGHT.

EngP4 3: WRITE: Think of the words discussed yesterday to do with the seasons. Use each word in a sentence to show you know the meaning.

EngP4 4: WRITE: Think about the SUMMER and SPRING seasons. What kinds of things happen in these seasons? Write a poem about spring and summer.

EngP4 5: WRITE: Think about how AUTUMN and WINTER seasons are different. What happens at this time of year? Write a poem about autumn and winter.

EngP4 6: CREATE: This week you will make a FACT FILE of seasons. Create a booklet with two folded pieces of paper. Design the cover today.

EngP4 7: THINK and WRITE: Design the first page in your fact file all about SUMMER. What is the weather? What else happens in this season?

EngP4 8: THINK and WRITE: Design the second page in your fact file all about AUTUMN. What is the weather? What else happens in this season?

EngP4 9: THINK and WRITE: Design the third page in your fact file all about WINTER. What is the weather? What else happens in this season?

EngP4 10: THINK and WRITE: Design the final page in your fact file all about SPRING. What is the weather? What else happens in this season?

## English P5 (EngP5)

EngP5 1: THINK: What is a diary? What is it used for? What kind of information would you write in a diary? What language would you include?

EngP5 2: TALK and LISTEN: A diary is a book to keep a record of daily events, ideas and thoughts. Ask others what they know about diaries.

EngP5 3: WRITE: Write 6-8 sentences in a diary entry about your day. Remember to include your thoughts, events and feelings in each entry.

EngP5 4: WRITE: Continue with another diary entry today. Challenge yourself to try and include description in your sentences by using ADJECTIVES and ADVERBS.

EngP5 5:WRITE: Continue with another diary entry today. Challenge yourself to include some PREPOSITIONS to tell WHERE things happen (IN, ON, UNDER, BETWEEN).

EngP5 6: READ and IMPROVE: Read your 3 diary entries from last week. Find 3-4 sentences that you can improve by adding more detail or description.

EngP5 7: THINK and PLAN: Choose an animal you know. Write a list of things that the animal does each day to plan for writing tomorrow.

EngP5 8: WRITE: Start writing a fictional (story) diary entry as written by an animal. Think of thoughts, events and feelings you can include.

EngP5 9: WRITE: Continue your animal diary entry. Challenge yourself to use the CONJUNCTIONS BECAUSE, IF and SO in your sentences.

EngP5 10: WRITE: Write your final animal diary entry. Challenge yourself to add funny details by thinking about what daily life is like for the animal.

## English P6

EngP6 1: THINK: Think of a time that you had a school holiday. What did you do? Who did you see? Where did you go?

EngP6 2: THINK and WRITE: Think about the meanings of these words: RE-ENERGISED, TRAVEL, RELAX, OUTDOORS, ACTIVITIES. Write each word in a sentence.

EngP6 3: PLAN: Think about a memorable school holiday. Write notes about what you remember about this holiday. What did you do and where did you visit?

EngP6 4: WRITE: Write a RECOUNT (tell what happened) of your memorable school holiday. Make sure to write in the FIRST PERSON (I went to... I saw...).

EngP6 5: READ and IMPROVE: Read your recount to a classmate and listen to their recount of their holiday. What could you improve in your own recount?

EngP6 6: THINK and WRITE: The CONJUNCTIONS BECAUSE, IF and WHEN can be added to sentences for detail. Write 5 holiday sentences using these CONJUNCTIONS.

EngP6 7: LISTEN: Listen to a radio advert about a holiday destination. How is the place described? What would it be like to visit?

EngP6 8: INVESTIGATE: Ask friends and family members what their ideal holiday would be. Where would you go? What would you do? Why is this your choice?

EngP6 9: CREATE: Create a travel brochure about your ideal holiday. Include descriptions of the place and activities using the conjunctions BECAUSE, IF, WHEN.

EngP6 10: CREATE: Continue your travel brochure about your ideal holiday. Make sure to include pictures of places to visit and activities with descriptive sentences.

## English P7 (EngP7)

EngP7 1: THINK: What are the main festivals and celebrations of our community? How do these compare to festivals and celebrations in other countries?

EngP7 2: WRITE: Think about questions that you could ask your community leader about local festivals and celebrations. Write 4-5 questions to ask.

EngP7 3: TALK & LISTEN: Ask your community leader about local festivals and celebrations using your questions. Take notes of key information that is shared.

EngP7 4: CREATE: Use your notes from yesterday to create a poster about a local festival or celebration. Make sure to include details to explain what happens.

EngP7 5: WRITE: Imagine that you have attended the celebration from your poster. Write a RECOUNT of what happened when you celebrated this festival or event.

EngP7 6: INVESTIGATE: Diwali is a religious festival in India honouring the victory of good over bad. This festival is important for children and families.

EngP7 7: INVESTIGATE: Chinese New Year celebrates the first day of the year in the Chinese calendar. Children receive cash gifts in red envelopes.

EngP7 8: INVESTIGATE: American Thanksgiving takes place in November and is a time to give thanks for all the sacrifice and hard work during the harvest.

EngP7 9: PLAN and WRITE: Choose one of the celebrations you have read about this week. Plan your own celebration from this country.

EngP7 10: WRITE: Imagine that you have attended one of these celebrations from other countries. Write a recount of what you did to celebrate.

## English P8 (EngP8)

EngP8 1: THINK: Think about and discuss these questions. What are the issues of sustainability? How can we develop our economy in a sustainable way?

EngP8 2: WRITE: Think of the meanings of the following words and use each in a sentence about sustainability – DEVELOPED, ECONOMY, INFRASTRUCTURE, INDUSTRY.

EngP8 3: TALK and LISTEN: What does this statement mean to you? Sustainability is the balancing act to ensure present needs are met without compromising others.'

EngP8 4: WRITE: Make a plan for the future of how you can ensure sustainability of agricultural resources. Outline the issue and how this can be improved.

EngP8 5: CREATE: Use the ideas that you wrote yesterday to make an attractive poster about how to ensure sustainability in future of agricultural resources.

EngP8 6: THINK: This week, you will write a report about sustainability. Think about the following ideas: climate change, food production, water scarcity, energy.

EngP8 7: READ: Look for newspaper or magazine articles to gather information about sustainability and the topics that you thought about yesterday. Take notes.

EngP8 8: WRITE: Today, write your introductory paragraph about what sustainability is. Now write your second paragraph to give information about climate change.

EngP8 9: WRITE: Today you will write paragraph 3 about food production and paragraph 4 about water scarcity. Think carefully about key information to include.

EngP8 10: WRITE: Today you will write paragraph 5 about energy and paragraph 6 (conclusion). End with an interesting fact or statement that makes the reader think.

## Maths P1 (MaP1)

MaP1 1: Number Unit. As a class, count up to 10, 3 times. Now whisper a count to 10, followed by a shout to 10! Work in pairs to count to 10 on your fingers. Clap your hands for 10 happy fingers!

MaP1 2: Ma Count to 10 again and try to count backwards too. Can you start from 5 and go to 10 and then back to zero? Try starting from a different number to practice.

MaP1 3: Repeat day 1 and 2 but move up to 30. Can you hear some patterns in your counting? Use groups of 3 people to count 30 fingers backwards and forwards.

MaP1 4: Draw the numbers 0 to 9 in the sand. Trace them with your fingers and sticks. Which numbers are straight, and which are curly? Put 3 stones next to '3' and so on.

MaP1 5: Repeat day 4, then take it in turns to point to one number for everybody to read together. Then only say one number and try to point to it.

MaP1 6: Count together from 10 to 20. Try counting fast and slow. Then count from 0 to 20, backwards and forwards. Count from 20 to 30 and back. Cheer 10, 20, 30!

MaP1 7: Write the numbers 0 - 10 in on the board. Check you can read each number. Put a circle around every other number starting with 0. You have even numbers!

MaP1 8: Write 0 – 10 and circle the even numbers, reading them aloud. Clap your 2 hands to remind you of even numbers. Say them in order getting louder as you go!

MaP1 9: Circle every other number starting with 1. These are odd numbers! Say them together. Trying standing for even and sitting for odd numbers!

MaP1 10: Count in even numbers up to 30 and then up in odd numbers. You might need to practice this throughout the day. Weekend challenge – go backwards!

## Maths P2 (MaP2)

MaP2 1 Geometry. Look around the school compound for different shapes. What are the same? Which are different? What shapes have straight or round edges?

MaP2 2: Gather different shapes from the environment. Arrange them to make different patterns. What do you notice about size and how well they match?

MaP2 3: If a shape has 4 sides, it is called a quadrilateral. How many different 4-sided shapes can you make? What patterns can you make using quadrilaterals?

MaP2 4: What 4 sided shapes can you see around you? What large and smaller quadrilaterals can you find? Look for these shapes at home. Tell people about them.

MaP2 5: 3-sided shape is called a triangle. Make some triangles using sticks and stones. Make patterns using triangles. Where can you see triangles around you?

MaP2 6: Draw a quadrilateral so that all the sides are the same size. If the shape seems straight, then it is called square! Where can you see squares around you?

MaP2 7: Make a pattern of quadrilaterals, including some squares. Can you make a repeated pattern? Can you make the same pattern, but bigger or smaller?

Ma P2 8: Use triangles, squares and quadrilaterals to create a pattern. Notice how they fit. Where are the gaps and the joins? What shapes fit well together?

Ma P2 9: Look for patterns and shapes in the environment. How does nature organise shapes? How does a building do this? What shapes have more than 4 sides?

Ma P2 10: Create a pattern that could be used to decorate a wall or floor. Look at some fabrics or photos of decorative floors around the world for ideas.

## **P3 Maths (MaP3)**

MaP3 1 Measurement: Draw a quadrilateral where each side is different. Draw a square that is a similar size. Compare lengths of sides. Repeat. What do you notice?

MaP3 2: Draw or make a few quadrilaterals. Split these into triangles. How do the triangles compare? How many triangles inside can you create?

MaP3 3: Create a triangle using sticks. Swap one stick (side) for another sized stick. What do you notice? How could you measure these sides?

MaP3 4: Create a sequence/pattern of squares and quadrilaterals. How do they fit together? How many ways can you divide a quadrilateral into smaller shapes?

MaP3 5: Draw a quadrilateral. Measure each side using a ruler or your fingers. Split the quadrilateral in half. Measure the size of each new shape.

MaP3 6: Talk about how shapes are used in buildings. Why are some shapes chosen over others? Why are some shapes 'strong'? What shapes dominates buildings?

MaP3 7: Consider circles the environment. What are the benefits of a circle in everyday items such as a cup or a wheel? What do you know that needs to roll?

MaP3 8: Use some string or a collection of stones to create some circles. Can you divide them in half? What shapes can you split a circle into?

MaP3 9: 'A circle has an infinite number of sides.' Talk about what that means. Practice drawing perfect circles. What can you use to help?

Ma P4 10: Measure the width of circles you have created. Where is it the widest? How does this compare to triangles and quadrilaterals?

## **Maths P4 (MaP4)**

MaP4 Statistics 1: Statistics involves the collection, recording and representation of data and the interpretation of data. What data do you have about your school?

MaP4 2: Primary data is raw. It is collected at source. Secondary data is collected by someone else. What examples can you think of? Cows? School register?

MaP4 3: How is a line graph similar to a bar chart? They are useful for showing trends over time. How might data about your school change over time?



MaP4 4 Look at a line graph if you can. How steep is the line. Why is this? What can you think of that changes rapidly or dramatically? What changes slowly?

MaP4 5: Compare some line graphs and bar charts. How are the same and different? Look at the axis. What can you say generally about the y (horizontal) axis?

MaP4 6: A pie chart is a circle divided into segments. Each segment is proportional to the number of cases in the category. Draw some different pie charts.

MaP4 7: Draw a table to record how many people are right & left-handed. Organise this into a pie chart. How does this compare to learners in another class?

MaP4 8: Use a table to record how many people live in a house in your class. Represent this as a bar graph or a pie chart. Why is a line graph not useful?

MaP4 9: Work in pairs to choose another topic to explore so that it can be explained using a pie chart. How does your knowledge or circles help?

MaP4 10: What jobs do people do in your community? Prepare a pie chart to show this. How do you think this chart would compare to another community?

## Maths P5 (MaP5)

MaP5 1: Read this number 583 216. What can you say about the place value here? How is this different to 58 216 and 580 216?

MaP5 2: Use digit cards to create a variety of 5- and 6-digit numbers. Write down a sequence of numbers going from highest to lowest.

MaPa5 3: Use digit cards again to create a 6-digit number at random. Practice adding 10, 100 and 1000 to each number you create. Then subtract the same.

MaPa5 4: 1000g is equal to 1Kg. How many g do you have if you have 13kg of rice? How Many Kg of flour do you have if you have 42,000g? Any more ideas?

MaPa5 5: Can you write these numbers in words? You'll need to check each other's spellings! 555 321, 321 555, 23 899, 304 201. Read them aloud.

MaP5 6: A number is divisible by 3 if the sum of the digits is divisible by 3. Try it! 12, 15, 18, 21, 24, 27. Make up some other, 3-digit numbers divisible by 3.

MaP5 7: Create a quiz of 4-digit numbers that are divisible by 3. Who can spot which ones are not multiples of 3? What do you think about multiples of 6?

MaP5 8: You have 63 pounds to spend in the market. Each mango costs 3 pounds. How many can you buy? Make up similar problems to solve.

MaP5 9: If a number is divisible by 4, the last two digits are divisible by 4. For example: 34 544 or 379 228. Make up some others using 5 digits.

MaP5 10: A number is divisible by 6 if it is divisible by 2 and 3. 114. 672. Use all your rules for x3, x4 and x6 to create a quiz. Don't make it too easy!

## Maths P6 (MaP6)

MaP6 1: When we need to measure small lengths, we use millimetres, mm. What can you see that is shorter than 1cm or 10mm?

MaP6 2: We can also use mm to provide very accurate measurements. What situations can you think of that would require this precision?

MaP6 3: How many mm is there in one metre (1m)? Can you show 1m by taking a step? How about 1cm or 1mm? How many cm in 3m? How many m in 4000mm?

MaP6 4: Create some problems like the ones you were given yesterday. You need to be good at  $\times$  and  $\div$  by 10, 100 and 1000! What can you say about place value?

MaP6 5: 5.2m is 520cm. 5.02m is...? Place value is important. What about these: 4.27m is? cm. 42.7m is? cm. Create some of your own statements like these.

MaP6 6: When we switch between cm and m or mm and cm, we are converting units. Can you measure your textbook in cm and mm? How about your pencil?

MaP6 7: Estimate some length. Which unit will you use? A car door, fork, the nearest tree, across the river, your fingernail and the road to the next village.

MaP6 8: A circle is a 2-dimensional shape made by drawing a curve that is always the same distance from a center. What circles can you see? How wide are they?

MaP6 9: The radius is defined as the distance between the centre of the circle and a point on the circle curve. How is this different to the 'width'?

MaP6 10: We call the full width of the circle, the diameter. If the diameter is 36cm, what is the radius? If the radius is 23cm, what is the diameter?

## Maths P7 (MaP7)

MaP7 1: What can you remember about proportion? Think about how many days it has rained this month or how many people in your class have blue eyes.

MaP7 2: More about proportion. How many Litres of water do you use at home compared to school? How much water do you need to cook rice? More examples?

MaP7 3: The Unitary Method. We calculate the value of a single unit before calculating the value of many. 1 drink is 13SSP, 4 drinks cost 42SSP. More examples?

MaP7 4: If 12 tins of beans weigh 48kg, how much does one tin weigh? How much do 4 tins weigh? How much would 20 tins weigh? More examples?

MaP7 5: If 13 identical boxes weigh 117kg, how much would one box weigh? How much would 20 boxes weigh? More examples?

MaP7 6: Can you think of some more problems where using the Unitary Method is useful? What about at the market? Traveling a long journey, building a house?

MaP7 7: We can relate proportion to percentage also. 100% means we have one whole. If we increase an amount by 50%, we add half to it. Other examples?

MaP7 8: What would be your total if you increased 70 by 50%? How about increasing 70 by 100%? What other examples can you create using 50% and 25%?

MaP7 9: Percentage increase: divide the difference between the original amount and the new amount by the original amount then multiply by 100. Examples?

MaP7 10: There were 80 visitors yesterday and 120 today. What is the % increase? How would you calculate % decrease? Examples? Where are %'s used mostly?

## Maths P8 (MaP8)

MaP8 1: What do you already know about calculating the area of a shape? What do you need to know? Why would you do this?

MaP8 2: The area (A) is the amount of a surface covered by a boundary. The units we use are squared (m x m)? Can you give some example areas?

MaP8 3: To convert an area in cm to area in m, what do you need to do? What about the opposite? Convert 0.075m squared to cm squared. Multiply 0.075 by 1000.

MaP8 4: How do you calculate the area of a rectangle? What units would you use to calculate the area of a football pitch? What do you estimate that to be?

MaP8 5: How would you calculate the area of your classroom floor? How do you think this compares to the school office floor?

MaP8 6: A farmer has a rectangular garden of length 800m & width 650m. Calculate the area of the garden on hectares. 1 Hectare = 10 000m<sup>2</sup>

MaP8 7: A sports field has length of 65m and a width of 52m. What is the area of its playing surface? Is this big enough for a football game?

MaP8 8: A piece of fabric has an area of 10.8m<sup>2</sup>. What do you think the dimensions are? Is this enough to make a bedsheet?

MaP8 9: How do you compare finding the area of a rectangle to finding the area of a square? Which is easier? What squares are around you? Area?

MaP8 10: What is the area of a square with a perimeter measuring 25cm, 16cm and 81cm? How do you think we could calculate the area of a cube?

## Science P1 (SP1)

SP1 1: IDENTIFY. You use your senses to detect the surroundings. You use your skin to feel. Tell somebody the sense organs you use to see, hear, taste, smell.

SP1 2: PRACTICAL: You use your nose to smell. Find three things that smell. Blindfold your friend and hold each thing near their nose. What can they smell?

SP1 3: PRACTICAL: You use your skin to feel. Find a rough and smooth object. Feel each object with your fingers, face, elbows and feet. Explain the feelings.

SP1 4: OBSERVE: You use your tongue to taste. Talk about your favourite tastes. Now draw your friend's tongue. Can you see little bumps? These are taste buds.

SP1 5: PRACTICAL: Test your taste. Ask someone to put one salt grain on one spoon and a sugar grain on another. Without looking, taste. Is it salt or sugar?

Sp1 6: PRACTICAL: You use your eyes to see different objects and colours. Find 5 objects that are different colours. Find 5 objects of the same colour.

SP1 7: OBSERVE, DRAW, LABEL: Light enters your eye through the black hole in the middle. Your pupil. Draw your friend's eye. Label the pupil and eyelashes.

SP1 8: PRACTICAL. Stand a stick in the ground. Mark its shadow on the ground at morning, noon and night. Discuss the length and position of the shadows.

SP1 9: PRACTICAL: You use your ears to hear. Sit and listen to the sounds around you. What can you hear? Listen to people playing music. Which is your favourite?

Sp1 10: PRACTICAL: Bang with a stick to make loud and quiet sounds. Now put a little water in a bottle and bang it. Add more water. Does the pitch get higher or lower?

## Science P2 (SP2)

SP2 1: OBSERVE, DISCUSS, DRAW Go outside and look for plants. Discuss what you see. How many different plants are there? Can you see a big plant, like a tree?

SP2 2: OBSERVE, DRAW Can you see small plants? Can you see plants with big and small leaves? What colour are their leaves and flowers? Draw your favourite.

SP2 3: OBSERVE, DISCUSS Plants have different parts. Each plant part has its own job. Choose one plant and look at it carefully. Can you see its leaves and its stem?

SP2 4: Does the plant have flowers or fruit? Where are its roots? Now talk with others about which part of the plant holds it up?

SP2 5: Which part of the plant is underground? Are any parts of the plant brightly coloured? Why? Do any parts of the plant smell good?

SP2 6: OBSERVE, DISCUSS If possible, go to a stream, river or pond. Look at the plants that live in the water. What are the plants like? Why?

SP2 7: Can you see any plants in the water with big, flat leaves? Any with tall, thin leaves? Draw two water plants. Compare wet and dry plants.

SP2 8: ACTIVATE VALUES, TELL OTHERS. There are many different types of plants. Discuss with others about why we must look after the different habitats.

SP2 9: People and animals eat plants. Talk with others about your favourite foods. Which come from plants and what parts of the plants do we eat?

SP2 10: How and why do we cook some plants? Do they all need cooking? How do plants change when we cook them? How do we know when they are ready to eat?

## **Science P3 (SP3)**

SP3 1: OBSERVE: Look at the plants around you. How many different plants can you see? Choose 2 plants and draw them. How the plants are similar, different.

SP3 2: DISCUSS: Water lilies live in water. They have big, flat leaves and long bendy stems. Talk to others about how the leaves and stems help them to live.

SP3 3: Habitats are places where plants and animals live. Look for animals in different habitats, like under rocks, in grass. What helps them to survive?

SP3 4: The grass of Boma National Park is a special habitat. Many animals live there. Write a speech to say why people must look after Boma.

SP3 5: Look for plants that live in shady and sunny habitats. Draw leaves from plants in the two habitats. How are the leaves different?

SP3 6: Fish live in water and goats live on land. Write what fish must do to live in water and what goats must do to live on land. Think about the differences.

SP3 7: Mosquitoes give people malaria. They lay their eggs in water. Discuss with others why and how to make fewer places for mosquitoes to lay eggs.

SP3 8: A fruit is the part of a plant that has seeds and flesh. Write the names of fruits you like to eat. Why do you like these fruits? Where do they grow?

SP3 9: If you have a fruit, like a tomato or banana, cut it in half. Look carefully at what is inside and draw what you see. Can you find the seeds?

SP3 10: Plants grow from seeds. Look for seeds like beans or maize. Look for seeds on plants outside. Draw them. Write their names and how they are useful.

## **Science P4 (SP4)**

SP4 1: Think of some animals that live in South Sudan and other parts of Africa. List the animals and the food that each animal eats? Which animals eat only plants? These are called herbivores.

SP4 2: Which animals eat only other animals? These are called carnivores. Which animals eat both? Are humans herbivores, carnivores or omnivores?

SP4 3: Watch a dog, a cat or another carnivore eating. Watch a goat another herbivore eating. What are their teeth like? How do their teeth compare? Sharp or flat?

SP4 4: Look at your own teeth and feel them with your tongue. You have both types of teeth. Where in your mouth are teeth of each type? Why do we have both types?

SP4 5: Watch some insects feeding. Can you tell which of them bite or chew their food and which suck up liquids? Have you ever been bitten by a mosquito? What food did it get it and how?

SP4 6: Watch some different birds feeding. Describe the beaks of some birds that you see in your area. Small or large beaks? Straight, curved, blunt, pointed, narrow or wide?

SP4 7: Why do you think a bird of prey (like a kite) has a sharp, strong, curved beak and a seed eating bird (like a sparrow) has a small, pointed beak?

SP4 8: Discuss what would happen if all the plants died. This would affect both the herbivores and the carnivores. Why do you think this is true?

SP4 9: Why is it important for us to look after all the animals and plants around us? How are they connected? How do they help us and each other?

SP4 10: A food chain is a way of showing how plants and animals are eaten. 2 examples: Grass to Zebra to Lion. Flower to Butterfly to Spider. Think of anymore?

## **Science Primary 5 (SP5)**

SP5 1: Farmers and gardeners use manure or chemical fertilisers to make their crops grow well. They also water their crops. How do these help plants to grow?

SP5 2: Manure and fertilisers give plants the minerals they need. Find out why plants need minerals and water. What happens to plants that do not get enough?

SP5 3: Plants need to make important chemicals like proteins and the green pigment chlorophyll for healthy growth. Compare healthy and unhealthy plants.

SP5 4: Three important minerals plants need to make are nitrogen, phosphorus and potassium (NPK). Plan an investigation (a fair test) to show this.

SP5 5: If the weather is poor, farmers' crops do not grow well and there may be food shortages or even famine. What weather conditions affect crops and how?

SP5 6: Discuss what sort of instrument you might need to measure the strength of the wind and to show its direction. Why is this instrument useful?

SP5 7: How could you make a simple wind instrument yourself? Think about your washing drying in the wind, a flag, a windsock or a wind vane.

SP5 8: Why does wind blow? Discuss with a partner. The pressure of the air is the key. Think about what happens when air warms and cools.

SP5 9: When air warms it expands so the same amount of air takes up more space. It becomes lighter than the cooler air around it and it rises. As it rises, cooler air blows in to take its place.

SP5 10: Discuss how we can use wind. What about a wind turbine to create electricity to power irrigation systems and give people light? What else?

## Science Primary 6 (SP6)

SP6 1: Liquid water evaporates into the air. Put a tiny drop of water on a plate or spoon. Where can you put it so the water evaporates? Test your idea.

SP6 2: High in the air, water vapour condenses to make clouds. Rain falls from clouds. Talk with others about what may happen if there is too much rain, or not enough.

SP6 3: Wood uses oxygen from the air to burn. Draw and label a picture to explain why a fire goes out when you cover it with sand.

SP6 4: In diffusion, particles move from regions of high to low concentration. Make tea, but do not stir the mixture. Watch as tea diffuses through the water.

SP6 5: If a material is in the solid state, its shape does not change. Find 6 objects that are made of solid materials. Write the names of the objects and materials.

SP6 6: The amount of material in an object is its mass. Find a small stone. Find a stone with a greater mass. Explain how you know its mass is greater.

SP6 7: If a material is in the liquid state, it flows and its volume does not change. Take a cup of water. Use it to help you describe what liquids do.

SP6 8: Metals are usually shiny and they conduct electricity. Look for objects made of metal, then draw them. Is charcoal a metal? Explain your answer.

SP6 9: Copper is an element, so made of copper atoms only. The atoms are in rows. Use small objects, like stones, to show the arrangement of atoms in copper.

SP6 10: Carbon dioxide is a compound. Its molecules have one carbon atom joined to two oxygen atoms. Use small objects to make a model carbon dioxide molecule.

## Science P7 (SP7)

SP7 1: Talk about different water sources. Which source do you use? What are the advantages & disadvantages? How do you carry and store water safely?

SP7 2: Pour dirty water into a see-through cup. What do you see? Look at the water later. Has it changed? Why must you filter and boil water before drinking?

SP7 3: Find someone who has had a waterborne disease, like cholera, bilharzia or typhoid. Ask them about the symptoms of the disease, how it made them feel.

SP7 4: If a person has cholera or typhoid, their poo has disease-causing bacteria. Make a poster to explain why boiling water & washing food prevents diseases.

SP7 5: TB, measles and covid are airborne diseases. Write down why coughing into a handkerchief, avoiding crowds and opening windows prevent spreading.

SP7 6: Pretend to be a nurse who cared for Chol in hospital. Chol is well enough to go home but does not want to. Tell Chol about advantages of home nursing.

SP7 7: Protein foods, like eggs, repair and build the body. Name four other protein foods, and find out why pregnant women need extra protein.

SP7 8: Nutrients are substances in food that we need to be healthy. Find out why a breastfeeding mother needs these nutrients: iron, calcium, protein.

SP7 9: Handling food unhygienically causes contamination. Explain the reasons for: washing hands when cooking, covering food, storing food in cool places.

SP7 10: Here are some diseases: TB, covid, cholera, typhoid, measles. Which spread through water, and which through air? How can you prevent each disease?

## **Science P8 (SP8)**

SP8 1: What mammals & birds (domestic or wild) are in your local area? Humans are mammals too! What common characteristics do a) mammals b) birds and c) both share?

SP8 2: Like all animals, birds and mammals reproduce. Why is this necessary? What are the differences and the similarities between how birds and mammals reproduce?

SP8 3: Fertilisation happens when a sperm and an egg or ovum combine. Internal fertilisation happens in birds & mammals. What does this mean and why is it important?

SP8 4: Mating (or sexual intercourse) is needed so fertilisation can take place internally. How do animals mate? How must male and female reproductive systems differ?

SP8 5: The key parts of the female reproductive system are the ovary, oviduct, uterus & vagina. Discuss the function of each part. If you can, copy & label a drawing.

SP8 6: Ovulation is the process of releasing an egg. How often does this happen? Where do the words ovulation, ovary & oviduct come from? See last Wednesday's text.

SP8 7: The key parts of the male reproductive system are testes, sperm ducts, urethra & penis. Discuss the function of each part. If you can, copy & label a drawing.

SP8 8: In humans, ovulation takes place each month and pregnancy lasts for 9 months. Investigate how often other animals ovulate and how long their pregnancies last.

SP8 9: Why does the uterus have strong muscular walls? What do you think the blood supplies to the baby through the placenta & umbilical cord while it is in the womb?



SP8 10: Discuss the process of giving birth & stages involved from breaking of the waters to delivery of the baby & afterbirth. Why is post-natal care so important?

## **Social Studies P1 (SSP1)**

SSP1 1: Places in the world are not all the same. What features can we notice and name in a walk around our school? Hill? River? Stream?

SSP1 2: Sketch and name other local features where we live. Compare and discuss drawings. What feature is the biggest?

SSP1 3: Draw or make a map from memory. Show your home and as much of the neighbourhood and its features as you know.

SSP1 4: Compare your maps and find out what other children have drawn. Are their features the same or different to yours?

SSP1 5: Explore as much of your more of neighbourhood area as you safely can with your teacher. What do you love most about your neighbourhood?

SSP1 6: Places are also about the people who live and work there. Brainstorm a list of local people and the jobs that they do.

SSP1 7: Create a picture report showing people doing jobs in your community. How are they same and different?

SSP1 8: Investigate other locations in your country and describe the human and natural features, jobs, homes and weather.

SSP1 9: Discuss how people can protect or harm features in their environment, for example by dropping rubbish (harm) or by planting trees (improve).

SSP1 10: Planting trees can improve an environment. Explore around school. Find existing plants and trees and where the best place might be to plant new ones.

## **Social Studies P2 (SSP2)**

SSP2 1: Physical features are all the things we can see in our environment. Name features near where we live, reminding ourselves of what we've learnt.

SSP2 2: What do we know about other places in South Sudan and what they are like? Think carefully, not just about our payam.

SSP2 3: Make up some riddles about features in our local environment and ask your partner to guess them. Use a map to help you.

SSP2 4: Where is the best place to photograph wildlife? Travel on a boat? Go fishing? Fetch water for drinking? Identify the answers on a map.

SSP2 5: Visit a nearby river and sketch it. Label everything you see around it. Explain how you feel watching it. What do you like about it?

SSP2 6: Make a model of a river outside. Gently add water at one end of a slope and note how water flows and erodes the soil beneath it.

SSP2 7: Identify ways that important features like river and soils can be looked after, such as planting more trees and not leaving any rubbish.

SSP2 8: Discuss how the river flows from high to low and why rivers are precious. What can you do to protect the river?

SSP2 9: Draw some pictures of the possible journey of a river through South Sudan. Where are the streams? Where are the bends and narrow zones?

SSP2 10: Write a short song about the river and the water running through it. Remember about keeping it clean and the rain falling also.

## **Social Studies P3 (SSP3)**

SSP3 1: What is a physical feature? Can you give an example? (e.g. forest, swamp, hill, river). What feature is nearest you? Which is rare in your payam?

SSP3 2: How do rivers move from the hills to the oceans? Can you draw that in the sand? How do rivers shape and change the landscape?

SSP3 3: How do mountains effect the landscape? What is vegetation like on and around mountains? Can people live in the mountains? How do they adapt?

SSP3 4: What would it be like to live in a forest? What would be the advantages? How would that compare to living in a swamp or by a river?

SSP3 5: Discuss and sort physical features into groups: features found locally, and features found in other parts of South Sudan or the continent of Africa. What do you notice?

SSP3 6: A continent is a large land mass and may contain many different countries. Using a map / globe identify the continent of Africa. Whereabouts in the world is Africa?

SSP3 7: What major physical features does Africa have? What are the most common? Which are rare? Which are the most common near where you live?

SSP3 8: How can we locate a river accurately? Look at a map or draw some. How can it be different from a road or boundary?

SSP3 9: In small groups, create your own map of Africa on the ground, using found materials out of doors. Identify where South Sudan is on the map.

SSP3 10: Still working in groups, continue to discuss, make and add physical features to your outdoor map of Africa. Use an atlas to help you.

## **Social Studies P4 (SSP4)**

SSP4 1: Go outside and observe today's weather. Make sketches and write down words to describe what you see and feel. Discuss and share useful weather words.

SSP4 2. Temperature is measured with a thermometer and tells us how hot or cold a place is. Generally, places near the equator are hotter. Why is this?

SSP4 3: Measure and record the temperature at the same place at different times during the day. What do you notice?

SSP4 4: A place nearer the Poles is much colder. How different would it be to live in a cold place to where you live? Would you like it? Why?

SSP4 5: Why does it get a bit colder when it gets dark? Why does it get dark. Draw some shadows from a tree or a building. Why is it cooler in the shade?

SSP4 6: Compare the daily temperature where we are with the daily temperature in other places in South Sudan. Mark these on a map and discuss differences.

SSP4 7: Rain happens when water vapour condenses and falls from the atmosphere. A rain gauge is another useful for a weather station. Build one?

SSP4 8: The pattern of weather over time is called the climate. How does the weather change over the seasons of the year? How are some months different?

SSP4 9: Do you think some months are usually wetter or drier than others? Write down what you think and share your ideas with a partner.

SSP4 10: Look at some weather charts that show average temperature and rainfall. What do you notice? How do you think this compares to another country?

## **Social Studies P5 (SSP5)**

SSP5 1: Relief features are things found on the Earth's surface such as mountains, plateaus, hills and plains. Do some quick outline sketches to show these.

SSP5 2: Give examples of some relief features in South Sudan by name. Use maps, photographs and atlases to help you. Flat, dip, valley, steep, shallow etc.

SSP5 3: Write a short description of each of these drainage features: rivers, swamps and lakes and find examples of each in South Sudan, using maps.

SSP5 4: Make your own sketch map of South Sudan and add in relief features and drainage features. Compare your map with a partner.

SSP5 5: Using your own and others maps of South Sudan, explain which maps you like and why. Provide thoughtful feedback to others.

SSP5 6: Some of the relief features found in Africa are the Great Rift Valley, Mount Kilimanjaro, Mount Kenya, Mount Ruwenzori, Mount Atlas. Know them?

SSP5 7: Drainage features found in Africa are Lake Victoria, Lake Tanganyika, River Nile and Lake Turkana. Important rivers include the Nile, Senegal, Congo. Know them?

SSP5 8: With a partner and using an atlas or a map of the world, find and name some major relief features and drainage systems. Locate on a blank world map.

SSP5 9: Volcanic mountains are formed when magma from beneath the Earth explodes as lava through weaknesses in the Earth's crust. What is a dormant volcano?

SSP5 10: In small groups, research and present information about a river in South Sudan or the wider continent of Africa. Explain where it is.

## **Social Studies P6 (SSP6)**

SSP6 1: Citizenship is 'the state of being a citizen or a member of a country or community in a legal way'. But what does it mean to be a good citizen ?

SSP6 2: A good citizen should be loyal; use their vote, promote peace, defend & protect their country; be hard working; look after the environment. What else?

SSP6 3: In pairs, draw an outline body shape picture of a 'good citizen'. Add words name and describe qualities they might have.

SSP6 4: How does a good citizen help their community? Which is best? Planting trees, clearing rubbish or teaching people that taking drugs is bad.

SSP6 5: How can a good citizen improve the community? What skills do they need? Who can help them? Where can they find help?

SSP6 6: A good leader should have, good communication, honesty, high integrity, commitment, passion, accountability and confidence. What else?

SSP6 7: Think of someone you know who acts as a good leader. What qualities make them a good leader? Would you like to be a leader? Why?

SSP6 8: What are the similarities between a good citizen and good leader? How does a leader influence change? What does a good leader say?

SSP6 9: Leaders and good citizens make good decisions. How are decisions made? What is a 'balanced view' and why is it important?

SSP6 10: A debate is where different sides of an argument are presented. It starts with an issue where there are different opinions. Do you know an example?

## **Social Studies P7 (SSP7)**

SSP7 1: Write down as many physical features that you might find in South Sudan, with a short explanation for each one. Share ideas and improve your work.

SSP7 2: The River Nile flows through Juba in a northerly direction. Mt Kinyeti is in the far south of the country. What other facts can you say?

SSP7 3: Semi-desert is a term meaning a barren area of landscape with scanty vegetation due to low rainfall and high temperature. Why is it not a desert?

SSP7 4: Draw a sketch map of South Sudan with a key, and main physical features: Nile, Ironstone Plateau Imatong mountains. Discuss & refine with partner.

SSP7 5: With a partner, prepare a presentation with a map to talk about local economic activity and what happens where, referring to physical features.

SSP7 6: Attractive physical features and their wildlife attract tourism and bring in money. Is tourism good for a country? Why? How does it change?

SSP7 7: Write an advert for a piece of land. Describe and explain how it would be excellent for farming.

SSP7 8: Agricultural practice can sometimes harm the environment. Land cleared for farming can increase soil erosion. How else can it harm the land?

SSP7 9: Research environmentally friendly farming methods that encourage biodiversity. For example, composting waste. What else?

SSP7 10: Contour farming are used to prevent soil erosion. Ploughing and planting across slope contours settles the topsoil. What else?

## **Social Studies P8 (SSP8)**

SSP8 1: What is the difference between climate and weather. Write a definition for both. What measurements can we take over time?

SSP8 2: What do you think the main weather elements are? Recap how different weather elements are measured e.g. a thermometer measures temperature.

SSP8 3: Different places in the world have varying climatic conditions. What influences climate the most? Relief, altitude, water?

SSP8 4: Draw a diagram showing the 5 major lines of latitude: Equator, N and S Polar Circles, and the Tropics of Cancer and Capricorn. Use a globe to help.

SSP8 5: Equatorial climates are found on or near to the Equator. This is where the worlds main rainforests can be found. An example?

SSP8 6: Equatorial climates in Africa are also found in south west South Sudan, Congo, Democratic Republic of Congo. Anywhere else?

SSP8 7: The equatorial climate is hot and wet all year. Show this using a temperature and rainfall range chart over a month.

SSP8 8: Why are polar latitudes cold for most of the year? Research Polar climates with a partner and write down the main features.

SSP8 9: Locate the world's biggest hot deserts. Describe where they can be found and what a desert climate is like.

SSP8 10: Latitudes between the Tropics and the Polar regions are where you will find temperate climates. Locate and name some cities with a temperate climate.