

2023 GRADE SCIENCE AND TECHNOLOGY SCHEMES OF WORK TERM 2

NAME _____ TSC NO _____ SCH _____

Wk	Ln	Strand	Sub-strand	Specific learning outcomes	Key inquiry question	Learning experiences	Learning resources	Assessment methods	Refl
1		REVISION OF PREVIOUS WORK AND NEW TERM PREPARATION							Oral
2	1	Environment	Clean and polluted water	By the end of the lesson the learner should be able to a. Distinguish between clean and polluted water in his or her environment b. Discuss the use of clean and polluted water	What causes water pollution? What are the effects of water pollution? How can water pollution be reduced?	In groups, learners walk around the school and neighbourhood to observe and identify clean and polluted water (water in a pit, open pools, ponds, rivers, sewers and watering troughs). Learners to be guided as they use visual aids and digital devices to differentiate between clean and polluted water.	Dustbine gumboots, dusty classroom, digital devices Science and Technology learners Bk 4 pg. 32	Oral Questions, Assignments, project work	
2			Effects of water pollution on living things	By the end of the lesson the learner should be able to a. Identify effects of water pollution on living things b. Use visual aids and digital devices to differentiate between clean and polluted water c. Identify clean and polluted water in the environment	What causes water pollution? What are the effects of water pollution? How can water pollution be reduced?	In groups, learners walk around the school and neighbourhood to observe, identify and record the effects of water pollution on living things (waterborne diseases, death of plants and animals that live in water). In groups, learners to use visual aids and digital devices to identify the effects of water pollution on living things.	Dustbine gumboots, dusty classroom, digital devices Science and Technology learners Bk 4 pg. 33	Oral Questions, Assignments, project work	
3			Effects of water pollution on	By the end of the lesson the learner should be able to	What causes water pollution?	In groups, learners walk around the school and neighbourhood to observe,	Dustbine gumboots, dusty classroom, digital	Oral Questions, Assignments	

Ssscheme Of Work For 3rd Term

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Teaching Music in the Secondary School David Bray,2000 This is essential reading for anyone who teaches Music today and needs to keep up to date with all the latest issues and developments It s a practical handbook written by an Inspector with current information on the issues that count Differentiation practical section helps you get the most out of all your pupils Assessment contains an invaluable section including examples and useful checklists to help you get the most out of assessment A levels and ICT the latest information on these important issues **Success English STD 3 , The Really Practical Guide to Primary English** Diana Bentley,1999 This book contains clear chapter objectives suggestions for further reading on each topic and a glossary explaining key terms that the new or trainee teacher will need to understand The authors have all taught English in the primary setting are experienced teacher trainers and respected practitioners in their own specialist fields Learning to Teach Physical Education in the Secondary School Susan Capel,Margaret Whitehead,2015-04-24 Praise for previous editions A wealth of advice on generic aspects of teaching and learning in Physical Education The accessibility of the text and constant reference to ways of adapting suggestions to different situations make this book particularly user friendly and suitable for student teachers in diverse settings European Physical Education Review Essential reading for teachers who pride themselves on being critically reflective Times Educational Supplement The fourth edition of Learning to Teach Physical Education in the Secondary School has been revised and updated in light of the latest research evidence and practice in relation to teaching and learning and changes in policy and practice within initial teacher education Key topics covered include Starting out as a teacher Planning and evaluation for effective learning and teaching Communication in PE Lesson organisation and management Motivating pupils for learning in PENEW Assessment for and of learning Inclusive approaches to teaching PE Learner centred teaching and physical literacyNEW Teaching safely and safety in PE Accredited Qualifications in PE Teacher beliefsNEW Developing your own knowledge skills and understandingNEW This core text guides you to become competent in basic teaching skills enabling you to cope in a wide range of teaching situations It emphasises the development of your own professional judgement your ability to reflect critically on what you are doing and on your beliefs about teaching PE Written with university and school based initial teacher education in mind Learning to Teach Physical Education in the Secondary School is an essential source of support and guidance for all student teachers of PE embarking on the challenging journey to becoming an effective successful teacher *Reports from Commissioners* Great Britain. Parliament. House of Commons,1875 **Modern Language Teaching** ,1918

Parliamentary Papers Great Britain. Parliament. House of Commons,1905 *Coordinating Design and Technology Across the Primary School* Mr Alan Cross,Alan Cross,2005-06-23 Specifically designed for busy teachers who have responsibility for co ordinating a subject area within their primary school Each volume in the series conforms to a concise style while providing a wealth of tips case studies and photocopiable material that teachers can use immediately There are

special volumes dedicated to dealing with OFSTED creating whole school policy and the demands of co ordinating several subjects within a small school The entire set of 16 volumes is available **Guerilla Guide to Teaching Sue**

Cowley,2003-01-01 In true Sue Cowley style this book is an utterly practical guide to the profession of teaching Drawing on the advice of professionals from all areas of education Cowley provides a vivid insider s guide to the work of being a teacher in its many aspects from planning teaching assessment and technology to management career progression and much much more Illustrated throughout with checklists real life documents and soundbites from teachers at the chalkface this is the most user friendly entertaining realistic book on teaching ever published **Report** Commonwealth Shipping

Committee,1914 Annual General Report of the Department Ireland. Department of Agriculture and Technical

Instruction,1912 *Understanding and Teaching the ICT National Curriculum* Franc Potter,Carol Darbyshire,2005 There is still great uncertainty in the teaching profession regarding the effective delivery of ICT This introductory book provides both trainee and practising teachers with a clear understanding of the ICT National Curriculum and how to teach it Combining extensive practical advice with a critical discussion of the key theoretical issues the book will help teachers develop their pupil s true ICT capability through clear explanations of the Programmes of Study full guidance on using QCA Scheme of Work different and creative ideas for delivering the ICT National Curriculum and the confidence and ability to go beyond the QCA Sceme of Work for ICT **Mines Statement** New Zealand. Mines Department,1905 **A Practical Guide to**

Teaching ICT in the Secondary School Steve Kennewell,Andrew Connell,Anthony Edwards,2007-04-11 This practical and accessible workbook is designed to support student and newly qualified teachers as they develop their basic teaching skills A Practical Guide to Teaching ICT in the Secondary School draws on the best available research concerning student teachers needs and approaches to learning It focuses on the key pedagogical issues which arise during the school experience including managing the class and learning environment developing pupils understanding of concepts including challenging misconceptions different ways of explaining aspects of the subject which pupils find problematic It provides a wealth of practical activities and materials underpinned by relevant theory which have been developed through the authors vast experience of working with student teachers These activities provide opportunities to analyze learning and performance The book has been designed to be written in directly and so provide a useful record of progress Case studies are also included as are examples of existing good practice and a range of tried and tested strategies The book has been written to complement Learning to Teach ICT in the Secondary School A Companion to School Experience but can also be used equally successfully as a stand alone book It has been designed to be used by student teachers on their own or with others or by school or university based tutors with their student teachers to develop and reinforce their understanding of learning to teach IT

Solved Papers NTPC Vol.-3 YCT Expert Team, Solved Papers NTPC Vol 3 2022 RRB NTPC Non Technical **Journal of Experimental Pedagogy** ,1918 *Journal of Experimental Pedagogy and Training College Record* ,1918 **The St.**

Andrews University Calendar for the Year ... University of St. Andrews, 1911 *Calendar* University of St. Andrews, 1911
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