5.3 CHEMISTRY

SCHEME OF WORK

SCHEME OF WORK

SCHOOL NAME: ST PAULS SENIOR SECONDARY SCHOOL

NAME OF TEACHER: KANSIIME RITAH

SUBJECT: CHEMISTRY

CLASS: SENIOR THREE

TERM: TWO

THEME/TOPIC: STRUCTURES AND BONDS

COMPETENCY: The learner appreciates how atoms are compound are composed of atoms composed of fundamental particles and how molecules and

WEEKS	PERIODS	LEARNING OUTCOMES	LEARNING OUTCOMES FOCUS	TEACHING AND LEARNING RESOURCES	EVIDENCE OF ACHIEVEMENT	METHODOLOGY	REFERENCES	REMARKS.
~~28/5/2025~~ 1 26th/5/2025 to 30th/5/2025			ORIENTATION WEEK.					Warmly welcomed and got used to the environment and assigned classes on the timetable.
2 2nd/6/2025 to 6th/6/2025	4	The learner should be able to understand that atoms are the building blocks from which all matter is made	Understanding of the names and symbols of the first 20 periodic table elements. Understanding the meaning of an atom, element, molecule and combounds. Understanding the atomic structures of elements Deriving of electronic configuration group and valency from atomic structures of elements.	The periodic chart, Atomic Video clips. Atomic structure charts table models	The learner is able to;- Define an atom, element, molecules and compounds -Write the correct symbols of the first 20 periodic elements -Draw the atomic structures of different elements.	learner centred approach through the discussion method as learners discuss the definitions symbols of the first 20 elements and the think and brainstorm. pair technique as learners think in pairs on how to construct atomic structures of elements	Chemistry learners book 3. Chemistry teachers guide book 3 Internet.	Meanings of new terms clearly understood. Concept of atomic structures clearly understood.

WEEKS	PERIODS	LEARNING OUTCOMES	LEARNING OUTCOMES FOCUS	LEARNING RESOURCES	EVIDENCE OF ACHIEVEMENT	METHODOLOGY	REFERENCE	REMARKS.
3	4	The learner should be able to understand the relationship between elements, atoms, molecules and compounds	Understanding of the relationship of atoms and elements.		The learner is able to differentiate between an atom and an element	Brainstorming technique on the definitions or meanings of atom, element, molecule and compound	Learners textbook	✓Relationship between atoms and elements successfully learnt
9th/6/2025 to 13th/6/2025			Understand how different atoms of elements combine to form molecules	charts showing the formation of molecules Video clips, library resources.	The learner is able to form molecules.		Teachers guide book 3.	
			Understand the formation of compounds and the relationship between compounds and molecules		The learner is able to form compounds.			
					The learner is able to differentiate between compounds and molecules	Think pair and share technique on the formation of compounds and the difference between compounds and molecules.		✓Concept of formation of molecules clearly understood.
4	4	The learner should be able to appreciate that atoms are made up of subatomic particles and know the properties of these particles and ion formation.	Understanding of the meanings of the three subatomic particles, Properties of the three subatomic particles Understanding of the formation of cations and anions using atomic structures.	Atomic structure with the three particles and atomic models.	The learner is able to define the three subatomic particles (neutrons, protons and electrons)	-Guided discovery to find out the meaning of the three subatomic particles	learners guide book 3	✓Atomic structures were drawn illustrating electron loss and gain ✓lesson successfully taught.
16th/6/2025 to 20th/6/2025					The learner is able to draw atomic structures and design atomic models and locate the subatomic particles.	-Discussion method to find out the distribution of the subatomic particles in atomic structures.		
					The learner is able to show loss or gain of electrons in atomic structure	-Think pair share technique		

WEEKS	PERIODS	LEARNING OUTCOMES	LEARNING OUTCOMES FOCUS	TEACHING AND LEARNIG RESOURCES	EVIDENCE OF ACHIEVEMENT	METHODOLOGY	REFERENCES	REMARKS.
5	4	The learners should be able to understand the terms relative atomic mass, proton number, nucleon number and isotopes.	Understanding of the meanings of relative atomic mass, proton number, nucleon number and isotopes.	charts showing different isotopic elements. -illustrations of elements with their atomic mass proton number and nucleon number.	-The learner is able to define relative atomic mass, proton number, nucleon number and an isotope. -The learner is able to differentiate between proton number and atomic mass. -The learner is able to give examples of isotopes	Brainstorming Discussion method	Teachers guide book 3 Internet.	✓The differences between mass number and atomic number clearly understood. ✓lesson successfully taught.
23rd/6/2025 to 27th/6/2025								
6	4	The learner should be able to understand and appreciate that atoms join together to form compounds.	Understanding of the meaning of compounds and example of compounds. Forming compounds.	Atomic models The periodic table, chart.	The learner is able to define compounds and give examples. The learner is able to form compounds from the different atoms of elements.	Group discussion method. Think pair share Brainstorming technique.	learners guide book 3 Teachers guide book 3 Internet.	
30th/6/2025 to 4th/7/2025								
7	4	The learner should be able to understand the processes involved in the formation of ionic, covalent and metallic bonds.	Understanding of bonding, ionic bonding, covalent and metallic bonding. Understanding of compounds Formed as a result of ionic, covalent and metallic bonding.	The periodic table, atomic models, charts, video clips.	The learner is able to differentiate between ionic covalent and metallic bonding. The learner is able to illustrate how ionic, covalent and metallic bonding occurs. The learner is able to give examples of covalent, ionic and metallic compounds.	Group discussion Guided discovery method. Think pair share.	Teachers guide book 3 learners guide book 3	
7th/7/2025 to 11th/7/2025								
8	4	The learners should be able to recognise the difference in the physical properties of ionic and covalent compounds and relate them to their bonding.	Understanding of the physical properties of ionic and covalent compounds. Differentiate between ionic and covalent compounds.	Video clips	-The learner is able to state the properties of ionic and covalent compounds. -The learner is able to differentiate between ionic and covalent compounds.	Group discussion method.	Teachers guide book 3 learners guide 3 Internet.	
14th/7/2025 to 18th/7/2025								

END OF TOPIC ASSESMENT (ACTIVITY OF INTEGRATION)

S.5

SUBSIDIARY MATHEMATICS SCHEME OF WORK

SCHEME OF WORK

SCHOOL NAME : ST PAULS SENIOR SECONDARY SCHOOL

NAME OF TEACHER: KANSIIME RITAH.

SUBJECT: SUBSIDIARY MATHEMATICS

CLASS : S 5

TERM . TWO

THEME/TOPIC DESCRIPTIVE STATISTICS.

COMPETENCY : The learner analyses statistical measures to effectively intepret data from real life contexts enabling them to make informed decisions.

WEEKS	PERIODS	LEARNING OUTCOMES	LEARNING OUTCOME FOCUS	TEACHING AND LEARNING RESOURCES	EVIDENCE OF ACHIEVEMENT.	METHODOLOGY	REFERENCES	REMARKS.
26th/5/2025 1 to 30th/5/2025.			ORIENTATION		WEEK			Warmly welcomed and got used to the environment and assigned classes.
2 2nd/6/2025 to 6th/6/2025	6	The learner should be able to examine measures of relative position, data variability to make informed decision.	Understanding of the different datatypes. different modes of data collection, classification and organisation.	collected data from the surrounding. Data tables, rulers	The learner is able to distinguish between qualitative and quantitative data types. The learner is able to differentiate between grouped and ungrouped data The learner is able to organise data in different forms example in tables amongothers.	learner centered approach through the brainstorming technique as learners brainstorm on the different data types.	Advanced subsidiary Mathematics textbook.	Successfully understood as a result of learners collaboration with the teacher

WEEKS	PERIODS	LEARNING OUTCOMES	LEARNING OUTCOMES FOCUS	TEACHING AND LEARNING RESOURCES	EVIDENCE OF ACHIEVEMENT	METHODOLOGY	REFERENCES	REMARKS.
3 4th/6/2025 5th/6/2025	6	The learner should be able to examine measures of relative position data variability to make informed decision.	Understanding and estimation of measures of central tendency (mode, mean, median) From the collected data.	Data samples. Formulars of Mean, mode and Median. Calculators	The learner is able to estimate the mean, mode and median from a given data sample.	Group discussion on how to use the formulars estimate mean, mode and median.	Advanced subsidiary Mathematics textbook.	✓learners understood the formulars and their application. ✓Calcutions were done succesfully.
4 16th/6/2025 to 20th/6/2025	6	"	Understanding of data representation. Forexample on tables, histogram, cummulative frequency curve (ogive) Plotting statistical and graphical representations	Data samples. Rulers, Graph papers Calculators.	The learner is able to make tabular data representations The learner is able to find the scale of the data variables and Plot different stastical graphical representations like histogram, ogive and Frequency polygon	Think pair share technique, while learners discuss how to get the scales, the variables to put on the different axes	Advanced subsidiary. Mathematics textbook.	✓Tabular and graphical representations were made ✓lesson succesfully taught.
5 23rd/6/2025 to 27th/6/2025	6	"	Analysing measures of relative position that is percentiles, deciles and quartiles	Data samples. tabular data Graphical data. Mathematical formulars.	The learner is able to relate with tabular data and graphical data in order to estimate the measures of relative positions (percentiles, deciles and quatiles.	Group discussions in groups learners discuss how to estimate the percentiles, deciles and quatiles of different data samples.	Applied Mathematics textbook Advanced subsidiary Mathematics textbook.	✓ Measures of relative positon were clearly analysed ✓Percentiles, deciles and Quatiles clearly calculated ✓lesson succesfully taught.
6 30th/6/2025 to 4th/7/2025	6	The learner is able to apply measures of dispersion to predict trends and make						

WEEKS	PERIODS	LEARNING OUTCOMES	LEARNING OUTCOME FOCUS	TEACHING AND LEARNING RESOURCES	EVIDENCE OF ACHIEVEMENT.	METHODOLOGY	REFERENCES	REMARKS.
6 30th/6/2025 to 4th/7/2025		Informed decisions in real life contexts	Understanding of measures of dispersion Analysing of data to estimate range variance and standard deviation of ungrouped data.	Data samples Statistical mathematical Formulaes. Calculators.	The learner is able to calculate the range, variation and standard deviation of ungrouped data.	Discussion method. Think pair share.	Principles of Applied mathematics textbook.	
7 to 8 7th/7/2025 to 18th/7/2025	17		Understanding of measures of dispersion and analysing data to estimate range, variance and standard deviation of grouped data	Data samples Formulaes Calculaters	The learner is able to calculate the range, variance and standard deviation of grouped data.	Discussion method. Brainstorming technique.	Advanced subsidiary mathematics textbook.	
		END OF TOPIC ASSESSMENT (ACTIVITY OF INTEGRATION)						

LESSON PLAN 1

SCHOOL	ST PAULS SENIOR SECONDARY SCHOOL	DATE	2nd JUNE, 2025		
SUBJECT	CHEMISTRY	TIME	9:00am – 10:20am		
TEACHER	KANSIIME RITAH	DURATION	80MINUTES		
CLASS	SENIOR THREE	NUMBER OF STUDENTS	BOYS	11	
TERM	TWO			~~19~~	
YEAR	2025		GIRLS	19	
			TOTAL	30	

Topic	Structures and bonds
Competency	The learner appreciates how atoms are composed of fundamental particles and how molecules and compounds are composed of atoms.
Learning outcome	The learner should be able to understand that atoms are building blocks from which all matter is made
Generic skills	Critical thinking, collaboration and cooperation communication skills.
Values	Integrity, Innovativeness
Cross cutting issues	Molecular structures in biochemistry; application of structural principles in civil and mechanical engineering
key learning outcomes	knowing of the periodic table elements and their symbols, meanings of an atom and an element and understanding of atomic structures.
Pre-requisite knowledge	learners already have knowledge of the periodic table, elements and their atomic numbers.
learning materials	The periodic table chart, Atomic structure models and charts.
References.	chemistry learners book 3, chemistry teacher's guide book 3, internet.

LESSON DEVELOPMENT.

Phase and duration	Teacher Activity: Observation Conversation and Product.	learner's Activity: (discovery, explain, analyse, apply)
Introduction. (20 minutes)	-Greetings and roll calling	-learners respond to greetings and roll call.
	-Teacher facilitated discussion to review on the first 20 periodic table elements and their symbols	-learners share their ideas on the first 20 periodic table elements and their symbols.
	-Teacher introduce the new concept about atoms in relation to the elements	-learners brainstorm and share in pairs the meaning of an atom.
Lesson development (40minutes)	- Teacher critiques the definitions from different pairs of learners and gives the most correct meaning of an atom	-learners clear out the misconception and summarises the correct meaning of an atom.
	-Task learners to differentiate between an element and an atom	- learners discuss and share their findings to the class.
	-Observe learners actively participating in the discussion	
	-Task learners to brain storm on how the atomic structure of an element would look like	-learners discuss and brainstorm on the atomic structure of an element -Present their findings.
	-Guides learners on how to make the correct atomic structure of an element and all its composition	-Listen attentively and note down the correct atomic structure and its composition.

Phase and duration	Teacher's activity: Observation, conversation, Product.	learner's Activity: Discovery explain, Analyse, Apply:
	- Guides learners on how to construct atomic structures of elements like Na, Ca among others. - Task learners to generate and construct atomic structures of the first 20 periodic table elements and use them to generate and derive their electronic configurations, groups and valencies	- learners construct atomic structures through the teacher's guidance. - learners generate the atomic structures of the first 20 elements and derive their electronic configuration, groups and valences from the atomic structures in groups.
Conclusion (20minutes)	- Summarise the key take aways of the lesson and the relationship between atomic particles - Task learners to make atomic models from the available resources in groups. - Respond to learners questions if any.	- Take note of the key take aways of the lesson - Ask questions (if any) for any misconceptions

Teacher self Assessment and evaluation.

- ✓ learners were able to differentiate an atom from an element.
- ✓ learners were able to write the symbols of the first 20 periodic table elements.
- ✓ Learners were able to Construct atomic structures of elements and generate electronic configuration, groups and valencies from the atomic structures.

LESSON PLAN. 1

SCHOOL	ST PAUL'S SENIOR SECONDARY SCHOOL	DATE	6th JUNE, 2025	
SUBJECT	SUBSIDIARY MATHEMATICS	TIME	7:30 - 10:20 am	
TEACHER	KANSIIME RITAH	DURATION	170 minutes	
CLASS	SENIOR FIVE	NUMBER OF STUDENTS	BOYS	01
TERM	TWO		GIRLS	04
YEAR.	2025		TOTAL	05

Topic	Descriptive statistics.
Competency	The learner analyses statistical measures to effectively intepret data from real life contexts enabling them to make informed decisions.
Learning outcomes	The learner should be able to examine measures of relative position, data variablity to make informed decisions.
Lesson focus	Understanding different data types, modes of collection, classification and organisation.
Pre-requisite knowledge.	The learner has knowledge on numerical form of data.
Rationale	Understanding of data concepts is crucial in dealing with statistics.
Differentiation	Differentiate between qualitative data and quantitative data clearly.
Key words	Qualitative Quantitive Tabular and graphical organisation.
References.	Advanced subsidiary mathematics textbook Internet.
Resources	Data samples, ~~[illegible]~~, calculators

Steps and duration	Lesson Activities	Assessment
Introduction (20minutes)	-~~Greeting and roll call~~ -learners brainstorm on the meaning of data and types of data -learners discuss examples of data -Teacher critiques the definitions given by learners and provides the most correct	Teacher observes learners as they discuss the definition of data.
Lesson development (30minutes)	-Teacher tasks learner to think about the modes of data collection, organisation and presentation. -learners present their findings that they thought about. -Teacher supplements on the learner's findings and elaborates on the modes of data collection and presentation	Teacher observes learners discuss and tests their thinking capacity and ability to present their findings
Reflection (40minutes)	-Teacher provides learners with a scenario based question and tasks them to answer it in order to reflect and summarise what was learnt	Teacher observes how students collaborate in their groups to summarise what was learnt. and ~~but~~ in order to come up with solution for the task from the scenario.

Conclusion (30 minutes)	Teacher concludes by guiding students on the expected solutions for the task given and corrects the mistakes made learners ask questions and the teacher clarifies and answers the questions	learners takes notes on the key terms and summarises the concepts of the lesson.

Teacher self assessment and evaluation.

- ✓ learners were able to understand the data types, modes of data collection and presentation.
- ✓ Learners were able to relate the scenario based question with the concepts studied in order to answer the task.
- ✓ Teacher was able to critique the learner's presentations and correct the mistakes made.

LESSON PLAN 2.

SCHOOL	ST PAULS SENIOR SECONDARY SCHOOL	DATE	9/6/2025	
SUBJECT	CHEMISTRY	TIME	9:00-10:20am	
TEACHER	KANSIIME RITAH	DAY	Monday.	
CLASS	SENIOR THREE	NUMBER OF STUDENTS	BOYS	16
TERM	TWO		GIRLS	26
YEAR.	2025		TOTAL	42

Topic	Structures and bonds.
Competency.	The learner appreciates how atoms are composed of fundamental particles and how molecules and compounds are composed of atoms
learning outcome	The learner should be able to understand the relationship between elements, atoms, molecules and compounds
~~Critical thinking~~	
Generic skills.	Critical thinking, communication skills.
Values	Integrity
Cross cutting issues.	Differentiation of concepts that have similarites in common.
Key learning outcomes	Understanding of the relationship between atoms and elements, formation of compounds and molecules
Pre requisite knowledge	Atoms are building blocks of matter
learning materials.	The periodic table chart, chalk, chart showing formation of molecules.
References.	Learner's guide book 3, Teacher's guide book 3

LESSON DEVELOPMENT

Phase and duration	Teachers Activity (observation conversation and product)	Learners Activity (discovery explain, argue and apply)
Introduction (20 minutes)	-Greetings and roll calling -Review of the previous lesson	-Learners respond to greetings and roll call -learners collaborate with the teacher by contributing in line with what was studied.
lesson development (40minutes)	-The teacher introduces the new concept "Formation of molecules and compounds" and asks learners to brainstorm about the meaning of molecules -Teacher gives the clear meaning of molecules -Teacher tasks learners to discuss the types of molecules and examples -Teacher critiques the different findings made by learners in their groups and gives them the correct types and their examples	-learners share their thoughts about the meaning of molecules -Learners take note of the correct and clear meaning -learner communicate in their groups discussing the types of molecules and their examples -learners listen attentively and take note of the correct types of molecules and their examples. -learners ask questions where they have not understood concepts.

Conclusion (20minutes)	-Teachers responds to the questions asked inorder to clear out any misconceptions.	-learners take note and listen attentively.
	-Teacher asks questions to the learners in order to reflect on what has been learnt.	Learners respond to the teacher's questions.
	-Teacher gives learners an assignment inorder to practice that has been learnt.	Learners record the assignment.

Teacher's self assesment and evaluation.

✓ learners were able to understand the meaning of molecules

✓ learners were able to differentiate the different types of molecules and their examples.

✓ Lesson ~~sucf~~ successfully taught.

LESSON PLAN 2.

SCHOOL	ST PAULS SENIOR SECONDARY SCHOOL	DATE	13/6/2025
SUBJECT	SUBSIDIARY MATHEMATICS	TIME	7:30-10:20am
TEACHER	KANSIIME RITAH	DURATION	170minutes.
CLASS	SENIOR FIVE	NUMBER OF STUDENTS	BOYS
TERM	TWO		GIRLS
YEAR	2025		TOTAL

Topic	Descriptive statistics
Competency	The learner analyses statistical measures to effectively interpret data from real life contexts enabling them to make informed decisions
Learning outcome	The learner should be able to examine the measures of relative position data variability to make informed decisions.
Lesson focus	Understanding and estimation of measures of central tendency (mean, mode and median) from the collected data.
Prequisite knowledge	The learner has knowledge on the different forms of quantitative data that is grouped and ungrouped data
Rationale	To empower learners interpret mathematical data
Key words	Measures of central tendency, Mean, Mode, Median
References	Advanced subsidiary Mathematics text book.
Resources.	Data samples, calculators, charts (formulars)

Steps and duration	Lesson Activities	Assessment
Introduction (20 minutes)	✓Greetings and roll calling ✓Teacher asks learners what they had learnt ✓learners review the previous lesson concepts	✓Teacher observes learners communication skills as they review the previous lesson.
Lesson development 80 minutes	✓Teacher introduces a new concept in relation with the previewed concepts also ✓Teacher tasks learners to pair and discuss the meanings of the measures of central tendency like mean mode and median ✓learners discuss and share their findings ✓Teacher elaborates more on the meanings of the measures of central tendency ✓learners take notes ✓Teacher provide data samples to students and task them to brainstorm the how to calculate the different measures of central tendency like mean, median and mode using the data samples provided. ✓learner relate with the formulae provided on the chart to calculate	Converse with learners and relate concepts Observe learners discuss and share ideas among themselves Observe the communication skills of learners while sharing their findings ✓Observe learners listening skills. ✓Observe learners critical thinking skills on how to calculate the measures of central tendency.

	✓ Teacher corrects the mistakes made by students in calculating for the measures of central tendency (mean, mode and median) ✓ learners note and correct their findings according to the teachers guidance ✓ learners ask the teacher for more understanding and clearing out the misconceptions	Observe learners listening skills. Observe learners communication skills as they ask.
Reflection (40minutes)	✓ Teacher responds to the questions asked for clear understanding of the concepts ✓ learners take notes and summarise key concepts	learners critically think and relate the teachers explanation to the lesson concepts
Conclusion (3ominutes)	✓ Teacher makes a summary of the concepts taught and learnt ✓ learners take note ✓ Teacher provides learners with an assignment and tasks them to answer it and collect books for marking ✓ learners take note of the assignment	Observe listening skills of learners.

Teacher self assesment and evaluation.

✓ learners were able to grasp the formulas of the measures of central tendency (mean, median and mode)

✓ learners were able to use the formulars to calculate and estimate the mean.

✓ Teacher was able to answer students qvations.

✓ Lesson was successfully taught and concepts clearly understood.

LESSON PLAN 3

SCHOOL	ST PAULS SENIOR SECONDARY SCHOOL	DATE	16/6/2025
NAME OF THE TEACHER	KANCHIME RITAH	TIME	9.00am - 10:20am
		DURATION	80 minutes
SUBJECT	CHEMISTRY	NUMBER OF STUDENTS	BOYS
CLASS	SENIOR THREE		GIRLS
TERM	TWO		TOTAL
YEAR	2025		

Topic:	structures and bonds
Competency	The learner appreciates ~~how atoms are composed of fundamental particles and how molecules and compounds are composed of atoms~~
learning outcome	The learner ~~should be able to appreciate that~~ atoms are made up of ~~sub atomic particles and know the properties of these particles and ion formation~~
Generic skills	Critical ~~thinking~~, ~~cooperation and collaboration, communication~~
Values	~~innovativeness and creativity~~, morals.
Cross cutting issues	sharing of resources in daily life.
Pre-requisite knowledge	knowledge about ~~the atomic structure~~
key learning outcomes	knowledge of ~~the subatomic particles and their properties formation of cations and anions (ions)~~
learning materials.	The periodic table, ~~atomic models~~, chalk, charts chalkboard.
Reference	~~Learners book 3~~, Teachers guide ~~book 3~~

LESSON DEVELOPMENT.

Phase and duration	Teachers Activity (observation Conversation and product)	Learners Activity (discovery, explain, analyse apply)
Introduction (10 minutes)	✓Greetings and ask learners to register on the paper provided ✓Ask learners what was studied in the previous lesson in order to make a review	✓Response to greetings as they register ✓learners respond actively as they review the previous lesson
Lesson development ~~(25 minutes)~~ (60 minutes)	✓Teacher introduces the concept of the lesson and relates with the previous lesson ✓Teacher tasks learners to think about the three subatomic particles and the properties ✓Task learners randomly to present their findings in class ✓Teacher elaborates more on the learners findings (if any) other information was missed out by learners ✓Teacher introduces concept of ion formation and tasks learners to discuss the formation of cations and anions in their groups ✓Teacher harmonizes on the concept of cation and anion formation	✓learners listen attentively ✓learners critically think and share in their pairs. ✓learners randomly selected present while others listen attentively ✓learners take notes and summarise. ✓learners discuss and share ideas in their groups and present findings to the teacher. ✓learners listen attentively and summarise notes
Conclusion (10 minutes)	✓Summarise the lesson and give learners an assignment inorder to perfect the concepts learnt.	✓learners write the assignment

Teacher of assessment and evaluation.

✓ learners were able to define and state, discuss the properties of subatomic particles of an atom (electrons, protons and neutrons)

LESSON PLAN 3.

SCHOOL	ST PAULS SENIOR SECONDARY SCHOOL	DATE	20/6/2025
SUBJECT	SUBSIDIARY MATHEMATICS	TIME	
TEACHER	KANSIIME RITAH	DURATION	40minutes
CLASS	S.5S	NUMBER	
TERM	TWO	OF	
YEAR	2025	STUDENTS	

Topic	Descriptive statistics
Competency	The learner analyses statistical measures to effectively interpret data from real life contexts enabling them to make informed decisions.
learning outcomes	The learner should be able to examine measures of relative position, data variability to make informed decisions.
Lesson Focus	Understanding of data presentation forexample on tables, graphs (histogram, cummulative frequency curve or orgive)
Prerequisite knowledge	The learner has knowledge on data collection, and organisation.
Rationale	Presentation of data is important in the organisation of statistical data.
Key words	Orgive Cummulative freequency. Class boundary
Resources.	Data samples. Rulers Graph papers Calculators
References	Advanced subsidiary mathematics textbook.

Steps and duration	Lesson Activities	Assessment
Introduction (5minutes)	✓Greetings and roll call ✓Teacher asks learners to recall what was studied in the previous lesson ✓learners brainstorm the previous lesson and share in class.	✓Observe learners to brainstorm what was studied.
lesson development (25minutes)	✓Teacher provides learners with data samples and tasks them to organise the data provided and present it in a table. ✓learners collaborate and communicate in a group in order to organise data in intervals ✓Teacher checks and corrects if there there is any mistake made ✓Teacher tasks learners to further represent the data graphically (Histogram) ✓learners discuss and represent that data graphically	✓Observe learners collaborate inorder to arrange the data ✓Observe listening skills as the teacher corrects the mistakes. ✓learners are observed critically thinking on how to draw a histogram
Reflection (5minutes)	✓learners ask questions incase of any misunderstood concept ✓Teacher answers questions and summarises the concepts learnt.	✓Observe the communication skills as learners ask questions
Conclusion (5minutes)	✓Teachers tasks learners with an assignment inorder to further practice what was studied	✓Observe learners take note of the assignment.

Teacher self assesment and evaluation.

- ✓ learners were able to clearly organise and present (graphically and tabular) the data presented
- ✓ Concepts successfully understood.

LESSON PLAN 4

SCHOOL	ST PAULS SENIOR SECONDARY SCHOOL	DATE	26/6/2025
SUBJECT	CHEMISTRY	TIME	
TEACHER	KANSIIME RITAH	DURATION	40minutes
CLASS	S.3	NUMBER OF STUDENTS	BOYS
TERM	TWO		GIRLS
YEAR	2025		TOTAL

Topic	structure and bonds.
Competency	The learner appreciates how atoms are composed of fundamental particles and how molecules and compounds are composed of atoms.
learning outcome	The learner should be able to understand terms proton number, nucleon number and isotopes.
Generic skills	critical thinking skills, communication skills.
Values	Integrity.
Cross cutting issues	Understanding of corepts that have some similarities and differences.
Key learning outcomes	Understanding of atomic mass, nucleon number and isotopes with their examples.
Pre-requisite knowledge	The learner knows the subatomic particles that is protons electrons and electrons.
learning materials	The periodic table chart, chart, chart showing isotopes, pointer among others.
References	learners book 3, Teachers guide book 3. Internet.

LESSON DEVELOPMENT

Phase and duration	Teacher Activity, (observation, conversation and product)	Learner Activity (discovery, explain, analyse, apply)
Introduction. (10 minutes)	✓Greetings and ask learners to register on the paper provided. ✓Review the previous lesson alongside asking learners some concepts they studied. relating the previous lesson with current lesson.	✓Response to greetings as they register. ✓Respond to questions as they rise their hands
Lesson development (25 minutes)	✓Teacher asks learners to brainstorm about the concepts of the lesson ✓Teacher gives clear and more hint on the key terms and concepts of the lesson ✓Teacher tasks learners to give examples of isotopes from the periodic table elements ✓Teacher corrects and gives clear examples of isotopes with their mass numbers, atomic numbers and symbols	✓learners discuss and respond. ✓learners listen attentively and take note of the key terms. ✓learners respond while guided by the periodic table ✓learners listen attentively and note ✓learners ask questions if there is any misconception or an understood concept.
Conclusion. (5 minutes)	✓Teacher responds to questions asked if any. and summarises the concepts learnt in the lesson.	✓Learners listen attentively and take notes.

Teacher self assesment and evaluation.

- ✓ learners were able to differentiate between atomic numbers and mass numbers.
- ✓ Learners were able to define an isotope and give their examples
- ✓ lesson was successfully taught.

LESSON PLAN 4

SCHOOL	ST PAULS SENIOR SECONDARY SCHOOL	DATE		
TEACHER	KANUME RITAH	TIME		
SUBJECT	SUBSIDIARY MATHEMATICS	DURATION		
CLASS	S.5S	NUMBER OF STUDENTS	GIRLS	
TERM	TWO.		BOYS	
YEAR.	2025.		TOTAL	

Topic	Descriptive statistics.
Competency	The learner analyses statistical measures to effectively interpret data from real life contexts enabling them to make informed decisions
learning outcome	The learner should be able to examine measures of relative position, data variability to make informed decisions
lesson focus	Analysing measures of relative position that is percentiles, deciles and quartiles
Pre-requisite knowledge	The learner has knowledge data collection and tabular representation.
Rationale	Analysing measures of relative position is essential in making logical conclusions.
Key words.	Quartiles. Percentiles. Deciles.
Resources	Data samples, rulers Calculators, statistical formulae.
References.	Advanced subsidiary mathematics text book.

Steps and duration	Lesson Activities	Assessment.
Introduction. (5 minutes)	✓Greetings and roll call ✓Review of the previous lesson as the teacher asks learners what was studied	✓Observe learners brainstorm and communicate what was studied.
lesson development. (25 minutes)	✓Teacher provides learners with data samples and tasks them to organise and present it in the table. and include columns that will help them estimate the percentiles, deciles and quatiles. ✓learners collaborate in group in order to organise the data and present their finding ✓Teacher further tasks learners to use the formulars in estimating the percentiles, deciles and quatiles in relation with the table organised.	✓Observe learners collaborate as they organise the data into a table including components that will help in estimating the percentiles, quatiles and deciles. ✓. Observe learners critically think how to apply the formulas in estimating percentiles deciles and quatiles.
Reflection (5 minutes)	✓Teacher in coordination with the learners critiques the findings presented ✓learners asks questions if any. ✓Teacher summarises the concepts learnt in the lesson.	✓Observe communication skills as learners ask questions. ✓
Conclusion. (5 minutes)	Teacher assigns learners with an assignment inorder to practice what was studied.	✓Observe learners take note of the assignment.

Teacher self assesment and evaluation.

- ✓ Measures of relative position were clearly analysed and estimated.
- ✓ Learners were able to differentiate between percentiles, quatiles and deciles.