

primary Four

Science Plan 20...../20.....

First Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
- Living systems  Adaptation	-Model the relationships among living organism's survival habitat adaptation. -Argue from evidence that plants and animals have structures & behaviors that help them to survive and grow. - Differentiate between structural and behavioral adaptation -Design a model of respiratory system and digestive system.	<b>*Unit One</b>  <b>Living systems</b>  <b>*Chapter One</b> <b>Adaptation &amp; survival</b>	-Brain storming -Discovery Experimentation -Back in Back -learning games -Silent videos -One minute - 4-2-1 -Technology -Spider net -Role play -..... -..... -.....	-Carry out activities to differentiate between (S & B) adaptations -Design models of digestive system and respiratory system. -Record evidence about differences in living organisms	-Oral questions  -Written questions  -Exercises  -Observing cards  -Work sheet  -Quiz  -..... -.....	-Teacher notes -Student notes -Lab. notes -Work sheets -Albums -Models of systems -cards Activities of students -..... -.....

Teacher

Super visor

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School principal

## Primary Four

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## First Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
- Living systems  - super senses & nocturnal animals.  -Communications	-Mention the five senses and their organs. -Deduce the role of brain in treatment and translate information. -Conclude the super-senses of animals. -Explain how nocturnal animals depend on super senses. -Relate between cane of blind persons and the echolocation. -Identify the different ways of communication among living organisms. -Share in work groups with his classmates	<b>*Unit One</b>  <b>Living systems</b>  <b>*Chapter Two</b>  <b>Senses at work</b>	-Brain storming -Discovery Experimentation -Solve problems -Peer learning -Silent videos Individual learning - learning games -Sticky notes -T.P. S -Bingo ..... ..... .....	<b>-Design a model of nervous system.</b> <b>-Watching videos about the super senses of some animals.</b> <b>-carry out activities that shows usage of different ways of communications among living organisms.</b>	<b>-Oral questions</b>  <b>-Written questions</b>  <b>-Exercises</b>  <b>-Observing cards</b>  <b>-Work sheet</b>  <b>-Quiz</b>  -observing cards -.....	<b>-Teacher notes</b> <b>-Student notes</b> <b>-Lab. notes</b> <b>-Work sheets</b> <b>-Albums</b> -..... -.....

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Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
-Living systems  -Light energy  -Special Eye structure of some organisms	<b>-Illustrate the importance of light energy experimentally</b> <b>-Differentiate between transparent and opaque materials.</b> <b>-Use a mirror to show light reflection.</b> <b>- Explain the role of sight property to communicate in some living organisms as fire fly beetles.</b> <b>-Design the own code to communicate with his classmates.</b> <b>Mention different sources of light surrounded him</b>	<b>*Unit One</b> <b>Living systems</b>  <b>*Chapter Three</b>  <b>Light &amp; Sight</b>	-Brain storming -Discovery Experimentation -Solve problems -Peer learning -Silent videos -Individual learning -Learning games -Technology -Down hands -Role playing ..... ..... .....	<b>-Carry out activities to differentiate between transparent and opaque materials experimentally.</b> <b>-Use a mirror to conclude the light reflection phenomenon.</b>	<b>-Oral questions</b>  <b>-Written questions</b>  <b>-Exercises</b>  <b>-Observing cards</b>  <b>-Work sheet</b>  <b>-Quiz</b> <b>-M. C. Q</b> ..... .....	<b>-Teacher notes</b> <b>-Student notes</b> <b>-Lab. notes</b> <b>-Work sheets</b> <b>-Albums</b> <b>-Mirrors</b> ..... .....

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## First Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
- Matter & Energy - Force -Motion	<b>-Analyze data to explain different causes of change motion.</b> <b>-Cite evidence to show speed is related to energy.</b> <b>-Differentiate between pushing &amp; pulling forces.</b> <b>-Distinguish between friction force &amp; force of inertia.</b> <b>-Discuss with classmates the relation between work, force&amp; energy.</b>	<b>*Unit two</b> <b>Matter &amp; Energy</b>  <b>*Chapter One</b> <b>Starting and stopping</b>	-Brain storming -Discovery Experimentation -Solve problems Tag & war -Silent videos -Jigsaw - 4-corners -Technology -pop corn -Bowling balls -..... -..... -.....	<b>-Design a model of toy car.</b> <b>-Carry out activities to differentiate between forces of motion &amp;stopping.</b> <b>-Carry out activities show the force of inertia.</b> <b>-Watch videos about jet engine.</b>	<b>-Oral questions</b>  <b>-Written questions</b>  <b>-Exercises</b>  <b>-observing cards</b>  <b>-Work sheet</b>  <b>-Quiz</b>  <b>-M. C. Q</b>  -..... -.....	<b>-Teacher notes</b> <b>-Student notes</b> <b>-Lab. notes</b> <b>-Work sheets</b> - <b>Observing cards</b> <b>-student book</b> -..... -.....

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## First Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
-Force & Energy  -Motion  -M.E	<b>-Identify some forms of energy as (M.E, P.E, K.E)</b> <b>- Use simple tools and toys about energy transformation.</b> <b>-Differentiate between (K.E&amp;P. E)</b> <b>-Value the role of science to Enrichment our life.</b> <b>-Deduce the factors that different forms of kinetic energy and potential energy depend on.</b> <b>-Explain the law of conservation of energy.</b>	<b>*Unit two</b> <b>Force &amp; Energy</b>  <b>*Chapter Two</b> <b>Energy &amp; Motion</b>	-Brain storming -Discovery Experimentation -Role play -Back in back -Silent videos -Individual learning - Hand in hand -Learning games -Envelope please ..... ..... ..... .....	<b>- Carry out activities about forms of P.E &amp;K. E</b>  <b>-Design A model of toy show energy transformation in it.</b>	<b>-Oral questions</b>  <b>-Written questions</b>  <b>-Exercises</b>  <b>-Role play A play</b>  <b>-Work sheet</b>  <b>-M. C. Q</b>  ..... .....	<b>-Teacher notes</b> <b>-Student notes</b> <b>-Lab. notes</b> <b>-Work sheets</b> <b>-Albums</b> <b>-Toy car</b> -Observing cards ..... .....

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First Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
- Force  -Energy  -Collision	<b>-Mention the concept of collision.</b> <b>-Watching videos show the effect of speed and mass of objects on collision.</b> <b>-Solve problems about collision.</b> <b>-Collect data from different sources about safety precautions of car.</b> <b>-Relate between collision, force, speed, mass and kinetic energy.</b>	<b>*Unit two</b>  <b>Force &amp; Energy</b>  <b>*Chapter Three</b>  <b>Energy &amp; Collision</b>	-Brain storming -Discovery Experimentation -Solve problems -Peer learning -Silent videos -Individual learning 4-2-1 -Technology -Learning games -Dice stone ..... ..... .....	<b>-Carry out activities to deduce the effect of mass &amp; speed on collision.</b>  <b>-Watching videos about collision and write notes.</b>	<b>-Oral questions</b>  <b>-Written questions</b>  <b>-Exercises</b>  <b>-M. C. Q</b>  <b>-Work sheet</b>  <b>-Quiz</b>  ..... .....	<b>-Teacher notes</b> <b>-Student notes</b> <b>-Lab. notes</b> <b>-Work sheets</b> <b>-Albums</b> <b>-Cards</b> ..... .....

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Science Plan 20...../20.....

Second Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
Protecting our planet	<b>-Develop models based on observation that describe how every day devices transform energy.</b> <b>-Differentiate between input and output energies.</b> <b>-Form model of energy chain on home devices.</b> <b>- Track the path of energy in some devices.</b> <b>-Mention the consumed and produced energy in some devices</b>	<b>*Unit Three Energy &amp; Fuel</b>  <b>*Chapter One</b>  <b>Devices &amp; Energy</b>	-Brain storming -Discovery Experimentation -Solve problems -Peer learning -Silent videos Individual learning - Scientific races -Technology -Sticky notes -Learning games ..... ..... .....	-	<b>-Oral questions</b>  <b>-Written questions</b>  <b>-Exercises</b>  <b>-Solve problems</b>  <b>-Work sheet</b>  <b>-Quiz</b>  ..... .....	<b>-Teacher notes</b> <b>-Student notes</b> <b>-Lab. notes</b> <b>-Work sheets</b> <b>-Models of energy chains</b> ..... .....

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## Science Plan 20...../20.....

## Second Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
Protecting our planet	<b>-Describe the ways of how fossil fuel is formed.</b> <b>-Mention the properties and uses of fossil fuels&amp; biofuel</b> <b>-Deduce the effects of using fossil fuel on the environment.</b> <b>-Classify the resources of energy into renewable and nonrenewable resources of energy.</b> <b>-Arrange the steps of fossil fuel formation.</b>	<b>*Unit Three</b>  <b>Energy &amp; Fuel</b>  <b>*Chapter Two</b>  <b>About Fuel</b>	-Brain storming -Discovery Experimentation -Solve problems -Peer learning -Silent videos -Individual learning -Learning games -Technology -The Train -Back in back -..... -..... -.....	<b>-Carry out activities show the importance of fossil fuel and bio fuel</b> <b>-Design a model show effects of biofuel and fossil fuel on the environment</b> <b>-Discuss some ways of conserving fossil fuel.</b>	<b>-Oral questions</b>  <b>-Written questions</b>  <b>-Exercises</b>  <b>-Solve problems</b>  <b>-Work sheet</b>  <b>-Quiz</b> -observing cards -..... -.....	<b>-Teacher notes</b> <b>-Student notes</b> <b>-Lab. notes</b> <b>-Work sheets</b> <b>-Student's works</b> -..... -.....

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## Second Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
Protecting our planet	<ul style="list-style-type: none"> <li>- Apply scientific ideas to design model of device that show energy transformation.</li> <li>- Explain roles of renewable resources of energy in generating electricity.</li> <li>- Design a model of water turbine shows the water cycle.</li> <li>- Differentiate between old mills and modern turbines.</li> <li>- Discuss the importance and uses of solar panels.</li> </ul>	<p><b>*Unit Three</b></p> <p><b>Energy &amp; Fuel</b></p> <p><b>Chapter Three</b></p> <p><b>Renewable energy resources</b></p>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Discovery</li> <li>- Experimentation</li> <li>- Solve problems</li> <li>- Peer learning</li> <li>- Silent videos</li> <li>- Individual learning</li> <li>- Technology</li> <li>- Learning games</li> <li>- Sticky notes</li> <li>- .....</li> <li>- .....</li> <li>- .....</li> </ul>	<ul style="list-style-type: none"> <li>- Carry out activities show the importance of renewable resources of energy.</li> <li>- Design models of wind mill, water mill &amp; solar panel.</li> <li>- Record evidence as a scientist.</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Written questions</li> <li>- Exercises</li> <li>- Solve problems</li> <li>- Work sheet</li> <li>- Quiz</li> <li>- .....</li> <li>- .....</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher notes</li> <li>- Student notes</li> <li>- Lab. notes</li> <li>- Tablet</li> <li>- Work sheets</li> <li>- Model of water mill and wind mill</li> <li>- .....</li> <li>- .....</li> </ul>

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Second Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
Change and stability	<b>-Explain the roles of water, wind and heat in weathering, erosion &amp; deposition.</b> <b>-Differentiate between mechanical &amp; chemical weathering.</b> <b>-Observe models of different types of weathering.</b> <b>-Discuss the properties of how sand dunes are formed.</b>	<b>*Unit Four</b>  <b>Shifting surface</b>  <b>*Chapter One</b>  <b>Breaking down and moving rocks</b>	-Brain storming -Discovery Experimentation -Solve problems -Peer learning -Silent videos Individual learning -Out door learning -Learning games -play roles -..... -..... -.....	<b>-Carry out activities about formation of sand dunes &amp; canyons</b>  <b>- Observe some photos and videos shows weathering</b>	<b>-Oral questions</b>  <b>-Written questions</b>  <b>-Exercises</b>  <b>-Solve problems</b>  <b>-Work sheet</b>  <b>-Quiz</b>  -..... -.....	<b>-Teacher notes</b> <b>-Student notes</b> <b>-Lab. notes</b> <b>-Work sheets</b> <b>-Albums</b> ..... -.....

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توجیه عام العلوم لغات بالقليوبية  
 Science Inspectorate in Qaluiobia  
**Primary Four**  
**Science Plan 20...../20.....**

**Second Term**

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
Change and Stability	<b>-Differentiate between slowly and quickly change of landscape.</b> <b>-Design a model shows the formation of delta.</b> <b>-Describe the interactions between water and lands form in a watershed.</b> <b>-Explain the formation of rocks</b>	<b>*Unit Four</b> <b>Shifting surface</b>  <b>*Chapter Two</b> <b>Changing landscape</b>	-Brain storming -Discovery Experimentation -Solve problems -Peer learning -Silent videos -Individual learning - 4-2-1 -Technology -Learning games -Ice balls -..... -..... -.....	<b>- Carry out activities show the formation of (canyons, sand dunes, rocks, delta)</b> <b>-Design a model differentiates between valley and delta</b>	<b>-Oral questions</b>  <b>-Written questions</b>  <b>-Exercises</b>  <b>-Solve problems</b>  <b>-Work sheet</b>  <b>-Quiz</b>  -..... -.....	<b>-Teacher notes</b> <b>-Student notes</b> <b>-Lab. notes</b> <b>-Work sheets</b> <b>-Albums</b> <b>-Student's works</b> -..... -.....

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