

PRIMARY 4 INTEGRATED SCIENCE SCHEME OF WORK FOR TERM II

WK	PD	THEME	TOPIC	SUB – TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	LIFE SKILLS & VALUES	ACTS	T/ L AIDS	REF	REM
1	1	Human health	Our food	Uses of food in the body	The learner, -defines food -mentions the examples of food eaten -states reasons why people eat food	The learner, Reads ,spells and pronounces word Like -food -feeding -health -energy -growth	-definition of food, nutrition, feeding -examples of common foods eaten -reasons why people eat food(5HS) -	Guided discussion -Question and answer technique -Guided discovery	Effective communication sharing	-Naming common foods -naming deficiency diseases	Food items	Comp bk4 page 220 and Mk bk 4 page 73	
1	2			Classes/ food values	The learner, -mentions the classes of food -states the uses of food in the body -defines a balanced diet -names the classes of food which make up a balanced diet	The learner, Reads, spells and pronounces words correctly e.g. -vitamins -proteins -carbohydrates -water -mineral	Classes of food – Go food, - Grow food - Glow food (3Gs) -food values in each class of food -uses of food in the body A balanced diet -definition -food values which make up a balanced diet	Guided discussion -Question and answer technique -Guided discussion	Effective communication sharing	Naming common foods -naming deficiency diseases	Food items	Comp Bk 4	

2	1			Carbohydrates	<p>The learner,</p> <ul style="list-style-type: none"> -Defines carbohydrates -gives the uses of carbohydrates -names the foods rich in carbohydrates -Real objects of food stuffs containing carbohydrates 	<p>The learner,</p> <ul style="list-style-type: none"> -reads and writes words and sentences correctly Cassava Sorghum Cereals Energy Maize Wheat Carbohydrates Palm oil Ground nuts 	<p>Carbohydrates</p> <ul style="list-style-type: none"> -definition of carbohydrates Sources of carbohydrates Uses of carbohydrates in the body -names the disease for lack of carbohydrates -signs and symptoms of marasmus -ways of preventing marasmus. Note; define a deficiency disease 	<p>Guided discussion</p> <ul style="list-style-type: none"> -Question and answer technique -Guided discussion 	<p>Critical thinking</p> <p>Decision making</p> <p>Creative thinking</p>	<p>Naming common foods</p> <ul style="list-style-type: none"> -naming deficiency diseases <p>Drawing examples of foods containing carbohydrate , fats and oils</p>	Real food stuffs having carbohydrates , fats and oils	Comp. science book 4 221-223 and MK primary science book 4 page 73	
2	2	Human health	OUR FOOD	Proteins	<p>THE LEARNER,</p> <ul style="list-style-type: none"> -Defines proteins -states the uses of protein in the body -mentions the sources of proteins -names the deficiency disease for lack of proteins -gives ways of controlling kwashiorkor 	<p>The learners,</p> <ul style="list-style-type: none"> -reads and spells words like -swollen -kwashiorkor -repair -swollen 	<p>Proteins</p> <ul style="list-style-type: none"> -definition -sources of proteins -uses of proteins in the body -kwashiorkor -cause -prevention and control Real object/food stuffs containing proteins 	<p>-Guided discovery</p> <p>-question and answer</p> <p>Guided discussion</p>	<p>- appreciation</p> <p>-effective communication</p> <p>-care`</p>	-Naming animal and plant proteins	Food item	Comp pri sci bk 4 page 222-223	

2	3			Vitamins	-states the importance of vitamins to the bodies -Names the different types of vitamin Identifies the sources of the named vitamins	-reads and writes words and sentences correctly Night vision Scurvy Rickets Beriberi Pellagra Weakness Gums	Vitamins -definition -importance -sources of vitamins -types of vitamins Vitamin A -USE TO THE BODY -SOURCES OF vitamin A -night blindness -causes -signs and symptoms -prevention	Question and answer Guided discovery Discussion	Critical thinking Effective communication Creative thinking	Drawing examples of foods rich in vitamins	Real samples of food stuffs	Fountain sci bk 4 pg 13-14	
2	4	Human health	Our food	Vitamin B	The learner, -names the food sources of vitamin B -mentions the deficiency diseases for lack of vitamin B -states the ways of controlling the above diseases	-spells words like; -retarded -pellagra -beriberi -scurvy	Vitamin B -sources -deficiency diseases -signs and symptoms of each diseases -ways of preventing beriberi and pellagra	Guided discovery Question and answer -guided discussion	Effective communication Brain storming	Naming the food sources of vitamin B	Beans egg grains	Comp Pri Sci. Bk 4 Pg 224-225	

2	5			Vitamin C and D	-mentions the sources of vitamin C and D -Names the deficiency diseases for lack of vitamin C and D States their signs and symptoms	-reads sentences like lack of vitamin D in the body leads to rickets	Vitamin C -sources of vitamin C -Deficiency diseases -signs of scurvy -prevention of scurvy Vitamin D -sources -importance of vitamin D -deficiency diseases -signs of rickets			-			Comp bk 4 Pg 225	
2	6	Human health	Our food	Vitamins E and K	The learner, -mentions the sources of vitamins E and K -states the condition for lack of vitamins E and K	THE LEARNER, -reads and writes words and sentences correctly Margarine Sterility Blood Clotting	Vitamin E -sources -deficiency condition -prevention of sterility Vitamin K -sources -deficiency disease -symptoms of haemorrhage -prevention of haemorrhage	Question and answer Guided discovery Brain storming	Care Effective communication Creative thinking	Note taking Naming the sources of vitamin E and K	Chalkboard illustration	Comp. Pri. Sci book 4 pg 226		
3	1	Human health	Our food	Mineral salts	The learner, Describes mineral salt -names the common mineral salts -mentions the uses of mineral salts in the body	-constructs sentences using the words like - strength - minerals - iodine - salts	Mineral salts -description -examples of mineral salts Calcium, phosphorus and iodine -source -function in the body -deficiency disease	Question and answer Guided discovery Brain storming	Care Effective communication	Note taking Naming the sources of vitamin E and K	Chalkboard illustration	Comp pri sci bk 4 pg 226		

3	2	Human health	Our food	Mineral salts, iron and iodine	The learner, -mentions the sources of iron and iodine -states the importance of iron and iodine -names the deficiency diseases for iron and iodine shortage	The learner, -pronounces words correctly -spells words correctly e.g. Iodine, iron, thyroid	Iron -uses of iron -sources of iron -deficiency disease -prevention Iodine -function in the body -sources of iodine -deficiency disease -prevention	Guided discussion -Question and answer -brain storming	Problem solving Care concern	Stating the sources of mineral salts	Salt Green leafy vegetation	Mk pri sci bk 4 pg 78	
3	3			Fats and oils	The learner, -mentions the sources of fats and oils. -states the importance of fats and oils in the body	Reads and writes words like -butter -cheese -ghee -palm oil -egg yolk	Fats and oil -description of fats and oils -sources of fats and oils -uses of fats and oils in the body	Guided discussion - Question and answer -brain storming	Problem solving Care Concern Creative thinking Critical thinking	Stating the sources of mineral salts	Salt Green leafy vegetation	Mk pri sci bk 4 pg 78	
3	4			Roughage	The learner, -describes roughage -states the uses of roughages -gives the danger of roughage deficiency -states the ways of preventing constipation	-constructs correct sentences about roughage	Roughage -description of roughage -uses of roughage -states the dangers of roughage deficiency in diet -ways of preventing constipation	Real food stuffs containing fats and oil	Real food stuffs containing fats and oil	Real food stuffs containing fats and oil	Samples of roughage foods	Comp bk 4 pg 229	

3	5	Human health	Our food	Classes of food (water)	<p>The learner,</p> <ul style="list-style-type: none"> -names the food sources of water -states the uses of water in the body -states the danger of water shortage in the body 	<p>The learner,</p> <ul style="list-style-type: none"> -reads and writes words correctly -pronounces words correctly -tells stories about dehydration 	<p>Water</p> <ul style="list-style-type: none"> -food sources of water -uses of water in the body -danger of water shortage in the body -mention the causes of dehydration -prevention of dehydration 	<p>Discussion</p> <p>Guided discovery</p> <p>Question and technique</p>	<p>Problem solving</p> <p>Care concern</p>	<p>Discussing the uses of water in the body</p> <p>Naming different vulnerable groups of people</p>	Water milk	Pri 4 science syllabus pg 10	
3	6			Food deficiency diseases	<p>The learner,</p> <ul style="list-style-type: none"> Names the deficiency diseases States the signs and symptoms Gives ways of preventing those diseases 	<p>The learner;</p> <ul style="list-style-type: none"> Reads, writes and spells words correctly Tells stories about some diseases 	<p>Naming food deficiency diseases</p> <p>Kwashiorkor</p> <p>Marasmus</p> <p>Goitre</p> <p>Rickets</p> <p>Nightblindness</p> <p>Anaemia</p>	<p>Observation</p> <p>Discussion</p> <p>Question and answer</p> <p>Guided discovery</p>	<p>Problem solving</p> <p>Critical thinking</p>	<p>Naming different deficiency diseases</p>	Text book pictures	Understanding integrate science book 4	

4	1	Human health	Our food	Malnutrition	The learner, -malnutrition definition -mentions the indicators of malnutrition -defines obesity -names the factors that lead to obesity	The learner, -reads and writes words and sentences correctly Malnutrition Fats Obesity Overweight Symptoms	Malnutrition -definition -signs of malnutrition -dangers of malnutrition Obesity -definition -factors/ conditions that lead to obesity -signs of good health	Discussion Story telling Question and answer	Critical thinking Care Problem solving Creative thinking	Naming indicators of malnutrition Reads, spells and pronounces the words correctly	Text book diagrams and illustrations	Comprehensive science book 4	
4	2	Human health	Our food	Food security	The learner; Defines food security States ways of ensuring food security	The learner; Reads, spells and pronounces the words	Ways of ensuring food security	Discussion Story telling Question and answer	Critical thinking Care Problem solving Creative thinking	Naming indicators of malnutrition Reads, spells and pronounces the words correctly	Chalkboard illustration	RS Literacy book 3	
4	3	Human health	Our food	Food contamination and hygiene	The learner, -defines food contamination -states ways food gets dirty -mentions ways of preventing food contamination	The learner, -reads and writes sentences correctly	Food contamination -definition -ways food gets dirty -ways of preventing food contamination	Discovery Discussion Question and answer	Critical thinking Problem solving	States ways food gets contaminate	Dirty plates, cups and hands	Mk pri sci bk 4 pg 84	

4	4	Human health	Our food	Food preservation	The learner, -defines food preservation -mentions ways of preserving food -states the importance of preserving food	The learner, -reads , spells, pronounces key words like -leaving -dirt -dust -spoilt (practical lesson)	Food preservation -definition -ways of preserving food -different foods preserved by each method -importance of preserving food -food security -ways of promoting food security	Guided discussion Guided discovery Question and answer technique	Effective communication Problem solving Care	Discussing ways of preserving food	Real food	Comp pri sci book 4 pg 29-32	
4	5			Food preparation	The learner, -mentions the methods of preparing food -names the foods preservation by each method	Uses key words to construct sentences e.g. -smoking -sun drying -salting	Ways of preparing food -boiling -baking -frying -roasting -mingling Food prepared by each method	Discussion Discovery Question and answer	Critical thinking Care Creative thinking	Different ways of preparing food	- Food samples	MK integrate science book 4 page 58	

4	6	TOPICAL TEST											
5	1	Human Our food health	Human body organs	Major body organs (ear and nose)	The learner, -states the function of ears and the nose -mentions ways of caring for ears and the nose	The learner, -reads words and sentences correctly -pronounces words correctly	Ears -function to the body -diagram showing the external parts -way of caring for ears Nose -function to the body -illustration of the nose Tongue -function to the body -caring for the tongue -function to the body -caring for the tongue	Guided discussion Question and answer Brain storing	Care Appreciation Effective communicat ion Critical thinking Creative thinking	Discussing ways of caring for body organs	Illustrations of the heart on the chart	Mk pri sci bk 4 pg 94	
5	2			Major body organs (stomach , liver and pancreas)	The learner , -States the location of stomach, liver and pancreas States the uses of the stomach, liver and pancreas Mentions ways of caring for those organs	The learner -constructs sentences correctly using key words like -store -absorb -control	The stomach -function -structure of the stomach -ways of caring for the storming stomach The liver -function -ways of caring for the liver	Guided discussion Question and answer Brain storing	Care, Creative thinking Effective communicat ion	Discussing ways of caring for body organs	Illustrations of the heart on the chart	Mk pri sci bk 4 pg 94	

5	3			Lungs and the heart	<p>The learner, -states the function of lungs and the heart</p> <p>Names the location of the lungs and the heart -mentions ways of caring for the heart and lungs</p>	<p>Spells words like -heart -lungs -pump -breathe -breathing</p>	<p>a)lungs -function -structure of lungs -practices that damage lungs -care for lungs b) the heart -function -structure of the human heart -ways of caring for the heart</p>	<p>Guided discussion</p> <p>Question and answer</p> <p>Brain storing</p>	Care, logic critical thinking and creative thinking	Drawing and naming the lungs and the heart	A chart showing the human body organs	MK integrate Science book 4 pages ::	
5	4	Human health	Human body organs	Major human body organs (The brain and skin)	<p>The learner, -states the uses of the skin and the brain -mentions the practices which damage the brain and skin -discusses ways of the skin and brain</p>	<p>The learner, Reads, and writes words and sentences correctly e.g. -brain -reasoning -store -information</p>	<p>The skin -function to the body -ways of caring for the skin -practices which damage the skin The brain -functions -structure of the kidneys -care for the kidneys -care for the brain</p>	<p>Question and answer Discussion Brain storing</p>	<p>Effective communication Care</p> <p>Creative thinking</p> <p>Critical thinking</p>	Discussing ways of caring for body organs	Drawn chart showing the body organs	Mk pri sci bk 4 pg 95	

5	5	Human health	Human body organs	Major human body organs	<p>The learner, -mentions the uses of the kidney to people -draws the kidneys and names the urinary bladder -mentions ways of caring for the kidneys -</p>	<p>The learner, Reads and writes words and sentences correctly</p>	<p>kidneys -function of urinary bladder -describes how the human body works</p>	<p>Observation Discovery Question and answer</p>	<p>Creative thinking Critical thinking Logic Care</p>	Drawing and naming the body organs	A chart showing human body organs		
6	6			How the human body works	<p>Describes how the human body works Name the basic requirements for the body</p>	<p>The learner; Reads, spells and pronounces words</p>	Basic needs	<p>Observation Discovery Question and answer</p>	<p>Creative thinking Critical thinking Logic Car</p>	Drawing and naming the body organs	A chart showing human body organs		

7	1	Human health	Human body teeth	Sets of teeth	The learner, -states the function of teeth -names the sets of teeth -states the number of teeth in each set -mentions the regions of teeth	The learner, -reads words and sentences about -spells words correctly	Teeth -function of teeth to people -sets of teeth -number of teeth in each set -regions of teeth (crown, neck and root)	Guided discussion Question and answer technique	Effective communication care	Naming the sets of teeth	Drawn teeth on a chart	Comp pri sci pg 242-244	
7	2	Human health	Human body teeth	Regions of a tooth	Names the regions of the tooth	The learner; Reads, spells and pronounces words	Regions Crown Neck Root	Guided discussion Question and answer technique	Effective communication care	Naming the sets of teeth	Drawn teeth on a chart	Comp pri. sci book 4	

7	3	Human health	Human body teeth	Sets of teeth	The learner, -mentions the types of teeth -states the function of each type of teeth -draws different types of teeth -explains how each type of teeth is adapted to their function	The learner, -constructs sentences using key words like -chisel shaped -sharp -tearing -cutting	Types of teeth -function of each type of teeth -diagram of each type of teeth -adaptation of each type of teeth to its function -mentions the number of teeth in each type	Observation Guided discovery Discussion	Effective communication Critical thinking Care Logic	Drawing the types of teeth Writing notes	A chart showing the structure of the tooth	- Comp pri. sci. book 4	
7	4	Human health	Human body teeth	Sets of teeth	The learner, -draws a tooth -names the parts of a tooth -states the function of each part of a teeth	The learner, -reads and writes words about teeth -enamel -dentine -pulp -capillaries	-parts of a tooth -function of each part of each part of a tooth	Observation Discussion Question and answer	Effective communication Critical thinking Creative thinking	Drawing teeth Writing notes	A chart showing the structure of the teeth	Comp Science bk 4 pg 248-249	

7	5	Human health	teeth	Diseases and disorders of teeth	The learner, Names the diseases of teeth -mentions the disorders of teeth -discusses ways of caring for teeth	The learner, -reads and writes words and sentences correctly	Diseases of teeth -tooth decay -periodontal tooth disease -activities which damage teeth Disorders of teeth -way of caring for teeth Oral health -definition -ways of promoting oral health	Guided discovery Question and answer Discussion	Decision making Problem solving	Drawing Note taking	Real objects I.e. brooms rakes	Mk pri sci bk 4 pg 120	
7	6	Human health	sanitation	Elements of clean home	The learner, -defines sanitation -mentions the items used for promoting sanitation -states ways of promoting sanitation -mentions the elements of a clean home	The learner, -reads, spells and pronounce new words like -general -cleanliness -hygiene	Sanitation -definition of sanitation -definition of environment -things used for promoting sanitation -activities done to promote sanitation -elements of a clean home and their uses -importance of good sanitation -dangers of sanitation	Guided discovery Question and answer Discussion	Critical thinking Creative thinking Problem solving	Stating ways of promoting sanitation Naming elements of a clean home	A broom, scrubbing brush and a rag	- MK primary science book 4 page 122	

8	1	Human health	Sanitation	germs	The learner, -defines germs -mention the types of germs -mention the places where germs are found -explains spread	-recites poems about germs	Germ s -definition of germs -types of germs -dangers of germs -habitat for germs -how germs spread	Guided discovery Question and answer Discussion	Critical thinking Creative thinking Problem solving	Discussing how germs spread		Mk pri bk pg 118	
8	2	Human health	Sanitation	germs	The learner, -mentions atleast three places we find germ -names the ways germs spread -states the ways of controlling the spread of germs -writes 4fs in fill	The learner, -reads, spells, pronounces key word Vaccinates Disposal scrubbing	-ways through which germs spread -ways of controlling the spread of germs -the 4fs germ path	Guided discovery Question and answer Discussion	Problem Solving Effective communication	Discussing ways of controlling the spread of germs	Real germ habitats	P.4 sci syllabus pg 15-16	

8	3				<ul style="list-style-type: none"> -Names the diseases that spread through the 4fs -states way of preventing disease through 4fs -states the causes of sickness at home -states the ways of preventing sickness without use of drugs 	<p>Reads, spells, describes, and pronounce words</p> <p>Hygiene</p> <p>Physical feeding</p>	<ul style="list-style-type: none"> -how to prevent the diseases spread through the 4fs -diseases that spread through poor sanitation -causes of sickness in a home or community -prevention of diseases without use of drugs - 	<p>Guided discovery</p> <p>Question and answer</p>	Effective communication	Naming the diseases spread through the 4fs	Chalk board	p.4 sci syllabus pg 15-16	
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