

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITY	LIFE SKILLS AND VALUES	INSTRUCTIONAL MATERIALS	REF
1	1	WORLD OF LIVING THINGS	PLANT LIFE	<u>Types of plants</u> <ul style="list-style-type: none"> - Flowering plants - Non flowering plants. <u>Flowering plants</u> <ul style="list-style-type: none"> - Definition. - Examples of flowering plants - Parts of a flowering plant. - Functions of each part. - Systems of a flowering plant <u>Main parts of a flowering plant</u> <ol style="list-style-type: none"> Leaves <ul style="list-style-type: none"> - Structure - Uses of leaves. - Types of leaves. - Leaf venation <u>Process in leaves</u> <ul style="list-style-type: none"> - Photosynthesis - Transpiration <ol style="list-style-type: none"> Stems <ul style="list-style-type: none"> - Types of stems. - Function of the stem. - Ways how weak stems climb others. Roots <ul style="list-style-type: none"> - Describe roots. - Functions of roots. - Types of roots. Flowers 	<u>Language competence</u> <p>The learner:</p> <ul style="list-style-type: none"> - Spells the words correctly. - Pronounce the given words correctly. <p>Subject competences</p> <p>The learner:</p> <ul style="list-style-type: none"> - States the types of plants. - Name the parts of a flowering plant. - Discusses the functions of parts of a flowering plant. <u>Subject competences</u> <p>The learner:</p> <ul style="list-style-type: none"> - States the type of stems - Describes the functions of stems and roots. - States the uses of flowers to man and plants. <u>Language competence</u> <p>The learner:-</p> <ul style="list-style-type: none"> - Pronounces the words correctly. - Spells the given words correctly. <u>Subject competences</u> <p>The learner:</p>	-Guided discovery -Discussion -Demonstration -Question and answer. -Explanation	-Note taking -Drawing -Naming	Critical thinking. Problem solving. Decision making. Effective communication	- Prepared chart. - Leaves. - flowers	Comp. Science Pupils book 4. MK integrated scie pupils bk 4
		WORLD OF	PLANT LIFE							

		LIVING THINGS		<ul style="list-style-type: none"> - Definition - The structure - Functions of parts of a flower. - Uses of a flower to man and plants. <p>Pollination</p> <ul style="list-style-type: none"> - Definition. - Types of pollination. - Agents of pollination. - Characteristics of wind and insect pollinated flowers. <p>Fertilization</p> <ul style="list-style-type: none"> - Definition. - Where it takes place in a flower. - Reproductive parts of a flower. *Pistil *stamen <p>Seeds</p> <ul style="list-style-type: none"> - Definition - Structure of seeds - Types / classes / groups of seeds. - Functions of seeds. <p>Germination</p> <ul style="list-style-type: none"> - Definition - Types of germination. - Conditions necessary for germination. 	<ul style="list-style-type: none"> - Defines fertilization. - Identifies the reproductive parts of a flower. - Draws different structures of seeds and the different types of germination. <p>Language competences</p> <p>The learner:</p> <ul style="list-style-type: none"> - Pronounces the given words correctly. - Spells' and writes the words correctly. - Make correct sentences using the given words. 					
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		WORLD OF LIVING THINGS	GROWING CROPS	<p><u>Crops</u></p> <ul style="list-style-type: none"> - Definition - Common crops grown *Maize *Sorghum *Peas, etc <p><u>Groups of crops</u></p> <ul style="list-style-type: none"> - Perennial crops. - Annual crops. - Definition and examples of the above groups of crops. <p><u>Garden tools</u></p> <ul style="list-style-type: none"> - Examples - Uses of each garden tool. - Caring for the garden tools. <p><u>Crop growing practices</u></p> <p><u>Land preparation</u></p> <ul style="list-style-type: none"> - Tools used. - Activities involved in land preparation. - When land is prepared (season) <p><u>Planting materials selection.</u></p> <ul style="list-style-type: none"> - Why it is done? - Qualities of a good planting material (viable seeds) - How different crops are planted (propagation) <p><u>Planting</u></p> <ul style="list-style-type: none"> - Methods / ways of planting. - Description of the methods. - Advantages and disadvantages of each method. 	<p><u>Subject competences</u></p> <p>The learner:-</p> <ul style="list-style-type: none"> - Identifies common crops grown. - States the groups of crops and explains each. - Identifies garden tools and their uses. <p><u>Language competences.</u></p> <p>The learner:</p> <ul style="list-style-type: none"> - Spells, pronounce, reads and write given words correctly. <p><u>Subject competences</u></p> <p>The learner:-</p> <ul style="list-style-type: none"> - Identifies tools used in land preparation. - Describes how different crops are propagated or planted. - Identifies methods of planting. <p><u>Language competences</u></p> <p>The learner:-</p> <ul style="list-style-type: none"> - Pronounces, spells, reads, writes and makes sentences using the given words. 	<p>-Question and answer.</p> <p>-Discovery</p> <p>-Inquiry</p> <p>Demonstration</p>	<p>-Answering question</p> <p>-Writing</p> <p>-Demonstration</p>	<p>-Awareness</p> <p>-Creative thinking</p> <p>-Care Responsibility</p>	<ul style="list-style-type: none"> - Real objects (plants) - A chart with garden tools. 	
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		WORLD OF LIVING THINGS	GROWING CROPS	<p><u>Nursery bed</u></p> <ul style="list-style-type: none"> - Definition - Crops first planted in a nursery bed. - Define transplanting. - Advantages and disadvantages of a nursery bed. - Hardening off <p><u>Caring for crops</u></p> <ul style="list-style-type: none"> - Weeding *Definition *Examples of weeds *Importance *Dangers - Manure - Watering <p><u>Pruning</u></p> <ul style="list-style-type: none"> - Definition - Tools - Advantages and disadvantages. <p><u>Thinning</u></p> <ul style="list-style-type: none"> - Definition - Advantages. <p><u>Mulching</u></p> <ul style="list-style-type: none"> - Definition - Examples of mulches. - Advantages and disadvantages of mulching. 	<p><u>Subject competences</u></p> <p>The learner:</p> <ul style="list-style-type: none"> - Defines a nursery bed. - Identifies crops first planted in a nursery bed. - Discusses ways of caring for crops. <p><u>Language competences</u></p> <p>The learner:-</p> <ul style="list-style-type: none"> - Reads and writes the words. - Makes correct sentences using the given words. 	<p>Discussion</p> <p>Question and answer.</p> <p>Explanation</p>					
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		WORLD OF LIVING THINGS	GROWING CROPS	<ul style="list-style-type: none"> • Staking • Gap fitting • <u>Pests and disease control</u> <ul style="list-style-type: none"> - Definition of pests. - Examples of pests. - Effects of pests and diseases. - Diseases of some crops. - Signs of diseases. - Ways of controlling pests and diseases • <u>Harvesting</u> <ul style="list-style-type: none"> - Definition - When to harvest and why? - Tools used in harvesting. • <u>Food preservation</u> <ul style="list-style-type: none"> - Definition - Methods of preserving food. • <u>Storage</u> <ul style="list-style-type: none"> - Examples of storage pests. - Types of stores. - Qualities of a good store. 	<u>Subject competences</u> The learner:- <ul style="list-style-type: none"> - Defines a pest. - Gives examples of pests. - Discusses ways of controlling pests and disease. <u>Language competences</u> The learner: <ul style="list-style-type: none"> - Pronounces, spells, reads the given words correctly. <u>Subject competences</u> The learner:- <ul style="list-style-type: none"> - Identifies examples of storage pests. - States the types of stores. <u>Language competences</u> The learner:- <ul style="list-style-type: none"> - Pronounces, spells the words correctly. 	Discussion. Explanation.	Defining. Writing. Reading	Responsibility Concern. Honesty.		
		OUR ENVIRONMENT	Weather changes around us.	<ul style="list-style-type: none"> • Definition of weather and climate • Types of weather. • Elements of weather • Weather struments • Structures of weather instruments. 	<u>Subjects</u> The learner:- <ul style="list-style-type: none"> - Describes the changes in weather. - Makes accurate measurements of rainfall. - Uses thermometer to measure temperature. 	-Group work. -Guided discovery. -Question and answer. -Guided discussion.	Answering both oral and written questions.	-Effective communication -Critical thinking -Creative thinking. -Problem solving.	Weather chart. Clinical thermometer A chart showing clinical thermometer.	Comprehensive book four pg. Mk.scie Bk 4 Integrated Bk. 4.

		OUR ENVIRON MENT	<p>Weather changes around us.</p> <p><u>Types of rainfall.</u></p> <ul style="list-style-type: none"> - Formation of rain. - Advantages of rain and disadvantages. <p><u>Sunshine</u></p> <ul style="list-style-type: none"> - Advantages and dangers of sunshine. <p><u>Cloud cover</u></p> <ul style="list-style-type: none"> - Types of clouds and their characteristics. - Advantages of clouds. <p><u>Wind</u></p> <ul style="list-style-type: none"> - Definition. - Instrument used to measure. - Advantages of wind. <p><u>Humidity:</u></p> <ul style="list-style-type: none"> - Definition. - Instrument used to measure. - Advantages of humidity. <p><u>Atmospheric pressure</u></p> <ul style="list-style-type: none"> - Definition. - Causes. - Instrument used. <p><u>Temperature</u></p> <ul style="list-style-type: none"> - Definition - Instrument used - Types of thermometer. <p>(a) <u>Clinical thermometer.</u></p> <ul style="list-style-type: none"> - Structure. - Liquid used and reasons why they are used. - Normal body temperature of 	<ul style="list-style-type: none"> - Draws a simple weather chart. - Names the parts of thermometer. <p>Languages.</p> <p>The learner:-</p> <ul style="list-style-type: none"> - Explains orally the water cycle. - Pronounce, spell and write parts of a clinical thermometer. 			<p>-Self awareness.</p> <p>-Prediction</p>		
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				both scales. (b) <u>Minimum and maximum thermometer.</u> - Structure.						
	3 4	HUMAN HEALTH	Personal Hygiene	<u>Personal hygiene.</u> <ul style="list-style-type: none"> - Definition. - Ways of keeping our body clean. - Items used in keeping our bodies clean. - How to keep things at home clean. e.g <ul style="list-style-type: none"> * Bedroom * Beddings * Kitchen - Importance of keeping our bodies clean. <ul style="list-style-type: none"> * Remove germs. * Remove dirt. * Avoid bad smell. * Keep health. * Be smart. 	<u>Subject:</u> The learner should be able to:- <ul style="list-style-type: none"> • Define personal hygiene. • State ways of keeping our bodies clean. • Give the importance of personal hygiene. • Demonstrate clean body activities. <u>Language.</u> <ul style="list-style-type: none"> • Spell the words correctly. • Pronounce the words correctly. • Write the words in correct spelling. 	-Discussion. -Discovery -Demonstration -Observation Question and answer.	-Combing hair. -Brushing teeth. -Washing the face. -Cutting finger nails short.	-Appreciation. -Caring. - Responsibility -Self esteem - Assertiveness	- Comb - Water - Tooth paste. - Tooth brush. - Nail cutters.	MK. Integrated primary Science Bk.

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1	1	HUMAN HEALTH	OUR FOOD	OUR FOOD <ul style="list-style-type: none"> - Definition: <ul style="list-style-type: none"> *Food *Feeding *Nutrition - Sources of food <ul style="list-style-type: none"> *Super markets *Markets *Shops *Gardens - Why we eat food. (5Hs) - Uses of food in the body. - Balanced diet. <ul style="list-style-type: none"> *Definition *Components of balanced diet (classes of food) - Sources of food values. <p>Carbohydrates:</p> <p>Vitamins</p> <p>Proteins</p> <p>Deficiency disease etc.</p> <ul style="list-style-type: none"> - Definition - Examples - Causes - Sign of symptoms of each disease. 	Subject: <ul style="list-style-type: none"> - Define <ul style="list-style-type: none"> *Food *Feeding *Nutrition *Balanced diet *Deficiency disease - State why we eat food?. - Give some sources of food. - Mention some of the components of balanced diet. <p>Language</p> <ul style="list-style-type: none"> - Pronounce, spell, write and read words and sentences correctly. <p>Language competence</p> <p>The learner:-</p> <ul style="list-style-type: none"> - Pronounces the words correctly. - Spells the given words correctly. 	-Guided discovery -Group discussion. -Think pair share.	<ul style="list-style-type: none"> - Note making. - Collecting food sources of food values. - Grouping them according to food values. - Drawing and painting different food stuffs. 	-Appreciation. -Care -Love	<ul style="list-style-type: none"> - Real objects (food stuffs) 	Comp. Science bk 4. Pg. MK integrated scie pupils bk 4 Pg.

				<ul style="list-style-type: none"> - Prevention. - Ways in which food gets contaminated, bad feeding habits. - Prevention of food contamination. - Prevention of simple dishes locally. 						
		HUMAN BODY	THE TEETH	<u>TEETH</u> <ul style="list-style-type: none"> - Sets of teeth. - Types of teeth and their uses. - The tooth structure. - Functions of the internal parts of the tooth. - Regions of the tooth. - Diseases and disorders of the teeth. - How to care for the teeth. 	<u>Subject</u> The learner:- <ul style="list-style-type: none"> - Identifies sets of teeth. - Describes the different types of teeth and their functions. - Draws different types of teeth with correct labeling. <u>Languages</u> <ul style="list-style-type: none"> - Reads, writes, pronounces words and sentences correctly. 	<ul style="list-style-type: none"> -Discussion. -Question and answer. -Group work. Guided discovery.	<ul style="list-style-type: none"> - Matching types of teeth to diagrams. - Drawing and labeling teeth structures. - Practicing brushing of teeth. - Answering oral and written questions. 	<ul style="list-style-type: none"> -Effective communication. -Self awareness. -Critical thinking. -Problem solving. -Decision making. - Confidence -Care -Acceptance 	-A chart showing different types of teeth.	Comprehensive scie Bk. 4 pg. 151 – 164. Intergrated scie. Bk. 4 pg. 112 – 118. Fountain scie. Bk. 4 pg 119 - 129
			HUMAN BODY ORGAN	<u>Major body organ</u> <ul style="list-style-type: none"> - Definition - Organ. - Examples of major body organs. <ul style="list-style-type: none"> * Eyes * Brain * Ears * Stomach * Nose * Bladder * Heart * Lungs * Liver * Tongue. - Structure showing location of each body organ. 	<u>Subject:</u> <ul style="list-style-type: none"> - Identify different body organs. - Define: Organ. - State ways of caring for our body organs. - Draws and labels body organs. Language: <ul style="list-style-type: none"> - Reads, pronounces, spells and writes words correctly. - Answers simple comprehension questions correctly. 	<ul style="list-style-type: none"> -Discussion -Guided discovery. -Question and answer. - Demonstration. 	<ul style="list-style-type: none"> - Singing a song. - Note making. - Drawing. - Answering both oral and written questions. 	<ul style="list-style-type: none"> -Selfawareness -Responsibility Confidence -Fluency. -Effective communication -Creative thinking -Critical thinking. 	- Chart showing body organs.	

				<ul style="list-style-type: none"> - Structure of each part and function. - Diseases and disorders. - Care for each body organ. 						
		HUMAN HEALTH	SANITATION	<ul style="list-style-type: none"> • Definition <ul style="list-style-type: none"> - Its elements • Importance of good sanitation. • Germs and diseases <ul style="list-style-type: none"> - Definition - Where they are found. - Types of germs - How they are spread. - Dangers of germs. - The germ cycle (4Fs). • Rotting <ul style="list-style-type: none"> - Definition - Importance of rotting - Causes of rotting. - Dangers of rotting. • Ways of protecting against germs and diseases in our environment. 	<p>Subject The learner:-</p> <ul style="list-style-type: none"> - Identifies sanitation concerns. - Draws diagrams on transmission of germs (germ path). - Carries out activities of keeping the environment clean. <p>Language</p> <ul style="list-style-type: none"> - Spells, write and pronounce words correctly. 	<ul style="list-style-type: none"> -Discussion - Demonstration. -Question and answer. -Guided discovery. 	<ul style="list-style-type: none"> -Drawing the germ path. -Answering oral and written questions. -Demonstrating way of keeping classroom clean. 	<ul style="list-style-type: none"> -Self esteem. Effective communication. -Critical thinking. -Problem solving. -Care -Love -Respect. 	<ul style="list-style-type: none"> - Brooms. - Dustbin - Water - Plates - Prepared chats. 	<p>Comp. scie BK. 4.</p> <p>Integrated Scie. Bk.4</p> <p>MK. Bk. 4 pupils scie.</p>

