

## **# CREATIVE PRINTERS**

## PRIMARY FOUR SCIENCE SCHEME OF WORK FOR TERM I, 2024

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W	P	TOPIC	TOPIC	CONTENT	SUBJ. COMP'NCES	LANG. COMP'NCES	METHODS	ACTIVITIES	IND. OF	INST.	REF.	RE
<u>K</u>	D 1	Plant life	Floweri ng plants	Flowering plants - Flowering plants are plants that bear flowers.  Example of flowering plants - Maize Plants - Bean Plants - Bean Plants - Tea plants - Toffee Plant  Characteristics of flowering plants - Flowering plants - Flowering plants bear flowers Most flowering plants reproduce by means of seeds.  Structure of a flowering plant - Stem - The root system - The terminal bud - Axillary bud - Node and	The learner;	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to flowering plants e.g. Bear, reproduce, and flower. 2. Reads, internalize and writes texts and questions related to flowering plants.	Guided discovery Discussion observatio n	Defining flowering plants  Giving examples of flowering plants  Drawing the structure of a flowering plant.  Naming parts of a flowering plant.	L.S.V Appreciation. Care Awareness Fluency Concern	MAT. Floweri ng plants	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4	M.
1	2	Plant life	Structu re of a leaf	internode Structure of a leaf	The learner; 1. Draws the structure of a leaf. 2. Names the	The learner; 1. Pronounces, spells, reads writes and	Guided discovery Discussion	Drawing the structure of a leaf	Appreciation.	Differen t types of leaves	Mk. Int. sci. pbk 4	

				Apex	parts of a leaf.	demonstrates				brought	
				Veins Margin	3. Mentions the	meaning of	Observati			in the	
				Stomata Leaf blade	functions of each	words related to	on			class.	Int.
				Midrib	part of a leaf.	flowering plants		Naming	Awareness		sci.
				Leaf stalkLeaf base	'	e.g. Bear,		parts of a			syllab
				Functions of parts of		reproduce, and		leaf.			us bk
				a leaf		flower.					4
				1. Leaf stalk		2. Reads, internalize			Fluency		
				- Holds the leaf on		and writes texts					
				the branch		and questions		Mentioning			
				2. Midrib		related to		the	Concern		
				- Transports		flowering plants.		functions			
				manufactured food				of parts of			
				and water.				a leaf.			
				3. Leaf blade							
				- Has stomata used							
				for breathing/							
				gaseous exchange							
1	3	Plant	Leaf	Leaf venation	The learner;	The learner;	Guided	Defining	Appreciati-	Differen	Mk.
		life	venati	- Leaf venation is	1. Defines the	1. Pronounces,	discovery	leaf	on.	t types	Int.
			on	the arrangement	term leaf	spells, reads writes		venation		of	sci.
				of veins in a leaf.	venation.	and demonstrates	Discussion		Care	leaves	pbk 4
				Types of leaf	2. Identifies the	meaning of words				brought	
				venation	types of leaf	related to leaf				in the	
				Network leaf	venation.	venation e.g.	Observati	Identifying	Awareness	class	
				venation	3. Give examples	network and	on	types of			
				2. Parallel leaf	of plants the	parallel		leaf			
				venation.	network and	2. Reads,		venation.	Fluency		Int.
				NET WORK LEAF	parallel leaf	internalize and					sci.
				VENATION	venation.	writes texts and					syllab
				⇒ The leaf has veins		questions related			Concern		us bk
				made like a net.		to leaf venation.		Giving			4
				Illustration				examples			

					The learner; 1. Defines the		Guided discovery	of leaf venation			
				Network veins	term leaf venation.	1	Discussion	Defining leaf			Mk. Int.
				⇒ Network venation	2. Identifies the types of leaf			venation			sci. pbk 4
			'	is found in leaves of dicotyledonous	venation. 3. Give examples		observatio n	'			
				plants. <b>Example of plants</b>	of plants the network and	1			1	'	
				with network leaf	parallel leaf	1					1
' 			'	Bean, Hibiscus,	venation.	1				'	Int. sci.
1 '				Flower, Peas  Parallel leaf venation	1	1		'			syllab us bk
' 				⇒The veins in a leaf run from the leaf		1				'	4
' 				stalk to the apex of	1	1		'			
' 				the leaf in a parallel form.	1	1				'	
' 				⇒ Parallel venation is found in leaves of		1					
<u> </u>				monocotyledonous plants like;						'	
<u> </u>			'	Maize, Millet,		1				'	
<u> </u>				Sugarcane, Rice, Grass and wheat							
1	4	Plant	Types	plants.  TYPES OF LEAVES	The learner	The learner;	Guided	Identifying	Appreciati-	Differen	Mk.

		life	of	1. Simple leaves	1. Indentifies the	1. Pronounces,	discovery	the types	on.	t types	Int.
			leaves	2. Compound	types of	spells, reads writes		of leaves.		of	sci.
				leaves	leaves.	and demonstrates			Care	leaves	pbk 4
				SIMPLE LEAVES	2. Describes	meaning of words				brought	
				A simple leaf is a leaf	simple leaves.	related to leaf		Describing		in the	
				with one leaf blade	3. Mentions	venation e.g.	Discussion	simple		class	
				and one leaf stalk.	examples of	network and		leaves.	Awareness		
				Examples of simple	simple leaves.	parallel					
				leaves	4. Draws the	2. Reads,					Int.
				- Simple serrated	different	internalize and		Mentioning			sci.
				Simple lobed leaf	structures of	writes texts and		examples	Fluency		syllab
				- Simple entire	simple leaves	questions related	observatio	of simple			us bk
				Simple divided		to simple leaves	n	leaves.			4
				entire							
				- Simple palmate					Concern		
				Simple serrated							
				Marray .				Drawing			
				(V) V KL)				the			
				(M)				structure of			
								simple			
				Simple divided entire				leaves			
				DV 125							
				etc.							
1	5	Plant	Types	Compound leaves	The learner	The learner;	Guided	Describing	Appreciati-	Differen	Mk.
		life	of	Types of leaves	1. Describes	1. Pronounces,	discovery	comp.	on.	t types	Int.
			leaves	Compound leaves	simple leaves.	spells, reads writes		leaves.		of	sci.
				⇒ A compound leaf	2. Mentions	and demonstrates			Care	comp.	pbk 4

		is a leaf with	examples of	meaning of words				leaves		
		many leaflets on	simple leaves.	related to leaf		Mentioning		brought		
		one main leaf	3. Draws the	venation e.g.	Discussion	examples		in the		
		stalk.	different	pinnate, bi-		of comp.	Awareness	class		
		⇒ The leaflets are	structures of	pinnate and		leaves.				
		divided at original leaf stalk.	compound leaves	trifoliate					Int. sci.	
		⇒ Each leaflet has	leaves	2. Reads, internalize and			Fluency		sci. syllab	
		its own small stalk		writes texts and	observatio	Drawing	rioericy		us bk	
		called ranchis		questions related	n	the			4	
		Examples of		to compound		structure of				
		compound leaves		leaves		simple	Concern			
		1. Compound				leaves				
		pinnate leaf								
		2. Compound								
		bipinnate leaf								
		3. Compound								
		trifoliate leaf 4. Compound								
		digitate leaf								
İ		Illustration								
		Pinnate leaf								
		alon hollo								
		500 May 550 Mag								
		33 180								
		Bi-pinnate								

			Trifoliate  Digitate  Leaflet  Leaf-stalk  Leaf-stalk							
6	Plant life	Transpi ration the rate of transpi ration.	TRANSPIRATION  - Transpiration is the process by which plants lose water in form of water vapour to the atmosphere.  Importance of transpiration  a) To a plant  1. It cools the plant. 2. It enables plants to abosorb more water from the soil. b) To the environment  ⇒ It helps in the formationn of rain fall.  Polythene Plant  Factors which affect the rate of	The learner; 1. Defines transpiration. 2. Gives the importance of transpiration to; i) Plants ii) Animals.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to transpiration 2. Reads, internalize and writes texts and questions related to transpiration.	Guided discovery  Discussion  observation	Defining transpiration.  Giving the importance of transpiration to plants and the environment.	Appreciation.  Care  Awareness  Fluency  Concern	The local environ ment	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4

				transpiration							
				<ol> <li>Temperature</li> <li>Light intensity</li> </ol>							
				3. Humidity							
				4. Wind							
				5. Surface area of a							
				leaf							
1	7	Plant	Ways	Ways in which plants	The learner	The learner;	Guided	Defining	Appreciati-	The	Mk.
		life	plants	reduce the rate of	1. Mentions ways	1. Pronounces,	discovery	transpiratio	on.	local	Int.
			reduce	transpiration	in which plants	spells, reads writes		n.		environ	sci.
			the	⇒ By shedding their	reduce the rate	and demonstrates		Civilia av Ala a	Care	ment	pbk 4
			rate of transpi	leaves in the dry season to reduce	of transpiration.  2. State the	meaning of words related to		Giving the importanc			
			ration.	the rate of	dangers of	transpiration	Discussion	e of			
				transpiration.	transpiration.	2. Reads,	2.500001.	transpiratio	Awareness		
				⇒ Some plants	'	internalize and		n to plants			
				develop a layer of		writes texts and		and the			Int.
				wax on their leaves.		questions related		environme			sci.
				⇒Some plants		to transpiration	a baan (artia	nt.	Fluency		syllab
				reduce the size of their leaves to			observatio n				us bk 4
				thorny structures.			11				7
				⇒ Some plants					Concern		
				develop thick							
				leaves to store							
				water for the dry							
				season.							
				⇒ Some plants modify their leaves							
				into thorns e.g.							
				cactus plants.							
				Dangers of							

			transpiration  ⇒ Excess transpiration leads to wilting of plants.								
2	1	Plant	PHOTOSYNTHESIS  ⇒ Photosynthesis is the process by which plants make their own food.  Requirements for photosynthesis  1. Water  2. Carbon diuoxide  3. Sunlight  4. Chlorophyll  The raw materials for photosynthesis  1. water  2. carbon dioxide.  Conditions necessary for Photosynthesis  1. Chlorophyll  2. Sunlight  1. Importance of photosynthesi to people  1. Due to photosynthesis,	The learner; 1. Defines the term photosynthesis. 2. Mentions the requirements for photosynthesis. 3. Describes the conditions, raw materials, product and by product for photosynthesis.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to photosynthesis e.g. chlorophyll, sunlight & water. 2. Reads, internalize and writes texts and questions related to Photosynthesis	Guided discovery  Discussion  Observati on  Brain storming  Think pair and share	Defining photosynth esis.  Mentioning the requireme nts for photosynth esis.  Describing the conditions, raw product and bi products of photosynth esis.	Appreciation. Care  Awareness Fluency Concern	The local environ ment	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4	
			people get food.  2. People get oygen for respiration due to								

2 2	Plant life	Uses of leaves	Functions (uses) of	The learner	The learner	Guided	Giving the	Appreciati-	The	Mk.	
			leaves to plants	<ol> <li>Gives the uses of leaves to people.</li> <li>Mentions the importance of leaves to plants.</li> </ol>	1. Pronounces, spells, reads writes and demonstrates meaning of words related to uses of leaves. 2. Reads, internalize and writes texts and questions related to uses of leave	discovery  Discussion  Observation  Brain storming	uses of leaves to people.  Mentioning the uses of leaves to plants.	Care  Awareness  Fluency  Concern	local environ ment	Int. sci. pbk 4  Int. sci. syllab us bk 4	
2 3	Plant	roots		The learner;	The learner	Guided	Naming	Appreciati-	Grass	Mk.	

life	ROOTS	1. Names the	1. Pronounces,	discovery	types of	on.		Int.
	⇒ A true root system	systems of roots.	spells, reads writes	,	root		carrots	sci.
	develops from the	2. Draws a well	and demonstrates		systems.	Care		pbk 4
	radicle of the	labelled	meaning of words		,			
	embryo.	structure of a	related to root					
	Types of root system	tap root and	systems.	Discussion				
	1. Tap root system	fibrous root	2. Reads,		Drawing a	Awareness		
	2. Fibrous root	systems.	internalize and		well			
	system		writes texts and		labelled			Int.
	a) Tap root system		questions related		structure of			sci.
	Lateral root		to root systems.		root	Fluency		syllab
	Main tap root			Observati	systems.			us bk
	Root hairs—			on				4
	Noor no.							
	¥——Root cap					Concern		
	1. <b>Root hairs:</b> absorb			Durania				
	water and			Brain				
	mineral salts from			storming				
	the soil.							
	2. Root cap:							
	Protects the							
	growing tip of a							
	root.							
	Examples of plants with tap root system							
	Mangoes, beans,							
	b) Fibrous root							
	system							
	⇒ This is the type of							
	root system where							
	there are many							
	roots growing							
	randomly from							

				the radicle of a seed Illustration							
2	4	Plant life	Types of root	TYPES OF ROOTS  1. Primary roots 2. Secondary roots a) Primary roots  ⇒ These are roots that develop from the radicle of a germinating seed.  Examples of primary roots  1. Tap roots 2. Fibrous roots	<ol> <li>The learner;</li> <li>Identifies the types of roots.</li> <li>Describes primary and secondary roots.</li> <li>Mentions examples of primary and secondary roots.</li> <li>Draws the</li> </ol>	The learner 1. Pronounces, spells, reads writes and demonstrates meaning of words related to types of roots 2. Reads, internalize and writes texts and questions related to types of roots.	Guided discovery  Discussion  Observati	Identifying the types of roots.  Describing primary and secondary roots.  Mentioning	Appreciation.  Care  Awareness  Fluency	Cassav a tubers, sweet potato tubers, carrots	Mk. Int. sci. pbk 4  Int. sci. syllab us bk
				Root hais  Tap roots  Fibrous roots  (adventitious roots)	structure of a prop root.		on  Brain storming	examples of primary and secondary roots.	Concern		4

				<ul> <li>⇒ These are roots         that develop from         any other part of         the plant other         than the radicle.</li> <li>Examples of         adventitious roots         <ol> <li>Prop root</li> <li>Stilt roots</li> <li>Buttress roots</li> <li>Clasping roots</li> </ol> </li> <li>Breathing roots</li> </ul>							
2	5	Plant life	Uses of roots	USES OF ROOTS TO PLANTS  ⇒ Roots fix the plant firmly in to the soil. ⇒ They absorb water from the soil. ⇒ Some roots	The learner; 1. states the uses of roots the plant, man and the soil/ environment	The learner 1. Pronounces, spells, reads writes and demonstrates meaning of words related to uses of roots 2. Reads, internalize and	Guided discovery Discussion	Stating the uses of roots to plants, people and soil.	Appreciation.  Care  Awareness	Cassav a tubers, sweet potato tubers, carrots.	Mk. Int. sci. pbk 4
				store food for the plant.  Uses of roots to man  - Some roots act as food Some roots are used as herbal medicine Some roots	The learner; 1. states the uses of roots the plant, man and the soil/ environment	writes texts and questions related to uses of roots.	Observati on Brain storming		Fluency Concern		Int. sci. syllab us bk 4

				provide fire wood to people when dry Some roots are sold for money.  Uses of roots to man - Roots hold the soil particles together hence controlling soil erosion.							
2	6	Plant life	Stems	<ul> <li>Stems</li> <li>Types Of Stems</li> <li>1. Upright or erect stems</li> <li>2. Underground stems</li> <li>3. Weak stems.</li> <li>1. Upright Or Erect stems.</li> <li>They grow straight in space e.g. woody plants,</li> <li>2. Underground or storage stems</li> <li>⇒ These are stems</li> </ul>	The learner; 1. Names the types of stems 2. Gives the examples of the different types of stems. 3. Describes the categories of underground stems.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to stems. 2. Reads, internalize and writes texts and questions related to stems	Guided discovery  Discussion  Observation  Brain	Naming the types of stems.  Giving examples of the different types of stems.  Describing the different	Appreciation.  Care  Awareness  Fluency  Concern	Differen t types of stems availed in class.	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4

				which grow underground and store food e.g. Stem tubers, Bulbs & Rhizomes  Characteristics of underground STEMS  ⇒ They have scale leaves.  Categories of underground stems a) Stem tubers e.g. white yams and Irish potatoes. b) Corms e.g. cocoyam, crocus and gladiolus. c) Bulbs e.g. onions, garlic and Spider lily d) Rhizomes e.g. ginger, turmeric, cannalilly and grass such as coach grass.			storming	categories of undergrou nd stems.				
2	7	Plant life	Stems	Weak stems  ⇒ These are weak stems which	The learner; 1. Describes weak stems.	The learner; 1. Pronounces, spells, reads writes	Guided discovery	Describing plants with weak	Appreciation.	Differen t types of	Mk. Int. sci.	

		Γ	ī	T .	T _	Τ -	1	/
cannot support	2. Gives examples	and demonstrates		stems.	Care	stems	pbk 4	
themselves	of weak stems.	meaning of words				availed		
upright.	<ol><li>Mentions ways</li></ol>	related to stems		Giving		in class.		
⇒ To get enough	plants with	e.g. erect, weak	Discussion	examples				
sunlight.	weak stems use	stems and		of plants	Awareness			
Groups of weak	to climb others.	underground		with weak				
stems		stems.		stems.			Int.	
<ol> <li>Climbing stems</li> </ol>		2. Reads,					sci.	
e.g. passion fruits,		internalize and			Fluency		syllab	
2. Creeping stems		writes texts and	Observati				us bk	
How weak stems		questions related	on	Mentioning			4	
climb others		to stems.		ways used	Concern			
1. By using tendrils				by weak				
$\Rightarrow$ The lateral bud of				stems to				
a plant or the leaf			Brain	climb				
tip develops into			storming	others.				
a tendril.								
Examples of plants								
which use tendrils								
Passion fruits, gourds,								
cowpeas, pumpkins,								
cucumber								
2. By using hooks								
⇒ Some plants have								
downward								
pointing thorns.								
3. By twining or								
clasping.								
⇒ Plants clasp								
their stems								
around a								
support.								
<u>l</u>		<u> </u>	l	L		I	1	

3	1	Plant life	Functio ns of stems	FUNCTIONS OF A STEM TO A PLANT  1. They hold the leaves on a plant.  2. They hold the flowers for proper pollination.  USES OF STEMS TO ANIMALS  1. Most stems are used for timber	The learner; 1. gives the uses of stems to; a) plants b) people c) animals	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to stems e.g. erect, weak stems and underground stems. 2. Reads, internalize and writes texts and questions related	Guided discovery  Discussion  Observation	Giving the uses of stems to plants, people and animals	Appreciation.  Care  Awareness  Fluency	Weak stems collect ed from the environ ment.	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4
				<ul> <li>and firewood.</li> <li>2. Some stems are used as herbal medicines.</li> <li>3. Stems are used as food for animals.</li> <li>4. People use stems as firewood.</li> </ul>		to functions of stems	Brain storming		Concern		
3	2	Plant life	flowers	FLOWERS  ⇒ A flower is a reproductive part of a flowering plant. The external	The learner; 1. Defines a flower. 2. Draws the internal parts of a flower. 3. Name parts of	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to parts of a flower.	Guided discovery Discussion	Defining a flower.  Drawing and labeling	Appreciation.  Care	Flowers from the environ ment.	Mk. Int. sci. pbk 4

				structure of a flower - Sepals - petals The internal structure of a flower - pistil - stamen a) Pistil - Stigma - Style - Ovary  b). The Stamen  ⇒ The stamen is the male part of a flower. Illustration  filament	a flower.	2. Reads, internalize and writes texts and questions related to parts of a flower.	Observati on Brain storming	the parts of a flower.	Awareness Fluency Concern		Int. sci. syllab us bk 4	
3	3	Plant life	Functio ns of parts of a	FUNCTIONS OF EACH PART i) Petals ⇒ Petals are	The learner; 1. States the function of each part of a flower.	The learner; 1. Pronounces, spells, reads writes and demonstrates	Guided discovery	Sating the function of each part of a flower.	Appreciation.  Care	The environ ment	Mk. Int. sci. pbk 4	

3 4	Pollinat	brightly coloured to attract pollinators  Pistil or Carpel  ⇒ The pistil is the female part of a flower ⇒ It is made up of three main parts; namely Ovary, Stigma and Style  USES OF FLOWERS TO PEOPLE ⇒ Flowers are used to get insecticides. ⇒ They are used for decoration on various functions. ⇒ They are used to get dye. ⇒ Flowers are used to make perfumes.	The learner	meaning of words related to parts of a flower.  2. Reads, internalize and writes texts and questions related to parts of a flower.  The learner;	Discussion  Observation  Brain storming	Defining	Awareness  Fluency  Concern  Appreciati-	Flowers	Int. sci. syllab us bk 4	
	ion	⇒ Pollination is the	1. Defines	1. Pronounces,	discovery	pollination.	on.	from	Int.	

transfer of pollen	pollination.	spells, reads writes				the	sci.	
grains from the	2. Names and	and demonstrates		Naming	Care	environ	pbk 4	
anthers to the	describes the	meaning of words		the types		ment.		
stigma.	types of	related to		of				
TYPES OF	pollination.	pollination.	Discussion	pollination.	Awareness			
POLLINATION	3. States the	2. Reads,						
1. Self-pollination	adaptation of	internalize and				A chart		
2. Cross pollination	some flowers to	writes texts and				showin	Int.	
Self-pollination	self pollination.	questions related		Describing	Fluency	g an	sci.	
⇒This is the transfer		to pollination.		self		illustrati	syllab	
of pollen grains			Observati	pollination.		on of	us bk	
from the anthers of			on		Concern	self	4	
a flower to the						pollinati		
stigma of the same						on.		
flower or another				Stating the				
flower on the same			Brain	adaptation				
plant.			storming	of some				
Illustration				flowers to				
				self pollination.				
HOW THE FLOWER IS								
ADAPTED (SUITED)								
FOR SELF								
POLLINATION								
$\Rightarrow$ The anthers and								
stigma mature at								
the same time e.g.								
the conifers.								[ ]
$\Rightarrow$ The flower remains								

				closed until self- pollination has taken place e.g. the conifers							
3	5	Plant	Cross polling tion	Cross pollination  ⇒ This is the transfer of pollen grains from the anthers of a flower to the stigma of another flower on another plant of the same species.  Illustration  HOW THE FLOWER IS ADOPTED (SUITED) FOR CROSS POLLINATION  ⇒ The male and female flowers occur on the same plant e.g. in maize  ⇒ The male and	The learner; 1. Describes cross pollination. 2. States the adaptation f some flowers to cross pollination. 3. Identifies the agents of pollination.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to cross pollination. 2. Reads, internalize and writes texts and questions related to cross pollination.	Guided discovery  Discussion  Observation  Brain storming	Describing cross pollination.  Stating the adaptation of some flowers to cross pollination.  Identifying the agents of pollination.	Appreciation.  Care  Awareness  Fluency  Concern	Flowers from the environ ment.  A chart showin g cross pollinati on	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4

				female flowers occur on separate plants e.g. in papaws.  AGENTS OF POLLINATION  ⇒ Agents of pollination are things responsible for the transfer of pollen grains to the stigma.  Agents of pollination  1. Insects 2. wind 3. water							
				4. Animals e.g. bats <b>5.</b> Birds							
3	6	Plant life	CCCs of insect/ wind pollina ted flowers	CHARACTERISTICS OF INSECT POLLINATED FLOWERS  ⇒ They are scented flowers. ⇒ They produce less sticky pollen. ⇒ They are have brightly coloured petals. ⇒ CHARACTERISTIC S OF WIND POLLINATED	The learner;  1. Mentions the  CCCs of wind  and insect  pollinated  flowers.  2. States the  importance of  pollination.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to pollination. 2. Reads, internalize and writes texts and questions related to pollination.	Guided discovery  Discussion  Observation	Mentioning the CCCs of wind and insect pollinated flowers.  Stating the importance of pollination.	Appreciation.  Care  Awareness  Fluency  Concern	Flowers from the environ ment.  A chart showin g cross pollinati on	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4

				FLOWERS.  ⇒ The petals have dull colours.  ⇒ The flowers do not produce nectar.  ⇒ They produce a lot of pollen grains.  IMPORTANCE OF POLLINATION  ⇒ Pollination allows fertilization to take place in farmers' crops.  ⇒ Pollination allows high yield in farmers' harvest.			Brain storming	Identifying the agents of pollination.			
3	7	Plant life	SEEDS	SEEDS A seed is a fertilized mature ovule. Classification of seeds a) Monocotyled onous seeds b) Dicotyledono us seeds Monocotyledonous	The learner; 1. Defines a seed. 2. Mentions types of seeds. 3. Describes monocotyledon ous seeds. 4. States the CCCs of monocots with relevant	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to seeds like dicot and monocots. 2. Reads, internalize and writes texts and	Guided discovery Discussion	Defining a seed.  Mentioning the types of seeds.  Describing monocotyl	Appreciation.  Care  Awareness	Differen t grains such as maize, millet, sorghu m.	Mk. Int. sci. pbk 4  Int. sci.

			T		ovamples	augstions rolated		edonous			cyllab	
				⇒ Monocotyledon	examples.	questions related	Olege and the state				syllab	
				ous seeds are		to seeds	Observati	seeds.			us bk	
				seeds that have			on		Concern		4	
				one cotyledon.								
				Examples of				Stating the				
				monocotyledonous			Duradia	CCCs of				
				seeds			Brain	Monocots				
				1. maize			storming	with				
				2. millet				relevant				
				3. sorghum				examples.				
				_								
				4. barley								
				5. rice								
				A structure of maize								
				grain								
						l				_		1 1
4	1	Plant	Dicotyl	Dicotyledonous	The learner;	The learner;	Guided	Describing	Appreciati-		Mk.	
4	1	Plant life	edono	seeds	1. Describes	1. Pronounces,	Guided discovery	dicotyledo	Appreciation.	seeds,	Int.	
4	1		-	seeds ⇒ These are seeds	Describes     dicotyledonous	1. Pronounces, spells, reads writes		dicotyledo nous	on.	seeds, soya or	Int. sci.	
4	1		edono	seeds ⇒ These are seeds that have two	Describes     dicotyledonous     seeds.	Pronounces, spells, reads writes and demonstrates		dicotyledo		seeds, soya or ground	Int.	
4	1		edono	seeds  ⇒ These are seeds that have two cotyledons.	<ol> <li>Describes         dicotyledonous         seeds.</li> <li>Gives examples</li> </ol>	1. Pronounces, spells, reads writes and demonstrates meaning of words		dicotyledo nous	on.	seeds, soya or ground nut	Int. sci.	
4	1		edono	seeds  ⇒ These are seeds that have two cotyledons.  Examples include	<ol> <li>Describes         dicotyledonous         seeds.</li> <li>Gives examples         of</li> </ol>	1. Pronounces, spells, reads writes and demonstrates meaning of words related to	discovery	dicotyledo nous	on. Care	seeds, soya or ground	Int. sci.	
4	1		edono	seeds  ⇒ These are seeds that have two cotyledons.  Examples include 1. beans	<ol> <li>Describes         dicotyledonous         seeds.</li> <li>Gives examples         of         dicotyledonous</li> </ol>	1. Pronounces, spells, reads writes and demonstrates meaning of words related to dicotyledonous		dicotyledo nous seeds.	on.	seeds, soya or ground nut	Int. sci.	
4	1		edono	seeds  ⇒ These are seeds that have two cotyledons.  Examples include 1. beans 2. peas	<ol> <li>Describes         dicotyledonous         seeds.</li> <li>Gives examples         of         dicotyledonous         seeds.</li> </ol>	1. Pronounces, spells, reads writes and demonstrates meaning of words related to dicotyledonous seeds.	discovery	dicotyledo nous seeds.	on. Care	seeds, soya or ground nut	Int. sci.	
4	1		edono	seeds  ⇒ These are seeds that have two cotyledons.  Examples include  1. beans 2. peas 3. soya	<ol> <li>Describes         dicotyledonous         seeds.</li> <li>Gives examples         of         dicotyledonous         seeds.</li> <li>States the CCC</li> </ol>	1. Pronounces, spells, reads writes and demonstrates meaning of words related to dicotyledonous seeds. 2. Reads,	discovery	dicotyledo nous seeds.  Giving examples	on. Care	seeds, soya or ground nut	Int. sci. pbk 4	
4	1		edono	seeds  ⇒ These are seeds that have two cotyledons.  Examples include  1. beans 2. peas 3. soya 4. Ground nuts	<ol> <li>Describes         dicotyledonous         seeds.</li> <li>Gives examples         of         dicotyledonous         seeds.</li> <li>States the CCC         of</li> </ol>	1. Pronounces, spells, reads writes and demonstrates meaning of words related to dicotyledonous seeds. 2. Reads, internalize and	discovery	dicotyledo nous seeds.  Giving examples of	on. Care Awareness	seeds, soya or ground nut	Int. sci. pbk 4	
4	1		edono	seeds  ⇒ These are seeds that have two cotyledons.  Examples include  1. beans 2. peas 3. soya 4. Ground nuts  A structure of a bean	<ol> <li>Describes         dicotyledonous         seeds.</li> <li>Gives examples         of         dicotyledonous         seeds.</li> <li>States the CCC         of         dicotyledonous</li> </ol>	1. Pronounces, spells, reads writes and demonstrates meaning of words related to dicotyledonous seeds. 2. Reads, internalize and writes texts and	discovery	dicotyledo nous seeds.  Giving examples of dicotyledo	on. Care	seeds, soya or ground nut	Int. sci. pbk 4	
4	1		edono	seeds  ⇒ These are seeds that have two cotyledons.  Examples include  1. beans 2. peas 3. soya 4. Ground nuts	<ol> <li>Describes         dicotyledonous         seeds.</li> <li>Gives examples         of         dicotyledonous         seeds.</li> <li>States the CCC         of</li> </ol>	1. Pronounces, spells, reads writes and demonstrates meaning of words related to dicotyledonous seeds. 2. Reads, internalize and writes texts and questions related	discovery  Discussion	dicotyledo nous seeds.  Giving examples of dicotyledo nous	on. Care Awareness	seeds, soya or ground nut	Int. sci. pbk 4	
4	1		edono	seeds  ⇒ These are seeds that have two cotyledons.  Examples include  1. beans 2. peas 3. soya 4. Ground nuts  A structure of a bean	<ol> <li>Describes         dicotyledonous         seeds.</li> <li>Gives examples         of         dicotyledonous         seeds.</li> <li>States the CCC         of         dicotyledonous</li> </ol>	1. Pronounces, spells, reads writes and demonstrates meaning of words related to dicotyledonous seeds. 2. Reads, internalize and writes texts and questions related to dicotyledonous	discovery  Discussion  Observati	dicotyledo nous seeds.  Giving examples of dicotyledo	on. Care Awareness Fluency	seeds, soya or ground nut	Int. sci. pbk 4  Int. sci. syllab us bk	
4	1		edono	seeds  ⇒ These are seeds that have two cotyledons.  Examples include  1. beans 2. peas 3. soya 4. Ground nuts  A structure of a bean seed	<ol> <li>Describes         dicotyledonous         seeds.</li> <li>Gives examples         of         dicotyledonous         seeds.</li> <li>States the CCC         of         dicotyledonous</li> </ol>	1. Pronounces, spells, reads writes and demonstrates meaning of words related to dicotyledonous seeds. 2. Reads, internalize and writes texts and questions related	discovery  Discussion	dicotyledo nous seeds.  Giving examples of dicotyledo nous seeds.	on. Care Awareness	seeds, soya or ground nut	Int. sci. pbk 4	
4	1		edono	seeds  ⇒ These are seeds that have two cotyledons.  Examples include  1. beans 2. peas 3. soya 4. Ground nuts  A structure of a bean	<ol> <li>Describes         dicotyledonous         seeds.</li> <li>Gives examples         of         dicotyledonous         seeds.</li> <li>States the CCC         of         dicotyledonous</li> </ol>	1. Pronounces, spells, reads writes and demonstrates meaning of words related to dicotyledonous seeds. 2. Reads, internalize and writes texts and questions related to dicotyledonous	discovery  Discussion  Observati	dicotyledo nous seeds.  Giving examples of dicotyledo nous	on. Care Awareness Fluency	seeds, soya or ground nut	Int. sci. pbk 4  Int. sci. syllab us bk	

				1. <b>Plumule</b> – develops into			Brain	dicotyledo nous seeds			
				shoot system			storming	11003 36603			
				2. <b>Radicle</b> – develops			3101111119				
	'			into root system							
				3. <b>Testa</b> – protects the							
				internal parts from							
				damage.							
				4. Cotyledon- It							
				stores food for the							
				seed.							
				5. <b>Endosperm</b> stores							
				food for the embryo							
				embryo							
4	2	Plant	Seed	Seed Germination	The learner;	The learner;	Guided	Defining	Appreciati-	Germin	Mk.
		life	Germi	⇒Germination is the	1. Defines the	1. Pronounces,	discovery	the term	on.	ating	Int.
			nation	development of a	term	spells, reads writes		germinatio		seeds.	sci.
	1 '										
				seed embryo into a	germination.	and demonstrates		n.	Care		pbk 4
				young plant.	2. Mentions the	meaning of words		n.	Care		pbk 4
				young plant. ⇒ A seedling is a	2. Mentions the conditions for	meaning of words related to seed		n.		A chart	pbk 4
				young plant. ⇒ A seedling is a young plant	2. Mentions the conditions for seed	meaning of words related to seed germination	Discussion		Care Awareness	showin	pbk 4
				young plant.  ⇒ A seedling is a young plant  Condition for	2. Mentions the conditions for	meaning of words related to seed germination 2. Reads,	Discussion	Mentioning		showin g seed	pbk 4
				young plant.  ⇒ A seedling is a young plant  Condition for germination	2. Mentions the conditions for seed germination.	meaning of words related to seed germination 2. Reads, internalize and	Discussion	Mentioning the		showin g seed germin	
				young plant.  ⇒ A seedling is a young plant  Condition for	<ul><li>2. Mentions the conditions for seed germination.</li><li>3. Describes the</li></ul>	meaning of words related to seed germination 2. Reads, internalize and writes texts and	Discussion	Mentioning the conditions	Awareness	showin g seed	pbk 4  Int. sci.
				young plant.  ⇒ A seedling is a young plant Condition for germination Water	2. Mentions the conditions for seed germination.	meaning of words related to seed germination 2. Reads, internalize and	Discussion	Mentioning the		showin g seed germin	Int.
				young plant.  ⇒ A seedling is a young plant  Condition for germination  Water  - Softens the testa	<ul><li>2. Mentions the conditions for seed germination.</li><li>3. Describes the importance of</li></ul>	meaning of words related to seed germination 2. Reads, internalize and writes texts and questions related	Discussion Observati	Mentioning the conditions for seed	Awareness	showin g seed germin	Int. sci.
				young plant.  A seedling is a young plant  Condition for germination  Water  Softens the testa for the radicle to come out.  Warmth	<ul><li>2. Mentions the conditions for seed germination.</li><li>3. Describes the importance of each condition</li></ul>	meaning of words related to seed germination 2. Reads, internalize and writes texts and questions related to Seed		Mentioning the conditions for seed germinatio	Awareness	showin g seed germin	Int. sci. syllab
				young plant.  A seedling is a young plant  Condition for germination  Water  Softens the testa for the radicle to come out.  Warmth  for respiration	<ul><li>2. Mentions the conditions for seed germination.</li><li>3. Describes the importance of each condition necessary for</li></ul>	meaning of words related to seed germination 2. Reads, internalize and writes texts and questions related to Seed	Observati	Mentioning the conditions for seed germinatio	Awareness	showin g seed germin	Int. sci. syllab us bk
				young plant.  ⇒ A seedling is a young plant  Condition for germination  Water  - Softens the testa for the radicle to come out.  Warmth - for respiration  Oxygen	<ul><li>2. Mentions the conditions for seed germination.</li><li>3. Describes the importance of each condition necessary for</li></ul>	meaning of words related to seed germination 2. Reads, internalize and writes texts and questions related to Seed	Observati	Mentioning the conditions for seed germinatio n.	Awareness	showin g seed germin	Int. sci. syllab us bk
				young plant.  A seedling is a young plant  Condition for germination  Water  Softens the testa for the radicle to come out.  Warmth  for respiration	<ul><li>2. Mentions the conditions for seed germination.</li><li>3. Describes the importance of each condition necessary for</li></ul>	meaning of words related to seed germination 2. Reads, internalize and writes texts and questions related to Seed	Observati	Mentioning the conditions for seed germinatio	Awareness	showin g seed germin	Int. sci. syllab us bk

				for the germinating seed.  Steps under gone by a seed during germination  ⇒ The seed absorbs water through the micropyle and swells.  ⇒ Testa softens swells and opens for the radicle to pass out.  ⇒ The radicle comes out of the seed to form the root system.  ⇒ The Plumule comes out to grow into the shoot system.			storming	importanc e of each condition of seed germinatio n.			
4	3	Plant life	Types of .	Types of germination - Epigeal	The learner;  1. The learner	The learner; 1. Pronounces,	Guided discovery	Identifying the types	Appreciation.	A chart showin	Mk. Int.
			germin ation	germination - Hypogeal	identifies the types of	spells, reads writes and demonstrates		of seed germinatio	Care	g seed germin	sci. pbk 4
				germination <b>Epigeal germination</b>	germination. 2. Describes each	meaning of words related to seed		n.		ation.	
				- This is the type in which the	type of germination.	germination 2. Reads,	Discussion	Describing	Awareness		
				cotyledon comes	3. Illustrates to	internalize and		epigeal			lot
				out of the ground. <b>A bean seed</b>	show the two types of	writes texts and questions related		germinatio n.	Fluency		Int. sci.
					germination.	to Seed			. 100110,		syllab
					4. Mentions	germination.	Observati				us bk

				Examples of seeds that undergo epigeal germination Beans Ground nuts Hypogeal germination - This is type of germinations in which a cotyledon remains under ground. Illustration  Examples of seeds that undergo hypogeal germination Maize	examples of seeds that undergo each type of germination.		Brain storming	Illustrating the types of seed germination.  Mentioning examples of seeds that undergo each type of seed germination.	Concern		4
4	1	Dlant	Sood .	Rice Sood viability and	The learner:	The learner:	Guided	Dofining	Approciati	A chart	Mk.
4	4	Plant life	Seed viabilit	Seed viability and seed dormancy	<b>The learner;</b> 1. Defines seed	The learner; 1. Pronounces,	discovery	Defining seed	Appreciation.	A chart showin	Int.
			y and	- Seed viability is the	viability.	spells, reads writes	,	viability.		g an	sci.
			seed	ability of a seed to	2. States the	and demonstrates			Care	experim	pbk 4
			dorma	germinate given	<b>CCCs</b> of a	meaning of words				ent on	
			ncy	the necessary	viable seed.	seed viability and		Stating the		seed	
				conditions.	3. Gives the	seed dormancy	Discussion	<b>CCCs</b> of a	Awareness	viability	
				Characteristics of	meaning of	germination		viable		seed vi	

				seed viability  ⇒ They should be mature.  ⇒ They should be free from pest damage.  Factors that make a seed fail to germinate  ⇒ When the seed has holes.  ⇒ When the embryo is not mature.  Experiment on seed viability	seed dormancy. 4. States the factors that may make a seed fail to germinate under normal conditions.	2. Reads, internalize and writes texts and questions related to seed viability and seed dormancy	Observati on Brain storming	seed.  Giving the meaning of seed dormancy.  Stating the factors that may make a seed fail to germinate.	Fluency Concern		Int. sci. syllab us bk 4
4	5	Plant life	Uses of plants	Uses of plants to people  ⇒ Some plants are sources of food.  ⇒ Some plants are used as herbal medicine.  ⇒ Coniferous plants are used for decorating live fences.  ⇒ Plants provide firewood and charcoal.  ⇒ Some plants	The learner; 1. state the uses of plants to people	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related seed viability and seed dormancy germination 2. Reads, internalize and writes texts and questions related to seed viability and seed	Guided discovery  Discussion  Observation	Stating the uses of plants to people	Appreciation. Care Awareness Fluency Concern	Environ ment	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4

				provide hard wood for timbers.  ⇒ Plants provide oxygen to animals.  Uses of plants to animals  ⇒ Some plants provide food to animals.  ⇒ Plants provide shelter to some animals.  ⇒ Plants provide animals with oxygen for respiration.  Importance of plants to the environment ⇒ Plants help in the formation of rainfall. ⇒ Plants help to purify air by absorbing carbon dioxide.		dormancy	Brain storming					
4	6	Growi	crops	⇒A crop is a plant	The learner;	The learner;	Guided	Naming	Appreciati-	Environ	Mk.	
		ng crops		that is grown and cared for a particular purpose.  Groups of crops  (categories of	Names the examples of common crops.  2. Identifies the	1. Pronounces, spells, reads writes and demonstrates meaning of words related to crops.	discovery	examples of crops.	on. Care	ment	Int. sci. pbk 4	

				crops)	groups of crops.	2. Reads,	Discussion	the groups	Awareness		
		1		1. Annual crops		internalize and		of crops.			Int.
		1		2. perennial crops	3. Mention	writes texts and					sci.
		1		a) Annual crops:	examples of	questions related					syllab
				These are crops	crops under	to crops.		Mentioning	Fluency		us bk
				which mature	each group.			examples			4
				and harvested			Observati	of crops			
				within one year.			on	under	Concern		
		1		Examples of annual				each			
		1		crops				group.			
				Sun flower							
				sorghum			Brain				
				Beans			storming				
				Peas							
				maize							
				Ground nuts							
				Perennial crops:							
				These are crops							
				that are							
				harvested year							
				after year.							
		1		Examples of							
		1		perennial crops							
				Coffee crop							
				tea crop							
		<u> </u>	_	banana crop.							
4	7	Crop	Garde	Garden tools	The learner;	The learner;	Guided	Mentioning	Appreciati-	Illustrati	Mk.
		growin	n tools	Examples of garden	1. mentions the	1. Pronounces,	discovery	the	on.	ons of	Int.
		g		tools.	common tools	spells, reads writes		common	_	differen	sci.
				- Hoe	Draws their	and demonstrates		tools.	Care	† .	pbk 4
				- Spade	structures and	meaning of words				garden	
				- Axe	states their uses.	related to garden	<u> </u>			tools.	
				- Rake	<u> </u>	tools	Discussion	Drawing	Awareness		

				- Wheel barrow - Watering can - Slasher  Their structure and uses.		2. Reads, internalize and writes texts and questions related to garden tools.	Observati on Brain storming	the structure of different garden tools.  Stating the uses of different garden tools.	Fluency Concern	Where possible, real garden tools brought to class.	Int. sci. syllab us bk 4
5	1	Crop growin g	More garde n tools	More Garden tools Examples of garden tools Forked hoe - Watering can - Trowel - Garden fork - Pick axe Their structure and uses.	The learner; 1. mentions the common tools 2. Draws their structures and states their uses.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to garden tools 2. Reads, internalize and writes texts and questions related to garden tools.	Guided discovery  Discussion  Observati on  Brain storming	Mentioning the common tools.  Drawing the structure of different garden tools.  Stating the uses of different garden tools.	Appreciation.  Care  Awareness  Fluency  Concern	Illustrati ons of differen t garden tools. Where possible , real garden tools brought to class.	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4
5	2	Crop	More	More Garden tools	The learner;	The learner;	Guided	Mentioning	Appreciati-	Illustrati	Mk.
		growin	garde	Examples of garden	1. mentions the	1. Pronounces,	discovery	the	on.	ons of	Int.

		g	n tools	tools.	common tools	spells, reads writes		common		differen	sci.
		<b>.</b>		- More garden	2. Draws their	and demonstrates		tools.	Care	t	pbk 4
				tools	structures and	meaning of words				garden	
				- Secateur	states their uses.	related to garden				tools.	
				- Pruning saw		tools	Discussion	Drawing	Awareness		
				•		2. Reads,		the			Int.
				- Knives		internalize and		structure of		Where	sci.
				- Sickle		writes texts and		different		possible	syllab
				Their structure and		questions related		garden	Fluency	, real	us bk
				uses.		to garden tools.		tools.	,	garden	4
							Observati			tools	
							on		Concern	brought	
								Stating the		to class.	
								uses of			
								different			
							Brain	garden			
							storming	tools.			
5	3	Crop	Caring	Caring for garden	The learner;	The learner;	Guided	Mentioning	Appreciati-	Lubricat	Mk.
		growin	for	tools	<ol> <li>Mentions ways</li> </ol>	1. Pronounces,	discovery	the	on.	ing oil	Int.
		g	garde	$\Rightarrow$ By cleaning them	of caring for	spells, reads writes		common		and	sci.
			n tools	after use.	garden tools.	and demonstrates		tools.	Care	grease	pbk 4
				$\Rightarrow$ By keeping them	2. Describes the	meaning of words				brought	
				in a cool dry	conditions for	related to care for				to class.	
				place.	rusting.	garden tools	Discussion	Drawing	Awareness		
				$\Rightarrow$ By using the tools	<ol><li>Identifies the</li></ol>	2. Reads,		the			Int.
				for their rightful	ways of	internalize and		structure of			sci.
				purposes.	preventing	writes texts and		different			syllab
				Rusting	rusting.	questions related		garden	Fluency		us bk
				⇒ Rusting is a		to care for garden		tools.			4
				process by which		tools.	Observati				
				iron combines			on		Concern		
				with oxygen and				Stating the			
				moisture to form				uses of			

				a brown coloured substance called rust.  Conditions that favour rusting to take place  1. Oxygen 2. Moisture  Dangers of rusting on metals 1. Rusting makes tools weak and worn out. 2. Rusting makes some tools blunts thus leading to wearing due to increased friction.  Control of rusting  By painting metallic garden tools.  By keeping tools in cool dry places.  By oiling or greasing some tools.			Brain storming	different garden tools.				
5	4	Crop	Crop	Crop Growing	The learner,	The learner;	Guided	Mentioning	Appreciati-	The	Mk.	
	-	growin	Growin	Practices  ⇒Crop growing	Mentions the crop growing	1. Pronounces, spells, reads writes	discovery	the crop growing	on.	environ ment	Int.	
		3	Practic	practices are	practices.	and demonstrates		practices.	Care		pbk 4	

			es	activities involved		meaning of words					
				in the production	2. Describes land	related to crop					
				of food e.g.	preparation.	growing practices.	Discussion		Awareness		
				1. Land preparation		2. Reads,		Describing			Int.
				2. Selecting seeds	3. States the	internalize and		land			sci.
				for planting	different	writes texts and		preparatio			syllab
				3. Planting or	activities done	questions related		n	Fluency		us bk
				sawing	during land	to crop growing					4
				4. Transplanting	preparation.	practices.	Observati				
				Land preparation			on		Concern		
				- This is the first				Stating the			
				stage in a food				different			
				path usually done				activities			
				in the dry season.			Brain	done			
				Activities involved			storming	during land			
				during land				prparation			
				preparation							
				⇒ Cutting down							
				trees using an axe							
				or panga.							
				⇒ Controlled bush							
				burning.  Ploughing land							
				⇒ It is done using a							
				tractor, ox-							
				plough, hoes,							
				and forked hoe.							
				⇒ Ploughing the							
				land is done to							
				make the soil							
				loose and soft							
5	5	Crop		Planting	The learner;	The learner;	Guided	Describing	Appreciati-	The	Mk.
		growin		⇒ This refers to	1. Describe the	1. Pronounces,	discovery	the term	on.	school	Int.

		g		putting seeds in holes and covering with soil.  Example of planting materials  - Seeds, suckers, stem cuttings, bulbs  Qualities of good planting materials  ⇒ They should be mature and healthy.  ⇒ The seeds should not be broken.  ⇒ They should be of desired characteristics.  Methods of planting	term planting.  2. Mentions examples of planting materials.  3. Identifies the methods of planting.	spells, reads writes and demonstrates meaning of words related to planting 2. Reads, internalize and writes texts and questions related to planting.	Discussion  Observation  Brain storming	Mentioning examples of planting materials.  Identifies the methods of planting.	Care Awareness Fluency Concern	dem. Garden	sci. pbk 4  Int. sci. syllab us bk 4
-	,	Cron	Advers	seeds or crops in lines.	The leaves on	The Legimen	Cuidad	Station to a	Appropiati	The	A ALC
5	6	Crop	Advan	Advantages of raw planting method	<b>The learner</b> ; 1. States the	The learner; 1. Pronounces,	Guided discovery	Stating the	Appreciati-	The school	Mk. Int.
		growin	tages of raw	⇒ It makes weeding	advantages	spells, reads writes	discovery	advantage and	on.	dem.	sci.
		g	plantin	easy.	and	and demonstrates		disadvanta	Care	Garden	pbk 4
		]	q	⇒ It controls easy	disadvantages	meaning of words		ges of row	Cuie	Jaiaeii	
<u> </u>			9	i Cormois Gasy	aisaavariiages	Theating of words	1	1 903 01 10 1		1 •	

			metho	spread of	of raw planting.	related to row	1	planting.		1	
	'	1	d	diseases and	2. Mentions	planting	Discussion		Awareness	1	
	'	1	'	pests.	examples of	2. Reads,	1		'	1	Int.
	'	1	'	⇒ It makes	crops that can	internalize and	1		'	1	sci.
	'	1	'	harvesting easy.	be planted in	writes texts and	1	Mentioning	'	1	syllab
	'	1		$\Rightarrow$ It prevents	rows.	questions related	1	examples	Fluency	1	us bk
	'	1	'	wastage of seeds		to row planting	1	of crops	'	1	4
	'	1		and other			Observati	that can	'	1	1   '
	'	1		planting			on	be planted	Concern	1	1   '
	'	1		materials.		'	1	in rows.	'	1	1   '
	'	1		$\Rightarrow$ It allows proper		'	1		'	1	
	'	1		spacing of crops.		'	1		'	1	
	'	1		Disadvantages of			Brain			'	1
	'	1		raw planting			storming		'	1	
	'	1	'	$\Rightarrow$ It needs a lot of			1		'	1	
	'	1	'	labour.			1		'	1	1   '
	'	1	'	$\Rightarrow$ It is allows proper			1		'	1	
1	'	1	'	spacing of crops.			1		'	1	1   '
	'	1		Examples of crops			1			'	
	'	1	'	planted by raw		'	1		'	'	
	'	1		planting		'	1		'	1	
	'	1	'	1. Maize		'	1		'	1	
	'	1	'	2. Pineapples		'	1		'	1	
	'	1		3. Beans			1		'	1	
	'	1	'	4. Potatoes			1		'	1	
<u> </u>	<del>                                     </del>	1	<del>                                      </del>	5. Cassava					A	TI	1
5	7	Crop	Broad	Broadcasting	The learner;	The learner;	Guided	Describing	Appreciati-	The	Mk.
	'	growin	castin	- This is the	1. The learner	1. Pronounces,	discovery	the	on.	school	Int. sci.
	'	g	g	planting of seeds	describes	spells, reads writes and demonstrates	1	advantage and	Care	dem.	
	'	1	'	by throwing them	broadcasting method.		1	disadvanta	Care	Garden	pbk 4
	'	1		using the hand in	2. States the	meaning of words related to	1	ges of	'	1' '	
	'	1		a garden.	advantages	broadcasting	Discussion	broadcasti	Awaranass	1	
ـــــا	'				<u>advantages</u>	biodacasiiiig	DISCUSSION	Diodacasii	Awareness	'	

				Plants   and disadvantages of broadcasting method. 3. Names the examples of crops that can be planted by broadcasting.	method. 2. Reads, internalize and writes texts and questions related to broadcasting method.	Observati on Brain storming	ng method.  Stating the advantage and disadvanta ges of broadcasting method.  Naming examples crops that can be broadcast ed.	Fluency Concern		Int. sci. syllab us bk 4		
	<u> </u>			expected.	1.5 %	 						'
6	1	Crop growin g	A nursery bed	A nursery bed  ⇒A nursery bed is a place where seedlings are raised.	Defines a     nursery bed.     Mentions     examples of     crops that can	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words	Guided discovery	Defining a nursery bed.	Appreciation.  Care	The school dem. Garden	Mk. Int. sci. pbk 4	

		Crops that can be	be grown on a	related to a		Mentioning			
		raised on a nursery	nursery bed.	nursery bed.	Discussion	examples	Awareness	A chart	
		-		,	DISCUSSION	'	Awdreness		link .
		bed	3. States the	2. Reads,		of crops		showin	Int.
		Coffee, onions	importance of a	internalize and		that can		g	sci.
		Structure of a nursery	nursery bed to	writes texts and		be raised		Α	syllab
		bed	the seedlings	questions related		on a	Fluency	nursery	us bk
			and the farmer.	to a nursery bed.		nursery		bed.	4
					Observati	bed.			
		Importance of a			on		Concern		
		nursery bed							
		⇒ It protects							
		seedlings from				States the			
		too much direct			Brain	importanc			
		sunshine.			storming	e of a			
		⇒ It protects				nursery			
		seedlings from				bed.			
		too much wind				10 0 0.1			
		and rainfall.							
		Transplanting							
		⇒ Transplanting is							
		the transfer of							
		seedlings from a							
		nursery bed to							
		•							
		the main garden.							
		⇒ Transplanting is							
		best done in the							
		evening because							
		there is little loss							
		of water through							
		transpiration.							
6 2 Crop	Ways	Ways of caring for	The learner;	The learner;	Guided	Mentioning	Appreciati-	The	Mk.
growin	of	plants	1. Mentions the	1. Pronounces,	discovery	different	on.	school	Int.
g	caring	Weeding	different ways of	spells, reads writes		ways of		dem.	sci.

			for plants	Staking Spraying Pruning Thinning	caring for crops.  2. Describes the meaning of staking and	and demonstrates meaning of words related caring for crops.	Discussion	caring for crops.	Care Awareness	Garden . A chart	pbk 4
				Staking  ⇒ Staking is the giving of extra support to the plants with stems.  ⇒ Staking can be done on tomatoes.	propping, 4. Names examples of crops that can be staked or propped.	2. Reads, internalize and writes texts and questions related to care for crops.	Observati on Brain storming	Describing the meaning of staking.  Naming examples of crops that can be staked.	Fluency Concern	showin g A nursery bed.	sci. syllab us bk 4
				Examples of crops that can be staked 1. Coffee 2. Tomatoes							
6	3	Crop growin g	Weedi ng	Weeding a) Weeding is the removal of plants	The learner; 1. Defines weeding.	The learner; 1. Pronounces, spells, reads writes	Guided discovery	Mentioning different ways of	Appreciation.	The school dem.	Mk. Int. sci.
		3		from an area where they are not wanted.	2. Mentions examples of weeds.	and demonstrates meaning of words related to		caring for crops.	Care	Garden	pbk 4

				Examples of weeds - nut grass - couch grass Dangers of weeds - They compete with crops for water and mineral salts - Weeds are hiding places for crop pests. Uses of weeds ⇒ For feeding some farm animals ⇒ For thatching houses Ways of controlling weeds. ⇒ By uprooting and burning them ⇒ By mulching Gap filling ⇒ Gap filling is the planting of seeds or seedlings in places where they did not	3. Identifies garden tools used foe weeding. 4. Mentions dangers of weeds.	weeding. 2. Reads, internalize and writes texts and questions related to weeding	Observation  Brain storming	Describing the meaning of staking.  Naming examples of crops that can be staked.	Awareness Fluency Concern	A chart showin g A weedin g tool.	Int. sci. syllab us bk 4
6	4	Crop growin g	Thinnin g and prunin g	germinate.  Thinning and  ⇒ Thinning is the removal of excess seedlings in the garden.  Advantages of	The learner; 1. Defines thinning and pruning. 2. States the advantages of thinning and	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to thinning	Guided discovery	Mentioning different ways of caring for crops.	Appreciation.  Care	The school dem. Garden	Mk. Int. sci. pbk 4

				thinning crops  ⇒ It creates space for crops to grow ⇒ It makes weeding easy  Commonly thinned crops  1. Cotton 2. Sunflower  Pruning ⇒ Pruning is the removal of unwanted parts of a plant.  Garden tools used for pruning  1. secateurs 2. pruning saw  Reasons why crop farmers prune their crops ⇒ To remove hiding places for crop pest  Plants which are pruned include	pruning.	and pruning 2. Reads, internalize and writes texts and questions related to thinning and pruning	Observati on Brain storming	Describing the meaning of staking.  Naming examples of crops that can be staked.	Awareness Fluency Concern		Int. sci. syllab us bk 4	
				pruned include  1. orange plant								
6	5	Crop	Mulchi	2. banana plant Mulching	The learner;	The learner;	Guided	Defining	Appreciati-	The	Mk.	$\dashv l$
	3	growin	ng	⇒Mulching is the	1. Defines	1. Pronounces,	discovery	mulching.	on.	school	Int.	
		g	··ອ	covering of top soil	mulching.	spells, reads writes	3.300,017		0	dem.	sci.	
		9		with dry plant	2. States the	and demonstrates		Stating the	Care	Garden	pbk 4	
				materials in the	advantages	meaning of words		advantage		•	,	

garden.	and	related to		and			
Examples of mulches	disadvantages	mulching and	Discussion	disadvanta	Awareness		
Dry banana leaves	of mulches.	manuring	Discossion	ges of	7 (Warches)	Int.	
Advantages of	3. Describes	2. Reads,		mulching.		sci.	
mulching	manuring.	internalize and		molerning.		syllab	
⇒ Mulching keeps	4. States the	writes texts and			Eluopov	us bk	
→ Molerling Reeps moisture in the soil		questions related		Describing	Fluency		
	importance of		Observati	_		4	
⇒ Mulching controls	manuring.	to mulching and	Observati	manure.	C = 12 = 2 = 112		
soil erosion		manuring.	on		Concern		
Disadvantages of							
mulching				Clark a li			
⇒ Mulches can				Stating the			
easily catch fire			Brain	importanc			
and burn crops.			storming	e of .			
⇒ Mulches are				manuring.			
hiding places for							
crop pests e.g.							
rats.							
Manuring							
⇒ Manuring is the							
putting of							
fertilizers in soil to							
make it more							
fertile.							
⇒ Or manuring is							
the act of adding							
fertilizers into the							
soil.							
Importance of							
manure							
1. Manure makes							
the soli more							
fertile.							

6	7	Crop growin g	CROP HARVE STING	<ul> <li>2. Manure improves on the expected crop yields.</li> <li>CROP HARVESTING</li> <li>⇒ Harvesting is the collection of mature crops from the garden</li> <li>Methods of crop harvesting</li> <li>⇒ By uprooting using hands e.g. soya beans, beans, ground nuts</li> </ul>	The learner; 1. Defines harvesting. 2. Mentions garden tools for harvesting different crops. 3. Identifies ways /methods of harvesting	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to harvesting. 2. Reads, internalize and writes texts and questions related to care for crops.	Guided discovery  Discussion  Observation	Defining the term harvesting.  Mentioning garden tools for harvesting.  Identifying ways/ methods of	Appreciation.  Care  Awareness  Fluency  Concern	The school dem. Garden	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4	
				<ul> <li>⇒ This is the keeping of surplus food safely after harvesting</li> <li>⇒ Seeds and cereals after sun drying them, should be stored properly</li> <li>A storage facility (granary)</li> <li>rat guards prevent rats from entering</li> </ul>			Brain storming					

7	1	Cron	into the granary  Reasons for storing  food  ⇒ To prevent  wastage of food  ⇒ To sell it when  there is good  market  Conditions for proper  storage of food  ⇒ The seeds or  grains should be  stored when they  are dry	The learner	The legrency	Cuidod	Dofining	Approciati	The	AAI
7	1	Crop growin g	Record keeping  ⇒ This is a practice where a farmer writes down all the activities done on the farm.  ⇒ Farm records are written information about	The learner; 1. Defines record keeping. 2. States the common records kept on a crop farmer. 3. Gives the importance of keeping.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to record keeping. 2. Reads, internalize and	Guided discovery Discussion	Defining the term harvesting.  Mentioning garden tools for harvesting.	Appreciation.  Care  Awareness	The school dem. Garden	Mk. Int. sci. pbk 4  Int. sci. syllab
			various activities carried out on a farm.  Types of farm records ⇒ production records ⇒ inventory records Reasons why crop	keeping records.	writes texts and questions related to record keeping.	Observati on Brain	Identifying ways/ methods of harvesting	Fluency Concern		us bk 4

				farmers keep records  ⇒ They enable a crop farmer to calculate profits and losses ⇒ They enable a crop farmer to plan for his farm			storming					
7	2	Crop growin g	Crop pests	Crop pests  ⇒ A crop pest is a living organism which destroys crops.  ⇒ They include: animals, birds, and insects.  Dangers of crop pests  ⇒ They reduce crop yields  ⇒ They lower the quality of crop yields  Signs of pest damage on crops  ⇒ Some leaves are partly eaten up or have holes  ⇒ Fruits develop dark spots  ⇒ Cut off buds  ⇒ Seeds with holes	The learner; 1. Defines crop pests. 2. States the Dangers of crop pests. 3. Mentions signs of crop pests in the garden	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to crop pests. 2. Reads, internalize and writes texts and questions related to crop pests.	Guided discovery  Discussion  Observati on  Brain storming	Defining crop pests.  Stating the dangers of crop pests.  Mentioning signs of crop pests in the garden.	Appreciation.  Care  Awareness  Fluency  Concern	The school dem. Garden	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4	

				⇒Rotten tubers								
				⇒Stunted growth.								
7	3	Crop	Crop	Pests for different	The learner;	The learner;	Guided	Identifying	Appreciati-	The	Mk.	
	3	_	_		7	1. Pronounces,					Int.	
		Growi	pests	crop pests	1. Identifies crop		discovery	crop pests for	on.	school		
		ng	for	Legumes	pests for	spells, reads		_	Cours	dem.	sci.	
			differe	- bean weevils	different crops.	writes and		different	Care	Garden	pbk 4	
			d	- Cut worm	2. States the ways	demonstrates		crops.		•		
			crops.	- Bean fly	of controls crop	meaning of						
				- thrips	pests.	words related to	Discussion		Awareness			
				- termites	3. Mentions the	crop pests.		Stating the			Int.	
				tubers	different crop	2. Reads,		ways of			sci.	
				- rats	diseases.	internalize and		controlling			syllab	
				- mice		writes texts and		crop pests.	Fluency		us bk	
				- Caterpillars		questions					4	
				Cereals		related to crop	Observati					
				- locusts		pests.	on		Concern			
				- monkeys				Mentions				
				- maize weevils				the				
				How to control crop				different				
				pests			Brain	crop				
				I			storming	diseases.				
				⇒By spraying crops								
				with pesticides								
				⇒By putting scare								
				crows in the								
				garden.								
				Crop diseases								
				- Rosette								
				- Tomato blight								
				- Maize streak								
7	4	Weath	Types	Weather,	The learner;	The learner;	Guided	Giving the	Appreciati-	The	Mk.	
		er	of	What is weather?	1. Give the	1. Pronounces,	discovery	meaning	on.	school	Int.	
		chang	weath	Weather is the state	meaning of	spells, reads		of weather		dem.	sci.	

		es	er	of the atmosphere at	weather.	writes and			Care	Garden	pbk 4
		aroun		a given time and	2. Identifies the	demonstrates					
		d usp		place.	types of	meaning of					
				Types of weather.	weather.	words related to	Discussion	Identifying	Awareness		
						weather		the types			Int.
					3. states the	2. Reads,		of			sci.
				Elements / factors of	weather	internalize and		weather.			syllab
				weather.	elements	writes texts and			Fluency		us bk
				- Sunshine		questions					4
				- Rainfall		related to	Observati	Stating the			
				- Cloud Cover		weather	on	elements	Concern		
				- Wind				of			
				- Humidity				weather.			
				- Temperature							
				Rainfall			Brain				
				⇒ Rainfall is water			storming				
				falling in separate							
				drops from clouds.							
				⇒ Rainfall is the							
				amount of rain							
				water that falls in a							
				certain area at a							
				certain time.							
7	5	Weath	The	WATER CYCLE (rain	The learner;	The learner;	Guided	Describing	Appreciati-	The	Mk.
		er	water	cycle)	1. Describes the	1. Pronounces,	discovery	the water	on.	school	Int.
		chang	cycle	How rain is formed.	water cycle.	spells, reads		cycle.	_	dem.	sci.
		es		- The sun heats water	0 5:11	writes and			Care	Garden	pbk 4
		aroun		in water bodies and	2. Differentiates	demonstrates				•	
		d us		plants to produce	between rain	meaning of		Differentiati			
				water vapour.	and rainfall.	words related to	Discussion	ng	Awareness		
				- Water vapour rises	3. Draws the	weather		between a			Int.
				into the	structure of the	2. Reads,		rain and			sci.
				atmosphere.	water cycle.	internalize and		rain fall.			syllab

				- Water vapour condenses to form clouds When the clouds become heavy, they form rain. An illustration of a water cycle.  Process A – Transpiration B – Evaporation C – Condensation		writes texts and questions related to weather	Observati on Brain storming	Drawing the structure of the water cycle.	Fluency Concern		us bk 4
7	6	Weath er chang es aroun d us	The water cycle	An experiment to show water cycle.  Things needed - A kettle of water - Burning charcoal - Iced bottle	The learner; 1. Describes an experiment to show the water cycle. 2. Identifies the processes involved in the experiment.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to water cycle 2. Reads, internalize and writes texts and questions related to water cycle.	Guided discovery  Discussion  Observati on  Brain storming	Describing an experiment on the water cycle.  Identifying the process involved in the water cycle.	Appreciation.  Care  Awareness  Fluency  Concern	A chart showin g an illustrati on of the water cycle.	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4
7	7	Weath er	How to measu	How to measure rainfall.	The learners; 1. Describes the	The learner; 1. Pronounces,	Guided discovery	Describing the way	Appreciation.	A chart showin	Mk. Int.
L		<b>~</b> ¹			1. 203011203 1110	1.110110011003,	G1300 + 01 y	11.0 1101	U . 1.	3110 44111	

	chang es	re rainfall	- Rainfall is measured by an instrument	way in which rainfall is	spells, reads writes and		rainfall is formed.	Care	g an illustrati	sci. pbk 4
	aroun		called a rain gauge.	measured.	demonstrates				on of	
	d us.				_	Diaguasian		A		
						DISCUSSION	_	Awareness		Int.
			RAIN GAUGE	3. Gives the	,		the rain		Cyclo.	sci.
				importance of	internalize and		gauge.			syllab
								Fluency		us bk
			luan antona a a f		•					4
			-	_		On		Concern		
			- Rainfall cools the	Tannan.	Cyclo.		e of rain.	Concom		
			temperature.							
			- It provides water for			Brain				
						storming	_			
							_			
							rairiidii.			
			causes floods that							
			can destroy the							
			environment.							
			,							
1	Weath	Clouds	Clouds	The learners;	The learner;	Guided	Giving the	Appreciati-	A chart	Mk.
	er		- Clouds are a mass	1. Gives the	1. Pronounces,	discovery	meaning	on.	showin	Int.
	chang		of condensed	meaning of	spells, reads		of clouds.		g an	sci.
	es							Care		pbk 4
	aroun		, · ·				, ,			
	a us			rypes of clouds.	_	Discussion	, ,	Awareness		
			,	3. Gives the		וטוננטטנוטו	or ciouds.	/ (wallelless		Int.
	1	es aroun d us.  1 Weath er chang es	es aroun d us.  1 Weath er chang es aroun	es aroun d us.  Prainfall by an instrument called a rain gauge. Rainfall is measured in millimetres. A DIAGRAM OF A RAIN GAUGE  Importance of rainfall. Rainfall cools the temperature. It provides water for seeds. Dangers of too much rainfall. Heavy rainfall causes floods that can destroy the environment. Floods carry rubbish and soil into lakes and rivers.  I Weath er chang es aroun  Types of clouds	es aroun d us.  Prainfall by an instrument called a rain gauge. Rainfall is measured in millimetres. A DIAGRAM OF A RAIN GAUGE  Importance of rainfall. Rainfall cools the temperature. It provides water for seeds. Dangers of too much rainfall. Heavy rainfall causes floods that can destroy the environment. Floods carry rubbish and soil into lakes and rivers.  The learners; Clouds Condensed water vapour. Types of clouds Cirrus - furthest in the sky.  rainfall is measured. 2. Draws the structure of the rain gauge. 3. Gives the importance of rain to people. 4. States the danger of rainfall.  rainfall.  The learners; 1. Gives the meaning of clouds. 2. Draws the structure of the rain gauge. 3. Gives the importance of rain to people. 4. States the danger of rainfall.  To be a structure of the rain gauge. 3. Gives the importance of rain to people. 4. States the danger of rainfall.  To be a structure of the rain gauge. 3. Gives the importance of rain to people. 4. States the danger of rainfall.  To be a structure of the rain gauge. 3. Gives the importance of rain to people. 4. States the danger of rainfall.  To be a structure of the rain gauge. 3. Gives the importance of rain to people. 4. States the danger of rainfall.  To be a structure of the rain gauge. 3. Gives the importance of rain to people. 4. States the danger of rainfall.  To be a structure of the rain gauge. 3. Gives the importance of rain to people. 4. States the danger	es aroun d us.  Painfall by an instrument called a rain gauge Rainfall is measured in millimetres.  A DIAGRAM OF A RAIN GAUGE  Importance of rainfall Rainfall cools the temperature It provides water for seeds.  Dangers of too much rainfall Heavy rainfall causes floods that can destroy the environment Floods carry rubbish and soil into lakes and rivers.  1 Weath er chang es	es around d us.  Painfall by an instrument called a rain gauge Rainfall is measured in millimetres. A DIAGRAM OF A RAIN GAUGE  Importance of rainfall Rainfall cools the temperature It provides water for seeds. Dangers of too much rainfall Heavy rainfall causes floods that can destroy the environment Floods carry rubbish and soil into lakes and rivers.  I Weath er chang es aroun d us  I Weath er chang es aroun d us  I Types of clouds Cirus - furthest in the sky.  I Types of clouds. Cirus - furthest in the sky.  I Types of clouds. Cirus - furthest in the sky.  I Types of clouds.  I Types of clouds.  I Types of clouds. I	es aroun d us.  Prainfall s measured in millimetres.  A DIAGRAM OF A RAIN GAUGE  Prainfall around demonstrates meaning of words related to water cycle 2. Reads, internalize and writes texts and questions related to water cycle.  Prainfall arous the structure of the rain gauge.  Prainfall around demonstrates meaning of words related to water cycle 2. Reads, internalize and writes texts and questions related to water cycle.  Prainfall around demonstrates meaning of words related to water cycle 2. Reads, internalize and writes texts and questions related to water cycle.  Prainfall around demonstrates meaning of words related to water cycle.  Prainfall around demonstrates meaning of words related to water cycle.  Prainfall around demonstrates meaning of words related to water cycle.  Prainfall around demonstrates meaning of words related to water cycle.  Prainfall around demonstrates meaning of words related to water cycle.  Prainfall around demonstrates meaning of words related to water cycle.  Prainfall around demonstrates meaning of words related to water cycle.  Prainfall around demonstrates meaning of words related to water cycle.  Prainfall around demonstrates meaning of words related to water cycle.  Prainfall around demonstrates meaning of words related to water cycle.  Prainfall around demonstrates meaning of words related to water cycle.  Prainfall around demonstrates meaning of meaning of clouds.  Prainfall is measured demonstrates meaning of clouds.  Prainfall is measured demonstrates meaning of clouds.  Prainfall is measured in milliances and writes texts and questions related to water cycle.  Prainfall is measured in milliances and writes texts and questions related to water cycle.  Prainfall is measured in milliances and writes texts and questions related to water cycle.  Prainfall is measured in milliances meaning of words related to water cycle.  Prainfall is mea	es aroun d us.  Parameter a fainfall by an instrument called a rain gauge Rainfall is measured in millimetres. A DIAGRAM OF A RAIN GAUGE  Importance of rainfall Rainfall cools the temperature It provides water for seeds. Dangers of too much rainfall Heavy rainfall causes floods that can destroy the environment Floods carry rubbish and soil into lakes and demonstrates meaning of words related to water cycle.  Importance of rainfall Rainfall cools the temperature It provides water for seeds.  Dangers of too much rainfall Heavy rainfall causes floods that can destroy the environment Floods carry rubbish and soil into lakes and roon d us of condensed water vapour.  Types of clouds Cirrus - furthest in the sky.  Parameter a fain fall is measured. 2. Draws the structure of the rain gauge. 3. Gives the importance of rainfall is measured. 2. Praws the structure of the rain gauge. 3. Gives the importance of rainfall is measured. 2. Praws the structure of the rain gauge. 3. Gives the importance of rainfall is measured. 2. Praws the structure of the rain gauge. 3. Gives the importance of rainfall is measured. 2. Praws the structure of the rain gauge. 3. Gives the importance of rainfall is measured. 4. States the danger of rainfall.  Brain Storming Stating the dangers of rainfall.  Concern e of rain.  Fluency  Concern e of rain.  Fluency  Concern e of rain.  The learner; 1. Gives the figure and discovery spells, reads writes and demonstrates meaning of clouds.  Care learning of words related to water cycle.  Fluency  Awareness  Appreciation of clouds.  Care learning of words related to water cycle.  The learner; 1. Figure the figure and demonstrates meaning of clouds.  Care learning of words related to water cycle.  Fluency  Abarreness  Concern e of rain.  Concern e of rain.  Concern e of rain.  Concern e of rain.  Fluency  Appreciation of clouds.  Care learning of words related to water cycle.  Stating the danger of the rain gauge.  Stating the danger of the rain gauge.  Stating the danger of th	es aroun d us.  Page 1

				Stratus	importance of	2. Reads,					sci.
				Nimbus - lowest	clouds.	internalize and		Giving the			syllab
				clouds	4. Defines	writes texts and		importanc	Fluency		us bk
				Importance of	temperature.	questions	Observati	e of	,		4
				clouds.	5. Describes the	related to	on	clouds.			
				- They give us rain.	types of	weather chart			Concern		
				- They modify	thermometers.			Defining			
				weather (regulate				temperatur			
				temperature)			Brain	e.			
				Temperature:			storming				
				-Temperature is the			_				
				degree of hotness or				Describing			
				coldness of a body				the types			
				or a place.				of			
				- The instrument used				thermomet			
				to measure				ers.			
				temperature is called							
				a thermometer.							
				- Types of							
				thermometers.							
				- Clinical							
				thermometer							
				- six's thermometer							
				- wall thermometer							
8	2	Weath	Wind	Wind	The learner.	The learner;	Guided	Giving the	Appreciati-	An	Mk.
		er		⇒ Wind is moving air	1. Describes wind.	1. Pronounces,	discovery	meaning	on.	illustrati	Int.
		chang		Wind instruments:	2. State the role of	spells, reads		of wind	_	on of a	sci.
		es		a). Wind vane	a wind vane.	writes and			Care	wind	pbk 4
		aroun		⇒ It shows the	3. Draws the	demonstrates		Stating the		vane,	
		d us		direction where	structure of a	meaning of		instrument		wind	
				wind is blowing	wind vane, wind	words related to	Discussion	use in	Awareness	sock	
				from.	sock, and	wind		windy		and	Int.
				b). Wind sock	anemometer.	2. Reads,		weather.		anemo	sci.

			<ul> <li>⇒ A wind sock and weather cock can show the direction of wind.</li> <li>c). Anemometer</li> <li>⇒ It is used to measure the speed of wind.</li> <li>⇒ it has cups which trap wind and rotate as wind blows.</li> <li>Uses of wind:</li> <li>⇒ Wind is used for winnowing:</li> <li>⇒ Wind brings cold air in warm places</li> <li>Disadvantages of wind:</li> <li>⇒ Strong wind leads to soil erosion.</li> <li>⇒ Strong wind destroys property.</li> </ul>	4. States the advantages and disadvantages of wind of wind.	internalize and writes texts and questions related to wind	Observati on  Brain storming	Drawing the structure of a wind vane, wind sock and anemomet er  Stating the advantage and disadvanta ges of wind.	Fluency Concern	meter.	syllab us bk 4
8	3		WEATHER STATION  ⇒ What is a weather station?  ⇒ A weather station is a place where weather conditions are studied.	The learner; 1. Defines a weather station and weather forecast. 2. Draws a Stevenson screen	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to a weather	Guided discovery Discussion	Giving the meaning of a weather station and weather forecast.	Appreciation.  Care  Awareness	An illustrati on of a Stevens on screen	Mk. Int. sci. pbk 4

				Weather forecast:  ⇒ This is the prediction of future weather changes.  The structure of a Stevenson screen  * NB: The Stevenson screen is painted white so as to reflect heat.  * It is used to keep delicate weather instruments like:  1. Thermometers  2. Barometers  3. Hydrometers	3. Identifies the weather instrument kept in a Stevenson screen.	station 2. Reads, internalize and writes texts and questions related to weather forecast.	Observati on Brain storming	Drawing the structure of a Stevenson screen Identifying the instruments kept in a Stevenson screen.	Fluency Concern		sci. syllab us bk 4
				3. Hygrometers							
8	4	PERSO NAL HYGIE NE	PERSO NAL HYGIE NE	PERSONAL HYGIENE  ⇒ Personal hygiene is the general cleanliness of the body.  ⇒ Or personal hygiene is the keeping of the	The learner; 1. Defines personal hygiene. 2. States ways of keeping the body clean. 3. Identifies the	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to Personal	Guided discovery Discussion	Defining personal hygiene. Stating ways of keeping the body	Appreciation.  Care  Awareness	Clean water A tooth brush	Mk. Int. sci. pbk 4

				<ul> <li>body clean.</li> <li>Ways of keeping the body clean</li> <li>1. Bathing daily.</li> <li>2. Cutting finger nails short.</li> <li>3. Washing hands after using a latrine/ toilet.</li> <li>4. Washing clothes.</li> <li>5. Combing hair.</li> <li>6. Ironing clothes.</li> <li>Items used in keeping our bodies clean</li> <li>1. Clean water</li> <li>2. Tooth paste tooth brush</li> <li>3. Bathing sponge</li> <li>4. Towel</li> <li>5. dental floss</li> </ul>	items used to keep the body clean.	hygiene 2. Reads, internalize and writes texts and questions related to Personal hygiene	Observati on Brain storming	clean.  Identifying the items used to keep the body clean.	Fluency Concern	Tooth paste	sci. syllab us bk 4
8	5	Person al	Import ance	Importance of keeping the body	The learner; 1. States the	The learner; 1. Pronounces,	Guided discovery	Stating the importanc	Appreciation.	Clean water	Mk. Int.
		hygien	of	clean	importance of	spells, reads		e of			sci.
		е	keepin g the	⇒It helps to prevent skin diseases.	keeping our bodies clean.	writes and demonstrates		keeping our bodies	Care	A tooth	pbk 4
			body	⇒It helps to prevent	2. States the	meaning of		clean.		brush	
			clean	bad smell caused	dangers of poor	words related to	Discussion		Awareness		
				by sweating.	personal	Personal				T	Int.
				Effects of poor personal hygiene	hygiene.	hygiene 2. Reads,		Stating the dangers of		Tooth	sci. syllab
				⇒It leads to bad		internalize and		poor	Fluency	paste	us bk
				body smell.		writes texts and	Observati	personal	. 1001107		4

	, ,	1	T		1	_	1	T	
		⇒It leads to skin		questions	on	hygiene			
		diseases.		related to			Concern		
		Keeping clothing and		Personal					
		beddings clean		hygiene					
		⇒ Beddings should		11,910110	Brain				
		be washed			storming				
					storring				
		regularly with							
		clean water and							
		soap.							
		⇒Clothes need to							
		be ironed after							
		washing in order to							
		kill parasites and							
		germs.							
		Diagram of a child							
	1	ironing							
		Importance of							
		keeping beddings							
		clean.							
		⇒ It prevents bad							
		smell.							
		⇒ It prevents							
		parasites like lice,							
		ticks and fleas.							

## PRIMARY FOUR SCIENCE SCHEME OF WORK FOR TERM III, 2023

	<b>N</b>	P D	TOPIC	TOPIC	CONTENT	SUBJ. COMP'NCES	LANG. COMP'NCES	METHODS	ACTIVITIES	IND. OF L.S.V	INST. MAT.	REF.	R E M
		1	comm unicab le intestin al diseas es and worm infesta tions	Comm unicab le Diseas es	COMMUNICABLE DISEASES; These are diseases which can be spread from one person to another. Diarrheal diseases These are diseases that affect the gut, and they are characterized by diarrhea Examples include; 1. Typhoid 2. Dysentery 3. Peptic ulcers	The learner; -Defines the term communicable diseases -Names different communicable diseases -States different causes of intestinal communicable diseases	The learner; -Pronounces, spells, reads, writes and demonstrates, words related to intestinal communicable diseases	-Class discussion -Guided discovery -Brain storming	Naming examples of diarrhea diseases	Awareness, Care, appreciatio n	work cards showin g exampl es of diarrhe a disease s	Mk inte grat ed scie nce	1
2	2	2	comm unicab le intestin al diseas es and worm infesta tions	How intestin al diseas es are spread	How intestinal diseases are spread.  1. Through eating contaminated food.  2. Through drinking contaminated water.  3. Through a 4 F path germ	The learner; describes the 4Fs path germ	The learner; Pronounces, spells, reads, and writes and demonstrated the meaning of words related to 4Fs path germ	-Brain storming, -Guided discovery	Describing the 4Fs path germ.	Fluency Observation care awareness	A chart showin g 4Fs path germ.	Co mpr ehe nsiv e scie nce boo k 4.	

		Comm unicab le intestin al diseas es and worm infesta tions	DIARR HOEA	DIARRHOEA  - This is a disease caused by either a virus or bacteria or amoeba.  - Diarrhea involves passing out of watery stools frequently.  Effects of diarrhea  -Diarrhea causes dehydration	The learner; - defines diarrheastates the ways through which diarrhea is spread.	The learner;  Pronounces, spells, reads, and writes and demonstrated the meaning of words related to diarrhea	Class discussion -Guided discovery -Brain Storming.	Identifying the ways through which diarrhea is spread.	Fluency, appreciatio n, care.	Work cards showin g the spread of diarrhe a	Mk inte grat ed scie nce pupil s boo k 4	2
2	4	Comm unicab le intestin al diseas es and worm infesta tions	CHOLE RA AND TYPHOI D	DYSENTERY  -This is diarrhea with blood or mucusIt is caused by either bacteria or amoeba. signs and symptoms of dysentery -pain in the abdomen -bloody diarrhea -vomiting CHOLERA It is caused by bacteria Signs and symptoms of Cholera -watery stool -frequent vomiting -dehydration	The learner; -States the cause of cholera and typhoid -Gives signs and symptoms of cholera and typhoid.	The learner; Pronounces, spells, reads, and demonstrated the meaning of the words related to cholera and typhoid.	Class discussion Guided discovery -Brain Storming	Identifying the ways through which typhoid and cholera are spread	Fluency, appreciatio n, care.	Work cards showin g the spread of cholera and typhoid	Mk inte grat ed scie nce pupil s boo k 4	2
1	5	Comm unicab le	Preven tion, control	Prevention, control and treatment of diarrhoeal diseases.	The learner; -States the cause of typhoid	The learner; Pronounces, spells, reads, and	Class discussion Guided	Stating	Fluency, appreciatio n, care.	Work cards showin	Mk inte grat	

		intestin al diseas es and worm infesta tions	and treatm ent of diarrho eal diseas es.	It is caused by bacteria  Signs and symptoms of Typhoid  ⇒ Abdominal pain ⇒ Fever ⇒ headaches  Effects of typhoid ⇒ diarrhea ⇒ dehydration ⇒ death  The 3 Ds ⇒ Diarrhea ⇒ Dehydration ⇒ Death	-Gives signs and symptoms of typhoid.	demonstrated the meaning of the words related to typhoid.	discovery -Brain Storming			g the spread of cholera and typhoid	ed scie nce pupil s boo k 4	
1	6	Comm unicab	Preven tion,	Prevention, control and treatment of	The learner, 1. States the ways	The learner; 1. Pronounces,	Guided discovery	Stating the ways of	Appreciation.	A picture	Mk. Int.	
		le	control	diarrhoeal diseases.	of preventing	spells, reads	discovery	preventing	On.	of a	sci.	.
		intestin	and	⇒ Washing hands	the spread of	writes and	Discussion	the spread	Care	dehydr	pbk	
		al	treatm	with soap and	diarrhoeal	demonstrates		of		ated	4	
		diseas	ent of	clean water.	diseases.	meaning of		diarrhoeal		child.		
		es and	diarrho	⇒ Cleaning of toilets	2. States the	words related to	Observati	diseases.				
		worm	eal	Effect of diarrhoeal	effect of	prevention and	on		Awareness			
		infesta	diseas	diseases:	diarrhoeal	control of	illustration	Stating the				
		tions	es.	They can lead to;	3. States the	Diarrhoeal 		effect of				
				<b>Dehydration</b>	causes of	diseases		diarrhoeal			Int.	
				⇒ Dehydration is the	dehydration.	2. Reads, internalize and		Station tha			sci.	
				condition when the body does not	4. Mentions signs and symptoms	writes texts and		Stating the causes of	Fluency		sylla bus	
				have enough	of dehydration.	questions		dehydration	i io <del>c</del> ricy		bus bk 4	
				water.	or derrydianon.	related to		deriyaranon			DN 4	
				Causes of		prevention and		•	Concern			
				dehydration		control of		Mentioning				

				⇒ Too much		Diarrhoeal		signs and				
				diarrhoea		diseases		symptoms of				
				⇒ Too much				dehydration				
				vomiting				. plant.				
				Signs and symptoms								
				of dehydration.								
				$\Rightarrow$ Sunken eyes.								
				$\Rightarrow$ Little or no urine or								
				tears.								
2	1	Comm	Treatm	Treatment of	The learner;	The learner;	Guided	Mentioning	Appreciati-	Salt	Mk.	
		unicab	ent of	dehydration.	<ol> <li>Mentions the</li> </ol>	<ol> <li>Pronounces,</li> </ol>	discovery	the	on.		Int.	
		le	dehydr	$\Rightarrow$ The patient should	treatment given	spells, reads		treatment		Sugar	sci.	
		intestin	ation.	be given Oral	to a dehydrated	writes and	Discussion	given to a	Care		pbk	
		al		Rehydration	person.	demonstrates		dehydrated		Water	4	
		diseas		solution (ORS)	2. Illustrate how to	meaning of		person.				
		es and		⇒ ORS is given in	prepare ORS/	words related to	Observati			water		
		worm		order to replace	SSS	treatment of	on	Illustrating	Awareness	jar		
		infesta		the lost body		dehydration	illustration	how to				
		tions		fluids.		2. Reads,		prepare				
				Preparation of ORS /		internalize and		ORS/SSS			Int.	
				SSS – Salt sugar		writes texts and					sci.	
				solution ORS – from a		questions					sylla	
				sachet.		related to			Fluency		bus	
				What is needed?		treatment of			,		bk 4	
				1. One sachet of		dehydration.						
				ORS (oral		,			Concern			
				rehydration salts)								
				2. 1 litre (2								
				tumpecos) of								
				drinking water.								
				3. Spoon								
				4. Water								
				5. Clean container								

				Steps taken to prepare  ⇒ Wash your hands with water and soap.								
2	2	Comm unicab le intestin al diseas es and worm infesta tions	Prepar ation of S.S.S – Salt Sugar solutio n Requir ement s	Preparation of S.S.S – Salt Sugar solution Requirements  ⇒ water and soap ⇒ clean boiled cool water Steps taken ⇒ Wash your hands with water and soap. ⇒ Measure one litre of clean cool boiled water and pour it in in a clean container. ⇒ Measure 8 levelled tea spoons of sugar and one leveled tea spoon of salt into the container	The learner; 1. Identifies the steps involved in preparing ORS/SSS. 2. Practically prepares ORS/s.s.s	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to preparation of ORS/SSS 2. Reads, internalize and writes texts and questions related to preparation of ORS/SSS	Guided discovery Discussion Observation Illustration Demonstration.	Identifying the steps involved in preparing ORS/SSS.  Practically preparing ORS/s.s.s	Appreciation.  Care  Awareness  Fluency  Concern	Salt Sugar Water water jar	Mk. Int. sci. pbk 4  Int. sci. sylla bus bk 4	
2	3	Comm unicab le intestin al diseas es and	WORM INFEST ATION	WORM INFESTATION  ⇒ Worms are long, slender soft bodied animals with no limbs.  ⇒ Worms can live in soil, bodies of	The learner; 1. Describes worm infestations.  2. Mentions the examples of worms.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to	Guided discovery Discussion Observati	describing worm infestations  Mentioning the examples of	Appreciation.  Care	A chart showin g differen t types of worms.	Mk. Int. sci. pbk 4	

		worm infesta tions		animals, in fresh water, in plants, fruits or vegetables.  Examples of intestinal worms  ⇒ tape worms ⇒ hook worms How we can get worms. ⇒ Eating contaminated food with worms or eggs ⇒ Drinking contaminated water-Eating under cooked meat (pork/ beef)	3. States how worms get into our bodies.	worm infestations.  2. Reads, internalize and writes texts and questions related to worm infestations.	On  Illustration  Demonstration.	worms. Stating how worms gets into our bodies.	Awareness Fluency Concern		Int. sci. sylla bus bk 4	
2	4	Comm	Signs and	Signs and symptoms of worm infestation	The learner; 1. Describes signs	The learner; 1. Pronounces,	Guided discovery	Describing the signs	Appreciation.	A chart showin	Mk. Int.	
		le	sympt	⇒ diarrhoea	and symptoms	spells, reads	discovery	and	OH.	ga	sci.	
		intestin	oms of	$\Rightarrow$ loss of weight	of tape worm	writes and	Discussion	symptoms of	Care	structur	pbk	
		al diseas	worm infestat	TAPE WORMS  ⇒ They are flat	infestation	demonstrates		tape worm infestations		e of a	4	
		es and	ion	⇒ They are lia!   ⇒ They have	2. Describes the	meaning of words related to	Observati	iniesidilons		tape worm.		
		worm		segments	structure of a	tape worm	on	Stating how	Awareness			
		infesta		(segmented)	tape worms	infestations.		tapes worms				
		tions		Structure of a tape		2. Reads,		get into our			l	
				worm.	3. States how tape	internalize and	III. saksaski a sa	bodies.			Int.	
				Note:	worms get into our bodies.	writes texts and questions	Illustration	Stating how			sci. sylla	
				NOIE.	our boales.	questions		Stating how			sylid	

⇒The hooks and suckers help tapeworms to hold on to the intestines  Prevention of tape worms.  ⇒ Keeping toilets and latrines clean ⇒ Proper disposal of faeces in latrines  Treatment of tape worms.  ⇒ Deworming all family members and animals at home regularly.			
2 5 Comm HOOK HOOK WORMS The learner; The learner; Guided Describing Appreciati-	A chart	Mk.	
unicab     WORM     ⇒ They feed on blood     1. Describes the structure of a spells, reads     1. Pronounces, spells, reads     discovery     the signs and	showin	Int.	
Ie     S     blood     structure of a     spells, reads     and       intestin     ⇒ They live in small     hook worm.     writes and     Discussion     symptoms of     Care	g a structur	sci. pbk	
al intestines demonstrates hook worm	e of a	4	
diseas Structure of a hook 2. Describes signs meaning of infestations	hook		
es and worm. and symptoms words related to Observati	worm.		
worm of a hook worm hook worm on Stating how Awareness			
infestation. infestations. hook worms			
tions 2. Reads, get into our bodies.		Int.	
Signs and symptoms tapeworms get writes texts and Illustration		sci.	
of hookworms into our bodies. questions Stating how		sylla	

				⇒ A person becomes	4. States the ways	related to hook worm		ways of controlling	Fluency		bus bk 4	
				anaemic	of preventing	infestations.	Demonstr	the spread			DN 4	Ì
				⇒ pale skin, pale	and treating	irilesianoris.	ation.	of hook	Concern			Ì
				palm, pale	tapeworm		anon.	worm	Concern			Ì
				eyelids	infestations.			infestations				Ì
				Prevention and	irii estations.			ii ii esi alions				Ì
				treatment of								Ì
				hookworm								Ì
				infestation.								Ì
				⇒ wear shoes or								Ì
				sandals especially								1
				in dirty places								1
				⇒ Always defecate								Ì
				in the latrine or								Ì
				toilet but not in								Ì
				bushes								1
2	6	Comm	PIN	PIN WORMS (Thread	The learner;	The learner;	Guided	Describing	Appreciati-	A chart	Mk.	
		unicab	WORM	worms)	1. Describes signs	1. Pronounces,	discovery	the signs	on.	showin	Int.	Ì
		le	S	⇒ They live in the	and symptoms	spells, reads	ŕ	and		ga	sci.	Ì
		intestin	(Threa	colon and rectum.	of pin infestation	writes and	Discussion	symptoms of	Care	structur	pbk	
		al	d	⇒ They lay their eggs		demonstrates		pinworm		e of pin	4	
		diseas	worms	around the anus.	2. Describes the	meaning of		infestations		worms		Ì
		es and	)	⇒ They cause itching	structure of a	words related to	Observati			worm.		
		worm		around the anus	tape	pin worm	on	Stating how	Awareness			
		infesta		at night.		infestations.		pin worms				
		tions		Structure of pin	3. States how pin	2. Reads,		get into our				
				worms.	worms get into	internalize and		bodies.			Int.	
					our bodies.	writes texts and	Illustration				sci.	Ì
				Signs and symptoms		questions		Stating how			sylla	Ì
				$\Rightarrow$ The person passes	4. States the ways	related to pin		ways of	Fluency		bus	i 1
				out the worms in	of preventing	worm		controlling			bk 4	i
				the faeces.	and treating pin	infestations.	Demonstr	the spread				

				<ul> <li>⇒ Swollen belly.</li> <li>⇒ Itching anus</li> <li>Prevention and treatment of thread worm infestation</li> <li>⇒ Wash your hands before handling any food and after using the toilet.</li> <li>⇒ Practice proper personal and food hygiene</li> </ul>	worm infestations.		ation.	of pin worm infestations.	Concern			
3	1	Vector	Comm	Common vectors.	The learner;	The learner;	Guided	Describing	Appreciati-	A chart	Mk.	
		s and	on	A vector is an	1. Describes a	1. Pronounces,	discovery	vector.	on.	showin	Int.	
		diseas	vector	organism that	vector.	spells, reads writes and	Discussion	Ctating	Caro	g	sci. pbk	
		es	S.	spreads germs. <b>Examples of</b>	2. States examples	demonstrates	Discussion	Stating examples of	Care	commo	1 4 A	
				common vectors	of vectors.	meaning of		vectors.		vectors	4	
				flea watersnal	or vectors.	words related to vectors.  2. Reads,	Observati on	vectors.	Awareness	in the environ ment		
				Characteristics of		internalize and writes texts and					Int.	
				vectors		questions	Illustration				sci.	
				⇒ Some vectors		related to	illosit dilott				sylla	
				have a proboscis for sucking blood		vectors			Fluency		bus	
				e.g. mosquitoes,							bk 4	
				ticks, fleas, lice			Demonstr					
				and tsetse flies.			ation.		Concern			
				$\Rightarrow$ Some have a								
				hairy body for								
				carrying germs								

				e.g. a house fly							
3	2	Vector s and diseas es	How vector s spread diseas es.	How vectors spread diseases. Mosquitoes Mosquitoes lay their eggs in stagnant water (still water)	The learner; 1. States how mosquitoes spread diseases. 2. Describes the	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of	Guided discovery Discussion	Stating how mosquitoes spread diseases.  Describing	Appreciation.  Care	A chart showin g a life cycle of a mosquit	Mk. Int. sci. pbk 4
			Mosqui toes	Life cycle of a mosquito  Life Cycle of the Mosquito  How mosquitoes spread germs;	life cycle of a mosquito  3. States how mosquitoes spread diseases.  4. Mentions the diseases spread by mosquitoes.	words related to how mosquitoes spread diseases 2. Reads, internalize and writes texts and questions related to how mosquitoes spread diseases.	Observation  Illustration  Demonstration.	the life cycle of a mosquito  Stating how mosquitoes spreads diseases  Mentioning	Awareness Fluency Concern	0.	Int. sci. sylla bus bk 4
				<ul> <li>⇒ Germs are spread by an adult mosquito through bites.</li> <li>Diseases spread by different mosquitoes.</li> <li>⇒ Female anopheles mosquito – malaria</li> <li>⇒ Tiger / Aedes mosquito – yellow fever</li> </ul>				the diseases spread by mosquitoes			
3	3	Vector	House	House flies	The learner;	The learner;	Guided	Stating how	Appreciati-	A chart	Mk.

	s and	flies	⇒ Houseflies live in	1. States how	1. Pronounces,	discovery	houseflies	on.	showin	Int.	
	diseas		dirty places e.g.	house flies	spells, reads		spread		g a life	sci.	
	es		latrines and	spread diseases.	writes and	Discussion	diseases.	Care	cycle of	pbk	
			rubbish pits.		demonstrates				а	4	
			Lifecycle of a	2. describes the	meaning of		Describing		housefl		
			housefly	life cycle of a	words related to	Observati	the life		У		
				house fly	how houseflies	on	cycle of a	Awareness			
				3. States how	spread diseases		housefly				
			1)	house flies.	2. Reads,						
			The Calling A College	Spread diseases.	internalize and		Stating how			Int.	
			House Fly Life Cycle		writes texts and	Illustration	a house fly			sci.	
			⇒ Houseflies lay	3. Mentions the	questions		Spreads			sylla	
			eggs in decaying	diseases spread	related to how		diseases.	Fluency		bus	
			matter for their	by a housefly	houseflies					bk 4	
			larvae to feed on		spread	Demonstr	Mentioning				
			decayed matter.		diseases.	ation.	the diseases	Concern			
			How houseflies				spread by				
			spread germs.				houseflies.				
			⇒ Germs are spread								
			by an adult								
			housefly using its								
			hairy body when								
			it visits dirty								
			places.								
			$\Rightarrow$ The germs are								
			carried onto our								
			uncovered food.								
			Diseases spread by								
			houseflies								
			diarrhoea typhoid								
			dysentery cholera								
<u> </u>											

3	4	Vector	Cockr	Cockroaches	The learner;	The learner;	Guided	Stating how	Appreciati-	A chart	Mk.	
		s and	oache	- Cockroaches are	1. States how	1. Pronounces,	discovery	cockroache	on.	showin	Int.	
		diseas	S	commonly found	cockroaches	spells, reads	,	s spread		g a life	sci.	
		es		in dark corners	spread diseases.	writes and	Discussion	diseases.	Care	cycle of	pbk	
				and dark places		demonstrates				a	4	
				e.g. cupboards,	2. describes the	meaning of		Describing		cockro		
				wall cracks and	life cycle of a	words related to	Observati	the life		ach		
				latrines.	cockroach	how	on	cycle of a	Awareness			
				Lifecycle of a	3. States how	cockroaches		cockroach				
				cockroach.	cockroaches	spread diseases						
					spread diseases.	2. Reads,		Stating how			Int.	
						internalize and	Illustration	house fly			sci.	
				How cockroaches		writes texts and		spread			sylla	
				spread germs.		questions		diseases.	Fluency		bus	
				⇒ Cockroaches pick	4. Mentions the	related to how	<b>D</b>				bk 4	
				germs from dirty	diseases spread	cockroach	Demonstr	A A = -= 4: = -= : =-	C			
				places which they	by a cockroach	spread diseases.	ation.	Mentioning the diseases	Concern			
				carry on their hairy		alseases.		spread by				
				body.  ⇒ When they land				cockroache				
				on uncovered				s				
				food, they leave				3				
				germs on it and								
				we get them								
				when we eat that								
				food.								
				Diseases spread								
				by cockroaches.								
				⇒ Diarrhoea								
				⇒ Cholera								
				⇒ Dysentery								
				⇒ Typhoid								
				, .								

3	5	Vector	Lifecyc	Lifecycle of a tsetse	The learner;	The learner;	Guided	Stating how	Appreciati-	A chart	Mk.	
		s and	le of a	fly	1. States how	1. Pronounces,	discovery	cockroache	on.	showin	Int.	
		diseas	tsetse		tsetse flies	spells, reads		s spread		g a life	sci.	
		es	fly	adult	spread diseases.	writes and	Discussion	diseases.	Care	cycle of	pbk	
						demonstrates				a tsetse	4	
				<b>⊅</b> ´(♣)'`,,	2. describes the	meaning of		Describing		flies.		
					life cycle of a	words related to	Observati	the life				
					tsetse flies	how tsetse flies	on	cycle of a	Awareness			
				pupa 😝 😝 larva	3. States how a	2. Reads,		cockroach				
					tsetse fly spreads	internalize and						
				•	diseases.	writes texts and		Stating how			Int.	
				An adult housefly		questions	Illustration	tsetse fly			sci.	
				doesn't lay eggs, the		related to tsetse		spreads			sylla	
				eggs hatch inside the	4. Mentions the	flies		diseases.	Fluency		bus	
				body and passes out the larvae.	diseases spread						bk 4	
					by tsetse flies		Demonstr					
				How a tsetse fly spreads diseases			ation.	Mentioning	Concern			
				⇒ By biting				the diseases				
				Disease spread by				spread by				
				tsetse flies				tsetse flies				
				⇒ Sleeping sickness								
				(to people)								
				⇒ Nagana (to								
				animals)								
				Other diseases								
				vectors								
				rat fleas								
				lice								
3	6	Vector	Preven	Prevention and	The learner;	The learner;	Guided	Stating ways	Appreciati-	The	Mk.	
		s and	tion	control of disease	1. States ways of	1. Pronounces,	discovery	of	on.	environ	Int.	
		diseas	and	vectors and diseases.	controlling the	spells, reads	,	controlling		ment	sci.	
		es	control	Ways of controlling	spread of	writes and	Discussion	the spread	Care		pbk	

	of diseas e vector s and diseas es. Ways of control ling mosqu itoes / malari a	mosquitoes / malaria  ⇒ Draining stagnant water  ⇒ Cleaning bushes near our homes.  ⇒ Spraying using insecticides.  Ways of controlling diseases spread by houseflies / cockroaches.  ⇒ Covering leftover food.  ⇒ Proper disposal of faeces.  ⇒ Collecting and burning rubbish.  Controlling tsetse flies.  ⇒ Using traps to trap adult tsetse flies.  ⇒ Cleaning bushes near our homes.  ⇒ Spraying using insecticides.  Control of fleas, ticks and mites  ⇒ Spraying using insecticides.  ⇒ Washing and ironing beddings	vectors and diseases.  2. States ways of controlling the spread of tsetse flies, houseflies, cockroaches and mosquitoes.	demonstrates meaning of words related to ways of controlling the spread of diseases and vectors.  2. Reads, internalize and writes texts and questions related to ways of controlling the spread of diseases and vectors.	Observation  Illustration  Demonstration.	of vectors and diseases.  2. Stating ways of controlling the spread of tsetse flies, houseflies, cockroache s and mosquitoes.	Awareness Fluency Concern	Chalkb oard illustrati on.	Int. sci. sylla bus bk 4	
4 1 Acc		Accidents  ⇒ An accident is a	<b>The learner;</b> 1. Defines an	The learner; 1. Pronounces,	Guided discovery	Defining an accident.	Appreciati- on.	The environ	Mk. Int.	

		and first aid	sudden happening that may cause harm to the body.  A person involved in an accident is called a casualty.  Examples of accidents at home  Cuts and scalds Poisoning Drowning Electric shocks  Accidents on the way to school  motor accidents stings cuts bites	accident. 2. Mentions examples of accidents at home and at school.	spells, reads writes and demonstrates meaning of words related to accidents.  2. Reads, internalize and writes texts and questions related to accidents.	Discussion  Observation  Illustration  Demonstration.	Mentioning examples of accidents at home and at school.	Care  Awareness  Fluency  Concern	ment	sci. pbk 4  Int. sci. sylla bus bk 4
4	2		Types of injuries and their causes.  Burns  ⇒ A burn is an injury caused by dry heat.  Source causes of burns.  ⇒ hot charcoal ⇒ hot metals ⇒ fire	The learner; 1. Defines a burn and a scald. 2. Mentions the sources of burns and scalds. 3. Mentions ways of preventing burns and scalds.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to burns and scalds. 2. Reads, internalize and	Guided discovery Discussion Observati on	Defining a burn and a scald.  Mentioning the sources of burns and scalds.  Mentioning ways of	Appreciation.  Care  Awareness	The environ ment  Chalk board illustrati on.	Mk. Int. sci. pbk 4

		<ul> <li>⇒ electricity</li> <li>Scalds</li> <li>A scald is an injury on the body caused by wet heat.</li> <li>Sources / causes of scalds</li> <li>1. hot water</li> <li>2. steam</li> <li>3. hot porridge</li> <li>4. hot soup</li> </ul>		writes texts and questions related to burns and scalds.	Illustration  Demonstration.	preventing burns and scalds.	Fluency Concern		sci. sylla bus bk 4
4 3	3	Fracture A fracture is a broken or cracked bone in the body. Causes of fractures. ⇒ Falling from a tree, bed, building etc. ⇒ Getting involved in motor accidents ⇒ Playing rough games. Types of fractures. Simple fracture Compound fracture	The learner; 1. Defines a fracture. 2. Mentions the causes of fractures. 3. Describes the types of fractures.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to fractures. 2. Reads, internalize and writes texts and questions related to fractures.	Guided discovery Discussion Observation Illustration Demonstration.	Defining a fracture.  Mentioning the causes of fractures.  Describing the types of fractures.	Appreciation.  Care  Awareness  Fluency  Concern	The environ ment  A chart showin g a simple and compo und fracture .	Mk. Int. sci. pbk 4  Int. sci. sylla bus bk 4

		Simple fracture  ⇒ This is when the bone breaks or cracks and it remains inside the skin.  Structure of a simple fracture.								
		Compound fracture.  ⇒ This is where the								
		bone breaks and comes out of the								
		skin. <b>Structure of a</b>								
		compound fracture.								
4	4	Sprains, strains and	The learner;	The learner;	Guided	Defining a	Appreciati-	Chalkb	Mk.	H
		dislocations	1. Defines a strain	1. Pronounces,	discovery	strain a	on.	oard	Int.	
		⇒ A sprain is a	a sprain and a	spells, reads		sprain and a		illustrati	sci.	
		twisted or torn	dislocation.	writes and demonstrates	Discussion	dislocation.	Care	on.	pbk	
		ligament. ⇒A ligament is a	2. Mentions the	meaning of		Mentioning			4	
		structure that joins	causes strains,	words related to	Observati	the causes				
		a bone to bone.	sprain and	sprains, strains	on	strains,	Awareness			
		Causes of sprains.	dislocations.	and		sprain and				
		Twisting or tearing of	States the first aid	dislocations.		dislocations.				

		the ligament	for dislocations.	2. Reads,					Int.	
		Signs and sprains		internalize and	Illustration				sci.	
		⇒ Swelling around		writes texts and		Stating the			sylla	
		the joint.		questions		first aid for	Fluency		bus	
		$\Rightarrow$ Pain in the joint.		related to		dislocations.			bk 4	
		Stains		sprains, strains	Demonstr					
		⇒ A strain is an injury		and	ation.		Concern			
		on the tendon or		dislocations.						
		muscle.								
		⇒ A tendon is a								
		tissue that joins a								
		muscle to a bone								
		Causes of strains.								
		⇒ Over stretching of								
		a muscle.								
		Signs of a strain								
		⇒ Sudden sharp								
		pain in a muscle.								
		$\Rightarrow$ The muscle may								
		appear swollen.								
		Dislocation								
		$\Rightarrow$ This is where a								
		bone gets out of								
		its usual position.								
4	5	Ways of preventing	The learner;	The learner;	Guided	Sating ways	Appreciati-	Road	Mk.	
		accidents	1. Sates ways of	1. Pronounces,	discovery	of	on.	traffic	Int.	
		How to prevent	controlling and	spells, reads		controlling	_	signs	sci.	
		accidents at home.	preventing	writes and	Discussion	and	Care		pbk	
		⇒ Keep medicine,	accidents at	demonstrates		preventing			4	
		drugs and other	and at school.	meaning of		accidents at				
		chemicals out of		words related to	Observati	and at				
		children's reach.		prevention of	on	school	Awareness			
		$\Rightarrow$ Cooking should		accidents.						

		be done in a raised place where children cannot reach.  ⇒ Avoid playing with electric equipment  Preventing accidents on the way to school.  ⇒ Avoid on the road.  ⇒ Use a zebra crossing when crossing the road.		2. Reads, internalize and writes texts and questions related to prevention of accidents/	Illustration  Demonstration.		Fluency Concern		Int. sci. sylla bus bk 4	
4	6	Safety rules on the road.  ⇒ Look right and then left, look right again before you cross the road.  ⇒ Use a zebra crossing to cross the road.  ⇒ Avoid playing on the road.  ⇒ Always walk on the pedestrian side of the road.  Examples of road signs	The learner; 1. Sates the safety rules on the road. 2. Identifies examples of road signs.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to prevention of accidents. 2. Reads, internalize and writes texts and questions related to prevention of accidents/	Guided discovery Discussion Observation Illustration Demonstration.	Sating the safety rules on the road.  Identifying examples of road signs.	Appreciation.  Care  Awareness  Fluency  Concern	Road traffic signs	Mk. Int. sci. pbk 4  Int. sci. sylla bus bk 4	
5	1	Poisoning	The learner;	The learner;	Guided	Defining	Appreciati-	Jik	Mk.	

		that can cause harm or death when it gets in the body.  ⇒ Poisoning happens when one eats or drinks something that is harmful to the body.  Causes of poisoning  ⇒ Taking expired drugs.  ⇒ Taking over dose of medicine.  Signs and symptoms of poisoning.  1. Vomiting  2. Fainting  3. Difficulty or rapid breathing  Prevention of poisoning.  1. Keep drugs away from children's reach.  2. Take drugs prescribed by health workers.	and poisoning.  2. Mentions the causes of poisoning 3. Identifies the signs and symptoms of poisoning.  4. States ways of preventing poisoning.	spells, reads writes and demonstrates meaning of words related to poisoning.  2. Reads, internalize and writes texts and questions related to poisoning.	Discussion  Observation  Illustration  Demonstration.	poisoning.  Mentioning the causes of poisoning ldentifying the signs and symptoms of poisoning.  Stating ways of preventing poisoning.	Care  Awareness  Fluency  Concern	vim rat poison Insectici des.	Int. sci. sylla bus bk 4	
5	2	First aid Kit A first aid kit is a collection of first aid	The learner; 1. Defines a first aid kit.	The learner; 1. Pronounces, spells, reads	Guided discovery	Defining a first aid kit.	Appreciation.	Jik	Mk. Int. sci.	

		materials Components of a first aid kit and their uses. A razor blade. A saftey pin. A pair of scissors A gauze plaster	2. Identifies the components of a first aid kit with their uses in first Aid administration.	writes and demonstrates meaning of words related to first aid kit  2. Reads, internalize and writes texts and questions related to first aid kit	Discussion  Observation	Identifying the component s of a first aid kit with their uses in first aid administrati on.	Care Awareness Fluency Concern	vim rat poison Insectici des.	pbk 4 Int. sci. sylla bus bk 4	
5	3	Giving first aid  ⇒ First aid is the immediate help given to a casualty before being taken to the health centre.  Reasons for giving first aid  ⇒ -save life.  ⇒ To reduce pain.  First aid for burns and scalds  ⇒ Cool the injured part with clean cold water.  First aid for fractures.  ⇒ Tie splints on the fractured area.  A splint on the leg	<ul><li>The learner;</li><li>1. Defines a first aid</li><li>2. Gives reasons for giving first aid.</li></ul>	The learner;  1. Pronounces, spells, reads writes and demonstrates meaning of words related to first aid  2. Reads, internalize and writes texts and questions related to first aid.	Guided discovery Discussion Observation	Defining a first aid.  Giving reasons forgiving first aid.	Appreciation.  Care  Awareness  Fluency  Concern	Chalkb oard illustrati on	Mk. Int. sci. pbk 4  Int. sci. sylla bus bk 4	

			A.		T		1			ı	
			<ul> <li>\$plint</li> <li>⇒ Splints hold the broken bone in one position.</li> <li>⇒ Support the injured part with an arm sling in case it is the arm that is fractured.</li> </ul>								
5	4		First aid for sprains,	The learner;	The learner;	Guided	Describing	Appreciati-	Chalkb	Mk.	
			strains and dislocations.	Describe and illustrates the first	1. Pronounces,	discovery	the first aid for strains,	on.	oard illustrati	Int. sci.	
					spells, reads	D:	-	C			1
			⇒ Apply cold water	aid for strains,	writes and	Discussion	sprains and	Care	on	pbk	i I
			or ice at the	sprains and	demonstrates		poisoning.			4	
			injured part. Cold water reduces	poisoning.	meaning of words related to	Observati		Avvarances			
			pain and swelling		first aid			Awareness			
			in the tissue.		2. Reads,	on					
			$\Rightarrow$ Fix the injured		internalize and			Fluency		Int.	
			part with a		writes texts and			11001107		sci.	
			bandage.		questions	Illustration				sylla	
			First aid for poisoning.		related to first			Concern		bus	
			⇒ Give the person		aid.					bk 4	
			milk, juice or								
			water to take in								
			order to dilute the								
			poison.								
			⇒ Make the person								
			vomit in case of								i I

				solid poison.								
5	5			First aid for snake bites and nose bleeding.  First aid for snake bites.  ⇒ Tie a tourniquet between the bitten part and the heart to prevent venom (poison from reading the heart.)  ⇒ A tourniquet is a piece of cloth used to tie near the bitten part.  First aid for nose bleeding  ⇒ Bend the patients head forward.  ⇒ Pinch the nose of the patient and advise the patient to breathe through the mouth.	The learner; 1. Describe and illustrates the first aid for snake bites and nose bleeding.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to first aid 2. Reads, internalize and writes texts and questions related to first aid.	Guided discovery Discussion Observation	Describing the first aid for snake bites and nose bleeding	Appreciation.  Care  Awareness  Fluency  Concern	Chalkb oard illustrati on	Mk. Int. sci. pbk 4  Int. sci. sylla bus bk 4	
5	6	Keepin g rabbits	RABBIT S	RABBITS  - A female rabbit is called a doe.	The learner; 1. Identifies the external parts of	The learner; 1. Pronounces, spells, reads	Guided discovery	Describing the first aid for snake	Appreciation.	Chart showin g parts	Mk. Int. sci.	
				- A male rabbit is	a rabbit.	writes and	Discussion	bites and	Care	of a	pbk	

				called a buck  - The young of a rabbit is called a kit.  - Many young rabbits born at the same time are called a litter.  The external parts of a rabbit.  Book  Hindleg	2. Draws and labels the external parts of a rabbit.	demonstrates meaning of words related to rabbits 2. Reads, internalize and writes texts and questions related to rabbits	Observati on Illustration	nose bleeding	Awareness Fluency Concern	rabbit.	Int. sci. sylla bus bk 4	
6	1	Keepin g	Types of	Types of Rabbits 1. local breeds	<b>The learner</b> ; 1. Identifies the	The learner; 1. Pronounces,	Guided discovery	. Identifies the types of	Appreciation.	Chart showin	Mk. Int.	
		rabbits	Rabbit s	2. exotic breeds Local breeds of rabbits.  ⇒ They are also called indigenous breeds or native breeds ⇒ They mainly live in bushes (burrows) on their own. Exotic breeds of rabbits. ⇒ They are kept in homes (hutches) ⇒ They live in	types of rabbits.  2. Describe the  CCCs of local  and exotic  breeds of  rabbits.	spells, reads writes and demonstrates meaning of words related to rabbits 2. Reads, internalize and writes texts and questions related to rabbits	Discussion  Observation	rabbits. 2. Describe the <b>CCCs</b> of local and exotic breeds of rabbits.	Care  Awareness  Fluency  Concern	g differen t breeds exotic breeds.	sci. pbk 4 Int. sci. sylla bus bk 4	

				hutches constructed by the farmers.  Examples of exotic breeds of rabbits.  1. Angora rabbits 2. Rex rabbit 3. Californian rabbits								
6	2	Keepin g rabbits	Uses of rabbits	Uses of rabbits Reasons why people keep rabbits  ⇒ Rabbits are sold by farmers to get money.  ⇒ Rabbits are a source of meat ⇒ Rabbits provide skins used to make bags, jackets, belts, shoes and host.  Comparing the local and exotic breeds	The learner; 1. States the uses of rabbits to people. 2. Compares local breeds of rabbits and exotic breeds.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to rabbits 2. Reads, internalize and writes texts and questions related to rabbits	Guided discovery Discussion Observation	Stating the uses of rabbits to people.  Comparing local breeds of rabbits and exotic breeds.	Appreciation.  Care  Awareness  Fluency  Concern	Chart showin g differen t breeds exotic breeds.	Mk. Int. sci. pbk 4  Int. sci. sylla bus bk 4	
6	3	Keepin g rabbits	Buildin g a rabbit hutch	Building a rabbit hutch  ⇒ The house of a domestic rabbit is called a hutch. ⇒ A hutch should be able to protect rabbits from easy spread of	The learner; 1. Describes the qualities of a good hutch. 2. Mentions the types of hatches. 3. draws and name the types	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to rabbits 2. Reads,	Guided discovery Discussion Observati on	Describing the qualities of a good hutch.  Mentioning the types of hatches. Drawing	Appreciation.  Care  Awareness	Chart showin g differen t types of hutches	Mk. Int. sci. pbk 4	

				diseases.  Types of hutches. There are three types of hutches;  1. A traditional hutch  2. A morant hutch  3. A caged hutch  A morant hutch	of hatches.	internalize and writes texts and questions related to rabbits	Illustration	and name the types of hatches.	Fluency  Concern		Int. sci. sylla bus bk 4	
6	4	Keepin	Qualiti	Qualities of a good	The learner;	The learner;	Guided	Describing	Appreciati-	Chart	Mk.	
		g	es of a	hutch	<ol> <li>Describes the</li> </ol>	1. Pronounces,	discovery	the qualities	on.	showin	Int.	
		rabbits	good	$\Rightarrow$ It should always	qualities of a	spells, reads		of a good		g	sci.	
			hutch	be clean and	good hutch.	writes and	Discussion	hutch.	Care	differen	pbk	
				dry. ⇒ It should have		demonstrates meaning of		Mentioning		t types of	4	
				enough air		words related to	Observati	the types of	Awareness	hutches		
				entering it.		rabbits	on	hatches.	7 *** 6.1 6 * 1 6 6 6			
				⇒ (A wire mesh		2. Reads,		Drawing				
				allows free		internalize and		and name	Fluency		Int.	
				circulation of air in the hutch)		writes texts and questions	Illustration	the types of hatches.			sci. sylla	
				⇒ It should be		related to	IIIUSIIUIIUII	Halches.	Concern		bus	
				strong enough to		rabbits					bk 4	
				protect the								
				rabbits from wild								
				animals and rain.								

6	5		Makin	Making a rabbit	The learner;	The learner;	Guided	Describing	Appreciati-	Chart	Mk.	
			g a	hutch	1. Describes the	1. Pronounces,	discovery	the steps	on.	showin	Int.	
			rabbit		steps involved	spells, reads		involved		g	sci.	
			hutch	What you need;	when making a	writes and	Discussion	when	Care	differen	pbk	
				Small sticks	local caged	demonstrates		making a		t types	4	
				Banana fibres	hutch.	meaning of		local caged		of		
				paper box		words related to	Observati	hutch.	Awareness	hutches		
				glue		rabbits	on					
				What to do:		2. Reads,						
				1. Tie small sticks in		internalize and			Fluency		Int.	
				two triangular		writes texts and					sci.	
				shapes.		questions related	Illustration				sylla	
				2. Get one long stick		to housing			Concern		bus	
				and use it to join		rabbits					bk 4	
				the two triangular								
				shapes.								
				3. Make a								
				rectangular frame								
				from sticks. Use								
				banana fibres to								
				make a net as								
				shown.								
				4. Place the frame in								
				number <b>2</b> onto the								
				rectangular frame								
				in number <b>3.</b> Join								
				the edges using								
				banana fibres.								
				6. Follow the same								
5	6	Keepin	Manag	Managing rabbits	The learner;	The learner;	Guided	Describing	Appreciati-	Chart	Mk.	
		g	ing	Feeding rabbits.	1. Describes the	1. Pronounces,	discovery	the steps	on.	showin	Int.	
		rabbits	rabbits	- Rabbits feed on	steps involved	spells, reads		involved		g	sci.	
			Feedin	different foods which	when making a	writes and	Discussion	when	Care	differen	pbk	

			g	end up providing a	local caged	demonstrates		making a		t types	4	
			rabbits	balanced diet to	hutch.	meaning of		local caged		of		
			•	them.		words related to	Observati	hutch.	Awareness	hutches		
				e.g. Pellets (these are		housing rabbits	on					
				commercial feeds)		2. Reads,						
				- banana peelings		internalize and			Fluency		Int.	
				- sweet potato vines		writes texts and					sci.	
				- leafy vegetables		questions related	Illustration				sylla	
				e.g. cabbage ,		to housing			Concern		bus	
				carrots		rabbits					bk 4	
				Breeding of rabbits.								
				Breeding is the								
				process through								
				which animals give								
				birth to their young								
				ones.								
				Signs of a doe on								
				heat.								
				-It moves up and								
				down, all the time								
				restless.								
				- It lies on one side of								
				its body.								
				- It rubs its body								
				against the hutch								
				walls.								
				NB:								
				- A doe takes 30 days								
				to produce.								
				- A nest is prepared								
				in the hutch.								
6	1	Keepin	Hygien	Hygiene in rabbits	The learner;	The learner;	Guided	Describing	Appreciati-	Chalkb	Mk.	
		g	e in	⇒ Rabbits should	1. Describes the	1. Pronounces,	discovery	the ways of	on.	oard	Int.	

		rabbits	rabbits	be kept in clean places and should be given clean drinking water.  The hutch should be cleaned regularly.  Feeding container should be cleaned very often.	ways of promoting hygiene in a rabbit's hutch.	spells, reads writes and demonstrates meaning of words related to hygiene in rabbits.  2. Reads, internalize and writes texts and questions related to hygiene in rabbits.	Discussion  Observation	promoting hygiene in a rabbit hutch.	Care  Awareness  Fluency  Concern	illustrati on.	sci. pbk 4 Int. sci. sylla bus bk 4	
6	2	Keepin g rabbits	Comm on diseas e of rabbits	Common disease of rabbits.  - Ear canker  - Coccidiosis  - Colds  - scuffles  Signs and symptoms/prevention and  Treatment of common diseases of rabbits.	The learner; 1. Identifies the common diseases of rabbits. 2. States the signs and symptoms diseases of rabbits.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to diseases of rabbits. 2. Reads, internalize and writes texts and questions related to diseases of rabbits.	Guided discovery Discussion Observation	Identifying the common diseases of rabbits.  Stating the signs and symptoms diseases of rabbits.	Appreciation. Care  Awareness  Fluency  Concern	Chalkb oard illustrati on.	Mk. Int. sci. pbk 4  Int. sci. sylla bus bk 4	

6	3	Keepin	Keepin	Keeping Rabbit	The learner;	The learner;	Guided	Defining the	Appreciati-	Chalkb	Mk.	
		g	g	Records	1. Defines the	1. Pronounces,	discovery	term	on.	oard	Int.	
		rabbits	Rabbit	⇒ Records refer to	term records.	spells, reads		records.	Care	illustrati	sci.	
			Record	written information		writes and	Discussion			on.	pbk	
			S	on various activities	2. Mentions the	demonstrates		Mentioning			4	
				carried out on a	types of records	meaning of		the types of	Awareness			
				farm.	kept on a rabbit	words related to	Observati	records kept				
				Types of records in	farm.	record keeping.	on	on a rabbit				
				rabbit keeping		2. Reads,		farm.	Fluency			
				1. Sales and	3 States the	internalize and					Int.	
				expenditure	importance of	writes texts and		Stating the			sci.	
				records	keeping records	questions related	Illustration	importance	Concern		sylla	
				2. Labour records	kept on a rabbit	to record		of keeping			bus	
				3. Health records		keeping.		records kept			bk 4	
				Other records				on a rabbit				
				⇒ Number of								
				rabbits on a farm.								
				⇒ Date of mating								
				so as to prepare								
				the nesting boxes								
				where the doe								
				will produce								
				from.								
				Importance of record								
				keeping.								
				⇒ It enables a								
				farmer to know								
				whether he is								
				making profits or								
				losses.								
				⇒ It enables a								
				farmer to know								
				when to carry out								

some farm activities. ⇒ It enables a farmer to get loans from bank	s.			
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## VICTORIOUS EDUCATION SERVICE PRIMARY FOUR SCIENCE SCHEME OF WORK FOR TERM II, 2023

W K	P D	THEME	S/TOPIC	CONTENT	SUBJ. COMP'NCES	LANG. COMP'NCES	METHODS	ACTIVITIES	IND. OF LSV	INST.MAT	REF.	REM
1	1	OUR FOOD	CLASSES OF FOOD	CLASSES OF FOOD -Go Foods -Grow Foods -Glow Foods Examples of each class of food. Go foods:- maize, cassava, millet, bread Grow foods:- fish, meat , chicken, beans Glow foods:- fruits fresh leafy vegetables	The learner; -states classes of food -gives examples of class of food	The learner; Pronounces spells, reads, writes and demonstrates meaning of words related to classes of food.	Brain storming Guided discovery Class discussion	-reading and spelling words, -drawing the examples of the given foods.	Awaren ess, Care, appreci ation	millet seeds cassava tubers, maize flour	Mk inte grat ed scie nce bk 4	
1	2	Our food	food values	Food values These are useful food substances that the body needs to live.  examples; carbohydrates -vitamins -proteins -fats and oils -mineral salts  Carbohydrates -They are also called energy giving foods. (GO-foods) -They provide energy	The learner; -names the food values -defines carbohydrates -gives examples to carbohydrates -state the importance of carbohydrates to the body.	Thelearner; Pronounces spells, reads, writes and demonstrates meaning of words related to food values and carbohydrates.	Brain storming Guided discovery Class discussion observatio n	Observing some examples of food stuffs rich in carbohyd rates.	- Fluency , - observa tion, - care, awaren ess	millet seeds cassava tubers, maize flour	Mk inte grat ed scie nce bk 4	

				to the body.  Examples of food stuffs that are rich in carbohydrates Millet, maize, cassava, sugar, bread, sweet potato.							
1	3	Our food	vitami ns and minera I salts	vitamins and mineral salts  These are healthy giving foods. examples of mineral salts; -calcium -phosphorous -magnesium -iodine -iron etc. Food staffs ( sources of mineral; salts) fruits -milk, liver, iodized salt, Vegetables, egg yolk, cereals, ripe banana, corns, etc. examples of vitamins; -vitamins are given names of alphabet from A to E i.e. Vitamin A,B,C,D,E sources of vitamins/food stuffs with vitamins	The learner; -names food stuffs that are rich in mineral salts and vitaminsdefines vitamins and mineral salts -identifies some names given to minerals salts and vitamins	The learner; Pronounces spells, reads, writes and demonstrates meaning of words related to mineral salts and vitamins heat energy to the body	Brain storming Guided discovery Class discussion observatio n	Observing some examples of food stuffs rich in carbohyd rates.	Fluency , appreci ation, care.	iodized salt fruits leafy vegetabl es	Mk inte grat ed scie nce bk 4  P.4 curr icul um

				fruits, leafy vegetables Yoghurt, carrots, etc.								
1	4	Our food	Food values	PROOTEINS, FATS AND OILS. proteins -Proteins are body building foods. uses of proteins -they build body cells -they help to repair body tissues. sources/ foods rich in proteins fish, meat, eggs, beans, chicken uses of proteins -they build body cells -they help to repair body tissues. sources/ foods rich in proteins fish, meat, eggs, beans, chicken Fats and oils; These are energy giving foods that provide sources/ foods that provide sources/ foods that are rich in fats and oils simsim, meat	The learner; -names food stuffs that are rich in proteins -defines proteins and fats and oilsidentifies food stuffs rich in fats and oils	the learner; Pronounces spells, reads, writes and demonstrates meaning of words related to fats and oils and proteins	Brain storming Guided discovery Class discussion observation	Observing some examples of food stuffs rich in carbohyd rates	Fluency, appreciation, care	iodized salt fruits leafy vegetables	Mk inte grat ed scie nce bk4 4	

1	5	Our	Deficie	deficiency diseases;	The learner;	the learner;	Brain		Fluency	iodized	Mk	
		food	ncy	-These are diseases	-defines	Pronounces	storming	Observing	,	salt	inte	
			diseas	one gets when their	deficiency	spells, reads,	Guided	some	appreci	fruits	grat	
			es	bodies does not have	diseases	writes and	discovery	examples	ation,	leafy	ed	
				enough of essential	-identifies		Class	of food	care	vegetabl	scie	
				food values	examples of	demonstrates	discussion	stuffs rich		es	nce	
				Examples of	deficiency	meaning of	observatio	in			bk4	
				deficiency diseases	diseases	words related	n	carbohyd				
				-Night blindness	-states the	to deficiency		rates.				
				-Kwashiorkor	cause of	diseases						
				-Beriberi	kwashiorkor							
				-Pellagra								
				-Marasmus								
				-Scurvy								
				-Anaemia								
				-Goitre								
				-Rickets								
				KWASHIORKOR								
				-it is cause by lack of								
				enough proteins in the								
				body								
				signs of a child with								
				kwashiorkor								
				-swollen belly								
				-swollen moon face								

1	6	Our food	maras mus and night blindn ess	-it is caused by lacked of enough carbohydrates in the body signs of a child with marasmus -swollen belly -always hungry -the face looks like that an old person -wasted muscles (thin body)  NIGHT BLINDNESS it is also called poor night vision -it is caused by shortage of vitamin A in the body prevention of night blindness -eat foods rich in vitamin A e.g. cereals	The learner; -states the cause of kwashiorkor -states the signs of marasmus in children -states the cause of night blindness -gives ways of preventing marasmus and kwashiorkor	the learner; Pronounces spells, reads, writes and demonstrates meaning of words related to night blindness, marasmus	observatio n, guided discovery, guided class discussion question and answer	Observing a chart showing a child suffering from marasmus	Fluency , appreci ation, care	charts with children sufferin g from maras mus		
2	1	Our food	scurvy	SCURVY -This is a deficiency disease caused by lack of vitamin C signs of scurvy -bleeding of the gums - poor healing of	The learner; -states the cause of kwashiorkor -states the signs of marasmus in children	the learner; Pronounces spells, reads, writes and demonstrates meaning of	observatio n, guided discovery, guided class discussion question	Observing on a chart showing different signs 0f beriberi	Fluency , appreci ation, care	charts with children sufferin g from scurvy	Mk int. sci. pbk 4	

			wounds  BERI BERI  -It is caused by shortage of vitamin B1 in the body.  signs of Beriberi  -swelling of arms and legs -muscle spasms	-states the cause of night blindness -gives ways of preventing marasmus and kwashiorkor	words related to scurvy and beriberi	and answer				Pry. 4 sci. curr.  New fount. Pbk 4
2 3	Our food	Goifre	Goitre This is the swelling if the thyroid gland in the throat. it is caused by lack of enough of iodine mineral Rickets This a deficiency diseases caused by lack of enough of vitamin D signs of rickets in children -bones become soft and swollen -bones become and form a bow-like shape prevention of rickets -feed on feeds rick in vitamin D -expose the body on sunshine	The learner; -states the cause of kwashiorkor -states the signs of marasmus in children -states the cause of night blindness -gives ways of preventing goiter and rickets.	the learner; Pronounces spells, reads, writes and demonstrates meaning of words related to rickets and goitre.	Observation guided discovery,  guided class discussion  question and answer	Observing on a chart showing different signs Of rickets	Fluency , appreci ation, care	charts with children sufferin g from rickets	Mk int. sci. pbk 4  Pry. 4 sci. curr.  New fount. Pbk 4

2	4	Our food	anemia	Anaemia tis sis a body condition caused by lack of iron or blood in the body. signs of anaemia -pale gums -white finger nails -extreme body weakness and tiredness.	The learner; -states the cause of anaemia -states the signs of anemia in children	the learner; Pronounces spells, reads, writes and demonstrates meaning of words related to anemia	observatio n, guided discovery, guided class discussion question and answer	Observing on a chart showing different signs 0f anemia	Fluency , appreci ation, care	charts with children sufferin g from anemia	Mk int. sci. pbk 4  Pry. 4 sci. curr.
2	5	Our food	Food contamination	How food gets contaminated; -serving food on dirty -serving food with dirty hands -leaving cooked food uncovered Dangers of food contamination -easy spread of diarrhea diseases. prevention of food contamination -washing hands before handling food -serving food in clean containers -keeping left over food well covered	the learner; Pronounces spells, reads, writes and demonstrates meaning of words related to food contamination.	the learner; Pronounces spells, reads, writes and demonstrates meaning of words related to food contamination	observatio n, guided discovery, guided class discussion question and answer	Observing on a chart showing different ways we prevent food contamin ation.	Fluency , appreci ation, care	charts showin g ways of prevent ing food contam ination	Mk int. sci. pbk 4  Pry. 4 sci. curr.  New fount. Pbk 4

2	6	Our food	Preparation of a simple local dish at home.	How to prepare matoke locally steps: -peeling -boiling -steaming note; Matoke can also be prepared by roasting.	the learner; demonstrates ways of preparing matoke at home.	the learner; Pronounces spells, reads, writes and demonstrates meaning of words related to major organs of the human body.	observatio n, guided discovery, guided class discussion question and answer	-peeling and practicin g preparing a local dish of matoke	self- discove ry, - accura cy, self- esteem, care	Pictures showin g people peeling matoke knife, banan a, water,	Mk int. sci. pbk 4  Pry. 4 sci. curr.  New fount. Pbk 4
3	1	Human body organs	major organs of the body	Major organs of the body -eyes, -ears, -nose, -brain, kidney, -stomach (diagram) Internal body organs  Brain  Lungs Heart Stomach Kidney Intestines	the learner;- names the major body organs -draws the structure that shows the major organs of the human body.	the learner; Pronounces spells, reads, writes and demonstrates meaning of words related to human body organs	observatio n, guided discovery, guided class discussion question and answer		self- discove ry, - accura cy, self- esteem, care	a chart with d	Mk int. sci. pbk 4  Pry. 4 sci. curr.  New fount. Pbk 4

3	2	Human body organs	kidneys	Human beings have two bean shaped kidneys. The structure of the kidneys.	The learner; 1. Describes kidneys. 2. Draws and labels the parts of kidneys.	The learner; 1.pronounces,s pells,reads,writ es and demonstrates meaning of words related to kidneys	Brain storming Guided discovery Class discussion	Drawing the structure of the kidney	self- discove ry, - accura cy, self- esteem, care	A chart showin g the structur e of the kidneys	Mk int. sci. pbk 4  Pry. 4 sci. curr.  New fount. Pbk 4
3	3	Human body organs	lungs	The lungs There are two lungs in the human body The structure of lungs	The learner; 1. Draws and labels the structure of lungs.	The learner; Pronounces,sp ells,reads writes and demonstrates meaning of words related tolungs.	Brain storming Guided discovery Class discussion	Drawing the structure of the lungs	Critical thinking Appreciation Fluency Care	An illustrati on of the lungs on a chart.	Mk int. sci. pbk 4  Pry. 4 sci. curr.  New fount. Pbk 4

3	4	dy organs		The lungs The heart is located in the chest cavity between the lungs.  Structure of the heart	The learner; 1.Draws the structure of the heart. 2. Answers the given questions on the heart.	The learner; Pronounces,sp ells reads, reads writes and demonstrates meaning of words related to the heart.	Observation. Guided discovery Class discussion	Drawing the structure of the heart	Appreciation  Care	Drawin g diagra ms showin g lungs	Mk int. sci. pbk 4  Pry. 4 sci.
		Human body	The heart						Kindnes s		New fount.
3	5			The liver  This is found below the lungs in the abdominal cavity  The liver produces bile which helps to break down food	The learner; 1. Draws the structure of the liver. 2. Answers given questions on the liver	The learner;	Observatio n. Guided discovery Class discussion	Observation Drawing the structure of the liver.	Fluency Appreciation		Mk int. sci. pbk 4
		sur		into small particles.					Care Kindnes		Pry. 4 sci. curr.
		Human body organs	T he liver	Gall bladder					S		New fount. Pbk 4

3	6			The structure of the	The learner;	The learner;	Observatio	Drawing	Drawin	a chart	Mk
	•			stomach	1 draws the	Pronounces,sp	n.	the		with	int.
				The stomach is one of	structure of the	ells,read,writes	Guided	structure	g		sci.
									diagra	diagra	
				the organs of the	stomach	and	discovery	of the	ms	ms of	pbk 4
				digestive system	2.answers the	demonstrates	Class	stomach.	showin	the	
				<sup>-</sup> The stomach stores	questions	words related	discussion		g lungs.	stomac	
		so.		food for some time		to the liver.				h	
		Ë		Structure of the							Pry. 4
		organs		stomach							sci.
		0 /	_	][							curr.
		β	stomach	) (							
		ρq	ב								New
		ä	호								fount.
		Human body	S S								Pbk 4
		로	The	11 stomach							
4	1			This is the soft organ	The learner;	The learner;	Observatio	Drawing	Critical	a chart	Mk
"	•			protected by the skull.	1. Draws the	Pronounces,sp	n.	the	thinking	with	int.
				The brain controls all	structure of the	ells,read,writes	Guided	structure	Appreci	diagra	sci.
				activities of the body	brain	and	discovery	of the	ation	ms of	pbk 4
				Structure	2. Gives the	demonstrates	Class	brain	fluency	the	PDK 4
				Silociole	functions of the	words related	discussion	Didiri	libericy	brain	
				Structure of the brain	brain.	to the brain	discussion			brain	
				Structure of the brain	Diani.						Dn. 4
		ıus									Pry. 4
		organs		Brain							sci.
		ō		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \							curr.
		δ	_	4 11/							N
		oq	בּיּ≣	From all a sea of the a leavely							New
		Human body	The brain of the brain	Functions of the brain							fount.
		JW	he he	It stores information							Pbk 4
		후	he ¥	For thinking							
		_		For reasoning							

4	2	Human body organs	How the Human body Works	How the human body works  ⇒ The human body takes in food through the mouth oxygen during breathing.  ⇒ Breathing is the taking in and out of oxygen.  ⇒ The human body transports food and oxygen to different parts of the body.  ⇒ The human body uses food and oxygen to get energy. Food and oxygen is moved around the body by the blood.  ⇒ The human body removes wastes Examples of waste materials  ⇒ Urine ⇒ sweat ⇒ carbon dioxide	The learner; 1. describes how the body works. 2. Mentions the examples of waste materials.	The learner; 1. Pronounces, spells, reads writes and demonstrate s meaning of words related to how the human body works. 2. Reads, internalize and writes texts and questions to relatedhow the human body works.	Guided discovery Discussion observation	Describin g how the human body works.  Mentionin g example of waste material of the human body.	Appreciation.  Care  Awareness  Fluency  Concern	Chalkb oard illustrati on.	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4
4	3	The teeth	Sets of teeth	Sets of teeth  ⇒ Humans beings grow two sets of	The learner, 1. Describes the sets of teeth.	The learner; 1. Pronounces, spells, reads	Guided discovery	Describin g the sets of teeth	Appreci ation.	A chart showin a sets	Mk. Int. sci.
				teeth in their life time namely, ⇒Milk teeth	2. Describes the milk teeth	writes and demonstrate s meaning of	Discussion	i.e. The milk teeth and	Care	of teeth	pbk 4

				⇒ Permanent teeth  Milk teeth  ⇒ Milk teeth are the first set of teeth in children.  ⇒ They are twenty in number  ⇒ Theystart appearing in children at the age of 5-9months  ⇒ Milk teeth start falling out at the age of 5-6 years  ⇒ The incisors are the first to grow and the first to fall out	and the permanent teeth	words related sets of teeth e.g. Milk teeth, permanent, canine, incisors and premolars. 2. Reads, internalize and writes texts and questions related to sets of teeth.	observatio n	permane nt teeth.	Awaren ess  Fluency  Concer n		Int. sci. syllab us bk 4	
4	4	The teeth	Types of	Types of teeth i) Canines	<b>The learner</b> ; 1. States the	The learner; 1. Pronounces,	Guided discovery	Stating the types	Appreci ation.	A chart showin	Mk. Int.	
		ieeiii	teeth	ii) Incisors	types of teeth.	spells, reads	GISCOVEIY	of teeth.	GIIOH.	g	sci.	
				iii) Pre Molar	2. Describes the	writes and			Care	incisors	pbk 4	
				iv)Molars	canine and	demonstrate				and		
				Canines	incisor teeth.	s meaning of	Discussion	Describin		canine		
				⇒ Canines are sharp,	3. States the	words		g the	A	teeth.		
				and pointed.	importance of the canine and	related types		incisors and	Awaren			
				⇒ They are used for tearing food.	incisor teeth.	of teeth e.g. canine,	Observatio	canine	ess		Int.	
				realing lood.	moson reem.	Carinie,		Carinio	l	l	1111.	

Struct	ure of a canine 4. D	Describes the	incisors,	n	teeth.		sci.	
	tooth add	aptation of	molars and				syllab	
		canines and	premolars.				us bk	
	inci	isor teeth to	2. Reads,		Stating		4	
	thei	eir function.	internalize		the	Fluency		
			and writes		functions	,		
			texts and		of the			
	ptation to its		questions		canine	Concer		
funct			related to		and	n		
	y are sharp and		sets of teeth.		incisor	''		
l I I '	ted for tearing		3013 01 100111.		teeth.			
food					100111.			
Incisor								
1 1 1 1 1	y are chisel				Describin			
sha	•				g the			
	y have one root				adaptati			
Structu	ure of an incisor				ons of the			
					canines			
	z =				and			
	\				incisor			
	)/							
Adapte	ation to its				teeth to their			
function					_			
	are chisel				functions.			
	ped for cutting.							
	e are four							
inciso	ors in each jaw.							

4	5	Types	Pre	Pre molars	The learner;	The learner;	Guided	Describin	Appreci	A chart	Mk.
		of	molars	$\Rightarrow$ They are broad at	2. Describes the	1. Pronounces,	discovery	g the	ation.	showin	Int.
		teeth	And	the top with two	premolars and	spells, reads		molars		g	sci.
			Molars	cups/ridges	molar teeth.	writes and		and pre	Care	molars	pbk 4
				$\Rightarrow$ They have one root.	3. States the	demonstrate		molars		and pre	
				Structure of a pre	importance of	s meaning of	Discussion	teeth.		molars	
				molar	the pre molars	words				teeth.	
				(F)	and molars	related types			Awaren		
				1 7	teeth.	of teeth e.g.		Stating	ess		
				$\bigvee$	4. Describes the	canine,	Observatio	the			Int.
				Adaptation to its	adaptation of	incisors,	n	functions			sci.
				function	the molars and	molars and		of the			syllab
				⇒They have broad	pre molars to	premolars.		molars			us bk
				tops with ridges for	their function.	2. Reads,		and pre			4
				crushing food.		internalize		molars	Fluency		
				Molars		and writes		teeth.			
				⇒ They have broad		texts and					
				wide tops with 3-5		questions		Describin	Concer		
				ridges.		related to		g the	n		
				Structure of a molar		sets of teeth.		adaptati			
								ons of the			
				Adaptation to its				molars			
				function				and pre			
				⇒They have broad				molars			
				tops with cups for				teeth.			
				crushing food				to their			
				-				functions.			
4	6	The	Region	Regions of a tooth	The learner;	The learner;	Guided	Identifyin	Appreci	A chart	Mk.
		teeth	s of the	⇒ A tooth has three	2. Identifies the	1. Pronounces,	discovery	g regions	ation.	showin	Int.
			teeth	regions namely;	regions of the	spells, reads		of the		9	sci.
				a)The crown	tooth.	writes and		tooth.	Care	regions	pbk 4
				b) The neck	3. Draws and	demonstrate				of the	
				c)The root	labels the	s meaning of	Discussion			tooth	
					regions of the	words		Drawing			

					tooth.	related regions of the tooth 2. Reads, internalize and writes texts and questions related to regions of the tooth	Observatio n	and labeling the regions of the tooth	Awaren ess  Fluency  Concer n		Int. sci. syllab us bk 4
5	1	The teeth	Parts of a tooth	Internal structure of a tooth  enamel pulp cavity Nerve endings  Blood capillaries	The learner;  1. Draws and labels parts of a canine and molar tooth	The learner; 1. Pronounces, spells, reads writes and demonstrate s meaning of words related parts	Guided discovery Discussion	Drawing the structure of the tooth.	Appreciation.  Care	A chart showin g the structur e of a tooth	Mk. Int. sci. pbk 4
				The enamel The dentine The pulp cavity Nerve endings Blood capillaries		of the tooth 2. Reads, internalize and writes texts and questions related to parts of the tooth	Observatio n	the parts of a tooth.	ess Fluency Concer		Int. sci. syllab us bk 4

5	2	The	Parts of	Functions of parts of at	The learner'	The learner;	Guided	Stating	Appreci	A chart	Mk.
		teeth	the	tooth	1. States the	<ol> <li>Pronounces,</li> </ol>	discovery	the	ation.	showin	Int.
			tooth	The enamel	functions of	spells, reads		functions		g the	sci.
				⇒It is the hardest outer	parts of the	writes and		of parts of	Care	structur	pbk 4
				part of the tooth.	tooth.	demonstrate		the tooth		e of a	
				⇒The enamel protects		s meaning of	Discussion			tooth	
				the inside part of the		words					
				tooth to wear and		related parts		Labeling	Awaren		
				tear.		of the tooth		the parts	ess		
				<u>The dentine</u>		2. Reads,	Observatio	of a			Int.
				⇒It is the biggest part		internalize	n	tooth.			sci.
				of a tooth.		and writes			Fluency		syllab
				⇒The dentine contains		texts and					us bk
				the pulp cavity and		questions					4
				living cells through		related to			Concer		
				which it receives		parts of the			n		
				food.		tooth					
				The pulp cavity							
				⇒It is the sensitive part							
				of the tooth							
				⇒The pulp cavity							
				contains blood							
				vessels and nerves							
				which are sensitive to heat coldness							
				and pain							
				Nerve endings							
				⇒They pick nerve							
				⇒ mey pick herve signals/ messages							
				and send them to							
				the brain for							
				interpretation.							
				Blood capillaries							
				⇒They send blood,							
		<u> </u>	L	— They seria blood,					<u> </u>		

			oxygen and digested food to the tooth.								
5	3	The	Care of our teeth	The learner;	The learner;	Guided	Identifyin	Appreci	A tooth	Mk.	
3	3	teeth	<ul> <li>⇒ We need to care for our teeth and keep them healthy.</li> <li>⇒ The general cleanliness for our mouth is called oral hygiene.</li> <li>Ways of cleaning for the teeth</li> <li>⇒ Brushing the teeth every after a meal to remove the food remains.</li> <li>⇒ By dental flossing to</li> </ul>	1. Identifies the ways of caring for the teeth. 2. States the materials used to clean teeth. 3. Draws the materials used to clean teeth.	<ol> <li>Pronounces, spells, reads writes and demonstrate s meaning of words related to care for the teeth.</li> <li>Reads, internalize and writes texts and questions</li> </ol>	discovery  Discussion  Observation  Illustration	g the ways of caring for the teeth.  Stating the materials used to clean teeth.	Appreciation.  Care  Awaren ess  Fluency  Concer	brush, tooth paste, dental floss.	Int. sci. syllab us bk	
			remove food particles between the teeth.		related to care for the teeth.	Demonstra tion	the materials used to	n			
			Things we use to care				clean				
			for our teeth  ⇒ Tooth brush  ⇒ Tooth paste  ⇒ Dental floss  ⇒ Clean water				teeth.				

F	4	The	Diagra	Diagram of the Living	The leaves are	The leave ev	Cuidad	Outlining:	A mora a:	Dioturas	A A Le	
5	4	The	Diseas	Diseases of the teeth	The learner;	The learner;	Guided	Outlining	Appreci	Pictures	Mk.	
		teeth	es of	1. Tooth decay(	1.Outlines the	<ol> <li>Pronounces,</li> </ol>	discovery	the	ation.	of	Int.	
			the	dental caries)	diseases of the	spells, reads		diseases		decaye	sci.	
			teeth	2. Gum	teeth.	writes and		of the	Care	d teeth	pbk 4	
				diseases(gingivitis)		demonstrate		teeth.				
						s meaning of	Discussion					
				3. Dental plague	2. States the	words		Stating				
				4. Periodontal	signs and	related to		the signs	Awaren			
				disease	symptoms of the	diseases of		and	ess			
				Refer to the table of	diseases of the	the teeth.	Observatio	symptoms			Int.	
				diseases of the teeth in	teeth.	2. Reads,	l n	of			sci.	
				the lesson notes.		internalize		diseases	Fluency		syllab	
					3. Mentions the	and writes	Illustration	of the	,		us bk	
				Disorders of the teeth	ways of	texts and		teeth.			4	
				<ul> <li>Disorders of the</li> </ul>	preventing the	questions		Mentionin	Concer			
				teeth	diseases of the	related to	Demonstra	g ways of	n			
				i) Poor growth of teeth	teeth.	diseases of	tion	preventin	' '			
				(malocclusion)	4. Identifies the	the teeth.	IIOII	l .				
				ii) broken or cracked	disorders of the	ine leem.		g				
				teeth				diseases				
				Control of teeth	teeth and how			of the				
				disorders	they can be			teeth				
					controlled.							
				⇒ Avoid biting hard								
				things.								
				⇒Avoid rough games.								

5	5	tion	Import ance of good sanitati on.	sanitation  ⇒ Sanitation is the general cleanliness of our environment. • Importance of good sanitation in our environment  ⇒ Carrying out proper sanitation keeps the place free from vectors  ⇒ Proper sanitation prevents the diseases in an area  ⇒ Proper sanitation prevents bad smell.  ⇒ Proper sanitation preventswater contamination	The learner; 1. Defines sanitation. 2. States the activities that can be done to promote propersanitation . 3.gives the importance of good sanitation in our environment	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to sanitation 2. Reads, internalize and writes texts and questions related to sanitation.	Guided discovery  Discussion  Observation  Illustration  Demonstration	Answers questions given on how to promote sanitation.	Apprecia tion. Awarene ss Care.	Water Broom hoe rake	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4
5	6		Germs and Diseas es	What are germs? Germs are small organisms that cause diseases. Note; Wecannot see germs with our naked eyes(a microscope is used to detect germs) Examples of germs Virus Bacteria	The learner; Defines germs. 2. States examples of germs. 3. Mentions places where germs can be found.	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to sanitation. 2. Reads, internalize and writes texts and questions related to sanitation.	Guided discovery  Discussion  Observation  Illustration	Answerin g questions. Reading and writing work.	Apprecia tion. Awarene ss Care.	Workca rds	Mk. Int. sci. pbk 4  Int. sci. syllab us bk 4

6	1	Protozoa Fungi Places where germs can be found(habitats for germs) In un boiled water In the soil In air In human and animal faeces On plants In human body and other animals In dirtyplaces like latrine Ways through which germs are spread. Through drinking contaminated water. Through eating	The learner; 1.Mentions the ways through which germs are spread 2.names the diseases spread through the given ways on	The learner; 1. Pronounces, spells, reads writes and demonstrates meaning of words related to sanitation. 2. Reads, integrals and	Demonstra tion  Discussion  Observatio	Mentionin g ways through which germs are spread	Audibilit y Critical thinking fluency	A chart showin g the stages in the 4fs.	Comp rehen sive scien ce book 4 Primar y	
			_	2. Reads, internalize and	Observatio n				y curric	
		contaminated food.  Through bites of		writes texts and questions	Illustration				ulum book4	
		insects and animals.		related to sanitation.	Demonstra				•	
		Through breathing			tion					

6 2	2 san	nita	germs	contaminated air.  Through contact with people having germs.  Table showing ways germs are spread and their causative agents  The 4fs germ path	The learner;	The learner;		Describin	audibilit	Chart	Comp	
	tion		genna	and economic importance Is the way germs are spread by houseflies through faeces, flies , food fingers (4fs) Flies carry germs on their legs wings and hairy bodies from faeces onto our food.	1.writes 4fs in full. 2.describes the stages of the 4fs path.	1. Pronounces, spells, reads writes and	Discussion  Observation  Illustration  Demonstration	g stages in the 4fs germ path.	y Critical thinking fluency	showin g the 4fs germ path	rehen sive scien ce book 4 Primar y curric ulum book4	

		disage	Diagram	The logroom	The learner		Listing	audibilit	Mork	Comp	\.
		diseas	Diseases	<b>The</b> learner; <b>1</b> .defines the	The learner; 1. Pronounces,	Discussion	Listing diseases	audibilit	Work cards	Comp rehen	W
		es	A disease is an illness	term disease.	spells, reads	DISCUSSION	that are	y Critical	showin	sive	
				2. lists diseases	writes and		spread	thinking		scien	
			of the body which	that are spread	demonstrates		through	fluency	g disease	ce	
			brings dis orders	through 4fs	meaning of	Observatio	4fs.	libericy	s	book	
			Dilligs dis orders	111100g11413	words related	n	415.		spread	4	
			Diseases spread due		to diseases	11			through	Primar	
			to 4fs.		spread through	Illustration			4fs.	y	
			10 415.		4fs.	1110311011			713.	curric	
			Typhoid		2. Reads,					ulum	
			Diamete e e		internalize and	Demonstra				book4	
			Diarrhea		writes texts and	tion					
			Bilharzia.		questions						
			Dysentery		related to 4fs.						
			Dysernery								
			malaria								
6	3	Ways	Ways of protecting	The learner;	The learner;	Discussion	.mentioni	audibilit	environ	Comp	
		of	against germs and	1.mentions	<ol> <li>Pronounces,</li> </ol>		ng the	У	ment	rehen	
		protect		Ways of	spells, reads		Ways of	Critical		sive	
		ing	diseases	,	writes and		protectin	thinking		scien	
		agains	Keeping our homes	protecting	demonstrates	Observatio	g against	fluency		се	
		t		against	meaning of	n	germsan			book	
		germs	and school clean.		words related		d 			4	
		and	Cleaning and covering	germsand	to protection	Illustration	diseases			Primar	
		diseas	latrines.	diseases	against germs and diseases					y	
		es	idinities.		2. Reads,	Demonstra				curric ulum	
			Keeping our kitchen		internalize and	tion				book4	
			clean.		writes texts and	11011				DOORT	
					questions						
			Covering our food		related to						
			properly.		germs and						
			,		_						

Washing hands before	diseases			
eating food.				
Washing and ironing				
clothes and beddings.				
Cutting tall grass				
around our homes.				