SCHEME OF WORK FOR P.4 SCIENCE TERM I 2022

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **THEME** | **SUB- THEME** | **CONTENT** | **COMPETENCES** | **METHODS** | **ACTIVITY** | **LIFE SKILLS AND**  **VALUES** | **INSTRUCTIONAL MATERIALS** | **REF** |
| **1** | **1** | **WORLD OF LIVING THINGS**  **WORLD OF** | **PLANT LIFE**  **PLANT LIFE** | **Types of plants**   * Flowering plants * Non flowering plants.   **Flowering plants**   * Definition. * Examples of flowering plants * Parts of a flowering plant. * Functions of each part. * Systems of a flowering plant   **Main parts of a flowering plant**   1. Leaves    * Structure    * Uses of leaves.    * Types of leaves.    * Leaf venation   **Process in leaves**   * Photosynthesis * Transpiration  1. **Stems**    * Types of stems.    * Function of the stem.    * Ways how weak stems climb others. 2. **Roots**    * Describe roots.    * Functions of roots.    * Types of roots. 3. **Flowers** | **Language competence**  The learner:   * Spells the words correctly. * Pronounce the given words correctly.   Subject competences The learner:   * States the types of plants. * Name the parts of a flowering plant. * Discusses the functions of parts of a flowering plant.   **Subject competences**  The learner:   * States the type of stems * Describes the functions of stems and roots. * States the uses of flowers to man and plants.   **Language competence**  The learner:-   * Pronounces the words correctly. * Spells the given words correctly.   **Subject competences**  The learner: | -Guided discovery  -Discussion  -Demonstration  -Question and answer.  -Explanation | -Note taking  -Drawing  -Naming | Critical thinking.  Problem solving.  Decision making.  Effective communicatio n | * Prepared chart. * Leaves. * flowers | Comp. Science Pupils book 4.  MK  integrated scie pupils bk 4 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **LIVING THINGS** |  | - Definition  **-** The structure   * Functions of parts of a flower. * Uses of a flower to man and plants.   **Pollination**   * Definition. * Types of pollination. * Agents of pollination. * Characteristics of wind and insect pollinated flowers.   **Fertilization**   * Definition. * Where it takes place in a flower. * Reproductive parts of a flower.   \*Pistil  \*stamen  **Seeds**   * Definition * Structure of seeds * Types / classes / groups of seeds. * Functions of seeds.   **Germination**   * Definition * Types of germination. * Conditions necessary for germination. | * Defines fertilization. * Identifies the reproductive parts of a flower. * Draws different structures of seeds and the different types of germination.   **Language competences**  The learner:   * Pronounces the given words correctly. * Spells’ and writes the words   correctly.   * Make correct sentences using the given words. |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **WORLD OF LIVING THINGS** | **GROWING CROPS** | **Crops**   * Definition * Common crops grown   \*Maize  \*Sorghum  \*Peas, etc  **Groups of crops**   * Perennial crops. * Annual crops. * Definition and examples of the above groups of crops.   **Garden tools**   * Examples * Uses of each garden tool. * Caring for the garden tools.   **Crop growing practices Land preparation**   * Tools used. * Activities involved in land preparation. * When land is prepared (season)   **Planting materials selection.**   * Why it is done? * Qualities of a good planting material (viable seeds) * How different crops are planted (propagation)   **Planting**   * Methods / ways of planting. * Description of the methods. * Advantages and disadvantages of each method. | **Subject competences**  The learner:-   * Identifies common crops grown. * States the groups of crops and explains each. * Identifies garden tools and their uses.   **Language competences.**  The learner:   * Spells, pronounce, reads and write given words correctly.   **Subject competences**  The learner:-   * Identifies tools used in land preparation. * Describes how different crops are propagated or planted. * Identifies methods of planting.   **Language competences**  The learner:-   * Pronounces, spells, reads, writes and makes sentences using the given words. | -Question and answer.  -Discovery  -Inquiry Demonstration | -Answering question  -Writing  -Demonstration | -Awareness  -Creative thinking  -Care Responsibility | * Real objects (plants) * A chart with garden tools. |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **WORLD OF LIVING THINGS** | **GROWING CROPS** | **Nursery bed**   * Definition * Crops first planted in a nursery bed. * Define transplanting. * Advantages and disadvantages of a nursery bed. * Hardening off   **Caring for crops**   * Weeding   \*Definition  \*Examples of weeds  \*Importance  \*Dangers   * Manure * Watering   **Pruning**   * Definition * Tools * Advantages and disadvantages.   **Thinning**   * Definition * Advantages.   **Mulching**   * Definition * Examples of mulches. * Advantages and disadvantages of mulching. | **Subject competences**  The learner:   * Defines a nursery bed. * Identifies crops first planted in a nursery bed. * Discusses ways of caring for crops.   **Language competences**  The learner:-   * Reads and writes the words. * Makes correct sentences using the given words. | Discussion  Question and answer.  Explanation |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **WORLD OF LIVING THINGS** | **GROWING CROPS** | * Staking * Gap fitting * **Pests and disease control** * Definition of pests. * Examples of pests. * Effects of pests and diseases. * Diseases of some crops. * Signs of diseases. * Ways of controlling pests and diseases * **Harvesting** * Definition * When to harvest and why? * Tools used in harvesting. * **Food preservation** * Definition * Methods of preserving food. * **Storage** * Examples of storage pests. * Types of stores. * Qualities of a good store. | **Subject competences**  The learner:-   * Defines a pest. * Gives examples of pests. * Discusses ways of controlling pests and disease.   **Language competences**  The learner:   * Pronounces, spells, reads the given words correctly.   **Subject competences**  The learner:-   * Identifies examples of storage pests. * States the types of stores.   **Language competences**  The learner:-   * Pronounces, spells the words correctly. | Discussion.  Explanation. | Defining. Writing. Reading | Responsibility Concern.  Honesty. |  |  |
|  |  | **OUR ENVIRON MENT** | **Weather changes around us.** | * Definition of weather and climate * Types of weather. * Elements of weather * Weather struments * Structures of weather instruments. | **Subjects**  The learner:-   * Describes the changes in weather. * Makes accurate measurements of rainfall. * Uses thermometer to measure temperature. | -Group work.  -Guided discovery.  -Question and answer.  -Guided discussion. | Answering both oral and written questions. | -Effective communicatio n  -Critical thinking  -Creative thinking.  -Problem  solving. | Weather chart. Clinical thermometer  A chart showing clinical thermometer. | Comprehe nsive book four pg.  Mk.scie Bk 4  Integrated Bk. 4. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **OUR ENVIRON MENT** | **Weather changes around us.** | .**Types of rainfall.**   * Formation of rain. * Advantages of rain and disadvantages.   **Sunshine**   * Advantages and dangers of sunshine.   **Cloud cover**   * Types of clouds and their characteristics. * Advantages of clouds.   **Wind**   * Defnition. * Instrument used to measure. * Advantages of wind.   **Humidity:**   * Definition. * Instrument used to measure. * Advantages of humidity.   **Atmosperic pressure**   * Definition. * Causes. * Instrument used.   **Temperature**   * Definition * Instrument used * Types of thermometer.  1. **Clinical thermoter**.    * Structure.    * Liquid used and reasons why they are used.   - Normal body temperature of | * Draws a simple weather chart. * Names the parts of thermometer.   Languages. The learner:-   * Explains orally the water cycle. * Pronounce, spell and write parts of a clinical thermometer. |  |  | -Self awareness.  -Prediction |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | both scales.  (b) Minimum and miximum  **thermometer.**  - Structure. |  |  |  |  |  |  |
|  | **3**  **4** | **HUMAN HEALTH** | **Personal Hygiene** | **Personal hygiene.**   * Definition. * Ways of keeping our body clean. * Items used in keeping our bodies clean. * How to keep things at home clean. e.g   + Bedroom   + Beddings   + Kitchen * Importance of keeping our bodies clean.   + Remove germs.   + Remove dirt.   \*Avoid bad smell.   * + Keep health.   + Be smart. | **Subject:**  The learner should be able to:-   * Define personal hygiene. * State ways of keeping our bodies clean. * Give the importance of personal hygiene. * Demonstrate clean body activities.   **Language.**   * Spell the words correctly. * Pronounce the words correctly. * Write the words in correct spelling. | -Discussion.  -Discovery  -Demonstration  -Observation Question and answer. | -Combing hair.  -Brushing teeth.  -Washing the face.  -Cutting finger nails short. | -Appreciation.  -Caring.  -  Responsibility  -Self esteem  -  Assertiveness | * Comb * Water * Tooth paste. * Tooth brush. * Nail cutters. | MK.  Integrated primary Science Bk. |

SCHEME OF WORK FOR P.4 SCIENCE TERM II 2022

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **THEME** | **SUB- THEME** | **CONTENT** | **COMPETENCES** | **METHODS** | **ACTIVITY** | **LIFE SKILLS AND**  **VALUES** | **INSTRUCTIONAL MATERIALS** | **REF** |
| **1** | **1** | **HUMAN HEALTH** | **OUR FOOD** | **OUR FOOD**   * Definition:   \*Food  \*Feeding  \*Nutrition   * **Sources of food**   \*Super markets  \*Markets  \*Shops  \*Gardens   * Why we eat food. (5Hs) * Uses of food in the body. * Balanced diet.   \*Definition  \*Components of balanced diet (classes of food)   * Sources of food values. Carbohydrates:   Vitamins Proteins  **Deficiency disease etc.**   * Definition * Examples * Causes * Sign of symptoms of each disease. | **Subject:**   * Define   \*Food  \*Feeding  \*Nutrition  \*Balanced diet  \*Defience disease   * State why we eat food?. * Give some sources of food. * Mention some of the components of balanced diet.   **Language**   * Pronounce, spell, write and read words and sentences correctly.   **Language competence**  The learner:-   * Pronounces the words correctly. * Spells the given words correctly. | -Guided discovery  -Group discussion.  -Think pair share. | * Note making. * Collecting food sources of food values.   -Groping them according to food values.  -Drawing and painting different food stuffs. | -Appreciation.  -Care  -Love | - Real objects (food stuffs) | Comp. Science bk  4. Pg.  MK  integrated scie pupils bk 4  Pg. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | * Prevention. * Ways in which food gets contaminated, bad feeding habits. * Prevention of food contamination. * Prevention of simple dishes locally. |  |  |  |  |  |  |
|  |  | **HUMAN BODY** | **THE TEETH** | **TEETH**   * Sets of teeth. * Types of teeth and their uses. * The tooth structure. * Functions of the internal parts of the tooth. * Regions of the tooth. * Diseases and disorders of the teeth. * How to care for the teeth. | **Subject**  The learner:-   * Identifies sets of teeth. * Describes the different types of teeth and their functions. * Draws different types of teeth with correct labeling.   **Languages**   * Reads, writes, pronounces words and sentences correctly. | -Discussion.  -Question and answer.  -Group work. Guided discovery. | * Matching types of teeth to diagrams. * Drawing and labeling teeth structures. * Practicing brushing of teeth. * Answering oral and written questions. | -Effective  communication.  -Self awareness.  -Critical thinking.  -Problem solving.  -Decision making.  - Confidence  -Care  -Acceptance | -A chart showing different types of teeth. | Comprehe nsive scie Bk. 4 pg.  151 – 164.  Intergrated scie. Bk. 4  pg. 112 –  118.  Fountain scie. Bk. 4  pg 119 -  129 |
|  |  | **HUMAN BODY ORGAN** | **Major body organ**   * Definition - Organ. * Examples of major body organs.   + Eyes   + Brain   + Ears   + Stomach   + Nose   + Bladder   + Heart   + Lungs   + Liver   + Tongue. * Structure showing location of each body organ. | **Subject:**   * Identify different body organs. * Define: Organ. * State ways of caring for our body organs. * Draws and labels body organs.   Language:   * Reads, pronounces, spells and writes words correctly. * Answers simple comprehension questions correctly. | -Discussion  -Guided discovery.  -Question and answer.  -  Demonstration. | * Singing a song. * Note making. * Drawing. * Answering both oral and written questions. | -Selfawareness  -Responsibility Confidence  -Fluency.  -Effective communicatio n  -Creative thinking  -Critical thinking. | - Chart showing body organs. |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | * Structure of each part and function. * Diseases and disorders. * Care for each body organ. |  |  |  |  |  |  |
|  |  | **HUMAN HEALTH** | **SANITATION** | * **Definition**   + Its elements * Importance of good sanitation. * Germs and diseases   + Definition   + Where they are found.   + Types of germs   + How they are spread.   + Dangers of germs.   + The germ cycle (4Fs). * **Rotting**   + Definition   + Importance of rotting   + Causes of rotting.   + Dangers of rotting. * Ways of protecting against germs and diseases in our environment. | **Subject**  The learner:-   * Identifies sanitation concerns. * Draws diagrams on transmission of germs (germ path). * Carries out activities of keeping the environment clean.   **Language**   * Spells, write and pronounce words correctly. | -Discussion  -  Demonstration.  -Question and answer.  -Guided discovery. | -Drawing the germ path.  -Answering oral and written questions.  -Demonstrating way of keeping classroom clean. | -Self esteem. Effective communicatio n.  -Critical thinking.  -Problem solving.  -Care  -Love  -Respect. | * Brooms. * Dustbin * Water * Plates * Prepared chats. | Comp. scie BK. 4.  Integrated Scie. Bk.4  MK. Bk. 4  pupils scie. |