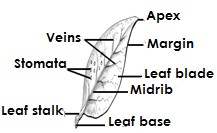
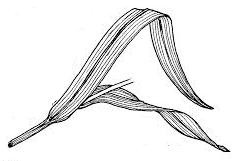
**PRIMARY FOUR SCIENCE SCHEME OF WORK FOR TERM I, 2024**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **W** | **P** | **TOPIC** | **TOPIC** | **CONTENT** | **SUBJ. COMP’NCES** | **LANG. COMP’NCES** | **METHODS** | **ACTIVITIES** | **IND. OF** | **INST.** | **REF.** | **RE** |
| **K** | **D** | **L.S.V** | **MAT.** | **M.** |
| **1** | **1** | **Plant** | **Floweri** | **Flowering plants** | The learner; | The learner; | Guided | Defining | Appreciati- | Floweri | Mk. |  |
| **life** | **ng** | - Flowering plants are | 1. Defines | 1. Pronounces, | discovery | flowering | on. | ng | Int. |  |
|  | **plants** | plants that bear | flowering plants | spells, reads |  | plants |  | plants | sci. |  |
|  |  | flowers. | 2. Gives examples | writes and | Discussion |  | Care |  | pbk 4 |  |
|  |  | **Example of flowering** | of flowering | demonstrates |  |  |  |  |  |  |
|  |  | **plants** | plants. | meaning of |  | Giving |  |  |  |  |
|  |  | - Maize Plants | 3. States the | words related to | observatio | examples |  |  |  |  |
|  |  | - Bean Plants | characteristics | flowering plants | n | of | Awareness |  |  |  |
|  |  | - Banana Plants | of flowering | e.g. Bear, |  | flowering |  |  |  |  |
|  |  | - Tea plants | plants. | reproduce, and |  | plants |  |  | Int. |  |
|  |  | - Coffee Plant | The learner; | flower. |  |  |  |  | sci. |  |
|  |  | **Characteristics of** | 1. Draws the | 2. Reads, |  | Drawing |  |  | syllab |  |
|  |  | **flowering plants** | structure of a | internalize and |  | the |  |  | us bk |  |
|  |  | - Flowering plants | flowering plant. | writes texts and |  | structure of | Fluency |  | 4 |  |
|  |  | bear flowers. | 2. names the | questions |  | a flowering |  |  |  |  |
|  |  | - Most flowering | parts of a | related to |  | plant. |  |  |  |  |
|  |  | plants reproduce | flowering plant | flowering plants. |  |  | Concern |  |  |  |
|  |  | by means of seeds. | 3. Identifies the |  |  | Naming |  |  |  |  |
|  |  | **Structure of a** | systems of a |  |  | parts of a |  |  |  |  |
|  |  | **flowering plant** | flowering plant. |  |  | flowering |  |  |  |  |
|  |  | - Stem | 4. Draws and |  |  | plant. |  |  |  |  |
|  |  | - The root system  - The terminal bud  - Axillary bud  - Node and  internode | names parts of  a flowering plant |  |  |  |  |  |  |  |
| **1** | **2** | **Plant** | **Structu** | **Structure of a leaf** | The learner; | The learner; | Guided | Drawing | Appreciati- | Differen | Mk. |  |
| **life** | **re of a** | 1. Draws the | 1. Pronounces, | discovery | the | on. | t types | Int. |  |
|  | **leaf** | structure of a leaf. | spells, reads |  | structure of |  | of | sci. |  |
|  |  | 2. Names the | writes and | Discussion | a leaf | Care | leaves | pbk 4 |  |



and writes texts

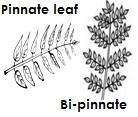
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|  |  |  |  | **Functions of parts of a leaf**  **1. Leaf stalk**  - Holds the leaf on the branch  **2. Midrib**  - Transports manufactured food and water.  **3. Leaf blade**  - Has stomata used for breathing/ gaseous exchange | parts of a leaf.  3. Mentions the functions of each part of a leaf. | demonstrates |  |  |  | brought |  |  |
|  |  |  |  | meaning of | Observati |  |  | in the |  |  |
|  |  |  |  | words related to | on |  |  | class. | Int. |  |
|  |  |  |  | flowering plants |  | Naming | Awareness |  | sci. |  |
|  |  |  |  | e.g. Bear, |  | parts of a |  |  | syllab |  |
|  |  |  |  | reproduce, and |  | leaf. |  |  | us bk |  |
|  |  |  |  | flower. |  |  |  |  | 4 |  |
|  |  |  |  | 2. Reads, internalize |  |  | Fluency |  |  |  |
|  |  |  |  | and questions |  | Mentioning |  |  |  |  |
|  |  |  |  | related to |  | the | Concern |  |  |  |
|  |  |  |  | flowering plants. |  | functions |  |  |  |  |
|  |  |  |  |  |  | of parts of |  |  |  |  |
|  |  |  |  |  |  | a leaf. |  |  |  |  |
| **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 |  |  |
|  |  | 1. 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 |  |  |  |  |



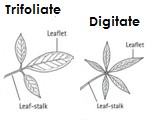
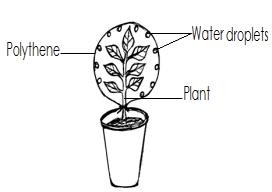
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| **1** |  |  |  |  | The learner; |  | Guided | of leaf |  |  |  |  |
|  |  |  |  | 1. Defines the |  | discovery | venation |  |  |  |  |
|  |  |  |  | term leaf |  |  | Defining |  |  | Mk. |  |
|  |  |  |  | venation. |  | Discussion | leaf | 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



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



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

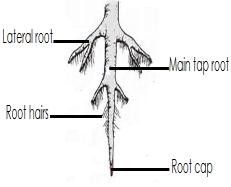


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|  | **6** | **Plant** | **Transpi** | **TRANSPIRATION** | **The learner;** | **The learner;** | Guided | Defining | Appreciati- | The | Mk. |  |
|  | **life** | **ration** | - Transpiration is the | 1. Defines | 1. Pronounces, | discovery | transpiratio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

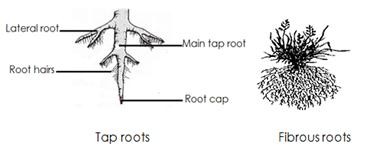
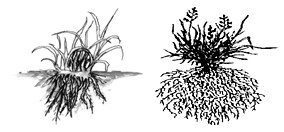
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|  |  |  |  | **transpiration** |  |  |  |  |  |  |  |  |
|  |  |  |  | 1. Temperature |  |  |  |  |  |  |  |  |
|  |  |  |  | 2. Light intensity |  |  |  |  |  |  |  |  |
|  |  |  |  | 3. Humidity |  |  |  |  |  |  |  |  |
|  |  |  |  | 4. Wind |  |  |  |  |  |  |  |  |
|  |  |  |  | 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 |  |  | Care | ment | pbk 4 |  |
|  | **rate of** | leaves in the dry | of transpiration. | meaning of words |  | Giving the |  |  |  |  |
|  | **transpi** | season to reduce | 2. State the | related to |  | importanc |  |  |  |  |
|  | **ration.** | the rate of | dangers of | transpiration | Discussion | e of |  |  |  |  |
|  |  | transpiration. | transpiration. | 2. Reads, |  | 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 |  | nt. | Fluency |  | syllab |  |
|  |  | reduce the size of |  |  | observatio |  |  |  | us bk |  |
|  |  | their leaves to  thorny structures. |  |  | n |  |  |  | 4 |  |
|  |  | 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** |  |  |  |  |  |  |  |  |

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

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|  |  |  |  | photosynthesis. |  |  |  |  |  |  |  |  |
| **2** | **2** | **Plant life** | **Uses of leaves** | **Functions (uses) of leaves to plants**  Leaves make  food for the plant.  Leaves help a plant to carry out  transpiration.  Some leaves store food and water  for the plant e.g.  onions  Some leaves are used for plant  propagation e.g. bryophyllum  **Uses of leaves to people**  Some leaves are  eaten as food e.g. Amaranthus.  Some leaves are used as herbal medicine.  Some leaves are used to thatch  houses.  Plant leaves are used for researech and study purposes. | **The learner**  1. Gives the uses of leaves to  people.  2. Mentions the importance of leaves to plants. | **The learner**  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 | Guided discovery  Discussion  Observati on  Brain storming | Giving the uses of leaves to people.  Mentioning the uses of leaves to plants. | Appreciati- on  Care Awareness Fluency Concern | The local environ ment | Mk. Int. sci. pbk 4  Int. sci. syllab us bk  4 |  |
| **2** | **3** | **Plant** | **roots** | **Root system** | **The learner;** | **The learner** | Guided | Naming | Appreciati- | Grass | Mk. |  |



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|  |  | **life** |  | **ROOTS**  A true root system develops from the radicle of the embryo.  **Types of root system**  1. Tap root system  2. Fibrous root system  **a) Tap root system**  1. **Root hairs:** absorb water and  mineral salts from 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 | 1. Names the systems of roots.  2. Draws a well labelled  structure of a tap root and  fibrous root systems. | 1. Pronounces, spells, reads writes and demonstrates meaning of words related to root systems.  2. Reads, internalize and writes texts and questions related to root systems. | discovery  Discussion  Observati on  Brain storming | types of root systems.  Drawing a well labelled structure of root systems. | on. Care  Awareness Fluency Concern | carrots | Int. sci. pbk 4  Int. sci. syllab us bk  4 |  |



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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | the radicle of a seed  **Illustration** |  |  |  |  |  |  |  |  |
| **2** | **4** | **Plant** | **Types** | **TYPES OF ROOTS** | **The learner;** | **The learner** | Guided | Identifying | Appreciati- | Cassav | Mk. |  |
| **life** | **of root** | 1. Primary roots | 1. Identifies the | 1. Pronounces, | discovery | the types | on. | a | Int. |  |
|  |  | 2. Secondary roots | types of roots. | spells, reads writes |  | of roots. |  | tubers, | sci. |  |
|  |  | **a) Primary roots** |  | and demonstrates |  |  | Care | sweet | pbk 4 |  |
|  |  | These are roots | 2. Describes | meaning of words |  |  |  | potato |  |  |
|  |  | that develop from | primary and | related to types of |  | Describing |  | tubers, |  |  |
|  |  | the radicle of a | secondary roots. | roots | Discussion | primary |  | carrots |  |  |
|  |  | germinating seed. | 3. Mentions | 2. Reads, |  | and | Awareness |  |  |  |
|  |  | **Examples of primary** | examples of | internalize and |  | secondary |  |  |  |  |
|  |  | **roots** | primary and | writes texts and |  | roots. |  |  | Int. |  |
|  |  | 1. Tap roots | secondary roots. | questions related |  |  |  |  | sci. |  |
|  |  | **2.** Fibrous roots |  | to types of roots. |  |  | Fluency |  | syllab |  |
|  |  |  | 4. Draws the |  | Observati | Mentioning |  |  | us bk |  |
|  |  |  | structure of a |  | on | examples |  |  | 4 |  |
|  |  |  | prop root. |  |  | of primary |  |  |  |  |
|  |  |  |  |  |  | and | Concern |  |  |  |
|  |  |  |  |  |  | secondary |  |  |  |  |
|  |  |  |  |  | Brain | roots. |  |  |  |  |
|  |  | **b) Secondary roots**  **(adventitious roots)** |  |  | storming |  |  |  |  |  |

Some roots

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | These are roots that develop from any other part of the plant other than the radicle.  **Examples of adventitious roots** |  |  |  |  |  |  |  |  |
|  |  |  |  | 1. Prop root |  |  |  |  |  |  |  |  |
|  |  |  |  | 2. Stilt roots |  |  |  |  |  |  |  |  |
|  |  |  |  | 3. Buttress roots |  |  |  |  |  |  |  |  |
|  |  |  |  | 4. Storage roots |  |  |  |  |  |  |  |  |
|  |  |  |  | 5. Clasping roots |  |  |  |  |  |  |  |  |
|  |  |  |  | **6.** Breathing roots |  |  |  |  |  |  |  |  |
| **2** | **5** | **Plant** | **Uses of** | **USES OF ROOTS TO** | **The learner;** | **The learner** | Guided | Stating the | Appreciati- | Cassav | Mk. |  |
| **life** | **roots** | **PLANTS** | 1. states the uses | 1. Pronounces, | discovery | uses of | on. | a | Int. |  |
|  |  | Roots fix the | of roots the | spells, reads writes |  | roots to |  | tubers, | sci. |  |
|  |  | plant firmly in | plant, man and | and demonstrates |  | plants, | Care | sweet | pbk 4 |  |
|  |  | to the soil. | the soil/ | meaning of words |  | people |  | potato |  |  |
|  |  | They absorb | environment | related to uses of |  | and soil. |  | tubers, |  |  |
|  |  | water from the |  | roots | Discussion |  |  | carrots. |  |  |
|  |  | soil. |  | 2. Reads, |  |  | Awareness |  |  |  |
|  |  | store food for |  | writes texts and |  |  |  |  | Int. |  |
|  |  | the plant. | **The learner;** | questions related |  |  |  |  | sci. |  |
|  |  | **Uses of roots to man** | 1. states the uses | to uses of roots**.** |  |  | Fluency |  | syllab |  |
|  |  | - Some roots | of roots the |  | Observati |  |  |  | us bk |  |
|  |  | act as food. | plant, man and |  | on |  |  |  | 4 |  |
|  |  | - Some roots | the soil/ |  |  |  |  |  |  |  |
|  |  | are used as | environment |  |  |  | Concern |  |  |  |
|  |  | herbal |  |  |  |  |  |  |  |  |
|  |  | medicine. |  |  | Brain |  |  |  |  |  |
|  |  | - Some roots |  |  | storming |  |  |  |  |  |

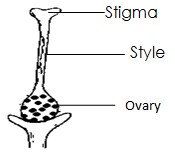
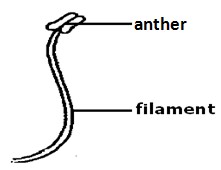
internalize and

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|  |  |  |  | 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** | **Stems** | **Stems** | **The learner;** | **The learner;** | Guided | Naming | Appreciati- | Differen | Mk. |  |
| **life** | **Types Of Stems** | 1. Names the | 1. Pronounces, | discovery | the types | on. | t types | Int. |  |
|  | 1. Upright or erect | types of stems | spells, reads writes |  | of stems. |  | of | sci. |  |
|  | stems |  | and demonstrates |  |  | Care | stems | pbk 4 |  |
|  | 2. Underground | 2. Gives the | meaning of words |  |  |  | availed |  |  |
|  | stems | examples of the  different types | related to stems.  2. Reads, | Discussion | Giving |  | in class. |  |  |
|  | 3. Weak stems. | of stems. | internalize and |  | examples | Awareness |  |  |  |
|  | **1. Upright Or Erect** | 3. Describes the | writes texts and |  | of the |  |  |  |  |
|  | **stems.** | categories of | questions related |  | different |  |  | Int. |  |
|  | They grow | underground | to stems |  | types of |  |  | sci. |  |
|  | straight in space | stems. |  |  | stems. | Fluency |  | syllab |  |
|  | e.g. woody |  |  | Observati |  |  |  | us bk |  |
|  | plants, |  |  | on |  |  |  | 4 |  |
|  | **2. Underground or** |  |  |  |  | Concern |  |  |  |
|  | **storage stems** |  |  |  | Describing |  |  |  |  |
|  | These are stems |  |  |  | the |  |  |  |  |
|  |  |  |  | Brain | different |  |  |  |  |

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|  |  |  |  | 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** | **Stems** | **Weak stems** | **The learner;** | **The learner;** | Guided | Describing | Appreciati- | Differen | Mk. |  |
| **life** | These are weak | 1. Describes weak | 1. Pronounces, | discovery | plants with | on. | t types | Int. |  |
|  | stems which | stems. | spells, reads writes |  | weak |  | of | sci. |  |

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|  |  |  |  | cannot support | 2. Gives examples of weak stems.  3. Mentions ways plants with  weak stems use to climb others. | and demonstrates |  | stems. | Care | stems | pbk 4 |  |
|  |  |  |  | themselves | meaning of words |  |  |  | availed |  |  |
|  |  |  |  | upright. | related to stems |  | Giving |  | in class. |  |  |
|  |  |  |  | To get enough | e.g. erect, weak | Discussion | examples |  |  |  |  |
|  |  |  |  | sunlight. | stems and |  | of plants | Awareness |  |  |  |
|  |  |  |  | **Groups of weak** | underground |  | with weak |  |  |  |  |
|  |  |  |  | **stems** | stems. |  | stems. |  |  | Int. |  |
|  |  |  |  | 1. Climbing stems | 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 |  |  |  |  |
|  |  |  |  | The lateral bud of |  |  | stems to |  |  |  |  |
|  |  |  |  | a plant or the leaf |  | Brain | climb |  |  |  |  |
|  |  |  |  | tip develops into  a tendril.  **Examples of plants which use tendrils** Passion fruits, gourds, cowpeas, pumpkins, cucumber  **2. B y using hooks**  Some plants have downward  pointing thorns.  **3. By twining or clasping**.  Plants clasp  their stems around a  support. |  | storming | others. |  |  |  |  |

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| **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  and firewood.  2. Some stems are used as herbal medicines.  3. Stems are used as food for animals.  4. People use  stems as firewood. | **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  to functions of stems | Guided discovery  Discussion  Observati on  Brain storming | Giving the uses of stems to plants, people and animals.. | Appreciati- on.  Care  Awareness  Fluency  Concern | Weak stems collect ed from the environ ment. | Mk. Int. sci. pbk 4  Int. sci. syllab us bk  4 |  |
| **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 | Appreciati- on.  Care | Flowers from the environ ment. | Mk. Int. sci. pbk 4 |  |

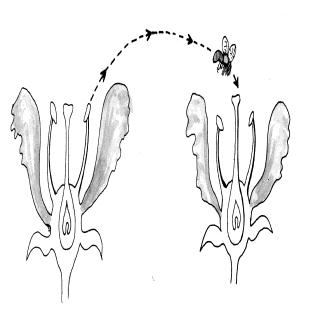


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|  |  |  |  | **structure of a flower**  - Sepals  - petals  **The internal**  **structure of a flower**  - pistil  - stamen  **a) Pistil**  **b). The Stamen**  The stamen is the male part of a flower.  **Illustration** | a flower. | 2. Reads, internalize 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. | Appreciati- on.  Care | The environ ment.. | Mk. Int. sci. pbk 4 |  |

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|  |  |  | **flower** | 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. |  | meaning of words related to parts of a flower.  2. Reads, internalize and  writes texts and  questions related to parts of a flower. | Discussion  Observati on  Brain storming |  | Awareness  Fluency  Concern |  | Int. sci. syllab us bk  4 |  |
| **3** | **4** | **Plant** | **Pollinat** | **POLLINATION** | **The learner** | **The learner;** | Guided | Defining | Appreciati- | Flowers | Mk. |  |
| **life** | **ion** | Pollination is the | 1. Defines | 1. Pronounces, | discovery | pollination. | on. | from | Int. |  |



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|  |  |  |  | transfer of pollen | pollination. | spells, reads writes and demonstrates meaning of words related to pollination.  2. Reads, internalize and  writes texts and  questions related to pollination. |  |  |  | the | sci. |  |
|  |  |  |  | grains from the | 2. Names and |  | Naming | Care | environ | pbk 4 |  |
|  |  |  |  | anthers to the | describes the |  | the types |  | ment. |  |  |
|  |  |  |  | stigma. | types of |  | of |  |  |  |  |
|  |  |  |  | **TYPES OF** | pollination. | Discussion | pollination. | Awareness |  |  |  |
|  |  |  |  | **POLLINATION**  1. Self-pollination | 3. States the  adaptation of |  |  |  | A chart |  |  |
|  |  |  |  | 2. Cross pollination | some flowers to |  |  |  | showin | Int. |  |
|  |  |  |  | **Self-pollination** | self pollination. |  | Describing | Fluency | g an | sci. |  |
|  |  |  |  | This is the transfer |  |  | 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**  The anthers and stigma mature at  the same time e.g.  the conifers.  The flower remains |  |  |  |  |  |  |  |



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|  |  |  |  | closed until self- pollination has taken place e.g. the conifers |  |  |  |  |  |  |  |  |
| **3** | **5** | **Plant** | **Cross** | **Cross pollination** | **The learner;** | **The learner;** | Guided | Describing | Appreciati- | Flowers | Mk. |  |
| **life** | **pollina** | This is the transfer | 1. Describes cross | 1. Pronounces, | discovery | cross | on. | from | Int. |  |
|  | **tion** | of pollen grains | pollination. | spells, reads writes |  | pollination. |  | the | sci. |  |
|  |  | from the anthers of | 2. States the | and demonstrates |  |  | Care | environ | pbk 4 |  |
|  |  | a flower to the | adaptation f | meaning of words |  |  |  | ment. |  |  |
|  |  | stigma of another | some flowers to | related to cross |  | Stating the |  |  |  |  |
|  |  | flower on another | cross pollination. | pollination. | Discussion | adaptation | Awareness |  |  |  |
|  |  | plant of the same | 3. Identifies the | 2. Reads, |  | of some |  | A chart |  |  |
|  |  | species. | agents of | internalize and |  | flowers to |  | showin |  |  |
|  |  | **Illustration** | pollination. | writes texts and |  | cross |  | g cross | Int. |  |
|  |  |  |  | questions related |  | pollination. | Fluency | pollinati | sci. |  |
|  |  |  |  | to cross pollination. |  |  |  | on | syllab |  |
|  |  |  |  |  | Observati |  |  |  | us bk |  |
|  |  |  |  |  | on |  | Concern |  | 4 |  |
|  |  |  |  |  |  | Identifying |  |  |  |  |
|  |  |  |  |  |  | the agents |  |  |  |  |
|  |  |  |  |  |  | of |  |  |  |  |
|  |  |  |  |  | Brain | pollination. |  |  |  |  |
|  |  | **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 |  |  | storming |  |  |  |  |  |

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|  |  |  |  | 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  **5.** 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  Observati on | Mentioning the CCCs of wind  and insect pollinated flowers.  Stating the importanc e of pollination. | Appreciati- on.  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 |  |

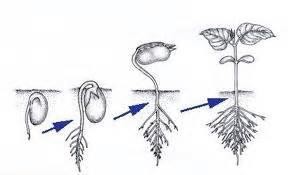
a) Monocotyled

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|  |  |  |  | **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** | **SEEDS** | **SEEDS** | **The learner;** | **The learner;** | Guided | Defining a | Appreciati- | Differen | Mk. |  |
| **life** | A seed is a fertilized | 1. Defines a seed. | 1. Pronounces, | discovery | seed. | on. | t grains | Int. |  |
|  | mature ovule. | 2. Mentions types | spells, reads writes |  |  |  | such as | sci. |  |
|  | **Classification of** | of seeds. | and demonstrates |  |  | Care | maize, | pbk 4 |  |
|  | **seeds** | 3. Describes | meaning of words |  | Mentioning |  | millet, |  |  |
|  |  | monocotyledon | related to seeds |  | the types |  | sorghu |  |  |
|  | onous seeds | ous seeds.  4. States the | like dicot and  monocots. | Discussion | of seeds. | Awareness | m. |  |  |
|  | b) Dicotyledono  us seeds | CCCs of  monocots with | 2. Reads,  internalize and |  | Describing |  |  | Int. |  |
|  | **Monocotyledonous** | relevant | writes texts and |  | monocotyl | Fluency |  | sci. |  |

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

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|  |  |  |  | 1. **Plumule** – develops into shoot system  2. **Radicle** – develops into root system  3. **Testa**– protects the  internal parts from damage.  4. **Cotyledon-** It  stores food for the seed.  5. **Endosperm** stores  food for the embryo |  |  | Brain storming | dicotyledo nous seeds |  |  |  |  |
| **4** | **2** | **Plant life** | **Seed Germi nation** | **Seed Germination**  Germination is the development of a seed embryo into a 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**  - provides the right temperature | **The learner;**  1. Defines the term germination.  2. Mentions the conditions for  seed germination.  3. Describes the importance of each condition necessary for  seed germination. | **The learner;**  1. Pronounces, spells, reads writes and demonstrates meaning of words related to seed germination  2. Reads, internalize and  writes texts and  questions related to Seed  germination. | Guided discovery  Discussion  Observati on  Brain | Defining the term germinatio n.  Mentioning the conditions for seed germinatio n.  Describing the | Appreciati- on.  Care  Awareness  Fluency  Concern | Germin ating seeds.  A chart showin g seed germin ation. | Mk. Int. sci. pbk 4  Int. sci. syllab us bk  4 |  |

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|  |  |  |  | for the |  |  | storming | importanc |  |  |  |  |
|  |  |  |  | germinating seed. |  |  | e of each |  |  |  |  |
|  |  |  |  | **Steps under gone by** |  |  | condition |  |  |  |  |
|  |  |  |  | **a seed during** |  |  | of seed |  |  |  |  |
|  |  |  |  | **germination** |  |  | germinatio |  |  |  |  |
|  |  |  |  | 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. |  |  | n. |  |  |  |  |
| **4** | **3** | **Plant** | **Types** | **Types of germination**  - Epigeal germination  - Hypogeal germination  **Epigeal germination**  - This is the type in which the cotyledon comes out of the ground.  **A bean seed** | **The learner;** | **The learner;** | Guided | Identifying | Appreciati- | A chart | Mk. |  |
| **life** | **of** | 1. The learner | 1. Pronounces, | discovery | the types | on. | showin | Int. |  |
|  | **germin** | identifies the | spells, reads writes |  | of seed |  | g seed | sci. |  |
|  | **ation** | types of | and demonstrates |  | germinatio | Care | germin | pbk 4 |  |
|  |  | germination.  2. Describes each type of | meaning of words  related to seed germination | Discussion | n. | Awareness | ation. |  |  |
|  |  | germination. | 2. Reads, |  | Describing |  |  |  |  |
|  |  | 3. Illustrates to | internalize and |  | epigeal |  |  |  |  |
|  |  | show the two | writes texts and |  | germinatio |  |  | Int. |  |
|  |  | types of | questions related |  | n. | Fluency |  | sci. |  |
|  |  | germination. | to Seed |  |  |  |  | syllab |  |
|  |  | 4. Mentions | germination. | Observati |  |  |  | us bk |  |



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

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

meaning of words

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  | provide hard |  | dormancy |  |  |  |  |  |  |
|  |  |  |  | wood for timbers.  Plants provide |  | Brain |  |  |  |  |  |
|  |  |  |  | oxygen to  animals.  **Uses of plants to animals** |  | storming |  |  |  |  |  |
|  |  |  |  | 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. |  |  |  |  |  |  |  |
| **4** | **6** | **Growi** | **crops** | A crop is a plant that is grown and cared for a particular purpose.  **Groups of crops**  **(categories of** | **The learner;** | **The learner;** | Guided | Naming | Appreciati- | Environ | Mk. |  |
| **ng** | 1. Names the | 1. Pronounces, | discovery | examples | on. | ment | Int. |  |
| **crops** | examples of | spells, reads writes |  | of crops. |  |  | sci. |  |
|  | common crops. | and demonstrates |  |  | Care |  | pbk 4 |  |
|  | 2. Identifies the | related to crops. |  | Identifying |  |  |  |  |

Sun flower

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  | **crops)** | groups of crops. | 2. Reads, | Discussion | the groups | Awareness |  |  |  |
|  |  |  |  | 1. Annual crops |  | internalize and |  | of crops. |  |  | Int. |  |
|  |  |  |  | 2. perennial crops | 3. Mention | writes texts and |  |  |  |  | sci. |  |
|  |  |  |  | **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 |  |  |  |
|  |  |  |  | **Examples of annual** |  |  |  | each |  |  |  |  |
|  |  |  |  | **crops** |  |  |  | group. |  |  |  |  |
|  |  |  |  | sorghum |  |  | Brain |  |  |  |  |  |
|  |  |  |  | Beans  Peas maize  Ground nuts  **Perennial crops:**  These are crops that are harvested year after year.  **Examples of perennial crops**  Coffee crop  tea crop banana crop. |  |  | storming |  |  |  |  |  |
| **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 | t | pbk 4 |  |
|  |  | - Spade | structures and | meaning of words |  |  |  | garden |  |  |
|  |  | - Axe | states their uses. | related to garden |  |  |  | tools. |  |  |
|  |  | - Rake |  | tools | Discussion | Drawing | Awareness |  |  |  |

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

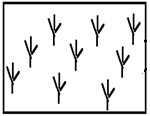
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **g** | **n tools** | **tools.**  - More garden tools  - Secateur  - Pruning saw  - Knives  - Sickle  **Their structure and uses.** | common tools  2. Draws their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

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|  |  |  |  | a brown coloured |  |  |  | different |  |  |  |  |
|  |  |  |  | substance called |  |  | Brain | garden |  |  |  |  |
|  |  |  |  | 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** |  |  | storming | tools. |  |  |  |  |
|  |  |  |  | By painting |  |  |  |  |  |  |  |  |
|  |  |  |  | metallic garden |  |  |  |  |  |  |  |  |
|  |  |  |  | tools. |  |  |  |  |  |  |  |  |
|  |  |  |  | By keeping tools  in cool dry places.  By oiling or greasing some  tools. |  |  |  |  |  |  |  |  |
| **5** | **4** | **Crop** | **Crop** | **Crop Growing** | **The learner,** | **The learner;** | Guided | Mentioning | Appreciati- | The | Mk. |  |
| **growin** | **Growin** | **Practices** | 1. Mentions the | 1. Pronounces, | discovery | the crop | on. | environ | Int. |  |
| **g** | **g** | Crop growing | crop growing | spells, reads writes |  | growing |  | ment | sci. |  |
|  | **Practic** | practices are | practices. | and demonstrates |  | practices. | Care |  | pbk 4 |  |

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|  |  |  | **es** | activities involved |  | meaning of words related to crop growing practices.  2. Reads, internalize and  writes texts and  questions related to crop growing practices. |  |  |  |  |  |  |
|  |  |  | in the production  of food e.g. | 2. Describes land  preparation. | Discussion |  | Awareness |  |  |  |
|  |  |  | 1. Land preparation |  |  | Describing |  |  | Int. |  |
|  |  |  | 2. Selecting seeds | 3. States the |  | land |  |  | sci. |  |
|  |  |  | for planting | different |  | preparatio |  |  | syllab |  |
|  |  |  | 3. Planting or | activities done |  | n | Fluency |  | us bk |  |
|  |  |  | sawing  4. Transplanting | during land  preparation. | Observati |  |  |  | 4 |  |
|  |  |  | **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**  **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 |  |  | prparation |  |  |  |  |
| **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. |  |

They should be of

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | **g** |  | putting seeds in | term planting. | spells, reads writes and demonstrates meaning of words related to planting  2. Reads, internalize and writes texts and questions related to planting. |  | planting |  | dem. | sci. |  |
|  |  |  | holes and | 2. Mentions |  |  | Care | Garden | pbk 4 |  |
|  |  |  | covering with soil. | examples of |  |  |  | . |  |  |
|  |  |  | **Example of planting** | planting |  |  |  |  |  |  |
|  |  |  | **materials** | materials. | Discussion | Mentioning | Awareness |  |  |  |
|  |  |  | - Seeds, suckers, | 3. Identifies the |  | examples |  |  | Int. |  |
|  |  |  | stem cuttings, bulbs | methods of |  | of planting |  |  | sci. |  |
|  |  |  | **Qualities of good** | planting. |  | materials. |  |  | syllab |  |
|  |  |  | **planting materials** |  |  |  | Fluency |  | us bk |  |
|  |  |  | They should be  mature and |  | Observati | Identifies |  |  | 4 |  |
|  |  |  | healthy. |  | on | the | Concern |  |  |  |
|  |  |  | The seeds should |  |  | methods of |  |  |  |  |
|  |  |  | not be broken. |  |  | planting. |  |  |  |  |
|  |  |  | desired |  | Brain |  |  |  |  |  |
|  |  |  | characteristics. |  | storming |  |  |  |  |  |
|  |  |  | **Methods of planting**  1. **Row planting.** This is the planting of  seeds or crops in lines. |  |  |  |  |  |  |  |
| **5** | **6** | **Crop** | **Advan** | **Advantages of raw planting method**  It makes weeding easy.  It controls easy | **The learner;** | **The learner;** | Guided | Stating the | Appreciati- | The | Mk. |  |
| **growin** | **tages** | 1. States the | 1. Pronounces, | discovery | advantage | on. | school | Int. |  |
| **g** | **of raw** | advantages | spells, reads writes |  | and |  | dem. | sci. |  |
|  | **plantin** | and | and demonstrates |  | disadvanta | Care | Garden | pbk 4 |  |
|  | **g** | disadvantages | meaning of words |  | ges of row |  | . |  |  |



a garden.

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|  |  |  | **metho** | spread of | of raw planting.  2. Mentions examples of crops that can be planted in rows. | related to row planting  2. Reads, internalize and  writes texts and questions related  to row planting |  | planting. |  |  |  |  |
|  |  |  | **d** | diseases and | Discussion |  | Awareness |  |  |  |
|  |  |  |  | pests. |  |  |  |  | Int. |  |
|  |  |  |  | It makes |  |  |  |  | sci. |  |
|  |  |  |  | harvesting easy. |  | Mentioning |  |  | syllab |  |
|  |  |  |  | It prevents |  | examples | Fluency |  | us bk |  |
|  |  |  |  | wastage of seeds |  | of crops |  |  | 4 |  |
|  |  |  |  | and other | Observati | that can |  |  |  |  |
|  |  |  |  | planting | on | be planted | Concern |  |  |  |
|  |  |  |  | materials.  It allows proper spacing of crops. |  | in rows. |  |  |  |  |
|  |  |  |  | **Disadvantages of** | Brain |  |  |  |  |  |
|  |  |  |  | **raw planting** | storming |  |  |  |  |  |
|  |  |  |  | It needs a lot of  labour.  It is allows proper spacing of crops.  **Examples of crops**  **planted by raw planting** |  |  |  |  |  |  |
|  |  |  |  | 1. Maize |  |  |  |  |  |  |
|  |  |  |  | 2. Pineapples |  |  |  |  |  |  |
|  |  |  |  | 3. Beans |  |  |  |  |  |  |
|  |  |  |  | 4. Potatoes |  |  |  |  |  |  |
|  |  |  |  | **5.** Cassava |  |  |  |  |  |  |
| **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. |  |
| **g** | **g** | planting of seeds | describes | spells, reads writes |  | advantage |  | dem. | sci. |  |
|  |  | by throwing them | broadcasting | and demonstrates |  | and | Care | Garden | pbk 4 |  |
|  |  | using the hand in | method. | meaning of words |  | disadvanta |  | . |  |  |
|  |  |  | 2. States the | related to |  | ges of |  |  |  |  |
|  |  |  | advantages | broadcasting | Discussion | broadcasti | Awareness |  |  |  |

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|  |  |  |  | **Illustration**  **Crops planted by broadcasting method**  1. Simsim  2. Millet  **Advantages of broadcasting**  **method**  It saves time.  It does not need a lot of labour.  **Disadvantages of broadcasting method**  It can lead to easy spread of  diseases.  Many tines, crops do not yield as  expected. | 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 broadcasti ng  method.  Naming examples crops that can be broadcast ed. | Fluency  Concern |  | Int. sci. syllab us bk  4 |  |
| **6** | **1** | **Crop growin g** | **A nursery bed** | **A nursery bed**  A nursery bed is a place where seedlings are raised. | 1. Defines a nursery bed.  2. Mentions examples of  crops that can | **The learner;**  1. Pronounces, spells, reads writes and demonstrates meaning of words | Guided discovery | Defining a nursery bed. | Appreciati- on.  Care | The school dem. Garden  . | Mk. Int. sci. pbk 4 |  |

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|  |  |  |  | **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 |  |  |
|  |  |  |  | **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 |  | A | 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**  **nursery bed** |  |  | on |  | Concern |  |  |  |
|  |  |  |  | It protects  seedlings from |  |  |  | States the |  |  |  |  |
|  |  |  |  | too much direct |  |  | Brain | importanc |  |  |  |  |
|  |  |  |  | sunshine. |  |  | storming | e of a |  |  |  |  |
|  |  |  |  | It protects |  |  |  | nursery |  |  |  |  |
|  |  |  |  | seedlings from  too much wind and rainfall.  **Transplanting** |  |  |  | bed. |  |  |  |  |
|  |  |  |  | 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 plants**  Weeding | **The learner;** | **The learner;** | Guided | Mentioning | Appreciati- | The | Mk. |  |
| **growin** | **of** | 1. Mentions the | 1. Pronounces, | discovery | different | on. | school | Int. |  |
| **g** | **caring** | different ways of | spells, reads writes |  | ways of |  | dem. | sci. |  |



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

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|  |  |  |  | **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 germinate. | 3. Identifies | weeding. | Discussion |  | Awareness | A chart |  |  |
|  |  |  |  | garden tools | 2. Reads, |  |  |  | showin | Int. |  |
|  |  |  |  | used foe | internalize and |  | Describing |  | g | sci. |  |
|  |  |  |  | weeding. | writes texts and |  | the |  | A | syllab |  |
|  |  |  |  | 4. Mentions | questions related |  | meaning | Fluency | weedin | us bk |  |
|  |  |  |  | dangers of | to weeding |  | of staking. |  | g tool. | 4 |  |
|  |  |  |  | weeds. |  | Observati |  |  |  |  |  |
|  |  |  |  |  |  | on |  | Concern |  |  |  |
|  |  |  |  |  |  |  | Naming |  |  |  |  |
|  |  |  |  |  |  |  | examples |  |  |  |  |
|  |  |  |  |  |  | Brain | of crops |  |  |  |  |
|  |  |  |  |  |  | storming | that can |  |  |  |  |
|  |  |  |  |  |  |  | be staked. |  |  |  |  |
| **6** | **4** | **Crop** | **Thinnin** | **Thinning and** | **The learner;** | **The learner;** | Guided | Mentioning | Appreciati- | The | Mk. |  |
| **growin** | **g and** | Thinning is the | 1. Defines thinning | 1. Pronounces, | discovery | different | on. | school | Int. |  |
| **g** | **prunin** | removal of excess | and pruning. | spells, reads writes |  | ways of |  | dem. | sci. |  |
|  | **g** | seedlings in the | 2. States the | and demonstrates |  | caring for | Care | Garden | pbk 4 |  |
|  |  | garden.  **Advantages of** | advantages of  thinning and | meaning of words  related to thinning |  | crops. |  | . |  |  |

2. Sunflower

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|  |  |  |  | **thinning crops** | pruning. | and pruning | Discussion |  | Awareness |  |  |  |
|  |  |  |  | It creates space | 2. Reads, |  |  |  |  | Int. |  |
|  |  |  |  | for crops to grow | internalize and |  | Describing |  |  | sci. |  |
|  |  |  |  | It makes weeding | writes texts and |  | the |  |  | syllab |  |
|  |  |  |  | easy | questions related |  | meaning | Fluency |  | us bk |  |
|  |  |  |  | **Commonly thinned**  **crops** | to thinning and  pruning | Observati | of staking. |  |  | 4 |  |
|  |  |  |  | 1. Cotton |  | on |  | Concern |  |  |  |
|  |  |  |  | **Pruning** |  |  | Naming |  |  |  |  |
|  |  |  |  | Pruning is the |  |  | examples |  |  |  |  |
|  |  |  |  | removal of |  | Brain | of crops |  |  |  |  |
|  |  |  |  | unwanted parts |  | storming | that can |  |  |  |  |
|  |  |  |  | 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**  1. orange plant  **2.** banana plant |  |  | be staked. |  |  |  |  |
| **6** | **5** | **Crop** | **Mulchi** | **Mulching** | **The learner;** | **The learner;** | Guided | Defining | Appreciati- | The | Mk. |  |
| **growin** | **ng** | Mulching is the | 1. Defines | 1. Pronounces, | discovery | mulching. | on. | school | Int. |  |
| **g** |  | covering of top soil | mulching. | spells, reads writes |  |  |  | dem. | sci. |  |
|  |  | with dry plant | 2. States the | and demonstrates |  | Stating the | Care | Garden | pbk 4 |  |
|  |  | materials in the | advantages | meaning of words |  | advantage |  | . |  |  |

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|  |  |  |  | garden. | and | related to |  | and |  |  |  |  |
|  |  |  |  | **Examples of mulches** | disadvantages | mulching and | Discussion | disadvanta | Awareness |  |  |  |
|  |  |  |  | Dry banana leaves | of mulches. | manuring |  | ges of |  |  | Int. |  |
|  |  |  |  | **Advantages of** | 3. Describes | 2. Reads, |  | mulching. |  |  | sci. |  |
|  |  |  |  | **mulching** | manuring. | internalize and |  |  |  |  | syllab |  |
|  |  |  |  | Mulching keeps | 4. States the | writes texts and |  |  | Fluency |  | us bk |  |
|  |  |  |  | moisture in the soil | importance of | questions related |  | Describing |  |  | 4 |  |
|  |  |  |  | Mulching controls | manuring. | to mulching and | Observati | manure. |  |  |  |  |
|  |  |  |  | soil erosion  **Disadvantages of** |  | manuring. | on |  | Concern |  |  |  |
|  |  |  |  | **mulching**  Mulches can |  |  |  | Stating the |  |  |  |  |
|  |  |  |  | easily catch fire |  |  | Brain | importanc |  |  |  |  |
|  |  |  |  | and burn crops. |  |  | storming | e of |  |  |  |  |
|  |  |  |  | Mulches are  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. |  |  |  | manuring. |  |  |  |  |

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

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|  |  |  |  | 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 |  |  |  |  |  |  |  |  |
| **7** | **1** | **Crop** |  | **Record keeping** | **The learner;** | **The learner;** | Guided | Defining | Appreciati- | The | Mk. |  |
| **growin** |  | This is a practice | 1. Defines record | 1. Pronounces, | discovery | the term | on. | school | Int. |  |
| **g** |  | where a farmer | keeping. | spells, reads |  | harvesting. |  | dem. | sci. |  |
|  |  | writes down all | 2. States the | writes and |  |  | Care | Garden | pbk 4 |  |
|  |  | the activities | common | demonstrates |  |  |  | . |  |  |
|  |  | done on the | records kept on | meaning of |  | Mentioning |  |  |  |  |
|  |  | farm. | a crop farmer. | words related to | Discussion | garden | Awareness |  |  |  |
|  |  | Farm records are |  | record keeping. |  | tools for |  |  | Int. |  |
|  |  | written | 3. Gives the | 2. Reads, |  | harvesting. |  |  | sci. |  |
|  |  | information about | importance of | internalize and |  |  |  |  | syllab |  |
|  |  | various activities | keeping | writes texts and |  |  | Fluency |  | us bk |  |
|  |  | carried out on a | records. | questions |  | Identifying |  |  | 4 |  |
|  |  | farm. |  | related to | Observati | ways/ |  |  |  |  |
|  |  | **Types of farm records** |  | record keeping. | on | methods of | Concern |  |  |  |
|  |  | production  records |  |  |  | harvesting |  |  |  |  |
|  |  | inventory records  **Reasons why crop** |  |  | Brain |  |  |  |  |  |

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

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

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|  |  | **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  - Temperature |  |  |  | weather. |  |  |  |  |
|  |  |  | **Rainfall** |  |  | Brain |  |  |  |  |  |
|  |  |  | Rainfall is water  falling in separate drops from clouds.  Rainfall is the amount of rain  water that falls in a certain area at a certain time. |  |  | storming |  |  |  |  |  |
| **7** | **5** | **Weath** | **The** | **WATER CYCLE (rain cycle)**  **How rain is formed.**  - The sun heats water in water bodies and  plants to produce water vapour.  - Water vapour rises into the atmosphere. | **The learner;** | **The learner;** | Guided | Describing | Appreciati- | The | Mk. |  |
| **er** | **water** | 1. Describes the | 1. Pronounces, | discovery | the water | on. | school | Int. |  |
| **chang** | **cycle** | water cycle. | spells, reads |  | cycle. |  | dem. | sci. |  |
| **es** |  |  | writes and |  |  | Care | Garden | pbk 4 |  |
| **aroun** |  | 2. Differentiates | demonstrates |  |  |  | . |  |  |
| **d us** |  | between rain | meaning of |  | Differentiati |  |  |  |  |
|  |  | and rainfall. | words related to | Discussion | ng | Awareness |  |  |  |
|  |  | 3. Draws the | weather |  | between a |  |  | Int. |  |
|  |  | structure of the | 2. Reads, |  | rain and |  |  | sci. |  |
|  |  | water cycle. | internalize and |  | rain fall. |  |  | syllab |  |

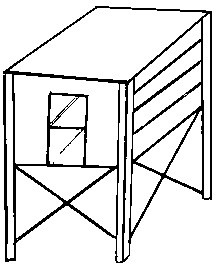
**An illustration of a**

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

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|  |  | **chang** | **re** | - Rainfall is measured | way in which | spells, reads |  | rainfall is |  | g an | sci. |  |
|  |  | **es** | **rainfall** | by an instrument | rainfall is | writes and |  | formed. | Care | illustrati | pbk 4 |  |
|  |  | **aroun** |  | called a rain gauge. | measured. | demonstrates |  |  |  | on of |  |  |
|  |  | **d us.** |  | - Rainfall is measured | 2. Draws the | meaning of |  | Drawing |  | the |  |  |
|  |  |  |  | in millimetres. | structure of the | words related to | Discussion | the | Awareness | water |  |  |
|  |  |  |  | **A DIAGRAM OF A** | rain gauge. | water cycle |  | diagram of |  | cycle. | Int. |  |
|  |  |  |  | **RAIN GAUGE** | 3. Gives the | 2. Reads, |  | the rain |  |  | sci. |  |
|  |  |  |  |  | importance of | internalize and |  | gauge. |  |  | syllab |  |
|  |  |  |  |  | rain to people. | writes texts and |  |  | Fluency |  | us bk |  |
|  |  |  |  |  | 4. States the | questions | Observati |  |  |  | 4 |  |
|  |  |  |  | **Importance of** | danger of | related to water | on | Giving the |  |  |  |  |
|  |  |  |  | **rainfall.** | rainfall. | cycle. |  | importanc | Concern |  |  |  |
|  |  |  |  | - Rainfall cools the  temperature.  - It provides water for |  |  | Brain | e of rain. |  |  |  |  |
|  |  |  |  | seeds. |  |  | storming | Stating the |  |  |  |  |
|  |  |  |  | **Dangers of too much** |  |  |  | dangers of |  |  |  |  |
|  |  |  |  | **rainfall.**  - Heavy rainfall causes floods that  can destroy the  environment.  - Floods carry rubbish and soil into lakes and rivers. |  |  |  | rainfall. |  |  |  |  |
| **8** | **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** | water vapour. | clouds. | writes and |  |  | Care | illustrati | pbk 4 |  |
| **aroun** | **Types of clouds** | 2. Identifies the | demonstrates |  | Identifying |  | on of |  |  |
| **d us** | **Cirrus** - furthest in | types of clouds. | meaning of |  | the types |  | the |  |  |
|  | the sky. |  | words related to | Discussion | of clouds. | Awareness | water |  |  |
|  | **Cumulus** | 3. Gives the | weather chart |  |  |  | cycle. | Int. |  |

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|  |  |  |  | **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:**  -Temperature is the degree of hotness or |  |  | storming | Describing |  |  |  |  |
|  |  |  |  | coldness of a body |  |  |  | the types |  |  |  |  |
|  |  |  |  | or a place. |  |  |  | of |  |  |  |  |
|  |  |  |  | - The instrument used |  |  |  | thermomet |  |  |  |  |
|  |  |  |  | to measure  temperature is called a thermometer.  - **Types of**  **thermometers.**  - Clinical thermometer  - six’s thermometer  - wall thermometer |  |  |  | ers. |  |  |  |  |
| **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. |  |

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



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

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

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