Wk	Lsn	Strand/ Theme	Sub Strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment Methods	Ref
1	1	**LIVING THINGS**	**Skeleton and Muscles** Functions of human skeleton	By the end of the lesson the learner should be able to: a. State the parts of a human beings skeleton b. Describe the functions of the skeleton in human beings. c. Develop interest in caring for human skeleton	1. What is the main function of the human skeleton?	Learners are guided to watcha video to observe the parts of human skeleton (Skull, backbone, ribcage, limb bones). **NB: Detailed structure not required** Learners are guided to discuss the functions of human skeleton (Skull, backbone, ribcage, limb bones).	• Realia • Pictures • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 31* • *Super minds Scie. and Tech TG Pg. 44*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	2		**Skeleton and Muscles** Functions of human skeleton	By the end of the lesson the learner should be able to: a. State the parts of a human beings skeleton b. Describe the functions of the skeleton in human beings. c. Develop interest in caring for human skeleton	1. What is the main function of the human skeleton?	Learners are guided to watcha video to observe the parts of human skeleton (Skull, backbone, ribcage, limb bones). **NB: Detailed structure not required** Learners are guided to discuss the functions of human skeleton (Skull, backbone, ribcage, limb bones).	• Realia • Pictures • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 31* • *Super minds Scie. and Tech TG Pg. 44*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	3		**The breathing system** Parts of a human breathing system	By the end of the lesson the learner should be able to: a. identify parts of the human breathing system b. draw and label the parts of the human breathing system	1. How can we prevent most of the illnesses of the breathing system?	In groups leaners use visualaids and digital devices to observe, identify and record parts of the human breathing system (nose, trachea, lungs, diaphragm)	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech*	a) question and answer method, b) class quizzes c) individual performance assessment and	

				c. Develop interest in protecting the breathing system.		Learners draw and label the parts of the human breathing system ***Note: - Mechanisms of breathing in and out not required***	• *Learners Bk. Pg. 32-33* • *Super minds Scie. and Tech TG Pg. 46-47*	d) project work	
	4		**The breathing system** Parts of a human breathing system	By the end of the lesson the learner should be able to: a. identify parts of the human breathing system b. draw and label the parts of the human breathing system c. Develop interest in protecting the breathing system.	1. How can we prevent most of the illnesses of the breathing system?	In groups, learners use visual aids and digital devices to observe, identify and record parts of the human breathing system (nose, trachea, lungs, diaphragm) Learners draw and label the parts of the human breathing system ***Note: - Mechanisms of breathing in and out not required***	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 32-33* • *Super minds Scie. and Tech TG Pg. 46-47*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
2	**1**		**The breathing system** Functions of the human breathing system	By the end of the lesson the learner should be able to: a. identify parts of the human breathing system b. state the functions of major parts of the human breathing system c. Develop interest in protecting the breathing system.	1. How can we prevent most of the illnesses of the breathing system?	In groups learners use visual aids and digital devices to observe, identify and record parts of the human breathing system (nose, trachea, lungs, diaphragm) In groups learners discuss the functions of each part of the human breathing system (Nose, trachea, lungs, and diaphragm.) ***Note: - Mechanisms of breathing in and out not required***	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 34* • *Super minds Scie. and Tech TG Pg. 48*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	2		**The breathing system** Functions of the human breathing system	By the end of the lesson the learner should be able to: a. identify parts of the human breathing system b. state the functions of major parts of the human breathing system c. Develop interest in protecting the breathing system.	1. How can we prevent most of the illnesses of the breathing system?	In groups, learners use visual aids and digital devices to observe, identify and record parts of the human breathing system (nose, trachea, lungs, diaphragm) in groups learners discuss the functions of each part of the human breathing system (Nose, trachea, lungs, and diaphragm.) ***Note: - Mechanisms of breathing in and out not***	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 34* • *Super minds Scie. and Tech TG Pg. 48*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	

						required			
	3		**The breathing system** Human breathing system	By the end of the lesson the learner should be able to: a. identify parts of the human breathing system b. draw and label the parts the human breathing system c. Develop interest in protecting the breathing system.	1. How can we prevent most of the illnesses of the breathing system?	In groups learners use visual aids and digital devices to observe, identify and record parts of the human breathing system (nose, trachea, lungs, diaphragm) Learners draw and label the parts of the human breathing system ***Note: - Mechanisms of breathing in and out not required***	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 34* • *Super minds Scie. and Tech TG Pg. 48*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	4		**The breathing system** Diseases that affect the breathing system	By the end of the lesson the learner should be able to: a. state the functions of major parts of the human breathing system b. Discuss the cause of illnesses that affect the breathing system. c. Develop interest in protecting the breathing system.	1. How can we prevent most of the illnesses of the breathing system?	In groups, learners use visual aids and digital devices to observe, identify and record parts of the human breathing system (nose, trachea, lungs, diaphragm) Learners discuss causes, signs, symptoms and prevention of diseases that affect the human breathing system (Colds, influenza, tuberculosis, pneumonia, asthma, coughs). ***Note: - Mechanisms of breathing in and out not required***	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 35-38* • *Super minds Scie. and Tech TG Pg. 48*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
3	**1**		**The breathing system** Diseases that affect the breathing system	By the end of the lesson the learner should be able to: a. state the functions of major parts of the human breathing system b. Discuss the cause of illnesses that affect the breathing system. c. Develop interest in protecting the breathing system.	1. How can we prevent most of the illnesses of the breathing system?	In groups learners use visual aids and digital devices to observe, identify and record parts of the human breathing system (nose, trachea, lungs, diaphragm) learners discuss causes, signs, symptoms and preventionof diseases that affect the human breathing system (Colds, influenza, tuberculosis, pneumonia, asthma, coughs). ***Note: - Mechanisms of breathing in and out not required***	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 35-38* • *Super minds Scie. and Tech TG Pg. 48*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	

	2		**The breathing system** Signs and symptoms of illness that affect the breathing system	By the end of the lesson the learner should be able to: a. state the functions of major parts of the human breathing system b. Discuss the signs and symptoms of illnesses that affect the breathing system. c. Develop interest in protecting the breathing system.	1. How can we prevent most of the illnesses of the breathing system?	In groups, learners use visual aids and digital devices to observe, identify and record parts of the human breathing system (nose, trachea, lungs, diaphragm) learners discuss causes, signs, symptoms and preventionof diseases that affect the human breathing system (Colds, influenza, tuberculosis, pneumonia, asthma, coughs). ***Note: - Mechanisms of breathing in and out not required***	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 35-38* • *Super minds Scie. and Tech TG Pg. 48*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	3		**The breathing system** Signs and symptoms of illness that affect the breathing system	By the end of the lesson the learner should be able to: a. state the functions of major parts of the human breathing system b. Discuss the signs and symptoms of illnesses that affect the breathing system. c. Develop interest in protecting the breathing system.	1. How can we prevent most of the illnesses of the breathing system?	learners use visualaids and digital devices to observe, identify and record parts of the human breathing system (nose, trachea, lungs, diaphragm) learners discuss causes, signs, symptoms and preventionof diseases that affect the human breathing system (Colds, influenza, tuberculosis, pneumonia, asthma, coughs). ***Note: - Mechanisms of breathing in and out not required***	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 35-38* • *Super minds Scie. and Tech TG Pg. 48*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	4		**The breathing system** Prevention of illness that affect the breathing system	By the end of the lesson the learner should be able to: a. Watch a video clip on prevention of illness that affect the breathing system b. Discuss the cause, signs and symptoms and prevention of illnesses that affect the breathing system. c. Develop interest in protecting the breathing system.	1. How can we prevent most of the illnesses of the breathing system?	Learners discuss the functions of each part of thehuman breathing system (Nose, trachea, lungs, and diaphragm.) Learners discuss causes, signs, symptoms and prevention of diseases that affect the human breathing system (Colds, influenza, tuberculosis, pneumonia, asthma, coughs). ***Note: - Mechanisms of breathing in and out not required***	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 35-38* • *Super minds Scie. and Tech TG Pg. 48*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	

4	**1**		**The breathing system** Modelling of the human breathing system	By the end of the lesson the learner should be able to: a. Watch a video clip on the model of a human breathing system b. Model a human breathing system using locally available materials c. Observe safety while handling materials d. Develop interest in protecting the breathing system.	1. How can we prevent most of the illnesses of the breathing system?	***Project:*** *Learners work in groups to make models of the human breathing system using locally available materials.*	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 39* • *Super minds Scie. and Tech TG Pg. 48*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	2		**The breathing system** Modelling of the human breathing system	By the end of the lesson the learner should be able to: a. Watch a video clip on the model of a human breathing system b. Model a human breathing system using locally available materials c. Observe safety while handling materials d. Develop interest in protecting the breathing system.	1. How can we prevent most of the illnesses of the breathing system?	***Project:*** *Learners work in groups to make models of the human breathing system using locally available materials.*	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 39* • *Super minds Scie. and Tech TG Pg. 48*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	3	**HEALTH EDUCATION**	**Diseases Water borne diseases:** meaning of water borne diseases	By the end of the lesson the learner should be able to: a. explain what is water borne disease b. State some of the water borne diseases c. Desire to prevent water borne diseases ***Hint: biological names of causative agents of specific diseases not required***	1. How do water borne diseases spread? 2. How can typhoid, bilharzia dysentery and cholera be prevented?	Discuss the meaning of water borne and soil transmitted diseases. Learners to use digital devices to learn more about waterborne diseases, internal and external parasites.	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 41-45* • *Super minds Scie. and Tech TG Pg. 53-54*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	4		**Diseases Water borne diseases** Cause of water borne diseases	By the end of the lesson the learner should be able to: a. Name some to the water borne diseases	1. How do water borne diseases spread? 2. How can typhoid, bilharzia dysentery	Discuss the meaning of water borne and soil transmitted diseases. Learners are guided to identify the causes of (Typhoid,	• Realia • Pictures/poster • Videos • Digital devices • Models	a) question and answer method, b) class quizzes	

				b. discuss the cause of some water borne diseases c. Desire to prevent water borne diseases ***Hint: biological names of causative agents of specific diseases not required***	and cholera be prevented?	Bilharzia, Cholera and dysentery) .	• *Super minds Scie. and Tech Learners Bk. Pg. 41-45* • *Super minds Scie. and Tech TG Pg. 53-54*	c) individual performance assessment and d) project work	
5	**1**		**Diseases Water borne diseases** signs, symptoms and prevention of water borne diseases	By the end of the lesson the learner should be able to: a. Name some to the water borne diseases b. discuss the signs and symptoms and prevention of some water borne diseases c. Desire to prevent water borne diseases ***Hint: biological names of causative agents of specific diseases not required***	1. How do water borne diseases spread? 2. How can typhoid, bilharzia dysentery and cholera be prevented?	Discuss the meaning of water borne and soil transmitted diseases. Learners are guiided to identify the causes of (Typhoid, Bilharzia, Cholera and dysentery) Learners are guided to discuss cause, signs, symptoms and preventive measures of typhoid, bilharzia, cholera	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 41-45* • *Super minds Scie. and Tech TG Pg. 53-54*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	2		**External body parasite** Soil Transmitted diseases	By the end of the lesson the learner should be able to: a. discuss the signs and symptoms of common external parasites b. draw and colour some of the external parasite c. desire to keep cleanliness to prevent external body parasites ***Hint: biological names of causative agents of specific diseases not required***	1. How do water borne diseases spread? 2. How can typhoid, bilharzia dysentery and cholera be prevented?	Learners are guided to discuss the signs and symptoms of (scabies, lice and jiggers) Learners to the digital devices to learn more about waterborne diseases, internal and external parasites.	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 46-49* • *Super minds Scie. and Tech TG Pg. 54-55*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	3		**External body parasite** Soil Transmitted diseases	By the end of the lesson the learner should be able to: a. discuss the signs and symptoms of common external parasites b. draw and colour some of the external parasite c. desire to keep cleanliness to prevent external body parasites	1. How do water borne diseases spread? 2. How can typhoid, bilharzia dysentery and cholera be prevented?	Learners are guided to discuss the signs and symptoms of (scabies, lice and jiggers) learners use digital devices to learn more about waterborne diseases, internal and external parasites.	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 46-49*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	

				Hint: biological names of causative agents of specific diseases not required			• *Super minds Scie. and Tech TG Pg. 54-55*		
	4		**External body parasite** Soil Transmitted diseases	By the end of the lesson the learner should be able to: a. discuss the prevention methods of common external parasites b. state some of the external parasites c. desire to keep cleanliness to prevent external body parasites ***Hint: biological names of causative agents of specific diseases not required***	1. How do water borne diseases spread? 2. How can typhoid, bilharzia dysentery and cholera be prevented?	Learners are guided to discuss the signs and symptoms of (scabies, lice and jiggers) Learners to the digital devices to learn more about waterborne diseases, internal and external parasites.	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 46-49* • *Super minds Scie. and Tech TG Pg. 54-55*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
6	**1**		**Internal body parasites** Causes of internal parasites	By the end of the lesson the learner should be able to: a. discuss the causes of common internal parasites b. draw and colour some of the internal parasite c. desire to keep cleanliness to prevent internal body parasites ***Hint: biological names of causative agents of specific diseases not required***	1. How do water borne diseases spread? 2. How can typhoid, bilharzia dysentery and cholera be prevented?	Learners are guided to discuss cause, signs and symptoms of common internalparasites (round worms, pinworms, tape worms, hook worms). Learners to the digital devices to learn more about waterborne diseases, internal and external parasites.	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 50-54* • *Super minds Scie. and Tech TG Pg. 55-56*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	2		**Internal body parasites** Signs and symptoms	By the end of the lesson the learner should be able to: a. discuss the signs of common internal parasites b. name some of the internal parasites c. desire to keep cleanliness to prevent internal body parasites ***Hint: biological names of causative agents of specific diseases not required***	1. How do water borne diseases spread? 2. How can typhoid, bilharzia dysentery and cholera be prevented?	Learners are guided to discuss cause, signs and symptoms of common internal parasites (round worms, pinworms, tape worms, hook worms). Learners to the digital devices to learn more about waterborne diseases, internal and external parasites.	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 50-54* • *Super minds Scie. and Tech TG Pg. 55-56*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	3		**Internal body parasites**	By the end of the lesson the learner should be able to:	1. How do water borne diseases spread?	Learners are guided to discuss cause, signs and symptoms of common internal	• Realia • Pictures/poster • Videos	a) question and answer method,	

			Management of internal parasites	a. discuss the methods of prevention and management of common internal parasites b. name some of the internal parasites c. desire to keep cleanliness to prevent internal body parasites ***Hint: biological names of causative agents of specific diseases not required***	2. How can typhoid, bilharzia dysentery and cholera be prevented?	parasites (round worms, pinworms, tape worms, hook worms). Learner to the digital devices to learn more about waterborne diseases, internal and external parasites.	• Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 50-54* • *Super minds Scie. and Tech TG Pg. 55-56*	b) class quizzes c) individual performance assessment and d) project work	
	4		Making a chart on internal and external parasites	By the end of the lesson the learner should be able to: a. state the difference between internal and external parasites b. Draw a chart showing the cause, signs and symptoms of the water borne diseases, the internal and external parasites. c. desire to keep cleanliness to prevent internal body parasites ***Hint: biological names of causative agents of specific diseases not required***	1. How do water borne diseases spread? 2. How can typhoid, bilharzia dysentery and cholera be prevented?	Learners to the digital devices to learn more about waterborne diseases, internal and external parasites.	• Realia • Pictures/poster • Videos • Digital devices • Models • *Super minds Scie. and Tech Learners Bk. Pg. 50-54* • *Super minds Scie. and Tech TG Pg. 55-56*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
7	**1**	**ENVIRONMENT**	**Solid waste management** Identifying solid waste	By the end of the lesson the learner should be able to: a. Identify solid waste b. Differentiate between waste that decompose easily and waste that does not decompose. c. Appreciate the need for proper management of solid waste in the environment.	1. How should solid waste be disposed?	Learners are guided to identify solid waste Learners are guided to sort sample waste into that which decompose and that which does not decompose	• Realia • Pictures/poster • Videos • Digital devices • *Super minds Scie. and Tech Learners Bk. Pg. 56-57* • *Super minds Scie. and Tech TG Pg. 60-61*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	2		**Solid waste management** Classification of waste	By the end of the lesson the learner should be able to: a. classify waste into that which decompose easily	1. How should solid waste be disposed?	In groups, learners are guided to discuss ways of managing different types of waste in their locality (To	• Realia • Pictures/poster • Videos • Digital devices	a) question and answer method, b) class quizzes	

				and one that which does not decomposes b. discuss ways of managing different types of waste c. Appreciate the need for proper management of solid waste in the environment.		include Re-using, Re-cycling and Reducing). ***Hint: Include common waste in school and environment such as kitchen, animal waste, plastics, e-waste, metals and glasses***	• *Super minds Scie. and Tech Learners Bk. Pg. 57-58* • *Super minds Scie. and Tech TG Pg. 61-62*	c) individual performance assessment and d) project work	
	3		**Solid waste management** Classification of waste	By the end of the lesson the learner should be able to: a. classify waste into that which decompose easily and one that which does not decomposes b. discuss ways of managing different types of waste c. Appreciate the need for proper management of solid waste in the environment.	1. How should solid waste be disposed?	In groups, learners are guided to discuss ways of managing different types of waste in their locality (To include Re-using, Re-cycling and Reducing). ***Hint: Include common waste in school and environment such as kitchen, animal waste, plastics, e-waste, metals and glasses***	• Realia • Pictures/poster • Videos • Digital devices • *Super minds Scie. and Tech Learners Bk. Pg. 57-58* • *Super minds Scie. and Tech TG Pg. 61-62*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	4		**Solid waste management** Managing solid waste –Reusing, recycling and reducing	By the end of the lesson the learner should be able to: a. Identify ways of managing solid waste in their locality. b. Appreciate the need for proper management of solid waste in the environment. c. Collect waste in the school and dispose it off appropriately.	1. How should solid waste be disposed?	Learners to use digital devices access and observe ways of managing different types solid of waste. Learners are guided on safety measures in solid waste management in their locality Precaution: Learners to use protective gear and tools when handling waste	• Realia • Pictures/poster • Videos • Digital devices • *Super minds Scie. and Tech Learners Bk. Pg. 59-62* • *Super minds Scie. and Tech TG Pg. 62-63*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
8	**1**		**Solid waste management** Safety when handling solid waste	By the end of the lesson the learner should be able to: a. Use proper safety measures in solid waste management. b. Appreciate the need for proper management of solid waste in the environment. c. Collect waste in the school and dispose it off appropriately.	1. How should solid waste be disposed?	Learners to use digital devices access and observe ways of managing different types solid of waste. _ Learners are guided on safety measures in solid waste management in their locality Precaution: Learners to use protective gear and tools when handling waste	• Realia • Pictures/poster • Videos • Digital devices • *Super minds Scie. and Tech Learners Bk. Pg. 63-65* • *Super minds Scie. and Tech TG Pg. 64*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	2		**Solid waste management**	By the end of the lesson the learner should be able to:	1. How should solid waste be disposed?	Project:	• Realia • Pictures/poster • Videos	a) question and answer	

			Making a dustbin	a. Make dustbins for safe disposal of waste at school using locally available materials b. Appreciate the need for proper management of solid waste in the environment. c. Observe safety while using the materials		***1. Learners to make dust bins for safe disposal of waste at home and in school using locally available materials.***	• Digital devices • *Super minds Scie. and Tech Learners Bk. Pg. 65* • *Super minds Scie. and Tech TG Pg. 64*	method, b) class quizzes c) individual performance assessment and d) project work	
	3		**Solid waste management** Making toys and ornaments using solid waste	By the end of the lesson the learner should be able to: a. Make toys or ornaments from solid waste b. Appreciate the need for proper management of solid waste in the environment. c. Observe safety while waste materials	1. How should solid waste be disposed?	Project: ***2. making of toys or ornaments from solid waste*** Learners are guided on safety measures in solid waste management in their locality Precaution: Learners to use protective gear and tools when handling waste	• Realia • Pictures/poster • Videos • Digital devices • *Super minds Scie. and Tech Learners Bk. Pg. 66* • *Super minds Scie. and Tech TG Pg. 64*	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
	4	**COMPUTING DEVICES**	**Handling data: word processing** Meaning of word processing	By the end of the lesson the learner should be able to: a. Define the term word processing b. Identify the various word processing c. Discuss the use word in the community d. appreciate the use of Word documents in their everyday life	1. How can you save and retrieve a document stored in your computing device? 2. What are some of the safety measures to be observed when using a computing device?	Using computing devices, learners to practice how to create Word documents and key in information.	• Computing devices, tablets. Desktops and laptops • *Super minds Scie. and Tech Learners Bk. Pg. 68* • *Super minds Scie. and Tech TG Pg. 68-69*	(a) Word practical tasks (b) Typing (c)Document formatting	
9	**1**		**Handling data: word processing** Creating a word Document	By the end of the lesson the learner should be able to: a. create a Word document using ict devices b. observe safety when using computing devices in their locality c. appreciate the use of Word documents in their everyday life	1. How can you save and retrieve a document stored in your computing device? 2. What are some of the safety measures to be observed when using a computing device?	Using computing devices, learners to practice how to create Word documents and key in information.	• Computing devices, tablets. Desktops and laptops • *Super minds Scie. and Tech Learners Bk. Pg. 69* • *Super minds Scie. and Tech TG Pg. 69*	(a) Word practical tasks (b) Typing (c)Document formatting	

	2		**Handling data: word processing** Components of a word Document	By the end of the lesson the learner should be able to: a. create a Word document using ict devices b. observe safety when using computing devices in their locality c. appreciate the use of Word documents in their everyday life	1. How can you save and retrieve a document stored in your computing device? 2. What are some of the safety measures to be observed when using a computing device?	Using computing devices, learners to practice how to create Word documents and key in information.	• Computing devices, tablets. Desktops and laptops • *Super minds Scie. and Tech Learners Bk. Pg. 69-70* • *Super minds Scie. and Tech TG Pg. 69-70*	(a) Word practical tasks (b) Typing (c)Document formatting	
	3		**Handling data: word processing** Editing a word document –font size, style, colour	By the end of the lesson the learner should be able to: a. Edit a Word document b. observe safety when using computing devices in their locality c. appreciate the use of Word documents in their everyday life	1. How can you save and retrieve a document stored in your computing device? 2. What are some of the safety measures to be observed when using a computing device?	Using computing devices, learners to practice how to create Word documents and key in information. using computing devices, learners to practice how to edit Word document.	• Computing devices, tablets. Desktops and laptops • *Super minds Scie. and Tech Learners Bk. Pg. 71-79* • *Super minds Scie. and Tech TG Pg. 70-73*	(a) Word practical tasks (b) Typing (c)Document formatting	
	4		**Handling data: word processing** Editing a word document-changing text colour, case, alignment,	By the end of the lesson the learner should be able to: a. Edit a Word document b. observe safety when using computing devices in their locality c. appreciate the use of Word documents in their everyday life	1. How can you save and retrieve a document stored in your computing device? 2. What are some of the safety measures to be observed when using a computing device?	Using computing devices, learners to practice how to create Word documents and key in information. Using computing devices, learners to practice how to edit Word document.	• Computing devices, tablets. Desktops and laptops • *Super minds Scie. and Tech Learners Bk. Pg. 71-79* • *Super minds Scie. and Tech TG Pg. 70-73*	(a) Word practical tasks (b) Typing (c)Document formatting	
10	**1**		**Handling data: word processing** saving, retrieving a word document and safety when using computing devices	By the end of the lesson the learner should be able to: a. save and retrieve a document from a computing device b. Create a personal journal in word. c. observe safety when using computing devices in their locality	1. How can you save and retrieve a document stored in your computing device? 2. What are some of the safety measures to be observed when using a computing device?	Using computing devices, learners to practice how to edit Word document. learners to practice how to save and retrieve documents stored in different locations of their computing devices in groups, learners to discuss and observe safety precautions when using computing devices.	• Computing devices, tablets. Desktops and laptops • *Super minds Scie. and Tech Learners Bk. Pg. 71-79*	(a) Word practical tasks (b) Typing (c)Document formatting	

				d. appreciate the use of Word documents in their everyday life		***Project: Create and maintain a personal journal covering one term in word.***	• *Super minds Scie. and Tech TG Pg. 70-73*		
	2		**Handling data: word processing** Creating a personal Journal	By the end of the lesson the learner should be able to: a. save and retrieve a document from a computing device b. Create a personal journal in word. c. observe safety when using computing devices in their locality d. appreciate the use of Word documents in their everyday life	1. How can you save and retrieve a document stored in your computing device? 2. What are some of the safety measures to be observed when using a computing device?	***Project: Create and maintain a personal journal covering one term in word.***	• Computing devices, tablets. Desktops and laptops • *Super minds Scie. and Tech Learners Bk. Pg. 80* • *Super minds Scie. and Tech TG Pg. 73*	(a) Word practical tasks (b) Typing (c)Document formatting	
	3		**Coding** Simple programming	By the end of the lesson the learner should be able to; a. identify the features of learning applications which imitate simple programming b. use available learning applications to find solutions to problems in the local environment c. appreciate the role of available learning applications like scratch in their everyday life	1. What coding skills can be applied in solving day to day problems?	In groups learners are guided to interact with patternsand games using computing devices .	• Computing devices, tablets. Desktops and laptops • *Super minds Scie. and Tech Learners Bk. Pg. 81-84* • *Super minds Scie. and Tech TG Pg. 76-77*	(a) Word practical tasks (b) Typing (c)Document formatting	
	4		**Coding** Pattern and games	By the end of the lesson the learner should be able to; a. identify the features of learning applications which imitate simple programming b. Interact with patterns and games using available learning applications which mimic simple programming. c. appreciate the role of available learning	1. What coding skills can be applied in solving day to day problems?	In groups, learners are guided to interact with patterns and games using computing devices	• Computing devices, tablets. Desktops and laptops • *Super minds Scie. and Tech Learners Bk. Pg. 81-84* • *Super minds Scie. and Tech TG Pg. 76-77*	(a) Word practical tasks (b) Typing (c)Document formatting	

				applications like scratch in their everyday life					
11	**1**		Simple programming using scratch	By the end of the lesson the learner should be able to; a. Identify a learning platform for creating stories, games and animations b. use available learning applications to find solutions to problems in the local environment c. appreciate the role of available learning applications like scratch in their everyday life	1. What coding skills can be applied in solving day to day problems?	In groups learners are guided to interact with patternsand games using computing devices using computing devices, learners practice the basics of arranging preprogrammed blocks together to create a logical action.	• Computing devices, tablets. Desktops and laptops • *Super minds Scie. and Tech Learners Bk. Pg. 81-84* • *Super minds Scie. and Tech TG Pg. 76-77*	(a) Word practical tasks (b) Typing (c)Document formatting	
	2		**Coding** Creating animations using scratch	By the end of the lesson the learner should be able to; a. Identify a learning platform for creating stories, games and animations b. create simple animations using applications which mimic simple programming c. appreciate the role of available learning applications like scratch in their everyday life	1. What coding skills can be applied in solving day to day problems?	Learners are guided to interact with an application which simulates simple programming such as 'scratch' in order to identify features of its interface Using computing devices, learners practice the basics of arranging preprogrammed blocks together to create a logical action. In groups, learners use online video tutorials to find out how to create simple games and discover how to create their own graphics.	• Computing devices, tablets. Desktops and laptops • *Super minds Scie. and Tech Learners Bk. Pg. 85-100* • *Super minds Scie. and Tech TG Pg. 78*	(a) Word practical tasks (b) Typing (c)Document formatting	
	3		**Coding** Creating simple animations using scratch	By the end of the lesson the learner should be able to; a. Identify a learning platform for creating stories, games and animations b. create simple animations using applications which mimic simple programming c. appreciate the role of available learning applications like scratch in their everyday life	1. What coding skills can be applied in solving day to day problems?	Learners are guided to interact with an application which simulates simple programming such as 'scratch' in order to identify features of its interface using computing devices, learners practice the basics of arranging preprogrammed blocks together to create a logical action.	• Computing devices, tablets. Desktops and laptops • *Super minds Scie. and Tech Learners Bk. Pg. 85-100* • *Super minds Scie. and Tech TG Pg. 78*	(a) Word practical tasks (b) Typing (c)Document formatting	

						In groups, learners use onlinevideo tutorials to find out how to create simple games and discover how to create theirown graphics.			
	4		**Coding** Creating a music tune	By the end of the lesson the learner should be able to; a. create simple games and graphics for enjoyment b. use available learning applications to find solutions to problems in the local environment c. appreciate the role of available learning applications like scratch in their everyday life	1. What coding skills can be applied in solving day to day problems?	In groups, learners are guided to interact with patternsand games using computing devices learners are guided to interact with an application which simulates simple programming such as 'scratch'in order to identify features of its interface using computing devices, learners practice the basics ofarranging preprogrammed blocks together to create a logical action.	• Computing devices, tablets. Desktops and laptops • *Super minds Scie. and Tech Learners Bk. Pg. 85-100* • *Super minds Scie. and TechTG Pg. 78*	(a) Word practical tasks (b) Typing (c)Document formatting	