**SCIENCE SCHEME OF WORK**

**STANDARD 4, 2019**

**SCIENCE SCHEMES OF WORK-STD 4**

**TERM 1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEEKS** | **LESN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **TEACHING/LEARNING ACTIVITRIES** | **REFF** | **T/L AIDS** | **REM** |
| 1. **Opening and Revision** | | | | | | | | |
|  | | | | | | | | |
| 2 | 1 | **Teeth** | Types of teeth | By the end of the topic, the  learner should be able to  identify the different types  of teeth | * Studying photographs andpictures of teeth. * Identifying the types of teeth * Observing the arrangement   of teethin the mouth | Primary Science Pupils Book 4,pg 1 | table, chalk  Photographs and charts on  types of teeth |  |
| 2 | Types of teeth | The learner should be able to identify the different types of teeth | * Identifying the types of teeth * Observing the arrangement   of teeth in the mouth | Primary Science Pupils Book 4,pg 3 | table, chalk  Photographs and charts on  types of teeth |  |
| 3 | Incisors | By the end of the topic, the learner should be able to identify the Incisors | •Studying photographs and pictures of teeth. | Primary Science Pupils Book 4,pg 4 | Photographs and charts on  types of teeth |  |
| 4 | Canines | By the end of the topic, the learner should be able to identify the canine teeth | •Studying photographs and pictures of teeth.  •Observing the arrangement  of teeth in the mouth | Primary Science Pupils Book 4,pg 5 | Photographs and charts on  types of teeth |  |
| 5 | Molars | By the end of the topic, the learner should be able to identify the Molars types of teeth | •Studying photographs and pictures of teeth.  •Observing the arrangement  of teeth in the mouth | Primary Science Pupils Book 4,pg 5 | Photographs and charts on  types of teeth |  |
| 2 | 1 | Pre Molars | By the end of the topic, the learner should be able to identify the pre molars types of teeth | •Studying photographs and pictures of teeth.  •Identifying the types of teeth  •Observing the arrangement of teeth in the mouth | Primary Science Pupils Book 4,pg 5 | Photographs and charts on  types of teeth |  |
|  | 2 |  | The functions  of teeth | The learner should be able to state the functions of different types of teeth | Discussing the function of teeth | Primary Science Pupils Book 4,pg 5-7 | Photographs and charts on  types of teeth |  |
| 3 | The learner should be able to state the functions of  different types of teeth | * 1dentifying the function of the Incisorsand canines * Explaining the shapes of   different types of teeth | Primary Science Pupils Book 4,pg 5-7 | Photographs and charts on  types of teeth |  |
| 4 | The learner should be able to state the functions of  different types of teeth | * Demonstrating the use of   different types of teeth   * 1dentifying the function of the molars and pre molars * Exercise 2 | Primary Science Pupils Book 4,pg 5-7 | Photographs and charts on  types of teeth |  |
| 5 | Class work | * Class work * Exercises | Primary Science Pupils Book 4,pg 5-7 | Photographs and charts on  types of teeth |  |
| 3 | 1 | The learner should be able to do the work on the things to remember | * Work to do | Primary Science Pupils Book 4,pg 5-7 | Photographs and charts on  types of teeth |  |
| 2 | Shedding of  teeth | The learner should be able to describe shedding of teeth | •Observing charts on shedding of teeth  •Distinguishing between milk teeth and permanent teeth | Primary Science Pupils Book 4,pg 7-9 | Pictures and diagrams on  shedding of teeth  table, chalk |  |
| 3 | The learner should be able to describe shedding of teeth | •Distinguishing between milk teeth and permanent teeth | Primary Science Pupils Book 4,pg 7-9 | Pictures and diagrams on  shedding of teeth  table, chalk |  |
| 4 | The learner is expected to do some work on the topic | * Work to do | Primary Science Pupils Book 4,pg 7-9 | Pictures and diagrams on  shedding of teeth  table, chalk |  |
| 5 | The learner should be able to describe shedding of teeth | * Revision Exercise | Primary Science Pupils Book 4,pg 7-9 | Pictures and diagrams on  shedding of teeth  table, chalk |  |
| 4 | 1 |  |  | The learner should be able todescribe the care of teeth  The learner should practically demonstrate caring of teeth | * Drawing various parts of teeth * Observing the parts ofteeth * Practical Exercise | Primary Science Pupils Book 4,pg 16 | Tools for cleaning teeth  Pictures of healthy teeth  Chart on procedure for  cleaning teeth  table, chalk |  |
| 2 |  | The Importance of taking care of teeth | The learner should be to state the importance of cleaning teeth | * Practical Exercise | Primary Science Pupils Book 4,pg 20-26 | Chart on procedure for  cleaning teeth  table, chalk |  |
| 3 | Problems related to teeth | The learner should be able tostate causes of bad breath | * Discussing the causes of unhealthy teeth | Primary Science Pupils Book 4,pg 20-26 | Tools for cleaning teeth  Pictures of healthy teeth  Chart on procedure for  cleaning teeth  table, chalk |  |
| 4 | Problems related to teeth | The learner should be able tostate causes of gum disease | * Discussing the causes of unhealthy teeth * Cleaning teeth correctly | Primary Science Pupils Book 4,pg 20-26 | Tools for cleaning teeth  Pictures of healthy teeth  Chart on procedure for  cleaning teeth  table, chalk |  |
| 5 |  | Class work | * Class work * Exercises | Primary Science Pupils Book 4,pg 5-7 | Photographs and charts on  types of teeth |  |
| 5 | 1 | Problems related to teeth | The learner should be able tostate how bad breath and gum disease can be prevented | * Discussing the causes of unhealthy teeth * Cleaning teeth correctly | Primary Science Pupils Book 4,pg 20-26 | Tools for cleaning teeth  Pictures of healthy teeth  Chart on procedure for  cleaning teeth  table, chalk |  |
| 2 | Maintaining strong teeth | The learner should be able to identify requirements for  maintaining  strong teeth | * Discussing the foods that help us to maintain strong teeth | Primary Science Pupils Book 4,pg 20-26 | Pictures and diagrams showing strong teeth  table, chalk |  |
| 3 | The learner should be able toexplain the importance of  maintaining strong teeth | * Discussing the foods that help us to maintain strong teeth | Primary Science Pupils Book 4,pg 20-26 | Pictures and diagrams showing strong teeth  table, chalk |  |
| 4 | The learner should work out an exercise to evaluate on the understanding of the topic | * Evaluation Exercise | Primary Science Pupils Book 4,pg 20-26 | Pictures and diagrams showing strong teeth  table, chalk |  |
|  | 5 | **Meaning of**  **HIV and AIDS** | Meaning of  HIV and AIDS | The learner should be able to state the meaning of HIV and AIDS | • Discussing signs of  AIDS | Primary Science Pupils Book 4,pg 26 | Appropriate charts showing meaning and signs of AIDS |  |
| 6 | 1 | Meaning of  HIV and AIDS | The learner should be able to state the signs of HIV and AIDS | • Discussing signs of  AIDS | Primary Science Pupils Book 4,pg 26 | Appropriate charts showing meaning and signs of AIDS |  |
| 2 | Cause of HIV and AIDS | The learner should be able to explain the cause of HIV  and AIDS | * Distinguishing between HIV and AIDS * Explaining how HIV * causes AIDS | Primary Science Pupils Book 4,pg 26 | Charts and pictures on HIV |  |
| 3 | The learner should be able to explain how HIV causes AIDS | •Explaining how HIV causes AIDS | Primary Science Pupils Book 4,pg 26-27 | Charts and pictures on HIV |  |
| 4 | The learner should be able to explain the cause of HIV  and AIDS | * Causes AIDS | Primary Science Pupils Book 4,pg 26-27 | Charts and pictures on HIV |  |
| 5 | The learner should be able to explain how to avoid the cause of HIV  and AIDS | * Explaining how the causes of HIV can be avoided * Evaluation Exercise | Primary Science Pupils Book 4,pg 26-27 | Charts and pictures on HIV |  |
| 7 | Mid Term Exams | | | | | | |  |
| 8 | 1 |  |  | Revision Exercise | Revision exercise |  |  |  |
|  | 2 | **Crops** | Types of crops: | The learner should be able to identify different types of crops | * Discussing the meaning of food crops * Identifying food crops growing in the locality | Primary Science Pupils Book 4,pg 35-36 | Pictures of crops  Real samples of food crops |  |
| 3 | Food crops | The learner should be able to identify and name food crops | * Discussing the meaning of food crops * Identifying food crops | Primary Science Pupils Book 4,pg 37-39 | Pictures of crops  Real samples of cash crops |  |
| 4 | Cash crops | The learner should be able to identify and name cash  crops | * Discussing the meaning of cash crops * Identifying cash crops | Primary Science Pupils Book 4,pg 40 | Pictures of crops  Real samples of cash crops |  |
| 5 |  | Class work | * Class work * Exercises | Primary Science Pupils Book 4,pg 5-7 | Photographs and charts on  types of teeth |  |
| 9 | 1 | Fiber crops | The learner should be able to identify and name cash  crops | * Discussing the meaning of cash crops   Identifying cash crops | Primary Science Pupils Book 4,pg 41-43 | Pictures of crops  Real samples of cash crops |  |
| 2 | **Weeds** | Weeds in the locality | The learner should be able to identify weeds in the locality | * Reading and comparing charts on weeds * Identifying weeds in the locality | Primary Science Pupils Book 4,pg 44-46 | Local weeds  Pictures of weeds |  |
|  | 3 | **Weeds** | Weeds in the locality | The learner should be able to identify weeds in the locality | * Reading and comparingcharts on weeds * Identifying weeds in the locality | Primary Science Pupils Book 4,pg 46 | Local weeds  Pictures of weeds |  |
| 4 | Control of weeds | The learner should be able to explain controlling weeds by digging | * Discussing digging out weeds | Primary Science Pupils Book 4,pg 47 | Pictures and charts showing  how to control weeds |  |
| 5 | The learner should be able to explain controlling weeds by slashing | * Discussing slashing weeds | Primary Science Pupils Book 4,pg 47 | Pictures and charts showing  how to control weeds |  |
| 10 | 1 | The learner should be able to explain controlling weeds by mulching | * Discussing mulching * Practical Exercise | Primary Science Pupils Book 4,pg 47 | Pictures and charts showing  how to control weeds |  |
| 3 | The learner should be able to explain controlling weeds by uprooting | * Discussing uprooting * Practical Exercise | Primary Science Pupils Book 4,pg 47-50 | Pictures and charts showing  how to control weeds |  |
|  | 3 |  | Control of weeds | Revision Exercise | Revision Exercise |  |  |  |
|  | 4 | **Weather** | The sky during the day |  |  |  |  |  |
| 5 | The learner should be  able to observe and identify different objects in the sky during the day | Practical Exercise  Observing the sky during the day | Primary Science Pupils Book 4,pg 53-56 | Pictures and charts showing  different types of clouds |  |
| 11 | 1 | The learner should be  able to observe and list different objects  in the sky during the day | •Discussing the meaning  of weather and the sky  •Observing the sky during the day | Primary Science Pupils Book 4,pg 53-56 | Pictures and charts showing  different types of clouds |  |
| 2 | The sky at night | The learner should be  able to observe and  identify different objects in the sky at night | * Observing the sky at night * Practical Exercise | Primary Science Pupils Book 4,pg 53-56 | Pictures and charts showing  the moon, stars and phases  of the moon |  |
| 3 | The learner should be  able observe, understand and list  objectsin the sky at night | * Observing the sky at night * Discussion of the moon, stars, and planets * Identifying phases of the moon | Primary Science Pupils Book 4,pg 53-56 | Pictures and charts showing  the moon, stars and phases  of the moon |  |
|  | 4 |  | Types of clouds | The learner should be  able to identify and different types of clouds | * Identifying and describing clouds | Primary Science Pupils Book 4,pg 57-60 | Pictures and charts showing  different types of clouds |  |
| 5 |  | Class work | * Class work * Exercises | Primary Science Pupils Book 4,pg 5-7 | Photographs and charts on  types of teeth |  |
| 10 | 1 | Cumulus | The learner should be  able to understand cumulus as a type of cloud | * Identifying and describing clouds | Primary Science Pupils Book 4,pg 60 | Pictures and charts showing  different types of clouds |  |
| 2 | Nimbus | The learner should be  able to understand nimbus as types of clouds | * Identifying and describing clouds | Primary Science Pupils Book 4,pg 61 | Pictures and charts showing  different types of clouds |  |
|  | 3 |  |  | Revision Exercise | Revision Exercise |  |  |  |
|  | 4 | **Animals** | Characteristics of animals | The learner should be  able to state characteristics of  animals | * Describing reproduction and growth in animals * Exercise 1 | Primary Science Pupils Book 4,pg 66 | Charts and pictures of  various animals  Real animals in the  environment |  |
| 5 | Feeding in Animals | The learner should be  able to understand the feeding in animals | * Observing animals feeding | Primary Science Pupils Book 4,pg 67-68 | Charts and pictures of  various animals  Real animals in the  environment |  |
| 11 | 1 | Movement in Animals | The learner should be  able to understand the feeding in animals | * Observing animals moving | Primary Science Pupils Book 4,pg 69-71 | Charts and pictures of  various animals moving  Real animals in the environment |  |
| 2 | Removal of waste in animals  Growth in animals | The learner should be  able to understand the feeding in animals | * Observing animal waste * Observing young and adult animals | Primary Science Pupils Book 4,pg 72-73 | Real animals in the environment |  |
| 3 | Reproduction in Animals | The learner should be  able to understand the reproduction in animals | * Observing the young ones of animals | Primary Science Pupils Book 4,pg 75 | Charts and pictures of  various animals  Real animals in the environment |  |
| 4 | Reproduction in Animals | The learner should be  able to understand the reproduction in animals | * Observing the young ones of animals * Exercise 2 | Primary Science Pupils Book 4,pg 75-77 | Charts and pictures of  various animals  Real animals in the environment |  |
|  | 5 |  | Animals React to change in the environment | The learner should be  able to understand how animals react to change in the environment | * Observing how animals react to change in the environment | Primary Science Pupils Book 4,pg 77-80 | Charts and pictures of  various animals  Real animals in the  environment |  |
| 12 | 1 | All animals die | The learner should be  able to what causes death in animals | Finding out the causes of death of animals | Primary Science Pupils Book 4,pg -80 | Charts and pictures of  various animals  Real animals in the  environment |  |
| 2 | Characteristics of animals | The learner should be  able to state characteristics of  animals | * Observing animalsresponding to change   • Discussing the causes of death among animals | Primary Science Pupils Book 4,pg 80 | Charts and pictures of  various animals  Real animals in the  environment |  |
| 3 | Classification of farm animals | The learner should be  able to classify and describe farm animals | * Naming and describing animal products * Exercise 1 | Primary Science Pupils Book 4,pg 81 | Pictures of animals  Real examples of farm  animals and their products |  |
| 4 | The learner should be  able to classify farm animalsaccording to their products | * Discussing the importanceof products from farmanimals | Primary Science Pupils Book 81 | Pictures of animals  Real examples of farm  animals and their products |  |
| 5 | Poultry: layers and Broilers | The learner should be  able to classify poultry and their products | Identifying Types of Chicken | Primary Science Pupils Book 4,pg 82-84 | Pictures of animals  Real examples of farm  animals and their products |  |
| 13 | 1 | Cattle: Beef and Dairy | The learner should be  able to classify cattle according | * Discussing the products from cattle and their use * Observing Cattle | Primary Science Pupils Book 4,pg 84-86 | Pictures of animals  Real examples of farm  animals and their products |  |
| 2 | Sheep: Wool and mutton | The learner should be  able to classify Sheep according to their products | * Discussing the products from sheep and their use * Observing Sheep | Primary Science Pupils Book 4,pg 86-87 | Pictures of animals  Real examples of farm  animals and their products |  |
| 3 | Goats: Dairy and mutton | The learner should be  able to classify Goats according to their products | * Discussing the products from goats and their use * Observing goats | Primary Science Pupils Book 4,pg 88-90 | Pictures of animals  Real examples of farm  animals and their products |  |
|  | 4 |  | animals | The learners should remember what they have learned | Let us remember what we have learnt | Primary Science Pupils Book 4,pg 90 |  |  |
|  | 5 |  |  | Revision Exercise | Revision Exercise |  |  |  |
| 14 | End Term Exams | | | | | | |  |
| **TERM 2** | | | | | | | | |
| **WEEKS** | **LESN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **TEACHING/LEARNING ACTIVITRIES** | **REFF** | **T/L AIDS** | **REM** |
| 1 | Opening and Revisions | | | | | | |  |
| 2 | 1 | **Water** | Uses of water | The learner should be  able to describe the uses of water | * Identifying different uses of water | Primary Science Pupils Book 4,pg 94 | Charts on uses of water at  home |  |
| 2 | Uses of water at home | The learner should be  able to describe the uses of water at home | * Identifying different uses of water at home   Exercise 1  Exercise 2 | Primary Science Pupils Book 4,pg95 | Pictures of uses of water in the farm |  |
| 3 | The learner should be  able to describe the uses of water at home | Identifying different uses of water at home | Primary Science Pupils Book 4,pg 95 | Pictures of uses of water in the farm |  |
| 4 | Uses of water in the farm | The learner should be able to explain how water is used for different purposes in the farm | • Drawing and naming parts of a farm   * Discussion of differentuses of water in the farm | Primary Science Pupils Book 4,pg 98-102 | Pictures of uses of water in  the farm |  |
| 5 | Uses of water for recreation | The learner should be able to describe how water is used for recreation | * Identifying differentrecreational uses of water | Primary Science Pupils Book 4,pg 103 | Pictures and charts on  transport and recreational  uses of water |  |
| 3 | 1 | The learner should be able to describe the importance of use of water for recreation | * Identifying the importance of using water for recreational | Primary Science Pupils Book 4,pg 103-104 | Pictures and charts on  transport and recreational  uses of water |  |
| 2 | Water in industry | The learner should be able to identify different uses of water in industries | •Discussion of different uses of water in industry | Primary Science Pupils Book 4,pg 104 | Pictures on industrial uses of  water |  |
| 3 | Water for transport | The learner should be able to describe how water is used for transport | •Discussing different ways in which water is used in transport | Primary Science Pupils Book 4,pg 106 | Pictures and charts on  transport and recreational  uses of water |  |
| 4 | Storing water | The learner should be  able to explain different ways ofstoring water | • Drawing and naming parts of a farm   * Discussion of differentuses of water in the farm | Primary Science Pupils Book 4,pg 107-109 | Water storage means and  sites |  |
|  | 5 |  | Storing water | The learner should be  able to explain the importance of water storage | • Identifying different ways of storing water   * Discussion of different uses of water in the farm | Primary Science Pupils Book 4,pg 109 | Water storage means and  sites |  |
| 4 | 1 |  |  | Revision | Revision |  |  |  |
|  | 2 | **Soil:** | Composition of soil | The learner should be able  to investigate the components of soil | * Performing investigationsto identify mineralparticles in the soil | Primary Science Pupils Book 4,pg 114 | Soil samples |  |
| 3 | The learner should be able to investigate soil composition | * Performing investigationsto identify mineralparticles in the soil * Practical Exercise | Primary Science Pupils Book 4,pg 114 | Soil samples |  |
| 4 | Mineral particles in the soil | The learner should be able  to investigate the presence  of mineral particles | * Performing investigationsto identify mineralparticles in the soil * Practical Exercise | Primary Science Pupils Book 4,pg 115 | Soil samples |  |
| 5 | Living Organisms in the soil | The learner should be able  to investigate the presence  of living organisms in the soil | •Preforming investigations to  identify living organisms in  the soil | Primary Science Pupils Book 4,pg 116 | Soil samples |  |
| 5 | 1 | The learner should be able to investigate the importance of living organisms in the soil | •Preforming investigations to  identify harmful living organisms in  the soil   * Conduct Experiment to find out about living organisms in the soil * Exercise | Primary Science Pupils Book 4,pg 117 | Soil samples |  |
| 2 |  | The learner should be able to investigate the dangers of living organisms in the soil | •Preforming investigations to  identify importance living organisms in  the soil | Primary Science Pupils Book 4,pg 117 | Soil samples |  |
| 3 |  | Organic matter in the soil | The learner should be able to investigate organic matter in the soil | * Performing investigationsto identify mineralparticles in the soil | Primary Science Pupils Book 4,pg 118 | Real samples of humus |  |
| 4 | Air in the Soil | The learner should be  able to demonstrate the  presence of air in the soil | •Performing an experiment to show the presence of air in the soil | Primary Science Pupils Book 4,pg 117 | Apparatus for demonstrating  presence of air in the soil:  Tin, soil and water |  |
| 5 | Water in the Soil | The learner should be  able to demonstrate the  presence of water in the  soil | * Performing an experiment to show the presence of water in the soil | Primary Science Pupils Book 4,pg 118 | Apparatus for demonstrating  presence of air in the soil:  Tin with a lid, soil and heat |  |
| 6 | 1 | **Food and Nutrition** | Food groups | The learner should be  able to state and identify the three groups of food | * Discussing the importanceof food | Primary Science Pupils Book 4,pg 123 | Charts and pictures on food  groups |  |
| 2 | Energy-giving foods | The learner should be  able to state and identify the Energy giving foods | * Identifying body building | Primary Science Pupils Book 4,pg 125 | Charts and pictures on food  groups |  |
| 3 | Body building  foods | The learner should be  able to state and identify the body building food | * Identifying Energy giving Foods | Primary Science Pupils Book 4,pg 126 | Charts and pictures on food  groups |  |
| 4 | Protective foods | The learner should be  able to classify locally  available  foods into the  three food  groups | * Observing pictures offoods * Classifying of protective foods | Primary Science Pupils Book 4,pg 126 | Appropriate charts and  pictures on classes of foods |  |
| 5 | Classification of locally available foods | The learner should be  able to classify locally  available  foods into the  three food  groups | * Classifying of locally available foods * Exercise 2 | Primary Science Pupils Book 4,pg 127 | Appropriate charts and  pictures on classes of foods |  |
| 7 | Mid Term 2 | | | | | | |  |
| 8 | 1 |  | Uses of light | The learner should be  able to identify the uses of light | * Observing the effects of light on growing plans * Explaining why light isimportant | Primary Science Pupils Book 4,pg 139 | Pictures on uses of light |  |
| 2 | The learner should be  able to describe the uses of light | * Exercise 1 | Primary Science Pupils Book 4,pg 139-141 | Pictures on uses of light |  |
| 3 | The learner should be  able to describe the uses of light | * Exercise 1 | Primary Science Pupils Book 4,pg 139-141 | Pictures on uses of light |  |
| 4 | lighting a house properly | the learner should be  able to identify and  describe the importance of lighting a house properly | * Observing charts on usesof light * Exercise 3 | Primary Science Pupils Book 4,pg 141-143 | Pictures on uses of light |  |
| 5 | Importance of lighting a house properly | the learner should be  able to identify and  describe the importance of lighting a house properly | * Observing charts on usesof light * Exercise 3 | Primary Science Pupils Book 4,pg 141-143 | Pictures on uses of light |  |
| 9 | 1 | Ways of lighting a house  Lighting the House using natural sources of Light | The learner should be  able to describe different ways of lighting a house using natural sources of light | * Identifying ways of lighting a house using natural sources of light | Primary Science Pupils Book 4,pg 143-145 | Appropriate charts and  pictures on ways of lighting  a house |  |
| 2 | Lighting a house Using artificial sources of Light | The learner should be  able to describe different ways of lighting a house using artificial sources of light | Identifying ways of lighting a house using artificial sources of light | Primary Science Pupils Book 4,pg 146-150 | Appropriate charts and  pictures on ways of lighting  a house |  |
|  | 3 |  | Lighting a house Using artificial sources of Light | The learner should be  able to describe different ways of lighting a house using artificial sources of light | * Exercise 4 * Things to remember * Exercise 5 | Primary Science Pupils Book 4,pg 146-150 | Appropriate charts and  pictures on ways of lighting  a house |  |
| 4 | The learner should be  able to describe different ways of lighting a house using artificial sources of light | * Exercise 4 * Things to remember * Exercise 5 | Primary Science Pupils Book 4,pg 146-150 | Appropriate charts and  pictures on ways of lighting  a house |  |
| 5 | Sources of heat  Identifying some sources of Heat | The learner should be  able to identify sources of heat  The learner should be able to identify natural and artificial sources of heat | * Identifying the sun as a source of heat * Classifying sources of heatinto natural and artificial * Exercise 6 | Primary Science Pupils Book 4,pg 150-154 | Appropriate charts and  pictures on sources of heat |  |
| 10 | 1 | Sources of heat | The learner should be able to identify natural sources of heat | * Classifying natural sources of heat | Primary Science Pupils Book 4,pg 154-163 | Appropriate charts and  pictures on sources of heat |  |
| 2 | The learner should be able to identify artificial sources of heat | * Observing charts on artificial sources of heat * Classifying artificial sources of heat | Primary Science Pupils Book 4,pg 154-163 | Appropriate charts and  pictures on sources of heat |  |
| 3 | The learner should be able to identify artificial sources of heat | * Observing charts on artificial sources of heat * Classifying artificial sources of heat | Primary Science Pupils Book 4,pg 154-163 | Appropriate charts and  pictures on sources of heat |  |
| 4 | Uses of heat | The learner should be  able to describe different uses of heat | * Observing pictures on uses of heat * Things to remember * Revision Exercise | Primary Science Pupils Book 4,pg 154-163 | Chart on uses of heat |  |
| 5 | The learner should be  able to describe different uses of heat | * Observing pictures on uses of heat * Things to remember * Revision Exercise | Primary Science Pupils Book 4,pg 154-157 | Chart on uses of heat |  |
| 11 | 1 |  | Revision | Revision |  |  |  |
|  | 2 | **Properties**  **of**  **matter** | Floating | The learner should be  able to identify factors  that determine floating | * Identifying Objects that float * Exercise 1 | Primary Science Pupils Book 4,pg 164 | Variety of objects and  Water |  |
|  | 3 |  | Floating | The learner should be  able to identify factors  that determine floating | * Identifying Objects that float * Exercise 1 | Primary Science Pupils Book 4,pg 164 | Variety of objects and  Water |  |
| 4 | The learner should be  able to practice floating | * Observing floating objects * Practical Exercise on floating | Primary Science Pupils Book 4,pg 165 | Variety of objects  Water |  |
| 5 | Sinking | The learner should be  able to identify factors  that determine sinking | * Defining sinking * Observing sinking objects | Primary Science Pupils Book 4,pg 165- | Variety of objects  Water |  |
| 12 | 1 | The learner should be  able to identify factors  that determine sinking | * Observing sinking objects * Practical Exercise on sinking | Primary Science Pupils Book 4,pg 164 | Variety of objects  Water |  |
| 2 | Factors affecting floating | The learner should be  able to demonstrate  factors affecting floating | * Demonstrating effect of shape on floating Demonstrating effect of size on floating * Demonstrating effect of type of material on floating | Primary Science Pupils Book 4,pg 167 | Variety of common objects  Basins and water |  |
| 3 | The learner should be  able to demonstrate  factors affecting floating | * Demonstrating effect of shape on floating Demonstrating effect of size on floating * Demonstrating effect of type of material on floating | Primary Science Pupils Book 4,pg 167-171 | Variety of common objects  Basins and water |  |
| 4 | Factors affecting  sinking | The learner should be  able to demonstrate  sinking | * Demonstrating effect ofshape on sinking | Primary Science Pupils Book 4,pg 167-171 | Variety of common objects  Basins and water |  |
| 5 | The learner should be  able to demonstrate  factors affecting  sinking | * Demonstrating effect ofsize on sinking * Demonstrating effectof type of material onsinking |  | Variety of common objects  Basins and water |  |
| 13 | 1 |  | Factors affecting  sinking | The learner should be  able to demonstrate  factors affecting  sinking | * Demonstrating effect ofsize on sinking * Demonstrating effectof type of material onsinking | Primary Science Pupils Book 4,pg 167-171 | Variety of common objects  Basins and water |  |
|  | 2 |  | Pressure in liquids | The learner should be  able to investigate pressure in liquids | • Discussing the meaning of pressure | Primary Science Pupils Book 4,pg 172-174 | Tins and water  A nail |  |
| 3 | The learner should be  able to investigate pressure in liquids | * Observing the dependenceof pressure on depth inliquids | Primary Science Pupils Book 4,pg 172-174 | Tins and water  A nail |  |
| 4 | The learner should be  able to investigate pressure in liquids | * Observing the dependenceof pressure on depth inliquids | Primary Science Pupils Book 4,pg 172-174 | Tins and water  A nail |  |
| 5 |  |  | Revision | Revision |  |  |  |
| 14 | End Term Exams and Closing | | | | | | |  |
| **TERM 3** | | | | | | | | |
| 1 | **Opening and Revisions** | | | | | | |  |
| 2 | 1 | **Making Work Easier/** | Use of simple | The learner should be  able to safely use simple  tools | •Identifying simple tools   * Discussing the meaning of Pressure * Practical Exercise | Primary Science Pupils Book 4,pg 178 | Tins and water  A nail |  |
| 2 | The learner should be  able to safely use simple  tools | •Identifying simple tools   * Discussing the meaning of Pressure * Practical Exercise | Primary Science Pupils Book 4,pg 179 | Tins and water  A nail |  |
| 3 | The learner should be  able to safely use simple  tools | * Observing the dependence   of pressure on depth in  liquids   * Practical Exercise | Primary Science Pupils Book 4,pg 180 | Tins and water  A nail |  |
| 4 | Safe use of simple tools | The learner should be  able to safely use simple  tools | • Describing the use of each  simple tool  • Learning the safety rules  for handling simple tools | Primary Science Pupils Book 4,pg 181 | Real samples of simple tools |  |
|  | 5 |  | Maintaining simple tools | The learner should be  able to describe how to  maintain farm tools | * Observing the procedurefor maintaining farm tools | Primary Science Pupils Book 4,pg 187 | Samples of farm tools  Chart on maintenance of  simple tools |  |
| 3 | 1 | The learner should be  able to describe how to  maintain farm tools | * Observing the procedurefor maintaining farm tools | Primary Science Pupils Book 4,pg 188 | Samples of farm tools  Chart on maintenance of  simple tools |  |
| 2 | Cleaning after use | The learner should be  able to describe how to  clean farm tools after use | * Practical Exercise | Primary Science Pupils Book 4,pg 188 | Samples of farm tools  Chart on maintenance of  simple tools |  |
| 3 | The learner should be  able to describe how to  clean farm tools after use | * Practical Exercise | Primary Science Pupils Book 4,pg 188 | Samples of farm tools  Chart on maintenance of  simple tools |  |
| 4 | Sharpening cutting tools | The learner should be  able to describe how to  sharpen farm tools | * Observing the procedurefor sharpening maintaining farm tools | Primary Science Pupils Book 4,pg 188-189 | Samples of farm tools  Chart on maintenance of  simple tools |  |
| 5 | Oiling/Greasing | The learner should be  able to describe how to  oil and grease farm tools | •Observing the procedure for Oiling and greasing | Primary Science Pupils Book 4,pg 189 | •Samples of farm tool  Chart on maintenance of  simple tools |  |
| 4 | Mid Term Exams | | | | | | | |
| 5-8 | Revisions, End of the year Exams and Closing | | | | | | |  |