**SCIENCE SCHEME OF WORK**

**STANDARD 4, 2017**

**Presented by Schools Net Kenya (SNK) | P.O. Box 8076 – 00200, Nairobi**

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**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 toidentify the different 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 1 |  table, chalkPhotographs and charts ontypes 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, chalkPhotographs and charts ontypes 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 ontypes 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 arrangementof teeth in the mouth | Primary Science Pupils Book 4,pg 5 | Photographs and charts ontypes 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 arrangementof teeth in the mouth | Primary Science Pupils Book 4,pg 5 | Photographs and charts ontypes 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 ontypes of teeth |  |
|  | 2 |  | The functionsof 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 ontypes of teeth |  |
| 3 | The learner should be able to state the functions of different types of teeth | * 1dentifying the function of the Incisors and canines
* Explaining the shapes of

different types of teeth | Primary Science Pupils Book 4,pg 5-7 | Photographs and charts ontypes 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 ontypes of teeth |  |
| 5 | Class work | * Class work
* Exercises
 | Primary Science Pupils Book 4,pg 5-7 | Photographs and charts ontypes 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 ontypes of teeth |  |
| 2 | Shedding ofteeth | 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 onshedding of teethtable, 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 onshedding of teethtable, 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 onshedding of teethtable, 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 onshedding of teethtable, chalk |  |
| 4 | 1 |  |  | The learner should be able to describe the care of teethThe learner should practically demonstrate caring of teeth | * Drawing various parts of teeth
* Observing the parts of teeth
* Practical Exercise
 | Primary Science Pupils Book 4,pg 16 | Tools for cleaning teethPictures of healthy teethChart on procedure forcleaning teethtable, 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 forcleaning teethtable, chalk |  |
| 3 | Problems related to teeth | The learner should be able to state causes of bad breath | * Discussing the causes of unhealthy teeth
 | Primary Science Pupils Book 4,pg 20-26 | Tools for cleaning teethPictures of healthy teethChart on procedure forcleaning teethtable, chalk |  |
| 4 | Problems related to teeth | The learner should be able to state causes of gum disease | * Discussing the causes of unhealthy teeth
* Cleaning teeth correctly
 | Primary Science Pupils Book 4,pg 20-26 | Tools for cleaning teethPictures of healthy teethChart on procedure forcleaning teethtable, chalk |  |
| 5 |  | Class work | * Class work
* Exercises
 | Primary Science Pupils Book 4,pg 5-7 | Photographs and charts ontypes of teeth |  |
| 5 | 1 | Problems related to teeth | The learner should be able to state 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 teethPictures of healthy teethChart on procedure forcleaning teethtable, 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 teethtable, chalk |  |
| 3 | The learner should be able to explain 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 teethtable, 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 teethtable, chalk |  |
|  | 5 | **Meaning of****HIV and AIDS** | Meaning ofHIV and AIDS | The learner should be able to state the meaning of HIV and AIDS | • Discussing signs ofAIDS | Primary Science Pupils Book 4,pg 26 | Appropriate charts showing meaning and signs of AIDS |  |
| 6 | 1 | Meaning ofHIV and AIDS | The learner should be able to state the signs of HIV and AIDS | • Discussing signs ofAIDS | 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 HIVand 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 HIVand 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 HIVand 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 cropsReal 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 cropsReal samples of cash crops |  |
| 4 | Cash crops  | The learner should be able to identify and name cashcrops | * Discussing the meaning of cash crops
* Identifying cash crops
 | Primary Science Pupils Book 4,pg 40 | Pictures of cropsReal samples of cash crops |  |
| 5 |  | Class work | * Class work
* Exercises
 | Primary Science Pupils Book 4,pg 5-7 | Photographs and charts ontypes of teeth |  |
| 9 | 1 | Fiber crops | The learner should be able to identify and name cashcrops | * Discussing the meaning of cash crops

Identifying cash crops | Primary Science Pupils Book 4,pg 41-43 | Pictures of cropsReal 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 weedsPictures of weeds |  |
|  | 3 | **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 46 | Local weedsPictures 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 showinghow 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 showinghow 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 showinghow 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 showinghow to control weeds |  |
|  | 3 |  | Control of weeds | Revision Exercise | Revision Exercise |  |  |  |
|  | 4 | **Weather**  | The sky during the day |  |  |  |  |  |
| 5 | The learner should beable to observe and identify different objects in the sky during the day | Practical ExerciseObserving the sky during the day | Primary Science Pupils Book 4,pg 53-56 | Pictures and charts showingdifferent types of clouds |  |
| 11 | 1 | The learner should beable to observe and list different objectsin 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 showingdifferent types of clouds |  |
| 2 | The sky at night | The learner should beable to observe andidentify 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 showingthe moon, stars and phasesof the moon |  |
| 3 | The learner should beable observe, understand and listobjects in 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 showingthe moon, stars and phasesof the moon |  |
|  | 4 |  | Types of clouds | The learner should beable to identify and different types of clouds | * Identifying and describing clouds
 | Primary Science Pupils Book 4,pg 57-60 | Pictures and charts showingdifferent types of clouds |  |
| 5 |  | Class work | * Class work
* Exercises
 | Primary Science Pupils Book 4,pg 5-7 | Photographs and charts ontypes of teeth |  |
| 10 | 1 |  Cumulus | The learner should beable to understand cumulus as a type of cloud | * Identifying and describing clouds
 | Primary Science Pupils Book 4,pg 60 | Pictures and charts showingdifferent types of clouds |  |
| 2 | Nimbus | The learner should beable to understand nimbus as types of clouds | * Identifying and describing clouds
 | Primary Science Pupils Book 4,pg 61 | Pictures and charts showingdifferent types of clouds |  |
|  | 3 |  |  | Revision Exercise | Revision Exercise |  |  |  |
|  | 4 | **Animals** | Characteristics of animals | The learner should beable to state characteristics ofanimals | * Describing reproduction and growth in animals
* Exercise 1
 | Primary Science Pupils Book 4,pg 66 | Charts and pictures ofvarious animalsReal animals in theenvironment |  |
| 5 | Feeding in Animals | The learner should beable to understand the feeding in animals | * Observing animals feeding
 | Primary Science Pupils Book 4,pg 67-68 | Charts and pictures ofvarious animalsReal animals in theenvironment |  |
| 11 | 1 | Movement in Animals | The learner should beable to understand the feeding in animals | * Observing animals moving
 | Primary Science Pupils Book 4,pg 69-71 | Charts and pictures ofvarious animals movingReal animals in the environment |  |
| 2 | Removal of waste in animalsGrowth in animals | The learner should beable 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 beable to understand the reproduction in animals | * Observing the young ones of animals
 | Primary Science Pupils Book 4,pg 75 | Charts and pictures ofvarious animalsReal animals in the environment |  |
| 4 | Reproduction in Animals | The learner should beable 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 ofvarious animalsReal animals in the environment |  |
|  | 5 |  | Animals React to change in the environment | The learner should beable 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 ofvarious animalsReal animals in theenvironment |  |
| 12 | 1 | All animals die | The learner should beable to what causes death in animals | Finding out the causes of death of animals | Primary Science Pupils Book 4,pg -80 | Charts and pictures ofvarious animalsReal animals in theenvironment |  |
| 2 | Characteristics of animals | The learner should beable to state characteristics ofanimals | * Observing animals responding to change

• Discussing the causes of death among animals | Primary Science Pupils Book 4,pg 80 | Charts and pictures ofvarious animalsReal animals in theenvironment |  |
| 3 | Classification of farm animals | The learner should beable to classify and describe farm animals | * Naming and describing animal products
* Exercise 1
 | Primary Science Pupils Book 4,pg 81 | Pictures of animalsReal examples of farmanimals and their products |  |
| 4 | The learner should beable to classify farm animals according to their products | * Discussing the importance of products from farm animals
 | Primary Science Pupils Book 81 | Pictures of animalsReal examples of farmanimals and their products |  |
| 5 | Poultry: layers and Broilers | The learner should beable to classify poultry and their products | Identifying Types of Chicken | Primary Science Pupils Book 4,pg 82-84 | Pictures of animalsReal examples of farmanimals and their products |  |
| 13 | 1 | Cattle: Beef and Dairy | The learner should beable to classify cattle according | * Discussing the products from cattle and their use
* Observing Cattle
 | Primary Science Pupils Book 4,pg 84-86 | Pictures of animalsReal examples of farmanimals and their products |  |
| 2 | Sheep: Wool and mutton | The learner should beable 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 animalsReal examples of farmanimals and their products |  |
| 3 | Goats: Dairy and mutton | The learner should beable 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 animalsReal examples of farmanimals 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 beable to describe the uses of water | * Identifying different uses of water
 | Primary Science Pupils Book 4,pg 94 | Charts on uses of water athome |  |
| 2 | Uses of water at home | The learner should beable to describe the uses of water at home | * Identifying different uses of water at home

Exercise 1Exercise 2 | Primary Science Pupils Book 4,pg95 | Pictures of uses of water in the farm |  |
| 3 | The learner should beable 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 different uses of water in the farm
 | Primary Science Pupils Book 4,pg 98-102 | Pictures of uses of water inthe farm |  |
| 5 | Uses of water for recreation | The learner should be able to describe how water is used for recreation | * Identifying different recreational uses of water
 | Primary Science Pupils Book 4,pg 103 | Pictures and charts ontransport and recreationaluses 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 ontransport and recreationaluses 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 ofwater |  |
| 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 ontransport and recreationaluses of water |  |
| 4 | Storing water | The learner should beable to explain different ways of storing water | • Drawing and naming parts of a farm* Discussion of different uses of water in the farm
 | Primary Science Pupils Book 4,pg 107-109 | Water storage means andsites |  |
|  | 5 |  | Storing water | The learner should beable 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 andsites |  |
| 4 | 1 |  |  | Revision | Revision |  |  |  |
|  | 2 | **Soil:** | Composition of soil  | The learner should be ableto investigate the components of soil  | * Performing investigations to identify mineral particles in the soil
 | Primary Science Pupils Book 4,pg 114 | Soil samples |  |
| 3 | The learner should be able to investigate soil composition | * Performing investigations to identify mineral particles in the soil
* Practical Exercise
 | Primary Science Pupils Book 4,pg 114 | Soil samples |  |
| 4 | Mineral particles in the soil | The learner should be ableto investigate the presenceof mineral particles  | * Performing investigations to identify mineral particles in the soil
* Practical Exercise
 | Primary Science Pupils Book 4,pg 115 | Soil samples |  |
| 5 | Living Organisms in the soil | The learner should be ableto investigate the presenceof living organisms in the soil | •Preforming investigations toidentify living organisms inthe 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 toidentify harmful living organisms inthe 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 toidentify importance living organisms inthe 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 investigations to identify mineral particles in the soil
 | Primary Science Pupils Book 4,pg 118 | Real samples of humus |  |
| 4 | Air in the Soil | The learner should beable to demonstrate thepresence 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 demonstratingpresence of air in the soil: Tin, soil and water |  |
| 5 | Water in the Soil | The learner should beable to demonstrate thepresence of water in thesoil | * Performing an experiment to show the presence of water in the soil
 | Primary Science Pupils Book 4,pg 118 | Apparatus for demonstratingpresence of air in the soil:Tin with a lid, soil and heat |  |
| 6 | 1 | **Food and Nutrition** | Food groups | The learner should beable to state and identify the three groups of food | * Discussing the importance of food
 | Primary Science Pupils Book 4,pg 123 | Charts and pictures on foodgroups |  |
| 2 | Energy-giving foods | The learner should beable to state and identify the Energy giving foods | * Identifying body building
 | Primary Science Pupils Book 4,pg 125 | Charts and pictures on foodgroups |  |
| 3 | Body buildingfoods  | The learner should beable to state and identify the body building food | * Identifying Energy giving Foods
 | Primary Science Pupils Book 4,pg 126 | Charts and pictures on foodgroups |  |
| 4 | Protective foods  | The learner should beable to classify locallyavailablefoods into thethree foodgroups | * Observing pictures of foods
* Classifying of protective foods
 | Primary Science Pupils Book 4,pg 126 | Appropriate charts andpictures on classes of foods |  |
| 5 | Classification of locally available foods | The learner should beable to classify locallyavailablefoods into thethree foodgroups | * Classifying of locally available foods
* Exercise 2
 | Primary Science Pupils Book 4,pg 127 | Appropriate charts andpictures on classes of foods |  |
| 7 | Mid Term 2 |  |
| 8 | 1 |  | Uses of light | The learner should beable to identify the uses of light | * Observing the effects of light on growing plans
* Explaining why light is important
 | Primary Science Pupils Book 4,pg 139 | Pictures on uses of light |  |
| 2 | The learner should beable 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 beable 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 beable to identify anddescribe the importance of lighting a house properly | * Observing charts on uses of 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 beable to identify anddescribe the importance of lighting a house properly | * Observing charts on uses of light
* Exercise 3
 | Primary Science Pupils Book 4,pg 141-143 | Pictures on uses of light |  |
| 9 | 1 | Ways of lighting a houseLighting the House using natural sources of Light | The learner should beable 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 andpictures on ways of lightinga house |  |
| 2 | Lighting a house Using artificial sources of Light | The learner should beable 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 andpictures on ways of lightinga house |  |
|  | 3 |  | Lighting a house Using artificial sources of Light | The learner should beable 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 andpictures on ways of lightinga house |  |
| 4 | The learner should beable 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 andpictures on ways of lightinga house |  |
| 5 | Sources of heatIdentifying some sources of Heat | The learner should beable to identify sources of heatThe learner should be able to identify natural and artificial sources of heat | * Identifying the sun as a source of heat
* Classifying sources of heat into natural and artificial
* Exercise 6
 | Primary Science Pupils Book 4,pg 150-154 | Appropriate charts andpictures 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 andpictures 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 andpictures 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 andpictures on sources of heat |  |
| 4 | Uses of heat | The learner should beable 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 beable 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 beable to identify factorsthat 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 beable to identify factorsthat determine floating | * Identifying Objects that float
* Exercise 1
 | Primary Science Pupils Book 4,pg 164 | Variety of objects and Water |  |
| 4 | The learner should beable to practice floating | * Observing floating objects
* Practical Exercise on floating
 | Primary Science Pupils Book 4,pg 165 | Variety of objectsWater |  |
| 5 | Sinking | The learner should beable to identify factorsthat determine sinking | * Defining sinking
* Observing sinking objects
 | Primary Science Pupils Book 4,pg 165- | Variety of objectsWater |  |
| 12 | 1 | The learner should beable to identify factorsthat determine sinking | * Observing sinking objects
* Practical Exercise on sinking
 | Primary Science Pupils Book 4,pg 164 | Variety of objectsWater |  |
| 2 | Factors affecting floating | The learner should beable to demonstratefactors 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 objectsBasins and water |  |
| 3 | The learner should beable to demonstratefactors 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 objectsBasins and water |  |
| 4 | Factors affecting sinking  | The learner should beable to demonstratesinking | * Demonstrating effect of shape on sinking
 | Primary Science Pupils Book 4,pg 167-171 | Variety of common objectsBasins and water |  |
| 5 | The learner should beable to demonstratefactors affecting sinking | * Demonstrating effect of size on sinking
* Demonstrating effect of type of material on sinking
 |  | Variety of common objectsBasins and water |  |
| 13 | 1 |  | Factors affecting sinking  | The learner should beable to demonstratefactors affecting sinking | * Demonstrating effect of size on sinking
* Demonstrating effect of type of material on sinking
 | Primary Science Pupils Book 4,pg 167-171 | Variety of common objectsBasins and water |  |
|  | 2 |  | Pressure in liquids | The learner should beable to investigate pressure in liquids | • Discussing the meaning of pressure | Primary Science Pupils Book 4,pg 172-174 | Tins and waterA nail |  |
| 3 | The learner should beable to investigate pressure in liquids | * Observing the dependence of pressure on depth in liquids
 | Primary Science Pupils Book 4,pg 172-174 | Tins and waterA nail |  |
| 4 | The learner should beable to investigate pressure in liquids | * Observing the dependence of pressure on depth in liquids
 | Primary Science Pupils Book 4,pg 172-174 | Tins and waterA 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 beable to safely use simpletools | • Identifying simple tools* Discussing the meaning of Pressure
* Practical Exercise
 | Primary Science Pupils Book 4,pg 178 | Tins and waterA nail |  |
| 2 | The learner should beable to safely use simpletools | • Identifying simple tools* Discussing the meaning of Pressure
* Practical Exercise
 | Primary Science Pupils Book 4,pg 179 | Tins and waterA nail |  |
| 3 | The learner should beable to safely use simpletools | * Observing the dependence

of pressure on depth inliquids* Practical Exercise
 | Primary Science Pupils Book 4,pg 180 | Tins and waterA nail |  |
| 4 | Safe use of simple tools  | The learner should beable to safely use simpletools | • Describing the use of eachsimple tool• Learning the safety rulesfor handling simple tools | Primary Science Pupils Book 4,pg 181 | Real samples of simple tools |  |
|  | 5 |  | Maintaining simple tools | The learner should beable to describe how tomaintain farm tools | * Observing the procedure for maintaining farm tools
 | Primary Science Pupils Book 4,pg 187 | Samples of farm toolsChart on maintenance ofsimple tools |  |
| 3 | 1 | The learner should beable to describe how tomaintain farm tools | * Observing the procedure for maintaining farm tools
 | Primary Science Pupils Book 4,pg 188 | Samples of farm toolsChart on maintenance ofsimple tools |  |
| 2 | Cleaning after use | The learner should beable to describe how toclean farm tools after use | * Practical Exercise
 | Primary Science Pupils Book 4,pg 188 | Samples of farm toolsChart on maintenance ofsimple tools |  |
| 3 | The learner should beable to describe how toclean farm tools after use | * Practical Exercise
 | Primary Science Pupils Book 4,pg 188 | Samples of farm toolsChart on maintenance ofsimple tools |  |
| 4 | Sharpening cutting tools | The learner should beable to describe how tosharpen farm tools | * Observing the procedure for sharpening maintaining farm tools
 | Primary Science Pupils Book 4,pg 188-189 | Samples of farm toolsChart on maintenance ofsimple tools |  |
| 5 | Oiling/Greasing | The learner should beable to describe how tooil and grease farm tools | •Observing the procedure for Oiling and greasing | Primary Science Pupils Book 4,pg 189 | • Samples of farm toolChart on maintenance ofsimple tools  |  |
| 4 | Mid Term Exams |
| 5-8 | Revisions, End of the year Exams and Closing |  |