

SCIENCE AND TECHNOLOGY ACTIVITIES GRADE 4 SCHEMES OF WORK

TERM _____ YEAR _____ SCHOOL _____

| WK | LSN | STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQUIRY QUESTION | LEARNING EXPERIENCES | LEARNING RESOURCES | ASSESSMENT METHODS | REFL |
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| 1 | OPENING /PREPARATIONS | | | | | | | | |
| 2 | 1 | FORCE AND ENERGY | Makinga fireless cooker | By the end of the sub strand the learner should be able to: a. Make fireless cookers from locally available materials b. Observe safety when handling materials c. Appreciate heat energy in daily life | 1. How does heat move from one point to another in solids? | Project 2: Learners to make a fireless cooker | Source of heat, water, spoon, cooking stick, maize cob Science and technology Grade 4 Learners Bk. Pg. 92 | Group discussions Question and answer demosntration | |
| | 2 | | Makinga fireless cooker | By the end of the sub strand the learner should be able to: a. Make fireless cookers from locally available materials b. Observe safety when handling materials c. Appreciate heat energy in daily life | 1. How does heat move from one point to another in solids? | Project 2: Learners to make a fireless cooker | Source of heat, water, spoon, cooking stick, maize cob Science and technology Grade 4 Learners Bk. Pg. 92 | Group discussions Question and answer demosntration | |
| | 3 | | Makinga fireless cooker | By the end of the sub strand the learner should be able to: a. Make fireless cookers from locally available materials b. Observe safety when handling materials c. Appreciate heat energy in daily life | 1. How does heat move from one point to another in solids? | Project 2: Learners to make a fireless cooker | Source of heat, water, spoon, cooking stick, maize cob Science and technology Grade 4 Learners Bk. Pg. 92 | Group discussions Question and answer demosntration | |
| | 4 | | | Machines – levers as | By the end of the sub strand the learner should | 1. How are levers | a) Learners are guided to | Text book, 30-centimetre ruler, | Group discussions |

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| | | | machines | be able to: a. Identify the lever as a machine used in everyday life. b. Appreciate levers in daily life situations | useful in our everyday life? | demonstrate levers as simple machines b) Learners are guided to use visual aids and digital devices to demonstrate levers as simple machines | round pencil. Pictures, coins, plank of wood Science and technology Grade 4 Learners Bk. Pg. 96 | Question and answer demonstration | |
| 3 | 1 | | Levers used in our locality | By the end of the sub strand the learner should be able to: a. Identify levers used in the locality. b. Appreciate levers in daily life situations | 1. How are levers useful in our everyday life? | c) Learners are guided to identify different levers used in the locality d) Learners use digital devices to observe and record different levers (For example: see saw, beam balance, wheel barrow, spade, spoon, fishing rod and scissors). | Text book, 30-centimetre ruler, round pencil. Pictures, coins, plank of wood Science and technology Grade 4 Learners Bk. Pg. 97 | Group discussions Question and answer demonstration | |
| | 2 | | Parts of a lever | By the end of the sub strand the learner should be able to: a. Identify parts of a lever. b. Appreciate levers in daily life situations | 1. How are levers useful in our everyday life? | e) In groups, learners are guided to identify and record parts of a lever. f) Learners use digital devices to observe and identify parts of a lever | Text book, 30-centimetre ruler, round pencil. Pictures, coins, plank of wood Science and technology Grade 4 Learners Bk. Pg. 98 | Group discussions Question and answer demonstration | |
| | 3 | | Making a see-saw | By the end of the sub strand the learner should be able to: a. Make a see saw b. Show curiosity to use levers to make work easier | 1. How are levers useful in our everyday life? | g) In groups, learner are guided to make and use a see saw | Text book, 30-centimetre ruler, round pencil. Pictures, coins, plank of wood Science and technology Grade 4 Learners Bk. Pg. 99 | Group discussions Question and answer demonstration | |

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| | 4 | | Using levers to make work easier | By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> a. Appreciate levers in daily life situations b. Show curiosity to use levers to make work easier | 1. How are levers useful in our everyday life? | g) In groups, learner are guided to make and use a see saw | Text book, 30-centimetre ruler, round pencil. Pictures, coins, plank of wood Science and technology Grade 4 Learners Bk. Pg. 100 | Group discussions Question and answer demonstration | |
| 4 | 1 | | Making a beam balance using locally available materials | By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> a. Make a functional beam balance using the locally available materials b. Appreciate levers in daily life situations | 1. How are levers useful in our everyday life? | Project: In groups, learners are guided to make and use a functional beam balance using locally available materials | Text book, 30-centimetre ruler, round pencil. Pictures, coins, plank of wood Science and technology Grade 4 Learners Bk. Pg. 101 | Group discussions Question and answer demonstration | |
| | 2 | | Making a beam balance using locally available materials | By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> a. Make a functional beam balance using the locally available materials b. Appreciate levers in daily life situations | 1. How are levers useful in our everyday life? | Project: In groups, learners are guided to make and use a functional beam balance using locally available materials | Text book, 30-centimetre ruler, round pencil. Pictures, coins, plank of wood Science and technology Grade 4 Learners Bk. Pg. 101 | Group discussions Question and answer demonstration | |
| | 3 | | Making a beam balance using locally available materials | By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> a. Make a functional beam balance using the locally available materials b. Appreciate levers in daily life situations | 1. How are levers useful in our everyday life? | Project: In groups, learners are guided to make and use a functional beam balance using locally available materials | Text book, 30-centimetre ruler, round pencil. Pictures, coins, plank of wood Science and technology Grade 4 Learners Bk. Pg. 101 | Group discussions Question and answer demonstration | |
| | 4 | EARTH AND SPACE | Weather and the sky – bodies in the sky during day and night | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a. Identify bodies | 1. What can be observed in the sky during the day? 2. Which are the | a) Observe and record features of the sky at day time and during the night. | Weather clock, weather chart, textbooks, internet, and digital | Group discussions Question and answer demonstration | |

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| | | | observed in the sky during day and night b. Appreciate the importance of weather conditions within the locality | activities done in the locality during wet and dry weather conditions? | b | devices. Science and technology Grade 4 Learners Bk. Pg. 104 | | |
| 5 | 1 | | Types of cloud in the sky during the day By the end of the sub strand, the learner should be able to: a. Record types of clouds in the sky during the day. b. Appreciate the importance of weather conditions within the locality | 1. What can be observed in the sky during the day? 2. Which are the activities done in the locality during wet and dry weather conditions? |) Learners are guided to observe the sky and record types of clouds (Cumulus, Nimbus Cirrus, and Stratus). c) Learners to use visual aids and digital devices to observe and identify different types of clouds. | Weather clock, weather chart, textbooks, internet, and digital devices. Science and technology Grade 4 Learners Bk. Pg. 105 | Group discussions Question and answer demonstration | |
| | 2 | | Activities done during different weather conditions By the end of the sub strand, the learner should be able to: a. Identify activities done during different weather conditions b. Appreciate the importance of weather conditions within the locality | 1. What can be observed in the sky during the day? 2. Which are the activities done in the locality during wet and dry weather conditions? | d) Learners are guided to compare activities carried out during different weather conditions (drying, winnowing, flying kites, growing crops, harvesting crops) e) Learners use digital devices to observe and compare activities carried out during different weather conditions.. | Weather clock, weather chart, textbooks, internet, and digital devices. Science and technology Grade 4 Learners Bk. Pg. 107 | Group discussions Question and answer demonstration | |
| | 3 | | Importance of weather conditions within the locality By the end of the sub strand, the learner should be able to: a. Appreciate the importance of weather conditions within the | 1. What can be observed in the sky during the day? 2. Which are the activities done in the locality | d) Learners are guided to compare activities carried out during different weather conditions (drying, winnowing, flying | Weather clock, weather chart, textbooks, internet, and digital devices. Science and | Group discussions Question and answer demonstration | |

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| | | | | <p>locality.</p> <p>b. Identify the importance of weather conditions within the locality</p> | during wet and dry weather conditions? | <p>kites, growing crops, harvesting crops)</p> <p>e) Learners use digital devices to observe and compare activities carried out during different weather conditions..</p> | <p>technology Grade 4 Learners Bk. Pg. 107</p> | | |
| | 4 | | Making a weather clock | <p>By the end of the sub strand, the learner should be able to:</p> <p>a. Make a weather clock.</p> <p>b. Observe safety while using available materials</p> <p>c. Appreciate the importance of weather conditions within the locality.</p> | <p>1. What can be observed in the sky during the day?</p> <p>2. Which are the activities done in the locality during wet and dry weather conditions?</p> | <p>Project 1: In groups, learners are guided to make weather clock to record changes of weather</p> | <p>Weather clock, weather chart, textbooks, internet, and digital devices.</p> <p>Science and technology Grade 4 Learners Bk. Pg. 109</p> | <p>Group discussions</p> <p>Question and answer</p> <p>demonstration</p> | |
| 6 | 1 | | Making a weather clock | <p>By the end of the sub strand, the learner should be able to:</p> <p>a. Make a weather clock.</p> <p>b. Observe safety while using available materials</p> <p>c. Appreciate the importance of weather conditions within the locality.</p> | <p>1. What can be observed in the sky during the day?</p> <p>2. Which are the activities done in the locality during wet and dry weather conditions?</p> | <p>Project 1: In groups, learners are guided to make weather clock to record changes of weather</p> | <p>Weather clock, weather chart, textbooks, internet, and digital devices.</p> <p>Science and technology Grade 4 Learners Bk. Pg. 109</p> | <p>Group discussions</p> <p>Question and answer</p> <p>demonstration</p> | |
| | 2 | | Weather chart | <p>By the end of the sub strand, the learner should be able to:</p> <p>a. Make a weather chart</p> <p>b. Observe safety while using available materials</p> | <p>1. What can be observed in the sky during the day?</p> <p>2. Which are the activities done in the locality</p> | <p>Project 2: Learners are guided to develop a weather chart for recording changes of weather on a daily basis</p> | <p>Weather clock, weather chart, textbooks, internet, and digital devices.</p> <p>Science and</p> | <p>Group discussions</p> <p>Question and answer</p> <p>demonstration</p> | |

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| | | | | c. Appreciate the importance of weather conditions within the locality. | during wet and dry weather conditions? | | technology Grade 4 Learners Bk. Pg. 107 | | |
| | 3 | | Weather chart | By the end of the sub strand, the learner should be able to: a. Make a weather chart b. Observe safety while using available materials c. Appreciate the importance of weather conditions within the locality. | 1. What can be observed in the sky during the day? 2. Which are the activities done in the locality during wet and dry weather conditions? | Project 2: Learners are guided to develop a weather chart for recording changes of weather on a daily basis | Weather clock, weather chart, textbooks, internet, and digital devices. Science and technology Grade 4 Learners Bk. Pg. 111 | Group discussions Question and answer demonstration | |
| 7-8 | ASSESSMENT/CLOSING | | | | | | | | |