



## SCIENCE TECHNOLOGY SCHEME OF WORK GRADE 4 TERM 2

NAME	
TSC NO.	
SCHOOL	

<b>School</b>	<b>Grade</b>	<b>Learning Area</b>	<b>Term</b>	<b>Year</b>
	<b>4</b>	<b>Science Technology</b>	<b>2</b>	

<b>Week</b>	<b>Lesson</b>	<b>Strand</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Key inquiry questions</b>	<b>Learning experiences</b>	<b>Learning resources</b>	<b>Assessment</b>	<b>Remarks</b>
<b>1</b>	<b>1</b>	<b>Digital Technology</b>	<b>Digital devices</b>	By the end of the sub strand the learner should be able to: Define the term “digital device	What are the main parts of a digital device?	In groups, learners are guided to discuss the meaning of the term “digital device”. In groups, learners are guided to observe and identify the various digital devices in their locality (Desk top computer, Laptop, Mobile phone, TVs, Radios, Tablets, iPads	KLB Visionary Science and Technology Grade 4 pg 67-68 Computers, tablets, Ipads, laptop, radios, TV, mobile phone, cameras, internet, textbooks		
	<b>2</b>	<b>Digital Technology</b>	<b>Digital devices</b>	By the end of the sub strand the learner should be able to: Identify the various digital devices in his/her locality	What are the main parts of a digital device?	In groups, learners are guided to discuss the meaning of the term “digital device”. In groups, learners are guided to observe and identify the various digital devices in their	KLB Visionary Science and Technology Grade 4 pg 67-68 Computers, tablets, Ipads, laptop, radios, TV, mobile phone,		

						locality (Desk top computer, Laptop, Mobile phone, TVs, Radios, Tablets, iPads	cameras, internet, textbooks		
	3	<b>Digital Technology</b>	<b>Digital devices</b>	By the end of the sub strand the learner should be able to: Identify different parts of digital devices in his/her locality.	What are the main parts of a digital device?	In groups, learners are guided to observe and identify the various parts of digital devices using real objects and/or visual aids (for example: key board/touch pad, mouse, monitor, CPU, cables)	KLB Visionary Science and Technology Grade 4 pg 67-68 Computers, tablets, Ipads, laptop, radios, TV, mobile phone, cameras, internet, textbooks		
	4	<b>Digital Technology</b>	<b>Digital devices</b>	By the end of the sub strand the learner should be able to: State the functions of the various parts of a digital device	What are the functions of the main parts of a computer	In groups, learners are guided to observe and identify the various parts of digital devices using real objects and/or visual aids (for example: key board/touch pad, mouse, monitor, CPU, cables)	KLB Visionary Science and Technology Grade 4 pg 76-77 Computers, tablets, Ipads, laptop, radios, TV, mobile phone, cameras, internet, textbooks		
2	1	<b>Digital Technology</b>	<b>Digital devices</b>	By the end of the sub strand the learner	What are the functions of	c) In groups, learners to discuss the	KLB Visionary Science and		

				should be able to: Demonstrate proper connection of parts of digital devices.	the main parts of a computer	functions of the various parts a digital device.	Technology Grade 4 pg 77-78 Computers, tablets, Ipads, laptop, radios, TV, mobile phone, cameras, internet, textbooks		
	2	<b>Digital Technology</b>	<b>Digital devices</b>	By the end of the sub strand the learner should be able to: Demonstrate proper use of digital devices in their day to day life.	What are the functions of the main parts of a computer	In groups, learners are guided to connect parts of the digital devices in their locality. Learners to practice proper use of digital devices (typing, taking photos, play stations, recording videos and audios).	KLB Visionary Science and Technology Grade 4 pg 77-78 Computers, tablets, Ipads, laptop, radios, TV, mobile phone, cameras, internet, textbooks		
	3	<b>Digital Technology</b>	<b>Digital devices</b>	By the end of the sub strand the learner should be able to: Model external parts of a digital device using locally available materials.	What are the functions of the main parts of a computer?	Learners to practice proper use of digital devices (typing, taking photos, play stations, recording videos and audios).	KLB Visionary Science and Technology Grade 4 pg 80-85 Computers, tablets, Ipads, laptop, radios, TV, mobile		

							phone, cameras, internet, textbooks		
	4	<b>Digital Technology</b>	<b>Coding</b>	By the end of the sub strand the learner should be able to: State meaning of the term “coding”.	What is coding?	In groups, learners are guided to discuss the meaning of the term “coding”.	KLB Visionary Science and Technology Grade 4 pg 90-90- Prototypes, Computers, tablets, Ipads, laptop, radios, TV, mobile phones, cameras, internet, textbooks, newspapers		
3	1	<b>Digital Technology</b>	<b>Coding</b>	By the end of the sub strand the learner should be able to: Identify coded patterns.	What is coding?	In groups, learners are guided to observe, identify and discuss locally available coded patterns (for example: arrangement of leaves, how birds make nests, arrangement of shapes on a football and tennis ball, Sudoku in Mathematics, Word	KLB Visionary Science and Technology Grade 4 pg 91-93 Prototypes, Computers, tablets, Ipads, laptop, radios, TV, mobile phones, cameras, internet, textbooks, newspapers		

						puzzle in English).			
	2	<b>Digital Technology</b>	<b>Coding</b>	By the end of the sub strand the learner should be able to: Identify coded patterns.	What is coding?	Use digital devices to observe, identify and discuss different coded pattern (for example: fun and games).	KLB Visionary Science and Technology Grade 4 pg 91-93 Prototypes, Computers, tablets, Ipads, laptop, radios, TV, mobile phones, cameras, internet, textbooks, newspapers		
	3	<b>Digital Technology</b>	<b>Coding</b>	By the end of the sub strand the learner should be able to: Play simple puzzle games.	What is coding?	Use digital devices to observe, identify and discuss different coded pattern (for example: fun and games).	KLB Visionary Science and Technology Grade 4 pg 95-99 Prototypes, Computers, tablets, Ipads, laptop, radios, TV, mobile phones, cameras, internet, textbooks, newspapers		

	4	<b>Digital Technology</b>	<b>Coding</b>	By the end of the sub strand the learner should be able to: Play simple puzzle games.	What is coding?	In groups, learners are guided to play simple puzzle games (for example: fitting in missing parts to complete the whole; re-assembling dismantled parts to complete the whole, word puzzles). Use digital devices to solve simple patterns (for example: computer games and puzzles).	KLB Visionary Science and Technology Grade 4 pg 100-102 Prototypes, Computers, tablets, iPad, laptop, radios, TV, mobile phones, cameras, internet, textbooks, newspapers		
4	1	<b>Matter</b>	<b>States of matter</b>	By the end of the sub strand the learner should be able to: Identify the three states of matter.	What are the characteristics of matter?	In groups, learners to observe and identify solids, liquids and the presence of air in their environment. Working in groups, learners to use visual aids and digital devices to identify the three states of matter (solids, liquids, gases).	KLB Visionary Science and Technology Grade 4 pg 103-104 Filling containers with pebbles, soil and stones, balloons, digital devices, internet,		

2	<b>Matter</b>	<b>States of matter</b>	By the end of the sub strand the learner should be able to Investigate different states of matter to show their characteristics.	What are the characteristics of matter?	Learners to work in groups to investigate the characteristics of different states of matter (shape, volume and mass).	KLB Visionary Science and Technology Grade 4 pg 107-108 Filling containers with pebbles, soil and stones, balloons, digital devices, internet,		
3	<b>Matter</b>	<b>States of matter</b>	By the end of the sub strand the learner should be able to: Categorise substances in his/her environment into the three states of matter.	What are the characteristics of matter?	Learners to manipulate different materials to show the characteristics of the three states of matter (filling balloons with air; filling containers of different shapes with water; filling containers with pebbles, soil and stones).	KLB Visionary Science and Technology Grade 4 pg 110-112 Filling containers with pebbles, soil and stones, balloons, digital devices, internet,		
4	<b>Matter</b>	<b>States of matter</b>	By the end of the sub strand the learner should be able	How can we show that there is air around	Learners to observe different substances in	KLB Visionary Science and Technology		

				to: Categorise substances in his/her environment into the three states of matter.	us?	the locality and group them into the three states of matter.	Grade 4 pg 110-112 Filling containers with pebbles, soil and stones, balloons, digital devices, internet,		
<b>5</b>	<b>1</b>	<b>Matter</b>	<b>States of matter</b>	By the end of the sub strand the learner should be able to: Observe safety when working with different materials.	How can we show that there is air around us?	Learners to use digital devices to demonstrate the characteristics of the three states of matter. Learners are guided on how to take precautions when handling different substances.	KLB Visionary Science and Technology Grade 4 pg 110-112 Filling containers with pebbles, soil and stones, balloons, digital devices, internet,		
	<b>2</b>	<b>Matter</b>	<b>States of matter</b>	By the end of the sub strand the learner should be able to: Show curiosity while categorizing different materials according to their states.	How can we show that there is air around us?	Learners to use digital devices to demonstrate the characteristics of the three states of matter. Learners are guided on how to take precautions when handling different	KLB Visionary Science and Technology Grade 4 pg 110-112 Filling containers with pebbles, soil and		

						substances.	stones, balloons, digital devices, internet,		
	3	<b>Matter</b>	<b>Floating and sinking</b>	By the end of the sub strand the learner should be able to: Demonstrate sinking and floating using different materials.	Why do some materials float and others sink?	In groups, learners are guided to use objects to demonstrate sinking and floating of different materials	KLB Visionary Science and Technology Grade 4 pg 117-118 Rubber tubes, wood or plastics, plasticine, bottle tops, digital devices, internet, floaters, sinkers		
	4	<b>Matter</b>	<b>Floating and sinking</b>	By the end of the sub strand the learner should be able to: Demonstrate sinking and floating using different materials.	Why do some materials float and others sink?	In groups, learners are guided to use objects to demonstrate sinking and floating of different materials	KLB Visionary Science and Technology Grade 4 pg 120-121 Rubber tubes, wood or plastics, plasticine, bottle tops, digital devices, internet, floaters,		

							sinkers		
<b>6</b>	<b>1</b>	<b>Matter</b>	<b>Floating and sinking</b>	By the end of the sub strand the learner should be able to: Identify objects that can float and those that can sink in water	Why do some materials float and others sink?	In groups, learners use visual aids and digital devices to observe and record sinking and floating of different materials	KLB Visionary Science and Technology Grade 4 pg 120-121 Rubber tubes, wood or plastics, plasticine, bottle tops, digital devices, internet, floaters, sinkers		
	<b>2</b>	<b>Matter</b>	<b>Floating and sinking</b>	By the end of the sub strand the learner should be able to: Identify objects that can float and those that can sink in water	Why do some materials float and others sink?	In groups, learners use visual aids and digital devices to observe and record sinking and floating of different materials	KLB Visionary Science and Technology Grade 4 pg 120-121 Rubber tubes, wood or plastics, plasticine, bottle tops, digital devices, internet, floaters, sinkers		

	3	<b>Matter</b>	<b>Floating and sinking</b>	By the end of the sub strand the learner should be able to: Identify factors that affect floating and sinking of objects in water	How are floaters useful in our lives?	Learners are guided to observe and classify objects in their environment into those that float and those that sink in water	KLB Visionary Science and Technology Grade 4 pg 120-121 Rubber tubes, wood or plastics, plasticine, bottle tops, digital devices, internet, floaters, sinkers		
	4	<b>Matter</b>	<b>Floating and sinking</b>	By the end of the sub strand the learner should be able to: Make a floater using locally available materials.	How are floaters useful in our lives?	Learners are guided as they use digital devices in observing and classifying objects into those that float and those that sink in water	KLB Visionary Science and Technology Grade 4 pg 122 Rubber tubes, wood or plastics, plasticine, bottle tops, digital devices, internet, floaters, sinkers		
<b>7</b>	1	<b>Matter</b>	<b>Floating and sinking</b>	By the end of the sub strand the learner should be able to:	How are floaters useful in	Learners are guided to investigate how shape and type of materials affects	KLB Visionary Science and Technology		

				Make a floater using locally available materials.	our lives?	sinking or floating of an object (for example: normal bottle tops, crushed bottle tops, same quantity of plasticine in different shapes). In groups learners are guided on how to make floaters to sink and sinkers to float.	Grade 4 pg 124 Rubber tubes, wood or plastics, plasticine, bottle tops, digital devices, internet, floaters, sinkers		
	2	<b>Matter</b>	<b>Floating and sinking</b>	By the end of the sub strand the learner should be able to: Appreciate use of floaters as life savers.	How are floaters useful in our lives?	Learners are guided to use digital devices to observe the use of floaters as life savers. In groups learners are guided to on how to use floaters as life savers	KLB Visionary Science and Technology Grade 4 pg 124 Rubber tubes, wood or plastics, plasticine, bottle tops, digital devices, internet, floaters, sinkers		
	3	<b>Force and Energy</b>	<b>Force and its effects</b>	By the end of the sub strand the learner should be able to:	How are floaters useful in our lives?	Learners are guided to use digital devices to observe the use of floaters as life	KLB Visionary Science and Technology Grade 4 pg		

				State the meaning of term “force		savers. In groups learners are guided to on how to use floaters as life savers	129 Wheel barrow, tug of war, a hand cart, ox cart, a bicycle, digital devices, internet, and assorted objects.		
	4	<b>Force and Energy</b>	<b>Force and its effects</b>	By the end of the sub strand the learner should be able to: Demonstrate the effects of force on an object.	How are floaters useful in our lives?	Learners are guided to use digital devices to observe the use of floaters as life savers. In groups learners are guided to on how to use floaters as life savers	KLB Visionary Science and Technology Grade 4 pg 125-127 Wheel barrow, tug of war, a hand cart, ox cart, a bicycle, digital devices, internet, and assorted objects.		
8	1	<b>Force and Energy</b>	<b>Force and its effects</b>	By the end of the sub strand the learner should be able to: Demonstrate the effects of force on an object.	How are floaters useful in our lives?	Learners are guided to use digital devices to observe the use of floaters as life savers. In groups learners are guided to on how to use floaters	KLB Visionary Science and Technology Grade 4 pg 125-127 Wheel barrow, tug of war, a hand		

						as life savers	cart, ox cart, a bicycle, digital devices, internet, and assorted objects.		
	2	<b>Force and Energy</b>	<b>Force and its effects</b>	By the end of the sub strand the learner should be able to: Appreciate effects of force in everyday life.	How are floaters useful in our lives?	Learners are guided to use digital devices to observe the use of floaters as life savers. In groups learners are guided to on how to use floaters as life savers	KLB Visionary Science and Technology Grade 4 pg 125-127 Wheel barrow, tug of war, a hand cart, ox cart, a bicycle, digital devices, internet, and assorted objects.		
	3	<b>Force and Energy</b>	<b>Force and its effects</b>	By the end of the sub strand the learner should be able to: Observe safety precautions when dealing with force.	How does sound travel?	Learners are guided to carry out an activity to demonstrate that sound travels in all directions from the source	KLB Visionary Science and Technology Grade 4 pg 130-132 Wheel barrow, tug of war, a hand cart, ox cart, a bicycle, digital devices,		

							internet, and assorted objects.		
	4	<b>Force and Energy</b>	<b>Sound energy</b>	By the end of the sub strand, the learner should be able to: Demonstrate that sound travels in all directions from a source	How does sound travel?	Learners are guided to carry out an activity to demonstrate that sound travels in all directions from the source	KLB Visionary Science and Technology Grade 4 pg 130-132 Sound producing instrument, textbooks, internet, digital device		
<b>10-11</b>	<b>END OF TERM ASSESSMENT AND CLOSING</b>								