



## 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	Moran Science and Technology Grade 4 pg 39-40 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 locality (Desk top computer, Laptop, Mobile phone, TVs, Radios, Tablets, iPads	Moran Science and Technology Grade 4 pg 40-41 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: 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)	Moran Science and Technology Grade 4 pg 40-41 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)	Moran Science and Technology Grade 4 pg 41-42 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 should be able to: Demonstrate proper connection of parts of digital devices.	What are the functions of the main parts of a computer	In groups, learners to discuss the functions of the various parts a digital device.	Moran Science and Technology Grade 4 pg 42 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).	Moran Science and Technology Grade 4 pg 42 Computers, tablets, I pads, 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).	Moran Science and Technology Grade 4 pg 42 Computers, tablets, I pads, 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”.	Moran Science and Technology Grade 4 pg 47-48 Prototypes, Computers, tablets, I pads,			

							laptop, radios, TV, mobile phones, cameras, internet, textbooks, newspapers		
<b>3</b>	<b>1</b>	<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 puzzle in English).	Moran Science and Technology Grade 4 pg 48-49 Prototypes, Computers, tablets, I pads, laptop, radios, TV, mobile phones, cameras, internet, textbooks, newspapers		
	<b>2</b>	<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).	Moran Science and Technology Grade 4 pg 48-49 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).	Moran Science and Technology Grade 4 pg 49-50 Prototypes, Computers, tablets, I pads, 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).	Moran Science and Technology Grade 4 pg 49-50 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	What are the characterist	In groups, learners to observe and identify solids, liquids and the	Moran Science and Technology Grade 4 pg		

				able to: Identify the three states of matter.	ics of matter?	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).	52-53 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 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).	Moran Science and Technology Grade 4 pg 54-55 Filling containers with pebbles, soil and stones, balloons, digital devices, internet,		
	<b>3</b>	<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	Moran Science and Technology Grade 4 pg 57-58 Filling containers with pebbles, soil and stones, balloons,		

						pebbles, soil and stones).	digital devices, internet,		
	4	<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.	How can we show that there is air around us?	Learners to observe different substances in the locality and group them into the three states of matter.	Moran Science and Technology Grade 4 pg 57-58 Filling containers with pebbles, soil and stones, balloons, digital devices, internet,		
5	1	<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.	Moran Science and Technology Grade 4 pg 58-59 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:	How can we show that there is air around	Learners to use digital devices to demonstrate the characteristics of the three states of matter.	Moran Science and Technology Grade 4 pg 58-59		

				Show curiosity while categorizing different materials according to their states.	us?	Learners are guided on how to take precautions when handling different substances.	Filling containers with pebbles, soil and 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	Moran Science and Technology Grade 4 pg 60-61 Rubber tubes, wood or plastics, plasticine, bottle tops, digital devices, internet, floaters, sinkers		
6	1	<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	Moran Science and Technology Grade 4 pg 61 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 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	Moran Science and Technology Grade 4 pg 62 Rubber tubes, wood or plastics, plasticine, bottle tops, digital devices, internet, floaters, sinkers		
	<b>3</b>	<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 to investigate how shape and type of materials affects 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.	Moran Science and Technology Grade 4 pg 124 Rubber tubes, wood or plastics, plasticine, bottle tops, digital devices, internet, floaters, sinkers		
	<b>4</b>	<b>Matter</b>	<b>Floating and</b>	By the end of the sub strand the learner should be	How are floaters useful in	Learners are guided to use digital devices to observe the use of	Moran Science and Technology		

			<b>sinking</b>	able to: Appreciate use of floaters as life savers.	our lives?	floaters as life savers. In groups learners are guided to on how to use floaters as life savers	Grade 4 pg 64-67 Rubber tubes, wood or plastics, plasticine, bottle tops, digital devices, internet, floaters, sinkers		
<b>7</b>	<b>1</b>	<b>Force and Energy</b>	<b>Force and its effects</b>	By the end of the sub strand the learner should be able to: State the meaning of term “force	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	Moran Science and Technology Grade 4 pg 69-70 Wheel barrow, tug of war, a hand cart, ox cart, a bicycle, digital devices, internet, and assorted objects.		
	<b>2</b>	<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	Moran Science and Technology Grade 4 pg 70-71 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: 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	Moran Science and Technology Grade 4 pg 70-71 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: 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	Moran Science and Technology Grade 4 pg 72 Wheel barrow, tug of war, a hand cart, ox cart, a bicycle, digital devices, internet, and assorted objects.			

<b>8</b>	<b>1</b>	<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	Moran Science and Technology Grade 4 pg 73-74 Wheel barrow, tug of war, a hand cart, ox cart, a bicycle, digital devices, internet, and assorted objects.		
	<b>2</b>	<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	Moran Science and Technology Grade 4 pg 75-76 Sound producing instrument, textbooks, internet, digital device		
	<b>3</b>	<b>Force and Energy</b>	<b>Sound energy</b>	By the end of the sub strand the learner	How does sound	Learners to use audio aids and digital devices to observe and	Moran Science and Technology		

				should be able to: Demonstrate that sound can be reflected	travel?	record the travelling of sound in all directions from a source	Grade 4 pg 76 Sound producing instrument, textbooks, internet, digital device		
	<b>4</b>	<b>Force and Energy</b>	<b>Sound energy</b>	By the end of the sub strand the learner should be able to: Make a sound producing instrument from locally available materials.	How does sound travel?	Learners to use audio aids and digital devices to observe and record the reflection of sound.	Moran Science and Technology Grade 4 pg 78 Sound producing instrument, textbooks, internet, digital device		
<b>9-11</b>	<b>END OF TERM ASSESSMENT AND CLOSING</b>								