SCIENCE SCHEME OF WORK GRADE 4 TERM THREE

NAME	
TSC NO.	
SCHOOL	

Science Scheme of Work Grade 4 Term 3

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESMENT METHODS	REFL
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 machines	By the end of the sub strand the learner should be able to: a. Identify the lever as a machine used in everyday life.	1. How are levers useful in our everyday life?	a) Learners are guided to demonstrate levers as simple machines b) Learners are guided to use visual	Text book, 30-centimetre ruler, round pencil. Pictures, coins, plank of wood	Group discussions Question and answer demosntration	

				b. Appreciate levers in daily life situations		aids and digital devices to demonstrate levers as simple machines	Science and technology Grade 4 Learners Bk. Pg. 96		
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 demosntration	
	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 demosntration	
	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 demosntration	
	4		Using levers to make work easier	By the end of the sub strand the learner should be able to: 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	Group discussions Question and answer demosntration	

							Learners Bk. Pg. 100		
4	1		Making a beam balance using locally available materials	By the end of the sub strand the learner should be able to: 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 demosntration	
	2		Making a beam balance using locally available materials	By the end of the sub strand the learner should be able to: 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 demosntration	
	3		Making a beam balance using locally available materials	By the end of the sub strand the learner should be able to: 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 demosntration	
	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: a. Identify bodies observed in the sky during day and night 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?	a) Observe and record features of the sky at day time and during the night. b	Weather clock, weather chart, textbooks, internet, and digital devices. Science and technology Grade 4 Learners Bk. Pg. 104	Group discussions Question and answer demosntration	

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 demosntration	
	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 demosntration	
	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 locality. b. Identify 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	Weather clock, weather chart, textbooks, internet, and digital devices. Science and technology Grade 4 Learners Bk. Pg. 107	Group discussions Question and answer demosntration	

						carried out during different weather conditions..			
	4		Making a weather clock	By the end of the sub strand, the learner should be able to: a. Make a weather clock. 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 1:** In groups, learners are guided to make weather clock to record changes of weather	Weather clock, weather chart, textbooks, internet, and digital devices. Science and technology Grade 4 Learners Bk. Pg. 109	Group discussions Question and answer demosntration	
6	1		Making a weather clock	By the end of the sub strand, the learner should be able to: a. Make a weather clock. 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 1:** In groups, learners are guided to make weather clock to record changes of weather	Weather clock, weather chart, textbooks, internet, and digital devices. Science and technology Grade 4 Learners Bk. Pg. 109	Group discussions Question and answer demosntration	
	2		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. 107	Group discussions Question and answer demosntration	
	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	1. What can be observed in the sky during the day? 2. Which are the activities done in the locality during wet and dry	**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 demosntration	

				conditions within the locality.	weather conditions?				
7-8	**ASSESMENT/CLOSING**								