MINISTRY OF EDUCATION

SCHEME OF WORK

GRADE: 1 **SUBJECT: INTEGRATED SCIENCE** **TERM: TWO** **YEAR: 2024**

WK	TOPIC	SUB-TOPIC	LEARNING OUTCOMES	KNOWLEDGE	SKILLS	VALUES	TEACHING METHODS	T/L AIDS	REFERENCES
1 & 2	HEALTH	HYGIENE	- Revision of previous end of term test - Explain the importance of washing hands.	- Importance of hand washing in Prevention of transmission of germs(diseases)	- Demonstrating hygiene practices	- Practicing Personal and environmental	- QUESTION AND ANSWERS - EXPLANATION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
3	HEALTH	HYGIENE	- Explain the importance of keeping the surroundings clean.	- Importance of clean surrounding in Prevention of breeding/trans mission grounds of germs	- Observing hygiene practices	- Asking questions for more understanding	- GROUP DISCUSSION BRAINSTORMING	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
4	HEALTH	Common Diseases	- State common communicable diseases	- Communicable diseases such as Diarrhea, Dysentery, Cholera, HIV and AIDS, common colds	- Communicating information on common diseases	- Cooperating in group work	- EXPLANATION - INDIVIDUAL WORK - QUESTION AND ANSWERS	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
5	**The Environment**	The Environment	- Identify the main features of the local environment.	- Features of the local environment(Plants, Rocks, animals	- Observing main features of local environment	- Caring for the local environment	- GROUP DISCUSSION - INDIVIDUAL WORK	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK

				Streams, buildings)					
6&7	**The Environment**	**The Environment**	- Distinguish between urban and rural environment.	- Refer to Houses, roads, heating and lighting, water supply	- Comparing urban and rural environment	- Cooperating in group work	- BRAINSTORMING - EXPLANATION - QUESTION AND ANSWERS	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
8	**The Environment**	**The Environment**	- Explain the importance of the environment to living things.	- Importance of environment in providing Food, shelter, medicines, water, wood,	- Communicating the importance of the environment.	- Cooperating in group work	- QUESTION AND ANSWERS - EXPLANATION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
9	**Plants and Animals**	**Local Plants**	- Identify plants in the local environment.	- Local plants e.g. Crops, weeds, decorative plant.	- Comparing plants in the local	- Appreciating plants in local environment	- GROUP DISCUSSION - BRAINSTORMING - EXPLANATION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
10 &11	**Plants and Animals**	**Local Plants**	- Observe the early stages of plant growth.	- Plant growth stages (Seed, root and shoot).	- Observing stages of plant growth	- Asking questions for more understanding	- EXPLANATION - INDIVIDUAL WORK - QUESTION AND ANSWERS	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
12	**Plants and Animals**	Animals around us	- Identify wild and domestic animals in the local environment.	- Wild animals(e.g. Lion, elephant, zebra) and domestic animals(e.g. Cow, pig,	- Classifying animals in the local environment	- Appreciating all animals	- GROUP DISCUSSION - INDIVIDUAL WORK - EXPLANATION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK

				sheep)					
13	**Plants and Animals**	Animals around us	- Name things that all animals do.	- Common Activities of animals such as Moving, feeding,	- Communicating what animals do	- Asking questions for more understanding	- BRAINSTORMING - EXPLANATION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
14			CLOSING WEEK END OF TERM TESTS				- INDIVIDUAL WORK	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK

MINISTRY OF EDUCATION

SCHEME OF WORK

GRADE: 2 **SUBJECT: INTEGRATED SCIENCE** **TERM: TWO** **YEAR: 2024**

WK	TOPIC	SUB-TOPIC	LEARNING OUTCOMES	KNOWLEDGE	SKILLS	VALUES	TEACHING METHODS	T/L AIDS	REFERENCES
1	**Environment**	**Our environment**	List things that are harmful to human beings and the environment	•Harmful things (Waste dumps, toxic fumes from factories, automobiles and fires.	•Communicating information on clean and dirty environment	•Appreciating the environment •Cooperating in group activities	-BRAINSTORMING -GROUP DISCUSSION -EXPLANATION	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
2	**Environment**	**Our environment**	Explain why wastes should be deposited in the right places	•Depositing waste in the right places to avoid contamination of the Environment.	•Observing things harmful in the environment	•Participating in voluntary activities on keeping the environment clean	-GROUP DISCUSSION -BRAINSTORMING	- CHART - CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
3	**Environment**	**Our environment**	Describe the effects harmful things on the environment	Effects of harmful things: cause diseases, kill plants and animals, change the habitat of living	• Observing things harmful in the environment	Participating in voluntary activities on keeping the environment clean	- QUESTION AND ANSWERS - EXPLANATION	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK

4	**Environment**	**Our environment**	Explain the importance of keeping our homes and schools clean.	- Keeping homes and schools clean to avoid land and water pollution	• Observing things harmful in the environment	Participating in voluntary activities on keeping the environment clean	- GROUP DISCUSSION - BRAINSTORMING	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
5	**Environment**	**Our environment**	Explain what people in the community do to care for their surroundings.	- Caring of surrounding by cleaning, planting flowers, trees and grass. Slashing, decorating.	• Observing things harmful in the environment	Participating in voluntary activities on keeping the environment clean	- EXPLANATION - INDIVIDUAL WORK - QUESTION AND ANSWERS	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
6	**Plants and Animals**	Parts of Plants	Identify the main parts of a plant	- Plant parts(Root, stem, leaf, flower, and fruits)	• Observing the main parts of a plant	Appreciating wild plants	- GROUP DISCUSSION - INDIVIDUAL WORK	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
7	**Plants and Animals**	Parts of Plants	Describe the life cycle of a plant	- Seed-seedling-adult plant with flowers- adult plant with fruits-adult plant dies	Comparing the life cycle of plants	Caring for vital plants	- BRAINSTORMING - EXPLANATION - QUESTION AND ANSWERS	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
8	**Plants and Animals**	**Types of Animals**	Name different types of animals in the environment.	- Insects and animals (e.g. mosquitoes, bees, worms;	- Observing animals in the environment	Appreciating animals in the environment	- QUESTION AND ANSWERS - EXPLANATION	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK

				spider, lion, elephant, tilapia, snake, eagle, cow).					
9	**Plants and Animals**	**Types of Animals**	Mention some animals which depend on others for food.	- Animals that depend on others for food(Dog, cat, lion, fox, snake, leopard)	- Communicating ways of conserving animals	- Appreciating animals in the environment	- GROUP DISCUSSION - BRAINSTORMING - EXPLANATION	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
10	**Plants and Animals**	**Types of Animals**	Mention some animals which feed on grass and crop plants.	- Animals that depend on plants for food(Goat, pig, cow, rabbit, impala)	- Communicating ways of conserving animals	- Appreciating animals in the environment	- EXPLANATION - INDIVIDUAL WORK - QUESTION AND ANSWERS	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
11	**Plants and Animals**	**Types of Animals**	Mention places where wild animals are found	- Places where animals are found (bush, dessert, woods, river, lake, etc.)	- Communicating ways of conserving animals	- Appreciating animals in the environment	- GROUP DISCUSSION - INDIVIDUAL WORK - EXPLANATION	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
12	**Plants and Animals**	**Types of Animals**	Explain how animals protect themselves from their enemies	- Protection of animals from enemies by Camouflage, running, horns.	- Communicating ways of conserving animals	- Caring for the animals in the environment.	- BRAINSTORMING - EXPLANATION	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK

13	**Plants and Animals**	**Types of Animals**	Explain the importance of conserving wild life.	Conserving animals to avoid extinction, gain foreign exchange through tourism	- Communicating ways of conserving animals	Participating actively in group activities	- GROUP DISCUSSION - BRAINSTORMING - EXPLANATION	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
14			End of term tests				- INDIVIDUAL WORK	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK

MINISTRY OF EDUCATION

SCHEME OF WORK

GRADE: 3 **SUBJECT: INTEGRATED SCIENCE** **TERM: TWO** **YEAR: 2024**

WK	TOPIC	SUB-TOPIC	LEARNING OUTCOMES	KNOWLEDGE	SKILLS	VALUES	TEACHING METHODS	T/L AIDS	REFERENCES
1	**Health**	***Illnesses and diseases***	Distinguish between infectious and non-infectious diseases	•Infectious (HIV, TB, Measles, chicken pox) .Non-infectious (Asthma, Malnutrition).	•Comparing infectious and non-infectious diseases •Communicating ways of preventing diseases	•Awareness of common diseases, their causes and prevention •Cooperating in group work •Caring for the sick	-BRAINSORMING -GROUP DISCUSSION	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
2 & 3	**Health**	***Illnesses and diseases***	Explain different ways of preventing diseases	•Personal hygiene, good sanitation, vaccination, healthy food.	•Comparing infectious and non-infectious diseases •Communicating ways of preventing diseases	•Awareness of common diseases, their causes and prevention •Cooperating in group work •Caring for the sick	-INDIVIDUAL WORK - EXPLANATION	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
4	**The Environment**	**Soil formation**	State what weathering is.	- Weathering as the breaking up of rocks to form soil	- Communicating the agents of weathering	- Appreciating the formation of soil	-GROUP DISCUSSION - BRAINSTORMING	- CHART - CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK

5 & 6	**The Environment**	**Soil formation**	Identify the agents of weathering in soil formation	- Agents of weathering: Wind, trees, water, animals	- Communicating the agents of weathering	- Appreciating the formation of soil	- QUESTION AND ANSWERS - EXPLANATION	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
7	**The Environment**	**Soil formation**	Demonstrate the formation of soil layers.	- Soil layers: top soil, subsoil and bedrock	- Investigating the layers of soil	- Cooperating in group work	- GROUP DISCUSSION - BRAINSTORMING	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
8 & 9	**Plants and Animals**	Plant Classification	Classify plants into flowering and non-flowering.	- Flowering Plants(e.g. maize, beans ross flower) and non-flowering plants (e.g. ferns, moss, pine)	- Classifying vertebrate and invertebrates	- Appreciating classes of plants	- EXPLANATION - INDIVIDUAL WORK - QUESTION AND ANSWERS	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
10	**Plants and Animals**	***Animal Classification***	Classify animals into vertebrates and invertebrates.	- Vertebrates-e.g. Man, chicken, snake, fish, frog; Invertebrates-e.g. Worms spiders, insects.	- Grouping vertebrates into their five groups	- Participating actively in class discussion	- GROUP DISCUSSION - INDIVIDUAL WORK	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK

11 & 12	**Plants and Animals**	***Animal Classification***	Classify vertebrates into their groups.	- Groups of vertebrates: Mammals, birds, amphibians, fish, reptiles	- Grouping vertebrates into their five groups	- Appreciating groups of animals	- BRAINSTORMING - EXPLANATION - QUESTION AND ANSWERS	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
13	**Plants and Animals**	***Homes of living things***	Identify different places where animals and plants live	- Place of living (e.g. Land (forest, soil, plains, moulds, water (ponds, rivers, seas).	- Comparing places where animals and plants live	- Caring for environment where plants and animals live	- QUESTION AND ANSWERS - EXPLANATION	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
14			End of term tests				- INDIVIDUAL WORK	- CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK

MINISTRY OF EDUCATION

SCHEME OF WORK

GRADE: 4 **SUBJECT: INTEGRATED SCIENCE** **TERM: TWO** **YEAR: 2024**

WK	TOPIC	SUB - TOPIC	LEARNING OUTCOMES	KNOWLEDGE	SKILLS	VALUES	TEACHING METHODS	T/L AIDS	REFERENCES
1	**Health**	Water in the body	Explain how to prevent and treat dehydration	•Prevention by: Oral rehydration Therapy (ORT), Drugs	•Investigating the effects of dehydration. •Communicating ways of preventing and treating dehydration	•Appreciating the importance of water •Asking questions for more understanding	-BRAINSORMING -GROUP DISCUSSION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
2	**Health**	*Medicines*	Identify traditional and conventional medicines for common ailments.	•Traditional Medicines such as: (Tembusha/ aloe Vera, moringa, cinnamon, ginger, garlic; Conventional (paracetamol, antibiotics, malarial drugs)	•Communicating traditional and conventional medicines for common ailments	•Appreciating the use of medicines •Cooperating in group activities	-INDIVIDUAL WORK - EXPLANATION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
3	The Environment	Forests	Explain the importance of forests to people and other forms of life.	- Importance of forests: Wood, shelter, food, medicine, rainfall, reducing soil erosion.	- Communicating the importance of forests	- Appreciating existence of forests for other forms of life	-BRAINSTORMING -GROUP DISCUSSION -EXPLANATION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK

4	The Environment	Forests	- Explain the effects of human activities on forests.	- Human activities leading to deforestation, soil erosion and droughts	Investigating the effect of human activities on forests and ways of conserving forests	- Asking questions for more understanding	-GROUP DISCUSSION -BRAINSTORMING	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
5	The Environment	Forests	- Describe ways of conserving forests.	Ways of conserving: Tree planting, avoiding bush fires, alternative heating system, logging	Investigating the effect of human activities on forests and ways of conserving forests	- Asking questions for more understanding	-QUSTION AND ANSWERS -EXPLANATION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
6	The Environment	Game Management Areas (GMA)	Explain how to control the wild animal population in the GMA	- Control of wild animals: Game cropping and conservation.	- Communicating ways of controlling animal population in GMAs	- Appreciating conservation of wildlife	-QUESTION AND ANSWERS -INDIVIDUAL WORK	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
7	The Environment	Game Management Areas (GMA)	Explain threats to wildlife	- Threats to wildlife: Poaching, encroachment, increase in human population	- Investigating threats to wild life	- Cooperating in group activities	-INDIVIDUAL WORK - EXPLANATION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
8	The Environment	Game Management Areas (GMA	State the importance of conserving wildlife.	Conserving wild life for Tourism attraction, increasing wild life population,	- Investigating threats to wild life	- Asking questions for more understanding	-BRAINSORMING -GROUP DISCUSSION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK

		)		source of income					
9	The Environment	Soils	**Classify soil samples according to types**	- Types of soils: Clay, loam and sand.	- Classifying soil according to types	- Appreciating different types of soil	-QUESTION AND ANSWERS -INDIVIDUAL WORK	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
10	The Environment	Soils	Describe how soil fertility can be improved.	- Improving soil fertility by using: Inorganic	- Comparing natural and artificial methods of improving soil fertility	- Cooperating in group work	-BRAINSTORMING -GROUP DISCUSSION -EXPLANATION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
11	The Environment	Soils	Explain why natural methods of improving soil fertility are better than artificial ones	- Retaining soil fertility by natural methods and making of soil acidic by artificial methods.	- Comparing natural and artificial methods of improving soil fertility	- Cooperating in group work	-GROUP DISCUSSION -BRAINSTORMING	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
12	The Environment	Pollution	Identify different types of pollution.	- Types of pollution: air, land and water pollution	- Communicating types of pollution	- Awareness of pollution	-INDIVIDUAL WORK - EXPLANATION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK
13	The Environment	Pollution	Identify the sources pollution in the community	- **Sources** of: Burning, mining, quarrying, automobiles, industrial activities, farming.	- Investigating the sources of pollution on	- Cooperating in group work	-BRAINSTORMING -GROUP DISCUSSION -EXPLANATION	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK

14			CLOSING WEEK END OF TERM TESTS				- INDIVIDUAL WORK	-CHAKBOARD -PUPILS BOOKS	-SYLLABUS - PUPIL'S BOOK