GRADE 4 SCHEMES OF WORK

SCIENCE &TECHNOLOGY

This Scheme of Work provides a structured plan outlining the content, teaching strategies, learning objectives, and assessment methods, ensuring continuity, progression, and alignment with curriculum standards, while fostering engaging, inclusive, and meaningful learning experiences that support students' development of knowledge, skills, and competencies across subjects as designed by Mwalimu Consultancy Experts.

TERM 1-3 SAMPLE

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MWALIMU CONSULTANCY

GRADE 4 SCIENCE AND TECHNOLOGY SCHEMES OF WORK TERM 1

WK	LSN	STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
1	1	LIVING THINGS AND THEIR ENVIRONMENT	Plants	By the end of the lesson the learner should be able to: -identify plants in the immediate environment -describe characteristics of plants as living things -appreciate the importance of plants	What are living things?	The learner is guided to: -identify plants in the immediate environment -describe characteristics of plants as living things	Grade 4 science and technology curriculum design	-oral questions -written questions	
	2	LIVING THINGS AND THEIR ENVIRONMENT	Plants	-identify plants in the immediate environment -describe characteristics of plants as living things -appreciate the importance of plants	Give 5 characteristics of plants?	-identify plants in the immediate environment -describe characteristics of plants as living things	Grade 4 science and technology curriculum design	-oral questions -written questions	
	3	LIVING THINGS AND THEIR ENVIRONMENT	Plants	-name external parts of a plant -draw a plant and label its external parts -appreciate the importance of plants	Name external parts of a plant?	-name external parts of a plant -draw a plant and label its external parts	Grade 4 science and technology curriculum design	-observation -oral questions	
	4	LIVING THINGS AND THEIR ENVIRONMENT	Plants	-name external parts of a plant -draw a plant and label its external parts -appreciate the importance of plants	Why are plants grouped as living things?	-name external parts of a plant -draw a plant and label its external parts	Grade 4 science and technology curriculum design	-written questions -oral questions	
2	1	LIVING THINGS AND THEIR ENVIRONMENT	Plants	-outline the functions of external parts of a plant -use digital devices to draw,paint and label external parts of a plant -appreciate the importance of plants	What are functions of external parts of a plant?	-outline the functions of external parts of a plant -use digital devices to draw,paint and label external parts of a plant	Grade 4 science and technology curriculum design	-oral questions -written questions	

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	2	LIVING THINGS AND THEIR ENVIRONMENT	Plants	-state ways of taking care of plants -cut and paste pictures of different plants in their books -appreciate the need to take care of plants	Explain how we take care of plants?	-state ways of taking care of plants -cut and paste pictures of different plants in their books	Grade 4 science and technology curriculum design	-oral questions -written questions	
	3	LIVING THINGS AND THEIR ENVIRONMENT	Plants	-state ways of taking care of plants -cut and paste pictures of different plants in their books -appreciate the need to take care of plants	Why should we take care of plants?	-state ways of taking care of plants -cut and paste pictures of different plants in their books	Grade 4 science and technology curriculum design	-oral questions -written questions	
	4	LIVING THINGS AND THEIR ENVIRONMENT	Plants	-state the importance of plants -watch video clips on the importance of plants -appreciate the importance of plants	What is the importance of plants?	-state the importance of plants -watch video clips on the importance of plants	Grade 4 science and technology curriculum design	-oral questions -written questions	
3	1	LIVING THINGS AND THEIR ENVIRONMENT	ANIMALS	-identify animals found in the immediate environment -cut and paste pictures of animals -appreciate the need to take care for animals	Name the animals found in the immediate environment?	-identify animals found in the immediate environment -cut and paste pictures of animals	Grade 4 science and technology curriculum design	-oral questions -written questions	
	2	LIVING THINGS AND THEIR ENVIRONMENT	ANIMALS	-identify animals found in the immediate environment -cut and paste pictures of animals -appreciate the need to take care for animals	Why are animals grouped as living things?	-identify animals found in the immediate environment -cut and paste pictures of animals	Grade 4 science and technology curriculum design	-oral questions -written questions	
	3	LIVING THINGS AND THEIR ENVIRONMENT	ANIMALS	-identify characteristics of animals as living things -watch video clips of characteristics of animals as living things -appreciate the need to take care for animals	Give 5 characteristics of animals?	-identify characteristics of animals as living things -watch video clips of characteristics of animals as living things	Grade 4 science and technology curriculum design	-oral questions -written questions	

	4	LIVING THINGS AND THEIR ENVIRONMENT	ANIMALS	-identify characteristics of animals as living things -watch video clips of characteristics of animals as living things -appreciate the need to take care for animals	Why do we classify animals as living things?	-identify characteristics of animals as living things -watch video clips of characteristics of animals as living things	Grade 4 science and technology curriculum design	-oral questions -written questions	
4	1	LIVING THINGS AND THEIR ENVIRONMENT	ANIMALS	-outline characteristics of vertebrates -take a work in the school compound and take photographs of vertebrates -appreciate the need to take care of animals	What are vertebrates ?	-outline characteristics of vertebrates - take a work in the school compound and take photographs of vertebrates	Grade 4 science and technology curriculum design	-oral questions -written questions	
	2	LIVING THINGS AND THEIR ENVIRONMENT	ANIMALS	-outline characteristics of vertebrates -cut and paste pictures of vertebrates in their books -appreciate the need to take care of animals	List characteristic of vertebrates ?	-outline characteristics of vertebrates -cut and paste pictures of vertebrates in their books	Grade 4 science and technology curriculum design	Oral questions Written questions	
	3	LIVING THINGS AND THEIR ENVIRONMENT	ANIMALS	-state characteristics of invertebrates -draw invertebrates in their books -appreciate the need to take care of animals	What are invertebrates?	-state characteristics of invertebrates -draw invertebrates in their books	Grade 4 science and technology curriculum design	Oral questions Written questions	
	4	LIVING THINGS AND THEIR ENVIRONMENT	ANIMALS	-state characteristics of invertebrates -watch video clips of vertebrates -appreciate the need to take care of animals	List the characteristic of invertebrates?	-state characteristics of invertebrates -watch video clips of vertebrates	Grade 4 science and technology curriculum design	-oral questions -written questions	
5	1	LIVING THINGS AND THEIR ENVIRONMENT	ANIMALS	-identify the importance of taking care of animals -watch video clips on the difference between vertebrates and invertebrates -appreciate the need to take care of animals	What is the difference between vertebrates and invertebrates?	-identify the importance of taking care of animals -watch video clips on the difference between vertebrates and invertebrates	Grade 4 science and technology curriculum design	-oral questions -written questions	

	2	LIVING THINGS AND THEIR ENVIRONMENT	ANIMALS	-identify the importance of taking care of animals -watch video clips on the difference between vertebrates and invertebrates -appreciate the need to take care of animals	Why do we take care of animals?	-identify the importance of taking care of animals -watch video clips on the difference between vertebrates and invertebrates	Grade 4 science and technology curriculum design	-oral questions -written questions	
	3	LIVING THINGS AND THEIR ENVIRONMENT	Human digestive system	-identify parts of the human digestive system -draw and label the human digestive system -appreciate the importance of human digestive system	What is the digestive system ?	-identify parts of the human digestive system -draw and label the human digestive system	Grade 4 science and technology curriculum design	-oral questions -written questions	
	4	LIVING THINGS AND THEIR ENVIRONMENT	Human digestive system	-identify parts of the human digestive system -draw and label the human digestive system -appreciate the importance of human digestive system	Name the parts of the human digestive system?	-identify parts of the human digestive system -draw and label the human digestive system	Grade 4 science and technology curriculum design	-oral questions -written questions	
6	1	LIVING THINGS AND THEIR ENVIRONMENT	Human digestive system	-state parts of the human digestive system -watch video clips on the digestive system -appreciate the importance of human digestive system	What makes up the digestive system?	-state parts of the human digestive system -watch video clips on the digestive system	Grade 4 science and technology curriculum design	-oral questions -written questions	
	2	LIVING THINGS AND THEIR ENVIRONMENT	Human digestive system	-state parts of the human digestive system -cut and paste pictures of parts of the human digestive system -appreciate the importance of human digestive system	What is the importance of the human digestive system?	-discuss parts of the human digestive system -cut and paste pictures of parts of the human digestive system	Grade 4 science and technology curriculum design	-oral questions -written questions	

	3	LIVING THINGS AND THEIR ENVIRONMENT	Human digestive system	-outline ways of maintaining a healthy digestive system -develop a plan of maintaining a healthy human digestive system -appreciate the importance of a healthy human digestive system	How is a healthy digestive system maintained ?	-outline ways of maintaining a healthy digestive system -develop a plan of maintaining a healthy human digestive system	Grade 4 science and technology curriculum design	-oral questions -written questions	
	4	LIVING THINGS AND THEIR ENVIRONMENT	Human digestive system	-outline ways of maintaining a healthy digestive system -develop a plan of maintaining a healthy human digestive system -appreciate the importance of a healthy human digestive system	Why should we maintain a healthy digestive system?	-outline ways of maintaining a healthy digestive system -develop a plan of maintaining a healthy human digestive system	Grade 4 science and technology curriculum design	-oral questions -written questions	

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,

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GRADE 4 RATIONALISED SCIENCE AND TECHNOLOGY SCHEMES OF WORK TERM 2

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	**MATTER**	**Properties of matter –** Meaning of matter	By the end of the lesson, the learner should be able to: a. State the meaning of matter b. Analyze the various states of matter. c. appreciate the importance of matter.	● brainstorm on the meaning of matter and identify its different states (solid, liquid and gases),	What are the properties of matter?	Water in glass, a book, a stick, a stone, air in ballon, Science and technology Grade 4 Learners Bk. Pg. 52-57	Group discussions Question and answer demonstration	
	2		States of matter - Solid	By the end of the lesson, the learner should be able to: a. state the meaning of matter. b. Categorize substances as solids. c. appreciate the importance of matter.	● collect and group different substances from the environment into the three states of matter collaboratively,	What are the properties of matter?	Water in glass, a book, a stick, a stone, air in ballon, Science and technology Grade 4 Learners Bk. Pg. 58	Group discussions Question and answer demonstration	
	3		States of matter - Liquid	By the end of the lesson, the learner should be able to: a. state the three states of matter b. Categorize substances as liquids. c. appreciate the importance of matter.	● collect and group different substances from the environment into the three states of matter collaboratively,	What are the properties of matter?	Water in glass, a book, a stick, a stone, air in ballon, Science and technology Grade 4 Learners Bk. Pg. 58	Group discussions Question and answer demonstrations	
	4		States of matter - Gases	By the end of the lesson, the learner should be able to: b. state the three states of matter c. Categorize substances as Gases. appreciate the importance of matter	● collect and group different substances from the environment into the three states of matter collaboratively,	What are the properties of matter?	Water in glass, a book, a stick, a stone, air in ballon, Science and technology Grade 4 Learners Bk. Pg. 58	Group discussions Question and answer demonstrations	

2	1		Properties of matter - Solid	By the end of the lesson, the learner should be able to: a. describe the properties of solids as a state of matter b. Demonstrate the properties of solids. c. appreciate the importance of matter.	● carry out activities to demonstrate the properties of Solids. (shape, volume and mass) with peers,	What are the properties of matter?	Notebooks, pens, metallic ring, metallic ball, water New Planet Scie & Tech Grd 6 TG pg. 87-89 New Planet Scie & Tech Grd 6 Learners Bk. pg. 91-94	Observation Written questions	
	2		Properties of matter - Solid	By the end of the lesson, the learner should be able to: a. describe the properties of solids as a state of matter b. Demonstrate the properties of solids. c. appreciate the importance of matter.	● carry out activities to demonstrate the properties of Solids. (shape, volume and mass) with peers,	What are the properties of matter?	Notebooks, pens, metallic ring, metallic ball, water New Planet Scie & Tech Grd 6 TG pg. 87-89 New Planet Scie & Tech Grd 6 Learners Bk. pg. 91-94	Observation Written questions	
	3		Properties of matter - Solid	By the end of the lesson, the learner should be able to: a. describe the properties of solids as a state of matter b. Demonstrate the properties of solids. c. appreciate the importance of matter.	● carry out activities to demonstrate the properties of Solids. (shape, volume and mass) with peers,	What are the properties of matter?	Notebooks, pens, metallic ring, metallic ball, water New Planet Scie & Tech Grd 6 TG pg. 87-89 New Planet Scie & Tech Grd 6 Learners Bk. pg. 91-94	Observation Written questions	
	4		Properties of matter - Liquid	By the end of the lesson, the learner should be able to: a. describe the properties of Liquids as a state of matter b. Demonstrate the properties of liquids. c. appreciate the importance of matter.	● carry out activities to demonstrate the properties of Liquids. (shape, volume and mass) with peers,	What are the properties of matter?	Notebooks, pens, metallic ring, metallic ball, water New Planet Scie & Tech Grd 6 TG pg. 89-90 New Planet Scie & Tech Grd 6 Learners Bk. pg. 94-95	Observation Written questions	
3	1		Properties of matter - Liquid	By the end of the lesson, the learner should be able to: a. describe the properties of Liquids as a state of matter b. Demonstrate the properties of liquids.	● carry out activities to demonstrate the properties of Liquids. (shape, volume and mass) with peers,	What are the properties of matter?	Notebooks, pens, metallic ring, metallic ball, water New Planet Scie & Tech Grd 6 TG pg. 89-90 New Planet Scie & Tech Grd 6 Learners Bk. pg. 94-95	Observation Written questions	

				c. appreciate the importance of matter.					
	2		Properties of matter - Liquid	By the end of the lesson, the learner should be able to: a. describe the properties of Liquids as a state of matter b. Demonstrate the properties of liquids. c. appreciate the importance of matter.	● carry out activities to demonstrate the properties of Liquids. (shape, volume and mass) with peers,	What are the properties of matter?	Notebooks, pens, metallic ring, metallic ball, water New Planet Scie & Tech Grd 6 TG pg. 89-90 New Planet Scie & Tech Grd 6 Learners Bk. pg. 94-95	Observation Written questions	
	3		Properties of matter - Gases	By the end of the lesson, the learner should be able to: a. describe the properties of Gases as a state of matter b. Demonstrate the properties of Gases c. appreciate the importance of matter.	● carry out activities to demonstrate the properties of Gases. (shape, volume and mass) with peers,	What are the properties of matter?	Notebooks, pens, metallic ring, metallic ball, water New Planet Scie & Tech Grd 6 TG pg. 91-92 New Planet Scie & Tech Grd 6 Learners Bk. pg. 96-97	Observation Written questions	
	4		Properties of matter - Gases	By the end of the lesson, the learner should be able to: a. describe the properties of Gases as a state of matter b. Demonstrate the properties of Gases c. appreciate the importance of matter.	● carry out activities to demonstrate the properties of Gases. (shape, volume and mass) with peers,	What are the properties of matter?	Notebooks, pens, metallic ring, metallic ball, water New Planet Scie & Tech Grd 6 TG pg. 91-92 New Planet Scie & Tech Grd 6 Learners Bk. pg. 96-97	Observation Written questions	
4	**1**		Properties of matter - Gases	By the end of the lesson, the learner should be able to: a. describe the properties of Gases as a state of matter b. Demonstrate the properties of Gases c. appreciate the importance of matter.	● carry out activities to demonstrate the properties of Gases. (shape, volume and mass) with peers,	What are the properties of matter?	Notebooks, pens, metallic ring, metallic ball, water New Planet Scie & Tech Grd 6 TG pg. 91-92 New Planet Scie & Tech Grd 6 Learners Bk. pg. 96-97	Observation Written questions	

	2		Importance of matter	By the end of the lesson, the learner should be able to: a. Discuss the importance of Matter. b. Watch a video clip on the importance of Matter. c. appreciate the importance of the different states of matter in day-to-day life.	● discuss the importance of the different states of matter in day-to-day life, ● where possible use digital devices to observe the characteristics of the three states of matter.	What are the properties of matter?	Notebooks, pens, metallic ring, metallic ball, water New Planet Scie & Tech Grd 6 TG pg. 92-94 New Planet Scie & Tech Grd 6 Learners Bk. pg. 97-99	Observation Written questions	
	3	**Management of solid waste**	Types of solid wastes - decomposing	By the end of the lesson, the learner should be able to: a. identify the types of wastes. b. classify solid waste into decomposable c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● identify solid waste in the environment with peers, ● discuss the meaning of decomposable solid waste, ● collect solid waste in the school, sort and classify them into decomposing collaboratively,	How is solid waste dangerous to the environment?	• Realia, Pictures/poster • Videos • Digital devices • Super minds G5 Scie. and Tech Learners Bk. Pg. 56-57 Super minds G5 Scie. and Tech TG Pg. 60-61	question and answer method, class quizzes individual performance assessment and d) project work	
	4		Types of solid wastes – nondecomposing	By the end of the lesson, the learner should be able to: a. identify the types of wastes. b. classify solid waste into nondecomposable c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● discuss the meaning of non decomposable solid waste, ● collect solid waste in the school, sort and classify them into non-decomposing collaboratively,	How is solid waste dangerous to the environment?	• Realia, Pictures/poster • Videos • Digital devices • Super minds G5 Scie. and Tech Learners Bk. Pg. 56-57 Super minds G5 Scie. and Tech TG Pg. 60-61	a) question and answer method, b) class quizzes c) individual performance assessment and d) project work	
5	**1**		Dangers of solid wastes - animals	By the end of the lesson, the learner should be able to: a. state the two types of wastes. b. describe the dangers of solid waste to the environment, c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● discuss the dangers of solid waste to the environment and present in class,	How is solid waste dangerous to the environment?	• Realia, Pictures/poster • Videos • Digital devices • Super minds G5 Scie. and Tech Learners Bk. Pg. 56-57 Super minds G5 Scie. and Tech TG Pg. 60-61	question and answer method, class quizzes individual performance assessment and d) project work	

	2		Dangers of solid wastes - plants	By the end of the lesson, the learner should be able to: a. state the two types of wastes. b. describe the dangers of solid waste to the environment, c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● discuss the dangers of solid waste to the environment and present in class,	How is solid waste dangerous to the environment?	• Realia, Pictures/poster • Videos • Digital devices • Super minds G5 Scie. and Tech Learners Bk. Pg. 56-57 Super minds G5 Scie. and Tech TG Pg. 60-61	question and answer method, class quizzes individual performance assessment and project work	
	3		Dangers of solid wastes – human beings	By the end of the lesson, the learner should be able to: a. state the two types of wastes. b. describe the dangers of solid waste to the environment, c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● discuss the dangers of solid waste to the environment and present in class,	How is solid waste dangerous to the environment?	• Realia, Pictures/poster • Videos • Digital devices • Super minds G5 Scie. and Tech Learners Bk. Pg. 56-57 Super minds G5 Scie. and Tech TG Pg. 60-61	question and answer method, class quizzes individual performance assessment and d) project work	
	4		Dangers of solid wastes – aquatic life	By the end of the lesson, the learner should be able to: a. state the two types of wastes. b. describe the dangers of solid waste to the environment, c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● discuss the dangers of solid waste to the environment and present in class,	How is solid waste dangerous to the environment?	• Realia, Pictures/poster • Videos • Digital devices • Super minds G5 Scie. and Tech Learners Bk. Pg. 56-57 Super minds G5 Scie. and Tech TG Pg. 60-61	question and answer method, class quizzes individual performance assessment and d) project work	

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GRADE 4 RATIONALIZED SCIENCE AND TECHNOLOGY SCHEME OF WORK TERM 3

WK	LSN	STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTION	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHOD	REFLECTION
1	1	FORCE AND ENERGY	Force and its effect	**By the end of the lesson the learner should be able to:** -define the term force as used in science -identify types of forces in nature -appreciate the importance of force in day to day life	What is force?	**The learner is guided to:** -discuss the meaning of the term force as used in science -carry out activities that demonstrate the existence of force of gravity and force of friction in nature(throwing a ball up,stones raised and released to fall,objects pulled on through rough and smooth surfaces)	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -observation -written questions	
	2	FORCE AND ENERGY	Force and its effect	-define the term force as used in science -identify types of forces in nature -appreciate the importance of force in day to day life	Name types of force?	-discuss the meaning of the term force as used in science -carry out activities that demonstrate the existence of force of gravity and force of friction in nature (throwing a ball up, stones raised and released to fall, objects pulled on through rough and smooth surfaces	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -observation -written questions	
	3	FORCE AND ENERGY	Force and its effect	-define the term force as used in science -identify types of forces in nature -appreciate the importance of force in day to day life	Name types of force?	-discuss the meaning of the term force as used in science -carry out activities that demonstrate the existence of force of gravity and force of friction in nature(throwing a ball up,stones raised and released to fall,objects pulled on through rough and smooth surfaces	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -observation -written questions	
	4	FORCE AND ENERGY	Force and its effect	-demonstrate the effects of force on objects in nature -describe the uses of force in daily life	Name the effects of force?	-in groups demonstrate the effects of force on objects(change of shape, stop moving objects,change direction)	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -observation -written questions	

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				- appreciate importance of force in day to day life		-discuss uses of force in day to day life(pulling and pushing,tug of war,ox cart)			
2	1	FORCE AND ENERGY	Force and its effect	-demonstrate the effects of force on objects in nature -describe the uses of force in daily life - appreciate importance of force in day to day life	Name the effects of force?	-in groups demonstrate the effects of force on objects(change of shape, stop moving objects,change direction) -discuss uses of force in day to day life(pulling and pushing,tug of war,ox cart)	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -observation -written questions	
	2	FORCE AND ENERGY	Force and its effect	-demonstrate the effects of force on objects in nature -describe the uses of force in daily life -appreciate importance of force in day to day life	Name the effects of force?	-in groups demonstrate the effects of force on objects(change of shape, stop moving objects,change direction) -discuss uses of force in day to day life(pulling and pushing,tug of war,ox cart)	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -observation -written questions	
	3	FORCE AND ENERGY	Force and its effect	-identify ways of minimising friction between moving objects -identify applications of force of friction and force of gravity in day to day life -appreciate importance of force in day to day life	How can friction be minimised?	-discuss ways of minimising friction between moving objects(smoothening surfaces, greasing, oiling,use of rollers) -discuss applications of force of friction and force of gravity in day to day life	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -observation -written questions	
	4	FORCE AND ENERGY	Force and its effect	-identify ways of minimising friction between moving objects -identify applications of force of friction and force of gravity in day to day life	How can friction be minimised?	-discuss ways of minimising friction between moving objects(smoothening surfaces, greasing, oiling, use of rollers) -discuss applications of force of friction and force of gravity in day to day life	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -observation -written questions	

				-appreciate importance of force in day to day life					
3	1	FORCE AND ENERGY	Force and its effect	-identify ways of minimising friction between moving objects -identify applications of force of friction and force of gravity in day to day life -appreciate importance of force in day to day life	How can friction be minimised?	-discuss ways of minimising friction between moving objects(smoothening surfaces, greasing, oiling, use of rollers) -discuss applications of force of friction and force of gravity in day to day life	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -observation -written questions	
	2	FORCE AND ENERGY	light	-identify sources of light -identify ways of lighting a house -appreciate sources of light	Name the sources of light?	-discuss the sources of light -discuss ways of lighting a house(windows, translucent roofs, artificial lighting)	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -written questions	
	3	FORCE AND ENERGY	light	-identify sources of light -identify ways of lighting a house -appreciate sources of light	How do we light a house?	-discuss the sources of light -discuss ways of lighting a house(windows, translucent roofs, artificial lighting)	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -written questions	
	4	FORCE AND ENERGY	light	-identify sources of light -identify ways of lighting a house -appreciate sources of light	How do we light a house?	-discuss the sources of light -discuss ways of lighting a house(windows, translucent roofs, artificial lighting)	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -written questions	
4	1	FORCE AND ENERGY	light	-identify sources of light -identify ways of lighting a house -appreciate sources of light	How do we light a house?	-discuss the sources of light -discuss ways of lighting a house(windows, translucent roofs, artificial lighting)	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -written questions	

	2	FORCE AND ENERGY	light	-state ways of lighting a house -draw sources of light -appreciate sources of light	Why is light important in day to day life?	-discuss ways of lighting a house -draw sources of light	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -written questions	
	3	FORCE AND ENERGY	light	-state ways of lighting a house -draw sources of light -appreciate sources of light	Why is light important in day to day life?	-discuss ways of lighting a house -draw sources of light	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -written questions	
	4	FORCE AND ENERGY	light	-identify uses of light -outline applications of light day to day life -appreciate applications of light in day to day life	Which are uses of light?	-use digital devices to search for uses of light -discuss applications of light in day to day life(to see, safety, discourage pests,read comfortably)	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -written questions	
5	1	FORCE AND ENERGY	light	-identify uses of light -outline applications of light day to day life -appreciate applications of light in day to day life	Which are uses of light?	-use digital devices to search for uses of light -discuss applications of light in day to day life(to see, safety, discourage pests,read comfortably)	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -written questions	
	2	FORCE AND ENERGY	light	-identify uses of light -outline applications of light day to day life -appreciate applications of light in day to day life	Which are uses of light?	-use digital devices to search for uses of light -discuss applications of light in day to day life(to see,safety,discourage pests,read comfortably)	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -written questions	
	3	FORCE AND	light	-identify uses of light -outline applications of light day to day life	Which are uses of light?	-use digital devices to search for uses of light -discuss applications of light in day to day life(to	Grade 4 Science and technology curriculum design	-oral questions -written questions	

		ENERGY		-appreciate applications of light in day to day life		see,safety,discourage pests,read comfortably)	Spotlight science and Technology grade 4		
	4	FORCE AND ENERGY	Heat	-identify sources of heat -demonstrate uses of heat in day to day life -appreciate uses of heat	Name sources of heat?	-in groups discuss the sources of heat(sun, fire, electricity,gas) -carry out activities to demonstrate the uses of heat in day to day life(keeping warm,drying, Cooking,food preservation)	Grade 4 Science and technology curriculum design Spotlight science and Technology grade 4	-oral questions -written questions	

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,2 & 3

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- ✓TOP SCHOOLS PREMOCKS
- ✓KPLEA JOINT PREMOCKS
- ✓TOP SCHOOLS MOCKS
- ✓KPLEA JOINT MOCKS
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