GRADE 5 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 5 RATIONALIZED SCIENCE AND TECHNOLOGY SCHEMES OF WORK TERM 1

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS	REFLECTION
1	1	LIVING THINGS AND THEIR ENVIRONMENT	Classification of plants	By the end of the lesson the learner should be able to: -identify flowering plants -draw and colour flowering plants -appreciate the importance of flowers in nature	What are flowering plants?	The learner is guided to: -observe pictures of flowering plants -draw and colour flowering plants	Grade 5 science and technology curriculum design	-oral questions -written questions	
	2	LIVING THINGS AND THEIR ENVIRONMENT	Classification of plants	-identify non flowering plants -draw and colour non flowering plants -appreciate the importance of flowers in nature	What are non flowering plants?	-observe pictures of non flowering plants -draw and colour non flowering plants	Grade 5 science and technology curriculum design	-oral questions -written questions	
	3	LIVING THINGS AND THEIR ENVIRONMENT	Classification of plants	-outline flowering and non flowering plants -classify plants into flowering and non flowering plants -appreciate the importance of flowers in nature	Plants are classified into how many categories?	-give examples of flowering and non flowering plants -take a walk in their locality observe and categorise plants into flowering and non flowering	Grade 5 science and technology curriculum design	-oral questions -written questions	
	4	LIVING THINGS AND THEIR ENVIRONMENT	Classification of plants	-identify the similarities between flowering and non flowering plants -cut and paste pictures of flowering and non flowering plants in their books -appreciate the importance of flowers in nature	What are the similarities between flowering and non flowering plants?	-in groups identify the similarities between flowering and non flowering plants -cut and paste pictures of flowering and non flowering plants in their books	Grade 5 science and technology curriculum design	-written questions -oral questions	

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2	1	LIVING THINGS AND THEIR ENVIRON-MENT	Classifi-cation of plants	-identify the differences between flowering and non flowering plants -watch video clips on differences between flowering and non flower-ing plants -appreciate the importance of flow-ers in nature	What is the differ-ence be-tween flowering and non flowering plants?	-identify the differences between flowering and non flowering plants -watch video clips on differ-ences between flowering and non-flowering plants	Grade 5 science and technology curriculum de-sign	-oral ques-tions -written questions	
	2	LIVING THINGS AND THEIR ENVIRON-MENT	Classifi-cation of plants	-identify functions of parts of a flower -draw a flower and label its parts -appreciate the importance of flow-ers in nature	Name parts of a flower?	-discuss functions of parts of a flower -draw a flower and label its parts	Grade 5 science and technology curriculum de-sign	-oral ques-tions -written questions	
	3	LIVING THINGS AND THEIR ENVIRON-MENT	Classifi-cation of plants	-identify functions of parts of a flower -draw a flower and label its parts -appreciate the importance of flow-ers in nature	Label the part of a flower with its functions?	-discuss the functions of parts of a flower -draw a flower and label its parts	Grade 5 science and technology curriculum de-sign	-oral ques-tions -written questions	
	4	LIVING THINGS AND THEIR ENVIRON-MENT	Classifi-cation of plants	-outline the importance of flowers in nature -use digital applications to search for importance of flowers in nature -appreciate the importance of flow-ers in nature	What is the im-portance of flow-ers?	-outline the importance of flowers in nature -use digital applications to search for importance of flowers in nature	Grade 5 science and technology curriculum de-sign	-oral ques-tions -written questions	
3	1	LIVING THINGS AND THEIR ENVIRON-MENT	Classifi-cation of plants	-outline the importance of flowers in nature -use digital devices to draw,paint and label parts of a flower -appreciate the importance of flow-ers in nature	Why should we take care of flow-ers?	-outline the importance of flowers in nature -use digital applications to search for importance of flowers in nature	Grade 5 science and technology curriculum de-sign	-oral ques-tions -written questions	

	2	LIVING THINGS AND THEIR ENVIRON-MENT	Verte-brates	-state the meaning of vertebrates -take photographs of vertebrates in the immediate environment -appreciate the importance of ver-tebrates in the environment	What are verte-brates?	-in groups discuss the meaning of vertebrates -take photographs of verte-brates in the immediate en-vironment	Grade 5 science and technology curriculum de-sign	-oral ques-tions -written questions	
	3	LIVING THINGS AND THEIR ENVIRON-MENT	Verte-brates	-state the meaning of vertebrates -take photographs of vertebrates in the immediate environment -appreciate the importance of ver-tebrates in the environment	Give 2 examples of verte-brates?	-in groups discuss the meaning of vertebrates -take photographs of verte-brates in the immediate en-vironment	Grade 5 science and technology curriculum de-sign	-oral ques-tions -written questions	
	4	LIVING THINGS AND THEIR ENVIRON-MENT	Verte-brates	-identify animals classified as ver-tebrates -describe the general characteris-tics of vertebrates -appreciate the importance of ver-tebrates in the environment	What are character-istic of verte-brates?	-mention animals classified as vertebrates -describe the general char-acteristics of vertebrates	Grade 5 science and technology curriculum de-sign	-oral ques-tions -written questions	
4	1	LIVING THINGS AND THEIR ENVIRON-MENT	Verte-brates	-identify animals classified as ver-tebrates -watch video clips of vertebrates -appreciate the importance of ver-tebrates in the environment	Which animals are classi-fied as verte-brates?	-mention animals classified as vertebrates -watch video clips of verte-brates vertebrates	Grade 5 science and technology curriculum de-sign	-oral ques-tions -written questions	
	2	LIVING THINGS AND THEIR ENVIRON-MENT	Verte-brates	-outline the groups of vertebrates -classify vertebrates into their main groups -appreciate the importance of ver-tebrates in the environment	Verte-brates are grouped into how many groups?	-outline the groups of ver-tebrates -classify vertebrates into their main groups	Grade 5 science and technology curriculum de-sign	Oral ques-tions Written questions	

	3	LIVING THINGS AND THEIR ENVIRONMENT	Vertebrates	-outline the groups of vertebrates -classify vertebrates into their main groups -appreciate the importance of vertebrates in the environment	name the groups which vertebrates are classified?	-outline the groups of vertebrates -classify vertebrates into their main groups	Grade 5 science and technology curriculum design	Oral questions Written questions	
	4	LIVING THINGS AND THEIR ENVIRONMENT	Vertebrates	-mention animals classified as vertebrates -make a portfolio of different categories of vertebrates in their locality -appreciate the importance of vertebrates in the environment	What is a portfolio?	-discuss animals classified as vertebrates -make a portfolio of different categories of vertebrates in their locality	Grade 5 science and technology curriculum design	-oral questions -written questions	
5	1	LIVING THINGS AND THEIR ENVIRONMENT	Vertebrates	-mention animals classified as vertebrates -make a portfolio of different categories of vertebrates in their locality -appreciate the importance of vertebrates in the environment	Why are vertebrates different from other animals?	-discuss animals classified as vertebrates -make a portfolio of different categories of vertebrates in their locality	Grade 5 science and technology curriculum design	-oral questions -written questions	
	2	LIVING THINGS AND THEIR ENVIRONMENT	Vertebrates	-identify the importance of vertebrates in the environment -observe safety precautions when handling different animals -appreciate the importance of vertebrates in the environment	What is the importance of vertebrates ?	-discuss the importance of vertebrates in the environment -observe safety precautions when handling different animals	Grade 5 science and technology curriculum design	-oral questions -written questions	
	3	LIVING THINGS AND THEIR ENVIRONMENT	Vertebrates	-identify the importance of vertebrates in the environment -observe safety precautions when handling different animals -appreciate the importance of vertebrates in the environment	Name 5 safety precautions observed when han-	-discuss the importance of vertebrates in the environment -observe safety precautions when handling different animals	Grade 5 science and technology curriculum design	-oral questions -written questions	

					dling different animals?				
	4	LIVING THINGS AND THEIR ENVIRONMENT	The human breathing system	-identify the main parts of the human breathing system -draw the human breathing system and label the main parts -appreciate the need for maintaining a healthy breathing system	Name the main parts of the human breathing system?	-identify the main parts of the human breathing system -draw the human breathing system and label the main parts	Grade 5 science and technology curriculum design	-oral questions -written questions	

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,

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GRADE 5 EAEP SCIENCE AND TECHNOLOGY SCHEMES OF WORK TERM 2

Week	Lesson	Strand	Sub strand	Specific learning outcomes	Key inquiry questions	Learning experiences	Learning resources	Assessment	Remarks
1					**Opening**				
2	1	**LIVING THINGS**	**The Breathing system**	By the end of the sub strand, the learner should be able to: • Name parts of the breathing system. • Touch and feel the breathing system. • Appreciate the work of the breathing system.	What is the main function of the breathing system?	In groups, learners use visual aids and digital devices to observe, identify and record parts of the human breathing system (nose, trachea, lungs, diaphragm) Breath in and out as they touch some of the breathing system.	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg. 33	Oral questions Writing Field work	
	2	**LIVING THINGS**	**The Breathing system**	By the end of the sub strand, the learner should be able to: • Identify parts of breathing system from the chart. • Draw and label the parts the human breathing system. • Display the drawing in the science corner.	What is the main function of the breathing system?	Learners draw and label the parts of the human breathing system	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg. 33	Oral questions Writing Field work	
	3	**LIVING THINGS**	**The Breathing system**	By the end of the sub strand, the learner should be able to: • Watch the video on human breathing system. • state the functions of major parts of the human breathing system. • Appreciate the functions of breathing system through class presentation.	What is the main function of the breathing system?	n groups, learners discuss the functions of each part of the human breathing system (Nose, trachea, lungs, diaphragm.) Watch video clip on the functions of breathing system.	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg. 34	Oral questions Writing Field work	
	4	**LIVING THINGS**	**The Breathing system**	By the end of the sub strand, the learner should be able to: • discuss the cause, signs and symptoms and prevention of illnesses that affect the breathing system. • Model the major parts of the breathing system in a human. • develop interest in protecting the breathing system.	How can we prevent most of the illnesses of the breathing system?	discuss causes, signs, symptoms and prevention of diseases that affect the human breathing system (Colds, influenza, tuberculosis, pneumonia, asthma, coughs)	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg. 35	Oral questions Writing Field work	

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3	**1**	**HEALTH EDUCATION**	**Diseases**	By the end of the sub strand, the learner should be able to: • explain what is water borne diseases. • Observe the charts of contaminated water. • Appreciate use of clean water to avoid getting sick.	How do water borne diseases spread?	Discuss the meaning of water borne and soil transmitted diseases Typhoid, Bilharzia, Cholera and dysentery). Learners are guided to discuss the chart of contaminated water.	Video clips Pictures Posters EAEP Science and Technology grade5 pg. 41	Oral questions Writing Field work	
	2	**HEALTH EDUCATION**	**Diseases**	By the end of the sub strand, the learner should be able to: • Discuss the cause, signs, symptoms, prevention of some water borne diseases. • Appreciate management of water borne diseases. • Observe safety and precautions to prevent water borne diseases.	How do water borne diseases spread?	Learners are guided to identify the causes of (Typhoid, Bilharzia, Cholera and dysentery). In groups discuss how to prevent water borne diseases. Practice safety precautions.	Video clips Pictures Posters EAEP Science and Technology grade5 pg. 42-43	Oral questions Writing Field work	
	3	**HEALTH EDUCATION**	**Diseases**	By the end of the sub strand, the learner should be able to: • Identify how to manage water borne diseases. • Make a poster showing how to manage the water borne diseases. • Display the poster in the school compound.	How can typhoid, bilharzia dysentery and cholera be prevented?	Learners are guided to discuss how to manage water borne diseases such as cholera, typhoid In groups to make a poster on how to manage water borne diseases. They display and appreciate each other work	Video clips Pictures Posters EAEP Science and Technology grade5 pg. 44-45	Oral questions Writing Field work	
	4	**HEALTH EDUCATION**	**External body parasite**	By the end of the sub strand, the learner should be able to: • Observe the pictures and identify the external body parasite. • Use the electronic device to search for diseases that are caused by contaminated soil. • Share experience on external body parasites.	What are causes of external body parasite?	Learners are guided to discuss the signs and symptoms of (scabies, lice and jiggers) In groups use electronic device to search for the diseases cause by external parasite such as(scabies, lice and jiggers)	Video clips Pictures Posters EAEP Science and Technology grade5 pg. 46	Oral questions Writing Field work	
4	**1**	**HEALTH EDUCATION**	**External body parasite**	By the end of the sub strand the learner should be able to: • discuss the signs & symptoms, preventions of external parasites. • Practice the management of some common external parasites.	What are causes of external body parasite?	In groups they discuss the signs and symptoms of external parasites (lice, bedbugs, scabies). The learners are guided to discuss how to manage external parasites for	Textbook Video clips Classmate Pictures Posters EAEP Science and Technology	Oral questions Writing Field work	

				• Appreciate the prevention of some common parasites.		example personal hygiene, wear shoes etc.	grade5 pg. 47-48		
	2	**HEALTH EDUCATION**	**External body parasite**	By the end of the sub strand the learner should be able to: • Discuss how to make poster on management of external parasites. • Make a poster showing how to manage the external parasites • Display the poster in the school compound.	How do you manage the external parasite?	The learners are guided to discuss how to manage external parasites for example personal hygiene, wear shoes etc. In groups they make a poster and display it.	Textbook Video clips Classmate Pictures Posters EAEP Science and Technology grade5 pg.48-49	Oral questions Writing Field work	
	3	**HEALTH EDUCATION**	**Internal body parasites**	By the end of the sub strand the learner should be able to: • Identify the internal body parasites. • Share the experiences of the internal parasites in the pictures. • Search from the internet the internal parasites.	How to internal body parasites affect our bodies?	Learners are guided to discuss different internal body parasites such as hookworm, roundworm, tapeworm etc. In groups to search for common internal parasites from the computer and identify them.	Textbook Video clips Classmate Pictures Posters EAEP Science and Technology grade5 pg.50	Oral questions Writing Field work	
	4	**HEALTH EDUCATION**	**Internal body parasites**	• By the end of the sub strand the learner should be able to: • discuss the cause, signs and symptoms of common internal parasites. • Practice prevention and management of some common internal parasites. • Appreciate prevention and management of some common internal parasites.	How do we prevent some internal body parasites that affect our bodies?	Learners are guided to discuss cause, signs and symptoms of common internal parasites (round worms, pinworms, tape worms, hook worms In groups they can role play how to manage common internal parasites (round worms, pinworms, tape worms, hook worms	Textbook Video clips Classmate Pictures Posters EAEP Science and Technology grade5 pg.51-52	Oral questions Writing Field work	
5	**1**	**HEALTH EDUCATION**	**Internal body parasites**	By the end of the sub strand the learner should be able to: • Discuss how to make poster on management of internal parasites. • Make a poster showing how to manage the internal parasites • Display the poster in the school compound.	How do we prevent some internal body parasites that affect our bodies?	The learners are guided to discuss how to manage internal parasites for example personal hygiene, wear shoes etc. In groups they make a poster and display it.	Textbook Video clips Classmate Pictures Posters EAEP Science and Technology grade5 pg.52-53.	Oral questions Writing Field work	

	2	**ENVIRON MEN T**	**Solid waste manag ement**	By the end of the sub strand the learner should be able to: • Identify different types of waste products. • Appreciate putting different types of waste in different bins. • Clean the environment and put the garbage in the right bin.	How should we maintain environment hygiene?	Learners are guided to identify solid waste. In groups learners to go for a nature walk and collect different types of garbage and put it in the right bin (for example paper, glass, metal and plastic waste)	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.56-57	Oral questions Writing Field work	
	3	**ENVIRON MEN T**	**Solid waste manag ement**	By the end of the sub strand the learner should be able to: • Differentiate between waste that decompose easily and waste that does not decompose. • Classify waste into that which decompose easily and one that which does not decomposes. • Enjoy classifying waste into that which decompose easily and one that which does not decomposes.	How should solid waste be disposed?	Learners to use digital devices access and observe ways of managing different types solid of waste. In groups learners are guided to sort sample waste into that which decompose and that which does not decompose	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.57-58	Oral questions Writing Field work	
	4	**ENVIRON MEN T**	**Solid waste manag ement**	By the end of the sub strand the learner should be able to: • Identify ways of managing solid waste in their locality. • Practice how to reusing, recycling solid waste in the locality. • Appreciate reusing, recycling solid waste in the locality.	How do you recycle waste products?	In groups, learners are guided to discuss ways of managing different types of waste in their locality (To include Re-using, Re-cycling and Reducing).	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.59,60-61	Oral questions Writing Field work	
6	**1**	**ENVIRON MEN T**	**Solid waste manag ement**	By the end of the sub strand the learner should be able to: • Collect different items and identify how they can be used to reduce waste. • Identify ways of reducing waste • Make a poster encouraging how to reduce waste in the school environment.	How do you recycle waste products?	learners are guided to collect different items and discuss how they can recycle them In groups they are guided to make a poster on ways of reducing waste and display it in class	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.62	Oral questions Writing Field work	
	2	**ENVIRON MEN T**	**Solid waste manag ement**	By the end of the sub strand the learner should be able to:	What is the importance of compost manure?	Learners are guided to use electronic device to find out to reduce waste product (for example avoid using plastic	Textbook Video clips Pictures Posters	Oral questions Writing Field work	

				• Use the electronic device to identify how they can reduce waste in the environment. • Identify the importance of reducing in waste management • Appreciate better ways they can use to reduce waste.		bag, using animal waste to make compost) In groups learners to discuss how to reduce waste products by making compost,	EAEP Science and Technology grade5 pg.62		
	3	**ENVIRON MEN T**	**Solid waste manag ement**	By the end of the sub strand, the learner should be able to: • use proper safety measures in solid waste management. • Identify proper safety measures in solid waste management. • appreciate the need for proper management of solid waste in the environment.	How do you dispose waste products?	Learners to use digital devices access and observe ways of managing different types solid of waste. Learners are guided on safety measures in solid waste management in their locality	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.63-64	Oral questions Writing Field work	
	4	**ENVIRON MEN T**	**Solid waste manag ement**	By the end of the sub strand, the learner should be able to: • Discuss the health hazards cause by disposing the waste inappropriately. • Practice wearing safety protective gears when collecting garbage. • Appreciate taking care of yourself when collecting waste products.	How do you dispose the waste products?	Learners are guided to discuss the health hazards cause by disposing the waste inappropriately (for example get hurt, diseases, pollution etc.)	Textbook Video clips Pictures Posters EAEP Science and Technology grade5 pg.64-65	Oral questions Writing Field work	

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GRADE 5 RATIONALIZED SCIENCE AND TECHNOLOGY SCHEME OF WORK TERM 3

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTION	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHOD	REFLECTION
1	1	FORCE AND ENERGY	Floating and sinking	**By the end of the lesson the learner should be able to:** -demonstrate floating and sinking of objects using different materials -identify factors that affect floating and sinking of objects in water -appreciate use of floaters as life savers	Which objects sink in water?	**The learner is guided to:** -use different objects to demonstrate floating and sinking in water(use dry wood, stone, metals, plastic, feathers) -discuss factors that affect floating and sinking (shape,weight,size)	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5	-oral questions -observation -written questions	
	2	FORCE AND ENERGY	Floating and sinking	-demonstrate floating and sinking of objects using different materials -identify factors that affect floating and sinking of objects in water -appreciate use of floaters as life savers	Which objects sink in water?	-use different objects to demonstrate floating and sinking in water(use dry wood, stone, metals, plastic, feathers) -discuss factors that affect floating and sinking (shape,weight,size)	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5		
	3	FORCE AND ENERGY	Floating and sinking	-demonstrate floating and sinking of objects using different materials -identify factors that affect floating and sinking of objects in water -appreciate use of floaters as life savers	Which objects float in water?	-use different objects to demonstrate floating and sinking in water(use dry wood, stone, metals, plastic, feathers) -discuss factors that affect floating and sinking (shape,weight,size)	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5	-oral questions -observation -written questions	
	4	FORCE AND ENERGY	Floating and sinking	-demonstrate floating and sinking of objects using different materials -identify factors that affect floating and sinking of objects in water	Why do some materials float and others sink?	-use different objects to demonstrate floating and sinking in water(use dry wood, stone, metals, plastic, feathers) -discuss factors that affect floating and sinking (shape,weight,size)	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5	-oral questions -observation -written questions	

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				-appreciate use of floaters as life savers					
2	1	FORCE AND EN-ERGY	Float-ing and sink-ing	-demonstrate floating and sinking of objects using dif-ferent materials -identify factors that affect floating and sinking of ob-jects in water -appreciate use of floaters as life savers	Why do some ma-terials float and others sink?	-use different objects to demonstrate floating and sinking in water(use dry wood, stone, metals, plastic, feathers) -discuss factors that affect floating and sinking (shape,weight,size)	Science and Tech-nology grade 5 cur-riculum design super Minds Science and Technology Grade 5	-oral ques-tions -observa-tion -written questions	
	2	FORCE AND EN-ERGY	Float-ing and sink-ing	-identify applications of floating and sinking in day to day life -identify effects of flooding and mitigation measurers -appreciate use of floaters as life savers	How are floaters useful in day to day life?	-discuss applications of floating and sinking in day to day life (swimming, diving, water transport,use of life savers	Science and Tech-nology grade 5 cur-riculum design super Minds Science and Technology Grade 5	-oral ques-tions -observa-tion -written questions	
	3	FORCE AND EN-ERGY	Float-ing and sink-ing	-identify applications of floating and sinking in day to day life -identify effects of flooding and mitigation measurers -appreciate use of floaters as life savers	How are floaters useful in day to day life?	-discuss applications of floating and sinking in day to day life (swimming, diving, water transport,use of life savers	Science and Tech-nology grade 5 cur-riculum design super Minds Science and Technology Grade 5	-oral ques-tions -observa-tion -written questions	
	4	FORCE AND EN-ERGY	Float-ing and sink-ing	-identify applications of floating and sinking in day to day life -identify effects of flooding and mitigation measurers -appreciate use of floaters as life savers	What are effects of flooding?	-discuss applications of floating and sinking in day to day life (swimming, diving, water transport,use of life savers	Science and Tech-nology grade 5 cur-riculum design super Minds Science and Technology Grade 5	-oral ques-tions -written questions	
3	1	FORCE AND EN-ERGY	Float-ing and	-identify applications of floating and sinking in day to day life	What are effects of flooding?	-discuss applications of floating and sinking in day to day life (swimming, diving, water transport,use of life savers	Science and Tech-nology grade 5 cur-riculum design	-oral ques-tions -written questions	

			sink-ing	-identify effects of flooding and mitigation measurers -appreciate use of floaters as life savers			super Minds Science and Technology Grade 5		
	2	FORCE AND EN-ERGY	Sound En-ergy	-identify sources of sound in nature -demonstrate the movement of sound in nature -make a sound producing instrument using locally available materials -appreciate the role of sound in day to day life	How is sound pro-duced?	-carry out activities to identify sources of sound (vibrating air, vibrating strings) -demonstrate that sound travels in all directions from a source -demonstrate reflection of sound(echo)(a large hall,a forest) -in groups make a sound producing instrument using locally available materials	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5	-oral questions -written questions	
	3	FORCE AND EN-ERGY	Sound En-ergy	-identify sources of sound in nature -demonstrate the movement of sound in nature -make a sound producing instrument using locally available materials -appreciate the role of sound in day to day life	How is sound pro-duced?	-carry out activities to identify sources of sound (vibrating air, vibrating strings) -demonstrate that sound travels in all directions from a source -demonstrate reflection of sound(echo)(a large hall,a forest) -in groups make a sound producing instrument using locally available materials	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5	-oral questions -written questions	
	4	FORCE AND EN-ERGY	Sound En-ergy	-identify sources of sound in nature -demonstrate the movement of sound in nature -make a sound producing instrument using locally available materials -appreciate the role of sound in day to day life	How is sound pro-duced?	-carry out activities to identify sources of sound (vibrating air, vibrating strings) -demonstrate that sound travels in all directions from a source -demonstrate reflection of sound(echo)(a large hall,a forest) -in groups make a sound producing instrument using locally available materials	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5	-oral questions -written questions	
4	1	FORCE AND EN-ERGY	Sound En-ergy	-identify sources of sound in nature -demonstrate the movement of sound in nature	How does sound travel?	-carry out activities to identify sources of sound (vibrating air, vibrating strings)	Science and Technology grade 5 curriculum design	-oral questions -written questions	

				-appreciate the role of sound in day to day life		-demonstrate that sound travels in all directions from a source -demonstrate reflection of sound(echo)(a large hall, a forest)	super Minds Science and Technology Grade 5		
	2	FORCE AND EN-ERGY	Sound En-ergy	-identify sources of sound in nature -demonstrate the movement of sound in nature -appreciate the role of sound in day to day life	How does sound travel?	-carry out activities to identify sources of sound (vibrating air, vibrating strings) -demonstrate that sound travels in all directions from a source -demonstrate reflection of sound(echo)(a large hall, a forest)	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5	-oral questions -written questions	
	3	FORCE AND EN-ERGY	Sound En-ergy	-identify effects of loud sound -outline role of the government in addressing sound pollution - appreciate the role of sound in day to day life	What are the effects of loud sound?	-in groups discuss the effects of loud sound in the environment -discuss the role of the government in addressing sound pollution -create a sound game using scratch	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5	-oral questions -written questions	
	4	FORCE AND EN-ERGY	Sound En-ergy	-identify effects of loud sound -outline role of the government in addressing sound pollution - appreciate the role of sound in day to day life	What are the effects of loud sound?	-in groups discuss the effects of loud sound in the environment -discuss the role of the government in addressing sound pollution -create a sound game using scratch	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5	-oral questions -written questions	
5	1	FORCE AND EN-ERGY	Sound En-ergy	-identify effects of loud sound -outline role of the government in addressing sound pollution - appreciate the role of sound in day to day life	What are the effects of loud sound?	-in groups discuss the effects of loud sound in the environment -discuss the role of the government in addressing sound pollution -create a sound game using scratch	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5	-oral questions -written questions	

	2	FORCE AND ENERGY	Sound Energy	-identify effects of loud sound -outline role of the government in addressing sound pollution - appreciate the role of sound in day to day life	What is the role of government in addressing sound pollution?	-in groups discuss the effects of loud sound in the environment -discuss the role of the government in addressing sound pollution -create a sound game using scratch	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5	-oral questions -written questions	
	3	FORCE AND ENERGY	Sound Energy	-identify effects of loud sound -outline role of the government in addressing sound pollution - appreciate the role of sound in day to day life	What is the role of government in addressing sound pollution?	-in groups discuss the effects of loud sound in the environment -discuss the role of the government in addressing sound pollution -create a sound game using scratch	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5	-oral questions -written questions	
	4	FORCE AND ENERGY	Heat transfer	-identify the modes of heat transfer in nature -carry out experiments to identify good and poor conductors of heat -classify conductors of heat into good or poor conductors -appreciate modes of heat transfer	Which are the modes of heat transfer in nature?	-discuss the meaning of the terms conduction,convection and radiation -discuss the modes of heat transfer in nature -perform experiments to demonstrate the modes of heat transfer (conduction, convection and radiation)	Science and Technology grade 5 curriculum design super Minds Science and Technology Grade 5 -chart -digital devices	-oral questions -written questions	

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