GRADE 6 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 6 RATIONALIZED 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	REFLECTION
1	1	LIVING THINGS AND THEIR ENVIRONMENT	Fungi	By the end of the lesson the learner should be able to: -state the meaning of fungi -use digital devices to observe images of common fungi -appreciate the importance of fungi to the economy	What is fungi?	The learner is guided to: -state the meaning of fungi -use digital devices to observe images of common fungi	Grade 6 science and technology curriculum design	-oral questions -written questions	
	2	LIVING THINGS AND THEIR ENVIRONMENT	Fungi	-state the meaning of fungi -use digital devices to observe images of common fungi -appreciate the importance of fungi to the economy	List 3 common fungi?	-state the meaning of fungi -use digital devices to observe images of common fungi	Grade 6 science and technology curriculum design	-oral questions -written questions	
	3	LIVING THINGS AND THEIR ENVIRONMENT	Fungi	-identify common fungi in the environment -take a walk in the school compound and take photographs of different types of fungi -appreciate the importance of fungi to the economy	Which fungi are found in the school compound?	-identify common fungi in the environment -take a walk in the school compound and take photographs of different types of fungi	Grade 6 science and technology curriculum design	-oral questions -written questions	
	4	LIVING THINGS AND THEIR ENVIRONMENT	Fungi	-mention common fungi in the environment -draw common fungi in the environment -appreciate the importance of fungi to the economy	Moulds are likely to grow on?	-discuss common fungi in the environment such as mushrooms, toadstools, puffballs, moulds -draw common fungi in the environment such as mushrooms, toadstools, puffballs	Grade 6 science and technology curriculum design	-written questions -oral questions	

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2	1	LIVING THINGS AND THEIR ENVIRONMENT	Fungi	-mention common fungi in the environment -draw common fungi in the environment -appreciate the importance of fungi to the economy	Mushrooms can also be used as?	-discuss common fungi in the environment such as mushrooms, toadstools, puffballs, moulds -draw common fungi in the environment	Grade 6 science and technology curriculum design	-oral questions -written questions	
	2	LIVING THINGS AND THEIR ENVIRONMENT	Fungi	-identify the importance of fungi in nature -watch video clips on the importance of moulds, yeast -appreciate the importance of fungi to the economy	What is the importance of fungi to the economy?	-identify the importance of fungi in nature -watch video clips on the importance of moulds, yeast	Grade 6 science and technology curriculum design	-oral questions -written questions	
	3	LIVING THINGS AND THEIR ENVIRONMENT	Fungi	-identify the importance of fungi in nature -watch video clips on the importance of moulds, yeast -appreciate the importance of fungi to the economy	What is the use of yeast in food processing?	-discuss the importance of fungi in nature -watch video clips on the importance of moulds, yeast	Grade 6 science and technology curriculum design	-oral questions -written questions	
	4	LIVING THINGS AND THEIR ENVIRONMENT	Fungi	-outline precautions and safe disposal of wastes when handling fungi -use digital devices to search for safe handling of fungi -appreciate the importance of fungi to the economy	Which precautions should you take when handling fungi?	-outline precautions and safe disposal of wastes when handling fungi -use digital devices to search for safe handling of fungi	Grade 6 science and technology curriculum design	-oral questions -written questions	
3	1	LIVING THINGS AND THEIR ENVIRONMENT	inverteb rates	-state the meaning of invertebrates -take photographs of invertebrates in the immediate environment -appreciate the importance of invertebrates in nature	What are invertebrates ?	-in groups discuss the meaning of invertebrates -take photographs of invertebrates in the immediate environment	Grade 6 science and technology curriculum design	-oral questions -written questions	
	2	LIVING THINGS AND THEIR	Inverteb rates	-state the meaning of invertebrates -take photographs of invertebrates in the immediate environment -appreciate the importance of invertebrates in nature	Give 2 examples of common invertebrates ?	-in groups discuss the meaning of invertebrates -take photographs of invertebrates in the immediate environment	Grade 6 science and technology curriculum design	-oral questions -written questions	

		ENVIRONMENT							
	3	LIVING THINGS AND THEIR ENVIRONMENT	Invertebrates	-identify animals classified as invertebrates -describe the general characteristics of invertebrates -appreciate the importance of invertebrates in nature	What are characteristic of invertebrates ?	-mention animals classified as invertebrates -describe the general characteristics of invertebrates	Grade 6 science and technology curriculum design	-oral questions -written questions	
	4	LIVING THINGS AND THEIR ENVIRONMENT	Invertebrates	-identify animals classified as invertebrates -watch video clips of invertebrates -appreciate the importance of invertebrates in nature	Which animals are classified as invertebrates ?	-mention animals classified as invertebrates -watch video clips of invertebrates	Grade 6 science and technology curriculum design	-oral questions -written questions	
4	1	LIVING THINGS AND THEIR ENVIRONMENT	Invertebrates	-state examples of sea invertebrates -draw sea invertebrates -appreciate the importance of invertebrates in nature	What are sea invertebrates ?	-observe pictures of sea invertebrates -draw sea invertebrates such as octopus, and crabs	Grade 6 science and technology curriculum design	-oral questions -written questions	
	2	LIVING THINGS AND THEIR ENVIRONMENT	Invertebrates	-state examples of sea invertebrates -draw sea invertebrates -appreciate the importance of invertebrates in nature	List 2 sea invertebrates ?	-observe pictures of sea invertebrates -draw sea invertebrates such as octopus, and crabs	Grade 6 science and technology curriculum design	Oral questions Written questions	
	3	LIVING THINGS AND THEIR ENVIRONMENT	Invertebrates	-mention animals classified as invertebrates -make a portfolio of different types of invertebrates in their locality -appreciate the importance of invertebrates in the environment	What is a portfolio?	-mention animals classified as invertebrates -make a portfolio of different types of invertebrates in their locality	Grade 6 science and technology curriculum design	Oral questions Written questions	
	4	LIVING THINGS AND THEIR ENVIRONMENT	Invertebrates	-mention animals classified as invertebrates -make a portfolio of different types of invertebrates in their locality -appreciate the importance of invertebrates in the environment	Why are invertebrates different from other animals?	-mention animals classified as invertebrates -make a portfolio of different types of invertebrates in their locality	Grade 6 science and technology curriculum design	-oral questions -written questions	

5	1	LIVING THINGS AND THEIR ENVIRONMENT	Invertebrates	-identify the importance of invertebrates in the environment -observe safety precautions when handling invertebrates -appreciate the importance of invertebrates in the environment	What is the importance of invertebrates ?	-discuss the importance of vertebrates in the environment such as food, soil aeration, -observe safety precautions when handling invertebrates	Grade 6 science and technology curriculum design	-oral questions -written questions	
	2	LIVING THINGS AND THEIR ENVIRONMENT	Invertebrates	-identify the importance of invertebrates in the environment -observe safety precautions when handling invertebrates -appreciate the importance of invertebrates in the environment	Name 5 safety precautions observed when handling invertebrates ?	-discuss the importance of vertebrates in the environment such as food, soil aeration, -observe safety precautions when handling invertebrates	Grade 6 science and technology curriculum design	-oral questions -written questions	
	3	LIVING THINGS AND THEIR ENVIRONMENT	Human circulatory system	-define the term human circulatory system -draw parts of the human circulatory system -appreciate the importance of a healthy circulatory system	What is human circulatory system?	-define the term human circulatory system -draw parts of the human circulatory system	Grade 6 science and technology curriculum design	-oral questions -written questions	
	4	LIVING THINGS AND THEIR ENVIRONMENT	Human circulatory system	-define the term human circulatory system -draw parts of the human circulatory system -appreciate the importance of a healthy circulatory system	Name the parts of the human circulatory system?	-define the term human circulatory system -draw parts of the human circulatory system	Grade 6 science and technology curriculum design	-oral questions -written questions	

This is a Sample of the Rationalized Scheme of Work.

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,

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GRADE 6 RATIONALIZED SCIENCE AND TECHNOLOGY SCHEMES OF WORK TERM 2

	LSN	Strand	Sub-strand	Specific learning outcomes	Learning experiences	Key inquiry question(s)	Learning resources	Assessment methods	Ref
	1	**Matter**	Change of state - meaning	By the end of the lesson, the learner should be able to: a. State the meaning of change of stage of matter b. Observe pictures of change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● brainstorm the meaning of change of state of matter,	How is change Of state of matter important in day-to-day life?	Test tube holders, conical flask, gas lighter, water, iodine, candle wax, zinc oxide, test tubes, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science g7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	2		Chage of state - melting	By the end of the lesson, the learner should be able to: a. Identify the changes of state when substances are heated or cooled, b. Demonstrate melting as a change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● carry out activities to demonstrate change of state of matter (melting) collaboratively, note: observe safety while heating substances to avoid fires and burns, ● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	3		Chage of state - evaporation	By the end of the lesson, the learner should be able to: a. Identify the changes of state when substances are heated or cooled, b. Demonstrate evaporation as a change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● carry out activities to demonstrate change of state of matter (evaporation) collaboratively, note: observe safety while heating substances to avoid fires and burns, ● where possible use digital devices to access	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	

					videos, observe and record what happens when matter is heated or cooled.			
4		Chage of state - sublimation	By the end of the lesson, the learner should be able to: a. Identify the changes of state when substances are heated or cooled b. Demonstrate sublimation as a change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● carry out activities to demonstrate change of state of matter (sublimation) collaboratively, note: observe safety while heating substances to avoid fires and burns, ● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
1		Chage of state - condensation	By the end of the lesson, the learner should be able to: a. Identify the changes of state when substances are heated or cooled, b. Demonstrate condensation as a change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● carry out activities to demonstrate change of state of matter (condensation) collaboratively, note: observe safety while heating substances to avoid fires and burns, ● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science g7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
2		Chage of state - freezing	By the end of the lesson, the learner should be able to: a. Identify the changes of state when substances are heated or cooled, b. Demonstrate freezing as a change of state of matter.	The learner is guided to: ● carry out activities to demonstrate change of state of matter (freezing) collaboratively, note: observe safety while heating substances to avoid fires and burns,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	

				c. Appreciate the applications of change of state in day-to-day life.	● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled.				
	3		Chage of state - deposition	By the end of the lesson, the learner should be able to: a. Identify the changes of state when substances are heated or cooled, b. Demonstrate deposition as a change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● carry out activities to demonstrate change of state of matter (deposition) collaboratively, note: observe safety while heating substances to avoid fires and burns, ● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	4		Application of change of state	By the end of the lesson, the learner should be able to: a. Describe the applications of the change of state of matter in everyday life, b. Demonstrate the applications of change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● discuss the applications of change of state of matter in everyday life,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	

	1		Application of change of state	By the end of the lesson, the learner should be able to: a. Describe the applications of the change of state of matter in everyday life, b. Demonstrate the applications of change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● discuss the applications of change of state of matter in everyday life,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	2		Application of change of state	By the end of the lesson, the learner should be able to: a. Describe the applications of the change of state of matter in everyday life, b. Demonstrate the applications of change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● discuss the applications of change of state of matter in everyday life,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science g7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	3		Making candles using waste wax	By the end of the lesson, the learner should be able to: a. Identify locally available materials for making a candle wax. b. Assemble locally available materials for making a candle wax c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to make candles using waste candle wax or beeswax,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science g7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	4		Making candles using waste wax	By the end of the lesson, the learner should be able to: a. Identify locally available materials for making a candle wax. b. Assemble locally available materials for making a candle wax	**Project:** ● learners to make candles using waste candle wax or beeswax,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	

				c. Appreciate the applications of change of state in day-to-day life.				
	1		Making candles using waste wax	By the end of the lesson, the learner should be able to: a. Identify locally available materials for making a candle wax. b. Make a candle wax using locally available materials. c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to make candles using waste candle wax or beeswax,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist
	2		Making candles using waste wax	By the end of the lesson, the learner should be able to: a. Identify locally available materials for making a candle wax. b. Make a candle wax using locally available materials. c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to make candles using waste candle wax or beeswax,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist
	3		Repairing broken plastic containers	By the end of the lesson, the learner should be able to: a. Identify locally available materials for repairing broken containers. b. Assemble locally available materials for repairing broken plastic containers. c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to repair broken plastic containers.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist

	4		Repairing broken plastic containers	By the end of the lesson, the learner should be able to: a. Identify locally available materials for repairing broken containers. b. Assemble locally available materials for repairing broken plastic containers. c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to repair broken plastic containers.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	1		Repairing broken plastic containers	By the end of the lesson, the learner should be able to: a. Identify locally available materials for repairing broken plastic containers. b. Repair broken plastic containers. c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to repair broken plastic containers.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	2		Repairing broken plastic containers	By the end of the lesson, the learner should be able to: a. Identify locally available materials for repairing broken plastic containers. b. Repair broken plastic containers. c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to repair broken plastic containers.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	3	**Composition of air**	Components of the air	By the end of the lesson, the learner should be able to: a. Identify the components of air, b. Draw a pie chart showing percentage composition of components of air c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● brainstorm on air and its constituent, ● draw a pie chart showing percentage composition of components of air,	How does air pollution affects the environment?	Clear trough, water, marker pen, ruler, candle, plasticine, cork New planet scie & tech grd 6 tg pg. 94-96 new planet scie & tech grd 6 learners bk. Pg. 101-104	Observation written questions	

	4		Components of the air	By the end of the lesson, the learner should be able to: a. Identify the components of air, b. Draw a pie chart showing percentage composition of components of air c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● brainstorm on air and its constituent, ● draw a pie chart showing percentage composition of components of air,	How does air pollution affects the environment?	Clear trough, water, marker pen, ruler, candle, plasticine, cork New planet scie & tech grd 6 tg pg. 94-96 New planet scie & tech grd 6 learners bk. Pg. 101-104	Observation written questions	

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GRADE 6 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	REFL
1	1	FORCE AND ENERGY	Light	By the end of the lesson the learner should be able to: -demonstrate the movement of light through materials -draw ray diagrams of images formed on plane mirrors -appreciate the importance of movement of light in everyday life	How does light travel?	The learner is guided to: -carry out activities to show the movement of light through different materials (transparent, translucent and opaque) -perform experiment to show reflection of light on plane mirrors (law of reflection) -appreciate the importance of movement of light in everyday life	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -observation	
	2	FORCE AND ENERGY	Light	-demonstrate the movement of light through materials -draw ray diagrams of images formed on plane mirrors -appreciate the importance of movement of light in everyday life	What are transparent materials?	-carry out activities to show the movement of light through different materials (transparent, translucent and opaque) -perform experiment to show reflection of light on plane mirrors (law of reflection) -appreciate the importance of movement of light in everyday life	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -observation	
	3	FORCE AND ENERGY	Light	-demonstrate the movement of light through materials -draw ray diagrams of images formed on plane mirrors -appreciate the importance of movement of light in everyday life	What reflection of light?	-carry out activities to show the movement of light through different materials (transparent, translucent and opaque) -perform experiment to show reflection of light on plane mirrors (law of reflection) -appreciate the importance of movement of light in everyday life	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -observation	

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	4	FORCE AND ENERGY	Light	-identify formation of shadows and eclipses in nature -describe formation of rainbow in nature -appreciate the importance of movement of light in everyday life	The rainbow has how many colours?	-carry out activities to demonstrate formation of shadows(solar and lunar eclipse) -carry out activities to demonstrate formation of rainbow	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -observation -written questions	
2	1	FORCE AND ENERGY	Light	-identify formation of shadows and eclipses in nature -describe formation of rainbow in nature -appreciate the importance of movement of light in everyday life	The rainbow has how many colours?	-carry out activities to demonstrate formation of shadows(solar and lunar eclipse) -carry out activities to demonstrate formation of rainbow	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -observation -written questions	
	2	FORCE AND ENERGY	Light	-identify formation of shadows and eclipses in nature -describe formation of rainbow in nature -appreciate the importance of movement of light in everyday life	Which is the top colour in a rainbow?	-carry out activities to demonstrate formation of shadows(solar and lunar eclipse) -carry out activities to demonstrate formation of rainbow	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -observation -written questions	
	3	FORCE AND ENERGY	Light	-identify applications of movement of light through different media -describe the importance of movement of light -appreciate the importance of movement of light in everyday life	What is the importance of movement of light?	-discuss applications of movement of light through different media(mirrors, periscope, kaleidoscope, lenses,magnifying glass) -discuss the importance of movement of light	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -observation -written questions	
	4	FORCE AND ENERGY	Light	-identify applications of movement of light through different media -describe the importance of movement of light -appreciate the importance of movement of light in everyday life	Name the sources of light?	-discuss applications of movement of light through different media(mirrors, periscope, kaleidoscope, lenses,magnifying glass) -discuss the importance of movement of light	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -observation -written questions	

3	1	FORCE AND ENERGY	Levers as simple machines	-define the meaning of levers as simple machines -identify common levers used in day to day life -appreciate the use of levers in making work easier	What is a lever?	-discuss the meaning of levers as simple machines -discuss common levers used in day to day life	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -observation -written questions	
	2	FORCE AND ENERGY	Levers as simple machines	-define the meaning of levers as simple machines -identify common levers used in day to day life -appreciate the use of levers in making work easier	Which are common levers used in day to day life?	-discuss the meaning of levers as simple machines -discuss common levers used in day to day life	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -observation -written questions	
	3	FORCE AND ENERGY	Levers as simple machines	-identify parts of a lever used in making work easier -draw simple levers used as simple machines -appreciate the use of levers in making work easier	Name levers which are used as simple machines?	-in groups identify parts of a lever(fulcrum/pivot, effort and load) - draw simple levers used as simple machines(see saw,fishing rod,tweezers, cracker)	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -observation -written questions	
	4	FORCE AND ENERGY	Levers as simple machines	-identify parts of a lever used in making work easier -draw simple levers used as simple machines -appreciate the use of levers in making work easier	Name levers which are used as simple machines?	-in groups identify parts of a lever(fulcrum/pivot, effort and load) - draw simple levers used as simple machines(see saw,fishing rod,tweezers, cracker)	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -observation -written questions	
4	1	FORCE AND ENERGY	Levers as simple machines	-identify parts of a lever used in making work easier -draw simple levers used as simple machines -appreciate the use of levers in making work easier	Name the parts of a lever?	-in groups identify parts of a lever(fulcrum/pivot, effort and load) - draw simple levers used as simple machines(see saw,fishing rod,tweezers, cracker)	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -observation -written questions	

	2	FORCE AND ENERGY	Levers as simple machines	-classify levers into three classes -draw first class levers, second class levers and third class levers -appreciate the use of levers in making work easier	Which levers are in the first class?	-in groups classify levers into three classes(first, second and third class levers) -draw first class levers, second class levers and third class levers	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -written questions	
	3	FORCE AND ENERGY	Levers as simple machines	-classify levers into three classes -draw first class levers, second class levers and third class levers -appreciate the use of levers in making work easier	Which levers are in the second class?	-in groups classify levers into three classes(first, second and third class levers) -draw first class levers, second class levers and third class levers	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -written questions	
	4	FORCE AND ENERGY	Levers as simple machines	-classify levers into three classes -draw first class levers, second class levers and third class levers -appreciate the use of levers in making work easier	Which levers are in the third class?	-in groups classify levers into three classes(first, second and third class levers) -draw first class levers, second class levers and third class levers	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -written questions	
5	1	FORCE AND ENERGY	Levers as simple machines	-demonstrate the use of levers in making work easier -make and use a beam balance from locally available materials -appreciate the use of levers in making work easier	Which materials do we need to make a beam balance?	-in groups demonstrate use of levers in making work easier such as see saw, pliers, scissors) -use locally available materials to make a beam balance	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -written questions	
	2	FORCE AND	Levers	-demonstrate the use of levers in making work easier	Which materials	-in groups demonstrate use of levers in making work easier	-New Planet Science and Technology Grade 6	-oral questions	

		ENERGY	as simple machines	-make and use a beam balance from locally available materials -appreciate the use of levers in making work easier	do we need to make a beam balance?	such as see saw, pliers, scissors) -use locally available materials to make a beam balance	-Grade 6 science and technology curriculum design	-written questions	
	3	FORCE AND ENERGY	Levers as simple machines	-demonstrate the use of levers in making work easier -make and use a beam balance from locally available materials -appreciate the use of levers in making work easier	How do we use a beam balance?	-in groups demonstrate use of levers in making work easier such as see saw, pliers, scissors) -use locally available materials to make a beam balance	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -written questions	
	4	FORCE AND ENERGY	Levers as simple machines	-demonstrate the use of levers in making work easier -make and use a beam balance from locally available materials -appreciate the use of levers in making work easier	How do we use a beam balance?	-in groups demonstrate use of levers in making work easier such as see saw, pliers, scissors) -use locally available materials to make a beam balance	-New Planet Science and Technology Grade 6 -Grade 6 science and technology curriculum design	-oral questions -written questions	

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

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