

2025 RATIONALIZED CBC - GRADE FOUR SCIENCE AND TECHNOLOGY SCHEMES OF WORK FOR TERM 2

Week	lesson	STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	K.I.Q	RESOURCES	ASSESSMENT	REFLECTION
1	Revision of content covered in previous term in preparation for tem 2 work								
2	1	LIVING THINGS	-Digestive System (revision)	By the end of the sub-strand the learner should be able to; - model the four different types of teeth -develop curiosity about taking care of teeth	-In groups learners are guided to demonstrate the use of different types of teeth(incisors)using locally available materials -In groups learners are guided to draw/model the type of teeth	How do teeth differ?	sugarcane, carrots, fruits, tubers -digital devices -Mwangi H. et al (2019) <u><i>Science and Technology: learners book – grade 4</i></u> : pg. 20	-Observation -oral questions	
	2	ENVIRONM ENT	1.-Air pollution	By the end of the sub-strand the learner should be able to; - -state the meaning of the terms “pollution” and “air pollution”	In groups, learners are guided to discuss meaning of terms “pollution” and “air pollution -Learners to be guided as they use visual aids and digital devices to explore meaning of the said terms	What causes pollution?	Digital devices and visual aids -learners bk. Pg22	-Observation -oral questions	
	3	ENVIRONM ENT	-Air pollution	By the end of the sub-strand the learner should be able to;- - identify air pollutants in nearby environment	In groups learners walk around the school and neighbourhood to observe, identify and record air pollutants	What causes air pollution?	Dust masks, goggles, overcoats -learners bk. Pg23	-Observation -oral questions	
	4	ENVIRONM ENT	-Air pollution	By the end of the sub-strand the learner should be able to; - identify air pollutants in nearby environment	-learners to be guided as they use visual aids and digital devices to observe, identify and record air pollutants	What causes air pollution?	Digital devices and visual aids -learners bk. Pg 23	-Observation -oral questions	
3	1	ENVIRONM ENT	-Air pollution	By the end of the sub-strand the learner should be able to; -Distinguish between clean and polluted air in his/her environment	In groups learners walk around the school and neighbourhood to identify and record clean and polluted air	What are the effects of air pollution?	Dust masks, goggles, overcoats -learners bk. Pg24	-Observation -oral questions	
	2	ENVIRONM ENT	-Air pollution	By the end of the sub-strand the learner should be able to; -Distinguish between clean and polluted air in his/her environment	-learners to be guided as they use visual aids and digital devices to clean and polluted air	What are the effects of air pollution?	Digital devices and visual aids -learners bk. Pg24	-Observation -oral questions	
	3	ENVIRONM ENT	-Air pollution	By the end of the sub-strand the learner should be able to; Identify effects of air pollution on living things	In groups learners walk around the school and neighbourhood to observe, record water pollutants effects of air pollution on living things	What are the effects of air pollution?	Dust masks, goggles, overcoats -learners bk. Pg25	-Observation -oral questions	

	4	ENVIRONM ENT	-Air pollution	By the end of the sub-strand the learner should be able to; Identify effects of air pollution on living things -Appreciate the importance of clean air in his/her environment	-learners to be guided as they use visual aids and digital devices to effects of air pollution on living things	What are the effects of air pollution?	Digital devices and visual aids <i>-learners bk. Pg25</i>	-Observation -oral questions	
4	1	ENVIRONM ENT	-Air pollution	By the end of the sub-strand the learner should be able to; Identify ways of reducing air pollution	In groups learners walk around the school and neighbourhood to Identify ways of reducing air pollution	How can you reduce air pollution?	Dust masks, goggles, overcoats <i>-learners bk. Pg 26</i>	-Observation -oral questions	
	2	ENVIRONM ENT	-Air pollution	By the end of the sub-strand the learner should be able to; Identify ways of reducing air pollution	-learners to be guided as they use visual aids and digital devices to Identify ways of reducing air pollution	How can you reduce air pollution?	Digital devices and visual aids <i>-learners bk. Pg27</i>	-Observation -oral questions	
	3	ENVIRONM ENT	-Air pollution	By the end of the sub-strand the learner should be able to; Identify ways of reducing air pollution	-learners to be guided as they use visual aids and digital devices to Identify ways of reducing air pollution	How can you reduce air pollution?	Digital devices and visual aids <i>-learners bk. Pg27</i>	-Observation -oral questions	
	4	ENVIRONM ENT	-Air pollution	By the end of the sub-strand the learner should be able to; make a functional air pollution detector	-In groups learners are guided to make a functional air pollution detector	How useful is the air pollution detector?	White cloth, dust masks, internet <i>-learners bk. Pg28</i>	-Observation -oral questions -Project work	
5	1	ENVIRONM ENT	-Air pollution	By the end of the sub-strand the learner should be able to; make a functional dust mask using locally available materials	-In groups learners are guided to make a functional air pollution detector	How useful is the air pollution detector?	White cloth, dust masks, internet <i>-learners bk. Pg29</i>	-Observation -oral questions -Project work	
	2	ENVIRONM ENT	2. water pollution	By the end of the sub-strand the learner should be able to; -state the meaning of the term “water pollution”	In groups learners are guided to discuss the meaning of the term water pollution -learners to be guided as they use visual aids and digital devices to explore the meaning of the term “water pollution	-What is water pollution?	Digital devices and visual aids <i>-learners bk. Pg31</i>	-oral questions	
	3	ENVIRONM ENT	water pollution	By the end of the sub-strand the learner should be able to; -identify water pollutants in his/her environment	In groups learners walk around the school and neighbourhood to observe, identify and record water pollutants (soil and wastes)	What causes water pollution?	Gloves, gumboots <i>-learners bk. Pg 32</i>	-observation -oral questions	
	4	ENVIRONM ENT	water pollution	By the end of the sub-strand the learner should be able to; -identify water pollutants in his/her environment	-learners to be guided as they use visual aids and digital devices to observe, identify and record water pollutants	What causes water pollution?	Digital devices and visual aids <i>-learners bk. Pg33</i>	-observation -oral questions	

6	1	DIGITAL TECHNOLOGY	Digital devices	By the end of the sub-strand the learner should be able to; -Define the term “digital devices	-In groups learners to be guided to discuss the meaning of the term ;” In groups learners are guided to	What are the main parts of a digital device?	Prototypes, computers, tablets, radios, TV, phones, cameras, Internet	-oral questions	
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				-identify the various digital devices in his/her locality	observe and identify the various digital devices in their locality(ipads, laptop, computer, tv's. radio etc		<i>-learners bk. Pg39</i>		
	2		Digital devices	By the end of the sub-strand the learner should be able to; -Identify different parts of digital devices in his/locality	-In groups learners are guided to observe and identify the various parts of digital devices using real objects or visual aids	What are the names of the main parts of a computer?	computers, tablets, radios, TV, phones, cameras, Internet <i>-learners bk. Pg41</i>	-Observation -oral questions	
	3		Digital devices	By the end of the sub-strand the learner should be able to; -state the functions of the various parts of a digital device.	-In groups learners to discuss the functions of the various parts of a digital device.	What are the functions of the main parts of a computer?	computers, tablets, radios, TV, phones, cameras, Internet <i>-learners bk. Pg41</i>	-Observation -oral questions	
	4		Digital devices	By the end of the sub-strand the learner should be able to; Demonstrate proper connection of the parts of digital devices	-In groups learners are guided to connect parts of the digital devices in their locality	How do properly connect a computer?	computers, tablets, radios, TV, phones, cameras, Internet <i>-learners bk. Pg42</i>	Demonstration Observation Oral questions	
7	1	DIGITAL TECHNOLOGY	Digital devices	By the end of the sub-strand the learner should be able to; Demonstrate proper use of digital devices in their day today life	-Learners to practice proper use of digital devices(typing, taking photos, play stations, recording, videos and audios)	How do we properly use digital devices in our locality?	computers, tablets, radios, TV, phones, cameras, Internet <i>-learners bk. Pg43</i>	Demonstration Observation Oral questions	
	2		Digital devices	By the end of the sub-strand the learner should be able to; Model external parts of a digital device using locally available materials	Project: learners to model external parts of a digital device using locally available materilas	What are the main parts of a digital device?	computers, tablets, radios, TV, phones, cameras, Internet, plasticine, clay <i>-learners bk. Pg45</i>	Modeling	
	3		Digital devices	By the end of the sub-strand the learner should be able to; Model external parts of a digital device using locally available materials	Project: learners to model external parts of a digital device using locally available materilas	What are the main parts of a digital device?	computers, tablets, radios, TV, phones, cameras, Internet Internet, plasticine, clay <i>-learners bk. Pg45</i>	Modeling	
	4		Coding	By the end of the sub-strand the learner should be able to; state meaning of the term ‘‘coding’’	In groups learners to be guided to discuss the meaning of the term ;’’coding’’	What is coding?	computers, tablets, radios, TV, phones, cameras, Internet <i>-learners bk. Pg47</i>	Observation Oral questions	
8	1	DIGITAL TECHNOLOGY	Coding	By the end of the sub-strand the learner should be able to; identify coded patterns	In groups learners are guided to observe, identify and discuss locally available coded patterns (eg sudoku, word puzzle, bird nests etc)	What are coded patterns?	computers, tablets, radios, TV, phones, cameras, Internet newspapers <i>-learners bk pg48</i>	Observation Oral questions	
	2		Coding	By the end of the sub-strand the learner should be able	-use digital devices to observe, identify and discuss different coded	What are coded patterns?	computers, tablets, radios, TV, phones,	Observation Oral questions	

				to; identify coded patterns	pattern.eg fun and games		cameras, Internet newspapers <i>-learners bk. Pg48</i>			
	3		Coding	By the end of the sub-strand the learner should be able to; play simple puzzle games	-In groups learners are guided to play simple puzzle games e.g fitting missing parts, word puzzle etc)	How do we play computer games and puzzles?	computers, tablets, radios, TV, phones, cameras, Internet newspapers <i>-learners bk. Pg49</i>	Observation Oral questions		
	4		Coding	By the end of the sub-strand the learner should be able to; play simple puzzle games	In groups learners use digital devices to solve simple patterns for example computer games and puzzles)	How do we play computer games and puzzles	computers, tablets, radios, TV, phones, cameras, Internet <i>-learners bk. Pg51</i>	Observation Oral questions		
9	1	MATTER	States of matter: - Understanding matter	By the end of the sub-strand the learner should be able to; Identify the three states of matter	-In groups, learners to observe and identify solids, liquids and presence of air in their environment	What are the characteristics of matter? How can we show that there is air around us?	Containers, pebbles, soil, stones, balloons, digital devices <i>-learners bk. Pg 52</i>	Observation Oral questions		
	2		States of matter; Understanding matter	By the end of the sub-strand the learner should be able to; Identify the three states of matter	-Working in groups learners to use visual aids and digital devices to identify the three states of matter(solids, liquids, gases)	What are the characteristics of matter?	Containers, pebbles, soil, stones, balloons, digital devices <i>-learners bk. Pg53</i>	Observation Oral questions		
	3		States of matter: Understanding matter	By the end of the sub-strand the learner should be able to; Investigate different states of matter to show their characteristics	-Learners to work in groups to investigate the characteristics of different states of mater (shape, volume , mass)	What are the characteristics of matter?	Containers, pebbles, soil, stones, balloons, digital devices <i>-learners bk. Pg 54</i>	Observation Oral questions		
	4		States of matter: Understanding matter	By the end of the sub-strand the learner should be able to; Investigate different states of matter to show their characteristics	-learners to manipulate different materials to show the characteristics of the three states of matter (filing balloons, with air, filling containers with pebbles, soil, and stones	What are the differences in the three states of matter?	Containers, pebbles, soil, stones, balloons, digital devices <i>-learners bk. Pg55</i>	Observation Oral questions		
10	Revision of content covered in the term in preparation of end term assessments									
11	End term assessments									