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| NAME |  |
| TSC NO. |  |
| SCHOOL |  |

**Wk Lsn Strand/ Theme**

**Sub strand Specific learning outcomes Key inquiry**

**Questions**

**Learning experiences Learning**

**Resources**

**Assessment methods**

**Refl**

**1 1 LIVING THINGS**

**Plants:**

Difference between flowering and Non- flowering plants

By the end of the sub strand the learner should be able

to:

a. Differentiate betweenflowering and non- flowering plants

b. Identify flowering and

non-flowering plants in the environment

c. develop interest in

classifying plants

1. What is the main difference between flowering plants and non- flowering plants?

Learners are guided to: Collect green plants in their locality.

Learners are guided to

Take excursion to identify and classify flowering and non- flowering plants in their locality

Learners are guided to

digital devices such as camera phones and tablets totake photos of flowering andnon-flowering plants

in their locality

Convectional laboratory resources and improvised

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the

environment

a) question andanswer method,

b) class quizzes c) individual performance assessment

and

d) project work

**2 Plants:**

classification

of plants

**3 Plants:**

classification

of plants

By the end of the sub strand the learner should be able

to:

a. Identify the two classification of plants

b. classify plants into flowering and nonflowering

c. develop interest

inclassifying plants

By the end of the sub strand the learner should be able to:

a. identify the two

classification of plants b. Classify plants into

flowering and non- flowering plants

c. develop interest in classifying plants

1. What is the main difference between flowering plants and non- flowering plants?

What is the main difference between flowering plants and non- flowering plants

Learners are guided to Collect green plants in their locality.

Learners are guided to

excursion to identify and classify flowering and non- flowering plants in their locality

Learners are guided to use digital devices such as camera phones and tablets totake photos of flowering andnon-flowering plants in their locality

Learners are guided to: Collect green plants in their locality.

Learners are guided to:

excursion to identify and classify flowering and non- flowering

plants in their locality

Learners are guided to use

digital devices such as

Convectional laboratory resources and improvised

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the environment

Convectional laboratory resources and improvised

resources from the environment

a) question andanswer method,

b) class quizzes

c) individual

performance

assessment

and

d) project work

a) question and answer method,

b) class quizzes

c) individual

performance

assessment and

d) project work



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|  |  |  |  |  |  | camera phones and tablets to take photos of flowering and  non-flowering plants in their locality |  |  |  |
|  | **4** |  | **Plants:** safety when handling harmful plants | By the end of the sub strand  the learner should be able to:  a. classify plants into flowering and non- flowering plants  b. Demonstrate precautions taken when handling harmful plants in the  environment.  c. develop interest in classifying plants | 1. What is the main difference between flowering plants  and non-flowering  plants? | Learners are guided to:  digital devices such as camera  phones and tablets totake photos of flowering andnon- flowering plants in theirlocality Learners are guided to:  Discuss theprecautions taken when handling harmful plants. | Convectional laboratory resources and improvised resources from the  environment | a) question and answer  method,  b) class quizzes  c) individual performance assessment and d) project work |  |
| **2** | **1** |  | **Plants:** safety when handling harmful plants | By the end of the sub strand  the learner should be able to:  a. classify plants into flowering and non- flowering plants  b. Demonstrate precautions  taken when handling harmful plants in the environment.  c. develop interest in classifying plants | 1. What is the main  difference between  flowering plants and non-flowering plants? | Learners are guided to:  digital devices such as camera  phones and tablets totake photos of flowering andnon- flowering plants in theirlocality Learners are guided to:  Discuss theprecautions taken when handling harmful plants. | Convectional laboratory resources and improvised resources from the  environment | a) question and answer  method,  b) class quizzes  c) individual performance assessment and d) project work |  |
|  | **2** |  | **Plants:**  Importance of flowering  plants | By the end of the sub strand the learner should be able to: a. Specify the importance of  flowering plants.  b. Draw and colour flowering plants  c. develop interest in  classifying plants | 1. What is the main difference between flowering plants  and non-flowering  plants? | Learners are guided to:  CollectGreen plants in their locality. Learners are guided to:  excursion to identify and classify flowering and non- flowering plants in their locality  Learners are guided to:  digital devices such as camera phones and tablets totake photos of flowering andnon-  flowering plants in theirlocality  Learners are guided to: Discuss t h e Importance of  flowering plant. | Convectional laboratory resources and improvised resources  from the environment | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work  e) questions and  answer  methods |  |

**3 1 Fungi :** Define theterm fungi

**2 Fungi :**

Identifying fungi

observe flowering and non- flowering plants

b. Draw and colour flowering plants

c. develop interest in

classifying plants

By the end of the sub strand, the learner should be able to: a. Define the term fungi

b. Identify fungi in their

locality

c. Develop curiosity in explaining the meaning of fungi

By the end of the sub strand,the learner should be able to:

a. identify fungi in theirlocality

b. state the importance offungi to human beings

c. appreciate the economic importance of fungi in the environment

between flowering

plants and non- flowering plants?

1. What is the economic importanceof fungi?

1. What is the economic importanceof fungi?

excursion to identify and classify flowering and non- flowering plants in their locality

Learners are guided to:

digital devices such as camera phones and tablets totake photos of flowering

andnon-flowering plants in their locality

Learners are guided to:

Collectfungi such as bread moulds, puffballs, yeast and mushroom. Learners are guided to:

Searchfor more examples of fungi using digital devices.

***Hint***

***-Avoid handling toadstools- Scientific names and processof making food not required***

Learners are guided to:

discuss the economic importance of moulds(yeast andmushroom)

***Hint***

***-Avoid handling toadstools***

***- Scientific names and processof making food not required***

improvised resources from the

environment

Convectional laboratory resources and improvised resources from the

environment

Convectional laboratory resources and improvised resources from

the environment

b) class quizzes c) individual performance assessment and d) project work

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| 3 | **Plants:**  Importance of | By the end of the sub strand the learner should be able | | 1, What is the maindifference | Learners are guided to:  Collect greenplants in their locality. | Convectional laboratory | a) question and answer method, |
|  | flowering plants | to: | | between | Learners are guided to: | resources and | b) class quizzes |
|  |  | a. | Specify the importance of | Flowering | excursion to identify and classify | improvised | c) individual |
|  |  |  | flowering plants. | plants and non- | flowering and non- flowering plants in | resources from | performance |
|  |  | b. | Draw and colour flowering | flowering | their locality | the environment | assessment and |
|  |  |  | plants | plants? | Learners are guided to: |  | d) project work |
|  |  | c. | develop interest in |  | digital devices such as camera phones |  |  |
|  |  |  | classifying plants |  | and tablets totake photos of flowering |  |  |
|  |  |  |  |  | andnon-flowering plants in their |  |  |
|  |  |  |  |  | locality |  |  |
|  |  |  |  |  | Learners are guided to: |  |  |
|  |  |  |  |  | Discuss the importance of floweringplant. |  |  |
| **4** | **Plants:** | By | the end of the sub strand | 1. What is the | Learners are guided to: | Convectional | a) question and |
|  | classification of | the | learner should be able to: | main | Collect green plants in their locality. | laboratory | answer |
|  | plants | a. | Use digital devices to | difference | Learners are guided to: | resources and | method, |

a) question and answer

method,

class quizzes

individual

performance

assessment and

project work

a) question and

answer method, class

quizzes individual

performance

assessment and

project work



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|  | **3** |  | **Fungi :**  Identifying fungi | By the end of the sub strand, the learner should be able to:  a. identify fungi in their  locality  b. state the importance of fungi to human beings  c. appreciate the economic  importance of fungi in the environment | 1. What is the economic importance  of fungi? | Learners are guided to:  discuss the economic importance of moulds(yeast and  mushroom)  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process***  ***of making food not required*** | Convectional laboratory resources and improvised resources from the  environment | a) question andanswer method,  b) class quizzes c) individual performance assessment  and  d) project work |  |
|  | **4** |  | **Fungi :** Safety when handling fungi | By the end of the sub strand, the learner should be able to:  a. State the precautions to take when handling fungi.  b. Observe safety when handling fungi  c. appreciate the economic importance of fungi in the  environment | 1. What is the economic importance of fungi? | Learners are guided to:  Discuss precaution to take when handling fungi such as bread moulds  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process of making food not required*** | Convectional laboratory resources and  improvised resources from the environment | a) question andanswer method,  b) class quizzes c) individual performance assessment and  d) project work |  |
| **4** | **1** |  | **Fungi :** Safety when handling fungi | By the end of the sub strand,  the learner should be able to:  a. State the precautions to take when handling fungi.  b. Observe safety when  handling fungi  c. appreciate the economic importance of fungi in the environment | 1. What is the  economic importance  of fungi? | Learners are guided to:  Discuss precaution to take  when handling fungi such as bread moulds  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process***  ***of making food not required*** | Convectional laboratory resources  And improvised resources from Environment | a) question and answer  metho  d,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | **2** |  | **Fungi** | By the end of the sub strand,  the learner should be able to:  a. Observe fungi using digital  devices  b. Mention some fungi that we should avoid handling  c. appreciate the economic importance of fungi in the  environment | 1. What is the  Economic  importanceof fungi? | Learners are guided to: Search for more examples of fungiusing digital devices. Discuss precaution to take when handling fungi such as bread  moulds  Learners are guided to: Discuss the economic importance of moulds(yeast and mushroom)  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process of making food not required*** | Convectional laboratory resources and  Improvised resources  From the environment | a) question and answer  metho  d,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | **3** |  | **Animals:** | By the end of the sub strand the  learner should be able to: | 1. What differentiates  Mammals from birds? |  | Convectional lab. resources | a) question and answer |  |
| The school and neighborhood |

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|  |  |  | **Vertebrates**  **:**Meaning of vertebrates | a. Explain what a vertebrate inthe group of animals is.  b. Identify vertebrates in the  immediate environment c. develop interest in  characteristics of vertebrates  in their locality | 2. What are the differences between  mammals and reptiles? | to observe and identify different vertebrates | improvised resources from the  environment | method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | **4** |  | **Animals:**  **Vertebrates**  **(10)** | By the end of the sub strand the  learner should be able to:  a. group vertebrates into mammals, birds, reptilesfish and amphibians  b. identify the animals in the  various groups of vertebrates c. develop interest in  characteristics of vertebrates in their locality | 1. What differentiates  mammals from birds?  2. What are the differences between mammals and reptiles? | In group learners to exporer the school and neighborhood to observe and identify different  vertebrates | Convectional laboratory resources and improvised  resources from the environment | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
| **5** | **1** |  | **Animals: Vertebrates**  Mammals | By the end of the sub strand the  learner should be able to:  a. group vertebrates into mammals, birds, reptilesfish and amphibians  b. Identify major characteristics of each  group of vertebrates. c. develop interest in  characteristics of vertebrates in their locality | 1. What differentiates  mammals from birds?  2. What are the differences between mammals and reptiles? | Learners are guided to: major characteristics of mammals. | Convectional laboratory resources and improvised  resources from the environment | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | **2** |  | **Animals: Vertebrates**  Birds | By the end of the sub strand the learner should be able to:  a. group vertebrates into  mammals, birds, reptilesfish and amphibians  b. Identify major characteristics of each  group of vertebrates. c. develop interest in  characteristics of vertebrates in their locality | 1. What differentiates mammals from birds?  2. What are the  differences between mammals and reptiles? | In groups learners to:  Discuss major characteristics of  birds | Convectional laboratory resources and improvised  resources from the environment | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | **3** |  | **Animals: Vertebrates**  Fish | By the end of the sub strand the learner should be able to: | 1. What differentiates mammals from birds?  2. What are the  differences between | Tn group's learners to discuss  Major characteristics of fish. Use digital devices to learn More about vertebrates. | Convectional laboratory resources and improvised | a) question and answer  method,  b) class quizzes |  |

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|  |  |  |  | a. group vertebrates into mammals, birds, reptiles  fish and amphibians b. Identify major  characteristics of each  group of vertebrates. c. develop interest in  characteristics of  vertebrates in their locality | mammals and reptiles? |  | resources from the  environment | c) individual performance assessment and d) project work |  |
|  | **4** |  | **Animals: Vertebrates**  Reptiles | By the end of the sub strand the learner should be able to:  a. group vertebrates into mammals, birds, reptiles  fish and amphibians b. Identify major  characteristics of each group of vertebrates.  c. develop interest in characteristics of vertebrates in their locality | 1. What differentiates mammals from birds?  2. What are the differences between  mammals and reptiles? | In groups learners to:  Discuss major characteristics  of reptiles | Convectional laboratory resources and improvised  resources from the environment | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
| **6** | **1** |  | **Animals: Vertebrates**  Amphibians | By the end of the sub strand the learner should be able to:  a. group vertebrates into mammals, birds, reptiles fish and amphibians  b. Identify major characteristics of each group of vertebrates.  c. develop interest in characteristics of vertebrates in their locality | 1. What differentiates mammals from birds?  2. What are the differences between mammals and  reptiles? | In groups learners to: Discuss major characteristics of  amphibians | Convectional laboratory resources and improvised  resources from the environment | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | **2** |  | **Animals:**  **Vertebrates**  Safety when handling animals | By the end of the sub strand the  learner should be able to:  a. Identify major characteristics of each group of vertebrates.  b. State the precautions necessary when handling animals in the locality  c. develop interest in  characteristics of vertebrates in their locality | 1. What differentiates  mammals from birds?  2. What are the differences between mammals and  reptiles? | Learners are guided on safety  precaution when handling different animals in their locality | Convectional laboratory resources and improvised resources from the environment | a) question and  answer method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | **3** |  | **Animals: Vertebrates** | By the end of the sub strand the  learner should be able to: | 1. What differentiates  mammals from birds? | Learners are guided on safety  precaution when handling |  | a) question and answer |  |

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|  |  |  | Making a portfolio | a. Make a portfolio on the different classes of  vertebrates  b. Observe safety when handling materials  c. develop interest in characteristics of vertebrates in their locality | 2. What are the differences between  mammals and reptiles? | different animals in their locality  ***Project 1:making a photo album of categories of different***  ***animals different animals in the locality*** | Convectional laboratory resources and improvised resources  from the environment | | method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | **4** |  | **Animals: Vertebrates**  Making a portfolio | By the end of the sub strand the  learner should be able to:  a. Make a portfolio on the different classes of vertebrates  b. Observe safety when handling materials  c. develop interest in  characteristics of vertebrates in their locality | 1. What differentiates  mammals from birds?  2. What are the differences between mammals and reptiles? | Use digital devices to access,  observe and identify different vertebrates  ***Project 1:making a photo album of categories of different***  ***animals different animals in the locality*** | Convectional  l11a1 bImorpartovryised  resources and  improvised  resources  from the  environment | | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
| **7** | **1** |  | **Human Body:**  sense organs | By the end of the sub strand the  learner should be able to:  a. Identify the various sense organs in a human being.  b. Draw and colour the various sense organs  c. Appreciate the importance of sense organs | 1. What role do sense organs play in human beings?  2. Why is it important to care for the body  sense organs? | In group's learners are  guided to identify sense organs in their bodies (Nose, ears, eyes, skin and tongue).  **NB: Details of internal structure not required.** | Convectional | | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | l11a1 bIomrpatroorvyised |
| resources and improvised resources from the environment | |
|  | **2** |  | **Human Body:**  functions of sense organs | By the end of the sub strand the  learner should be able to:  a. State the functions of the various sense organs  b. Watch a video clip on the  functions of sense organs c. Appreciate the importance  of sense organs | 1. What role do sense  organs play in human beings?  2. Why is it important to care for the body  sense organs? | **NB: Details of internal**  **structure not required.**  LJ earners are guided to watch a  video to showing functions of sense organs.  . | Convectional  l11a1 bImorpartorvyised  resources and  improvised  resources from the  environment | | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | **3** |  | **Human Body:**  functions of sense organs | By the end of the sub strand the  learner should be able to:  a. Identify and fill crosswords on sense organs  b. Explain functions of sense  organs in a human being.  c. Demonstrate the care of the various sense organs. | 1. What role do sense  organs play in human beings?  2. Why is it important to care for the body  sense organs? | **NB: Details of internal**  **structure not required.** LeIanrngerrosupa'rse lgeuarindeerds toarfill crosswords onsense organs. | Convectional  l11a1 bImorpartorvyised  resources and  improvised  resources from the  environment | | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |

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|  | **4** |  | **Human Body:**  Observing sense organs using a hand lenses | By the end of the sub strand the learner should be able to:  a. Observe the sense organs using a hands lens and record their observation  b. Explain functions of sense organs in a human being.  c. Appreciate the importance of sense organs | 1. What role do sense organs play in human  beings?  2. Why is it important to care for the body  sense organs? | **NB: Details of internal structure not required.** Learners in groups observe the skin, nose and ears using the hand lens. Learners record their findings and explain observations. | Convectional laboratory resources and improvised resources  from the environment | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
| **8** | **1** |  | **Human Body:**  Care for sense organs | By the end of the sub strand the learner should be able to:  a. Identify the various sense organs in a human being.  b. State ways of caring for the various sense organs  c. Demonstrate the care of the various sense organs. | 1. What role do sense organs play in human beings?  2. Why is it important  to care for the body sense organs? | **NB: Details of internal structure not required**. Learners in groups guided to discuss how to care for their sensory organs. | Convectional laboratory resources and improvised  resources from the environment | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | **2** |  | **Human Body:**  Care for sense organs | By the end of the sub strand the learner should be able to:  a. Identify the various sense organs in a human being.  b. State ways of caring for the  various sense organs  c. Demonstrate the care of the various sense organs. | 1. What role do sense organs play in human beings?  2. Why is it important  to care for the body sense organs? | **NB: Details of internal structure not required.** Learners in groups guidedto discuss how to care for their sensory organs. | Convectional laboratory resources and improvised  resources from the environment | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | **3** |  | **Skeleton and**  **Muscles**  Observing parts  of a human skeleton | By the end of the sub strand  the learner should be able to:  a. Watch a video clip and observe the parts of a human skeleton  b. Draw and colour the human skeleton  c. Appreciate the importance of the human skeleton | 1. What is the main  function of the human  skeleton? | Leaners are guided to watcha  video to observe the parts of human skeleton (Skull, backbone, ribcage, limb bones). **NB: Detailed structure not required** | Convectional laboratory resources and improvised resources from the  environment | a) question and answer  method,  b) class quizzes c) individual performance assessment and d) project work |  |
|  | **4** |  | **Skeleton and**  **Muscles**  Parts of a human skeleton | By the end of the sub strand  the learner should be able to:  a. State the parts of human skeleton.  b. Model a human skeleton  c. Appreciate the importance  of the human skeleton | 1. What is the main  function of the human  skeleton? | **NB: Detailed structure not req**L**u**e**i**a**r**r**e**n**d**ers are gu id  Learners are guided to  discuss parts of a human skeleton | Convectional  lIZal bImorpartovryised  resources and  Improvised resources  From the  environment | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |

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| **9** | **1** |  | **Skeleton and**  **Muscles**  Parts of a human skeleton | By the end of the sub strand the learner should be able to:  a. State the parts of human  skeleton.  b. Model a human skeleton  c. Appreciate the importanceof  the human skeleton | 1. What is the main function of  the human skeleton? | **NB: Detailed structure not required**  Leaners are guided to  discuss parts of a human skeleton | Convectional laboratory resources and improvised resources from the  environment | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | **2** |  | **Skeleton and**  **Muscles**  Types of muscles | By the end of the sub strand the  learner should be able to:  a. State the different types of muscles  b. Watch a video clip on the different types of muscles  c. Appreciate the importanceof muscles | 1. What is the main function of the human skeleton? | **NB: Detailed structure not required**  Learners are guided to discuss state the different typesof muscles | Convectional laboratory resources and improvised resources from the  environment | a) question and answer  method,  b) class quizzes c) individual performance assessment and d) project work |  |
|  | **3** |  | **Skeleton and**  **Muscles**  Functions of skeletal muscles | By the end of the sub strand the  learner should be able to:  a. State the functions of skeletal muscle in a humanbeing.  b. Watch a video clip on the  functions of skeletal muscles  c. Develop curiosity in  explaining the importanceof skeletal muscles in  human beings | 1. What is the  main function of the human skeleton? | Learners are guided to watcha  video to observe the parts of human skeleton (Skull, backbone, ribcage, limb bones). **NB: Detailed structure not required**  Learners in groups discuss  cussthe functions of skeletal muscles. | Convectional laboratory resources and improvised resources from the  environment | a) question and answer  method,  b) class quizzes  c) individual  performance  assessment and  d) project work |  |
|  | **4** |  | **Skeleton and**  **Muscles**  Functions of  skeletal muscles | By the end of the sub strand the  learner should be able to:  a. State the functions of skeletal muscle in a humanbeing.  b. Watch a video clip on the functions of skeletal  muscles  c. Develop curiosity in explaining the importanceof  skeletal muscles in human beings | 1. What is the  main function of  the human skeleton? | Learners are guided to watcha  video to observe the parts of  human skeleton (Skull, backbone, ribcage, limb bones). **NB: Detailed structure not required**  Learners discuss the functions of skeletal muscles. | Convectional laboratory resources and improvised resources from the  environment | a) question and answer  method,  b) class quizzes c) individual performance assessment and d) project work |  |
| **10** | **ASSESMENT** | | | | | | | | |