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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 andnon-flowering plants in their locality |  |  |  |
|  | **4** |  | **Plants:** safety when handling harmful plants | By the end of the sub strandthe learner should be able to:a. classify plants into flowering and non- flowering plantsb. Demonstrate precautions taken when handling harmful plants in theenvironment.c. develop interest in classifying plants | 1. What is the main difference between flowering plantsand non-floweringplants? | Learners are guided to:digital devices such as cameraphones 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 theenvironment | a) question and answermethod,b) class quizzesc) individual performance assessment and d) project work |  |
| **2** | **1** |  | **Plants:** safety when handling harmful plants | By the end of the sub strandthe learner should be able to:a. classify plants into flowering and non- flowering plantsb. Demonstrate precautionstaken when handling harmful plants in the environment.c. develop interest in classifying plants | 1. What is the maindifference betweenflowering plants and non-flowering plants? | Learners are guided to:digital devices such as cameraphones 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 theenvironment | a) question and answermethod,b) class quizzesc) individual performance assessment and d) project work |  |
|  | **2** |  | **Plants:**Importance of floweringplants | By the end of the sub strand the learner should be able to: a. Specify the importance offlowering plants.b. Draw and colour flowering plantsc. develop interest inclassifying plants | 1. What is the main difference between flowering plantsand non-floweringplants? | 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 localityLearners are guided to:digital devices such as camera phones and tablets totake photos of flowering andnon-flowering plants in theirlocalityLearners are guided to: Discuss t h e Importance offlowering plant. | Convectional laboratory resources and improvised resourcesfrom the environment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) project worke) questions andanswermethods |  |

**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 theirlocalityb. state the importance of fungi to human beingsc. appreciate the economicimportance of fungi in the environment | 1. What is the economic importanceof fungi? | Learners are guided to:discuss the economic importance of moulds(yeast andmushroom)***Hint******-Avoid handling toadstools******- Scientific names and process******of making food not required*** | Convectional laboratory resources and improvised resources from theenvironment | a) question andanswer method,b) class quizzes c) individual performance assessmentandd) 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 fungic. appreciate the economic importance of fungi in theenvironment | 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 andimprovised resources from the environment | a) question andanswer method,b) class quizzes c) individual performance assessment andd) 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 whenhandling fungic. appreciate the economic importance of fungi in the environment | 1. What is theeconomic importanceof fungi? | Learners are guided to:Discuss precaution to takewhen handling fungi such as bread moulds***Hint******-Avoid handling toadstools******- Scientific names and process******of making food not required*** | Convectional laboratory resourcesAnd improvised resources from Environment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) project work |  |
|  | **2** |  | **Fungi** | By the end of the sub strand,the learner should be able to:a. Observe fungi using digitaldevicesb. Mention some fungi that we should avoid handlingc. appreciate the economic importance of fungi in theenvironment | 1. What is theEconomicimportanceof fungi? | Learners are guided to: Search for more examples of fungiusing digital devices. Discuss precaution to take when handling fungi such as breadmouldsLearners 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 andImprovised resourcesFrom the environment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) project work |  |
|  | **3** |  | **Animals:** | By the end of the sub strand thelearner should be able to: | 1. What differentiatesMammals 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 theimmediate environment c. develop interest incharacteristics of vertebratesin their locality | 2. What are the differences betweenmammals and reptiles? | to observe and identify different vertebrates | improvised resources from theenvironment | method,b) class quizzesc) individualperformanceassessment andd) project work |  |
|  | **4** |  | **Animals:****Vertebrates****(10)** | By the end of the sub strand thelearner should be able to:a. group vertebrates into mammals, birds, reptilesfish and amphibiansb. identify the animals in thevarious groups of vertebrates c. develop interest incharacteristics of vertebrates in their locality | 1. What differentiatesmammals from birds?2. What are the differences between mammals and reptiles? | In group learners to exporer the school and neighborhood to observe and identify differentvertebrates | Convectional laboratory resources and improvisedresources from the environment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) project work |  |
| **5** | **1** |  | **Animals: Vertebrates**Mammals | By the end of the sub strand thelearner should be able to:a. group vertebrates into mammals, birds, reptilesfish and amphibiansb. Identify major characteristics of eachgroup of vertebrates. c. develop interest incharacteristics of vertebrates in their locality | 1. What differentiatesmammals from birds?2. What are the differences between mammals and reptiles? | Learners are guided to: major characteristics of mammals. | Convectional laboratory resources and improvisedresources from the environment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) project work |  |
|  | **2** |  | **Animals: Vertebrates**Birds | By the end of the sub strand the learner should be able to:a. group vertebrates intomammals, birds, reptilesfish and amphibiansb. Identify major characteristics of eachgroup of vertebrates. c. develop interest incharacteristics of vertebrates in their locality | 1. What differentiates mammals from birds?2. What are thedifferences between mammals and reptiles? | In groups learners to:Discuss major characteristics ofbirds | Convectional laboratory resources and improvisedresources from the environment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) 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 thedifferences between | Tn group's learners to discussMajor characteristics of fish. Use digital devices to learn More about vertebrates. | Convectional laboratory resources and improvised | a) question and answermethod,b) class quizzes |  |

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|  |  |  |  | a. group vertebrates into mammals, birds, reptilesfish and amphibians b. Identify majorcharacteristics of eachgroup of vertebrates. c. develop interest incharacteristics ofvertebrates in their locality | mammals and reptiles? |  | resources from theenvironment | 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, reptilesfish and amphibians b. Identify majorcharacteristics 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 betweenmammals and reptiles? | In groups learners to:Discuss major characteristicsof reptiles | Convectional laboratory resources and improvisedresources from the environment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) 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 amphibiansb. 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 andreptiles? | In groups learners to: Discuss major characteristics ofamphibians | Convectional laboratory resources and improvisedresources from the environment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) project work |  |
|  | **2** |  | **Animals:****Vertebrates**Safety when handling animals | By the end of the sub strand thelearner should be able to:a. Identify major characteristics of each group of vertebrates.b. State the precautions necessary when handling animals in the localityc. develop interest incharacteristics of vertebrates in their locality | 1. What differentiatesmammals from birds?2. What are the differences between mammals andreptiles? | Learners are guided on safetyprecaution when handling different animals in their locality | Convectional laboratory resources and improvised resources from the environment | a) question andanswer method,b) class quizzesc) individualperformanceassessment andd) project work |  |
|  | **3** |  | **Animals: Vertebrates** | By the end of the sub strand thelearner should be able to: | 1. What differentiatesmammals from birds? | Learners are guided on safetyprecaution when handling |  | a) question and answer |  |

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|  |  |  | Making a portfolio | a. Make a portfolio on the different classes ofvertebratesb. Observe safety when handling materialsc. develop interest in characteristics of vertebrates in their locality | 2. What are the differences betweenmammals 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 resourcesfrom the environment | method,b) class quizzesc) individualperformanceassessment andd) project work |  |
|  | **4** |  | **Animals: Vertebrates**Making a portfolio | By the end of the sub strand thelearner should be able to:a. Make a portfolio on the different classes of vertebratesb. Observe safety when handling materialsc. develop interest incharacteristics of vertebrates in their locality | 1. What differentiatesmammals 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*** | Convectionall11a1 bImorpartovryisedresources andimprovisedresourcesfrom theenvironment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) project work |  |
| **7** | **1** |  | **Human Body:**sense organs | By the end of the sub strand thelearner should be able to:a. Identify the various sense organs in a human being.b. Draw and colour the various sense organsc. 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 bodysense organs? | In group's learners areguided to identify sense organs in their bodies (Nose, ears, eyes, skin and tongue).**NB: Details of internal structure not required.** | Convectional | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) 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 thelearner should be able to:a. State the functions of the various sense organsb. Watch a video clip on thefunctions of sense organs c. Appreciate the importanceof sense organs | 1. What role do senseorgans play in human beings?2. Why is it important to care for the bodysense organs? | **NB: Details of internal****structure not required.**LJ earners are guided to watch avideo to showing functions of sense organs.. | Convectionall11a1 bImorpartorvyisedresources andimprovisedresources from theenvironment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) project work |  |
|  | **3** |  | **Human Body:**functions of sense organs | By the end of the sub strand thelearner should be able to:a. Identify and fill crosswords on sense organsb. Explain functions of senseorgans in a human being.c. Demonstrate the care of the various sense organs. | 1. What role do senseorgans play in human beings?2. Why is it important to care for the bodysense organs? | **NB: Details of internal****structure not required.** LeIanrngerrosupa'rse lgeuarindeerds toarfill crosswords onsense organs. | Convectionall11a1 bImorpartorvyisedresources andimprovisedresources from theenvironment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) 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 observationb. Explain functions of sense organs in a human being.c. Appreciate the importance of sense organs | 1. What role do sense organs play in humanbeings?2. Why is it important to care for the bodysense 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 resourcesfrom the environment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) 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 organsc. Demonstrate the care of the various sense organs. | 1. What role do sense organs play in human beings?2. Why is it importantto 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 improvisedresources from the environment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) 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 thevarious sense organsc. Demonstrate the care of the various sense organs. | 1. What role do sense organs play in human beings?2. Why is it importantto 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 improvisedresources from the environment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) project work |  |
|  | **3** |  | **Skeleton and****Muscles**Observing partsof a human skeleton | By the end of the sub strandthe learner should be able to:a. Watch a video clip and observe the parts of a human skeletonb. Draw and colour the human skeletonc. Appreciate the importance of the human skeleton | 1. What is the mainfunction of the humanskeleton? | Leaners are guided to watchavideo to observe the parts of human skeleton (Skull, backbone, ribcage, limb bones). **NB: Detailed structure not required** | Convectional laboratory resources and improvised resources from theenvironment | a) question and answermethod,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 strandthe learner should be able to:a. State the parts of human skeleton.b. Model a human skeletonc. Appreciate the importanceof the human skeleton | 1. What is the mainfunction of the humanskeleton? | **NB: Detailed structure not req**L**u**e**i**a**r**r**e**n**d**ers are gu idLearners are guided todiscuss parts of a human skeleton | ConvectionallIZal bImorpartovryisedresources andImprovised resourcesFrom theenvironment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) 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 humanskeleton.b. Model a human skeletonc. Appreciate the importanceofthe human skeleton | 1. What is the main function ofthe human skeleton? | **NB: Detailed structure not required**Leaners are guided todiscuss parts of a human skeleton | Convectional laboratory resources and improvised resources from theenvironment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) project work |  |
|  | **2** |  | **Skeleton and****Muscles**Types of muscles | By the end of the sub strand thelearner should be able to:a. State the different types of musclesb. Watch a video clip on the different types of musclesc. 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 theenvironment | a) question and answermethod,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 thelearner should be able to:a. State the functions of skeletal muscle in a humanbeing.b. Watch a video clip on thefunctions of skeletal musclesc. Develop curiosity inexplaining the importanceof skeletal muscles inhuman beings | 1. What is themain function of the human skeleton? | Learners are guided to watchavideo to observe the parts of human skeleton (Skull, backbone, ribcage, limb bones). **NB: Detailed structure not required**Learners in groups discusscussthe functions of skeletal muscles. | Convectional laboratory resources and improvised resources from theenvironment | a) question and answermethod,b) class quizzesc) individualperformanceassessment andd) project work |  |
|  | **4** |  | **Skeleton and****Muscles**Functions ofskeletal muscles | By the end of the sub strand thelearner should be able to:a. State the functions of skeletal muscle in a humanbeing.b. Watch a video clip on the functions of skeletalmusclesc. Develop curiosity in explaining the importanceofskeletal muscles in human beings | 1. What is themain function ofthe human skeleton? | Learners are guided to watchavideo to observe the parts ofhuman 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 theenvironment | a) question and answermethod,b) class quizzes c) individual performance assessment and d) project work |  |
| **10** | **ASSESMENT** |