

SCIENCE AND TECHNOLOGY SCHEMES OF WORK GRADE 4

NAME OF THE TEACHER: _____

SCHOOL: _____ **TERM: II YEAR:** _____

Wk	LS N	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	MATTER	Properties of matter – Meaning of matter	By the end of the lesson, the learner should be able to: a. State the meaning of matter b. Analyze the various states of matter. c. appreciate the importance of matter.	The learner is guided to: ● brainstorm on the meaning of matter and identify its different states (solid, liquid and gases),	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 34-37 Spotlight Scie and Tech P.B Bk 4 pg. 55-58	Written test Question and answer Demonstration Observation	
	2		States of matter - Solid	By the end of the lesson, the learner should be able to: a. Identify the three states of matter. b. Categorize substances as solids. c. appreciate the importance of matter.	The learner is guided to: ● collect and group different substances from the environment into the three states of matter collaboratively,	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 34-37 Spotlight Scie and Tech P.B Bk 4 pg. 55-58	Written test Question and answer Demonstration Observation	
	3		States of matter - Liquid	By the end of the lesson, the learner should be able to: a. Identify substances in the environment that are liquid b. Categorize substances as liquids. c. appreciate the importance of matter.	The learner is guided to: ● collect and group different substances from the environment into the three states of matter collaboratively,	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 34-37 Spotlight Scie and Tech P.B Bk 4 pg. 55-58	Written test Question and answer Demonstration Observation	
	4		States of matter - Gases	By the end of the lesson, the learner should be able to: a. state the three states of matter b. Categorize substances as Gases. c. appreciate the importance of matter.	The learner is guided to: ● collect and group different substances from the environment into the three states of matter collaboratively,	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 34-37 Spotlight Scie and Tech P.B Bk 4 pg. 55-58	Written test Question and answer Demonstration Observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
2	1		Properties of matter – Solid-shape	By the end of the lesson, the learner should be able to: a. describe the shape as a property of solids b. Demonstrate properties of solids. c. appreciate the importance of matter.	The learner is guided to: ● carry out activities to demonstrate the properties of Solids. (shape) with peers,	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 38-40 Spotlight Scie and Tech P.B Bk 4 pg. 59-61	Written test Question and answer Demonstration Observation	
	2		Properties of matter – Solid-volume	By the end of the lesson, the learner should be able to: a. describe volume as a property of solids b. Demonstrate the properties of solids. c. appreciate the importance of matter.	The learner is guided to: ● carry out activities to demonstrate the properties of Solids. (volume) with peers,	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 38-40 Spotlight Scie and Tech P.B Bk 4 pg. 59-61	Written test Question and answer Demonstration Observation	
	3		Properties of matter – Solid - mass	By the end of the lesson, the learner should be able to: a. describe mass as a property of solids. b. Demonstrate the properties of solids. c. appreciate the importance of matter.	The learner is guided to: ● carry out activities to demonstrate the properties of Solids. (mass) with peers,	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 38-40 Spotlight Scie and Tech P.B Bk 4 pg. 59-61	Written test Question and answer Demonstration Observation	
	4		Properties of matter – Liquid - shape	By the end of the lesson, the learner should be able to: a. describe shape as a property of liquids. b. Demonstrate the properties of liquids. c. appreciate the importance of matter.	The learner is guided to: ● carry out activities to demonstrate the properties of Liquids. (shape) with peers,	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 41-43 Spotlight Scie and Tech P.B Bk 4 pg. 62-65	Written test Question and answer Demonstration Observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
3	1		Properties of matter – Liquid-volume	By the end of the lesson, the learner should be able to: a. describe volume as a property of liquids. b. Demonstrate the properties of liquids. c. appreciate the importance of matter.	The learner is guided to: ● carry out activities to demonstrate the properties of Liquids.(volume) with peers,	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 41-43 Spotlight Scie and Tech P.B Bk 4 pg. 62-65	Written test Question and answer Demonstration Observation	
	2		Properties of matter – Liquid-mass	By the end of the lesson, the learner should be able to: a. describe mass as a property of liquids b. Demonstrate the properties of liquids. c. appreciate the importance of matter.	The learner is guided to: ● carry out activities to demonstrate the properties of Liquids.(mass) with peers,	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 41-43 Spotlight Scie and Tech P.B Bk 4 pg. 62-65	Written test Question and answer Demonstration Observation	
	3		Properties of matter - Gases	By the end of the lesson, the learner should be able to: a. describe shape as a property of gases. b. Demonstrate the properties of Gases c. appreciate the importance of matter.	The learner is guided to: ● carry out activities to demonstrate the properties of Gases. (shape) with peers,	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 43-44 Spotlight Scie and Tech P.B Bk 4 pg. 66-68	Written test Question and answer Demonstration Observation	
	4		Properties of matter - Gases	By the end of the lesson, the learner should be able to: a. describe volume as a property of gases. b. Demonstrate the properties of Gases c. appreciate the importance of matter.	The learner is guided to: ● carry out activities to demonstrate the properties of Gases. (volume) with peers,	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 43-44 Spotlight Scie and Tech P.B Bk 4 pg. 66-68	Written test Question and answer Demonstration Observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
4	1		Properties of matter - Gases	By the end of the lesson, the learner should be able to: a. describe mass as a property of gases. b. Demonstrate the properties of Gases c. appreciate the importance of matter.	The learner is guided to: ● carry out activities to demonstrate the properties of Gases. (mass) with peers,	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 43-44 Spotlight Scie and Tech P.B Bk 4 pg. 66-68	Written test Question and answer Demonstration Observation	
	2		Importance of different states of matter	By the end of the lesson, the learner should be able to: a. Discuss the importance of Matter. b. Analyze the importance of matter in daily life. c. appreciate the importance of the different states of matter in day-to-day life.	The learner is guided to: ● discuss the importance of the different states of matter in day-to-day life, ● observe the characteristics of the three states of matter.	What are the properties of matter?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 43-44 Spotlight Scie and Tech P.B Bk 4 pg. 66-68	Written test Question and answer Demonstration Observation	
	3	Management of solid waste	Types of solid wastes - decomposing	By the end of the lesson, the learner should be able to: a. identify the types of wastes. b. classify solid waste into decomposable c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● identify solid waste in the environment with peers, ● discuss the meaning of decomposable solid waste, ● collect solid waste in the school, sort and classify them into decomposing collaboratively,	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 46-51 Spotlight Scie and Tech P.B Bk 4 pg. 73-78	Written test Question and answer Demonstration Observation	
	4		Types of solid wastes – non-decomposing	By the end of the lesson, the learner should be able to: a. identify the types of wastes. b. classify solid waste into non-decomposable c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● discuss the meaning of non-decomposable solid waste, ● collect solid waste in the school, sort and classify them into non-decomposing collaboratively,	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 46-51 Spotlight Scie and Tech P.B Bk 4 pg. 73-78	Written test Question and answer Demonstration Observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
5	1		Dangers of solid wastes - animals	By the end of the lesson, the learner should be able to: a. describe the dangers of solid waste to the environment, b. Analyze the dangers of solid wastes on animals c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● discuss the dangers of solid waste to the environment and present in class,	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 51-52 Spotlight Scie and Tech P.B Bk 4 pg. 79	Written test Question and answer Demonstration Observation	
	2		Dangers of solid wastes - plants	By the end of the lesson, the learner should be able to: a. describe the dangers of solid waste to plants, b. Analyze the dangers of solid wastes on plants. c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● discuss the dangers of solid waste to the environment and present in class,	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 51-52 Spotlight Scie and Tech P.B Bk 4 pg. 79	Written test Question and answer Demonstration Observation	
	3		Dangers of solid wastes – human beings	By the end of the lesson, the learner should be able to: a. describe the dangers of solid waste to human beings, b. Analyze the dangers of solid wastes on human beings. c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● discuss the dangers of solid waste to the environment and present in class,	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 51-52 Spotlight Scie and Tech P.B Bk 4 pg. 79	Written test Question and answer Demonstration Observation	
	4		Dangers of solid wastes – aquatic life	By the end of the lesson, the learner should be able to: a. state the two types of wastes. b. describe the dangers of solid waste to the environment, c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● discuss the dangers of solid waste to the environment and present in class,	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 51-52 Spotlight Scie and Tech P.B Bk 4 pg. 79	Written test Question and answer Demonstration Observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
6	1		Managing wastes in various places – reusing and recycling	By the end of the lesson, the learner should be able to: a. describe the various methods of managing wastes b. apply reusing and recycling methods to manage solid waste in the environment, c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● where possible, use digital devices or print media to access and observe ways of managing different types of solid waste. ● discuss methods of managing different types of waste in their environment (To include Re-using, Recycling). Hint: Include common waste in school and environment such as kitchen, animal waste, plastics, e-waste, metals and glasses.	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 52-55 Spotlight Scie and Tech P.B Bk 4 pg. 80-84	Written test Question and answer Demonstration Observation	
	2		Managing wastes in various places - reducing	By the end of the lesson, the learner should be able to: a. Explain reducing as a method of managing wastes. b. apply reducing method to manage solid waste in the environment, c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● where possible, use digital devices or print media to access and observe ways of managing different types of solid waste. ● discuss methods of managing different types of waste in their environment (To include Reducing). Hint: Include common waste in school and environment such as kitchen, animal waste, plastics, e-waste, metals and glasses.	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 52-55 Spotlight Scie and Tech P.B Bk 4 pg. 80-84	Written test Question and answer Demonstration Observation	
	3	Importance of proper management of solid waste	Methods of managing solid waste – project (making dustbins)	By the end of the lesson, the learner should be able to: a. List the various methods of managing wastes b. collect locally available materials for making dustbins. c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: Project: 1. Learners to make dust bins for safe disposal of waste at home and in school using locally available materials,	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 55-58 Spotlight Scie and Tech P.B Bk 4 pg. 85-91	Written test Question and answer Demonstration Observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	4		Methods of managing solid waste – project (making dustbins)	By the end of the lesson, the learner should be able to: a. List the various methods of managing wastes b. Assemble locally available materials for making dustbins. c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: Project: 1. Learners to make dust bins for safe disposal of waste at home and in school using locally available materials,	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 55-58 Spotlight Scie and Tech P.B Bk 4 pg. 85-91	Written test Question and answer Demonstration Observation	
7	1		Methods of managing solid waste – project (making dustbins)	By the end of the lesson, the learner should be able to: a. Describe the procedure of making dustbins using locally available resources. b. make a dustbin using locally available resources. c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: Project: 1. Learners to make dust bins for safe disposal of waste at home and in school using locally available materials,	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 55-58 Spotlight Scie and Tech P.B Bk 4 pg. 85-91	Written test Question and answer Demonstration Observation	
	2		Methods of managing solid waste – project (making ornaments)	By the end of the lesson, the learner should be able to: a. Identify different ornaments that can be made using solid wastes. b. Collect locally available materials for making ornaments c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: Project: Make toys or ornaments from solid waste.	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 55-58 Spotlight Scie and Tech P.B Bk 4 pg. 85-91	Written test Question and answer Demonstration Observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3		Methods of managing solid waste – project (making ornaments)	By the end of the lesson, the learner should be able to: a. List ways we can recycle solid wastes. b. Assemble locally available materials for making ornaments. c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: Project: Make toys or ornaments from solid waste.	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 55-58 Spotlight Scie and Tech P.B Bk 4 pg. 85-91	Written test Question and answer Demonstration Observation	
	4		Methods of managing solid waste – project (making ornaments)	By the end of the lesson, the learner should be able to: a. List the various methods of managing wastes b. make ornaments from solid wastes. c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: Project: 2. Make toys or ornaments from solid waste.	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 55-58 Spotlight Scie and Tech P.B Bk 4 pg. 85-91	Written test Question and answer Demonstration Observation	
8	1		Safety measures during solid waste management – wearing protective gears	By the end of the lesson, the learner should be able to: a. State the safety measures necessary during solid waste management. b. apply appropriate protective gears when managing solid waste. c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● use proper safety measures in solid waste management (wearing protective gears and use of appropriate tools).	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 55-58 Spotlight Scie and Tech P.B Bk 4 pg. 85-91	Written test Question and answer Demonstration Observation	
	2		Safety measures during solid waste management- using appropriate tools	By the end of the lesson, the learner should be able to: a. State the safety measures necessary during solid waste management. b. apply appropriate tools when managing solid waste. c. appreciate the need for proper management of solid waste in the environment.	The Learner is guided to: ● use proper safety measures in solid waste management (wearing protective gears and use of appropriate tools).	How is solid waste dangerous to the environment?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 55-58 Spotlight Scie and Tech P.B Bk 4 pg. 85-91	Written test Question and answer Demonstration Observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3	Water conservation	Meaning of water conservation	By the end of the lesson, the learner should be able to: a. explain the meaning of water conservation in the environment, b. observe pictures of water conservation. c. develop interest In conserving water at home and school.	The Learner is guided to: ● Brainstorm on how water is wasted at home and school. ● brainstorm on the meaning of water conservation, ● explore their locality and observe how water is conserved with peers.	Why is it important to conserve water?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 58-61 Spotlight Scie and Tech P.B Bk 4 pg. 92-93	Written test Question and answer Demonstration Observation	
	4		Methods of conserving water – reducing wastage	By the end of the lesson, the learner should be able to: a. describe methods of conserving water at home and school, b. Conserve water through reducing wastage. c. develop interest In conserving water at home and school.	The Learner is guided to: ● discuss ways of conserving water (simple examples of reducing water Wastage) ● practise responsible use of water at home and school.	Why is it important to conserve water?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 61-64 Spotlight Scie and Tech P.B Bk 4 pg. 94-97	Written test Question and answer Demonstration Observation	
9	HALF TERM								
10	1		Methods of conserving water – reducing wastage	By the end of the lesson, the learner should be able to: a. describe methods of conserving water at home and school, b. Explore responsible use of water at home and school. c. develop interest In conserving water at home and school.	The Learner is guided to: ● discuss ways of conserving water (simple examples of reducing water Wastage) ● practise responsible use of water at home and school.	Why is it important to conserve water?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 61-64 Spotlight Scie and Tech P.B Bk 4 pg. 94-97	Written test Question and answer Demonstration Observation	
	2		Methods of conserving water – reducing wastage	By the end of the lesson, the learner should be able to: a. describe reducing wastage as method of water conservation, b. Apply reducing wastage in water conservation. c. develop interest In conserving water at home and school.	The Learner is guided to: ● discuss ways of conserving water (simple examples of reducing water Wastage) ● practise responsible use of water at home and school.	Why is it important to conserve water?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 61-64 Spotlight Scie and Tech P.B Bk 4 pg. 94-97	Written test Question and answer Demonstration Observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3		Methods of conserving water – reusing water	By the end of the lesson, the learner should be able to: a. Give reasons why it is important to conserve water. b. Analyze how reusing water can help in conservation. c. develop interest In conserving water at home and school.	The Learner is guided to: ● discuss ways of conserving water (simple examples of Reusing water), ● practise responsible use of water at home and school.	Why is it important to conserve water?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 61-64 Spotlight Scie and Tech P.B Bk 4 pg. 94-97	Written test Question and answer Demonstration Observation	
	4		Methods of conserving water – reusing water	By the end of the lesson, the learner should be able to: a. describe methods of conserving water at home and school, b. Apply reusing method to conserve water at home and at school. c. develop interest In conserving water at home and school.	The Learner is guided to: ● discuss ways of conserving water (simple examples of Reusing water), ● practise responsible use of water at home and school.	Why is it important to conserve water?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 61-64 Spotlight Scie and Tech P.B Bk 4 pg. 94-97	Written test Question and answer Demonstration Observation	
11	1		Methods of conserving water – reusing water	By the end of the lesson, the learner should be able to: a. describe methods of conserving water at home and school, b. Conserve water through reusing water c. develop interest In conserving water at home and school.	The Learner is guided to: ● discuss ways of conserving water (simple examples of Reusing water), ● practise responsible use of water at home and school.	Why is it important to conserve water?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 61-64 Spotlight Scie and Tech P.B Bk 4 pg. 94-97	Written test Question and answer Demonstration Observation	
	2		Methods of conserving water – recycling water	By the end of the lesson, the learner should be able to: a. describe recycling as method of conserving water, b. Explore ways of recycling water. c. develop interest In conserving water at home and school.	The Learner is guided to: ● discuss ways of conserving water (simple examples of Recycling water), ● practise responsible use of water at home and school.	Why is it important to conserve water?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 61-64 Spotlight Scie and Tech P.B Bk 4 pg. 94-97	Written test Question and answer Demonstration Observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3		Methods of conserving water – recycling water	By the end of the lesson, the learner should be able to: a. List ways in which water can be recycled, b. Conserve water through recycling. c. develop interest In conserving water at home and school.	The Learner is guided to: ● discuss ways of conserving water (simple examples of Recycling water), ● practise responsible use of water at home and school.	Why is it important to conserve water?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 61-64 Spotlight Scie and Tech P.B Bk 4 pg. 94-97	Written test Question and answer Demonstration Observation	
	4		Importance of water conservation	By the end of the lesson, the learner should be able to: a. outline the importance of conserving water at home and school, b. Make posters on the importance of conserving water. c. develop interest In conserving water at home and school.	The Learner is guided to: ● discuss the importance of conserving water,	Why is it important to conserve water?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 61-64 Spotlight Scie and Tech P.B Bk 4 pg. 94-97	Written test Question and answer Demonstration Observation	
12	1		Practicing responsible use of water at home	By the end of the lesson, the learner should be able to: a. state the importance of conserving water at home, b. Make posters on water conservation at home. c. develop interest In conserving water at home and school.	Project: Prepare posters to sensitize the community (home) on the importance of water conservation	Why is it important to conserve water?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 66-67 Spotlight Scie and Tech P.B Bk 4 pg. 100-104	Written test Question and answer Demonstration Observation	
	2		Practicing responsible use of water at school	By the end of the lesson, the learner should be able to: a. Give the importance of conserving water at school, b. Make posters on water conservation at school. c. develop interest In conserving water at home and school.	Project: Prepare posters to sensitize the community (school) on the importance of water conservation	Why is it important to conserve water?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 66-67 Spotlight Scie and Tech P.B Bk 4 pg. 100-104	Written test Question and answer Demonstration Observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3	FORCE AND ENERGY	Force and its effects – types of forces (force of gravity)	By the end of the lesson, the learner should be able to: a. describe types of forces in nature (force of gravity) b. Analyze force of gravity. c. appreciate the importance of force in day-today life	The learner is guided to: ● brainstorm on the meaning of the term force as used in science,	How does force affect objects?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 68-69 Spotlight Scie and Tech P.B Bk 4 pg. 106	Written test Question and answer Demonstration Observation	
	4		Existence of the force of friction	By the end of the lesson, the learner should be able to: a. describe types of forces in nature, (friction force) b. demonstrate the existence of friction force. c. appreciate the importance of force in day-today life	The learner is guided to: ● carry out activities that demonstrate the existence of force of gravity and force of friction in nature (throwing a ball up, stones raised and released to fall, books tipped to fall from a table, objects pulled on rough and smooth surfaces),	How does force affect objects?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 70-72 Spotlight Scie and Tech P.B Bk 4 pg. 107-110	Written test Question and answer Demonstration Observation	
13	1		Existence of the force of friction	By the end of the lesson, the learner should be able to: a. describe types of forces in nature, (friction force) b. demonstrate the existence of friction force. c. appreciate the importance of force in day-today life	The learner is guided to: ● carry out activities that demonstrate the existence of force of gravity and force of friction in nature (throwing a ball up, stones raised and released to fall, books tipped to fall from a table, objects pulled on rough and smooth surfaces),	How does force affect objects?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 70-72 Spotlight Scie and Tech P.B Bk 4 pg. 107-110	Written test Question and answer Demonstration Observation	
	2		Uses of force in daily life	By the end of the lesson, the learner should be able to: a. describe the uses of force in daily life. b. demonstrate the uses of force of gravity on objects in nature. c. appreciate the importance of force in day-today life	The learner is guided to: ● use digital or print media to search for, observe and discuss uses of force in day-today life,	How does force affect objects?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 74-75 Spotlight Scie and Tech P.B Bk 4 pg. 116	Written test Question and answer Demonstration Observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3		Ways of minimizing force of friction	By the end of the lesson, the learner should be able to: a. describe how to minimize the force of friction. b. demonstrate ways of minimizing force of friction. c. appreciate the importance of force in day-today life	The learner is guided to: ● discuss with peers ways of minimizing friction between moving objects (smoothing surfaces, greasing, oiling, use of rollers, ball bearings),	How does force affect objects?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 76 Spotlight Scie and Tech P.B Bk 4 pg. 117-118	Written test Question and answer Demonstration Observation	
	4		Importance of force in daily life	By the end of the lesson, the learner should be able to: a. describe the importance of force in daily life. b. demonstrate the importance of friction force on objects in nature. c. appreciate the importance of force in day-today life	The learner is guided to: ● carry out activities in groups to demonstrate the effects of force on objects (change of shape, start motion, stop moving objects, increase speed, decrease speed, change direction and hold objects together),	How does force affect objects?	Locally available materials or resources Spotlight Scie and Tech T.G Bk 4 pg. 77 Spotlight Scie and Tech P.B Bk 4 pg. 119-122	Written test Question and answer Demonstration Observation	
14	END TERM ASSESSMENT/CLOSING								