

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 10 PHYSICS
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	10
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Physics Grade 10 Curriculum Design (KICD)
2. Approved Physics Grade 10 Learner's Book
3. Approved Teacher's Guide
4. MTP Physics Grade 10

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Aligned with KICD Curriculum Designs · Editable Word Document

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SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 10 PHYSICS.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **MECHANICS** | Sub-Strand: **Linear Motion**

SCHOOL	_____
LEARNING AREA	Physics
GRADE	10
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	MECHANICS
SUB-STRAND	Linear Motion
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Define b) Equations c) Apply
KEY INQUIRY QUESTION(S)	How object moves?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Lab

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Linear Motion by writing the key inquiry question on the board: "How object moves?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to define. Display the resources for the lesson (Lab) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Worked examples. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Define". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Experiment. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How object moves?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Equations". Invite one or two volunteers to come up and try the next

	example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Linear Motion together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Linear Motion independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Linear Motion? (2) How would you answer "How object moves?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Linear Motion in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **MECHANICS** | Sub-Strand: **Velocity-Time Graphs**

SCHOOL	_____
LEARNING AREA	Physics
GRADE	10
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	MECHANICS
SUB-STRAND	Velocity-Time Graphs
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Plot b) Interpret c) Apply
KEY INQUIRY QUESTION(S)	How read graph?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Graph paper

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Velocity-Time Graphs by writing the key inquiry question on the board: "How read graph?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to plot. Display the resources for the lesson (Graph paper) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Worked examples. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Plot". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. explain the key idea of Velocity-Time Graphs with one clear example. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How read graph?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Interpret". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Velocity-Time Graphs together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes)

	for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Velocity-Time Graphs independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Velocity-Time Graphs? (2) How would you answer "How read graph?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Velocity-Time Graphs in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 10 PHYSICS TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Mechanics	Linear Motion	a) Define b) Equations c) Apply	How object moves?	Worked examples; experiment	Lab	Practical, written
1	2	Mechanics	Velocity-Time Graphs	a) Plot b) Interpret c) Apply	How read graph?	Worked examples	Graph paper	Written, peer
1	3	Mechanics	Acceleration	a) Define b) Calculate c) Apply	What is acceleration?	Worked examples	Calculator	Written, peer
2	1	Mechanics	Newton Laws	a) State three laws b) Apply c) Build understanding	How forces act?	Demonstrate	Apparatus	Practical, written
2	2	Mechanics	Friction	a) Define b) Coefficient c) Apply	How friction works?	Experiment	Lab	Practical, peer
2	3	Mechanics	Momentum	a) Define b) Conservation c) Apply	How momentum conserved?	Demonstrate	Apparatus	Practical, peer
3	1	Mechanics	Work and Energy	a) Define b) Calculate c) Apply	How energy transfers?	Worked examples	Calculator	Written, peer
3	2	Mechanics	Power	a) Define b) Calculate c) Apply	How fast energy?	Worked examples	Calculator	Written, peer
3	3	Mechanics	Machines	a) Identify b) MA c) Efficiency	How machines help?	Demonstrate	Lab	Practical, peer
4	1	Heat	Specific Heat Capacity	a) Define b) Calculate c) Apply	How heat absorbed?	Experiment	Lab	Practical, written
4	2	Heat	Latent Heat	a) Define b) Calculate c) Apply	What is latent?	Demonstrate	Lab	Practical, peer
4	3	Heat	Heat Transfer	a) Conduction b) Convection c) Radiation	How heat moves?	Demonstrate	Apparatus	Practical, peer
5	1	Waves	Wave Properties	a) Define b) Equation c) Apply	What is wave?	Demonstrate	Slinky	Practical, written
5	2	Waves	Reflection	a) State law b) Apply c) Build technique	How waves reflect?	Experiment	Mirror	Practical, peer
5	3	Waves	Refraction	a) Snell law b) Apply c) Build technique	How light bends?	Experiment	Glass	Practical, peer
6	1	Waves	Sound	a) How sound made b) Speed c) Apply	How sound travels?	Demonstrate	Tuning fork	Practical, written
6	2	Waves	Resonance	a) Define b) Examples c) Apply	When resonance?	Demonstrate	Tuning fork	Practical, peer
6	3	Waves	Lenses	a) Convex b) Concave c) Apply	How lens works?	Experiment	Lens	Practical, peer

7	1	Electricity	Current and Voltage	a) Define b) Measure c) Apply	How measure?	Build circuit	Apparatus	Practical, written
7	2	Electricity	Resistance	a) Ohm law b) Calculate c) Apply	How resistance?	Worked examples	Calculator	Written, peer
7	3	Electricity	Series and Parallel	a) Calculate total b) Compare c) Apply	How combine?	Build circuit	Apparatus	Practical, peer
8	1	Electricity	Power	a) Calculate b) Apply c) Build technique	How calculate?	Worked examples	Calculator	Written, peer
8	2	Electricity	Cells and Batteries	a) Identify b) Connect c) Apply	How cells work?	Demonstrate	Cells	Practical, peer
8	3	Electricity	Magnetism	a) Magnetic field b) Electromagnet c) Apply	How magnet works?	Demonstrate	Magnets	Practical, peer
9	1	Atomic Physics	Atom Structure	a) Identify particles b) Describe c) Apply	What in atom?	Diagrams	Diagrams	Written, oral
9	2	Atomic Physics	Radioactivity	a) Define b) Types c) Apply	What is radioactivity?	Discuss	Charts	Oral, written
9	3	Atomic Physics	Half-Life	a) Define b) Calculate c) Apply	What is half-life?	Worked examples	Calculator	Written, peer
10	1	Modern Physics	Photoelectric Effect	a) Define b) Equation c) Apply	How light makes electricity?	Demonstrate	Apparatus	Practical, written
10	2	Modern Physics	Quantum Basics	a) Define b) Examples c) Apply	What is quantum?	Discuss	Articles	Oral, written
10	3	Modern Physics	Applications	a) Identify b) Discuss c) Apply	How used today?	Discuss	Articles	Oral, peer
11	1	Practical Skills	Experiments	a) Design b) Carry out c) Report	How investigate?	Lab work	Lab	Practical, written
11	2	Practical Skills	Mock Paper	a) Sit mock b) Manage time c) Build stamina	Can I complete?	Sit mock	Mock paper	Written, self-assess
11	3	Practical Skills	Mock Paper 2	a) Improve b) Apply strategies c) Build confidence	Did I improve?	Second mock	Mock paper	Written, self-assess
12	1	All Strands	Term 2 Revision	a) Recap b) Use strategies c) Show progress	What learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment

