REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 4 SCIENCE AND TECHNOLOGY

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

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

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	4
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Science and Technology Grade 4 Curriculum Design (KICD)
2. Approved Science and Technology Grade 4 Learner's Book
3. Approved Teacher's Guide
4. MTP Science and Technology Grade 4

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 4 SCIENCE AND TECHNOLOGY.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **LIVING THINGS** | Sub-Strand: **Plants — Parts**

SCHOOL	_____
LEARNING AREA	Science And Technology
GRADE	4
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	LIVING THINGS
SUB-STRAND	Plants — Parts
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify plant parts b) State function of each c) Build observation
KEY INQUIRY QUESTION(S)	What are the parts of a plant?
CORE COMPETENCY	Critical Thinking; Learning to Learn; Self-Efficacy; Citizenship
VALUES	Curiosity, Care, Responsibility
PERTINENT & CONTEMPORARY ISSUES (PCI)	Environmental Education; Health Education; Life Skills
LEARNING RESOURCES	Real plants, charts

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 Plants — Parts by writing the key inquiry question on the board: "What are the parts of a plant?". 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 identify plant parts. Display the resources for the lesson (Real plants, charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Observe real plant. 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: "Identify plant parts". 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. Label parts. 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 "What are the parts of a plant?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "State function of each". 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. Pair quiz. 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 Plants — Parts 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: "Build observation".
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 Plants — Parts? (2) How would you answer "What are the parts of a plant?" 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 Plants — Parts 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: **LIVING THINGS** | Sub-Strand: **Plants — Functions**

SCHOOL	_____
LEARNING AREA	Science And Technology
GRADE	4
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	LIVING THINGS
SUB-STRAND	Plants — Functions
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) State photosynthesis simply b) Identify how plants feed c) Apply
KEY INQUIRY QUESTION(S)	How do plants make food?
CORE COMPETENCY	Critical Thinking; Learning to Learn; Self-Efficacy; Citizenship
VALUES	Curiosity, Care, Responsibility
PERTINENT & CONTEMPORARY ISSUES (PCI)	Environmental Education; Health Education; Life Skills
LEARNING RESOURCES	Plant, charts

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 Plants — Functions by writing the key inquiry question on the board: "How do plants make food?". 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 state photosynthesis simply. Display the resources for the lesson (Plant, charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Demonstrate sun + water + leaves. 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: "State photosynthesis simply". 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. Pair share. 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 do plants make food?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Identify how plants feed". 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 Plants — Functions 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 Plants — Functions 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 Plants — Functions? (2) How would you answer "How do plants make food?" 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 Plants — Functions 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 4 SCIENCE AND TECHNOLOGY 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	Living Things	Plants — Parts	a) Identify plant parts b) State function of each c) Build observation	What are the parts of a plant?	Observe real plant; label parts; pair quiz	Real plants, charts	Written, oral
1	2	Living Things	Plants — Functions	a) State photosynthesis simply b) Identify how plants feed c) Apply	How do plants make food?	Demonstrate sun + water + leaves; pair share	Plant, charts	Written, oral
1	3	Living Things	Plants — Growing	a) Plant a seed b) Care for seedling c) Develop responsibility	How do plants grow?	Plant; observe daily; record	Seeds, cups, soil	Practical, peer
2	1	Living Things	Animals — Classification	a) Identify mammals, birds, fish, reptiles c) Sort animals c) Build classification	How do we group animals?	Sort cards; pair quiz; class chart	Picture cards, charts	Written, peer
2	2	Living Things	Animals — Habitats	a) Match animal to habitat b) Identify Kenyan habitats c) Build awareness	Where do animals live?	Match cards; map Kenyan parks	Pictures, map	Oral, written
2	3	Living Things	Animals — Care	a) Care for pets safely b) Identify animal welfare c) Build empathy	How do we care for animals?	Discuss; pair role play	Pictures	Oral, peer
3	1	Human Body	Skeleton	a) Identify major bones b) State function of skeleton c) Build awareness	Why do we have bones?	Show skeleton chart; pair label	Skeleton chart, learner book	Written, oral
3	2	Human Body	Muscles	a) Identify role of muscles b) Connect to bones c) Apply	How do muscles help us move?	Feel own muscles; demonstrate	Charts, mirror	Oral, observation
3	3	Human Body	Joints	a) Identify joints b) Show range of motion c) Build awareness	How do joints work?	Demonstrate; pair feel knees, elbows	Charts	Oral, observation
4	1	Human Body	Digestive System	a) Identify digestive organs b) State function c) Build awareness	How does food become energy?	Show diagram; pair label; class discuss	Diagrams, charts	Written, oral
4	2	Human Body	Respiratory System	a) Identify lungs and airways b) State breathing c) Build awareness	How do we breathe?	Show diagram; pair feel breath	Diagrams, charts	Written, oral
4	3	Human Body	Circulatory System	a) Identify heart and blood role b) Feel pulse c) Build awareness	Why does our heart beat?	Demonstrate pulse; pair feel	Stethoscope if available	Practical, peer
5	1	Matter	Properties of Matter	a) Identify solid, liquid, gas b) Give Kenyan examples c) Build classification	What are the three states of matter?	Sort items; pair classify	Real samples	Observation, written

5	2	Matter	Changes of State	a) Demonstrate melting b) Demonstrate freezing c) Apply	How does ice become water?	Demonstrate; pair observe	Ice, water, container	Practical, oral
5	3	Matter	Mixtures	a) Define mixture b) Identify mixtures c) Build classification	What is a mixture?	Show salt-water, sand-water; pair classify	Samples	Observation, written
6	1	Energy	Forms of Energy	a) Identify forms (light, heat, sound, electrical) b) Give examples c) Apply	What energy do we use?	List forms; pair examples	Pictures, charts	Oral, written
6	2	Energy	Heat	a) Identify heat sources b) Use thermometer c) Apply	How do we measure heat?	Demonstrate thermometer; pair measure	Thermometer	Practical, written
6	3	Energy	Light	a) Identify light sources b) Demonstrate shadows c) Build understanding	How do shadows form?	Demonstrate with torch; pair experiment	Torch, objects	Practical, peer
7	1	Energy	Sound	a) Identify sound sources b) Show how sound travels c) Apply	How does sound travel?	Demonstrate; pair experiment	Drum, bell	Practical, oral
7	2	Energy	Electricity Basics	a) Identify electric circuit b) Build simple circuit c) Apply	How does a torch work?	Show; pair build	Bulbs, batteries, wires	Practical, peer
7	3	Energy	Renewable Energy	a) Identify solar, wind c) State benefits c) Build awareness	What clean energy can we use?	Discuss; pair share	Pictures	Oral, peer
8	1	Earth & Space	Soil Types	a) Identify soil types b) Match crops to soil c) Apply	What soil is best for what?	Examine samples; pair sort	Soil samples	Observation, written
8	2	Earth & Space	Water Cycle	a) Describe water cycle b) Identify stages c) Build understanding	How does rain happen?	Demonstrate evaporation; pair label	Diagrams, demo	Written, oral
8	3	Earth & Space	Weather	a) Describe weather conditions b) Record on chart c) Build observation	What is the weather today?	Observe; record on chart	Weather chart	Observation, oral
9	1	Earth & Space	Solar System Basics	a) Name planets b) Identify Earth's position c) Build cosmology	Where is our Earth?	Show diagram; sing planet song	Solar system chart	Oral, written
9	2	Earth & Space	Day and Night	a) Explain rotation b) Connect to day/night c) Build understanding	Why do we have day and night?	Demonstrate with globe and torch	Globe, torch	Observation, oral
9	3	Earth & Space	Seasons	a) Identify Kenyan seasons b) Connect to weather c) Apply	When do we plant?	Discuss; pair share	Calendar, charts	Oral, observation
10	1	Technology	Simple Machines	a) Identify lever, wheel, pulley c) State use c) Apply	What simple machines do we use?	Show examples; pair identify	Real items	Oral, observation
10	2	Technology	Construction	a) Identify materials b)	What do we	Show samples; pair	Materials	Observation,

			Materials	Match to use c) Apply	build with?	classify		oral
10	3	Technology	ICT — Computers	a) Identify computer parts b) State use c) Build digital literacy	What does a computer do?	Show parts; pair label	Computer, charts	Oral, observation
11	1	Technology	ICT — Internet Safety	a) Identify online dangers b) Stay safe c) Build digital health	How do we stay safe online?	Discuss; pair pledge	Charts	Oral, peer
11	2	Scientific Investigation	Scientific Method	a) Form simple hypothesis b) Plan experiment c) Build skill	How do scientists work?	Demonstrate; pair plan	Examples	Written, peer
11	3	Scientific Investigation	Recording Data	a) Use tables b) Draw graphs c) Apply	How do we record findings?	Show table; pair record sample data	Templates	Written, peer
12	1	All Strands	Term 2 Revision	a) Recap Term 2 b) Show progress c) Build readiness	What did we learn?	Pair quiz; class game; share	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show practical skills c) Self-assess	How do we use this?	Practical tasks; share	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready for Term 3?	Assessment; reflection	Assessment paper	Written, self-assessment