

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

# GRADE 5 SCIENCE AND TECHNOLOGY

## 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](http://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	5
TERM	Term 2
YEAR	2026

### REFERENCE MATERIALS

1. Science and Technology Grade 5 Curriculum Design (KICD)
2. Approved Sci&Tech Grade 5 Learner's Book
3. Approved Teacher's Guide
4. MTP Sci&Tech Grade 5

**CBC Edu Kenya · [cbcedukenya.com](http://cbcedukenya.com)**

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 5 SCIENCE AND TECHNOLOGY.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **LIVING THINGS** | Sub-Strand: **Plant Reproduction**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Science And Technology
<b>GRADE</b>	5
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	LIVING THINGS
<b>SUB-STRAND</b>	Plant Reproduction
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Identify flower parts b) State function c) Build understanding
<b>KEY INQUIRY QUESTION(S)</b>	How do flowers reproduce?
<b>CORE COMPETENCY</b>	Critical Thinking; Learning to Learn; Self-Efficacy; Citizenship
<b>VALUES</b>	Curiosity, Care, Responsibility
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Environmental Education; Health Education; Life Skills
<b>LEARNING RESOURCES</b>	Real flower, charts

#### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(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 Plant Reproduction by writing the key inquiry question on the board: "How do flowers reproduce?". 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 flower parts. Display the resources for the lesson (Real flower, charts) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Observe flower. 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 flower 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.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Label. 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 flowers reproduce?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "State function". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Plant Reproduction 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.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Plant Reproduction 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 understanding".
<b>CONCLUSION</b>	(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 Plant Reproduction? (2) How would you answer "How do flowers reproduce?" 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.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Plant Reproduction 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.
<b>REFLECTION ON THE LESSON</b>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: **LIVING THINGS** | Sub-Strand: **Pollination**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Science And Technology
<b>GRADE</b>	5
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	LIVING THINGS
<b>SUB-STRAND</b>	Pollination
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Define pollination b) Identify agents c) Apply
<b>KEY INQUIRY QUESTION(S)</b>	How pollen reach stigma?
<b>CORE COMPETENCY</b>	Critical Thinking; Learning to Learn; Self-Efficacy; Citizenship
<b>VALUES</b>	Curiosity, Care, Responsibility
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Environmental Education; Health Education; Life Skills
<b>LEARNING RESOURCES</b>	Pictures

### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(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 Pollination by writing the key inquiry question on the board: "How pollen reach stigma?". 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 pollination. Display the resources for the lesson (Pictures) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Demonstrate. 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 pollination". 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.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Pair quiz. 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 pollen reach stigma?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Identify agents". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Pollination 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.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Pollination 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".
<b>CONCLUSION</b>	(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 Pollination? (2) How would you answer "How pollen reach stigma?" 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.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Pollination 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.
<b>REFLECTION ON THE LESSON</b>	_____

— 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.

**Buy the full pack — only KES 300**

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## SECTION B: SCHEME OF WORK — GRADE 5 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	Plant Reproduction	a) Identify flower parts b) State function c) Build understanding	How do flowers reproduce?	Observe flower; label	Real flower, charts	Written, oral
1	2	Living Things	Pollination	a) Define pollination b) Identify agents c) Apply	How pollen reach stigma?	Demonstrate; pair quiz	Pictures	Written, oral
1	3	Living Things	Seed Dispersal	a) Identify methods b) Match seeds c) Apply	How seeds spread?	Examine seeds; sort	Seeds, pictures	Observation, oral
2	1	Living Things	Animal Reproduction	a) Distinguish sexual/asexual b) Examples c) Apply	How animals reproduce?	Sort animals; pair share	Pictures	Written, peer
2	2	Living Things	Animal Life Cycles	a) Describe butterfly life cycle b) Compare animals c) Apply	How animals develop?	Show diagrams; pair label	Diagrams	Written, oral
2	3	Living Things	Adaptations	a) Identify adaptations b) Match to environment c) Apply	How animals survive different places?	Discuss; pair share	Pictures	Oral, peer
3	1	Human Body	Digestive System	a) Identify organs b) State functions c) Build awareness	How does food become energy?	Show diagram; pair label	Diagrams	Written, oral
3	2	Human Body	Respiratory System	a) Identify organs b) State breathing c) Apply	How do we breathe?	Show diagram; feel breath	Diagrams	Written, oral
3	3	Human Body	Circulatory System	a) Identify heart and blood role b) Feel pulse c) Apply	Why does heart beat?	Demonstrate; pair feel	Charts	Practical, peer
4	1	Matter	States of Matter	a) Identify solid/liquid/gas b) Examples c) Build classification	What states of matter?	Sort items; pair classify	Real samples	Observation, written
4	2	Matter	Changes of State	a) Demonstrate melting b) Demonstrate freezing c) Apply	How ice becomes water?	Demonstrate; pair observe	Ice, water	Practical, oral
4	3	Matter	Mixtures and Solutions	a) Define both b) Distinguish c) Apply	What is solution?	Show salt-water; pair classify	Samples	Observation, written
5	1	Matter	Acids and Bases	a) Identify acids/bases b) Use indicators c) Apply	What are acids and bases?	Show samples; test	Indicators, samples	Practical, oral
5	2	Matter	pH Scale	a) Read pH b) Classify substances c) Build classification	What does pH tell?	Demonstrate pH paper; pair test	pH paper	Practical, written
5	3	Matter	Neutralisation	a) Define b) Apply to real life c) Apply	What when acid meets base?	Demonstrate; discuss antacids	Lab apparatus	Practical, written

6	1	Energy	Heat	a) Identify sources b) Use thermometer c) Apply	How measure heat?	Demonstrate thermometer	Thermometers	Practical, written
6	2	Energy	Heat Transfer	a) Identify conduction/convection/radiation b) Match examples c) Apply	How heat travels?	Demonstrate; pair classify	Apparatus, pictures	Observation, written
6	3	Energy	Light	a) Identify sources b) Demonstrate shadows c) Build understanding	How shadows form?	Demonstrate with torch	Torch, objects	Practical, peer
7	1	Energy	Sound	a) Identify sources b) Show how sound travels c) Apply	How sound travels?	Demonstrate; pair experiment	Drum, bell	Practical, oral
7	2	Energy	Electricity	a) Identify circuit components b) Build simple circuit c) Apply	How does torch work?	Show; pair build	Bulbs, batteries	Practical, peer
7	3	Energy	Renewable Energy	a) Identify solar/wind c) State benefits c) Apply	What clean energy?	Discuss; pair share	Pictures	Oral, peer
8	1	Earth & Space	Solar System	a) Name planets b) Identify Earth c) Build cosmology	Where is Earth?	Show diagram; sing	Solar system chart	Oral, written
8	2	Earth & Space	Earth's Movements	a) Distinguish rotation/revolution b) Connect to day/night c) Apply	Why day and night?	Demonstrate with globe	Globe, torch	Observation, oral
8	3	Earth & Space	Moon	a) Identify phases b) Connect to tides c) Apply	Why moon changes shape?	Show phases; discuss	Moon chart	Written, oral
9	1	Earth & Space	Weather	a) Describe weather b) Record c) Build observation	What weather today?	Observe; record	Charts	Observation, oral
9	2	Earth & Space	Climate	a) Identify climate zones b) Match to regions c) Apply	What climate in Kenya?	Map; pair share	Map, charts	Oral, written
9	3	Earth & Space	Water Cycle	a) Describe water cycle b) Identify stages c) Apply	How does rain happen?	Demonstrate evaporation	Diagrams	Written, oral
10	1	Technology	Simple Machines	a) Identify lever/wheel/pulley b) State use c) Apply	What simple machines?	Show examples; pair identify	Real items	Oral, observation
10	2	Technology	Complex Machines	a) Identify how simple combine b) State examples c) Apply	How simple machines combine?	Show bicycle; pair discuss	Real items, pictures	Oral, peer
10	3	Technology	Computers	a) Identify computer parts b) State use c) Build digital literacy	What does computer do?	Show parts; pair label	Computer, charts	Oral, observation
11	1	Technology	Internet Safety	a) Identify dangers b) Stay safe c) Build digital health	How stay safe online?	Discuss; pair pledge	Charts	Oral, peer

11	2	Scientific Investigation	Hypothesis	a) Form hypothesis b) Test c) Build science thinking	How predict?	Demonstrate; pair form	Examples	Written, peer
11	3	Scientific Investigation	Variables and Data	a) Identify variables b) Use tables c) Apply	How record findings?	Demonstrate table; pair record	Templates	Written, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What did we learn?	Pair quiz; share	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready?	Assessment; reflection	Assessment paper	Written, self-assessment

