REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 6 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	6
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Science and Technology Grade 6 Curriculum Design (KICD)
2. Approved Sci&Tech Grade 6 Learner's Book
3. Approved Teacher's Guide
4. KNEC KPSEA Sci&Tech Framework 2026

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

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 6 SCIENCE AND TECHNOLOGY.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **LIVING THINGS** | Sub-Strand: **Reproduction in Plants**

SCHOOL	_____
LEARNING AREA	Science And Technology
GRADE	6
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	LIVING THINGS
SUB-STRAND	Reproduction in Plants
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify flower parts b) State function c) Apply
KEY INQUIRY QUESTION(S)	How flowers reproduce?
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 flower

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 Reproduction in Plants by writing the key inquiry question on the board: "How 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) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Observe. 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.
STEP 2	(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 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.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Reproduction in Plants 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 Reproduction in Plants 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 Reproduction in Plants? (2) How would you answer "How 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.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Reproduction in Plants 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: **Pollination**

SCHOOL	_____
LEARNING AREA	Science And Technology
GRADE	6
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	LIVING THINGS
SUB-STRAND	Pollination
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Define b) Identify agents c) Apply
KEY INQUIRY QUESTION(S)	How pollen reach stigma?
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	Pictures

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 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. Display the resources for the lesson (Pictures) so learners know what to expect.
STEP 1	(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". 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 Pollination 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 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.
STEP 3	(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.
STEP 4	(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".
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 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.
EXTENDED ACTIVITIES	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.
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 6 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	Reproduction in Plants	a) Identify flower parts b) State function c) Apply	How flowers reproduce?	Observe; label	Real flower	Written, oral
1	2	Living Things	Pollination	a) Define b) Identify agents c) Apply	How pollen reach stigma?	Demonstrate	Pictures	Written, oral
1	3	Living Things	Seed Dispersal	a) Identify methods b) Match seeds c) Apply	How seeds spread?	Examine seeds; sort	Seeds	Observation, oral
2	1	Living Things	Animal Reproduction	a) Sexual vs asexual b) Examples c) Apply	How animals reproduce?	Sort animals	Pictures	Written, peer
2	2	Living Things	Life Cycles	a) Describe cycles b) Compare c) Apply	How animals develop?	Show diagrams	Diagrams	Written, oral
2	3	Living Things	Adaptations	a) Identify b) Match to environment c) Apply	How animals survive?	Discuss; pair share	Pictures	Oral, peer
3	1	Human Body	Skeleton and Muscles	a) Identify b) Function c) Apply	Why bones and muscles?	Show charts	Charts	Written, oral
3	2	Human Body	Digestive System	a) Identify organs b) Function c) Apply	How food becomes energy?	Show diagram	Diagrams	Written, oral
3	3	Human Body	Circulatory System	a) Heart and blood b) Pulse c) Apply	Why heart beats?	Demonstrate pulse	Charts	Practical, peer
4	1	Human Body	Respiratory System	a) Identify b) State breathing c) Apply	How we breathe?	Show; feel breath	Diagrams	Written, oral
4	2	Human Body	Nervous System	a) Identify brain/nerves b) Function c) Apply	How brain works?	Show; pair quiz	Charts	Written, oral
4	3	Human Body	Reproductive Health	a) State adolescence b) Hygiene c) Apply	What changes happen?	Resource person; respectful	Resource person	Oral, peer
5	1	Matter	States and Changes	a) Identify states b) Demonstrate changes c) Apply	How ice becomes water?	Demonstrate	Ice, water	Practical, oral
5	2	Matter	Mixtures and Solutions	a) Define b) Distinguish c) Apply	What is solution?	Show salt-water	Samples	Observation, written
5	3	Matter	Acids and Bases	a) Identify b) Use indicators c) Apply	What are acids?	Test; pair record	Indicators	Practical, oral
6	1	Energy	Heat	a) Sources b) Thermometer c) Apply	How measure heat?	Demonstrate	Thermometers	Practical, written
6	2	Energy	Light	a) Sources b) Shadows c) Reflection	How shadows form?	Demonstrate torch	Torch, mirror	Practical, peer
6	3	Energy	Sound	a) Sources b) How travels	How sound	Demonstrate	Drum, bell	Practical, oral

				c) Apply	travels?			
7	1	Energy	Electricity	a) Circuits b) Build simple c) Apply	How torch works?	Pair build circuit	Bulbs, wires	Practical, peer
7	2	Energy	Magnetism	a) Identify magnetic materials b) Pole interaction c) Apply	How magnets work?	Test materials	Magnets, samples	Practical, peer
7	3	Energy	Renewable Energy	a) Solar/wind/biogas b) 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) Apply	Where is Earth?	Show diagram	Solar system chart	Oral, written
8	2	Earth & Space	Earth Movements	a) Rotation/revolution b) Day/night seasons c) Apply	Why day and night?	Demonstrate globe	Globe, torch	Observation, oral
8	3	Earth & Space	Moon	a) Phases b) Tides c) Apply	Why moon changes?	Show phases	Moon chart	Written, oral
9	1	Earth & Space	Weather and Climate	a) Distinguish b) Identify zones c) Apply	How weather differs from climate?	Discuss; pair quiz	Charts	Written, oral
9	2	Earth & Space	Climate Change	a) Identify causes b) Impacts c) Apply	Why is climate changing?	Discuss; pair share	Articles	Oral, peer
9	3	Earth & Space	Conservation	a) State conservation b) Practise c) Build values	How conserve environment?	Discuss; pledge	Charts	Oral, peer
10	1	Technology	Simple Machines	a) Identify b) Examples c) Apply	What simple machines?	Show items	Real items	Oral, observation
10	2	Technology	Computers	a) Parts b) Use c) Build digital literacy	What does computer do?	Show parts	Computer, charts	Oral, observation
10	3	Technology	Internet Safety	a) Dangers b) Stay safe c) Build digital health	How safe online?	Discuss; pledge	Charts	Oral, peer
11	1	Scientific Investigation	Hypothesis	a) Form hypothesis b) Test c) Build thinking	How predict?	Demonstrate	Examples	Written, peer
11	2	Scientific Investigation	Variables and Data	a) Identify variables b) Tables c) Apply	How record findings?	Show table	Templates	Written, peer
11	3	Scientific Investigation	Drawing Conclusions	a) Analyse data b) State conclusions c) Build reasoning	What does data tell?	Worked examples	Sample data	Written, oral
12	1	KPSEA Revision	Mixed Practice	a) Past papers b) Manage time c) Build readiness	Am I ready?	Past papers	Past papers	Written, peer
12	2	KPSEA Revision	Mock Paper	a) Sit timed mock b) Improve c) Build confidence	Can I complete?	Sit mock	Mock paper	Written, self-assess
12	3	KPSEA	Reflection	a) Identify weak areas b)	What needs	Reflection	Reflection	Self-assess,

		Revision		Plan c) Build readiness	work?		sheet	peer