REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 7 INTEGRATED SCIENCE

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	7
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Integrated Science Grade 7 Curriculum Design (KICD)
2. Approved Integrated Science Grade 7 Learner's Book
3. Approved Teacher's Guide
4. MTP Integrated Science Grade 7

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 7 INTEGRATED SCIENCE.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	Integrated Science
GRADE	7
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	LIVING THINGS
SUB-STRAND	Cells
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify cell as basic unit b) State features c) Build foundation
KEY INQUIRY QUESTION(S)	What is a cell?
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	Diagrams, microscope

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 Cells by writing the key inquiry question on the board: "What is a cell?". 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 cell as basic unit. Display the resources for the lesson (Diagrams, microscope) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Show diagrams. 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 cell as basic unit". 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 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 "What is a cell?" and answer it now using the example you just completed. Connect

	explicitly to the SLO: "State features". 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 Cells 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 Cells 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 foundation".
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 Cells? (2) How would you answer "What is a cell?" 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 Cells 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: **Plant Cells**

SCHOOL	_____
LEARNING AREA	Integrated Science
GRADE	7
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	LIVING THINGS
SUB-STRAND	Plant Cells
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify parts b) State function c) Apply
KEY INQUIRY QUESTION(S)	What in plant cell?
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	Diagrams

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 Plant Cells by writing the key inquiry question on the board: "What in plant cell?". 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 parts. Display the resources for the lesson (Diagrams) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Diagram. 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 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 "What in plant cell?" 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. 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 Plant Cells 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 Plant Cells? (2) How would you answer "What in plant cell?" 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 Plant Cells 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 7 INTEGRATED SCIENCE 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	Cells	a) Identify cell as basic unit b) State features c) Build foundation	What is a cell?	Show diagrams; pair label	Diagrams, microscope	Written, oral
1	2	Living Things	Plant Cells	a) Identify parts b) State function c) Apply	What in plant cell?	Diagram; label; pair quiz	Diagrams	Written, oral
1	3	Living Things	Animal Cells	a) Identify parts b) Compare with plant c) Apply	How animal differs from plant?	Compare diagrams	Diagrams	Written, peer
2	1	Living Things	Plant Reproduction	a) Identify flower parts b) Function c) Apply	How flowers reproduce?	Observe; label	Real flower	Written, oral
2	2	Living Things	Pollination	a) Define b) Identify agents c) Apply	How pollen reaches stigma?	Demonstrate	Pictures	Written, oral
2	3	Living Things	Seed Dispersal	a) Identify methods b) Match seeds c) Apply	How seeds spread?	Examine seeds	Seeds	Observation, oral
3	1	Living Things	Animal Reproduction	a) Sexual vs asexual b) Examples c) Apply	How animals reproduce?	Sort animals	Pictures	Written, peer
3	2	Living Things	Adaptations	a) Identify b) Match to environment c) Apply	How animals survive?	Discuss	Pictures	Oral, peer
3	3	Living Things	Ecosystem	a) Define b) Identify food chains c) Apply	What is ecosystem?	Show; pair construct chain	Diagrams	Written, oral
4	1	Matter	States of Matter	a) Identify states b) Examples c) Build classification	What states?	Sort items	Samples	Observation, written
4	2	Matter	Changes of State	a) Demonstrate b) Identify reversible c) Apply	How ice becomes water?	Demonstrate	Ice, water	Practical, oral
4	3	Matter	Mixtures	a) Define b) Identify c) Apply	What is mixture?	Show samples	Samples	Observation, written
5	1	Matter	Separation Methods	a) Identify methods b) Match to mixture c) Apply	How separate?	Demonstrate filtration	Apparatus	Practical, written
5	2	Matter	Solutions	a) Define b) Identify solute/solvent c) Apply	What is solute?	Show salt water; pair classify	Samples	Observation, written
5	3	Matter	Acids and Bases	a) Identify b) Use indicators c) Apply	What are acids?	Test with indicator	Indicators	Practical, oral
6	1	Energy	Heat	a) Sources b) Use thermometer c) Apply	How measure heat?	Demonstrate	Thermometers	Practical, written

6	2	Energy	Heat Transfer	a) Conduction/convection/radiation b) Examples c) Apply	How heat travels?	Demonstrate	Apparatus	Observation, written
6	3	Energy	Light	a) Sources b) Shadows c) Reflection	How shadows form?	Demonstrate	Torch, mirror	Practical, peer
7	1	Energy	Sound	a) Sources b) How travels c) Apply	How sound travels?	Demonstrate	Drum	Practical, oral
7	2	Energy	Electricity	a) Circuit components b) Build simple c) Apply	How torch works?	Pair build circuit	Bulbs, batteries	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) Build cosmology	Where is Earth?	Show diagram	Solar system chart	Oral, written
8	2	Earth & Space	Earth Movements	a) Rotation/revolution b) Day/night c) Apply	Why day and night?	Demonstrate globe	Globe, torch	Observation, oral
8	3	Earth & Space	Weather	a) Describe b) Record c) Build observation	What weather today?	Observe; record	Charts	Observation, oral
9	1	Earth & Space	Climate	a) Identify zones b) Match to regions c) Apply	What climate in Kenya?	Map; pair share	Map, charts	Oral, written
9	2	Earth & Space	Water Cycle	a) Describe b) Identify stages c) Apply	How does rain happen?	Demonstrate evaporation	Diagrams	Written, oral
9	3	Earth & Space	Soil	a) Identify types b) Conservation c) Apply	How conserve soil?	Walk; identify	Outdoor, samples	Observation, 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	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 b) Test c) Build science thinking	How predict?	Demonstrate	Examples	Written, peer
11	2	Scientific Investigation	Variables	a) Identify b) Apply c) Build technique	What changes/stays?	Worked examples	Examples	Written, peer
11	3	Scientific Investigation	Data	a) Use tables b) Draw graphs c) Apply	How record findings?	Demonstrate	Templates	Written, peer
12	1	All Strands	Mixed Practice	a) Past papers b) Manage time c) Build readiness	Am I ready?	Past papers	Past papers	Written, peer
12	2	All Strands	Mock Paper	a) Sit timed mock b) Improve c) Build	Can I complete?	Sit mock	Mock paper	Written, self-

				confidence				assess
12	3	All Strands	Reflection	a) Strengths/weaknesses b) Plan c) Build readiness	What needs work?	Reflection	Reflection sheet	Self-assess, peer