Unit Name and Number	Week No.	Content Headings	Key Sub-Topics / Context / Vocabulary	Projects / Graded Assignments	Question Style for Exam	Justification for Exam Content: Bloom's Taxonomy	Government Objectives
4 Objects around us	1	Materials used to make toys and objects. **Activity:** **materials used to make toys and objects.** **4.1.1 Types of materials.** **4.1.2 Properties of materials.**	material, rough, smooth, texture, elastic, property, hard, conductors, heat	Textbook pages: 96 - 104 (10 points for each objective)	Multiple choice tests: Why certain materials are used to make certain objects.	**Evaluate** Students should be able to justify why certain materials are used to make certain things based on their properties.	3:Sc3.1:1 Specify the kinds and compare properties of materials for making toys and articles of everyday use.
4 Objects around us	2	**Activity:** **Choosing proper materials.** **4.1.3 Using objects around us properly and safely.**	kitchen, safe, safety, objects, work, accident, hot, cold, cool, boil, chemical, sharp, oven, cook	Textbook pages: 105 - 113 (10 points for each objective)	Multiple choice tests: Identifying pictures that show safe and unsafe use of objects.	**Evaluate** Students should be able to justify why they must hundle certain objects in particular ways.	3:Sc3.1:2 Choose appropriate and safe materials and articles for use in daily life.
5 Forces of Nature	3	Magnetic Forces **Activities:** **5.1 Objects That Magnets Can Attract.**	magnet, pole, attract, repel, pull, push, force	Textbook pages: 116 - 119 (10 points for each objective)	Classification tests: Classifying words or pictures given according to instructions.	**Understand** Students should be able to explain why they classify objects as magnetic and non-magnetic	4:Sc4.1:1 Experiment and explain forces originating from a magnet.

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5 Forces of Nature	4&5	**Activities:** **5.2 The Attraction and Repulsions of Magnets.** **Uses Of Magnets** **Magnetic Forces**	repel, attract, poles, close, use, importance	Textbook pages: 120 - 127 (10 points for each objective)	Recognition tests: Describe what happens when magnets are brought together in given scenarios.	**Remember** Students should be able to recall and tell when repelling and attraction occur in magnets. They should also be able to tell some every day applications of magnets.	
5 Forces of Nature	6	Electrical Force **Activities:** **5.3 The Origins of Electrical Forces.**	electricity, static, attract, repel	Textbook pages: 128 - 132 (10 points for each objective)	Short answer tests: Describing the resut of a scenario using pictures.	**Remember** Students shoud be able to explain the concepts of repulsion and attraction due to static electricity in everyday objects.	4:Sc4.1:3 Experiment and explain electrical forces resulting from rubbing some kinds of materials.
5 Forces of Nature	7	**Learning Activity:** **5.2 Electrical Force**	charges, positive, negative, attract, repel, force, electrical force	Textbook pages: 133 - 135 (10 points for each objective)	Completion tests: Describe the result of a scenario presented in words or pictures.	**Remember** Students shoud be able to explain the concepts of repulsion and attraction due to static electricity in everyday objects.	5:Sc5.1:1 Experiment and explain that electricity is a form of energy. 5:Sc5.1:2 Explore and cite examples of electric appliances at home that can transform electrical energy into other forms of energy.

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4 and 5 Review for midterm test	8	Review For Midterm Test **Activities:** **Review Of Unitts, 4 And 5**	units 4 and 5 vocabulary outline, encercle, space, instraction, answersheet, question	N/A	N/A	N/A	
4 and 5 Midterm test	9	Midterm Test **Activities:** **Students Do Midterm Test.**	N/A	Midterm test paper 20 pints	N/A	N/A	
6 Electric Toys and Appliances	10	Electrical energy **6.1.1 Toys and Appliances that Need Batteries.**	energy, battery, cell, applience	Textbook pages: 138 (10 points for each objective)	Identification tests: Naming the terminals of a cell. Drawing a favourite toy and tell where it gets its energy from.	**Remember** Students should be in positon to identify cells, appliences as well as describe what enery is.	
6 Electric Toys and Appliances	11	 **Activity:** **6.1 Electrical Energy, Toys and Appliances.**	power station, antennae, pylon, power lines, solar power, wire	Textbook pages: 139 - 144 (10 points for each objective)	Classification tests: Grouping appliences accoording to energy source.	**Understand** Students should be in positon to name and identify various sources of electrical energy for various appliences.	

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6 Electric Toys and Appliances	12	Changing Energy Into Other Types Of Energy **Activities:** **6.2 Converting Electrical Energy to Other Forms of Energy.**	transfer, transform, convert, thermal, kinetic, geothermal, wind turbine	Textbook pages: 144 - 147 (10 points for each objective)	Recognition tests: Identifying appliences by the type(s) energy they convert electrical energy to.	**Remember** Students should be in position to recall the various types of energy along with their respective appliences.	5:Sc5.1:2 Explore and cite examples of electric appliencesat home that can transform electric energy into other forms.
6 Electric Toys and Appliances	13	Conserving Energy **Activities:** **6.1.3 Conserving Electricity and Using it Safely.**	conserve, save, waste, safe, insulator, conductor	Textbook pages: 148 - 155 (10 points for each objective)	Implementation and recognition tests: Naming appliences of choice and suggesting ways of conserving energy using it.	**Apply** Students should be in position to use information about energy conservation in their day to day life.	
7 Soil in Our Region	14	Types Of Soil **Activities:** **7.1.1 Types Of Soil.**	soil, clay, loamy, sandy, particles, grains, humus	Textbook pages: 158 - 160 (10 points for each objective)	Recognition tests: Name the different types of soil. Identify the different types of soil from pictures.	**Remember** Students should be able recognise and name the different types of soil based on their physical characteristics.	6:Sc6.1:1 Explore and categorise soil by using physical properties as criteria and apply the knowledge gained for useful purposes.

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7 Soil in Our Region	15	**Activities:** **7.1 ypes and benefits of soil.**	use, importance, microorganisms, humus, support	Textbook pages:161 - 171 (10 points for each objective)	Classification tests: Matching pictures of places with various types of soil with their most suitable soil types.	**Understand** Students should be in position to intergrate the knowledge gothered from soil characteristics into uses .	
8 The sun	16	The Sun **Activities:** **8.1 Energy From The Sun**	fusion, solar flare, orbit, shine, bright	Textbook pages: 173 - 175 workbook pages: 75 (10 points for objective score)	Identification and recognition tests: Identifying the types of energy produces by the sun from a list of other types of energy.	**Remember** Students should be in position to recall that most of the heat and light energy used by humans, plants and animals is from the sun.	7:Sc7.1:1 Search for and discuss the importance of the sun.
8 The sun	17	The importance of the sun **Activities:** **8.1.1 The Source of Energy for Living Things.** **8.1.2 The Benefits of Solar and Heat Energy fron The Sun**	evaporation, vapour, steam, condensation	Textbook pages: 174 - 181 (10 points for each objective)	Identification tests: Identifying from given lists, the various ways how plants and animals get energy from thhe sun.	**Remember** Students should be in position to explain how humans, plants and animals get energy from the sun.	

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6, 7 and 8 Review for final exam	18	Review For Final Exam **Activities:** **Review Of Units, 6, 7 And 8**	units, 6, 7 and 8 vocabulary, outline, encercle, space, instraction, answersheet, question	N/A	N/A	N/A	
6, 7 and 8 Final exam	19	Final Exam **Activities:** **Students Do Final Exam**	N/A	Final examination paper 30 points	N/A	N/A	
	20	**Activities:**					