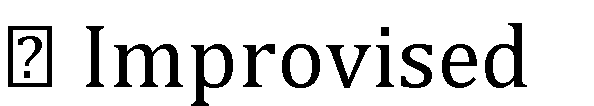
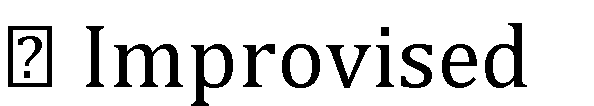
SCIENCE AND TECHNOLOGY ACTIVITIES.

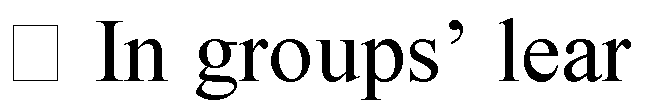
GRADE FIVE SCHEMES OF WORK

Term 1 2021

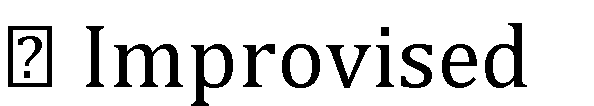


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| **Wk** | **Lsn** | **Strand/**  **Theme** | **Sub strand** | **Specific learning outcomes** | **Key inquiry**  **Questions** | **Learning experiences** | **Learning**  **Resources** | **Assessment**  **methods** | **Refl** |
| **1** | **1** | **LIVING THINGS** | **Plants:** Difference between flowering and Non-flowering plants | By the end of the sub strand the learner should be able to:   1. Differentiate between flowering and non- flowering plants 2. Identify flowering and non- flowering plants in the environment 3. develop interest in classifying plants | 1. What is the main difference between flowering plants and non-flowering plants? | Learners are guided to:  Collect green plants in their locality.  Learners are guided to  Take excursion to identify and classify flowering and non- flowering plants in their locality  Learners are guided to  digital devices such as camera phones and tablets to take photos of flowering and non-flowering plants in their locality | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **2** |  | **Plants:** classification of plants | By the end of the sub strand the learner should be able to:   1. Identify the two classification of plants 2. classify plants into flowering and nonflowering 3. develop interest in classifying plants | 1. What is the main difference between flowering plants and non-flowering plants? | Learners are guided to  Collect green plants in their locality.  Learners are guided to  excursion to identify and classify flowering and non- flowering plants in their locality    digital devices such as camera phones and tablets to take photos of flowering and non-flowering plants in their locality | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **3** |  | **Plants:**  classification of plants | By the end of the sub strand the learner should be able to:   1. identify the two classification of plants 2. Classify plants into flowering and non- flowering plants 3. develop interest in   classifying plants | What is the main difference between flowering plants and non-flowering plants | Learners are guided to:  Collect green plants in their locality.  Learners are guided to:  excursion to identify and classify flowering and non- flowering plants in their locality    digital devices such as | Convectional laboratory resources and improvised resources from the environment | a) question and answer method,  b) class quizzes  c) individual  performance  assessment and  d) project work |

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|  |  |  |  |  |  | camera phones and tablets to take photos of flowering and non-flowering plants in their  locality |  |  |  |
|  | **4** |  | **Plants:** safety when handling harmful plants | By the end of the sub strand the learner should be able to:   1. classify plants into flowering and non- flowering plants 2. Demonstrate precautions taken when handling harmful plants in the environment. 3. develop interest in classifying plants | 1. What is the main difference between flowering plants and non-flowering plants? | Learners are guided to:  digital devices such as camera phones and tablets to take photos of flowering and non-flowering plants in their locality  Learners are guided to:  Discuss the precautions taken when handling harmful plants. | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes |  |
|  |  |  |  | c) individual |
|  |  |  |  | performance |
|  |  |  |  | assessment and |
|  |  |  |  | d) project work |
| **2** | **1** |  | **Plants:** safety when handling harmful plants | By the end of the sub strand the learner should be able to:   1. classify plants into flowering and non- flowering plants 2. Demonstrate precautions taken when handling harmful plants in the environment. 3. develop interest in classifying plants | 1. What is the main difference between flowering plants and non-flowering plants? | Learners are guided to:  digital devices such as camera phones and tablets to take photos of flowering and non-flowering plants in their locality  Learners are guided to:  Discuss the precautions taken when handling harmful plants. | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes |  |
|  |  |  |  |  | c) individual |
|  |  |  |  |  | performance |
|  |  |  |  |  | assessment and |
|  |  |  |  |  | d) project work |
|  | **2** |  | **Plants:** Importance of flowering plants | By the end of the sub strand the learner should be able to:   1. Specify the importance of flowering plants. 2. Draw and colour flowering plants 3. develop interest in classifying plants | 1. What is the main difference between flowering plants and non-flowering plants? | Learners are guided to:  Collect Gr een plants in their locality.  Learners are guided to:  excursion to identify and classify flowering and non- flowering plants in their locality  Learners are guided to:  digital devices such as camera phones and tablets to take photos of flowering and non-flowering plants in their locality  Learners are guided to:  Discuss t h e Importance of flowering plant. | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work 5. questions and answer methods |  |

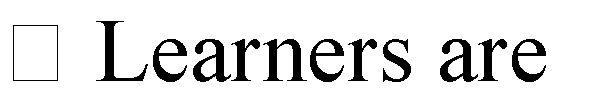


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|  | 3 |  | **Plants:**  Importance of flowering plants | By the end of the sub strand the learner should be able to:   1. Specify the importance of flowering plants. 2. Draw and colour flowering plants 3. develop interest in classifying plants | 1, What is the main difference between  Flowering plants and non-flowering plants? | Learners are guided to:  Collect green plants in their locality.  Learners are guided to:  excursion to identify and classify flowering and non- flowering plants in their locality  Learners are guided to:  digital devices such as camera phones and tablets to take photos of flowering and non-flowering plants in their locality  Learners are guided to:  Discuss the importance of flowering plant. | Convectional laboratory resources and improvised resources from the environment | a) question and  answer method,   1. class quizzes 2. individual performance assessment and 3. project work |  |
|  | **4** |  | **Plants:** classification of plants | By the end of the sub strand the learner should be able to:   1. Use digital devices to observe flowering and non- flowering plants 2. Draw and colour flowering plants 3. develop interest in classifying plants | 1. What is the main difference between flowering plants and non-flowering plants? | Learners are guided to:  Collect green plants in their locality.  Learners are guided to:  excursion to identify and classify flowering and non- flowering plants in their locality  Learners are guided to:  digital devices such as camera phones and tablets to take photos of flowering and non-flowering plants in their locality | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
| **3** | **1** |  | **Fungi :** Define  the term fungi | By the end of the sub strand, the learner should be able to:   1. Define the term fungi 2. Identify fungi in their locality 3. Develop curiosity in explaining the meaning of fungi | 1. What is the economic importance of fungi? | Learners are guided to:  Collect fungi such as bread moulds, puffballs, yeast and mushroom.  Learners are guided to:  Search for more examples of fungi using digital devices.  ***Hint***  ***-Avoid handling toadstools- Scientific names and process of making food not required*** | Convectional laboratory resources and improvised resources from the environment | a) question and  answer method,  class quizzes  individual performance assessment and project work |  |
|  |  |  |  | By the end of the sub strand, the learner should be able to:   1. identify fungi in their locality 2. state the importance of fungi to human beings 3. appreciate the economic importance of fungi in the environment |  | Learners are guided to:  discuss the economic importance of moulds(yeast and mushroom)  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process of making food not required*** |  |  |  |
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|  | **2** | **Fungi :** Identifying fungi | 1. What is the economic importance of fungi? | Convectional laboratory resources and improvised resources from the environment | a) question and  answer method, class quizzes individual performance assessment and project work |
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|  | **3** |  | **Fungi :** Identifying  fungi | By the end of the sub strand, the learner should be able to:   1. identify fungi in their locality 2. state the importance of fungi to human beings 3. appreciate the economic   importance of fungi in the environment | 1. What is the economic importance of fungi? | Learners are guided to:  discuss the economic importance of moulds(yeast and mushroom)  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process of making food not required*** | | | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **4** |  | **Fungi :** Safety when handling  fungi | By the end of the sub strand, the learner should be able to:   1. State the precautions to take when handling fungi. 2. Observe safety when handling fungi 3. appreciate the economic importance of fungi in the   environment | 1. What is the economic importance of fungi? | Learners are guided to:  Discuss precaution to take when handling fungi such as bread moulds  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process of making food not required*** | | | Convectional laboratory resources and | a) question and answer  method, |  |
|  |  |  |  | b) class quizzes |
|  |  |  |  | c) individual |
|  |  |  |  | performance |
|  |  |  | improvised resources from the environment | assessment and |
|  |  |  |  | d) project work |
| **4** | **1** |  | **Fungi :** Safety  when handling fungi | By the end of the sub strand, the learner should be able to:   1. State the precautions to take when handling fungi. 2. Observe safety when handling fungi 3. appreciate the economic importance of fungi in the environment | 1. What is the economic importance of fungi? | Learners are guided to:  Discuss precaution to take when handling fungi such as bread moulds  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process of making food not required*** | | | Convectional laboratory resources | a) question and  answer method, |  |
|  |  |  |  |  | b) class quizzes |
|  |  |  |  | And improvised resources from | c) individual |
|  |  |  |  | Environment | performance |
|  |  |  |  |  | assessment and |
|  |  |  |  |  | d) project work |
|  | **2** |  | **Fungi** | By the end of the sub strand,  the learner should be able to:   1. Observe fungi using digital devices 2. Mention some fungi that we should avoid handling 3. appreciate the economic importance of fungi in the environment | 1. What is the  Economic importance of fungi? | Learners are guided to:  Search for more examples of fungi using digital devices.  Discuss precaution to take when handling fungi such as bread moulds  Learners are guided to:  Discuss the economic importance of moulds(yeast and mushroom)  ***Hint***  ***-Avoid handling toadstools***  ***- Scientific names and process of making food not required*** | | | Convectional laboratory resources and | a) question and  answer method, |  |
|  |  |  |  | b) class quizzes |
|  |  |  | Improvised resources | c) individual |
|  |  |  |  | performance |
|  |  |  | From the | assessment and |
|  |  |  | environment | d) project work |
|  | **3** |  | **Animals:** | By the end of the sub strand the  learner should be able to: | 1. What differentiates  Mammals from birds? |  |  |  | Convectional lab. resources | a) question and  answer |  |
| The school and neighborhood | | |





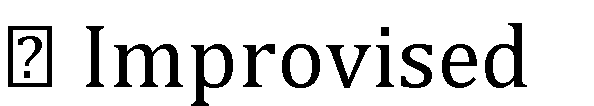
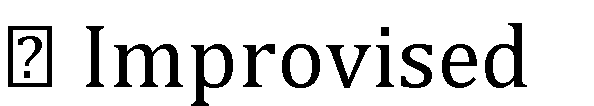
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|  |  |  | **Vertebrates :** Meaning of vertebrates | 1. Explain what a vertebrate in the group of animals is. 2. Identify vertebrates in the immediate environment 3. develop interest in characteristics of vertebrates in their locality | 2. What are the differences between mammals and reptiles? | to observe and identify different vertebrates | | | | improvised resources from the environment | method,   1. class quizzes 2. individual performance assessment and 3. project work |  |
|  | **4** |  | **Animals: Vertebrates (10)** | By the end of the sub strand the learner should be able to:   1. group vertebrates into mammals, birds, reptiles fish and amphibians 2. identify the animals in the various groups of vertebrates 3. develop interest in characteristics of   vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | In group learners to exporer  the school and neighborhood to observe and identify different vertebrates | | | | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance |  |
|  |  |  |  | | | |  | assessment and |
|  |  |  |  | | | |  | d) project work |
| **5** | **1** |  | **Animals: Vertebrates** Mammals | By the end of the sub strand the learner should be able to:   1. group vertebrates into mammals, birds, reptiles fish and amphibians 2. Identify major characteristics of each group of vertebrates. 3. develop interest in   characteristics of vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | Learners are guided to:  major characteristics of mammals. | |  |  | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance |  |
|  |  |  |  |  | assessment and |
|  |  |  |  |  | d) project work |
|  | **2** |  | **Animals: Vertebrates** Birds | By the end of the sub strand the learner should be able to:   1. group vertebrates into mammals, birds, reptiles fish and amphibians 2. Identify major characteristics of each group of vertebrates. 3. develop interest in characteristics of vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | In groups learners to:  Discuss major characteristics of birds | | | | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance |  |
|  |  |  |  | | | |  | assessment and |
|  |  |  |  | | | |  | d) project work |
|  | **3** |  | **Animals: Vertebrates** Fish | By the end of the sub strand the learner should be able to: | 1. What differentiates mammals from birds? 2. What are the differences between |  |  | |  | Convectional laboratory resources and improvised | 1. question and answer method, 2. class quizzes |  |
| Major characteristics of fish.  Use digital devices to learn  More about vertebrates. | | | |

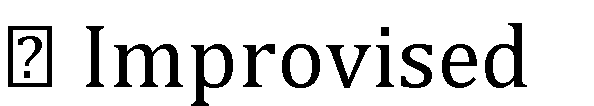
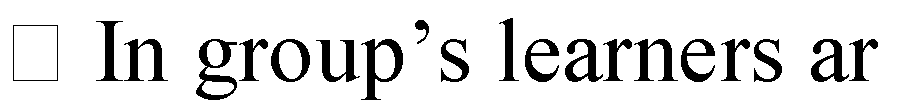
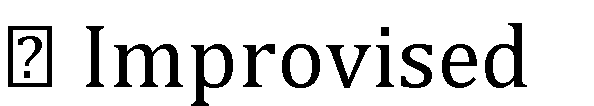


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|  |  |  |  | 1. group vertebrates into mammals, birds, reptiles fish and amphibians 2. Identify major characteristics of each group of vertebrates. 3. develop interest in   characteristics of vertebrates in their locality | mammals and reptiles? |  | | | | resources from the environment | 1. individual performance assessment and 2. project work |  |
|  | **4** |  | **Animals: Vertebrates** Reptiles | By the end of the sub strand the learner should be able to:   1. group vertebrates into mammals, birds, reptiles fish and amphibians 2. Identify major characteristics of each group of vertebrates. 3. develop interest in characteristics of vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | In groups learners to:  Discuss major characteristics of reptiles | | | | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance |  |
|  |  |  |  | | | |  | assessment and |
|  |  |  |  | | | |  | d) project work |
| **6** | **1** |  | **Animals: Vertebrates** Amphibians | By the end of the sub strand the learner should be able to:   1. group vertebrates into mammals, birds, reptiles fish and amphibians 2. Identify major characteristics of each group of vertebrates. 3. develop interest in characteristics of vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | In groups learners to:  Discuss major characteristics of amphibians | |  |  | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance |  |
|  |  |  |  |  | assessment and |
|  |  |  |  |  | d) project work |
|  | **2** |  | **Animals:** | By the end of the sub strand the learner should be able to:   1. Identify major characteristics of each group of vertebrates. 2. State the precautions necessary when handling animals in the locality 3. develop interest in characteristics of   vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? |  | | | | Convectional laboratory resources and improvised resources from the environment | a) question and |  |
| **Vertebrates** Safety when  handling animals | precaution when handling  different animals in their locality | | | |  | answer method,  b) class quizzes |
|  |  |  | | | |  | c) individual |
|  |  |  | | | |  | performance |
|  |  |  | | | |  | assessment and |
|  |  |  | | | |  | d) project work |
|  | **3** |  | **Animals:**  **Vertebrates** | By the end of the sub strand the  learner should be able to: | 1. What differentiates  mammals from birds? |  |  | |  |  | a) question and  answer |  |
| precaution when handling | | | |

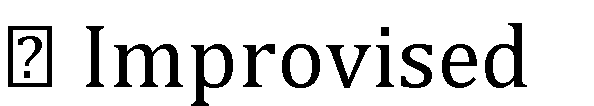
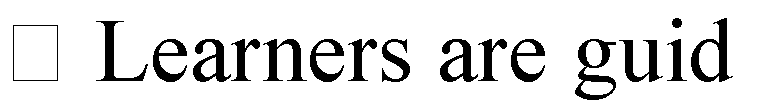


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|  |  |  | Making a portfolio | 1. Make a portfolio on the different classes of vertebrates 2. Observe safety when handling materials 3. develop interest in characteristics of   vertebrates in their locality | 2. What are the differences between mammals and reptiles? | different animals in their locality  ***Project 1:making a photo album of categories of different***  ***animals different animals in the locality*** | Convectional laboratory resources and improvised resources from the environment | method,   1. class quizzes 2. individual performance assessment and 3. project work |  |
|  | **4** |  | **Animals: Vertebrates** Making a portfolio | By the end of the sub strand the learner should be able to:   1. Make a portfolio on the different classes of vertebrates 2. Observe safety when handling materials 3. develop interest in characteristics of   vertebrates in their locality | 1. What differentiates mammals from birds? 2. What are the differences between mammals and reptiles? | observe and identify different vertebrates  ***Project 1:making a photo album of categories of different***  ***animals different animals in the locality*** | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
| **7** | **1** |  | **Human Body:** sense organs | By the end of the sub strand the learner should be able to:   1. Identify the various sense organs in a human being. 2. Draw and colour the various sense organs 3. Appreciate the importance of sense organs | 1. What role do sense organs play in human beings? 2. Why is it important to care for the body sense organs? | guided to identify sense organs in their bodies (Nose, ears, eyes, skin and tongue).  **NB: Details of internal structure not required.** | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance |  |
|  |  |  |  |  |  | assessment and |
|  |  |  |  |  |  | d) project work |
|  | **2** |  | **Human Body:** functions of sense organs | By the end of the sub strand the learner should be able to:   1. State the functions of the various sense organs 2. Watch a video clip on the functions of sense organs 3. Appreciate the importance of sense organs | 1. What role do sense organs play in human beings? 2. Why is it important to care for the body sense organs? | **NB: Details of internal structure not required.**  Learners are guided to watch a video to showing functions of sense organs.  . | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance |  |
|  |  |  |  | assessment and |
|  |  |  |  | d) project work |
|  | **3** |  | **Human Body:** functions of sense organs | By the end of the sub strand the learner should be able to:   1. Identify and fill crosswords on sense organs 2. Explain functions of sense organs in a human being. 3. Demonstrate the care of the various sense organs. | 1. What role do sense organs play in human beings? 2. Why is it important to care for the body sense organs? | **NB: Details of internal structure not required.**  Learners are guided to fill crosswords on sense organs. | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance |  |
|  |  |  |  | assessment and |
|  |  |  |  | d) project work |





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|  | **4** |  | **Human Body:** Observing sense organs using a hand lenses | By the end of the sub strand the learner should be able to:   1. Observe the sense organs using a hands lens and record their observation 2. Explain functions of sense organs in a human being. 3. Appreciate the importance of sense organs | 1. What role do sense organs play in human beings? 2. Why is it important to care for the body sense organs? | **NB: Details of internal structure not required.**  Learners in groups observe the skin, nose and ears using the hand lens. Learners record their findings and explain observations. | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
| **8** | **1** |  | **Human Body:** Care for sense organs | By the end of the sub strand the learner should be able to:   1. Identify the various sense organs in a human being. 2. State ways of caring for the various sense organs 3. Demonstrate the care of the various sense organs. | 1. What role do sense organs play in human beings? 2. Why is it important to care for the body sense organs? | **NB: Details of internal structure not required**.  Learners in groups guided to discuss how to care for their sensory organs. | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance |  |
|  |  |  |  |  | assessment and |
|  |  |  |  |  | d) project work |
|  | **2** |  | **Human Body:** Care for sense organs | By the end of the sub strand the learner should be able to:   1. Identify the various sense organs in a human being. 2. State ways of caring for the various sense organs 3. Demonstrate the care of the various sense organs. | 1. What role do sense organs play in human beings? 2. Why is it important to care for the body sense organs? | **NB: Details of internal structure not required.**  Learners in groups guided to discuss how to care for their sensory organs. | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance |  |
|  |  |  |  | assessment and |
|  |  |  |  | d) project work |
|  | **3** |  | **Skeleton and**  **Muscles** Observing parts | By the end of the sub strand the learner should be able to:   1. Watch a video clip and observe the parts of a human skeleton 2. Draw and colour the human skeleton 3. Appreciate the importance of the human skeleton | 1. What is the main function of the human skeleton? | Leaners are guided to watch a video to observe the parts of human skeleton (Skull, backbone, ribcage, limb bones). **NB: Detailed structure not required** | Convectional laboratory resources and improvised resources from the environment | a) question and  answer method, |  |
|  | of a human |  |  | b) class quizzes |
|  | skeleton |  |  | c) individual |
|  |  |  |  | performance |
|  |  |  |  | assessment and |
|  |  |  |  | d) project work |
|  | **4** |  | **Skeleton and Muscles**  Parts of a human | By the end of the sub strand the learner should be able to:   1. State the parts of human skeleton. 2. Model a human skeleton 3. Appreciate the importance of the human skeleton | 1. What is the main function of the human skeleton? | **NB: Detailed structure not required**  Learners are guided to discuss parts of a human skeleton | Convectional laboratory resources and | a) question and  answer method, |  |
|  | skeleton |  | Improvised resources | b) class quizzes |
|  |  |  | From the | c) individual |
|  |  |  |  | performance |
|  |  |  | environment | assessment and |
|  |  |  |  | d) project work |



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| **9** | **1** |  | **Skeleton and Muscles**  Parts of a human skeleton | By the end of the sub strand the learner should be able to:   1. State the parts of human skeleton. 2. Model a human skeleton 3. Appreciate the importance of the human skeleton | 1. What is the main function of the human skeleton? | **NB: Detailed structure not required**  Leaners are guided to discuss parts of a human skeleton | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **2** |  | **Skeleton and Muscles**  Types of muscles | By the end of the sub strand the learner should be able to:   1. State the different types of muscles 2. Watch a video clip on the different types of muscles 3. Appreciate the importance of muscles | 1. What is the main function of the human skeleton? | **NB: Detailed structure not required**  Learners are guided to discuss state the different types of muscles | Convectional laboratory resources and improvised resources from the environment | a) question and  answer method, |  |
|  |  |  |  | b) class quizzes |
|  |  |  |  | c) individual |
|  |  |  |  | performance |
|  |  |  |  | assessment and |
|  |  |  |  | d) project work |
|  | **3** |  | **Skeleton and Muscles** Functions of skeletal muscles | By the end of the sub strand the learner should be able to:   1. State the functions of skeletal muscle in a human being. 2. Watch a video clip on the functions of skeletal muscles 3. Develop curiosity in explaining the importance of skeletal muscles in   human beings | 1. What is the main function of the human skeleton? | Learners are guided to watch a video to observe the parts of human skeleton (Skull, backbone, ribcage, limb bones). **NB: Detailed structure not required**  Learners in groups discuss cuss the functions of skeletal muscles. | Convectional laboratory resources and improvised resources from the environment | 1. question and answer method, 2. class quizzes 3. individual performance assessment and 4. project work |  |
|  | **4** |  | **Skeleton and**  **Muscles** Functions of | By the end of the sub strand the learner should be able to:   1. State the functions of skeletal muscle in a human being. 2. Watch a video clip on the functions of skeletal muscles 3. Develop curiosity in explaining the importance of skeletal muscles in   human beings | 1. What is the main function of the human skeleton? | Learners are guided to watch a video to observe the parts of human skeleton (Skull, backbone, ribcage, limb bones). **NB: Detailed structure not required**  Learners discuss the functions of skeletal muscles. | Convectional laboratory resources and improvised resources from the environment | a) question and  answer method, |  |
|  | skeletal muscles |  |  | b) class quizzes |
|  |  |  |  | c) individual |
|  |  |  |  | performance |
|  |  |  |  | assessment and |
|  |  |  |  | d) project work |
| **10** | **ASSESMENT** | | | | | | | | |