DOYEN PUBLISHERS
SCHEMES OF WORK TERM II 2025
GRADE 6 SCIENCE AND TECHNOLOGY

Wk	LSN	Strand	Sub-strand	Specific learning outcomes	Learning experiences	Key inquiry question(s)	Learning resources	Assessment methods	Refl
1	1	**Matter**	Change of state - meaning	By the end of the lesson, the learner should be able to: a. State the meaning of change of stage of matter b. Observe pictures of change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● brainstorm the meaning of change of state of matter,	How is change Of state of matter important in day-to-day life?	Test tube holders, conical flask, gas lighter, water, iodine, candle wax, zinc oxide, test tubes, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science g7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	2		Chage of state - melting	By the end of the lesson, the learner should be able to: a. Identify the changes of state when substances are heated or cooled, b. Demonstrate melting as a change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● carry out activities to demonstrate change of state of matter (melting) collaboratively, note: observe safety while heating substances to avoid fires and burns, ● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	

	3		Chage of state - evaporation	By the end of the lesson, the learner should be able to: a. Identify the changes of state when substances are heated or cooled, b. Demonstrate evaporation as a change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● carry out activities to demonstrate change of state of matter (evaporation) collaboratively, note: observe safety while heating substances to avoid fires and burns, ● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	4		Chage of state - sublimation	By the end of the lesson, the learner should be able to: a. Identify the changes of state when substances are heated or cooled b. Demonstrate sublimation as a change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● carry out activities to demonstrate change of state of matter (sublimation) collaboratively, note: observe safety while heating substances to avoid fires and burns, ● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
2	**1**		Chage of state - condensation	By the end of the lesson, the learner should be able to: a. Identify the changes of state when substances are heated or cooled, b. Demonstrate condensation as a change of state of matter.	The learner is guided to: ● carry out activities to demonstrate change of state of matter (condensation) collaboratively, note: observe safety while heating substances to avoid fires and burns,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire.	Observation oral question and answer rubrics checklist	

				c. Appreciate the applications of change of state in day-to-day life.	● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled.		Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science g7 p.b pg.18-33		
	2		Chage of state - freezing	By the end of the lesson, the learner should be able to: a. Identify the changes of state when substances are heated or cooled, b. Demonstrate freezing as a change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● carry out activities to demonstrate change of state of matter (freezing) collaboratively, note: observe safety while heating substances to avoid fires and burns, ● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	3		Chage of state - deposition	By the end of the lesson, the learner should be able to: a. Identify the changes of state when substances are heated or cooled, b. Demonstrate deposition as a change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● carry out activities to demonstrate change of state of matter (deposition) collaboratively, note: observe safety while heating substances to avoid fires and burns, ● where possible use digital devices to access videos, observe and record what happens when matter is heated or cooled.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science	Observation oral question and answer rubrics checklist	

							G7 p.b pg.18-33		
	4		Application of change of state	By the end of the lesson, the learner should be able to: a. Describe the applications of the change of state of matter in everyday life, b. Demonstrate the applications of change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● discuss the applications of change of state of matter in everyday life,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
3	**1**		Application of change of state	By the end of the lesson, the learner should be able to: a. Describe the applications of the change of state of matter in everyday life, b. Demonstrate the applications of change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● discuss the applications of change of state of matter in everyday life,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science	Observation oral question and answer rubrics checklist	

							G7 p.b pg.18-33		
	2		Application of change of state	By the end of the lesson, the learner should be able to: a. Describe the applications of the change of state of matter in everyday life, b. Demonstrate the applications of change of state of matter. c. Appreciate the applications of change of state in day-to-day life.	The learner is guided to: ● discuss the applications of change of state of matter in everyday life,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science g7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	3		Making candles using waste wax	By the end of the lesson, the learner should be able to: a. Identify locally available materials for making a candle wax. b. Assemble locally available materials for making a candle wax c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to make candles using waste candle wax or beeswax,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26	Observation oral question and answer rubrics checklist	

							Spotlight integrated science g7 p.b pg.18-33		
	4		Making candles using waste wax	By the end of the lesson, the learner should be able to: a. Identify locally available materials for making a candle wax. b. Assemble locally available materials for making a candle wax c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to make candles using waste candle wax or beeswax,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
4	**1**		Making candles using waste wax	By the end of the lesson, the learner should be able to: a. Identify locally available materials for making a candle wax. b. Make a candle wax using locally available materials. c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to make candles using waste candle wax or beeswax,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	

	2		Making candles using waste wax	By the end of the lesson, the learner should be able to: a. Identify locally available materials for making a candle wax. b. Make a candle wax using locally available materials. c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to make candles using waste candle wax or beeswax,	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	3		Repairing broken plastic containers	By the end of the lesson, the learner should be able to: a. Identify locally available materials for repairing broken containers. b. Assemble locally available materials for repairing broken plastic containers. c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to repair broken plastic containers.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	4		Repairing broken plastic containers	By the end of the lesson, the learner should be able to: a. Identify locally available materials for repairing broken containers. b. Assemble locally available materials for repairing broken plastic containers.	**Project:** ● learners to repair broken plastic containers.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire.	Observation oral question and answer rubrics checklist	

				c. Appreciate the applications of change of state in day-to-day life.			Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33		
5	**1**		Repairing broken plastic containers	By the end of the lesson, the learner should be able to: a. Identify locally available materials for repairing broken plastic containers. b. Repair broken plastic containers. c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to repair broken plastic containers.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	
	2		Repairing broken plastic containers	By the end of the lesson, the learner should be able to: a. Identify locally available materials for repairing broken plastic containers. b. Repair broken plastic containers. c. Appreciate the applications of change of state in day-to-day life.	**Project:** ● learners to repair broken plastic containers.	How is change Of state of matter important in day-to-day life?	Water, iodine, candle wax, zinc oxide, test tubes, test tube holders, conical flask, gas lighter, bunsen burner, tripod stand, gauze wire. Spotlight integrated science g7 t.g pg. 19-26 Spotlight integrated science G7 p.b pg.18-33	Observation oral question and answer rubrics checklist	

	3	**Composition of air**	Components of the air	By the end of the lesson, the learner should be able to: a. Identify the components of air, b. Draw a pie chart showing percentage composition of components of air c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● brainstorm on air and its constituent, ● draw a pie chart showing percentage composition of components of air,	How does air pollution affects the environment?	Clear trough, water, marker pen, ruler, candle, plasticine, cork New planet scie & tech grd 6 tg pg. 94-96 new planet scie & tech grd 6 learners bk. Pg. 101-104	Observation written questions	
	4		Components of the air	By the end of the lesson, the learner should be able to: a. Identify the components of air, b. Draw a pie chart showing percentage composition of components of air c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● brainstorm on air and its constituent, ● draw a pie chart showing percentage composition of components of air,	How does air pollution affects the environment?	Clear trough, water, marker pen, ruler, candle, plasticine, cork New planet scie & tech grd 6 tg pg. 94-96 New planet scie & tech grd 6 learners bk. Pg. 101-104	Observation written questions	
6	**1**		Components of the air	By the end of the lesson, the learner should be able to: a. Identify the components of air b. Draw a pie chart showing percentage composition of components of air c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● brainstorm on air and its constituent, ● draw a pie chart showing percentage composition of components of air,	How does air pollution affects the environment?	Clear trough, water, marker pen, ruler, candle, plasticine, cork New planet scie & tech grd 6 tg pg. 94-96 New planet scie & tech grd 6 learners bk. Pg. 101-104	Observation written questions	

	2		Investigating presence of oxygen in the air	By the end of the lesson, the learner should be able to: a. Identify the components of air b. Investigate the presence of oxygen in air using burning candle. c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● carry out activity to investigate the presence of oxygen in air collaboratively (use a burning candle),	How does air pollution affects the environment?	Clear trough, water, marker pen, ruler, candle, plasticine, cork New planet scie & tech grd 6 tg pg. 96-98 new planet scie & tech grd 6 learners bk. Pg. 105-109	Observation written questions	
	3		Uses of components of the air	By the end of the lesson, the learner should be able to: a. Outline uses of the different components of air, b. Demonstrate the uses of different components of the air c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● discuss the uses of the different components of air,	How does air pollution affects the environment?	Clear trough, water, marker pen, ruler, candle, plasticine, cork New planet scie & tech grd 6 tg pg. 96-98 new planet scie & tech grd 6 learners bk. Pg. 105-109	Observation written questions	
	4		Uses of components of The air	By the end of the lesson, the learner should be able to: a. Outline uses of the different components of air, b. Demonstrate the uses of different components of the air c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● discuss the uses of the different components of air,	How does air pollution affects the environment?	Clear trough, water, marker pen, ruler, candle, plasticine, cork New planet scie & tech grd 6 tg pg. 96-98 new planet scie & tech grd 6 learners bk. Pg. 105-109	Observation written questions	

7	**1**		Uses of components of The air	By the end of the lesson, the learner should be able to: a. Outline uses of the different components of air, b. Demonstrate the uses of different components of the air c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● discuss the uses of the different components of air,	How does air pollution affects the environment?	Clear trough, water, marker pen, ruler, candle, plasticine, cork New planet scie & tech grd 6 tg pg. 96-98 New planet scie & tech grd 6 learners bk. Pg. 105-109	Observation written questions	
	2		Effects of air pollution	By the end of the lesson, the learner should be able to: a. Explain the meaning of air pollution b. Observe picture of various air pollutants. c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● Brainstorm on the meaning of air pollution, ● Explore the school and neighborhood to identify air pollutants,	How does air pollution affects the environment?	Dustbine gumboots, dusty classroom, digital devices science and technology learners bk 4 pg. 19-26	Oral Questions, assignments, project work	
	3		Effects of air pollution	By the end of the lesson, the learner should be able to: a. Explain the effects of air pollution in the environment, b. Observe the effects of air pollution using it devices. c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● Discuss the effects of air pollution to the environment, ● Where possible, use digital devices to observe the effects of air pollution. Note: observe safety precautions in air polluted environments (example: practice use of dust masks, goggles, overcoats).	How does air pollution affects the environment?	Dustbine gumboots, dusty classroom, digital devices science and technology learners bk 4 pg. 19-26	Oral Questions, assignments, project work	

	4		Effects of air pollution	By the end of the lesson, the learner should be able to: a. Explain the effects of air pollution in the environment, b. Observe the effects of air pollution using it devices. c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● Discuss the effects of air pollution to the environment, ● Where possible, use digital devices to observe the effects of air pollution. Note: observe safety precautions in air polluted environments (example: practice use of dust masks, goggles, overcoats).	How does air pollution affects the environment?	Dustbine gumboots, dusty classroom, digital devices science and technology learners bk 4 pg. 19-26	Oral Questions, assignments, project work	
8				**MID TERM BREAK**	**MID TERM BREAK**	**MID TERM BREAK**	**MID TERM BREAK**		
9	**1**		Methods of reducing air pollution	By the end of the lesson, the learner should be able to: a. Describe methods of reducing air pollution in the environment, b. Practice reducing air pollution through h various methods c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● identify and discuss methods of reducing air pollution in groups,	How does air pollution affects the environment?	Dustbine gumboots, dusty classroom, digital devices science and technology learners bk 4 pg. 26	Oral Questions, assignments, project work	
	2		Methods of reducing air pollution	By the end of the lesson, the learner should be able to: a. Describe methods of reducing air pollution in the environment, b. Practice reducing air pollution through h various methods c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● identify and discuss methods of reducing air pollution in groups,	How does air pollution affects the environment?	Dustbine gumboots, dusty classroom, digital devices science and technology learners bk 4 pg. 26	Oral Questions, assignments, project work	

	3		Methods of reducing air pollution	By the end of the lesson, the learner should be able to: a. Describe methods of reducing air pollution in the environment, b. Practice reducing air pollution through h various method c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: ● identify and discuss methods of reducing air pollution in groups,	How does air pollution affects the environment?	Dustbine gumboots, dusty classroom, digital devices science and technology learners bk 4 pg. 26	Oral Questions, assignments, project work	
	4		Making posters on common air pollutants	By the end of the lesson, the learner should be able to: a. Identify common air pollutants. b. Make posters on common air pollutants c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: **Project:** Learners are guided to make posters on common air pollutants, dangers of air pollution and ways of controlling air pollution.	How does air pollution affects the environment?	Dustbine gumboots, dusty classroom, digital devices science and technology learners bk 4 pg. 26	Oral Questions, assignments, project work	
10	**1**		Making posters on dangers of air pollution	By the end of the lesson, the learner should be able to: a. Identify common air pollutants. b. Make posters on dangers of air pollution c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: **Project:** Learners are guided to make posters on common air pollutants, dangers of air pollution and ways of controlling air pollution.	How does air pollution affects the environment?	Dustbine gumboots, dusty classroom, digital devices science and technology learners bk 4 pg. 26	Oral Questions, assignments, project work	
	2		Making posters on ways of controlling air pollution	By the end of the lesson, the learner should be able to: a. Identify common air pollutants. b. Make posters on ways of controlling air pollution. c. Appreciate the need for clean air in day-to-day life.	The learner is guided to: **Project:** Learners are guided to make posters on common air pollutants, dangers of air pollution and ways of controlling air pollution.	How does air pollution affects the environment?	Dustbine gumboots, dusty classroom, digital devices science and technology learners bk 4 pg. 26	Oral Questions, assignments, project work	

	3	**Force and energy**	Light-movement of light through transparent objects	By the end of the lesson, the learner should be able to: a. Describe transparent materials. b. Demonstrate the movement of light through transparent objects. c. Appreciate the importance of movement light in everyday life.	The learner is guided to: Carry out activities to show the movement on light through different materials (transparent), Use digital or print media to search for information on the movement of light through materials	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech grd 6 tg pg. 110-112 New planet scie & tech grd 6 learners bk. Pg. 126-128	Oral questioning, project, questionnaires, written questions	
	4		Movement of light through translucent objects	By the end of the lesson, the learner should be able to: a. Describe translucent materials. b. Demonstrate the movement of light through translucent objects. c. Appreciate the importance of movement light in everyday life.	The learner is guided to: Carry out activities to show the movement on light through different materials (translucent), Use digital or print media to search for information on the movement of light through materials	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech grd 6 tg pg. 110-112 New planet scie & tech grd 6 learners bk. Pg. 126-128	Oral questioning, project, questionnaires, written questions	
11	**1**		Movement of Light through opaque objects	By the end of the lesson, the learner should be able to: a. Describe opaque materials. b. Demonstrate the movement of light through opaque objects. c. Appreciate the importance of movement light in everyday life.	The learner is guided to: Carry out activities to show the movement on light through different materials (opaque), Use digital or print media to search for information on the movement of light through materials	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech grd 6 tg pg. 110-112 New planet scie & tech grd 6 learners bk. Pg. 126-128	Oral questioning, project, questionnaires, written questions	

	2		Ray diagrams of images in plane mirrors	By the end of the lesson, the learner should be able to: a. Explain how images are formed on plane mirrors. b. Draw ray diagrams of images formed on plane mirrors, c. Appreciate the importance of movement light in everyday life.	The learner is guided to: ● perform an experiment to show reflection of light on plane mirrors (laws of reflection),	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech grd 6 tg pg. 110-112 New planet scie & tech grd 6 learners bk. Pg. 126-128	Oral questioning, project, questionnaires, written questions	

	3		Ray diagrams of images in plane mirrors	By the end of the lesson, the learner should be able to: a. Explain how images are formed on plane mirrors. b. Draw ray diagrams of images formed on plane mirrors, c. Appreciate the importance of movement light in everyday life.	The learner is guided to: ● perform an experiment to show reflection of light on plane mirrors (laws of reflection),	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech grd 6 tg pg. 110-112 New planet scie & tech grd 6 learners bk. Pg. 126-128	Oral questioning , project, questionnaires , written questions	
	4		Ray diagrams of images in plane mirrors	By the end of the lesson, the learner should be able to: a. Explain how images are formed on plane mirrors. b. Draw ray diagrams of images formed on plane mirrors c. Appreciate the importance of movement light in everyday life.	The learner is guided to: ● perform an experiment to show reflection of light on plane mirrors (laws of reflection),	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech grd 6 tg pg. 110-112 New planet scie & tech grd 6 learners bk. Pg. 126-128	Oral questioning , project, questionnaires , written questions	
12	**1**		Formation of shadows.	By the end of the lesson, the learner should be able to: a. Describe how shadows are formed. b. Illustrate the formation of shadows in nature, c. Appreciate the importance of movement light in everyday life.	The learner is guided to: ● carry out activities to demonstrate and illustrate the formation of shadows.	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech grd 6 tg pg. 110-112 New planet scie & tech grd 6 learners bk. Pg. 126-128	Oral questioning , project, questionnaires , written questions	
	2		Formation of solar eclipse	By the end of the lesson, the learner should be able to: a. Describe how solar eclipse is formed. b. Illustrate the formation of solar eclipse.	The learner is guided to: ● carry out activities to demonstrate and illustrate the formation of (solar eclipses),	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech grd 6 tg pg. 110-112	Oral questioning , project, questionnaires , written questions	

				c. Appreciate the importance of movement light in everyday life.			New planet scie & tech grd 6 learners bk. Pg. 126-128		
	3		Formation of lunar eclipse	By the end of the lesson, the learner should be able to: a. Describe how lunar eclipse is formed. b. Illustrate the formation of lunar eclipse. c. Appreciate the importance of movement light in everyday life.	The learner is guided to: ● carry out activities to demonstrate and illustrate the formation of lunar eclipses),	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech grd 6 tg pg. 110-112 New planet scie & tech grd 6 learners bk. Pg. 126-128	Oral questioning , project, questionnaires , written questions	
	4		Reflection of light at plane surfaces	By the end of the lesson, the learner should be able to: a. State the law of reflection. b. Illustrate the reflection of light on plane mirrors c. Appreciate the importance of movement light in everyday life.	The learner is guided to: ● perform an experiment to show reflection of light on plane mirrors (laws of reflection),	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech Grd 6 tg pg. 110-112 new planet scie & tech grd 6 learners bk. Pg. 126-128	Oral questioning , project, questionnaires , written questions	
13	**1**		Reflection of light at plane surfaces	By the end of the lesson, the learner should be able to: a. State the law of reflection. b. Illustrate the reflection of light on plane mirrors c. Appreciate the importance of movement light in everyday life.	The learner is guided to: ● perform an experiment to show reflection of light on plane mirrors (laws of reflection),	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech Grd 6 tg pg. 110-112 new planet scie & tech grd 6 learners bk. Pg. 126-128	Oral questioning , project, questionnaires , written questions	

	2		Image formation in plane mirrors	By the end of the lesson, the learner should be able to: a. Discuss the characteristics of images formed on plane mirrors. b. Locate and illustrate images formed on plane mirrors. c. Appreciate the importance of movement light in everyday life.	The learner is guided to: ● locate and illustrate images formed on plane mirrors and discuss their characteristics,	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech Grd 6 tg pg. 110-112 New planet scie & tech grd 6 learners bk. Pg. 126-128	Oral questioning , project, questionnaires , written questions	
	3		Image formation in plane mirrors	By the end of the lesson, the learner should be able to: a. Discuss the characteristics of images formed on plane mirrors. b. Locate and illustrate images formed on plane mirrors. c. Appreciate the importance of movement light in everyday life.	The learner is guided to: ● locate and illustrate images formed on plane mirrors and discuss their characteristics,	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech Grd 6 tg pg. 110-112 New planet scie & tech grd 6 learners bk. Pg. 126-128	Oral questioning , project, questionnaires , written questions	
	4		Rainbow formation	By the end of the lesson, the learner should be able to: a. Describe the formation of rainbow in nature, b. Analyze the application of movement of light through different media. c. Appreciate the importance of movement light in everyday life.	The learner is guided to: ● discuss the applications of movement of light through different media (mirrors, periscope, kaleidoscope, lenses, magnifying glass, hand lens, mirage, rainbow).	How does light travel?	a flat mirror, geometrical set, digital device, a spoon, metallic New planet scie & tech grd 6 tg pg. 110-112 New planet scie & tech grd 6 learners bk. Pg. 126-128	Oral questioning , project, questionnaires , written questions	
14				**END TERM ASSESSMENT**					