

**Grade Four**  
**Everyday Home Science Schemes Of Work**

Term Two Year \_\_\_\_\_ School \_\_\_\_\_

Wk	Ln	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref
1	<b>REVISION OF PREVIOUS WORK DONE</b>								
2	1	<b>Healthy Living</b>	Fuels used at home-challenges faced when using fuel at home	By the end of the lesson the learner should be able to state challenges faced when using different types of fuel at home	What are the challenges you are likely to face when using different types of fuel at home?	<ul style="list-style-type: none"> <li>Learners watch a video clip or demonstration using different types of fuel at home</li> <li>In groups, learners discuss the challenges faced when using different types of fuel at home</li> </ul>	Charts, pictures, types of fuel Everyday Home science Grd. 4 learners Bk.44-45	<b>Oral observation</b> <b>QA</b> <b>Written exercise</b>	
	2		Fuels used at home-Keeping safe when using fuels	By the end of the lesson the learner should be able to Practise safety when using fuel at home	How do you ensure safety when using fuels at home?	<ul style="list-style-type: none"> <li>Learners role play safety precautions to be observed while using fuel at home</li> </ul>	Charts, pictures, types of fuel Everyday Home science Grd. 4 learners Bk.44-45	<b>Oral observation</b> <b>QA</b> <b>Written exercise</b>	
	3	<b>Consumer Education</b>	<b>Consumer awareness:</b> What is a shopping list?	By the end of the lesson the learner should be able to a. Describe a shopping list used when buying items b. Identify places where one can shop in the locality	What is a shopping list?	<ul style="list-style-type: none"> <li>Learners discuss a shopping list through brainstorming in groups.</li> <li>In pairs, learners discuss the importance of a shopping list to a consumer</li> </ul>	Picture, video clips, shopping list, Shopping venue Everyday Home science Grd. 4 learners Bk.50-51	<b>Oral observation</b> <b>QA</b> <b>Written exercise</b>	

3	1		Why a shopping list is important?	By the end of the lesson the learner should be able to a. state the importance of a shopping list to a consumer b. appreciate the use of a shopping list	Why do we make a shopping list?	<ul style="list-style-type: none"> <li>Learners discuss places where one can shop in the locality through sharing experiences, pictures, video clips and charts</li> <li>In groups, learners discuss steps to follow when making a shopping list in order of priority</li> </ul>	Picture, video clips, shopping list, Shopping venue Everyday Home science Grd. 4 learners Bk.51-52	Oral observation QA Written exercise	
	2		What are the steps of making a shopping list?	By the end of the lesson the learner should be able to a. outline the steps to follow when making a shopping list b. prepare a shopping list for use at home	What do you consider when making a shopping lists?	<ul style="list-style-type: none"> <li>Learners prepare a shopping list</li> <li>Learners role play buying items using a shopping list to shop</li> </ul>	Picture, video clips, shopping list, Shopping venue Everyday Home science Grd. 4 learners Bk 53-54	<b>Oral observation</b> <b>QA</b> <b>Written exercise</b>	
	3	<b>Foods And Nutrition</b>	<b>Choosing food:</b> What items do we buy from a general grocery?	By the end of the lesson the learner should be able to list foods bought from a general grocery	What do we buy from a general grocery?	<ul style="list-style-type: none"> <li>Learners discuss factors to consider when choosing food from a general grocery (type of packaging, information on the package, correct weight, freshness, expiry date, price)</li> <li>Learners will role play choosing foods from a general grocery</li> </ul>	Picture, video clips, packaging, realia Everyday Home science Grd. 4 learners Bk 56-57	Oral observation QA Written exercise	
4	1		What do we consider when choosing food from a general grocery?	By the end of the lesson the learner should be able to list factors to consider when choosing foods from a general grocery	What do you consider when choosing food from a general grocery?	<ul style="list-style-type: none"> <li>Learners discuss factors to consider when choosing food from a general grocery (type of packaging, information on the package, correct weight, freshness, expiry date, price)</li> <li>Learners will role play choosing foods from a general grocery</li> </ul>	Picture, video clips, packaging Everyday Home science Grd. 4 learners Bk 58-59	Oral observation QA Written exercise	

	2		Choosing food items from a general grocery	By the end of the lesson the learner should be able to choose foods from a general grocery in the locality	How do we choose food from a general grocery?	<ul style="list-style-type: none"> <li>Learners discuss factors to consider when choosing food from a general grocery (type of packaging, information on the package, correct weight, freshness, expiry date, price)</li> <li>Learners will role play choosing foods from a general grocery</li> </ul>	Picture, video clips, packaging Everyday Home science Grd. 4 learners Bk 60-61	Oral observation QA Written exercise	
	3		<b>Variety in the Diet:</b> What foods are available in our locality?	By the end of the sub strand, the learner should be able to: a) identify foods available in the locality b) state the functions of foods in the body	Which foods are available in our locality? What are the functions of food in our body?	<ul style="list-style-type: none"> <li>Learners identify food available in the locality through experience sharing, realia, pictures, charts, video clips</li> <li>In groups, learners discuss classification of food according to their functions using pictures, charts, realia, video clips (body building, energy giving and protective foods)</li> </ul>	Pictures, charts, video clips, different foods. Everyday Home science Grd. 4 learners Bk 62-63	Oral observation QA Written exercise	
5	1		How do we classify foods?	By the end of the lesson the learner should be able to classify foods into groups according to their functions	How do we classify foods according to their functions in the body?	<ul style="list-style-type: none"> <li>Learners can use shop corner or digital devices to classify food</li> <li>Learners brainstorm on the meaning of variety in the diet.</li> </ul>	Pictures, charts, video clips, different foods. Everyday Home science Grd. 4 learners Bk 63-65	Oral observation QA Written exercise	
	2		<b>What is variety in the diet?</b>	By the end of the lesson the learner should be able to a. explain the importance of a variety of foods in the diet for healthy living b. Select food to make a healthy meal c. Appreciate the importance of eating a variety of foods	What is variety in the diet?  What is a healthy meal?	<ul style="list-style-type: none"> <li>Discuss eating different types of foods to get different types of nutrients in the body</li> <li>In groups, learners select foods to make a healthy diet using realia, charts, pictures or computing devices</li> <li>In pairs, learners role play on selecting foods to make a healthy diet using realia, charts, pictures or computing devices</li> </ul>	Pictures, charts, video clips, different foods. Everyday Home science Grd. 4 learners Bk 65-66	Oral observation QA Written exercise	

	3		<b>Preservation of Milk:</b> What are the sources of milk in our locality?	By the end of the sub strand, the learner should be able to: a) identify sources of milk in the locality b) state the importance of milk in the body	What are the sources of milk in our locality? What is the purpose of milk in the body?	<ul style="list-style-type: none"> <li>In groups, learners brainstorm on the sources of milk in their locality (milk packets in shops, milk vendors, farmers) and the importance of milk in the body.</li> <li>Learners will identify sources of milk in the locality using pictures, charts, video clips</li> </ul>	Milk plant, realia, pictures, charts, video clips Everyday Home science Grd. 4 learners Bk 67-68	Oral observation QA Written exercise	
6	1		Why do we preserve milk?	By the end of the lesson the learner should be able to state the reasons for preserving milk	Why do we preserve milk?	<ul style="list-style-type: none"> <li>In groups, learners will discuss the importance of preserving milk</li> <li>In groups, learners will discuss methods of preserving milk in the locality (boiling, fermenting, home cooler, refrigeration, processing)</li> </ul>	Milk plant, realia, pictures, charts, video clips Everyday Home science Grd. 4 learners Bk 69-70	Oral observation QA Written exercise	
	2		How do we preserve milk	By the end of the lesson the learner should be able to explain the methods of preserving milk in the locality	Which methods do we use to preserve milk?	<ul style="list-style-type: none"> <li>Learners to watch a demonstration or video clip on methods of preserving milk</li> <li>Learners use different methods to preserve milk</li> </ul>	Milk plant, realia, pictures, charts, video clips Home science Grd. 4 learners Bk 71-72	Oral observation QA Written exercise	
	3		<b>Fragile Kitchen Utensils:</b> What are the uses if the various kitchen utensils?	By the end of the lesson the learner should be able to state the uses of kitchen utensils at home	what are the uses of various kitchen utensils at home?	<ul style="list-style-type: none"> <li>In groups, learners discuss the uses of various kitchen utensils at home (cooking, serving and eating)</li> </ul>	Picture, video clips, charts, materials for cleaning Everyday Home science Grd. 4 learners Bk 75-76	Oral observation QA Written exercise	
7	<b>HALF TERM</b>								

8	1		What kitchen utensils are fragile?	By the end of the lesson the learner should be able to identify kitchen utensils that are fragile	Which are the fragile utensils used at home?	<ul style="list-style-type: none"> <li>Learners identify fragile kitchen utensils used at home using realia, pictures, video clips, charts, sharing experiences (glass, thermo flask, earthen ware, ceramic, gourd)</li> </ul>	Picture, video clips, charts, materials for cleaning Everyday Home science Grd. 4 learners Bk 76-77	Oral observation QA Written exercise	
	2		Which materials do we use to clean fragile kitchen utensils?	By the end of the lesson the learner should be able to identify materials used to clean fragile kitchen utensils	Which materials do you use to clean fragile kitchen utensils?	<ul style="list-style-type: none"> <li>Learners identify fragile kitchen utensils used at home using realia, pictures, video clips, charts, sharing experiences (glass, thermo flask, earthen ware, ceramic, gourd)</li> </ul>	Picture, video clips, charts, materials for cleaning Everyday Home science Grd. 4 learners Bk 78-79	Oral observation QA Written exercise	
	3		How do we clean, dry and store glasses and thermos flasks?	By the end of the lesson the learner should be able to a. Clean, dry and store a glass b. Clean, dry and store a thermos flask	How do you clean, dry and store glasses?  How do you clean, dry and store thermo flasks?	<ul style="list-style-type: none"> <li>In groups, learners identify materials used for cleaning fragile kitchen utensils at home from realia, charts, pictures and video clips</li> <li>Learners watch a demonstration from the teacher or video clips on cleaning, drying and storing fragile kitchen utensils</li> </ul>	Picture, video clips, charts, materials for cleaning Everyday Home science Grd. 4 learners Bk 79-81	Oral observation QA Written exercise	
9	1		How do we clean, dry and store earthen and ceramic utensils?	By the end of the lesson the learner should be able to a. Clean, dry and store earthen utensils b. Clean, dry and store ceramic utensils	How do you clean, dry and store earthen utensils?  How do you clean, dry and store ceramic utensils?	<ul style="list-style-type: none"> <li>In groups, learners identify materials used for cleaning fragile kitchen utensils at home from realia, charts, pictures and video clips</li> <li>Learners watch a demonstration from the teacher or video clips on cleaning, drying and storing fragile kitchen utensils</li> </ul>	Picture, video clips, charts, materials for cleaning Everyday Home science Grd. 4 learners Bk 81-82	Oral observation QA Written exercise	

	2		How do we clean, dry and store a gourd?	By the end of the lesson the learner should be able to clean, dry and store a gourd	How do you clean, dry and store a gourd?	<ul style="list-style-type: none"> <li>Learners clean, dry and store fragile kitchen utensils used at home</li> <li>Learners observe precautions when cleaning fragile kitchen utensils (cleaning, drying and storage)</li> </ul>	Picture, video clips, charts, materials for cleaning Everyday Home science Grd. 4 learners Bk 83-84	Oral observation QA Written exercise	
	3		<b>Cooking food:</b> Why do we cook food?	By the end of the lesson the learner should be able to state reasons for cooking food	Why do we cook food?	<ul style="list-style-type: none"> <li>Learners brainstorm on reasons for cooking food</li> <li>In groups, learners discuss food hygiene practices to observe when cooking food using pictures, charts, video clips and sharing experiences</li> </ul>	Kitchen equipment and materials, fuels, assorted food items, charts Everyday Home science Grd. 4 learners Bk 85	Oral observation QA Written exercise	
10	1		What hygienic practices should we observe when cooking food?	By the end of the lesson the learners should be able to explain food hygiene practices to observe when cooking food	What hygienic practices should be observed when cooking food?	<ul style="list-style-type: none"> <li>Learners brainstorm on reasons for cooking food</li> <li>In groups, learners discuss food hygiene practices to observe when cooking food using pictures, charts, video clips and sharing experiences</li> </ul>	Kitchen equipment and materials, fuels, assorted food items, charts Everyday Home science Grd. 4 learners Bk 86-87	Oral observation QA Written exercise	
	2		<b>Observing safety when cooking</b>	By the end of the lesson the learner should be able to state safety precautions to observe when cooking food	which are the safety precautions to observe when cooking food?	<ul style="list-style-type: none"> <li>Learners brainstorm on reasons for cooking food</li> <li>In groups, learners discuss food hygiene practices to observe when cooking food using pictures, charts, video clips and sharing experiences</li> </ul>	Kitchen equipment and materials, fuels, assorted food items, charts Everyday Home science Grd. 4	Oral observation QA Written exercise	

							learners Bk 88-89		
	3		What are the methods of cooking food?	By the end of the lesson the learner should be able to explain the methods of cooking food	Which are the methods used when cooking food?	<ul style="list-style-type: none"> <li>Learners brainstorm on reasons for cooking food</li> <li>In groups, learners discuss food hygiene practices to observe when cooking food using pictures, charts, video clips and sharing experiences</li> </ul>	Kitchen equipment and materials, fuels, assorted food items, charts Everyday Home science Grd. 4 learners Bk 89-90	Oral observation QA Written exercise	
1 1	1		How do we boil food?	By the end of the lesson the learner should be able to a. Explain boiling as a method of cooking b. Cook an egg by boiling it	How do we cook food by boiling?	<ul style="list-style-type: none"> <li>Learners watch a video clip or demonstration on safety precautions to observe when cooking food</li> <li>In groups, learners discuss safety precautions to be observed during cooking</li> </ul>	Kitchen equipment and materials, fuels, assorted food items, charts Everyday Home science Grd. 4 learners Bk 90-91	Oral observation QA Written exercise	
	2		<b>How to boil Irish Potatoes</b>	By the end of the lesson the learner should be able to a. Explain boiling as a method of cooking b. Cook Irish potatoes by boiling	How do we cook food by boiling?	<ul style="list-style-type: none"> <li>Learners watch a video clip or demonstration on methods of cooking food (boiling, shallow frying)</li> <li>In groups, learners cook food using different methods (boiling, shallow frying)</li> </ul>	Kitchen equipment and materials, fuels, assorted food items, charts Everyday Home science Grd. 4 learners Bk 92-93	Oral observation QA Written exercise	
	3		<b>Shallowing fry food</b>	By the end of the lesson the learner should be able to a. Explain shallow frying as a method of cooking	How do we cook food by shallow frying?	<ul style="list-style-type: none"> <li>Learners watch a video clip or demonstration on methods of cooking food (boiling, shallow frying)</li> <li>In groups, learners cook food using different methods (boiling, shallow frying)</li> </ul>	Kitchen equipment and materials, fuels, assorted	Oral observation QA	

				b. Cook food by shallow frying				Written exercise	
							food items, charts Everyday Home science Grd. 4 learners Bk 93-95	Oral observation QA Written exercise	
1 2	1	<b>CLOTHING</b>	<b>Needlework tools:</b> Tools used for needlework	By the end of the lesson the learner should be able to identify various tools used in needlework	Which tools do you use in needlework?	<ul style="list-style-type: none"> <li>Learner identifies various tools used in needlework from pictures, charts, realia,</li> </ul>	Needle, Scissors, Tape measure, ruler, pins, thimble Everyday Home science Grd. 4 learners Bk 97-98	Oral observation QA Written exercise	
	2		<b>Using a ruler in needle work</b>	By the end of the lesson the learner should be able to use a ruler in basic needlework	How do you use a ruler in needlework?	<ul style="list-style-type: none"> <li>Learners will watch a demonstration on use of basic needlework tools</li> </ul>	Needle, Scissors, Tape measure, ruler, pins, thimble Everyday Home science Grd. 4 learners Bk 99	Oral observation QA Written exercise	
	3		<b>Using a tape measure in needle work</b>	By the end of the lesson the learner should be able to use a tape measure in basic needlework	How do you use a tape measure in needlework?	<ul style="list-style-type: none"> <li>In pairs, learners practice using basic needlework tools</li> </ul>	Needle, Scissors, Tape measure, ruler, pins, thimble Everyday Home science Grd. 4	Oral observation QA Written exercise	



							learners Bk 100-101		
13	1		<b>Using a needle and a thimble in needlework</b>	By the end of the lesson the learner should be able to a. Use a needle and a thimble in basic needlework b. Practise safety while using a needle and a thimble	How do you use a needle and a thimble in needlework?  What safety measures do you observe when using a needle and a thimble?	<ul style="list-style-type: none"> <li>In pairs, learners practice using basic needlework tools</li> </ul>	Needle, Scissors, Tape measure, ruler, pins, thimble Everyday Home science Grd. 4 learners Bk 101-103	Oral observation QA Written exercise	
	2		<b>Using a pair of scissors and pins in needlework</b>	By the end of the lesson the learner should be able to a. Use a pair of scissors and pins in basic needlework b. Practise safety while using a pair of scissors and pins in needlework	How do you use a pair of scissors and pins in needlework?  What safety measures do you observe when using a pair of scissors and pins in needlework?	<ul style="list-style-type: none"> <li>Learners practice safety while using the needlework tools</li> <li>Learner store needlework tools appropriately</li> </ul>	Needle, scissors, Tape measure, ruler, pins, thimble Everyday Home science Grd. 4 learners Bk 103-105	Oral observation QA Written exercise	
	3		<b>How we should store needlework tools</b>	By the end of the lesson the learner should be able to store needlework tools appropriately for safety	How should we store needlework tool?	<ul style="list-style-type: none"> <li>Learners practice safety while using the needlework tools</li> <li>Learner store needlework tools appropriately</li> </ul>	Needle, scissors, Tape measure, ruler, pins, thimble Everyday Home science Grd. 4 learners Bk 106-107	Oral observation QA Written exercise	
14	1		<b>Stitches:</b> Identifying stitches on clothes and	By the end of the lesson the learner should be able to identify stitches used on	What are stitches?	<ul style="list-style-type: none"> <li>Learner identifies stitches on clothes (tacking and sewing stitches)</li> </ul>	Resource person, needle, piece	Oral observation QA	

			household article	clothes and household articles			of cloth, ruler, sewing thread. Everyday Home science Grd. 4 learners Bk 108	Written exercise	
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2	<b>ASSESSMENT/CLOSING</b>								
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