

HOME SCIENCE FORM 1 SCHEMES OF WORK – TERM 1

WEEK	LESSON	TOPIC/SUB TOPIC	OBJECTIVES	TEACHING AID	TEACHING ACTIVITY	REFERENCE	REMARKS
4	1-4	REPORTING	AND ORIENTATION				
5	1-2	Introduction to Home science <ul style="list-style-type: none"> • -Definition • -Importance 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Define home science • Explain the importance of home science to: <ul style="list-style-type: none"> ○ An individual ○ Community ○ Nation 	<ul style="list-style-type: none"> • Charts • Books • Writing materials 	<ul style="list-style-type: none"> • Teacher-pupil discussion • -Note taking 	KLB F1 page 1	
	3-4	Personal hygiene <ul style="list-style-type: none"> • definition • good grooming • care of the body • the skin. 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Define personal hygiene • Explain good grooming • Draw and label the structure of the human skin • Explain the functions of different parts of the skin 	<ul style="list-style-type: none"> • Charts • Books • Writing materials 	<ul style="list-style-type: none"> • Identification using chart • Discussions • Note taking 	KLB F1 pg 6	
6	1-2	Care of different parts of the body <ul style="list-style-type: none"> • face • hands and nails • eyes • feet 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Explain the care of hair, face, hands and nails, feet and eyes. 	<ul style="list-style-type: none"> • Books • Writing materials 	<ul style="list-style-type: none"> • Teacher/pupil discussion • note taking 	KLB F1 pg 10	
	3-4	Care of the teeth <ul style="list-style-type: none"> • structure of the tooth • care of the teeth 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • draw and label the structure of the tooth • state dental rules 	Chart on structure <ul style="list-style-type: none"> • books • writing materials 	<ul style="list-style-type: none"> • Demonstrations • Teacher pupil discussions • -note taking • -drawing 	KLB F1 pg 13	
7	1-2	Enhancing personal appearance <ul style="list-style-type: none"> • care of personal items <ul style="list-style-type: none"> ○ handkerchiefs 	State ways of enhancing personal appearance <ul style="list-style-type: none"> • -Explain the care of handkerchiefs, towels, combs and hair brushes 	Assorted items <ul style="list-style-type: none"> • books • writing materials 	<ul style="list-style-type: none"> • -Note taking • -demonstrations 	KLB F1 pg 16	

		<ul style="list-style-type: none"> ○ combs and hair brushes ○ towels 					
	3-4	<p>Figure types</p> <ul style="list-style-type: none"> ● care of shoes ○ leather ○ canvas ○ care of clothes 	<p>Explain the care of clothes and shoes</p> <ul style="list-style-type: none"> ● Identify figure types 	<ul style="list-style-type: none"> ● Pictures ● books 	<ul style="list-style-type: none"> ● Discussion ● -Note taking 	KLB BK 1 pg 20	
8	1-2	<p>Choice and use of clothes and accessories</p> <ul style="list-style-type: none"> ● factors to note 	<p>By the end of the lesson learners should be able to</p> <ul style="list-style-type: none"> ● State factors in choice of clothes and accessories ● Identify own figure type- 	<ul style="list-style-type: none"> ● Learners pair up and identify partner's figure type 	<ul style="list-style-type: none"> ● Other learners ● pictures 	H/science F1 KLB pg19	
	3-4	<p>Cosmetics</p> <ul style="list-style-type: none"> ● types ● choice ● use ● misuse 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> ● Identify various types and examples of cosmetics ● Explain choice and use and misuse of cosmetics 	<ul style="list-style-type: none"> ● Identification of assorted cosmetics ● discussions 	<ul style="list-style-type: none"> ● Assorted cosmetics ● books 	H/science F1 by KLB pg 23	
9	1-2	<p>Adolescence</p> <ul style="list-style-type: none"> ● changes in adolescence ○ physical changes in boys and girls 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> ○ State changes that occur to boys and girls during adolescence 	<ul style="list-style-type: none"> ● Group discussions 	<ul style="list-style-type: none"> ● Books ● chalks ● B.B 	H/science F1 pg 24	
	3-4	<p>Emotional changes</p> <ul style="list-style-type: none"> ● social changes ● Safety in the home and first aid ● common accidents ● common causes of accidents 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> ● identify common accidents in the home ● State common causes of accidents 	<ul style="list-style-type: none"> ● Teacher-pupil discussions 	<ul style="list-style-type: none"> ● Text books ● Chalk board ● -B.B 	H/science by EAEP pg 26	
10	1-2	<p>First aid</p> <ul style="list-style-type: none"> ● definition ● contents of a first aid kit and 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> ● Define first aid ● Assemble a first aid kit 	<ul style="list-style-type: none"> ● Assembling of a first aid kit 	<ul style="list-style-type: none"> ● Contents of a first aid kit ● -empty box 	H/science by EAEP pg 26	

		their uses					
	3-4	Common accidents, their first aid prevention. <ul style="list-style-type: none"> • burns and scalds • cuts and bruises • suffocation 	Explain the cause, prevention and first aid for: <ul style="list-style-type: none"> • Burns and scalds • Cuts and bruises • Suffocation 	<ul style="list-style-type: none"> • Demonstrations • Group practical 	<ul style="list-style-type: none"> • First aid kit 	H/science KLB PG 28	
11	1-2 3-4	<ul style="list-style-type: none"> • choking • fracture • shock • fainting 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • state causes, prevention and first aid for choking, fractures, shock and fainting 	<ul style="list-style-type: none"> • Demonstration • practice in groups • -discussions 	<ul style="list-style-type: none"> • First aid box • books 	H/science pg 30	
12	1-2	Foreign bodies in the eyes, ears and nose	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Explain first aid for entry of foreign bodies into the eye, ear and nose. 	<ul style="list-style-type: none"> • Discussions • practice in groups 	<ul style="list-style-type: none"> • First aid box 	Focus on H/science pg 35	
	3-4	<ul style="list-style-type: none"> • Nose bleeding • drowning • insect sting and bites 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Explain first aid and prevention of nose bleeding, drowning insect stings and bites 	<ul style="list-style-type: none"> • Practice in groups • discussions 	<ul style="list-style-type: none"> • First aid box 	Focus F2 pg 37	
13	1-2	Medicine <ul style="list-style-type: none"> • use • misuse 	By the end off the lesson, the learner should be able to <ul style="list-style-type: none"> • explain the correct way to use medicine • explain ways in which medicine is misused and abused. 	<ul style="list-style-type: none"> • Teacher-pupil discussion 	<ul style="list-style-type: none"> • Assorted medicine and drugs • -text books 	KLB pg 50-51	
	3-4	<ul style="list-style-type: none"> • Housing the family • Types of houses • essential areas and their placement • methods of providing shelter • -actors to 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> • Name types of houses • explain the essential areas in a house • state factors to consider 	<ul style="list-style-type: none"> • Practical identification in the compound/vicinity • discussions 	<ul style="list-style-type: none"> • Pictures • compound and environs • books 	Focus H/science pg 59	

		consider					
14	1-2 3-4	<ul style="list-style-type: none"> Bonding advantages disadvantages room interrelationship buying renting 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> State advantages and disadvantages of renting, building and buying shelter. explain room inter relationship in a house 	<ul style="list-style-type: none"> Discussion study examples of house plans draw house plans 	<ul style="list-style-type: none"> Pictures, text books, chalk, B.B 	Focus on H/science pg 55	
EXAMINATIONS AND REVISION							

HOME SCIENCE FORM 1 SCHEMES OF WORK – TERM 1							
WK	LESSON	TOPIC/SUBTOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	TEACHING AID	REFERENC(S)	REMARK
1	1-4	Reporting and revision of holiday assignment					
2	1-2	<ul style="list-style-type: none"> Housing the family Common types of houses Modern house plans/designs 	<p>By the end of the lesson the learner should be able to:</p> <ul style="list-style-type: none"> Identify common types of houses State the advantages and disadvantages of modern house designs. 	<ul style="list-style-type: none"> Teacher- pupil discussions Identifications 	<ul style="list-style-type: none"> School compound & surroundings Books 	KLB Form 1 pg 52-59	
	3&4	<ul style="list-style-type: none"> Essential areas and their placement in the house 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Identify essential areas in a house Explain the placement of essential areas in a house 	<ul style="list-style-type: none"> Teacher-Pupil discussions 	<ul style="list-style-type: none"> Books Chalk Board pictures 	KLB Form 1 pg 59-64	
3	1	<ul style="list-style-type: none"> Methods of providing family shelter factors to put 	<ul style="list-style-type: none"> State general factors to consider when providing family shelter State factors to consider when building State advantages & disadvantages of 	<ul style="list-style-type: none"> study of house plans drawing of plans Group discussions 	<ul style="list-style-type: none"> Books pictures Chalk Board 	KLB Form 1 Pg 65-67	

	2&3	<ul style="list-style-type: none"> in mind specific methods building 	<ul style="list-style-type: none"> building explain room interrelationship 	& presentations				
	4	<ul style="list-style-type: none"> Buying of houses Renting 	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> State factors to consider when buying/renting a house State the advantages & disadvantages of buying/renting 	<ul style="list-style-type: none"> Teacher –pupil discussions Group discussions Presentations 	<ul style="list-style-type: none"> Books Chalk Board 	Focus on H/Science Form 1 KLB Form 1 Pg 67-69		
4	1-4	<ul style="list-style-type: none"> Care of the Home Classification of dirt Basic cleaning equipment & materials 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Classify dirt State factors to consider in choice and cover of cleaning equipment & materials 	<ul style="list-style-type: none"> Group Discussions & presentations Teacher- pupil discussions 	<ul style="list-style-type: none"> Assorted cleaning equipment & materials 	KLB Form 1 H/Science Pg 80-82		
5	1	<ul style="list-style-type: none"> Improvising cleaning equipment & materials 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Improvising various cleaning equipment & materials 	<ul style="list-style-type: none"> Practical improvising of equipment & materials Discussions 	<ul style="list-style-type: none"> Assorted equipment Raw materials Books 	KLB Form 1 H/Science Pg 80-82		
	2&3	<p>Reasons for cleaning a house</p> <p>Methods of removing dirt surfaces</p> <ul style="list-style-type: none"> Sweeping Dusting 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> State reasons for cleaning a house Identify methods of removing dirt Explain sweeping and dusting 	<ul style="list-style-type: none"> Teacher-pupil discussion Demonstration 	<ul style="list-style-type: none"> Brooms Dusters/ Clothes Books 	KLB Form 1 Pg 83-85		
6	4							
	1-4	<ul style="list-style-type: none"> Suction Scrubbing Wiping Cleaning different rooms in the house Writing of methods 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> Explain suction, scrubbing and wiping Write down the methods of cleaning different rooms 	<ul style="list-style-type: none"> Teacher- pupil discussions Note taking 	<ul style="list-style-type: none"> Books Chalk Board 	KLB Form 1 Pg 85-105		
7	1-4	Practical cleaning of various rooms						

Daily and weekly cleaning using the various rooms in the school compound							
MID TERM BREAK							
8	1	<ul style="list-style-type: none"> Kitchen equipment Classification General points to consider in choice Large equipment 	<ul style="list-style-type: none"> Classify kitchen equipment State general points to consider in choice of equipment Explain the care and use of large equipment 	<ul style="list-style-type: none"> Teacher – pupil discussions -Identification 	<ul style="list-style-type: none"> Assorted large kitchen equipment 	H/Science KLB form I pg 106-112	
	2&3	<ul style="list-style-type: none"> Small kitchen equipment General points to consider when buying small equipment Choice, use and care 	<ul style="list-style-type: none"> State points in choice of small kitchen equipment Choice, use and care for various small equipment 	<ul style="list-style-type: none"> Identification Teacher- pupil discussions 	<ul style="list-style-type: none"> Assorted small kitchen equipment and tools 	H/Science KLB form I pg 113	
9	1-2	<ul style="list-style-type: none"> Time and labour saving kitchen equipment -Choice, use and care 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> State the choice, use and care of kitchen equipment (labour saving) 	<ul style="list-style-type: none"> Teacher-pupil discussions Identification 	<ul style="list-style-type: none"> Assorted labour saving equipment 	KLB form I pg 125-127	
	3&4	Kitchen equipment made from <ul style="list-style-type: none"> -Plastic 	<ul style="list-style-type: none"> Identify types of plastics Care and clean plastic equipment 	<ul style="list-style-type: none"> Identification Discussions 	<ul style="list-style-type: none"> Assorted plastic equipment 	KLB form I pg 127-128	
10	1	Common metals used to make kitchen equipment <ul style="list-style-type: none"> Stainless steel Aluminum Iron Enamel 	<ul style="list-style-type: none"> Identify equipment made from stainless steel, aluminum and iron State points in care and cleaning of stainless steel, aluminum and iron 	<ul style="list-style-type: none"> Identification Discussions 	<ul style="list-style-type: none"> Assorted kitchen equipment 	KLB form I pg 129-131	
	2&3						

	4	<ul style="list-style-type: none"> Wood 	<ul style="list-style-type: none"> Identify equipment made from enamel and wood Mention various ways of finishing wooden equipment Care for wooden equipment 	<ul style="list-style-type: none"> Identifications Teacher – pupil discussions 	<ul style="list-style-type: none"> Assorted kitchen equipment 	KLB form I pg 131-136		
11	1 2&3 4	<ul style="list-style-type: none"> Glass Earthenware / ceramics Calabashes / gourds Practical cleaning of equipment 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Explain the use, care and cleaning of glass, earthenware and calabashes Glass Ceramics 	<ul style="list-style-type: none"> Identification Teacher- pupil discussions Demonstration and cleaning in groups 	<ul style="list-style-type: none"> KLB form I pg 136-139 	Assorted equipment Books Assorted cleaning equipment		
12 13	1-4 1-4	<ul style="list-style-type: none"> Safety precautions and rules when handling kitchen equipment -Improvising kitchen equipment 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> State rules and precautions to observe when handling kitchen equipment Improvise kitchen equipment and tools 	<ul style="list-style-type: none"> Teacher-pupil discussions Demonstrations and practice Identification of available improvised equipment practical improvisation of equipment(making) 	<ul style="list-style-type: none"> Assorted kitchen equipment ant tools Books Assorted equipment and materials 	KLB form I pg 140 -142		
14	1-3	REVISION OF TERMS WORK AND HOLIDAY ASSIGNMENT END TERM						

HOME SCIENCE FORM 1 SCHEMES OF WORK – TERM 3

WEEK	LESSON	TOPIC/SUB TOPIC	OBJECTIVES	LEARNING TEACHING / ACTIVITIES	TEACHING AID	REF	REMARKS
1	1-4	REPORTNG and revision of the holiday assignment					
2	1	<ul style="list-style-type: none"> Sewing equipment and tools Classification 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Identify equipment Classify sewing tools 	<ul style="list-style-type: none"> Identification Teacher-pupil discussions 	<ul style="list-style-type: none"> Assorted sewing equipment ant tools 	H/scie fm I by EAEP pg 113	
	2-3	<ul style="list-style-type: none"> Choice use and care of small equipment 	<ul style="list-style-type: none"> State the choice, use and care of small equipment and tools 	<ul style="list-style-type: none"> Teacher-pupil discussions 	<ul style="list-style-type: none"> Assorted small equipment Books 	KLB fm 1 pg 183	
	4	Large sewing equipment <ul style="list-style-type: none"> Sewing machine Parts of a sewing machine 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Draw and label the parts of a sewing machine 	<ul style="list-style-type: none"> Identification Drawing Demonstration 	<ul style="list-style-type: none"> -Sewing machine -Other large equipment 	H/sc by EAEP pg 118 KLB fm 1 H/scie	
3	1	Use of a sewing machine	<ul style="list-style-type: none"> Wind and thread a sewing machine 	<ul style="list-style-type: none"> Demonstration Practice in groups 	<ul style="list-style-type: none"> Sewing machines Threads and needles 	KLB fm 1 pg 193-195	
	2-3		By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Stitch using a sewing machine 	<ul style="list-style-type: none"> -Practice the use of a sewing machine 	<ul style="list-style-type: none"> Sewing machine Fabrics 	KLB fm 1 H/scie pg 192	
	4	Faults in use of a sewing machine	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> State causes of problems and their remedies 	<ul style="list-style-type: none"> Teacher-pupil discussion 	<ul style="list-style-type: none"> Charts Books 	H/scie KLB fm1 pg 196	
4	1-2	Stitches -Classification	By the end of the lesson the learner should be able to;	<ul style="list-style-type: none"> -Identification Discussions 	<ul style="list-style-type: none"> Samples Books 	H/scie by EAEP pg 124	

			<ul style="list-style-type: none"> Classify stitches Name different stitches 				
	3-4	Stitches <ul style="list-style-type: none"> Working of different stitches Temporary 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Work temporarily stitches 	<ul style="list-style-type: none"> Demonstration Working of samples 	<ul style="list-style-type: none"> Fabrics Sewing threads and needles 	H/scie by EAEP pg 124	
5	1	Working of temporary stitches	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Work assorted stitches 	<ul style="list-style-type: none"> Demonstration Working of samples 	<ul style="list-style-type: none"> Fabrics Needles Threads 	H/scie KLB pg 200	
	2-4	Stitches <ul style="list-style-type: none"> Working of different stitches Permanent stitches 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Work permanent stitches 	<ul style="list-style-type: none"> Demonstration Working of samples 	<ul style="list-style-type: none"> Fabrics Sewing threads and needles 	H/scie by EAEP pg 126	
6	1-3	Stitches <ul style="list-style-type: none"> -Working of different stitches -Embroidery stitches 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> -Work embroidery stitches 	<ul style="list-style-type: none"> -Demonstration -Working of samples 	<ul style="list-style-type: none"> -Fabrics -Sewing threads and needles 	H/scie by EAEP pg 127	
	4	Mid term break					
7	1	Mid term break					
	2-3	Environmental hygiene <ul style="list-style-type: none"> Disposal of house hold refuse Drainage Free open 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Define environmental hygiene Explain proper disposal of house hold refuse Explain free and open drainage 	<ul style="list-style-type: none"> Discussions Observation/identification 	<ul style="list-style-type: none"> School compound Books Chalk Board 	KLB fm 2 pg 1-4	
	4	Drainage <ul style="list-style-type: none"> Concealed drains Disposal of 	<ul style="list-style-type: none"> Explain concealed drains State advantages and disadvantages of concealed drains 	<ul style="list-style-type: none"> Discussions Note taking 	<ul style="list-style-type: none"> Books Chalk Board 	KLB fm 2 pg 4-9	

		sewage					
8	1	Sanitation <ul style="list-style-type: none"> • Definition • Causes of poor sanitation • Dangers of poor sanitation 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • Define sanitation • State causes and dangers of poor sanitation 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Note taking 	<ul style="list-style-type: none"> • Books • Chalk • Board 	KLB fm 2 pg 9-11	
	2-3	Common communicable diseases and typhoid, malaria, cholera, dysentery	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • -State causes, symptoms and management of each disease 	<ul style="list-style-type: none"> • Group discussions and presentations • Note taking 	<ul style="list-style-type: none"> • Note books • Writing materials • -ext books 	KLB H/scie pg 11-15	
9	1	<ul style="list-style-type: none"> • T.B • Scabies • Bilharzia 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • State causes, symptoms and management of each disease 	<ul style="list-style-type: none"> • Group discussions and presentations • Note taking 	<ul style="list-style-type: none"> • Note books • Writing materials • Text books 	KLB H/scie pg 11-15	
	2-3	Worm infestation	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • State causes, symptoms and management of each disease 	<ul style="list-style-type: none"> • Group discussions and presentations • Note taking 	<ul style="list-style-type: none"> • Note books • Writing materials • Text books 	KLB fm 1 pg 17	
	4	Food nutrients <ul style="list-style-type: none"> • Definition • Terms • Classification of nutrients 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • Define terms related to food nutrients • Classify nutrients 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Note taking 	<ul style="list-style-type: none"> • Charts • Books 	Focus on H/scie pg 65	
10	1	<ul style="list-style-type: none"> • Carbohydrates 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • State functions and classes of CHO's 	<ul style="list-style-type: none"> • Teacher-pupil discussions -Note taking 	<ul style="list-style-type: none"> • Charts • Books • Assorted foods 	KLB fm 2 pg 112	
	2-3	<ul style="list-style-type: none"> • Lipids • Proteins • Water 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • State functions of each nutrient • Identify food sources of lipids, water and proteins 	<ul style="list-style-type: none"> • Teacher-pupil discussions 	<ul style="list-style-type: none"> • Pictures • Charts • Books • Food sources 	Focus on H/scie fm 2 pg 67	
	4	Micro-nutrients Vitamins – B complex					
11	1-2	Micro-nutrients	By the end of the lesson the learner should be	<ul style="list-style-type: none"> • Identification of 	<ul style="list-style-type: none"> • Pictures 	Focus on	

		<ul style="list-style-type: none"> • Vitamins • B complex • Vitamin C 	<p>able to;</p> <ul style="list-style-type: none"> • Identify water soluble vitamins • State functions of vitamin D and C • Identify food sources of vitamin B and C 	<p>food sources</p> <ul style="list-style-type: none"> • Discussions 	<ul style="list-style-type: none"> • Charts • Books • Board 	H/scie pg 71		
	3-4	<ul style="list-style-type: none"> • Vitamins A, D, E and K 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> • State sources of each vitamin • State functions of each of the vitamins 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Identification of food sources • Note taking 	<ul style="list-style-type: none"> • Pictures • Charts • Books • Food sources 	Focus on H/scie pg 74		
12	1-4	<p>Minerals</p> <ul style="list-style-type: none"> • Calcium • Phosphorous • Iron • Iodine • Fluorine • Sodium • Potassium 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> • Identify source of minerals • State functions of minerals 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Note taking 	<ul style="list-style-type: none"> • Pictures • Charts • Books • Board 	Focus on H/scie fm 2 pg 75		
13	1-4	REVISION OF TERMS WORK AND END OF TERM						

WEEK	LESSON	TOPIC/ SUB-TOPIC	OBJECTIVES	LEARNING ACTIVITIES	TEACHING AID	REFERENCE	REMARKS
1	REPORTING & ISSUING OF TEXTBOOKS						
2	1-2	Use of a sewing machine <ul style="list-style-type: none"> threading winding the bobbin 	By the end of the lesson the learner should be able to wind a bobbin and thread the machine.	<ul style="list-style-type: none"> Learners practice threading and winding in groups teacher demonstration 	<ul style="list-style-type: none"> Sewing machines threads bobbins and cases 	Focus H/science F1	
	3-4	Environmental Hygiene <ul style="list-style-type: none"> Disposal of house hold refuse Drainage 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Define environmental hygiene, drainage. classify refuse and give suitable methods of disposal identify types of drainage 	<ul style="list-style-type: none"> Physical identification discussions 	<ul style="list-style-type: none"> Compound books 	Focus H/science f 2 pg 1-5	
3	1-2	Sanitation <ul style="list-style-type: none"> definition causes of poor sanitation dangers of poor sanitation C.C diseases <ul style="list-style-type: none"> typhoid cholera 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Define sanitation, identify causes of poor sanitation, explain dangers of poor sanitation, state signs and symptoms 	<ul style="list-style-type: none"> Teacher-pupil discussions 	<ul style="list-style-type: none"> Text books chalk BB 	Focus H/science F2 pg 5-7	
	3-4	Common communicable diseases <ul style="list-style-type: none"> Dysentery -Malaria -Bilharzias -Scabies 	By the end of the lesson, the learner should be able to state signs and symptoms of dysentery, malaria, bilharzias and scabies	<ul style="list-style-type: none"> Teacher-pupil discussion 	<ul style="list-style-type: none"> Books chalk B.B 	Focus F2 pg 8-10	
4	1-2	<ul style="list-style-type: none"> Ringworms Tuberculosis Worm infestation 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> State signs and symptoms of ringworms, T.B, and worm infestation Identify types of worms that infest in humans 	<ul style="list-style-type: none"> Teacher-pupil discussion 	<ul style="list-style-type: none"> Charts Pictures Books 	Focus F2 pg 10 H/science by EAEP F2	
	3-4	Laundry equipment	By the end of the lesson the learner should be	<ul style="list-style-type: none"> Physical 	<ul style="list-style-type: none"> Assorted laundry 	Focus	

		<ul style="list-style-type: none"> types of laundry equipment 	able to <ul style="list-style-type: none"> Identify varieties of laundry equipment 	identification of equipment	equipment	H/science	
5	1-2	Choice, use and care of different laundry equipment <ul style="list-style-type: none"> washing equipment 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Choose, use and care for washing equipment. 	<ul style="list-style-type: none"> Teacher-pupil discussion note taking 	<ul style="list-style-type: none"> Text books chalk B.B note books 	Focus F2 H/science pg 14	
	3-4	Choice and care of drying equipment <ul style="list-style-type: none"> clothesline pegs hangers 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Choose, use and care for clotheslines, pegs and hangers 	<ul style="list-style-type: none"> Teacher-pupil discussion note taking 	<ul style="list-style-type: none"> Text books chalk B.B note books 	Focus form 2 Pg 16-17	
6	1-2	Choice, use and care of finishing equipment	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Choose, use and care for finishing equipment 	<ul style="list-style-type: none"> Teacher-pupil discussion note taking 	<ul style="list-style-type: none"> Text books chalk B.B note books 	Focus form 2 H/SCIENCE pg 17-22	
	3-4	Detergents and laundry agents <ul style="list-style-type: none"> definition soaps 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Define detergents name types of soaps 	<ul style="list-style-type: none"> Teacher-pupil discussion identification of examples 	<ul style="list-style-type: none"> Assorted soaps -books 	Focus form 2 pg 23-24	
7	1-2	Soap less detergents-synthetic detergents <ul style="list-style-type: none"> hard and soft water 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> The learner should be able to describe soap less detergents, state properties of hard and soft water 	<ul style="list-style-type: none"> Teacher –pupil discussion 	<ul style="list-style-type: none"> Books B.B Chalk 	Focus form 2 pg 24-26	
	3-4	Other laundry agents <ul style="list-style-type: none"> bleaches starch blue conditioner salt 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Name types of bleaches state reasons for using starch, conditioner, salt and bleaches. 	<ul style="list-style-type: none"> Teacher-pupil discussion identification 	<ul style="list-style-type: none"> Assorted laundry agents 	Focus form 2 pg 26-27	
8	1-2 3-4	Laundry processes <ul style="list-style-type: none"> repair of clothes and house hold articles 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Explain various laundry processes Repair clothes and house hold articles 	<ul style="list-style-type: none"> Teacher-pupil discussion practical repair of clothes and house hold articles 	<ul style="list-style-type: none"> Fabric/garments Sewing Equipment and tools Books 	Focus form 2 pg 33-40	
9	1-2	Laundering different	By the end of the lesson, the learner should be	<ul style="list-style-type: none"> Teacher-pupil 	<ul style="list-style-type: none"> Text books 	Focus F2 Pg	

		fabrics <ul style="list-style-type: none"> cotton and linen [fast and loosely coloured] Woolens Silks Nylons Acrylics Polyester 	able to <ul style="list-style-type: none"> Explain the difference in handling fast coloured and loosely coloured cottons 	discussions <ul style="list-style-type: none"> Note taking 	<ul style="list-style-type: none"> Note books 	42-46	
	3-4	General rules for ironing <ul style="list-style-type: none"> general rules for pressing care labels 	State rules for ironing and pressing <ul style="list-style-type: none"> Explain care labels 	<ul style="list-style-type: none"> Teacher-pupil discussion 	<ul style="list-style-type: none"> Pictures books 	Focus F2 pg 46-50	
10	1-2	Special treatment in laundry work	State factors to consider while removing stains <ul style="list-style-type: none"> define stain removal and disinfection state materials for disinfection 	<ul style="list-style-type: none"> Teacher-pupil discussion 	<ul style="list-style-type: none"> Text books B.B Chalk 	Focus form 2 pg 51-53	
	3-4	Fixing colour <ul style="list-style-type: none"> starching bluing valing dry cleaning sponging fabric conditioning 	By the end of the lesson, the learner should be able to prepare starch, identify types of starch, <ul style="list-style-type: none"> explain valing, dry cleaning, sponging and fixing of colour. 	<ul style="list-style-type: none"> Teacher-pupil discussion 	<ul style="list-style-type: none"> Books Chalk B.B 	FOCUS FORM 2 pg 53-55	
11 & 12	1-4	Practical <ul style="list-style-type: none"> cottons Woolens nylons acrylics 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Laundering and treat different fabrics correctly 	<ul style="list-style-type: none"> Special treatment 			
13	1-4	Storage of clothes and household articles	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Identify storage facilities -explain methods of storing clothes 	<ul style="list-style-type: none"> Practical hanging folding teacher-pupil discussion 	<ul style="list-style-type: none"> Clothes, hangers, assorted facilities 	KLB F2 pg 103	
14	1-4	REVISION OF TERM'S WORK					

HOME SCIENCE FORM 2 SCHEMES OF WORK – TERM 2

WEEK	LESSON	TOPIC/SUB TOPIC	OBJECTIVES	TEACHING AID	TEACHING ACTIVITY	REFERENCE	REMARKS
1	3&4	Laundry process. Repair of clothes & house hold articles. <ul style="list-style-type: none"> • Importance. • Factors that determine the repair method. 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • Identify laundry process. • Explain the various laundry processes. 	<ul style="list-style-type: none"> • Teacher – pupil discussions. 	<ul style="list-style-type: none"> • Book. • Chalk. • Board. 	KLB fm 2 H/science. Pg 52-55	
2	1	Darning. <ul style="list-style-type: none"> • Rules • Darning different 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • Darn • A straight cut • A three cornered cut. 	<ul style="list-style-type: none"> • Discussion • Working of samples. 	<ul style="list-style-type: none"> • Fabrics. • Sewing tools. • Threads. • Books. 	KLB Fm 2 H/science. Pg 57-62	
	2&3	Types of tears cuts	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • a diagonal cut • a circular hole in a woven fabric. • A hole in a knitted fabric. • Machine darning • Reinforcing thin place 				
	4	Patenting <ul style="list-style-type: none"> • Rules • Types. 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • State rules of patching • Identify types of patches 	<ul style="list-style-type: none"> • Discussion • Working of samples 	<ul style="list-style-type: none"> • Fabrics • Sewing tool • Threads • Books 	KLB Fm 2 H/science Pg 62-66	
3	1	Working	Work patches				
	2&3	Repairing	By the end of the lesson the learner should be	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Garments requiring 		

		<ul style="list-style-type: none"> • Hanging hems • Gasping seams • Replacing buttons. • Belt loops. • Button holes. • Working of samples 	<p>able to.</p> <ul style="list-style-type: none"> • Explain the repair of hanging hems gasping seams, belt loops, and button holes & replacing buttons. 	<ul style="list-style-type: none"> • Working of sample. 	<p>repair.</p> <ul style="list-style-type: none"> • Books • Chalk • Board. 		
4	4	<p>Laundering different fabrics.</p>	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> • Write the methods that are used for laundering different fabrics. 	<ul style="list-style-type: none"> • Discussion & note taking 	<ul style="list-style-type: none"> • Groups • Note books 	<p>KLB fm 2 pg 71-77.</p>	
5	1	<p>Care labels.</p> <ul style="list-style-type: none"> • Importance symbols & interpretation. 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> • State the importance of care labels. • Identify symbols used on care labels & interpret them 	<ul style="list-style-type: none"> • Drawing • Discussion 	<ul style="list-style-type: none"> • Charts. • Books • Chalk 	<p>KLB fm 2 H/science Pg 77-82.</p>	
	2-4	<p>Sundering different fabrics.</p> <ul style="list-style-type: none"> • Cotton. • Woolen 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> • launder different fabrics 	<ul style="list-style-type: none"> • Practical laundry in groups 	<ul style="list-style-type: none"> • Laundry equip & materials. • Garments 	<p>KLB fm 2 pg 71-77</p>	
	2&3	<p>Repairing</p> <ul style="list-style-type: none"> • Hanging hems • Gasping seams • Replacing buttons. • Belt loops. • Button holes. • Working of samples 	<p>By the end of the lesson the learner should be able to.</p> <ul style="list-style-type: none"> • Explain the repair of hanging hems gasping seams, belt loops, and button holes & replacing buttons. 	<ul style="list-style-type: none"> • Discussion • Working of sample. 	<ul style="list-style-type: none"> • Garments requiring repair. • Books • Chalk • Board. 		
4	4	<p>Laundering different fabrics.</p>	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> • Write the methods that are used for laundering different fabrics. 	<ul style="list-style-type: none"> • Discussion & note taking 	<ul style="list-style-type: none"> • Groups • Note books 	<p>KLB fm 2 pg 71-77.</p>	
5	1	<p>Care labels.</p>	<p>By the end of the lesson the learner should be</p>	<ul style="list-style-type: none"> • Drawing 	<ul style="list-style-type: none"> • Charts. 	<p>KLB fm 2</p>	

		<ul style="list-style-type: none"> • Importance • symbols & • Interpretation. 	able to <ul style="list-style-type: none"> • State the importance of care labels. • Identify symbols used on care labels & interpret them 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Books • Chalk 	H/science Pg 77-82.	
	2-4	Sundering different fabrics. <ul style="list-style-type: none"> • Cotton. • Woolen 	-By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • launder different fabrics 	<ul style="list-style-type: none"> • Practical laundry in groups 	<ul style="list-style-type: none"> • Laundry equip & materials. • Graments 	KLB fm 2 pg 71-77	2-4
6	1&2	Laundering Different fabrics <ul style="list-style-type: none"> • Loosed coloured. • Woolens • Silks • Nylons • Acylics • Polyster 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • Explain the difference in handling fast colored and loosely colored cottons. 	<ul style="list-style-type: none"> • Teacher – pupil discussions. • Note taking. 	<ul style="list-style-type: none"> • Text books • Note books 	Focus fm 2 Pg 42-46	
	3&4	<ul style="list-style-type: none"> • General rules for ironing. • General rules for pressing. • Care labels. 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • State rules for ironing and pressing. • Explain care labels. 	<ul style="list-style-type: none"> • Teacher pupil • Discussions 	<ul style="list-style-type: none"> • Pictures. • Books 	Focus fm 2 pg 46-50.	
7	1&2	Special treatment in laundry work. <ul style="list-style-type: none"> • Defination. • Stain removal. • Disnifection 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • State factors to consider while removing stains. • Define stain removal & disinfection. • State methods of disinfection. 	<ul style="list-style-type: none"> • Teacher – pupil • Discussions 	Text books <ul style="list-style-type: none"> • B.B. • Chalk 	Focus fm 2 pg 51-53	
	3&4	Fixing colour starching. <ul style="list-style-type: none"> • Blueing • Valeting • Dry cleaning • Sponging • Fabric. Conditioning. 	By the end of the lesson the learner should be able to prepare starch. <ul style="list-style-type: none"> • Identify types of starch. • Explain valeting dry cleaning, sponging and fixing of colour. 	<ul style="list-style-type: none"> • Teacher – pupil • Discussion 	<ul style="list-style-type: none"> • Books • Chalk • B.B 	Focus fm 2 pg 53-55	
8	1-4	Practical <ul style="list-style-type: none"> • Cottons 	By the end of the lesson the learner should be able to prepare starch				

		<ul style="list-style-type: none"> Woolens Nylons Tcylres 	<ul style="list-style-type: none"> Laundrying and special treatment. Laundrying and treat different fabrics correctly. 				
9	1-4	Storage of clothes & household articles.	<p>By the end of the lesson the learner should be able to prepare starch</p> <ul style="list-style-type: none"> Identify storage facilities. Explain methods of storing clothes. 	<ul style="list-style-type: none"> Practical hanging /folding. Teacher learner discussions. 	<ul style="list-style-type: none"> Clothes. Hangers. Assorted facilities. 	KLB fm 2 Pg 103	
10	1&2	<ul style="list-style-type: none"> Seams Types. Choice of seams Qualities of well made seams. Points to note when making seams, plain seam. 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> Classify seams. State the qualities of well made seams. Explain factors in choice of seams. Identify various types of plain seams. 	<ul style="list-style-type: none"> Teacher – pupil Discussions 	<ul style="list-style-type: none"> Samples Boards Chalk Board 	Fm 2 KLB pg 141.	
	3&4	<p>Working of pain seams</p> <ul style="list-style-type: none"> Open Not open. Neatening of edges. 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> Work an open and plain seam that is nor open. Neaten edges of a plain seam. 	Practical working of seams and neatening.	<ul style="list-style-type: none"> Fabrics Needles. Threads. Books. 	Form 2 KLB pg 142-146	
11	1	<p>French seam.</p> <ul style="list-style-type: none"> Uses. Working 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> Explain the uses of a French seam. Work a French seam. 	<ul style="list-style-type: none"> Working of samples. Discussions. 	<ul style="list-style-type: none"> Fabrics. Needles. Threads. Books samples. 	Fm 2 KLB pg 147-148	
	2&3	<p>Double stitched seam.</p> <ul style="list-style-type: none"> Machine fell. Run & fell. 	<p>By the end of the lesson the learner should be able to:-</p> <ul style="list-style-type: none"> Identify types of double stitched seam. Work double –stitched seam. 	<ul style="list-style-type: none"> Discussions. Working samples 	<ul style="list-style-type: none"> Fabrics. Needles. Threads Samples 	KLB fm2 pg 149	
	4	Overlaid seam	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> State uses of an overlaid seam. State advantages. Work samples. 	<ul style="list-style-type: none"> Working of samples 	<ul style="list-style-type: none"> Fabrics. Needles Threads. Samples. 	KLB fm 2 pg 148	
12	1&2	<p>Consumer buying.</p> <ul style="list-style-type: none"> Principles of wise buying. 	<p>By the end of the lesson the learner should be able to:-</p> <ul style="list-style-type: none"> Define buying. 	<ul style="list-style-type: none"> Books Chalk Board. 	KLB fm 3 pg 166.	Teacher pupil Discussion.	

		<ul style="list-style-type: none"> Factors influencing consumer buying. 	<ul style="list-style-type: none"> Explain the principles of wise buying. State factors that influence consumer buying. 				
	3&4	Common methods of buying.	By the end of the lesson the learner should be able to:- <ul style="list-style-type: none"> Explain the commonly used methods of buying 	<ul style="list-style-type: none"> Books. Chalk 	KLB fm 3 pg 168	Teacher – pupil discussion.	
	1&2	Making a budget. <ul style="list-style-type: none"> Definition. Importance. Steps 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Define a budget. State the importance of budgeting Explain in budgeting 	<ul style="list-style-type: none"> Sample budgets Books. 	KLB 3 PG 172	Teacher – pupil discussions.	
	3&4	Factors that may affect - Sample budget.	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Explain factors that may affect a budget. Prepare a sample budget 	<ul style="list-style-type: none"> Books. Writing materials 	KLB fm 3 pg 173	Each learner prepares a sample budget.	
13		Holiday assignment					
14	1-4	REVISION AND END OF TERM					

HOME SCIENCE FORM 3 SCHEMES OF WORK – TERM 1

WEEK	LESSON	TOPIC/SUB TOPIC	OBJECTIVES	LEARNING/ TEACHING ACTIVITIES	TEACHING AID	REF	REMARKS
1	1-4	<ul style="list-style-type: none"> REPORTNG 					

		<ul style="list-style-type: none"> REVISION OF SERIES 3 EXAM 1 					
2	1	<p>Maternal child health care</p> <ul style="list-style-type: none"> Antenatal care 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Define antenatal care Explain activities at antenatal clinics State importance of antenatal care 	<ul style="list-style-type: none"> Teacher-learner discussions Note taking 	<ul style="list-style-type: none"> Books Chalk -Board 	KLB fm 3 pg 41-43	
	2	<p>Maternal child health care</p> <ul style="list-style-type: none"> Factors that affect normal foetal development Developmental stages of foetus 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Explain the stages of growth of a foetus Explain factors that affect normal foetal development 	<ul style="list-style-type: none"> Teacher-learner discussions Note taking 	<ul style="list-style-type: none"> Pictures Books -Board 	H/sc by EAEP pg 57	
	3-4	<p>Maternal child health care – preparing for delivery</p> <ul style="list-style-type: none"> Post-natal care Care of lactating mother 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Explain the preparation for delivery Define post-natal care Give the importance of post-natal care 	<ul style="list-style-type: none"> Teacher-learner discussions 	<ul style="list-style-type: none"> Pictures Books 	H/sc by EAEP pg 64 KLB fm 3 pg 43 Focus fm 3 pg 53	
3	1	<p>Immunization</p> <ul style="list-style-type: none"> Definition Importance Immunization chart 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Define immunization Identify common vaccines 	<ul style="list-style-type: none"> Teacher-pupil discussions 	<ul style="list-style-type: none"> Charts Cards Resource -personnel 	H/sc KLB pg 50	
	2	<p>Childhood diseases and ailments</p> <ul style="list-style-type: none"> Respiratory 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> State signs and symptoms and management of respiratory tract infections 	<ul style="list-style-type: none"> Teacher-pupil discussions 	<ul style="list-style-type: none"> Books Resource persons 	H/sc EAEP pg 78	
	3-4	<p>Childhood diseases and ailments – influenza(B)</p> <ul style="list-style-type: none"> Measles 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> State the signs, prevention and 	<ul style="list-style-type: none"> Teacher-pupil discussions 	<ul style="list-style-type: none"> Books Resource persons 	H/sc by EAEP pg 80	

		<ul style="list-style-type: none"> • Pneumonia • Tetanus • Vomiting • Hepatitis 	management of each disease				
4	1	Childhood diseases and ailments <ul style="list-style-type: none"> • Mumps • Chicken pox • Diarrhoea • Diphtheria 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • State signs, prevention and management of each disease 	<ul style="list-style-type: none"> • Teacher-pupil discussions 	<ul style="list-style-type: none"> • Books • Resource • persons 	H/sc EAEP pg 83	
	2	Breastfeeding <ul style="list-style-type: none"> • Importance/ advantages and disadvantages 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • State the advantages and disadvantages of breastfeeding 	<ul style="list-style-type: none"> • -Teacher-learner discussions 	<ul style="list-style-type: none"> • Books • Board 	H/sc KLB pg 55	
	3-4	Problems related to breastfeeding <ul style="list-style-type: none"> • - Supplementary feeding 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • Explain problems related to breastfeeding • State advantages and disadvantages of supplementary feeding 	<ul style="list-style-type: none"> • Teacher-learner discussions 	<ul style="list-style-type: none"> • Pictures • Books 	H/sc KLB pg 56	
5	1	Weaning <ul style="list-style-type: none"> • Definition • Importance • Factors to consider 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • Define weaning • State importance of weaning • Explain factors to consider when weaning 	<ul style="list-style-type: none"> • Discussions • Note taking 	<ul style="list-style-type: none"> • Books 	H/sc fm 3 pg 63	
	2	<ul style="list-style-type: none"> • Choice and preparation of weaning foods • Dangers of too early/too late weaning 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • State the dangers of weaning too early or too late 	<ul style="list-style-type: none"> • Writing of recipes and menus • Discussion 	<ul style="list-style-type: none"> • Sample menus • Books 	KLB fm 3 pg 68	
	3-4	Practical on weaning dishes					

6	1-2	Habit training <ul style="list-style-type: none"> Play and play things 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Explain the importance of habit training and play State the types of play 	<ul style="list-style-type: none"> Make toys Note taking Discussion 	<ul style="list-style-type: none"> Materials for toys Books 	KL fm 3 pg 71		
	3-4	Construction of apron <ul style="list-style-type: none"> Taking body measurements 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Take measurements for apron 	<ul style="list-style-type: none"> Learners take measurements in pairs 	<ul style="list-style-type: none"> Tape measures Writing materials 	Fm 2 KLB pupils book pg 152-154 KLB teachers guide		
		Drafting pattern for apron	By the end of the lesson the learner should be able to draft a pattern for apron	<ul style="list-style-type: none"> Learners work in groups 	<ul style="list-style-type: none"> Blown paper Writing materials 	Fm 2 KLB pg 159-165 fm 2 teachers guide		
7	1	Revision of the series 3 exam 3						
	2	Preparation of fabric <ul style="list-style-type: none"> Graining 	By the end of the lesson the learner should be able to grain fabric for apron	<ul style="list-style-type: none"> Each learner works on own fabric 	<ul style="list-style-type: none"> Fabrics Scissors 	Fm 2 KLB pupils book pg 165		
	3-4	Preparation of fabric <ul style="list-style-type: none"> Pressing 	By the end of the lesson the learner should be able to press his fabric	<ul style="list-style-type: none"> Each learner presses his own fabric 	<ul style="list-style-type: none"> Fabric Pressing equipment 	Fm 2 KLB pupils book pg 165		
8	1-2	<ul style="list-style-type: none"> Laying out of pattern pieces before cutting Cutting 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Lay out pattern pieces Cut out fabric for apron 	<ul style="list-style-type: none"> Each learner lays out and cuts own fabric 	<ul style="list-style-type: none"> Fabrics Patterns Pins Scissors 	Fm 2 KLB pupils book pg 165-166		
	3-4	Transfer of pattern markings	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Identify methods of transferring pattern markings Transfer pattern marking onto fabric 	<ul style="list-style-type: none"> Discussions Demonstration Transfer of markings into fabric by each learner 	<ul style="list-style-type: none"> Fabric (art) Patterns Sewing tools 	KLB fm pg 202-203		
9	1	Stitching up of apron <ul style="list-style-type: none"> Neck and waist bands 	By the end of the lesson the learner should be able to stitch up neck and waist bands	<ul style="list-style-type: none"> Each learner stitches up his apron 	<ul style="list-style-type: none"> Neck bands Waist bands Needles 	KLB fm 2 pupils book pg 167		

					<ul style="list-style-type: none"> • Threads 		
	2	Stitching up of apron <ul style="list-style-type: none"> • Sides 	By the end of the lesson the learner should be able to stitch up the sides of his apron	<ul style="list-style-type: none"> • Each learner works on own apron 	<ul style="list-style-type: none"> • Apron pieces • Sewing tools 	KLB fm 2 pg 167	
	3-4	Stitching up of apron <ul style="list-style-type: none"> • Hem • Attaching bands 	By the end of the lesson the learner should be able to stitch up <ul style="list-style-type: none"> • Hem • Neck and waist bands 	<ul style="list-style-type: none"> • Each learner works on own apron 	<ul style="list-style-type: none"> • Apron pieces • Sewing tools 	KLB fm 2 pg 167	
10	1-4	Stitching up of apron <ul style="list-style-type: none"> • Pockets • Trimmings 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • Prepare and attach pocket to apron • Attach trimmings to apron 	<ul style="list-style-type: none"> • Each learner works on own apron 	<ul style="list-style-type: none"> • Apron • Pocket • Trimmings • Sewing tools 	KLB fm 2 pg 167	
11	1	Meal planning and management <ul style="list-style-type: none"> • Definition • Importance • Factors to consider 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • Define meal planning • State the importance of meal planning • Explain factors to consider when planning meals 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Note takings 	<ul style="list-style-type: none"> • Note books • Chalks • Board 	Focus H/sc fm 3 pg 1	
	2-3	<ul style="list-style-type: none"> • Types of meals • Menu planning 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • Identify types of meals • Define menu • Plan variety of menus 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Drawing up of menus 	<ul style="list-style-type: none"> • Sample menus • Books • Chalk • Board 	H/sc fm 3 by EAEP pg 3	
	4	Food presentation <ul style="list-style-type: none"> • Points to note • Styles of meal service 	<ul style="list-style-type: none"> • State factors to note when presenting meals • Explain styles of meal service 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Note takings 	<ul style="list-style-type: none"> • Pictures • Books 	Focus H/sc fm 3 pg 17-20	
12	1-3	Table setting <ul style="list-style-type: none"> • Requirements • Points to note • Practical table setting 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • Identify requirements for table setting • State points to note • Set a table for a meal 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Practical table setting 	<ul style="list-style-type: none"> • Tables • Requirements for table setting • Books 	Focus fm 3 pg 20	

	4	<ul style="list-style-type: none"> Garnishing and decorating food Table etiquette 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> Differentiate garnishing from food decoration State etiquette to be observed at table 	<ul style="list-style-type: none"> Teacher-pupil discussions 	<ul style="list-style-type: none"> Pictures Books 	Focus fm 3 pg 24-25	
13	1-4	REVISION END OF TERM					

HOME SCIENCE FORM 3 SCHEMES OF WORK – TERM 2

WK	LESSON	TOPIC/SUBTOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	TEACHING AID	REFERENCE(S)	REMARKS
1	1-2	Reporting/ Holiday assignment					
	3-4	Flour mixtures and raising agents <ul style="list-style-type: none"> Types of flour Types of flour mixtures 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> Identify types of flours Classify flour mixtures 	<ul style="list-style-type: none"> Teacher-pupil discussions 	<ul style="list-style-type: none"> Books Chalk Board 	Focus form 3 pg 87-89	
2	1	Raising agents <ul style="list-style-type: none"> Defination Use of air Use of steam 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> Define raising agents Explain use of air and steam as raising agents 	<ul style="list-style-type: none"> Teacher –pupil discussions 	<ul style="list-style-type: none"> Books Chalk Board 	Form 3 KLB pg 77-78	2
	2	<ul style="list-style-type: none"> Carbon dioxide as a raising agent Biological method of raising flour mixtures 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> Explain the use of carbon dioxide as a raising agent -Explain the biological method of raising flour mixtures 	<ul style="list-style-type: none"> Teacher – pupil discussions 	<ul style="list-style-type: none"> -Books Chalks Assorted agents 	KLB form 3 pg 79-80	
	3-4	Batters <ul style="list-style-type: none"> Defination Recipes 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> Explain batters Identify recipes that use batters 	<ul style="list-style-type: none"> Teacher –pupil discussions Recipe writing 	<ul style="list-style-type: none"> Recipe books Chalk Board 	Form 3 H/science by EAEP pg	

3	1-2	<p>Pastry making</p> <ul style="list-style-type: none"> • General rules • Types • Recipes • Common faults and causes 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> • Identify types of pastries • Explain common problems and their causes in pastry making 	<ul style="list-style-type: none"> • Teacher –pupil discussions • Recipe writing 	<ul style="list-style-type: none"> • Recipe books • Chalk • Board 	H/science EAEP pg 84-87	3
	3-4	<p>Cake making</p> <ul style="list-style-type: none"> • Ingredients • Preparation of cake tins • Testing if cooked • Cooling cakes 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> • State and explain the importance of ingredients used in cake making • Prepare cake tins • Explain the methods of testing cakes for doheriss • Explain how to cool cakes 	<ul style="list-style-type: none"> • Practical preparation of cake tins -Discussion 	<ul style="list-style-type: none"> • Cake tins • Oil and brushes • Books 	H/science by EAEP form3 pg 117-119	
4	1	<ul style="list-style-type: none"> • -Rubbed in cakes • -Creamed cakes 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> • Explain the making of rubbed in mixtures • Identify faults in making of rubbed in cakes and creamed cakes 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Recipe writing 	<ul style="list-style-type: none"> • Books • Chalks • Board 	H/science by EAEP pg 120-127	4
	2	<p>Bread and doughnut</p> <ul style="list-style-type: none"> • Ingredients • Recipe • Method • Common faults and causes 	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> • Explain the method of making bread / doughnuts • State common faults and their causes 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Recipe writing 	<ul style="list-style-type: none"> • Books • Chalk • Board 	H/science by EAEP pg 128-132	
5	1	<p>Practical on Creamed cake</p>	<p>By the end of the lesson the learner should be able to</p> <ul style="list-style-type: none"> • Prepare creamed mixtures correctly 	<ul style="list-style-type: none"> • Demonstrations • Practice in groups 	<ul style="list-style-type: none"> • Ingredients • Kitchen equipment • Recipes 	Recipes Books	5
	2	<ul style="list-style-type: none"> • Biscuit mixtures • General guidelines 	<p>By the end of the lesson the learner should be able to</p>	<ul style="list-style-type: none"> • -Teacher –pupil discussions 	<ul style="list-style-type: none"> • -Chalk • -Board 	KLB form 3 pg 105	

		<ul style="list-style-type: none"> • Recipes 	<ul style="list-style-type: none"> • -State guidelines in making 	<ul style="list-style-type: none"> • -Recipe writing 	<ul style="list-style-type: none"> • -Recipe books 		
	3-4	Practical on	<ul style="list-style-type: none"> • Batters • Rubbed in cakes 	<ul style="list-style-type: none"> • Demonstrations • Practice the preparation of each in group 	<ul style="list-style-type: none"> • Kitchen equipment • Recipes • Food stuffs 	Recipe Books	
6	1	<ul style="list-style-type: none"> • Pleats • Types • Working 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • Identify types of pleats • Work different pleats 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Work of samples 	<ul style="list-style-type: none"> • Samples • Books • Chalk • Board • Sewing equipment machine 	H/science KLB pg 112	6
	2	Management of fullness <ul style="list-style-type: none"> • Definition • Importance • Darts 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • -Define management of fullness • -State the importance of managing fullness • -Identify types of darts 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Working of samples 	<ul style="list-style-type: none"> • Samples • Books • Chalk • Board • Sewing equipment and tools 	H/science KLB pg 109	
	3-4	Disposal of fullness <ul style="list-style-type: none"> • Tucks • Gathers 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • Name types of tucks • Explain the working of tucks and gathers 	<ul style="list-style-type: none"> • Discussions • Working of samples 	<ul style="list-style-type: none"> • Samples • Fabrics • Sewing equipment and tools 	H/science KLB form 3 pg 115	
7	1-2	<ul style="list-style-type: none"> • Easing • Shirring 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • Work easing and shirring 	<ul style="list-style-type: none"> • Discussions • Work of samples 	<ul style="list-style-type: none"> • Samples • Fabrics • Sewing equipment and tools 	H/science KLB form 3 pg	
3-4	MID-TERM BREAK						
8	1-2	Disposal of fullness <ul style="list-style-type: none"> • Smocking • Elastic 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • Work smocking and elastic 				8
	3-4	construction of apron <ul style="list-style-type: none"> • taking body measurements 	By the end of the lesson, the Learner should be able to take measurements for apron	<ul style="list-style-type: none"> • Learners take measurements in pairs 	<ul style="list-style-type: none"> • Tape measures • writing materials 	Form 2 KLB pupils BK pg152-154	

						-KLB Teachers guide	
9	1-4	Drafting pattern for apron	By the end of the lesson, the learner should be able to draft a pattern for apron	<ul style="list-style-type: none"> Learners work in groups 	<ul style="list-style-type: none"> Brown paper writing materials 	Form 2 KLB PG 159-165 -form 2 teachers guide.	
10	1	Revision of Series 1 exam					
	2-3	Preparation fabric <ul style="list-style-type: none"> Graining 	By the end of the lesson, the learner should be able to grain fabric for apron	<ul style="list-style-type: none"> Each learner works on own fabric 	<ul style="list-style-type: none"> Fabrics scissors 	Form 2 KLB pupils BK pg 165	
11	4 1	Preparation of fabric pressing	By the end of the lesson, the learner should be able to press his fabric	<ul style="list-style-type: none"> Each learner presses his own fabric 	<ul style="list-style-type: none"> Fabric pressing equipment 	Form 2 KLB pupils BK pg 165	
	2-4	Laying out of pattern pieces before cutting	By the end of the lesson, the learner should be able to lay out pattern pieces <ul style="list-style-type: none"> cut out fabric for apron 	<ul style="list-style-type: none"> Each learner lays out and cuts own fabric 	<ul style="list-style-type: none"> fabrics patterns pins scissors 	KLB F2 pupils BK pg 165- 166	
12	1-2	Transfer of pattern markings	The learner should be able to identify methods of transferring pattern markings <ul style="list-style-type: none"> transfer pattern markings out of fabric 	<ul style="list-style-type: none"> Discussions demonstrations transfer of markings into fabric by each learner 	<ul style="list-style-type: none"> Fabrics[cut] patterns sewing tools 	KLB F 1 pg 202-203	
	3-4	Stitching up apron <ul style="list-style-type: none"> neck and waist bands 	By the end of the lesson, the learner should be able to stitch up neck and waist bands	<ul style="list-style-type: none"> Each learner stitches up his own 	<ul style="list-style-type: none"> Neck bands waist bands needles threads 	KLB F 2 pg 167	
13	1-2	Stitching up of apron <ul style="list-style-type: none"> sides 	By the end of the lesson, the learner should be able to stitch up the sides of his apron	<ul style="list-style-type: none"> Each learner works on own apron 	<ul style="list-style-type: none"> Apron pieces -sewing tools 	KLB F 2 pg 167	
	3-4	Revision and end of term Holiday assignment					

HOME SCIENCE FORM 3 SCHEMES OF WORK – TERM 2

WEEK	LESSON	TOPIC	OBJECTIVES	LEARNING / TEACHING ACTIVITIES	TEACHING AID	REF	REMARKS
1	4	HOLIDAY ASSIGNMENT	By the end of the lesson the learner should be able to: <ul style="list-style-type: none"> • Present his assignment for 	<ul style="list-style-type: none"> • Each learner presents their work which the 	<ul style="list-style-type: none"> • Question papers and note books 	questions	

			checking	teacher checks			
2	1&2	Series 2 exam 1	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> • make corrections on the exam 	<ul style="list-style-type: none"> • discussions 	<ul style="list-style-type: none"> • Question papers and marking schemes 	Past papers	
	3-4	construction of apron <ul style="list-style-type: none"> • -taking body measurements 	By the end of the lesson, the Learner should be able to take measurements for apron	<ul style="list-style-type: none"> • Learners take measurements in pairs 	<ul style="list-style-type: none"> • Tape measures • -writing materials 	Form 2 KLB pupils BK pg152-154 -KLB Teachers guide	
3	1-4	Drafting pattern for apron	By the end of the lesson, the learner should be able to draft a pattern for apron	<ul style="list-style-type: none"> • Learners work in groups 	<ul style="list-style-type: none"> • -Brown paper • -writing materials 	Form 2 KLB PG 159-165 -form 2 teachers guide.	
4	1&2	Preparation fabric -graining	By the end of the lesson, the learner should be able to grain fabric for apron	<ul style="list-style-type: none"> • Each learner works on own fabric 	<ul style="list-style-type: none"> • -Fabrics • -scissors 	Form 2 KLB pupils BK pg 165	
	3&4	Preparation of fabric pressing	By the end of the lesson, the learner should be able to press his fabric	<ul style="list-style-type: none"> • Each learner presses his own fabric 	<ul style="list-style-type: none"> • -Fabric pressing equipment 	Form 2 KLB pupils BK pg 165	
5	1-4	Laying out of pattern pieces before cutting	By the end of the lesson, the learner should be able to lay out pattern pieces <ul style="list-style-type: none"> • cut out fabric for apron 	<ul style="list-style-type: none"> • Each learner ays out and cuts own fabric 	<ul style="list-style-type: none"> • -fabrics • -patterns • -pins • -scissors 	KLB F2 pupils BK pg 165-166	
6	1-2	Transfer of pattern markings	The learner should be able to identify methods of transferring pattern markings <ul style="list-style-type: none"> • -transfer pattern markings out of fabric 	<ul style="list-style-type: none"> • Discussions • -demonstrations • -transfer of markings into fabric b each learner 	Fabrics[cut] <ul style="list-style-type: none"> • -patterns • -sewing tools 	KLB F 1 pg 202-203	
	3-4	Stitching up apron -neck and waist bands	By the end of the lesson, the learner should be able to stitch up neck and	<ul style="list-style-type: none"> • Each leaner stitches up his 	Neck bands <ul style="list-style-type: none"> • -waist bands 	KLB F 2 pg 167	

			waist bands	own	<ul style="list-style-type: none"> -needles -threads 			
7	1-2	Stitching up of apron <ul style="list-style-type: none"> -sides 	By the end of the lesson, the learner should be able to stitch up the sides of his apron	Each learner works on own apron	Apron pieces <ul style="list-style-type: none"> -sewing tools 	KLB F 2 pg 167		
	3&4	Management of fullness <ul style="list-style-type: none"> Definition Importance Darts 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Define management of fullness State the importance of managing fullness Identify types of darts 	<ul style="list-style-type: none"> -Teacher-pupil discussions -Working of samples 	<ul style="list-style-type: none"> -Samples -Books -Chalk -Board -Sewing equipment and tools 	H/science KLB pg 109		
8	1&2	Disposal of fullness <ul style="list-style-type: none"> -Tucks -Gathers 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> -Name types of tucks -Explain the working of tucks and gathers 	<ul style="list-style-type: none"> -Discussions -Working of samples 	<ul style="list-style-type: none"> -Samples -Fabrics -Sewing equipment and tools 	H/science KLB form 3 pg 115		
	3	<ul style="list-style-type: none"> -Easing -Shirring 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Work easing and shirring 	<ul style="list-style-type: none"> -Discussions -Work of samples 	<ul style="list-style-type: none"> -Samples -Fabrics -Sewing equipment and tools 	H/science KLB form 3 pg		
	4	MIDTERM BREAK						
9	1&2	<ul style="list-style-type: none"> -Pleats -Types -Working 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> -Identify types of pleats -Work different pleats 	<ul style="list-style-type: none"> Teacher-pupil discussions -Work of samples 	<ul style="list-style-type: none"> -Samples -Books -Chalk -Board -Sewing equipment machine	H Science KLB pg 112		

	3&4	Management of fullness <ul style="list-style-type: none"> -pleats 	<ul style="list-style-type: none"> -work different types of pleats 	<ul style="list-style-type: none"> Working of samples 	<ul style="list-style-type: none"> Sewing equipment fabrics 	KLB fm 3 pg 112-116	
10	1&2	Needlework processes <ul style="list-style-type: none"> -pockets 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> identify different pockets -explain factors on choice of pockets 	<ul style="list-style-type: none"> Identification discussion 	<ul style="list-style-type: none"> Samples/ garments with pockets books 	KIB FM 3 PG 124	
	3&4	<ul style="list-style-type: none"> Pockets 	By the end of the lesson the learner	<ul style="list-style-type: none"> Working of 	<ul style="list-style-type: none"> Sewing equipment 	KLB fm 3 pg	

		<ul style="list-style-type: none"> Patch pockets 	should be able to; <ul style="list-style-type: none"> Work different patch pockets Secure patch pockets correctly 	samples	and tools <ul style="list-style-type: none"> fabrics 	125	
11	1&2	<ul style="list-style-type: none"> Pockets -in seam -bound 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> work in seam pockets and bound pockets 	<ul style="list-style-type: none"> Working of samples 	<ul style="list-style-type: none"> Sewing equip & tools fabrics 	KLB fm 3 pg 124 Focus Hsc fm 3	
	3&4	<ul style="list-style-type: none"> Interfaced waistband 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Prepare and attach an interfaced waistband 	<ul style="list-style-type: none"> Working of samples 	<ul style="list-style-type: none"> Sewing equip fabrics 	KLBfm 3 pg 128	
12	1&2	<ul style="list-style-type: none"> Openings and fastenings 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Define opening and fastening Identify different openings 	<ul style="list-style-type: none"> Discussion Identification Working of samples 	<ul style="list-style-type: none"> Samples Books Sewing equip 	KLB fm 3 pg 130	
	3&4	<ul style="list-style-type: none"> Continuous wrap opening Bound opening 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Work the opening correctly 	<ul style="list-style-type: none"> Working of samples 	<ul style="list-style-type: none"> Sewing equip fabrics 	KLB fm3 pg 131	
13	1&2	<ul style="list-style-type: none"> Faced slit opening 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> Work the opening correctly 	<ul style="list-style-type: none"> Working of samples 	<ul style="list-style-type: none"> Sewing equip fabrics 	KLB fm 3 pg 134	
	3&4	<ul style="list-style-type: none"> Front openings 	By the end of the lesson the learner should be able to <ul style="list-style-type: none"> prepare facings correctly work front facings 	<ul style="list-style-type: none"> Working of samples 	<ul style="list-style-type: none"> Sewing equip fabrics 	KLB fm 3 pg 137	
14	1-4	REVISION AND HOLIDAY ASSIGNMENT					

HOME SCIENCE FORM 3 SCHEMES OF WORK – TERM 3

WEEK	LESS ON	TOPIC/SUB TOPIC	OBJECTIVES	LEARNING/ TEACHING ACTIVITIES	TEACHING AID	REF	REMARKS
1	1- 4	REPORTNG					
2	1-4	Fabric construction processes <ul style="list-style-type: none"> Openings 	By the end of the lesson the learner should be able to work samples on openings	<ul style="list-style-type: none"> Demonstrations Stitching Teacher-learner 	<ul style="list-style-type: none"> Samples Fabrics Sewing equipment 	KLB fm 3 pg 130-144	

			<ul style="list-style-type: none"> Identify various openings 	discussions	<ul style="list-style-type: none"> Books 		
3	1-4	<p>Fabric construction processes</p> <ul style="list-style-type: none"> Fastenings 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Identify various work fasteners samples on fastenings 	<ul style="list-style-type: none"> -Demonstrations Stitching Teacher-learner discussions 	<ul style="list-style-type: none"> Samples Fabrics Sewing equipment Assorted fastening 	KLB fm 3 pg 14	
4	1-4	<p>Fabric construction processes</p> <ul style="list-style-type: none"> Hem management 	<p>By the end of the lesson the learner should be able to manage hems</p>	<ul style="list-style-type: none"> Stitching Teacher-learner discussions 	<ul style="list-style-type: none"> Fabrics Sewing equipment 	KLB fm 3 pg 157-160	
5	1	<p>Caring for the sick at home</p> <p>-Reasons for caring the sick at home</p>	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> -State reasons for caring the sick at home 	<ul style="list-style-type: none"> -Teacher-pupil discussions -Note taking 	<ul style="list-style-type: none"> -Books -Chalk -Board 	KLB fm 4 pg 1-2 focus fm 4 pg 1-4	
	2-3	<p>Needs of patient</p> <ul style="list-style-type: none"> Physical Emotional 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Explain the needs of a patient (physical and emotional) 	<ul style="list-style-type: none"> Teacher-pupil discussions Note taking 	<ul style="list-style-type: none"> Books Chalk Board 	focus fm 4 pg 4-6	
	4	<p>Needs of a patient</p> <ul style="list-style-type: none"> Social Spiritual 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Explain the social and spiritual needs of a patient 	<ul style="list-style-type: none"> Teacher-pupil discussions Note taking 	<ul style="list-style-type: none"> Books Chalk Board 	KLB fm 4 pg 3	
6	1	Preventive measures in the spread of infection	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Explain the measures to be taken to prevent spread of infections 	<ul style="list-style-type: none"> Teacher-pupil discussions 	<ul style="list-style-type: none"> First aid kit (gloves and antiseptic) 	KLB pg 6-7	
	2-3	<p>Ventilation</p> <ul style="list-style-type: none"> Definition Reasons for sufficient ventilation Dangers of poor ventilation Ways of ventilating a room 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Define ventilation State reasons for sufficient ventilation State dangers of poor ventilation Identify ways of ventilating a room 	<ul style="list-style-type: none"> Teacher-pupil discussions 	<ul style="list-style-type: none"> Books Chalk Board 	KLB H/scie fm 4 pg 9-10	
	4	Ways of ventilating a room	By the end of the lesson the learner	<ul style="list-style-type: none"> Identification of 	<ul style="list-style-type: none"> Building in the 	KLB H/scie	

		<ul style="list-style-type: none"> Natural Mechanical 	<p>should be able to;</p> <ul style="list-style-type: none"> Identify different ways of ventilating a room 	<p>ventilators in the school compound</p>	<p>compound</p> <ul style="list-style-type: none"> Pictures Books 	<p>fm 4 pg 10-14</p>		
7	1	Midterm break						
	2-4	<p>Fuels in the home</p> <p>Common types</p> <ul style="list-style-type: none"> Wood Charcoal Gas Paraffin Electricity Biogas Solar energy Other forms 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Identify the common fuels in the home State the advantages and disadvantages of each fuel Explain precautions to take when using the fuels 	<ul style="list-style-type: none"> Group discussions and presentations Note taking 	<ul style="list-style-type: none"> Assorted fuels Books 	<p>KLB fm 4 pg 17-27</p>		
8	1	<p>Conservation of energy</p>	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Explain ways of conserving energy at home 	<ul style="list-style-type: none"> Teacher-pupil discussions 	<ul style="list-style-type: none"> Pictures Books 	<p>KLB fm 4 pg 28</p>		
	2-3	<p>Lighting in the home</p> <ul style="list-style-type: none"> Definition Reasons for appropriate lighting in a house Source of light 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Define lighting State reasons for appropriate lighting Explain natural sources of light 	<ul style="list-style-type: none"> Teacher-pupil discussions Identification 	<ul style="list-style-type: none"> Building in the compound Books 	<p>KLB fm 4 pg 29-31</p>		
	4	<p>Artificial lighting</p> <ul style="list-style-type: none"> Qualities Candles Lamps-oil lamps 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> State qualities of good artificial light Explain the use, care and cleaning of oil lamps and candles 	<ul style="list-style-type: none"> Discussions Note taking Practical use 	<ul style="list-style-type: none"> Candles Lamps Matchbox Oil 	<p>KLB fm 4 pg 32</p>		
9	1-3	<ul style="list-style-type: none"> Pressure lamps Gas lamps Electric lamps 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> Identify each lamp 	<ul style="list-style-type: none"> Group discussions and presentations 	<ul style="list-style-type: none"> Fixtures in the compound Pictures 	<p>KLB fm 4 pg 35</p>		

		<ul style="list-style-type: none"> • Types • Methods of lighting • Lighting specific areas 	<ul style="list-style-type: none"> • Explain methods of lighting • Explain how to light specific areas 		<ul style="list-style-type: none"> • Books 			
	4	Cleaning of oil lamps <ul style="list-style-type: none"> • Hurricane 	By the end of the lesson the learner should be able to clean lamps correctly	<ul style="list-style-type: none"> • Learners work in groups 	<ul style="list-style-type: none"> • Lamps • Cleaning equipment and materials • Books 	H/scie by EAEP pg 46		
10	1	Furnishing the home <ul style="list-style-type: none"> • Definition • Interior decoration • Definition • Colour and the colour wheel 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • Define furnishing and interior decoration • Explain and use the colour wheel 	<ul style="list-style-type: none"> • Discussions • Note taking 	<ul style="list-style-type: none"> • Charts • Books 	H/scie by EAEP pg 56		
	2-3	<ul style="list-style-type: none"> • Characteristics of colour • Terms used in relation with colour • Colour schemes 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • State the characteristics of colour • Define terms related to colour • Explain and use different colour schemes 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Note taking 	<ul style="list-style-type: none"> • Charts • Books 	H/scie by EAEP pg 57,59		
	4	Revision of series 3 exam 2						
11	1	Hard furnishings <ul style="list-style-type: none"> • Classes • Points in choice • Furniture for different rooms • bedrooms 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • Classify hard furnishings • State points in the choice of hard furnishings • Explain the furniture requirements for different rooms 	<ul style="list-style-type: none"> • Teacher-pupil discussions 	<ul style="list-style-type: none"> • Pictures • Books 	H/scie by EAEP pg 60-63		
	2-3	Furniture requirement for different rooms <ul style="list-style-type: none"> • Kitchen • Living room • Dinning • Bathroom • Accessories 	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> • Explain in the furniture requirements for different rooms • Define accessories in the home • Identify accessories used in the 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Identification 	<ul style="list-style-type: none"> • Furniture available in the school (staffroom) • Pictures 	KLB fm 4 H/scie pg 56-60		

		<ul style="list-style-type: none"> • Definition • Accessories used in the home 	home				
	4	<p>Soft furnishings</p> <ul style="list-style-type: none"> • Definition • Reasons for use • Choice of fabrics for soft furnishing 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> • Define soft furnishing • Explain reasons for use of soft furnishings • Explain the choice of fabric for soft fabrics 	<ul style="list-style-type: none"> • Teacher-pupil discussions 	<ul style="list-style-type: none"> • Pictures • books • Assorted soft furnishings 	H/scie by EAEP pg 63-66	
12	1	<p>Flower arrangements</p> <ul style="list-style-type: none"> • -Definition • -Principles of flower arrangements • -Equipment needed 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> • Define flower arrangements • Explain principles of flower • Identify equipment used in arranging flowers 	<ul style="list-style-type: none"> • Identification • Discussions 	<ul style="list-style-type: none"> • -Books • -Assorted equipment 	KLB fm 4 H/scie pg 62	
	2-3	<ul style="list-style-type: none"> • -Choice of flowers • -Methods of arranging • -Basic shapes 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> • Explain choice of flowers • -dentify basic shapes • Arrange flowers into basic shapes 	<ul style="list-style-type: none"> • Discussions • Practical arrangement of flowers 	<ul style="list-style-type: none"> • Flowers • Books • Equipment for arrangement 	KLB fm 4 H/scie pg 64-66	
	4	<p>Consumer protection</p> <ul style="list-style-type: none"> • -Importance • -Rights of a consumer 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> • State the importance of consumer protection • State the rights of a consumer 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Note taking 	<ul style="list-style-type: none"> • Books • Chalk • Board 	KLB fm 4 H/scie pg 130-134	
13	1-3	<p>Agencies dealing with consumer protection</p> <ul style="list-style-type: none"> • -Kenya Consumer Association (KCA) • -Kenya Bureau of Standards (KEBS) 	<p>By the end of the lesson the learner should be able to;</p> <ul style="list-style-type: none"> • State the functions of KCA and KEBS • State functions of counterfeit issues section • Identify the KEBS certification marking scheme (mark of a quality) 	<ul style="list-style-type: none"> • Teacher-pupil discussions • Drawing 	<ul style="list-style-type: none"> • Charts • -Books 	KLB fm 4 pg 134-139	
	4	<ul style="list-style-type: none"> • -Trade 	By the end of the lesson the learner	<ul style="list-style-type: none"> • Teacher-pupil 	<ul style="list-style-type: none"> • -Books 	KLB fm 4 pg	

		<ul style="list-style-type: none"> • Description Act • -Price control department 	<p>should be able to;</p> <ul style="list-style-type: none"> • Explain the importance of trade descriptions Act and price control department 	discussions	<ul style="list-style-type: none"> • -Chalk • -Board 	140-142	
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HOME SCIENCE FORM 4 SCHEMES OF WORK – TERM 1							
WEEK	LESS ON	TOPIC/ SUB-TOPIC	OBJECTIVES	LEARNING ACTIVITIES	TEACHING AID	REFERENCE	REMARKS
1	1-2	REPORTING					
	3-4	Flower arrangement <ul style="list-style-type: none"> • points to consider • equipment needed 	By the end of the lesson, the learner should be able to state points to consider when arranging flowers,	<ul style="list-style-type: none"> • Teacher- pupil discussions • identification 	<ul style="list-style-type: none"> • Flowers in compound • assorted equipment • books 	KLB BK 4 pg 62	

		<ul style="list-style-type: none"> choice of flowers 	identify equipment for arrangement, identify and choose flowers.	<ul style="list-style-type: none"> note taking 			
2	1-2	<p>Methods of arranging flowers</p> <ul style="list-style-type: none"> basic shapes 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Explain the methods of arranging flowers in different shapes 	<ul style="list-style-type: none"> Practical arrangement of flowers 	<ul style="list-style-type: none"> Assorted flowers equipment 	KLB F4 pg 64	
	3-4	<p>Food preservation</p> <ul style="list-style-type: none"> definition advantages disadvantages traditional methods 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Define food preservation state its advantages and disadvantages explain traditional methods of preservation 	<ul style="list-style-type: none"> Teacher-pupil discussion note taking 	<ul style="list-style-type: none"> Pictures books 	KLB F 4 pg 68	
3	1-2	<p>Modern methods of preserving food</p>	<p>By the end of the lesson, the learner should be able to explain modern methods of preserving food.</p>	<ul style="list-style-type: none"> Teacher-learner discussion note taking 	<ul style="list-style-type: none"> Books pictures 	KLB F4 pg 79	
	3-4	<p>Convenience Foods</p> <ul style="list-style-type: none"> definition types advantages and disadvantages 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Define convenience foods, identifying its various types State advantages and disadvantages. 	<ul style="list-style-type: none"> Teacher-learner discussion note taking 	<ul style="list-style-type: none"> Books assorted foods 	KLB F4 pg 83	
4	1-2	<p>Rechauffe cookery</p> <ul style="list-style-type: none"> definition Advantages of using left-over food. disadvantages storage factors in use left over preparation of food 	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> Define rechauffe state advantages and disadvantages of using left over foods explain the preparation of variety of left overs 	<ul style="list-style-type: none"> Teacher-pupil discussion 	<ul style="list-style-type: none"> Books Writing materials 	KLB F 4 pg 86	
	3-4	<p>Rechauffe cookery</p> <ul style="list-style-type: none"> recipes 	<p>By the end of the lesson, the learner should be able to write recipes on requested dishes.</p>	<ul style="list-style-type: none"> Note taking 	<ul style="list-style-type: none"> Recipe books -writing materials 	KLB F4 pg 89	
5	1-2	<p>Practical on</p>	<p>Reheated dishes</p>				
	3-4	<p>Clothing construction</p>	<p>By the end of the lesson, the learner</p>	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> Fabric 	KLB F4 pg	

		processes <ul style="list-style-type: none"> collars 	should be able to <ul style="list-style-type: none"> Name types of collars -prepare and attach collars 	<ul style="list-style-type: none"> practical preparation and attachment of collars 	<ul style="list-style-type: none"> Sewing tools -books 	100	
6	1-2	Qualities of a good collar <ul style="list-style-type: none"> Coffs <ul style="list-style-type: none"> preparation attaching qualities of a well-made cuff 	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> State qualities of good collars and Coffs prepare and attach Coffs 	<ul style="list-style-type: none"> Practical preparation and attachment teacher-learner discussion 	<ul style="list-style-type: none"> Fabric sleeves sewing tools 	KLB F 4 pg 106	
7	3-4 1-2	Sleeves <ul style="list-style-type: none"> types preparation of set in sleeves attaching qualities of well-made sleeves 	By the end of the lesson, the learner should be able to : <ul style="list-style-type: none"> name types of sleeves prepare and attach set in sleeves qualities of a well-made sleeve 	<ul style="list-style-type: none"> Teacher-learner discussion practical preparation and attachment of sleeves 	<ul style="list-style-type: none"> Fabrics sewing tools books 		KLB F4 pg 111
	3-4	Facings and interfacings	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> Differentiate facings from interfacings uses of facings and interfacings 	<ul style="list-style-type: none"> Teacher-pupil discussion practical attachment 	<ul style="list-style-type: none"> Sewing tools fabrics interfacings books 	KLB F4 pg 116	
8	1-4	Speed test to Include all processes learnt					
9	1-4	Preparation For paper 3 Answering sample questions					
10	1-4	Preparation for paper 1 exams	By the end of the lesson, the learner should be able to identify common Mistakes in exams <ul style="list-style-type: none"> attempt several questions 	<ul style="list-style-type: none"> Question and answering 	<ul style="list-style-type: none"> Past papers 		
11 & 12	1-4	Paper 3	<ul style="list-style-type: none"> Speed test processes 	<ul style="list-style-type: none"> On clothing 	<ul style="list-style-type: none"> And construction. 		
14	1-4	Paper 3	<ul style="list-style-type: none"> Questions and answers 				
END TERM EXAMINATIONS							

HOME SCIENCE FORM 1 SCHEMES OF WORK – TERM 1

WEEK	LESS ON	TOPIC/SUB TOPIC	OBJECTIVES	TEACHING/ LEARNING ACTIVITIES	TEACHING AID	REF	REMARKS
1	2-4	REVISION AND HOLIDAY ASSIGNMENT					
2	1	PRE MOCK 1 EXAM REVISION	By the end of the lesson the learner should be able to: <ul style="list-style-type: none"> make corrections on pre mock 1 paper 3 	<ul style="list-style-type: none"> Teacher pupil discussions 	<ul style="list-style-type: none"> Past papers and marking scheme 	Past papers	
	2&3	PRE MOCK 1 EXAM REVISION	By the end of the lesson the learner should be able to: <ul style="list-style-type: none"> make corrections on pre mock 1 paper 1 	<ul style="list-style-type: none"> Teacher pupil discussions 	<ul style="list-style-type: none"> Past papers and marking scheme 	Past papers	
3	4 1	PRE MOCK 1 EXAM REVISION	By the end of the lesson the learner should be able to: <ul style="list-style-type: none"> make corrections on pre mock 1 paper 2 	<ul style="list-style-type: none"> Teacher pupil discussions Working of speed test 	<ul style="list-style-type: none"> Past papers and marking scheme Sewing equip Speed test 	Past papers	
	2&3	PRE MOCK 2 EXAM planning	By the end of the lesson the learner should be able to: <ul style="list-style-type: none"> Plan for practical exam 	<ul style="list-style-type: none"> Each learner prepares own plan 	<ul style="list-style-type: none"> Question papers Recipe books 	Exam papers	
4	4 1 - 4	PRE MOCK 2 EXAM					
5	1	PRE MOCK 2 EXAM REVISION	By the end of the lesson the learner should be able to: <ul style="list-style-type: none"> make corrections on pre mock 2 paper 3 	<ul style="list-style-type: none"> Teacher pupil discussions 	<ul style="list-style-type: none"> Past papers and marking scheme 	Past papers	
6	2&3	PRE MOCK 2 EXAM REVISION	By the end of the lesson the learner should be able to: <ul style="list-style-type: none"> make corrections on pre mock 2 paper 1 make corrections on pre mock 2 paper 2 	<ul style="list-style-type: none"> Teacher pupil discussions Working of speed test 	<ul style="list-style-type: none"> Past papers and marking schemes Past papers and marking scheme Sewing equip Speed test 	Past papers	
	4 1	PRE MOCK 2 EXAM REVISION				Past papers	
	2-4	CONDENSED EXAM					
7	1-4	REVISION OF CONDENSED EXAM					
8	1						

	2-4	MID TERM BREAK					
9	1-4	REVISION AND PREPARATION FOR MOCKS PAPER 1	By the end of the lesson the learner should be able to: <ul style="list-style-type: none"> Get ready for mocks paper1 	<ul style="list-style-type: none"> Teacher pupil discussions Group discussions 	<ul style="list-style-type: none"> Past papers and marking schemes 	Form 1-4 syllabus	
10	1-4	REVISION AND PREPARATION FOR MOCKS PAPER 2	By the end of the lesson the learner should be able to: <ul style="list-style-type: none"> Get ready for mocks paper1 	<ul style="list-style-type: none"> Teacher pupil discussions Working of speed test 	<ul style="list-style-type: none"> Past papers and marking scheme Sewing equip Speed test 	Form 1-4 syllabus	
11	1-4	REVISION AND PREPARATION FOR MOCKS PAPER 3	By the end of the lesson the learner should be able to: <ul style="list-style-type: none"> Get ready for mocks 	<ul style="list-style-type: none"> Teacher pupil discussions Working of speed test Trial planning 	<ul style="list-style-type: none"> Past papers and marking schemes 	Form 1-4 syllabus KNEC guidelines	
12-14	1-4	MOCK EXAMS					

HOME SCIENCE FORM 4 SCHEMES OF WORK – TERM 3

WEEK	LESSON	TOPIC/SUB TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	TEACHING AID	REF	REMARKS
1	1	REPORTING					
	2-3	Revision of holiday assignment (paper 2)	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Identify and rectify mistakes in paper 2 	<ul style="list-style-type: none"> Teacher-pupil discussions 	<ul style="list-style-type: none"> Marking schemes Speed test Past paper 	Pre mock 2 paper 2 exam	
2	4 1-4	Post mock exams					
3	1-4	Preparation for paper 2 exam	By the end of the lesson the learner should be able to correct areas in which	<ul style="list-style-type: none"> -Working of processes 	<ul style="list-style-type: none"> Past papers Sewing equipment 		

			he has difficulties in clothing construction processes	<ul style="list-style-type: none"> -Sample speed test -Discussions 	<ul style="list-style-type: none"> and tools Fabrics 		
4	1-4	Preparation for K.C.S.E paper 3 exams	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> Prepare recipes in readiness for planning exam Improve on speed used in planning 	<ul style="list-style-type: none"> -Sample planning tests -Discussions 	<ul style="list-style-type: none"> Past papers and marking schemes Writing materials 		
5	1-4	Preparation for planning exam K.C.S.E HOMESCIENCE PAPER 3 PLANNING EXAM					
6	1-4	Preparation for K.C.S.E. PAPER 3 PRACTICALS Revision for paper I					
7	1-4	K.C.S.E PAPER 3 PRACTICALS Revision for paper I					
8-13	K.C.S.E EXAMS END OF TERM						