**HYGIENE & NUTRITION SCHEME OF WORK FOR GRADE 3 TERM 3**

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| **SCHOOL** | **GRADE** | **LEARNING**  **AREA** | **TERM** | **YEAR** |
|  | 3 | HYGIENE &  NUTRITION | 3 |  |

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| **1** | **1** | Foods and  Nutrition | Food and  fitness | By the end of the sub-  strand, the learner should be able to appreciate the importance of eating the right amounts of food at the right time and  doing adequate physical exercises | Why is it  important to do physical exercises regularly? | Learners are guided in keeping  a record of their participation in physical exercise | Everyday Hygiene and  Nutrition, Learner’s  Book Grade 3 pg 80-81  Pictures Charts video clips  computing devices | oral questions oral  reports observation |  |
|  | **2** | Foods and  Nutrition | Safety in  food storage | By the end of the sub-  strand, the  learner should be able to: identify storage facilities for  food at home, | What foods  should be cooked before eating? | Learners are guided to identify  storage for food (cupboards, shelves, racks, refrigerator,  food containers, sacks) through pictures, video clips, charts. | Everyday Hygiene and  Nutrition, Learner’s  Book Grade 3 pg 87  Pictures  Charts  video clips, computing devices  realia | oral questions oral  reports observation |  |
| **2** | **1** | Foods and  Nutrition | Safety in  food storage | By the end of the sub-  strand, the learner should | What foods  could be eaten | Learners are guided to identify  areas where cooked and raw | Everyday Hygiene and | oral questions oral |  |

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|  |  |  |  | be able to state where to  store cooked and raw foods at home. | raw? | foods could be stored using  pictures, videos.  Learners are guided to mention factors to observe when storing food (clean, and cool place; cooked food covered; not mixing cooked and uncooked food; free from pests | Nutrition, Learner’s  Book Grade 3 pg 88 | reports  observation |  |
|  | **2** | Foods and  Nutrition | Safety in  food storage | By the end of the sub-  strand, the learner should be able to mention  factors to observe when  storing cooked and raw foods at home, | Where do we  store cooked and raw foods? | Learners are guided to give reasons for proper storage of food (prevent going  bad; to preserve so that it can be used later; to avoid contamination from dirt;  to prevent from been infested by pests; to prevent wastage) Learners role play how to store raw and cooked food. | Everyday Hygiene and  Nutrition, Learner’s  Book Grade 3 pg 89  Pictures Charts video clips  computing devices realia | oral questions oral  reports observation |  |
| **3** | **1** | Foods and  Nutrition | Safety in  food storage | By the end of the sub-  strand, the learner should be able to give reasons  for proper storage of food at home,  appreciate the importance of proper storage of food at home | How do we  store cooked and raw foods? What is the importance  of proper storage of cooked and raw foods? | Learners can search storage  facilities from the internet using computing devices  Learners can take pictures or shoot videos using computing devices on how they store food at home and share in class | Everyday Hygiene and  Nutrition, Learner’s  Book Grade 3 pg 90  Pictures Charts video clips  computing devices realia | oral questions oral  reports observation |  |
|  | **2** | Safety  Education | Common  accidents and  Basic  First aid | By the end of the sub-  strand, the learner should be able to: identify common accidents in the school, | What are the  common accidents in the school | Learners brainstorm on  common accidents in the school (falls, cuts, grazes, sprains | Everyday Hygiene and  Nutrition, Learner’s  Book Grade 3 pg 95-96  Pictures  Charts | oral questions oral  reports observation |  |

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| **4** | **1** | Safety  Education | Common  accidents and  Basic  First aid | By the end of the sub-  strand, the learner should be able to: name the causes of common  accidents in school | What are the  causes of common accidents in the school? | Learners are guided to  identify causes of common accidents in the classroom (rough surfaces, accidents during games/sports/P.E, uneven pavements, open windows, litter) using pictures or video | Everyday Hygiene and  Nutrition, Learner’s  Book Grade 3 pg 99-  100  Pictures Charts video clips  computing devices realia | oral questions oral  reports observation |  |
|  | **2** | Safety  Education | Common  accidents and  Basic  First aid | By the end of the sub-  strand, the learner should be able to:  names way of preventing common accidents in the school | What are the  causes of common accidents in the school? | In groups, learners listen to  stories and share experiences of common accidents they have encountered or witnessed in the school | Everyday Hygiene and  Nutrition, Learner’s  Book Grade 3 pg 102-  103  Pictures Charts video clips  computing devices realia | oral questions oral  reports observation |  |
| **5** | **1** | Safety  Education | Common  accidents and  Basic  First aid | By the end of the sub-  strand, the learner should be able to: tell the First Aid for |  | Learners are guided to tell  how they can prevent common accidents in the school using demonstration, pictures and | Everyday Hygiene and  Nutrition, Learner’s | oral questions oral  reports |  |

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|  |  |  |  | fainting and nose  bleeding |  | illustrations.  Learners are guided to tell the First Aid for fainting and nose bleeding. | Book Grade 3 pg 105-  107  Pictures Charts video clips  computing devices realia | observation |  |
|  | **2** | Safety  Education | Common  accidents and  Basic  First aid | By the end of the sub-  strand, the learner should be able to: demonstrate First Aid fainting and  nose bleeding. |  | Learners are guided to role  play in carrying out First Aid for fainting and nose bleeding | Everyday Hygiene and  Nutrition, Learner’s  Book Grade 3 pg 105-  107  Pictures | oral questions oral  reports observation |  |
| **6** | **1** | Packaged  food | Packaged food | By the end of the sub-  strand, the  learner should be able to: name various types of packaged foods sold in the locality. | Which foods  are sold in packages in our locality? | learners are guided to name the  various packed foods sold in their locality through realia, pictures, empty packages, video clips | Everyday Hygiene and  Nutrition, Learner’s  Book Grade 3 pg 108-  109  Pictures  empty food packages, pictures, video clips, computing devices | oral questions oral  reports observation |  |
|  | **2** | Packaged  food | Packaged food | By the end of the sub-  strand, the  learner should be able to: identify the basic information on packets or containers used for packaging food | What  information is found on the packages | Learners are guided to identify  the basic information provided on packaged food using empty package materials or realia (expirydate, manufacture date, storage, use of product, quality mark like Kebs, weight of | Everyday Hygiene and  Nutrition, Learner’s  Book Grade 3 pg 110  Pictures | oral questions oral  reports observation |  |

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|  |  |  |  |  |  | contents) | empty food packages,  pictures, video clips, computing devices |  |  |
| **7** | **1** | Packaged  food | Packaged food | By the end of the sub-  strand, the  learner should be able to: appreciate the importance of the basic information found on food packets  and containers | Why is the  information important? | learners can take pictures of  food packages using computing devices and share the information on packages in  class  Learners can search for different food packages in the internet using computing devices and share  findings in class | Everyday Hygiene and  Nutrition, Learner’s  Book Grade 3 pg 111  Pictures  empty food packages, pictures, video clips, computing devices | oral questions oral  reports observation |  |
|  | **2** | Packaged  food | Packaged food | By the end of the sub-  strand, the  learner should be able to: appreciate the importance of the basic information found on food packets  and containers | Why is the  information important? | learners can take pictures of  food packages using computing devices and share the information on packages in  class  Learners can search for different food packages in the internet using computing devices and share  findings in class | Everyday Hygiene and  Nutrition, Learner’s Book Grade 3 pg 111 empty food packages, pictures, video clips, computing devices | oral questions oral  reports observation |  |
| **8** |  |  |  | **REVISION FOR END**  **OF YEAR EXAM** |  |  |  |  |  |
| **9** |  |  |  | **ASSESSMENT** |  |  |  |  |  |