**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 andNutrition | Food andfitness | 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 anddoing adequate physical exercises | Why is itimportant to do physical exercises regularly? | Learners are guided in keepinga record of their participation in physical exercise | Everyday Hygiene andNutrition, Learner’sBook Grade 3 pg 80-81Pictures Charts video clipscomputing devices | oral questions oralreports observation |  |
|  | **2** | Foods andNutrition | Safety infood storage | By the end of the sub-strand, thelearner should be able to: identify storage facilities forfood at home, | What foodsshould be cooked before eating? | Learners are guided to identifystorage for food (cupboards, shelves, racks, refrigerator,food containers, sacks) through pictures, video clips, charts. | Everyday Hygiene andNutrition, Learner’sBook Grade 3 pg 87PicturesChartsvideo clips, computing devicesrealia | oral questions oralreports observation |  |
| **2** | **1** | Foods andNutrition | Safety infood storage | By the end of the sub-strand, the learner should | What foodscould be eaten | Learners are guided to identifyareas where cooked and raw | Everyday Hygiene and | oral questions oral |  |

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|  |  |  |  | be able to state where tostore cooked and raw foods at home. | raw? | foods could be stored usingpictures, 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’sBook Grade 3 pg 88 | reportsobservation |  |
|  | **2** | Foods andNutrition | Safety infood storage | By the end of the sub-strand, the learner should be able to mentionfactors to observe whenstoring cooked and raw foods at home, | Where do westore cooked and raw foods? | Learners are guided to give reasons for proper storage of food (prevent goingbad; 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 andNutrition, Learner’sBook Grade 3 pg 89Pictures Charts video clipscomputing devices realia | oral questions oralreports observation |  |
| **3** | **1** | Foods andNutrition | Safety infood storage | By the end of the sub-strand, the learner should be able to give reasonsfor proper storage of food at home,appreciate the importance of proper storage of food at home | How do westore cooked and raw foods? What is the importanceof proper storage of cooked and raw foods? | Learners can search storagefacilities from the internet using computing devicesLearners can take pictures or shoot videos using computing devices on how they store food at home and share in class | Everyday Hygiene andNutrition, Learner’sBook Grade 3 pg 90Pictures Charts video clipscomputing devices realia | oral questions oralreports observation |  |
|  | **2** | SafetyEducation | Commonaccidents andBasicFirst aid | By the end of the sub-strand, the learner should be able to: identify common accidents in the school, | What are thecommon accidents in the school | Learners brainstorm oncommon accidents in the school (falls, cuts, grazes, sprains | Everyday Hygiene andNutrition, Learner’sBook Grade 3 pg 95-96PicturesCharts | oral questions oralreports observation |  |

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| **4** | **1** | SafetyEducation | Commonaccidents andBasicFirst aid | By the end of the sub-strand, the learner should be able to: name the causes of commonaccidents in school | What are thecauses of common accidents in the school? | Learners are guided toidentify 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 andNutrition, Learner’sBook Grade 3 pg 99-100Pictures Charts video clipscomputing devices realia | oral questions oralreports observation |  |
|  | **2** | SafetyEducation | Commonaccidents andBasicFirst 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 thecauses of common accidents in the school? | In groups, learners listen tostories and share experiences of common accidents they have encountered or witnessed in the school | Everyday Hygiene andNutrition, Learner’sBook Grade 3 pg 102-103Pictures Charts video clipscomputing devices realia | oral questions oralreports observation |  |
| **5** | **1** | SafetyEducation | Commonaccidents andBasicFirst aid | By the end of the sub-strand, the learner should be able to: tell the First Aid for |  | Learners are guided to tellhow they can prevent common accidents in the school using demonstration, pictures and | Everyday Hygiene andNutrition, Learner’s | oral questions oralreports |  |

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|  |  |  |  | fainting and nosebleeding |  | illustrations.Learners are guided to tell the First Aid for fainting and nose bleeding. | Book Grade 3 pg 105-107Pictures Charts video clipscomputing devices realia | observation |  |
|  | **2** | SafetyEducation | Commonaccidents andBasicFirst aid | By the end of the sub-strand, the learner should be able to: demonstrate First Aid fainting andnose bleeding. |  | Learners are guided to roleplay in carrying out First Aid for fainting and nose bleeding | Everyday Hygiene andNutrition, Learner’sBook Grade 3 pg 105-107Pictures | oral questions oralreports observation |  |
| **6** | **1** | Packagedfood | Packaged food | By the end of the sub-strand, thelearner should be able to: name various types of packaged foods sold in the locality. | Which foodsare sold in packages in our locality? | learners are guided to name thevarious packed foods sold in their locality through realia, pictures, empty packages, video clips | Everyday Hygiene andNutrition, Learner’sBook Grade 3 pg 108-109Picturesempty food packages, pictures, video clips, computing devices | oral questions oralreports observation |  |
|  | **2** | Packagedfood | Packaged food | By the end of the sub-strand, thelearner should be able to: identify the basic information on packets or containers used for packaging food | Whatinformation is found on the packages | Learners are guided to identifythe 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 andNutrition, Learner’sBook Grade 3 pg 110Pictures | oral questions oralreports observation |  |

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