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**HOME SCIENCE SCHEME OF WORK GRADE 4 TERM ONE**

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| **Week** | **Lesson** | **Strand** | **Sub strand** | **Specific learning outcomes** | **Key inquiry questions** | **Learning experiences** | **Learning resources** | **Assessment** | **Remarks** |
| **1** | **1** | **Healthy**  **Practices** | **Play** | By the end of the  sub strand, the learner should be able to:  name the various needs of a child for healthy development | What are the needs of a child for healthy developme nt? | Learners name the needs of a child for healthy development (food, shelter, clothing, play and rest) using digital resources  (pictures, video clips and audios), charts, realia  Learners share experiences on the different games played  in their locality | Oxford Home Science Grade 4 pg 1-5  Digital resources  (pictures, video  clips and audios), charts, realia, play items, resource  person, reference books |  |  |
|  | **2** | **Healthy**  **Practices** | **Play** | By the end of  the sub strand, the learner should be able to:  identify different games played in the locality identify play items for a child | Which play items within your locality are suitable for a child? | Learners name the needs of a child for healthy development (food, shelter, clothing, play and rest) using digital resources  (pictures, video | Oxford Home Science Grade 4 pg 1-5  Digital resources (pictures, video clips and  audios), charts,  realia, play items, resource person, reference books |  |  |

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|  |  |  |  |  |  | clips and  audios), charts, realia  Learners share experiences on the different games played in  their locality |  |  |  |
|  | **3** | **Healthy**  **Practices** | **Play** | By the end of  the sub strand, the learner should be able to:  list qualities to look for when choosing suitable play items for a child | What are  the qualities of a good play item  for a child? | In groups,  learners make a play item using locally available materials Using video clips, stories, charts and pictures, Learners discuss safety during play Using video  clips and stories learners share experiences on issues to do  with security of  children during play | Oxford Home Science Grade 4 pg 6-8  Digital resources (pictures, video clips and  audios), charts,  realia, play items, resource person, reference books |  |  |

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| **2** | **1** | **Healthy**  **Practices** | **Play** | By the end of  the sub strand, the learner should be able to:  make a play item using locally available materials | Which are the common accidents  that occur during play | Using video  clips and stories learners share experiences on issues to do  with security of children during play | Oxford Home Science Grade 4 pg 9-11  Digital resources  (pictures, video  clips and audios), charts, realia, play items, resource  person, reference books |  |  |
|  | **2** | **Healthy**  **Practices** | **Play** | By the end of  the sub strand, the learner should be able to:  care for the play items for the safety of the child appreciate the importance of rest after play | What security challenges occur during play? | stories learners  share experiences on issues to do with security of children during play | Oxford Home Science Grade 4 pg 9-11  Digital resources  (pictures, video clips and audios), charts, realia, play items, resource  person, reference books |  |  |
|  | **3** | **Healthy**  **Practices** | **Common**  **Illnesses in the locality** | By the end of the  sub strand, the learner should be able to:  identify common illnesses in the locality communicate when feeling unwell to others | What causes  illness? | Learners share  experiences on incidences when they  were unwell  (pain, stomach ache,  headache,  feeling hot or cold,) Learners role  play on how to  communicate | Oxford Home  Science Grade 4 pg 13-14  Video clips, pictures, charts, health posters, and resource person |  |  |

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|  |  |  |  |  |  | with others  when feeling unwell |  |  |  |
| **3** | **1** | **Healthy**  **Practices** | **Common**  **Illnesses in the locality** | By the end of  the sub strand, the learner should be able to:  identify the causes of common illnesses in the locality | How can you tell that you are unwell? | Learners  watch video clips, pictures and charts on what causes feeling unwell  In groups, learners discuss the causes of common illness in their locality (coughs,  colds. Ear ache, sore throat, vomiting, diarrhoea), | Oxford Home  Science Grade 4  pg 15-17  Video clips, pictures, charts, health posters, and resource person |  |  |
|  | **2** | **Healthy**  **Practices** | **Common Illnesses in the locality** | By the end of  the sub strand, the learner should be able to:  identify healthy practices that prevent illnesses in the locality | How can you tell that you are unwell? | Learners  identify healthy practices that prevent feeling unwell from pictures, charts, health documentaries, health posters | Oxford Home  Science Grade 4 pg 17-18  Video clips, pictures, charts, health posters, and resource person |  |  |

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|  |  |  |  |  |  | (washing  hands, using a handkerchief, covering the mouth when coughing, wearing shoes, washing raw vegetables and fruits, drinking clean water, using clean cutlery) |  |  |  |
|  | **3** | **Healthy**  **Practices** | **Common**  **Illnesses in the locality** | By the end of  the sub strand, the learner should be able to:  practice healthy measures that prevent illnesses in the locality appreciate the  importance of healthy  practices in promoting  good health in the locality | How can you tell that you are unwell? | In groups,  learners use the pictures, health documentaries and health posters to guide discussion on healthy measures to prevent illness in the locality  Learners watch demonstrations, video clips, observe pictures and charts on measures to prevent illness in the locality | Oxford Home  Science Grade 4 pg 17-18  Video clips, pictures, charts, health posters, and resource person |  |  |

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| **4** | **1** | **Healthy**  **Practices** | **Care of the home** | By the end of the  sub strand, the learner should be able to:  identify cleaning materials and tools used at home | What materials and tools do we use to clean our home? | Learners identify cleaning materials and tools used at home using realia, pictures, video clips, charts (sweeping mopping, dusting and disposal of refuse) | Oxford Home Science Grade 4 pg 19-23  Realia, pictures, video clips, charts, cleaning materials and tools |  |  |
|  | **2** | **Healthy**  **Practices** | **Care of the**  **home** | By the end of  the sub strand, the learner should be able to:  use locally available resources to make cleaning materials and tools to be used at home | What  materials and tools do we use to clean our home? | In groups,  learners discuss improvisation of cleaning materials and tools made from locally available resources | Oxford Home  Science Grade 4 pg 25  Realia, pictures, video clips,  charts, cleaning materials and tools |  |  |
|  | **3** | **Healthy**  **Practices** | **Care of the**  **home** | By the end of  the sub strand, | How do we clean | In groups,  learners | Oxford Home  Science Grade 4 |  |  |

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|  |  |  |  | the learner  should be able to:  describe the procedures of cleaning the home | our home? | discuss  improvisation of cleaning materials and tools made from locally available resources | pg 25  Realia, pictures, video clips, charts, cleaning  materials and  tools |  |  |
| **5** | **1** | **Healthy**  **Practices** | **Care of the home** | By the end of  the sub strand, the learner should be able to:  use various procedures to clean the home | How do we care for cleaning materials and tools? | Learners  practice safety when making improvised cleaning materials and tools from locally available resources | Oxford Home Science Grade 4 pg 25  Realia, pictures, video clips,  charts, cleaning materials and tools |  |  |
|  | **2** | **Healthy**  **Practices** | **Care of the**  **home** | By the end of  the sub strand, the learner should be able to:  observe safety when carrying out cleaning activities in the home | Which  safety measures do we observe when: cleaning (sweeping, mopping, dusting) | In groups,  learners discuss procedures of cleaning the home (sweeping, mopping, dusting and disposal of refuse) | Oxford Home  Science Grade 4 pg 25  Realia, pictures,  video clips, charts, cleaning  materials and tools |  |  |

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|  | **3** | **Healthy**  **Practices** | **Care of the home** | By the end of  the sub strand, the learner should be able to:  care for cleaning materials and tools for durability appreciate a clean home in promoting healthy living | Which  safety measur es do we  observe when disposi ng off refuse? | Learners  clean using various procedur es (dusting, mopping  ,  sweeping  , disposal of  refuse) Learners practice safety when carrying out cleaning activities in the home  Learners clean and store  cleaning  materials and tools used at  home | Oxford Home  Science Grade 4 pg 26-27  Realia, pictures,  video clips, charts, cleaning materials and tools |  |  |
| **6** | **1** | **Healthy**  **Practices** | **Care of the home** | By the end of  the sub strand, the learner should be able to: | Which safety measures do we observe  when making improvised materials and | Learners  clean using various procedur es | Oxford Home Science Grade 4 pg 26-27  Realia, pictures, video clips, charts, cleaning |  |  |

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|  |  |  |  |  | tools for cleaning? | (dusting,  mopping  , sweeping  , disposal  of refuse) Learners practice safety when carrying out cleaning activities in the home  Learners clean and store cleaning materials and tools used at home | materials and tools |  |  |
|  | **2** | **Healthy**  **Practices** | **Care and cleaning of shoes** | By the end of  the sub strand, the learner should be able to:  identify different materials used for making shoes | What are the materials used  for making differen t types of shoes? | Learner identifies different materials used for making shoes using pictures, realia, video clips (plastic, leather and canvas shoes) | Oxford Home Science Grade 4 pg 28-30  Pictures, chart, plastic, leather and canvas shoes, video clips and cleaning materials and tools |  |  |
|  | **3** | **Healthy**  **Practices** | **Care and cleaning of shoes** | By the end of  the sub strand, the learner should be able | What are the  materials used for making | In pairs,  learners discuss materials | Oxford Home  Science Grade 4 pg 28-32  Pictures, chart, |  |  |

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|  |  |  |  | to:  identify materials used for cleaning different types of shoes | different types of shoes? | used for  cleaning different types of shoes | plastic, leather and canvas shoes, video  clips and cleaning  materials and tools |  |  |
| **7** | **1** | **Healthy**  **Practices** | **Care and cleaning of shoes** | By the end of  the sub strand, the learner should be able to:  describe the procedure of cleaning different types of shoes clean shoes made  from different types of materials | What are the  materials used for making different types of shoes? | In groups,  learners explain the procedure of cleaning different types of shoes Learners watch video clips or demonstratio  n on cleaning different types of  shoes | Oxford Home  Science Grade 4 pg 28-32  Pictures, chart, plastic, leather and canvas shoes, video clips and cleaning materials and tools |  |  |
|  | **2** | **Healthy**  **Practices** | **Care and cleaning of shoes** | By the end of  the sub strand, the learner should be able to:  clean shoes made from different types | How do you clean shoes made from  different materials? | Learners clean  and store materials after cleaning shoes made from different materials | Oxford Home Science Grade 4 pg 28-32  Pictures, chart, plastic, leather and canvas shoes, video |  |  |

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|  |  |  |  | of materials |  | (scrubbing  brush, soft cloth, soap, etc.) Learners  practice safety  when cleaning different types of shoes | clips and cleaning materials and  tools |  |  |
|  | **3** | **Healthy**  **Practices** | **Care and cleaning of shoes** | By the end of  the sub strand, the learner should be able to:  practice safety when cleaning different types of shoes | How do you clean shoes  made from  different materials? | Learners clean  and store materials after cleaning shoes made from different materials (scrubbing brush, soft cloth, soap, etc.)  Learners practice safety when cleaning different types of shoes | Oxford Home  Science Grade 4 pg 36-37  Pictures, chart, plastic, leather and canvas shoes, video clips and cleaning materials and tools |  |  |
| **8** | **1** | **Healthy**  **Practices** | **Care and cleaning of shoes** | By the end of  the sub strand, the learner should be able to:  clean and store materials used for cleaning different types of shoes appreciate the | How do you clean shoes  made from  different materials? | Learners  keep a daily log showing how often they clean their shoes | Oxford Home  Science Grade 4 pg 36-37  Pictures, chart, plastic, leather and canvas shoes, video clips and cleaning materials and |  |  |

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|  |  |  |  | importance of  wearing clean shoes |  |  | tools |  |  |
|  | **2** | **Healthy**  **Practices** | **Fuels used**  **at home** | By the end of  the sub strand, the learner should be able to:  identify types of fuels used at home | Which  types of fuel are available in your locality? | Learners identify  types of fuel used at home (electricity, charcoal, wood, gas, paraffin) using charts, pictures, video clips and realia | Oxford Home  Science Grade 4 pg 41  Oxford Home  Science Grade 4  pg 39-40  Charts, pictures, video clips, realia, types of  fuel, resource person, equipment |  |  |
|  | **3** | **Healthy**  **Practices** | **Fuels used at home** | By the end of  the sub strand, the learner should be able to:  state reasons for using various types of fuel at home  use and conserve fuels used at home | How do you conserve fuel at home? | Learners identify types of fuel  used at home  (electricity, charcoal, wood, gas, paraffin) using charts, pictures, video clips and realia | Oxford Home Science Grade 4 pg 41-42  Charts, pictures, video clips, realia, types of fuel, resource person, equipment |  |  |
|  | **3** | **Healthy**  **Practices** | **Fuels used**  **at home** | By the end of  the sub strand, the learner | How do  you ensure safety | In groups,  learners discuss ways | Oxford Home  Science Grade 4  pg 42-43  Charts, pictures, |  |  |

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|  |  |  |  | should be able  to:  use and conserve fuels used at home | while using  fuel at home? | of conserving  fuel at home Learners watch a video clip or demonstratio n using different  types of fuel at home | video clips, realia, types of fuel, resource  person, equipment |  |  |
| **9** | **1** | **Healthy**  **Practices** | **Fuels used**  **at home** | By the end of  the sub strand, the learner should be able to:  practice safety when using fuels | What are the  challenges you are  likely to face when using  different types of fuel at home? | In groups,  learners discuss ways of conserving fuel at home Learners watch a video clip or demonstratio n using different  types of fuel at home | Oxford Home  Science Grade 4 pg 46-47  Charts, pictures, video clips,  realia, types of fuel, resource person, equipment |  |  |
|  | **2** | **Healthy**  **Practices** | **Fuels used**  **at home** | By the end of  the sub strand, the learner should be able to:  state the | What are the  challenges  you are  likely to face when using  different  types of fuel | In groups,  learners discuss the challenges faced when using | Oxford Home  Science Grade 4  pg 44-46  Charts, pictures, video clips,  realia, types of  fuel, resource |  |  |

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|  |  |  |  | challenges faced  when using different types of fuel at home | at home? | different  types of fuel at home | person, equipment |  |  |
|  | **3** | **Healthy**  **Practices** | **Fuels used at home** | By the end of  the sub strand, the learner should be able to:  appreciate the importance of conserving fuel at home | What are the challenges you are  likely to face when using different types of fuel at home? | Learners role play safety precautions to be  observed while using fuel at home | Oxford Home Science Grade 4 pg 47-48  Charts, pictures, video clips, realia, types of fuel, resource person, equipment |  |  |
| **10** | **CONTINOUS ASSESSMENT TEST** | | | | | | | | |