**HOME SCIENCE SCHEMES OF WORK**

**FORM TWO 2016**

**TERM I**

**REFERENCES:**

1. Secondary Home Science KLB
2. Focus on Home Science

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| **WK** | **LSN** | **TOPIC/S-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1 | **REPORTING AND REVISION OF LAST TERM’S EXAMS** |
| 2 | 1-2 | Use of a sewing machinethreadingwinding the bobbin | By the end of the lesson the learner should be able to wind a bobbin and thread the machine. | Learners practice threading and winding in groupsteacher demonstration | Sewing machinesthreadsbobbins and cases | Focus H/science F1 |  |
|  | 3-4 | Environmental HygieneDisposal of house hold refuseDrainage | By the end of the lesson the learner should be able to Define environmental hygiene, drainage.classify refuse and give suitable methods of disposalidentify types of drainage | Physical identificationdiscussions | Compoundbooks | Focus H/science f 2 pg 1-5 |  |
| 3 | 1-2 | Sanitationdefinitioncauses of poor sanitationdangers of poor sanitationC.C diseasestyphoidcholera | By the end of the lesson the learner should be able to Define sanitation, identify causes of poor sanitation, explain dangers of poor sanitation, state signs and symptoms | Teacher-pupil discussions | Text bookschalkBB | Focus H/science F2 pg 5-7 |  |
|  | 3-4 | Common communicable diseasesDysentery-Malaria-Bilharzias-Scabies | By the end of the lesson, the leaner should be able to state signs and symptoms of dysentery, malaria, bilharzias and scabies | Teacher-pupil discussion | BookschalkB.B | Focus F2 pg 8-10 |  |
| 4 | 1-2 | RingwormsTuberculosisWorm infestation | By the end of the lesson the learner should be able to State signs and symptoms of ringworms, T.B, and worm infestationIdentify types of worms that infest in humans | Teacher-pupil discussion | ChartsPicturesBooks | Focus F2 pg 10H/science by EAEP F2 |  |
|  | 3-4 | Laundry equipmenttypes of laundry equipment | By the end of the lesson the learner should be able to Identify varieties of laundry equipment | Physical identification of equipment | Assorted laundry equipment | Focus H/science |  |
| 5 | 1-2 | Choice, use and care of different laundry equipmentwashing equipment | By the end of the lesson, the learner should be able toChoose, use and care for washing equipment. | Teacher-pupil discussionnote taking | Text bookschalkB.Bnote books | Focus F2 H/science pg 14 |  |
|  | 3-4 | Choice and care of drying equipmentclotheslinepegshangers | By the end of the lesson, the learner should be able toChoose, use and care for clotheslines, pegs and hangers | Teacher-pupil discussionnote taking | Text bookschalkB.Bnote 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 toChoose, use and care for finishing equipment | Teacher-pupil discussionnote taking | Text bookschalkB.Bnote books | Focus form 2 H/SCIENCE pg 17-22 |  |
|  | 3-4 | Detergents and laundry agentsdefinitionsoaps | By the end of the lesson, the learner should be able toDefine detergentsname types of soaps | Teacher-pupil discussionidentification of examples | Assorted soaps-books | Focus form 2 pg 23-24 |  |
| 7 | 1-2 | Soap less detergents-synthetic detergentshard and soft water | By the end of the lesson the learner should be able to The learner should be able to describe soap less detergents, state properties of hard and soft water | Teacher –pupil discussion | BooksB.BChalk | Focus form 2 pg 24-26 |  |
|  | 3-4 | Other laundry agentsbleachesstarchblueconditionersalt | By the end of the lesson, the learner should be able toName types of bleaches state reasons for using starch, conditioner, salt and bleaches. | Teacher-pupil discussionidentification | Assorted laundry agents | Focus form 2 pg 26-27 |  |
| 8 | 1-23-4 | Laundry processesrepair of clothes and house hold articles | By the end of the lesson, the learner should be able toExplain various laundry processesRepair clothes and house hold articles | Teacher-pupil discussionpractical repair of clothes and house hold articles | Fabric/garmentsSewing Equipment and toolsBooks | Focus form 2 pg 33-40 |  |
| 9 | 1-2 | Laundering different fabricscotton and linen [fast and loosely colouredWoolensSilksNylonsAcrylicsPolyester | By the end of the lesson, the learner should be able toExplain the difference in handling fast coloured and loosely coloured cottons | Teacher-pupil discussions Note taking | Text books Note books | Focus F2 Pg 42-46 |  |
|   | 3-4 | General rules for ironinggeneral rules for pressingcare labels | State rules for ironing and pressingExplain care labels | Teacher-pupil discussion | Picturesbooks | Focus F2 pg 46-50 |  |
|  10 | 1-2 | Special treatment in laundry work | State factors to consider while removing stainsdefine stain removal and disinfectionstate materials for disinfection | Teacher-pupil discussion | Text booksB.BChalk | Focus form 2 pg 51-53 |  |
|  | 3-4 | Fixing co lourstarchingbluingvale tingdry cleaningspongingfabric conditioning | By the end of the lesson, the learner should be able to prepare starch, identify types of starch,explain vale ting, dry cleaning, sponging and fixing of co lour. | Teacher-pupil discussion | BooksChalkB.B | FOCUS FORM 2 pg 53-55 |  |
| 11 & 12 | 1-4 | PracticalcottonsWoolensnylonsacrylics | By the end of the lesson, the learner should be able toLaundering and treat different fabrics correctly | Special treatment |  |  |  |
| 13 | 1-4 | Storage of clothes and house hold articles | By the end of the lesson, the learner should be able toIdentify storage facilities-explain methods of storing clothes | Practicalhangingfoldingteacher-pupil discussion | Clothes, hangers, assorted facilities | KLB F2 pg 103 |  |
| **14** | **1-4** | **END OF TERM EXAMINATIONS** |
| **15** |  | **PREPARATION OF REPORTS AND CLOSING** |

**HOME SCIENCE SCHEMES OF WORK**

**FORM TWO 2016**

**TERM II**

**REFERENCES:**

1. Secondary Home Science KLB
2. Focus on Home Science

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| **WK** | **LSN** | **TOPIC/S-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1 | 1&2 | **REPORTING AND REVISION OF LAST TERM’S EXAMS** |  |
| 1 | 3&4 | Laundry process.Repair of clothes & house hold articles.Importance.Factors that determine the repair method. | By the end of the lesson the leaner should be able to Identify laundry process.Explain the various laundry processes. | Teacher – pupil discussions. | Book.Chalk.Board. | KLB fm 2H/science.Pg 52-55 |  |
| 2 | 1 | Darning.Rules Darning different | By the end of the lesson the learner should be able to DarnA straight cutA three cornered cut. | DiscussionWorking of samples. | Fabrics.Sewing tools.Threads.Books. | KLB Fm 2H/science.Pg 57-62 |  |
| 2&3 | Types of tears cuts | By the end of the lesson the learner should be able to a diagonal cuta circular hole in a woven fabric.A hole in a knitted fabric.Machine darningReinforcing thin place |  |  |  |  |
|  | 4 | PatentingRules  Types.  | By the end of the lesson the learner should be able to State rules of patchingIdentify types of patches | DiscussionWorking of samples | FabricsSewing toolThreadsBooks | KLB Fm 2H/science Pg 62-66 |  |
| 3 | 1 | Working  | Work patches |  |  |  |  |
|  | 2&3 | Repairing Hanging hemsGasping seamsReplacing buttons.Belt loops.Button holes.Working of samples  | By the end of the lesson the learner should be able to.Explain the repair of hanging hems gasping seams, belt loops, and button holes & replacing buttons. | DiscussionWorking of sample. | Garments requiring repair.BooksChalkBoard. |  |  |
|  | 4 | Laundering different fabrics. | By the end of the lesson the learner should be able to Write the methods that are used for laundering different fabrics. | Discussion & note taking | GroupsNote books | KLB fm 2 pg 71-77. |  |
| 4 | 1 | Care labels.Importance symbols & interpretation. | By the end of the lesson the learner should be able to State the importance of care labels.Identify symbols used on care labels & interpret them | DrawingDiscussion | Charts.BooksChalk | KLB fm 2 H/science Pg 77-82. |  |
|  | 2-4 | Sundering different fabrics.Cotton.Woolen | By the end of the lesson the learner should be able to launder different fabrics | Practical laundry in groups | Laundry equip & materials.Garments | KLB fm 2 pg 71-77 |  |
| 5 | 1-3 | Repairing Hanging hemsGasping seamsReplacing buttons.Belt loops.Button holes.Working of samples  | By the end of the lesson the learner should be able to.Explain the repair of hanging hems gasping seams, belt loops, and button holes & replacing buttons. | DiscussionWorking of sample. | Garments requiring repair.BooksChalkBoard. |  |  |
|  | 4 | Laundering different fabrics. | By the end of the lesson the learner should be able to Write the methods that are used for laundering different fabrics. | Discussion & note taking | GroupsNote books | KLB fm 2 pg 71-77. |  |
| 6 | 1 | Care labels.Importancesymbols &Interpretation. | By the end of the lesson the learner should be able to State the importance of care labels.Identify symbols used on care labels & interpret them | DrawingDiscussion | Charts.BooksChalk | KLB fm 2 H/science Pg 77-82. |  |
|  | 2-4 | Sundering different fabrics.Cotton.Woolen | -By the end of the lesson the learner should be able to launder different fabrics | Practical laundry in groups | Laundry equip & materials.Graments | KLB fm 2 pg 71-77 | 2-4 |
| 7 | 1&2 | Laundering Different fabricsLoosed coloured.WoolensSilksNylonsAcylicsPolyster | By the end of the lesson the learner should be able to Explain the difference in handling fast colored and loosely colored cottons. | Teacher – pupil discussions.Note taking.  | Text booksNote books | Focus fm 2 Pg 42-46 |  |
|  | 3&4 | General rules for ironing.General rules for pressing.Care labels. | By the end of the lesson the learner should be able to State rules for ironing and pressing.Explain care labels. | Teacher pupilDiscussions | Pictures.Books | Focus fm 2 pg 46-50. |  |
| 8 | 1&2 | Special treatment in laundry work.Defination.Stain removal.Disnifection | By the end of the lesson the learner should be able to State factors to consider while removing stains.Define stain removal & disinfection.State methods of disinfection. | Teacher – pupilDiscussions | Text books B.B.Chalk | Focus fm 2 pg 51-53 |  |
|  | 3&4 | Fixing colour starching.BlueingValetingDry cleaningSpongingFabric. Conditioning. | By the end of the lesson the learner should be able to prepare starch.Identify types of starch.Explain valeting dry cleaning, sponging and fixing of colour. | Teacher – pupilDiscussion | BooksChalkB.B | Focus fm 2 pg 53-55 |  |
| 9 | 1-4 | PracticalCottonsWoolensNylonsTcylres | By the end of the lesson the learner should be able to prepare starch Laundering and special treatment.Laundering and treat different fabrics correctly. | *© Education Plus Agencies* |  |  |  |
| 10 | 1-4 | Storage of clothes & household articles. | By the end of the lesson the learner should be able to prepare starch Identify storage facilities.Explain methods of storing clothes. | Practical hanging /folding.Teacher learner discussions. | Clothes.Hangers.Assorted facilities. | KLB fm 2Pg 103 |  |
| 11 | 1&2 | SeamsTypes.Choice of seamsQualities of well made seams.Points to note when making seams, plain seam. | By the end of the lesson the learner should be able to Classify seams.State the qualities of well made seams.Explain factors in choice of seams.Identify various types of plain seams. | Teacher – pupilDiscussions | SamplesBoardsChalkBoard | Fm 2 KLB pg 141. |  |
|  | 3&4 | Working of pain seamsOpenNot open.Neatening of edges. | By the end of the lesson the learner should be able to Work an open and plain seam that is nor open.Neaten edges of a plain seam. | Practical working of seams and neatening. | Fabrics Needles.Threads.Books. | Form 2 KLB pg 142-146 |  |
| 12 | 1 | French seam.Uses.Working | By the end of the lesson the learner should be able to Explain the uses of a French seam.Work a French seam. | Working of samples.Discussions. | Fabrics.Needles.Threads.Books samples. | Fm 2 KLB pg 147-148 |  |
|  | 2&3 | Double stitched seam.Machine fell.Run & fell. | By the end of the lesson the learner should be able to:-Identify types of double stitched seam.Work double –stitched seam. | Discussions.Working samples | Fabrics.Needles.ThreadsSamples | KLB fm2 pg 149 |  |
|  | 4 | Overlaid seam | By the end of the lesson the learner should be able to State uses of an overlaid seam.State advantages.Work samples. | Working of samples | Fabrics.NeedlesThreads.Samples. | KLB fm 2 pg 148 |  |
| 13 | 1&2 | Consumer buying.Principles of wise buying.Factors influencing consumer buying. | By the end of the lesson the learner should be able to:-Define buying.Explain the principles of wise buying.State factors that influence consumer buying. | BooksChalk Board. | KLB fm 3 pg 166.  | Teacher pupilDiscussion. |  |
|  | 3&4 | Common methods of buying. | By the end of the lesson the learner should be able to:-Explain the commonly used methods of buying | Books.Chalk | KLB fm 3 pg 168 | Teacher –pupil discussion. |  |
|  | 1&2 | Making a budget.Definition.Importance.Steps | By the end of the lesson the learner should be able to Define a budget.State the importance of budgetingExplain in budgeting | Sample budgetsBooks. | 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 Explain factors that may affect a budget.Prepare a sample budget | Books.Writing materials | KLB fm 3 pg 173 | Each learner prepares a sample budget. |  |
| 14 |  | **END OF TERM EXAMINATION** |

**HOME SCIENCE SCHEMES OF WORK**

**FORM TWO 2016**

**TERM III**

**REFERENCES:**

1. Secondary Home Science KLB
2. Focus on Home Science

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| **WK** | **LSN** | **TOPIC/S-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1 | 1-4 | **REPORTNG REVISION OF LAST TERM’S EXAMS** |
| 2 | 1 | Maternal child health careAntenatal care | By the end of the lesson the learner should be able to;Define antenatal careExplain activities at antenatal clinicsState importance of antenatal care | Teacher-learner discussionsNote taking | BooksChalk-Board | KLB fm 3 pg 41-43 |  |
| 2 | Maternal child health careFactors that affect normal foetal developmentDevelopmental stages of foetus | By the end of the lesson the learner should be able to;Explain the stages of growth of a foetus Explain factors that affect normal foetal development | Teacher-learner discussionsNote taking | PicturesBooks-Board | H/sc by EAEP pg 57 |  |
| 3-4 | Maternal child health care – preparing for delivery Post-natal careCare of lactating mother | By the end of the lesson the learner should be able to;Explain the preparation for deliveryDefine post-natal careGive the importance of post-natal care | Teacher-learner discussions | PicturesBooks | H/sc by EAEP pg 64 KLB fm 3 pg 43 Focus fm 3 pg 53 |  |
| 3 | 1 | ImmunizationDefinitionImportanceImmunization chart | By the end of the lesson the learner should be able to;Define immunizationIdentify common vaccines | Teacher-pupil discussions | ChartsCardsResource-personnel  | H/sc KLB pg 50 |  |
|  | 2 | Childhood diseases and ailmentsRespiratory | By the end of the lesson the learner should be able to;State signs and symptoms and management of respiratory tract infections | Teacher-pupil discussions | BooksResourcepersons | H/sc EAEP pg 78 |  |
| 3-4 | Childhood diseases and ailments – influenza(B)MeaslesPneumoniaTetanusVomitingHepatitis | By the end of the lesson the learner should be able to;State the signs, prevention and management of each disease | Teacher-pupil discussions | BooksResourcepersons | H/sc by EAEP pg 80 |  |
| 4 | 1 | Childhood diseases and ailmentsMumpsChicken poxDiarrhoeaDiphtheria | By the end of the lesson the learner should be able to;State signs, prevention and management of each disease | Teacher-pupil discussions | BooksResourcepersons | H/sc EAEP pg 83 |  |
| 2 | BreastfeedingImportance/ advantages and disadvantages | By the end of the lesson the learner should be able to;State the advantages and disadvantages of breastfeeding | **-**Teacher-learner discussions | Books Board | H/sc KLB pg 55 |  |
| 3-4 | Problems related to breastfeeding-Supplementary feeding | By the end of the lesson the learner should be able to;Explain problems related to breastfeedingState advantages and disadvantages of supplementary feeding | Teacher-learner discussions | PicturesBooks | H/sc KLB pg 56 |  |
| **5** | 1 | WeaningDefinitionImportanceFactors to consider | By the end of the lesson the learner should be able to;Define weaningState importance of weaningExplain factors to consider when weaning | DiscussionsNote taking | Books | H/sc fm 3 pg 63 |  |
|  | 2 | Choice and preparation of weaning foodsDangers of too early/too late weaning | By the end of the lesson the learner should be able to;State the dangers of weaning too early or too late | Writing of recipes and menusDiscussion | Sample menusBooks | KLB fm 3 pg 68 |  |
| 3-4 | Practical on weaning dishes |
| 6 | 1-2 | Habit trainingPlay and play things | By the end of the lesson the learner should be able to;Explain the importance of habit training and playState the types of play | Make toysNote takingDiscussion | Materials for toysBooks | KL fm 3 pg 71 |  |
| 3-4 | Construction of apronTaking body measurements | By the end of the lesson the learner should be able to;Take measurements for apron | Learners take measurements in pairs | Tape measuresWriting 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 | Learners work in groups | Blown paperWriting materials | Fm 2 KLB pg 159-165 fm 2 teachers guide |  |
| 7 | 1 | Revision |
| 2 | Preparation of fabricGraining | By the end of the lesson the learner should be able to grain fabric for apron | Each learner works on own fabric | FabricsScissors | Fm 2 KLB pupils book pg 165 |  |
|  | 3-4 | Preparation of fabric Pressing | By the end of the lesson the learner should be able to press his fabric | Each learner presses his own fabric | FabricPressing equipment | Fm 2 KLB pupils book pg 165 |  |
| 8 | 1-2 | Laying out of pattern pieces before cuttingCutting | By the end of the lesson the learner should be able to;Lay out pattern piecesCut out fabric for apron | Each learner lays out and cuts own fabric | FabricsPatternsPinsScissors | 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;Identify methods of transferring pattern markingsTransfer pattern marking onto fabric | DiscussionsDemonstrationTransfer of markings into fabric by each learner | Fabric (art)PatternsSewing tools | KLB fm pg 202-203 |  |
| 9 | 1 | Stitching up of apronNeck and waist bands | By the end of the lesson the learner should be able to stitch up neck and waist bands | Each learner stitches up his apron | Neck bandsWaist bandsNeedlesThreads | KLB fm 2 pupils book pg 167 |  |
| 2 | Stitching up of apronSides | 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 piecesSewing tools | KLB fm 2 pg 167 |  |
| 3-4 | Stitching up of apronHemAttaching bands | By the end of the lesson the learner should be able to stitch upHemNeck and waist bands | Each learner works on own apron | Apron piecesSewing tools | KLB fm 2 pg 167 |  |
| 10 | 1-4 | Stitching up of apronPocketsTrimmings | By the end of the lesson the learner should be able to Prepare and attach pocket to apronAttach trimmings to apron | Each learner works on own apron | ApronPocketTrimmingsSewing tools | KLB fm 2 pg 167 |  |
| 11 | 1 | Meal planning and managementDefinitionImportanceFactors to consider | By the end of the lesson the learner should be able to Define meal planning State the importance of meal planningExplain factors to consider when planning meals | Teacher-pupil discussionsNote takings | Note booksChalksBoard  | Focus H/sc fm 3 pg 1 |  |
| 2-3 | Types of mealsMenu planning | By the end of the lesson the learner should be able to Identify types of mealsDefine menuPlan variety of menus | Teacher-pupil discussionsDrawing up of menus | Sample menusBooksChalkBoard | H/sc fm 3 by EAEP pg 3 |  |
| 4 | Food presentationPoints to noteStyles of meal service | State factors to note when presenting mealsExplain styles of meal service | Teacher-pupil discussionsNote takings | PicturesBooks | Focus H/sc fm 3 pg 17-20 |  |
| 12 | 1-3 | Table settingRequirementsPoints to notePractical table setting | By the end of the lesson the learner should be able to Identify requirements for table settingState points to noteSet a table for a meal | Teacher-pupil discussionsPractical table setting | TablesRequirements for table settingBooks | Focus fm 3 pg 20 |  |
| 4 | Garnishing and decorating foodTable etiquette | By the end of the lesson the learner should be able to Differentiate garnishing from food decorationState etiquette to be observed at table | Teacher-pupil discussions | PicturesBooks | Focus fm 3 pg 24-25 |  |