**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 machine  threading  winding 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 groups  teacher demonstration | Sewing machines  threads  bobbins and cases | Focus H/science F1 |  |
|  | 3-4 | Environmental Hygiene  Disposal of house hold refuse  Drainage | By the end of the lesson the learner should be able to  Define environmental hygiene, drainage.  classify refuse and give suitable methods of disposal  identify types of drainage | Physical identification  discussions | Compound  books | Focus H/science f 2 pg 1-5 |  |
| 3 | 1-2 | Sanitation  definition  causes of poor sanitation  dangers of poor sanitation  C.C diseases  typhoid  cholera | 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 books  chalk  BB | Focus H/science F2 pg 5-7 |  |
|  | 3-4 | Common communicable diseases  Dysentery  -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 | Books  chalk  B.B | Focus F2 pg 8-10 |  |
| 4 | 1-2 | Ringworms  Tuberculosis  Worm infestation | By the end of the lesson the learner should be able to  State signs and symptoms of ringworms, T.B, and worm infestation  Identify types of worms that infest in humans | Teacher-pupil discussion | Charts  Pictures  Books | Focus F2 pg 10  H/science by EAEP F2 |  |
|  | 3-4 | Laundry equipment  types 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 equipment  washing equipment | By the end of the lesson, the learner should be able to  Choose, use and care for washing equipment. | Teacher-pupil discussion  note taking | Text books  chalk  B.B  note books | Focus F2 H/science pg 14 |  |
|  | 3-4 | Choice and care of drying equipment  clothesline  pegs  hangers | By the end of the lesson, the learner should be able to  Choose, use and care for clotheslines, pegs and hangers | Teacher-pupil discussion  note taking | 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  Choose, use and care for finishing equipment | Teacher-pupil discussion  note taking | Text books  chalk  B.B  note books | Focus form 2 H/SCIENCE pg 17-22 |  |
|  | 3-4 | Detergents and laundry agents  definition  soaps | By the end of the lesson, the learner should be able to  Define detergents  name types of soaps | Teacher-pupil discussion  identification of examples | Assorted soaps  -books | Focus form 2 pg 23-24 |  |
| 7 | 1-2 | Soap less detergents-synthetic detergents  hard 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 | Books  B.B  Chalk | Focus form 2 pg 24-26 |  |
|  | 3-4 | Other laundry agents  bleaches  starch  blue  conditioner  salt | By the end of the lesson, the learner should be able to  Name types of bleaches  state reasons for using starch, conditioner, salt and bleaches. | Teacher-pupil discussion  identification | Assorted laundry agents | Focus form 2 pg 26-27 |  |
| 8 | 1-2  3-4 | Laundry processes  repair of clothes and house hold articles | By the end of the lesson, the learner should be able to  Explain various laundry processes  Repair clothes and house hold articles | Teacher-pupil discussion  practical repair of clothes and house hold articles | Fabric/garments  Sewing Equipment and tools  Books | Focus form 2 pg 33-40 |  |
| 9 | 1-2 | Laundering different fabrics  cotton and linen [fast and loosely coloured  Woolens  Silks  Nylons  Acrylics  Polyester | By the end of the lesson, the learner should be able to  Explain 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 ironing  general rules for pressing  care labels | State rules for ironing and pressing  Explain care labels | Teacher-pupil discussion | Pictures  books | Focus F2 pg 46-50 |  |
| 10 | 1-2 | Special treatment in laundry work | State factors to consider while removing stains  define stain removal and disinfection  state materials for disinfection | Teacher-pupil discussion | Text books  B.B  Chalk | Focus form 2 pg 51-53 |  |
|  | 3-4 | Fixing co lour  starching  bluing  vale ting  dry cleaning  sponging  fabric 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 | Books  Chalk  B.B | FOCUS FORM 2 pg 53-55 |  |
| 11 & 12 | 1-4 | Practical  cottons  Woolens  nylons  acrylics | By the end of the lesson, the learner should be able to  Laundering 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 to  Identify storage facilities  -explain methods of storing clothes | Practical  hanging  folding  teacher-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 2  H/science.  Pg 52-55 |  |
| 2 | 1 | Darning.  Rules  Darning different | By the end of the lesson the learner should be able to  Darn  A straight cut  A three cornered cut. | Discussion  Working of samples. | 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  a diagonal cut  a circular hole in a woven fabric.  A hole in a knitted fabric.  Machine darning  Reinforcing thin place |  |  |  |  |
|  | 4 | Patenting  Rules  Types. | By the end of the lesson the learner should be able to  State rules of patching  Identify types of patches | Discussion  Working of samples | Fabrics  Sewing tool  Threads  Books | KLB Fm 2  H/science  Pg 62-66 |  |
| 3 | 1 | Working | Work patches |  |  |  |  |
|  | 2&3 | Repairing  Hanging hems  Gasping seams  Replacing 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. | Discussion  Working of sample. | Garments requiring repair.  Books  Chalk  Board. |  |  |
|  | 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 | Groups  Note 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 | Drawing  Discussion | Charts.  Books  Chalk | 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 hems  Gasping seams  Replacing 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. | Discussion  Working of sample. | Garments requiring repair.  Books  Chalk  Board. |  |  |
|  | 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 | Groups  Note books | KLB fm 2 pg 71-77. |  |
| 6 | 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 | Drawing  Discussion | Charts.  Books  Chalk | 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 fabrics  Loosed coloured.  Woolens  Silks  Nylons  Acylics  Polyster | 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 books  Note 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 pupil  Discussions | 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 – pupil  Discussions | Text books  B.B.  Chalk | Focus fm 2 pg 51-53 |  |
|  | 3&4 | Fixing colour starching.  Blueing  Valeting  Dry cleaning  Sponging  Fabric. 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 – pupil  Discussion | Books  Chalk  B.B | Focus fm 2 pg 53-55 |  |
| 9 | 1-4 | Practical  Cottons  Woolens  Nylons  Tcylres | 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 2  Pg 103 |  |
| 11 | 1&2 | Seams  Types.  Choice of seams  Qualities 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 – pupil  Discussions | Samples  Boards  Chalk  Board | Fm 2 KLB pg 141. |  |
|  | 3&4 | Working of pain seams  Open  Not 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.  Threads  Samples | 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.  Needles  Threads.  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. | Books  Chalk  Board. | KLB fm 3 pg 166. | Teacher pupil  Discussion. |  |
|  | 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 budgeting  Explain in budgeting | 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  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 care  Antenatal care | By the end of the lesson the learner should be able to;  Define antenatal care  Explain activities at antenatal clinics  State importance of antenatal care | | Teacher-learner discussions  Note taking | | Books  Chalk  -Board | KLB fm 3 pg 41-43 |  |
| 2 | Maternal child health care  Factors that affect normal foetal development  Developmental 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 discussions  Note taking | | Pictures  Books  -Board | H/sc by EAEP pg 57 |  |
| 3-4 | Maternal child health care – preparing for delivery  Post-natal care  Care of lactating mother | By the end of the lesson the learner should be able to;  Explain the preparation for delivery  Define post-natal care  Give the importance of post-natal care | | Teacher-learner discussions | | Pictures  Books | H/sc by EAEP pg 64 KLB fm 3 pg 43 Focus fm 3 pg 53 |  |
| 3 | 1 | Immunization  Definition  Importance  Immunization chart | By the end of the lesson the learner should be able to;  Define immunization  Identify common vaccines | | Teacher-pupil discussions | | Charts  Cards  Resource  -personnel | H/sc KLB pg 50 |  |
|  | 2 | Childhood diseases and ailments  Respiratory | 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 | | Books  Resource  persons | H/sc EAEP pg 78 |  |
| 3-4 | Childhood diseases and ailments – influenza(B)  Measles  Pneumonia  Tetanus  Vomiting  Hepatitis | By the end of the lesson the learner should be able to;  State the signs, prevention and management of each disease | | Teacher-pupil discussions | | Books  Resource  persons | H/sc by EAEP pg 80 |  |
| 4 | 1 | Childhood diseases and ailments  Mumps  Chicken pox  Diarrhoea  Diphtheria | By the end of the lesson the learner should be able to;  State signs, prevention and management of each disease | | Teacher-pupil discussions | | Books  Resource  persons | H/sc EAEP pg 83 |  |
| 2 | Breastfeeding  Importance/ 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 breastfeeding  State advantages and disadvantages of supplementary feeding | | Teacher-learner discussions | | Pictures  Books | H/sc KLB pg 56 |  |
| **5** | 1 | Weaning  Definition  Importance  Factors to consider | By the end of the lesson the learner should be able to;  Define weaning  State importance of weaning  Explain factors to consider when weaning | | Discussions  Note taking | | Books | H/sc fm 3 pg 63 |  |
|  | 2 | 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;  State the dangers of weaning too early or too late | | Writing of recipes and menus  Discussion | | Sample menus  Books | KLB fm 3 pg 68 |  |
| 3-4 | Practical on weaning dishes | | | | | | | |
| 6 | 1-2 | Habit training  Play and play things | By the end of the lesson the learner should be able to;  Explain the importance of habit training and play  State the types of play | | Make toys  Note taking  Discussion | | Materials for toys  Books | KL fm 3 pg 71 |  |
| 3-4 | Construction of apron  Taking body measurements | By the end of the lesson the learner should be able to;  Take measurements for apron | | Learners take measurements in pairs | | 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 | | Learners work in groups | | Blown paper  Writing materials | Fm 2 KLB pg 159-165 fm 2 teachers guide |  |
| 7 | 1 | Revision | | | | | | | |
| 2 | Preparation of fabric  Graining | | By the end of the lesson the learner should be able to grain fabric for apron | Each learner works on own fabric | Fabrics  Scissors | | 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 | Fabric  Pressing equipment | | Fm 2 KLB pupils book pg 165 |  |
| 8 | 1-2 | Laying out of pattern pieces before cutting  Cutting | | By the end of the lesson the learner should be able to;  Lay out pattern pieces  Cut out fabric for apron | Each learner lays out and cuts own fabric | 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;  Identify methods of transferring pattern markings  Transfer pattern marking onto fabric | Discussions  Demonstration  Transfer of markings into fabric by each learner | Fabric (art)  Patterns  Sewing tools | | KLB fm pg 202-203 |  |
| 9 | 1 | Stitching up of apron  Neck 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 bands  Waist bands  Needles  Threads | | KLB fm 2 pupils book pg 167 |  |
| 2 | Stitching up of apron  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  Sewing tools | | KLB fm 2 pg 167 |  |
| 3-4 | Stitching up of apron  Hem  Attaching bands | | By the end of the lesson the learner should be able to stitch up  Hem  Neck and waist bands | Each learner works on own apron | Apron pieces  Sewing tools | | KLB fm 2 pg 167 |  |
| 10 | 1-4 | Stitching up of apron  Pockets  Trimmings | | By the end of the lesson the learner should be able to  Prepare and attach pocket to apron  Attach trimmings to apron | Each learner works on own apron | Apron  Pocket  Trimmings  Sewing tools | | KLB fm 2 pg 167 |  |
| 11 | 1 | Meal planning and management  Definition  Importance  Factors to consider | | By the end of the lesson the learner should be able to  Define meal planning  State the importance of meal planning  Explain factors to consider when planning meals | Teacher-pupil discussions  Note takings | Note books  Chalks  Board | | Focus H/sc fm 3 pg 1 |  |
| 2-3 | Types of meals  Menu planning | | By the end of the lesson the learner should be able to  Identify types of meals  Define menu  Plan variety of menus | Teacher-pupil discussions  Drawing up of menus | Sample menus  Books  Chalk  Board | | H/sc fm 3 by EAEP pg 3 |  |
| 4 | Food presentation  Points to note  Styles of meal service | | State factors to note when presenting meals  Explain styles of meal service | Teacher-pupil discussions  Note takings | Pictures  Books | | Focus H/sc fm 3 pg 17-20 |  |
| 12 | 1-3 | Table setting  Requirements  Points to note  Practical table setting | | By the end of the lesson the learner should be able to  Identify requirements for table setting  State points to note  Set a table for a meal | Teacher-pupil discussions  Practical table setting | Tables  Requirements for table setting  Books | | Focus fm 3 pg 20 |  |
| 4 | Garnishing and decorating food  Table etiquette | | By the end of the lesson the learner should be able to  Differentiate garnishing from food decoration  State etiquette to be observed at table | Teacher-pupil discussions | Pictures  Books | | Focus fm 3 pg 24-25 |  |