**HOME SCIENCE SCHEMES OF WORK**

**FORM THREE 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 | 1-2 | | **REPORTING AND REVISION OF LAST TERM’S EXAMS** | | | | | | | | | | | | |
|  | 3-4 | | Flour mixtures and raising agents  Types of flour  Types of flour mixtures | | By the end of the lesson the learner should be able to  Identify types of flours  Classify flour mixtures | Teacher-pupil discussions | | | Books  Chalk  Board | | | Focus form 3 pg 87-89 | |  | |
| 2 | 1 | | Raising agents  Definition  Use of air  Use of steam | | By the end of the lesson the learner should be able to  Define raising agents  Explain use of air and steam as raising agents | Teacher –pupil discussions | | | Books  Chalk  Board | | | Form 3 KLB pg 77-78 | |  | |
|  | 2 | | Carbon dioxide as a raising agent  Biological method of raising flour mixtures | | By the end of the lesson the learner should be able to  Explain the use of carbon dioxide as a raising agent  -Explain the biological method of raising flour mixtures | Teacher – pupil discussions | | | -Books  Chalks  Assorted agents | | | KLB form 3 pg 79-80 | |  | |
|  | 3-4 | | Batters  Definition  Recipes | | By the end of the lesson the learner should be able to  Explain batters  Identify recipes that use batters | Teacher –pupil discussions  Recipe writing | | | Recipe books  Chalk  Board | | | Form 3 H/science by EAEP pg | |  | |
| 3 | 1-2 | | Pastry making  General rules  Types  Recipes  Common faults and causes | | By the end of the lesson the learner should be able to  Identify types of pastries  Explain common problems and their causes in pastry making | Teacher –pupil discussions  Recipe writing | | | Recipe books  Chalk  Board | | | H/science  EAEP pg 84-87 | |  | |
|  | 3-4 | | Cake making  Ingredients  Preparation of cake tins  Testing if cooked  Cooling cakes | | By the end of the lesson the learner should be able to  State and explain the importance of ingredients used in cake making  Prepare cake tins  Explain the methods of testing cakes for doheriss  Explain how to cool cakes | Practical preparation of cake tins -Discussion | | | Cake tins  Oil and brushes  Books | | | H/science by EAEP form3 pg 117-119 | |  | |
| 4 | 1 | | -Rubbed in cakes  -Creamed cakes | | By the end of the lesson the learner should be able to  Explain the making of rubbed in mixtures  Identify faults in making of rubbed in cakes and creamed cakes | Teacher-pupil discussions  Recipe writing | | | Books  Chalks  Board | | | H/science by EAEP pg 120-127 | |  | |
|  | 2 | | Bread and doughnut  Ingredients  Recipe  Method  Common faults and causes | | By the end of the lesson the learner should be able to  Explain the method of making bread / doughnuts  State common faults and their causes | Teacher-pupil discussions  Recipe writing | | | Books  Chalk  Board | | | H/science by EAEP pg 128-132 | |  | |
| 5 | 1 | | Practical on  Creamed cake | | By the end of the lesson the learner should be able to  Prepare creamed mixtures correctly | Demonstrations  Practice in groups | | | Ingredients  Kitchen equipment  Recipes | | | Recipes  Books | |  | |
|  | 2 | | Biscuit mixtures  General guidelines  Recipes | | By the end of the lesson the learner should be able to  -State guidelines in making | -Teacher –pupil discussions  -Recipe writing | | | -Chalk  -Board  -Recipe books | | | KLB form 3 pg 105 | |  | |
|  | 3-4 | | Practical on | | Batters  Rubbed in cakes | Demonstrations  Practice the preparation of each in group | | | Kitchen equipment  Recipes  Food stuffs | | | Recipe  Books | |  | |
| 6 | 1 | | Pleats  Types  Working | | By the end of the lesson the learner should be able to  Identify types of pleats  Work different pleats | Teacher-pupil discussions  Work of samples | | | Samples  Books  Chalk  Board  Sewing equipment machine | | | H/science KLB pg 112 | |  | |
|  | 2 | | Management of fullness  Definition  Importance  Darts | | By the end of the lesson the learner should be able to;  -Define management of fullness  -State the importance of managing fullness  -Identify types of darts | Teacher-pupil discussions  Working of samples | | | Samples  Books  Chalk  Board  Sewing equipment and tools | | | H/science KLB pg 109 | |  | |
|  | 3-4 | | Disposal of fullness  Tucks  Gathers | | By the end of the lesson the learner should be able to  Name types of tucks  Explain the working of tucks and gathers | Discussions  Working of samples | | | Samples  Fabrics  Sewing equipment and tools | | | H/science KLB form 3 pg 115 | |  | |
| 7 | 1-2 | | Easing  Shirring | | By the end of the lesson the learner should be able to  Work easing and shirring | Discussions  Work of samples | | | Samples  Fabrics  Sewing equipment and tools | | | H/science KLB form 3 pg | |  | |
| 3-4 | **MID-TERM BREAK** | | | | | | | | | | | | | | |
| 8 | 1-2 | | Disposal of fullness  Smocking  Elastic | | By the end of the lesson the learner should be able to;  Work smocking and elastic |  | | |  | | |  | |  | |
|  | | 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 | | | Form 2 KLB pupils BK pg152-154  -KLB Teachers guide | | |  |
| 9 | | 1-4 | 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 | | Brown paper  writing materials | | | Form 2 KLB PG 159-165  -form 2 teachers guide. | | |  |
| 10 | | 1 | **TOPICAL CAT** | | | | | | | | | | | |
|  | | 2-3 | Preparation 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 | Form 2 KLB pupils BK pg 165 | |  | |
| 11 | | 4  1 | 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 | Form 2 KLB pupils BK pg 165 | |  | |
|  | | 2-4 | Laying out of pattern pieces before cutting | By the end of the lesson, the learner should be able to lay out pattern pieces  cut out fabric for apron | | | Each learner ays out and cuts own fabric | | | fabrics  patterns  pins  scissors | KLB F2 pupils BK pg 165-166 | |  | |
| 12 | | 1-2 | Transfer of pattern markings | The learner should be able to identify methods of transferring pattern markings  transfer pattern markings out of fabric | | | Discussions  demonstrations  transfer of markings into fabric b each learner | | | Fabrics[cut]  patterns  sewing tools | KLB F 1 pg 202-203 | |  | |
|  | | 3-4 | Stitching up apron  neck and waist bands | By the end of the lesson, the learner should be able to stitch up neck and waist bands | | | Each leaner stitches up his own | | | Neck bands  waist bands  needles  threads | KLB F 2 pg 167 | |  | |
| 13  🡨> | | 1-2 | 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 F 2 pg 167 | |  | |

**HOME SCIENCE SCHEMES OF WORK**

**FORM THREE 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 | **REPORTING AND REVISION OF LAST TERM’S EXAMS** | | | | | | |
| 2 | 1&2 | TOPICAL CAT | By the end of the lesson the learner should be able to  make corrections on the exam | discussions | Question papers and marking schemes | Past papers |  |
|  | 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 | Form 2 KLB pupils BK pg152-154  -KLB Teachers guide |  |
| 3 | 1-4 | 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 | -Brown paper  -writing materials | Form 2 KLB PG 159-165  -form 2 teachers guide. |  |
| 4 | 1&2 | Preparation 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 | Form 2 KLB pupils BK 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 | Form 2 KLB pupils BK pg 165 |  |
| 5 | 1-4 | Laying out of pattern pieces before cutting | By the end of the lesson, the learner should be able to lay out pattern pieces  cut out fabric for apron | Each learner ays out and cuts own fabric | -fabrics  -patterns  -pins  -scissors | KLB F2 pupils BK pg 165-166 |  |
| 6 | 1-2 | Transfer of pattern markings | The learner should be able to identify methods of transferring pattern markings  -transfer pattern markings out of fabric | Discussions  -demonstrations  -transfer of markings into fabric b each learner | Fabrics[cut]  -patterns  -sewing tools | KLB F 1 pg 202-203 |  |
|  | 3-4 | Stitching up apron  -neck and waist bands | By the end of the lesson, the learner should be able to stitch up neck and waist bands | Each leaner stitches up his own | Neck bands  -waist bands  -needles  -threads | KLB F 2 pg 167 |  |
| 7 | 1-2 | 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 F 2 pg 167 |  |

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|  | 3&4 | Management of fullness  Definition  Importance  Darts | By the end of the lesson the learner should be able to;  Define management of fullness  State the importance of managing fullness  Identify types of darts | -Teacher-pupil discussions  -Working of samples | -Samples  -Books  -Chalk  -Board  -Sewing equipment and tools | H/science KLB pg 109 |  |
| 8 | 1&2 | Disposal of fullness  -Tucks  -Gathers | By the end of the lesson the learner should be able to;  -Name types of tucks  -Explain the working of tucks and gathers | -Discussions  -Working of samples | -Samples  -Fabrics  -Sewing equipment and tools | H/science KLB form 3 pg 115 |  |
|  | 3&4 | -Easing  -Shirring | By the end of the lesson the learner should be able to;  Work easing and shirring | -Discussions  -Work of samples | -Samples  -Fabrics  -Sewing equipment and tools | H/science KLB form 3 pg |  |
|  | 4 | MIDTERM BREAK | | | | | | |
| 9 | 1&2 | -Pleats  -Types  -Working | By the end of the lesson the learner should be able to;  -Identify types of pleats  -Work different pleats | Teacher-pupil discussions  -Work of samples | -Samples  -Books  -Chalk  -Board  -Sewing equipment machine | H Science KLB pg 112 |  |

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|  | 3&4 | Management of fullness  -pleats | -work different types of pleats | Working of samples | Sewing equipment  fabrics | KLB fm 3 pg 112-116 |  |
| 10 | 1&2 | Needlework processes  -pockets | By the end of the lesson the learner should be able to;  identify different pockets  -explain factors on choice of pockets | Identification  discussion | Samples/ garments with pockets  books | KlB FM 3 PG 124 |  |
|  | 3&4 | Pockets  Patch pockets | By the end of the lesson the learner should be able to;  Work different patch pockets  Secure patch pockets correctly | Working of samples | Sewing equipment and tools  fabrics | KLB fm 3 pg 125 |  |
| 11 | 1&2 | Pockets  -in seam  -bound | By the end of the lesson the learner should be able to;  work in seam pockets and bound  pockets | Working of samples | Sewing equip & tools  fabrics | KLB fm 3 pg 124  Focus Hsc fm 3 |  |
|  | 3&4 | Interfaced waistband | By the end of the lesson the learner should be able to  Prepare and attach an interfaced waistband | Working of samples | Sewing equip  fabrics | KLBfm 3 pg 128 |  |
| 12 | 1&2 | Openings and fastenings | By the end of the lesson the learner should be able to  Define opening and fastening  Identify different openings | Discussion  Identification  Working of samples | Samples  Books  Sewing equip | KLB fm 3 pg 130 |  |
|  | 3&4 | Continuous wrap opening  Bound opening | By the end of the lesson the learner should be able to  Work the opening correctly | Working of samples | Sewing equip  fabrics | KLB fm3 pg 131 |  |
| 13 | 1&2 | Faced slit opening | By the end of the lesson the learner should be able to  Work the opening correctly | Working of samples | Sewing equip  fabrics | KLB fm 3 pg 134 |  |
|  | 3&4 | Front openings | By the end of the lesson the learner should be able to  prepare facings correctly  work front facings | Working of samples | Sewing equip  fabrics | KLB fm 3 pg 137 |  |
| 14 | 1-4 | **END OF TERM EXAMS** | | | | | |

**HOME SCIENCE SCHEMES OF WORK**

**FORM THREE 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 AND REVISION OF LAST TERM’S EXAMS** | | | | | |
| 2 | 1-4 | Fabric construction processes  Openings | By the end of the lesson the learner should be able to work samples on openings  Identify various openings | Demonstrations  Stitching  Teacher-learner discussions | Samples  Fabrics  Sewing equipment  Books | KLB fm 3 pg 130-144 |  |
| 3 | 1-4 | Fabric construction processes  Fastenings | By the end of the lesson the learner should be able to;  Identify various work fasteners  samples on fastenings | -Demonstrations  Stitching  Teacher-learner discussions | Samples  Fabrics  Sewing equipment  Assorted fastening | KLB fm 3 pg 14 |  |
| 4 | 1-4 | Fabric construction processes  Hem management | By the end of the lesson the learner should be able to manage hems | Stitching  Teacher-learner discussions | Fabrics  Sewing equipment | KLB fm 3 pg 157-160 |  |
| 5 | 1 | Caring for the sick at home  -Reasons for caring the sick at home | By the end of the lesson the learner should be able to;  -State reasons for caring the sick at home | -Teacher-pupil discussions  -Note taking | -Books  -Chalk  -Board | KLB fm 4 pg 1-2 focus fm 4 pg 1-4 |  |
| 2-3 | Needs of patient  Physical  Emotional | By the end of the lesson the learner should be able to;  Explain the needs of a patient (physical and emotional) | Teacher-pupil discussions  Note taking | Books  Chalk  Board | focus fm 4 pg 4-6 |  |
|  | 4 | Needs of a patient  Social  Spiritual | By the end of the lesson the learner should be able to;  Explain the social and spiritual needs of a patient | Teacher-pupil discussions  Note taking | Books  Chalk  Board | KLB fm 4 pg 3 |  |
| 6 | 1 | Preventive measures in the spread of infection | By the end of the lesson the learner should be able to;  Explain the measures to be taken to prevent spread of infections | Teacher-pupil discussions | First aid kit (gloves and antiseptic) | KLB pg 6-7 |  |
| 2-3 | Ventilation  Definition  Reasons for sufficient ventilation  Dangers of poor ventilation  Ways of ventilating a room | By the end of the lesson the learner should be able to;  Define ventilation  State reasons for sufficient ventilation  State dangers of poor ventilation  Identify ways of ventilating a room | Teacher-pupil discussions | Books  Chalk  Board | KLB H/scie fm 4 pg 9-10 |  |
| 4 | Ways of ventilating a room  Natural  Mechanical | By the end of the lesson the learner should be able to;  Identify different ways of ventilating a room | Identification of ventilators in the school compound | Building in the compound  Pictures  Books | KLB H/scie fm 4 pg 10-14 |  |
| 7 | **1** | **Midterm break** | | | | | |
| 2-4 | Fuels in the home  Common types  Wood  Charcoal  Gas  Paraffin  Electricity  Biogas  Solar energy  Other forms | By the end of the lesson the learner should be able to;  Identify the common fuels in the home  State the advantages and disadvantages of each fuel  Explain precautions to take when using the fuels | Group discussions and presentations  Note taking | Assorted fuels  Books | KLB fm 4 pg 17-27 |  |
| 8 | 1 | Conservation of energy | By the end of the lesson the learner should be able to;  Explain ways of conserving energy at home | Teacher-pupil discussions | Pictures  Books | KLB fm 4 pg 28 |  |
| 2-3 | Lighting in the home  Definition  Reasons for appropriate lighting in a house  Source of light | By the end of the lesson the learner should be able to;  Define lighting  State reasons for appropriate lighting  Explain natural sources of light | Teacher-pupil discussions  Identification | Building in the compound  Books | KLB fm 4 pg 29-31 |  |
| 4 | Artificial lighting  Qualities  Candles  Lamps-oil lamps | By the end of the lesson the learner should be able to;  State qualities of good artificial light  Explain the use, care and cleaning of oil lamps and candles | Discussions  Note taking  Practical use | Candles  Lamps  Matchbox  Oil | KLB fm 4 pg 32 |  |
| 9 | 1-3 | Pressure lamps  Gas lamps  Electric lamps  Types  Methods of lighting  Lighting specific areas | By the end of the lesson the learner should be able to;  Identify each lamp  Explain methods of lighting  Explain how to light specific areas | Group discussions and presentations | Fixtures in the compound  Pictures  Books | KLB fm 4 pg 35 |  |
| 4 | Cleaning of oil lamps  Hurricane | By the end of the lesson the learner should be able to clean lamps correctly  *© Education Plus Agencies* | Learners work in groups | Lamps  Cleaning equipment and materials  Books | H/scie by EAEP pg 46 |  |
| 10 | 1 | Furnishing the home  Definition  Interior decoration  Definition  Colour and the colour wheel | By the end of the lesson the learner should be able to;  Define furnishing and interior decoration  Explain and use the colour wheel | Discussions  Note taking | Charts  Books | H/scie by EAEP pg 56 |  |
| 2-3 | Characteristics of colour  Terms used in relation with colour  Colour schemes | By the end of the lesson the learner should be able to;  State the characteristics of colour  Define terms related to colour  Explain and use different colour schemes | Teacher-pupil discussions  Note taking | Charts  Books | H/scie by EAEP pg 57,59 |  |
| **4** | **REVISION OF TOPICAL CAT** | | | | | |
| 11 | 1 | Hard furnishings  Classes  Points in choice  Furniture for different rooms  bedrooms | By the end of the lesson the learner should be able to;  Classify hard furnishings  State points in the choice of hard furnishings  Explain the furniture requirements for different rooms | Teacher-pupil discussions | Pictures  Books | H/scie by EAEP pg 60-63 |  |
| 2-3 | Furniture requirement for different rooms  Kitchen  Living room  Dinning  Bathroom  Accessories  Definition  Accessories used in the home | By the end of the lesson the learner should be able to;  Explain in the furniture requirements for different rooms  Define accessories in the home  Identify accessories used in the home | Teacher-pupil discussions  Identification | Furniture available in the school (staffroom)  Pictures | KLB fm 4 H/scie pg 56-60 |  |
|  | 4 | Soft furnishings  Definition  Reasons for use  Choice of fabrics for soft furnishing | By the end of the lesson the learner should be able to;  Define soft furnishing  Explain reasons for use of soft furnishings  Explain the choice of fabric for soft fabrics | Teacher-pupil discussions | Pictures  books  Assorted soft furnishings | H/scie by EAEP pg 63-66 |  |
| 12 | 1 | Flower arrangements  -Definition  -Principles of flower arrangements  -Equipment needed | By the end of the lesson the learner should be able to;  Define flower arrangements  Explain principles of flower  Identify equipment used in arranging flowers | Identification  Discussions | -Books  -Assorted equipment | KLB fm 4 H/scie pg 62 |  |
| 2-3 | -Choice of flowers  -Methods of arranging  -Basic shapes | By the end of the lesson the learner should be able to;  Explain choice of flowers  -identify basic shapes  Arrange flowers into basic shapes | Discussions  Practical arrangement of flowers | Flowers  Books  Equipment for arrangement | KLB fm 4 H/scie pg 64-66 |  |
| 4 | Consumer protection  -Importance  -Rights of a consumer | By the end of the lesson the learner should be able to;  State the importance of consumer protection  State the rights of a consumer | Teacher-pupil discussions  Note taking | Books  Chalk  Board | KLB fm 4 H/scie pg 130-134 |  |