**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 agentsTypes of flourTypes of flour mixtures | By the end of the lesson the learner should be able to Identify types of floursClassify flour mixtures | Teacher-pupil discussions | BooksChalkBoard | Focus form 3 pg 87-89 |  |
| 2 | 1 | Raising agents DefinitionUse of airUse of steam | By the end of the lesson the learner should be able to Define raising agentsExplain use of air and steam as raising agents | Teacher –pupil discussions | BooksChalkBoard | 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 toExplain the use of carbon dioxide as a raising agent -Explain the biological method of raising flour mixtures | Teacher – pupil discussions | -BooksChalksAssorted agents | KLB form 3 pg 79-80 |  |
|  | 3-4 | BattersDefinitionRecipes | By the end of the lesson the learner should be able to Explain battersIdentify recipes that use batters | Teacher –pupil discussionsRecipe writing | Recipe booksChalkBoard | Form 3 H/science by EAEP pg  |  |
| 3 | 1-2 | Pastry makingGeneral rulesTypesRecipesCommon faults and causes | By the end of the lesson the learner should be able to Identify types of pastriesExplain common problems and their causes in pastry making | Teacher –pupil discussionsRecipe writing | Recipe booksChalkBoard | H/scienceEAEP pg 84-87 |  |
|  | 3-4 | Cake making IngredientsPreparation of cake tinsTesting if cookedCooling 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 doherissExplain how to cool cakes | Practical preparation of cake tins -Discussion | Cake tinsOil and brushesBooks | 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 toExplain the making of rubbed in mixturesIdentify faults in making of rubbed in cakes and creamed cakes | Teacher-pupil discussionsRecipe writing | BooksChalksBoard | H/science by EAEP pg 120-127 |  |
|  | 2 | Bread and doughnutIngredientsRecipeMethodCommon 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 discussionsRecipe writing | BooksChalkBoard | H/science by EAEP pg 128-132 |  |
| 5 | 1 | Practical onCreamed cake | By the end of the lesson the learner should be able to Prepare creamed mixtures correctly | DemonstrationsPractice in groups | IngredientsKitchen equipmentRecipes | RecipesBooks |  |
|  | 2 | Biscuit mixtures General guidelinesRecipes | 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 | BattersRubbed in cakes | Demonstrations Practice the preparation of each in group | Kitchen equipmentRecipesFood stuffs | Recipe Books |  |
| 6 | 1 | PleatsTypesWorking | By the end of the lesson the learner should be able to Identify types of pleatsWork different pleats | Teacher-pupil discussionsWork of samples | SamplesBooksChalkBoardSewing equipment machine | H/science KLB pg 112 |  |
|  | 2 | Management of fullnessDefinitionImportanceDarts | 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 discussionsWorking of samples | SamplesBooksChalkBoardSewing equipment and tools | H/science KLB pg 109 |  |
|  | 3-4 | Disposal of fullnessTucks Gathers | By the end of the lesson the learner should be able to Name types of tucksExplain the working of tucks and gathers | Discussions Working of samples | SamplesFabricsSewing equipment and tools | H/science KLB form 3 pg 115 |  |
| 7 | 1-2 | EasingShirring | By the end of the lesson the learner should be able to Work easing and shirring | DiscussionsWork of samples | SamplesFabricsSewing equipment and tools | H/science KLB form 3 pg  |  |
| 3-4 | **MID-TERM BREAK** |
| 8 | 1-2 | Disposal of fullnessSmockingElastic | By the end of the lesson the learner should be able to;Work smocking and elastic |  |  |  |  |
|  | 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 | 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 paperwriting 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 | 41 | 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 | fabricspatternspinsscissors | 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 markingstransfer pattern markings out of fabric | Discussionsdemonstrationstransfer of markings into fabric b each learner | Fabrics[cut]patternssewing tools | KLB F 1 pg 202-203 |  |
|  | 3-4 | Stitching up apronneck 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 bandswaist bandsneedlesthreads | KLB F 2 pg 167 |  |
| 13🡨> | 1-2 | 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 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 fullnessDefinitionImportanceDarts | By the end of the lesson the learner should be able to;Define management of fullnessState the importance of managing fullnessIdentify 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 | Identificationdiscussion | Samples/ garments with pocketsbooks | KlB FM 3 PG 124 |  |
|  | 3&4 | PocketsPatch pockets | By the end of the lesson the learner should be able to;Work different patch pocketsSecure patch pockets correctly | Working of samples | Sewing equipment and toolsfabrics | 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 boundpockets | Working of samples | Sewing equip & toolsfabrics | KLB fm 3 pg 124Focus 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 fasteningIdentify different openings | Discussion IdentificationWorking of samples | SamplesBooksSewing equip | KLB fm 3 pg 130 |  |
|  | 3&4 | Continuous wrap openingBound 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 correctlywork 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 processesOpenings | By the end of the lesson the learner should be able to work samples on openingsIdentify various openings | DemonstrationsStitchingTeacher-learner discussions | SamplesFabricsSewing equipmentBooks | KLB fm 3 pg 130-144 |  |
| 3 | 1-4 | Fabric construction processesFastenings | By the end of the lesson the learner should be able to;Identify various work fastenerssamples on fastenings | -DemonstrationsStitchingTeacher-learner discussions | SamplesFabricsSewing equipmentAssorted fastening | KLB fm 3 pg 14 |  |
| 4 | 1-4 | Fabric construction processesHem management | By the end of the lesson the learner should be able to manage hems | StitchingTeacher-learner discussions | FabricsSewing 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 patientPhysicalEmotional | By the end of the lesson the learner should be able to;Explain the needs of a patient (physical and emotional) | Teacher-pupil discussionsNote taking | BooksChalkBoard | focus fm 4 pg 4-6 |  |
|  | 4 | Needs of a patientSocialSpiritual | By the end of the lesson the learner should be able to;Explain the social and spiritual needs of a patient | Teacher-pupil discussionsNote taking | BooksChalkBoard | 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 | VentilationDefinitionReasons for sufficient ventilationDangers of poor ventilationWays of ventilating a room | By the end of the lesson the learner should be able to;Define ventilationState reasons for sufficient ventilationState dangers of poor ventilationIdentify ways of ventilating a room | Teacher-pupil discussions | BooksChalkBoard | KLB H/scie fm 4 pg 9-10 |  |
| 4 | Ways of ventilating a roomNaturalMechanical | 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 compoundPicturesBooks | KLB H/scie fm 4 pg 10-14 |  |
| 7 | **1** | **Midterm break** |
| 2-4 | Fuels in the homeCommon typesWoodCharcoalGasParaffinElectricityBiogasSolar energyOther forms | By the end of the lesson the learner should be able to;Identify the common fuels in the homeState the advantages and disadvantages of each fuelExplain precautions to take when using the fuels | Group discussions and presentationsNote taking | Assorted fuelsBooks | 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 | PicturesBooks | KLB fm 4 pg 28 |  |
| 2-3 | Lighting in the homeDefinitionReasons for appropriate lighting in a houseSource of light | By the end of the lesson the learner should be able to;Define lightingState reasons for appropriate lightingExplain natural sources of light | Teacher-pupil discussionsIdentification | Building in the compoundBooks | KLB fm 4 pg 29-31 |  |
| 4 | Artificial lightingQualitiesCandlesLamps-oil lamps | By the end of the lesson the learner should be able to;State qualities of good artificial lightExplain the use, care and cleaning of oil lamps and candles | DiscussionsNote takingPractical use | CandlesLampsMatchboxOil | KLB fm 4 pg 32 |  |
| 9 | 1-3 | Pressure lampsGas lampsElectric lampsTypesMethods of lightingLighting specific areas | By the end of the lesson the learner should be able to;Identify each lampExplain methods of lightingExplain how to light specific areas | Group discussions and presentations | Fixtures in the compoundPicturesBooks | KLB fm 4 pg 35 |  |
| 4 | Cleaning of oil lampsHurricane | 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 materialsBooks | H/scie by EAEP pg 46 |  |
| 10 | 1 | Furnishing the homeDefinitionInterior decorationDefinitionColour and the colour wheel | By the end of the lesson the learner should be able to;Define furnishing and interior decorationExplain and use the colour wheel | DiscussionsNote taking | ChartsBooks | H/scie by EAEP pg 56 |  |
| 2-3 | Characteristics of colourTerms used in relation with colourColour schemes | By the end of the lesson the learner should be able to;State the characteristics of colourDefine terms related to colourExplain and use different colour schemes | Teacher-pupil discussionsNote taking | ChartsBooks | H/scie by EAEP pg 57,59 |  |
| **4** | **REVISION OF TOPICAL CAT** |
| 11 | 1 | Hard furnishingsClassesPoints in choiceFurniture for different roomsbedrooms | By the end of the lesson the learner should be able to;Classify hard furnishingsState points in the choice of hard furnishingsExplain the furniture requirements for different rooms | Teacher-pupil discussions | PicturesBooks | H/scie by EAEP pg 60-63 |  |
| 2-3 | Furniture requirement for different roomsKitchen Living roomDinningBathroom AccessoriesDefinitionAccessories used in the home | By the end of the lesson the learner should be able to;Explain in the furniture requirements for different roomsDefine accessories in the homeIdentify accessories used in the home | Teacher-pupil discussionsIdentification | Furniture available in the school (staffroom)Pictures | KLB fm 4 H/scie pg 56-60 |  |
|  | 4 | Soft furnishingsDefinitionReasons for useChoice of fabrics for soft furnishing | By the end of the lesson the learner should be able to;Define soft furnishingExplain reasons for use of soft furnishingsExplain the choice of fabric for soft fabrics | Teacher-pupil discussions | PicturesbooksAssorted 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 arrangementsExplain principles of flowerIdentify equipment used in arranging flowers | IdentificationDiscussions | -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 shapesArrange flowers into basic shapes | DiscussionsPractical arrangement of flowers | FlowersBooksEquipment 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 protectionState the rights of a consumer | Teacher-pupil discussionsNote taking | BooksChalkBoard | KLB fm 4 H/scie pg 130-134 |  |