**HOME SCIENCE SCHEMES OF WORK**

**FORM FOUR 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** |  |
| 2 | 1-3 | Agencies dealing with consumer protection-Kenya Consumer Association (KCA)-Kenya Bureau of Standards (KEBS) | By the end of the lesson the learner should be able to;State the functions of KCA and KEBSState functions of counterfeit issues sectionIdentify the KEBS certification marking scheme (mark of a quality) | Teacher-pupil discussionsDrawing | Charts-Books | KLB fm 4 pg 134-139 |  |
|  | 4 | -TradeDescription Act-Price control department | By the end of the lesson the learner should be able to;Explain the importance of trade descriptions Act and price control department | Teacher-pupil discussions | -Books-Chalk-Board | KLB fm 4 pg 140-142 |  |
| 2 | 1-2 | Flower arrangementpoints to considerequipment neededchoice of flowers | By the end of the lesson, the learner should be able to state points to consider when arranging flowers, identify equipment for arrangement, identify and choose flowers. | Teacher- pupil discussionsidentificationnote taking | Flowers in compoundassorted equipmentbooks | KLB BK 4 pg 62 |  |
|  | 3-4 | Methods of arranging flowersbasic shapes | By the end of the lesson, the learner should be able to Explain the methods of arranging flowers in different shapes | Practical arrangement of flowers | Assorted flowers equipment | KLB F4 pg 64 |  |
| 3 | 1-2 | Food preservationdefinitionadvantagesdisadvantagestraditional methods | By the end of the lesson, the learner should be able to Define food preservationstate its advantages and disadvantagesexplain traditional methods of preservation | Teacher-pupil discussionnote taking | Picturesbooks | KLB F 4 pg 68 |  |
|  | 3-4 | Modern methods of preserving food | By the end of the lesson, the learner should be able to explain modern methods of preserving food. | Teacher-learner discussionnote taking | Bookspictures | KLB F4 pg 79 |  |
| 4 | 1-2 | ConvenienceFoodsdefinitiontypesadvantages and disadvantages | By the end of the lesson, the learner should be able to Define convenience foods, identifying its various types State advantages and disadvantages. | Teacher-learner discussionnote taking | Booksassorted foods | KLB F4 pg 83 |  |
|  | 3-4 | Rechauffe cookerydefinitionAdvantages of using left-over food.disadvantages storagefactors in use left overpreparation of food | By the end of the lesson, the learner should be able to Define rechauffestate advantages and disadvantages of using left over foodsexplain the preparation of variety of left overs | Teacher-pupil discussion | BooksWriting materials | KLB F 4 pg 86 |  |
| 5 | 1-2 | Rechauffe cookery recipes | By the end of the lesson, the learner should be able to write recipes on requested dishes. | Note taking | Recipe books-writing materials | KLB F4 pg 89 |  |
|  | 3-4 | Clothing construction processes collars | By the end of the lesson, the learner should be able to Name types of collars-prepare and attach collars | Demonstrationpractical preparation and attachment of collars | Fabric Sewing tools-books | KLB F4 pg 100 |  |
| 6 | 1-4 | Qualities of a good collarCoffspreparationattachingqualities of a well-made cuff | By the end of the lesson, the learner should be able to State qualities of good collars and Coffsprepare and attach Coffs | Practical preparation and attachment *© Education Plus Agencies*teacher-learner discussion | Fabricsleevessewing tools | KLB F 4 pg 106 |  |
| 7 | 1-2 | Sleevestypespreparation of set in sleevesattachingqualities of well-made sleeves | By the end of the lesson, the learner should be able to :name types of sleevesprepare and attach set in sleevesqualities of a well-made sleeve | Teacher-learner discussionpractical preparation and attachment of sleeves | Fabricssewing toolsbooks | KLB F4 pg 111 |  |
|  | 3-4 | Facings and interfacings | By the end of the lesson, the learner should be able to Differentiate facings from interfacingsuses of facings and interfacings | Teacher-pupil discussionpractical attachment | Sewing toolsfabricsinterfacingsbooks | KLB F4 pg 116 |  |
| **8** | **1-4** | **TOPICAL CATS** |
| **9** | **1-4** | **TOPICAL CATS** |
| 10 | 1-4 | Preparation for paper 1 exams | By the end of the lesson, the learner should be able to identify common Mistakes in exams attempt several questions | Question and answering | Past papers |  |  |
| 11 & 12 | 1-4 | Paper 3 | Speed test processes | On clothing  | And construction. |  |  |
| 14 | 1-4 | Paper 3  | Questions and answers |  |  |  |  |
| 15 | **END TERM EXAMINATIONS** |

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**FORM FOUR 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 | 2-4 | **REVISION OF LAST TERM’S EXAMS** |
| 2 | 1 | PRE MOCK 1EXAM REVISION | By the end of the lesson the learner should be able to:make corrections on pre mock 1 paper 3 | Teacher pupil discussions | Past papers and marking scheme | Past papers |  |
|  | 2&3 | PRE MOCK 1EXAM REVISION | By the end of the lesson the learner should be able to:make corrections on pre mock 1 paper 1 | Teacher pupil discussions | Past papers and marking scheme | Past papers |  |
| 3 | 41 | PRE MOCK 1EXAM REVISION | By the end of the lesson the learner should be able to:make corrections on pre mock 1 paper 2 | Teacher pupil discussionsWorking of speed test | Past papers and marking schemeSewing equipSpeed test | Past papers |  |
|  | 2&3 | PRE MOCK 2EXAM planning | By the end of the lesson the learner should be able to:Plan for practical exam | Each learner prepares own plan | Question papersRecipe books | Exam papers |  |
| 4 | 41 - 4 | **PRE MOCK 2EXAM** |
| 5 | 1 | PRE MOCK 2EXAM REVISION | By the end of the lesson the learner should be able to:make corrections on pre mock 2 paper 3 | Teacher pupil discussions | Past papers and marking scheme | Past papers |  |
| 6 | 2&341 | PRE MOCK 2EXAM REVISIONPRE MOCK 2EXAM REVISION | By the end of the lesson the learner should be able to:make corrections on pre mock 2 paper 1make corrections on pre mock 2 paper 2 | Teacher pupil discussionsWorking of speed test | Past papers and marking schemesPast papers and marking schemeSewing equipSpeed test | Past papersPast papers |  |
|  | 2-4 | **CONDENSED EXAM**  |
| 7 | 1-4 | **REVISION OF CONDENSED EXAM** |
| 8 | 1 |
|  | 2-4 | **MID TERM BREAK**  |
| 9 | 1-4 | REVISION AND PREPARATION FOR MOCKSPAPER 1 | By the end of the lesson the learner should be able to:Get ready for mocks paper1 | Teacher pupil discussionsGroup discussions | Past papers and marking schemes | Form 1-4 syllabus |  |
| 10 | 1-4 | REVISION AND PREPARATION FOR MOCKSPAPER 2 | By the end of the lesson the learner should be able to:Get ready for mocks paper1 | Teacher pupil discussionsWorking of speed test | Past papers and marking schemeSewing equipSpeed test | Form 1-4 syllabus |  |
| 11 | 1-4 | REVISION AND PREPARATION FOR MOCKSPAPER 3 | By the end of the lesson the learner should be able to:Get ready for mocks  | Teacher pupil discussionsWorking of speed testTrial planning | Past papers and marking schemes | Form 1-4 syllabusKNEC guidelines |  |
| 12-14 | 1-4 | **MOCK EXAMS** |

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**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 | **POST MOCK EXAMS** |
| 3&4 | 1-4 | **REVISION OF POST MOCK EXAM**  |
| 5-7 | 1-4 | **REVISION FOR KCSE** |
| 8-13 | **K.C.S.E EXAMS** |