

Wk	Lsn	Strand/Th Eme	Sub Strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment Methods	Ref
1	1	CONSERVATION EDUCATION	Wise buying – importance of wise buying	By the end of the sub strand the learner should be able to a. Explain the meaning of wise buying as used by a consumer. b. State the importance of wise buying to an individual c. Appreciate the importance of observing safety when buying items in the market.	How would you buywisely from a shopping place in your locality?	<ul style="list-style-type: none"> - Learners brainstorm on the meaning of wise buying. - In groups, learners discuss the importance of wise buying using digital devices, print materials, video clips, and documentaries. 	<ul style="list-style-type: none"> • Digital devices • Print materials • Video clips • Demonstration • <i>MTP Home science Grade 5 Learners Bk. Pg. 52-53</i> • <i>MTP Home science Grade 5 TG Pg. 56-58</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	2		Safety precautions to observe when buying different items	By the end of the sub strand the learner should be able to a. Explain the meaning of wise buying as used by a consumer. b. Analyze safety precautions to observe when buying different items from the market. c. Appreciate the importance of observing safety when buying items in the market.	How would you buywisely from a shopping place in your locality?	<ul style="list-style-type: none"> - Learners brainstorm on the meaning of wise buying. - In groups, learners discuss the safety precautions to observe when buying different items (<i>through use of a shopping list, observing expiry date of items, avoiding impulse buying, comparing prices of items</i>) 	<ul style="list-style-type: none"> • Digital devices • Print materials • Video clips • Demonstration • <i>MTP Home science Grade 5 Learners Bk. Pg. 53-54</i> • <i>MTP Home science Grade 5 TG Pg. 57-58</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	3		Buy wisely from a shopping place in the locality	By the end of the sub strand the learner should be able to a. State the importance of wise buying to an individual b. Buy wisely from a shopping place in the locality c. Appreciate the importance of observing safety when	How would you buywisely from a shopping place in your locality?	<ul style="list-style-type: none"> - In pairs, learners share experiences on wise buying of items while observing safety precautions from the market. - Learner's role play, after watching a demonstration or video clip on safety precautions to observe when buying items in the market. 	<ul style="list-style-type: none"> • Digital devices • Print materials • Video clips • Demonstration • <i>MTP Home science Grade 5 Learners Bk. Pg. 54-56</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	

				buying items in the market.		- Learners will practice wise buying through role play using a shopping list	<ul style="list-style-type: none"> • <i>MTP Home science Grade 5 TG Pg. 58-59</i> 		
2	1	FOODS AND NUTRITION	Foods and nutrients	<p>By the end of the sub strand the learner should be able to</p> <ol style="list-style-type: none"> Explain meaning of the items food and nutrients as used in nutrition. State the importance of different vitamins in our body Develop curiosity in explaining the importance of nutrients in food 	<p>What is the importance of different vitamins in our body?</p> <p>Which foods provide us with the various vitamins?</p> <p>How do we create variety in diet when providing essential vitamins and minerals?</p>	<ul style="list-style-type: none"> - Use digital devices, books and through sharing experiences, learners brainstorm on the meaning of the terms food and nutrients. - In groups, the learners are guided to brainstorm on the various nutrients found in foods. <ul style="list-style-type: none"> - <i>Macro-proteins, carbohydrates, and lipids/fats.</i> - <i>Micro-nutrients – vitamins and minerals.</i> 	<ul style="list-style-type: none"> • Realia • Books • Pictures • Digital devices • <i>MTP Home science Grade 5 Learners Bk. Pg. 57</i> • <i>MTP Home science Grade 5 TG Pg. 63-64</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	2		<i>Various nutrients found in food</i>	<p>By the end of the sub strand the learner should be able to</p> <ol style="list-style-type: none"> Identify the various nutrients found in foods. Explain the importance of nutrients found in food Develop curiosity in explaining the importance of nutrients in food 	<p>What is the importance of different vitamins in our body?</p> <p>Which foods provide us with the various vitamins?</p> <p>How do we create variety in diet when providing essential vitamins and minerals?</p>	<ul style="list-style-type: none"> - Using realia, pictures and digital devices, the learners identify foods that provide the various nutrients. - Learners suggest foods that provide the various essential nutrients found in the locality. 	<ul style="list-style-type: none"> • Realia • Books • Pictures • Digital devices • <i>MTP Home science Grade 5 Learners Bk. Pg. 58</i> • <i>MTP Home science Grade 5 TG Pg. 64</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	3		<i>Foods found in the locality</i>	<p>By the end of the sub strand the learner should be able to</p> <ol style="list-style-type: none"> Watch a video clip on foods found in the locality and nutrients they give Name foods which provide various nutrients and are found in the locality Develop curiosity in explaining the importance of nutrients in food 	<p>What is the importance of different vitamins in our body?</p> <p>Which foods provide us with the various vitamins?</p> <p>How do we create variety in diet when providing essential vitamins and minerals?</p>	<ul style="list-style-type: none"> - Using realia, pictures and digital devices, the learners identify foods that provide the various nutrients. - Learners suggest foods that provide the various essential nutrients found in the locality. 	<ul style="list-style-type: none"> • Realia • Books • Pictures • Digital devices • <i>MTP Home science Grade 5 Learners Bk. Pg. 59</i> • <i>MTP Home science Grade 5 TG Pg. 64</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	

3	1		<i>Creating variety in diet</i>	By the end of the sub strand the learner should be able to a. Name foods which provide various nutrients and are found in the locality b. Create variety in diet when cooking meals to provide all the nutrients from growth, health and development. c. Develop curiosity in explaining the importance of nutrients in food	What is the importance of different vitamins in our body? Which foods provide us with the various vitamins? How do we create variety in diet when providing essential vitamins and minerals?	<ul style="list-style-type: none"> - In groups, learners suggest ways of creating variety in diet when cooking meals to provide various nutrients. - Learners adopt the habit of keeping journals and daily logs of what they eat. 	<ul style="list-style-type: none"> • Realia • Books • Pictures • Digital devices • <i>MTP Home science Grade 5 Learners Bk. Pg. 60</i> • <i>MTP Home science Grade 5 TG Pg. 65</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	2		<i>Appreciating the habit of eating foods that are rich in all nutrients</i>	By the end of the sub strand the learner should be able to a. Name the foods which provides us with various nutrients b. Explain the various ways of creating variety in diet when cooking meals to provide us with various nutrients c. Appreciate the habit of eating foods that are rich in all in all nutrients	What is the importance of different vitamins in our body? Which foods provide us with the various vitamins? How do we create variety in diet when providing essential vitamins and minerals?	<ul style="list-style-type: none"> - In groups, learners suggest ways of creating variety in diet when cooking meals to provide various nutrients. - Learners adopt the habit of keeping journals and daily logs of what they eat. 	<ul style="list-style-type: none"> • Realia • Books • Pictures • Digital devices • <i>MTP Home science Grade 5 Learners Bk. Pg. 60-61</i> • <i>MTP Home science Grade 5 TG Pg. 65-66</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	3		Nutritional deficiencies and disorders – causes of nutritional deficiencies and disorders	By the end of the sub strand the learner should be able to a. Explain the meaning of nutritional deficiencies and disorders in relation to food intake. b. Name some of the nutritional deficiencies and disorders c. Identify the causes of nutritional deficiencies d. Appreciate the importance good nutrition in preventing nutritional deficiencies and disorders	What causes nutritional deficiencies and disorders? How can you tell that a person is suffering from a nutritional deficiency and disorder? How would you prevent nutritional deficiencies and disorders?	<ul style="list-style-type: none"> - In groups, learners brainstorm on the meaning of nutritional deficiencies and disorders. - Using pictures, charts and video clips, learners identify nutritional deficiencies and disorders (<i>marasmus, kwashiorkor, rickets, constipation, night blindness, scurvy, nutritional Anemia, Goiter</i>) 	<ul style="list-style-type: none"> • Realia • Books • Pictures • Digital devices • <i>MTP Home science Grade 5 Learners Bk. Pg. 62-63</i> • <i>MTP Home science Grade 5 TG Pg. 70</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	

4	1		<i>causes of nutritional deficiencies and disorders</i>	<p>By the end of the sub strand the learner should be able to</p> <ol style="list-style-type: none"> Explain the meaning of nutritional deficiencies and disorders in relation to food intake. Name some of the nutritional deficiencies and disorders Identify the causes of nutritional deficiencies Appreciate the importance good nutrition in preventing nutritional deficiencies and disorders 	<p>What causes nutritional deficiencies and disorders?</p> <p>How can you tell that a person is suffering from a nutritional deficiency and disorder?</p> <p>How would you prevent nutritional deficiencies and disorders?</p>	<ul style="list-style-type: none"> - In groups, learners brainstorm on the meaning of nutritional deficiencies and disorders. - Using pictures, charts and video clips, learners identify nutritional deficiencies and disorders (<i>marasmus, kwashiorkor, rickets, constipation, night blindness, scurvy, nutritional Anemia, Goiter</i>) 	<ul style="list-style-type: none"> • Realia • Books • Pictures • Digital devices • <i>MTP Home science Grade 5 Learners Bk. Pg. 62-63</i> • <i>MTP Home science Grade 5 TG Pg. 70</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	2		<i>Signs and symptoms of nutritional deficiencies and disorders</i>	<p>By the end of the sub strand the learner should be able to</p> <ol style="list-style-type: none"> Explain ways of preventing nutritional deficiencies and disorders Name signs and symptoms of nutritional deficiencies and disorders in relation to different food nutrients. Appreciate the importance good nutrition in preventing nutritional deficiencies and disorders 	<p>What causes nutritional deficiencies and disorders?</p> <p>How can you tell that a person is suffering from a nutritional deficiency and disorder?</p> <p>How would you prevent nutritional deficiencies and disorders?</p>	<ul style="list-style-type: none"> - Learners use the video clips, pictures, charts to name the causes, signs, symptoms and prevention of each of these nutritional deficiencies and disorders. 	<ul style="list-style-type: none"> • Realia • Books • Pictures • Digital devices • <i>MTP Home science Grade 5 Learners Bk. Pg. 62-63</i> • <i>MTP Home science Grade 5 TG Pg. 70</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	3		<i>Signs and symptoms of nutritional deficiencies and disorders</i>	<p>By the end of the sub strand the learner should be able to</p> <ol style="list-style-type: none"> Explain ways of preventing nutritional deficiencies and disorders Name signs and symptoms of nutritional deficiencies and disorders in relation to different food nutrients. Appreciate the importance good nutrition in preventing nutritional deficiencies and disorders 	<p>What causes nutritional deficiencies and disorders?</p> <p>How can you tell that a person is suffering from a nutritional deficiency and disorder?</p> <p>How would you prevent nutritional</p>	<ul style="list-style-type: none"> - Learners use the video clips, pictures, charts to name the causes, signs, symptoms and prevention of each of these nutritional deficiencies and disorders. 	<ul style="list-style-type: none"> • Realia • Books • Pictures • Digital devices • <i>MTP Home science Grade 5 Learners Bk. Pg. 62-63</i> • <i>MTP Home science Grade 5 TG Pg. 70</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	

					deficiencies and disorders?				
5	1		<i>Prevention of Nutritional deficiencies and disorders</i>	By the end of the sub strand the learner should be able to a. Name foods taken to prevent nutritional deficiencies and disorders b. Draw and colour different types of foods c. Explain the various ways of preventing nutritional deficiencies and disorders d. Appreciate the importance good nutrition in preventing nutritional deficiencies and disorders	What causes nutritional deficiencies and disorders? How can you tell that a person is suffering from a nutritional deficiency and disorder? How would you prevent nutritional deficiencies and disorders?	<ul style="list-style-type: none"> - Learners identify healthy eating habits that prevent nutritional deficiencies and disorders. - Learners practice healthy eating habits to prevent nutritional deficiencies and disorders and keep journals and daily logs on the foods they eat. 	<ul style="list-style-type: none"> • Realia • Books • Pictures • Digital devices • <i>MTP Home science Grade 5 Learners Bk. Pg. 62-63</i> • <i>MTP Home science Grade 5 TG Pg. 70</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	2		<i>Adopting healthy eating habits to prevent nutritional deficiencies and disorders</i>	By the end of the sub strand the learner should be able to a. Make a journal and daily logs on foods they eat b. Draw and colour different types of foods c. Adopt healthy eating habits to prevent nutritional deficiencies and disorders.	What causes nutritional deficiencies and disorders? How can you tell that a person is suffering from a nutritional deficiency and disorder? How would you prevent nutritional deficiencies and disorders?	<ul style="list-style-type: none"> - Learners identify healthy eating habits that prevent nutritional deficiencies and disorders. - Learners practice healthy eating habits to prevent nutritional deficiencies and disorders and keep journals and daily logs on the foods they eat. 	<ul style="list-style-type: none"> • Realia • Books • Pictures • Digital devices • <i>MTP Home science Grade 5 Learners Bk. Pg. 65-66</i> • <i>MTP Home science Grade 5 TG Pg. 70-71</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	3		Food preservation: Cereals and pulses (legumes in the locality)	By the end of the sub strand the learner should be able to a. Identify cereals and pulses available in their locality (legumes) b. Name nutrients found in cereals and pulses(legumes) c. Appreciate the importance of cereals in a diet	How do you preserve cereals and pulses (legume)at home?	<ul style="list-style-type: none"> - In pairs learners brainstorm and identify cereals and pulses (legumes)from pictures ,charts, video clips and documentaries - In groups, learners discuss the importance of preserving presentations using experiences, print materials digital devices, documentaries and video clips - 	<ul style="list-style-type: none"> • Pictures • Charts • Video clips • Realia • <i>MTP Home science Grade 5 Learners Bk. Pg. 66-67</i> • <i>MTP Home science Grade 5 TG Pg. 76</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	

6	1		Food preservation: importance of preserving cereals and pulses)	By the end of the sub strand the learner should be able to a. Identify cereals and pulses available in their locality (legumes) b. Explain the importance of preserving cereal and pulses (legume) to maintain the crop at home. c. Appreciate the importance of preserving cereals and pulses(legumes) at home	How do you preserve cereals and pulses (legume) at home?	<ul style="list-style-type: none"> - In pairs learners brainstorm and identify cereals and pulses (legumes)from pictures ,charts, video clips and documentaries - In groups, learners discuss the importance of preserving presentations using experiences, print materials digital devices, documentaries and video clips 	<ul style="list-style-type: none"> • Pictures • Charts • Video clips • Realia • <i>MTP Home science Grade 5 Learners Bk. Pg. 67</i> • <i>MTP Home science Grade 5 TG Pg. 76</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	2		Food preservation: methods of preserving cereals and pulses)	By the end of the sub strand the learner should be able to a. Identify methods of preserving cereals and pulses (legumes) in the locality in order to minimize food losses. b. Explain the nutrients found in legumes c. Appreciate the importance of preserving cereals and pulses(legumes) at home	How do you preserve cereals and pulses (legume) at home?	<ul style="list-style-type: none"> - In groups learners share experiences on methods of preserving cereals (legumes)in the locality - Learners brainstorm on equipment’s and materials used for preserving cereals and pulses(legumes)in their locality using digital devices, documentaries, print materials, video clips and experience 	<ul style="list-style-type: none"> • Pictures • Charts • Video clips • Realia • <i>MTP Home science Grade 5 Learners Bk. Pg. 68</i> • <i>MTP Home science Grade 5 TG Pg. 77</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	3		Food preservation: equipment and materials for preserving cereals and pulses)	By the end of the sub strand the learner should be able to a. State the methods of preserving cereals b. Name the equipment and materials used for preserving cereals and pulses (legumes) in their locality for longer preservation of food. c. Appreciate the importance of preserving cereals and pulses(legumes) at home	How do you preserve cereals and pulses (legume) at home?	<ul style="list-style-type: none"> - In groups learners share experiences on methods of preserving cereals (legumes)in the locality - Learners brainstorm on equipment’s and materials used for preserving cereals and pulses(legumes)in their locality using digital devices, documentaries, print materials, video clips and experience 	<ul style="list-style-type: none"> • Pictures • Charts • Video clips • Realia • <i>MTP Home science Grade 5 Learners Bk. Pg. 69</i> • <i>MTP Home science Grade 5 TG Pg. 71</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
7	1		Food preservation: characteristics of storage facilities for preserved	By the end of the sub strand the learner should be able to a. State characteristics of a storage facilities for preserved cereals and pulses (legumes) in their locality. b. Preserve cereals and pulses using hygienic	How do you preserve cereals and pulses (legume)at home?	<ul style="list-style-type: none"> - Learners watch a demonstration ,video clips on how to preserve and store cereals and pulses(legumes)in their locality - Learners preserve and store cereals and pulses (legumes)hygienically using various method. 	<ul style="list-style-type: none"> • Pictures • Charts • Video clips • Realia • <i>MTP Home science Grade 5 Learners Bk. Pg. 70</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	

			<i>cereals and pulses)</i>	practices at home for healthy living. c. Appreciate the importance of preserving cereals and pulses (legumes) at home			<ul style="list-style-type: none"> • <i>MTP Home science Grade 5 TG Pg. 78</i> 		
	2		Food preservation: <i>importance of preserving cereals and pulses)</i>	By the end of the sub strand the learner should be able to a. Watch a video clip on preservation of cereals b. Preserve cereals and pulses using hygienic practices at home for healthy living. c. Appreciate the importance of preserving cereals and pulses (legumes) at home	How do you preserve cereals and pulses (legume) at home?	<ul style="list-style-type: none"> - Learners watch a demonstration ,video clips on how to preserve and store cereals and pulses (legumes) in their locality - Learners preserve and store cereals and pulses (legumes) hygienically using various method. 	<ul style="list-style-type: none"> • Pictures • Charts • Video clips • Realia • <i>MTP Home science Grade 5 Learners Bk. Pg. 71-72</i> • <i>MTP Home science Grade 5 TG Pg. 78</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	3		Kitchen tools and Equipment <i>- materials use to make kitchen equipment's</i>	By the end of the sub strand the learner should be able to: a. Identify materials used to make kitchen tools and equipment b. Discuss the materials used to clean kitchen utensils c. Appreciate the importance of cleaning kitchen utensils in preventing diseases	How do you clean kitchen tools and equipment's? How do you ensure safety when cleaning kitchen tools and equipment's?	<ul style="list-style-type: none"> □ Learners identify various kitchen tools and equipment found in the locality □ Using Realia, pictures, charts and video clips, learners discuss materials used to clean kitchen tools and equipment in their locality (plain wood, plastic, melamine, aluminum) 	<ul style="list-style-type: none"> • Realia (wood, plastic, and aluminum utensils) • Pictures • Charts • Video clips • <i>MTP Home science Grade 5 Learners Bk. Pg. 72</i> • <i>MTP Home science Grade 5 TG Pg. 83</i> 	<ul style="list-style-type: none"> • Tests • Checklists • Demonstrations • Self-assessment • Observations • Critiques 	
8	1		Kitchen tools and Equipment <i>- Materials used for cleaning kitchen tools and equipment</i>	By the end of the sub strand the learner should be able to: a. Identify materials used to make kitchen tools and equipment b. Discuss the materials used to clean kitchen utensils c. Appreciate the importance of cleaning kitchen utensils in preventing diseases	How do you clean kitchen tools and equipment's? How do you ensure safety when cleaning kitchen tools and equipment's?	<ul style="list-style-type: none"> □ Learners identify various kitchen tools and equipment found in the locality □ Using Realia, pictures, charts and video clips, learners discuss materials used to clean kitchen tools and equipment in their locality (plain wood, plastic, melamine, aluminum) 	<ul style="list-style-type: none"> • Realia (wood, plastic, and aluminum utensils) • Pictures • Charts • Video clips • <i>MTP Home science Grade 5 Learners Bk. Pg. 73</i> • <i>MTP Home science Grade 5 TG Pg. 83</i> 	<ul style="list-style-type: none"> • Tests • Checklists • Demonstrations • Self-assessment • Observations • Critiques 	

			Kitchen tools and Equipment <i>- Materials used for cleaning kitchen tools and equipment</i>	By the end of the sub strand the learner should be able to: a. Identify materials used for cleaning kitchen tools and equipment's b. Watch a video clip on cleaning kitchen tools and equipment's c. Appreciate the importance of cleaning kitchen utensils in preventing diseases	How do you clean kitchen tools and equipment's? How do you ensure safety when cleaning kitchen tools and equipment's?	a demonstration, video clips on cleaning kitchen tools and equipment	<ul style="list-style-type: none"> • Realia (wood, plastic, and aluminum utensils) • Pictures • Charts • Video clips • <i>MTP Home science Grade 5 Learners Bk. Pg. 73</i> • <i>MTP Home science Grade 5 TG Pg. 83</i> 	<ul style="list-style-type: none"> • Tests • Checklists • Demonstrations • Self-assessment • Observations • Critiques 	
	2		Kitchen tools and Equipment <i>– cleaning and storing kitchen equipment made from different materials</i>	By the end of the sub strand the learner should be able to: a. Identify materials used for cleaning kitchen tools and equipment's b. Discuss the procedures of cleaning kitchen tools and equipment made of different materials c. Appreciate the importance of cleaning kitchen utensils in preventing diseases	How do you clean kitchen tools and equipment's? How do you ensure safety when cleaning kitchen tools and equipment's?	<input type="checkbox"/> In groups, learners discuss the procedures of cleaning kitchen tools and equipment made of different materials (wood, plastic, aluminum)	<ul style="list-style-type: none"> • Realia (wood, plastic, and aluminum utensils) • Pictures • Charts • Video clips • <i>MTP Home science Grade 5 Learners Bk. Pg. 73-78</i> • <i>MTP Home science Grade 5 TG Pg. 83-85</i> 	<ul style="list-style-type: none"> • Tests • Checklists • Demonstrations • Self-assessment • Observations • Critiques 	
	3		Kitchen tools and Equipment <i>- cleaning and storing kitchen equipment made from different materials</i>	By the end of the sub strand the learner should be able to: a. Identify materials used for cleaning kitchen tools and equipment's b. Make materials for cleaning kitchen tools and equipment using locally available materials c. Discuss the procedures of cleaning kitchen tools and equipment made of different materials d. Appreciate the importance of cleaning kitchen	How do you clean kitchen tools and equipment's? How do you ensure safety when cleaning kitchen tools and equipment's?	<input type="checkbox"/> Learners make materials for cleaning kitchen tools and equipment using locally available materials (sisal fibres, fine ash, course leaves, pieces of cloth, crashed charcoal)	<ul style="list-style-type: none"> • Realia (wood, plastic, and aluminum utensils) • Pictures • Charts • Video clips • <i>MTP Home science Grade 5 Learners Bk. Pg. 73-78</i> • <i>MTP Home science Grade 5 TG Pg. 83-85</i> 	<ul style="list-style-type: none"> • Tests • Checklists • Demonstrations • Self-assessment • Observations • Critiques 	

				utensils in preventing diseases					
9	1		Kitchen tools and Equipment - <i>cleaning and storing kitchen equipment made from different materials</i>	By the end of the sub strand the learner should be able to: a. Make materials for cleaning kitchen tools and equipment using locally available materials b. Discuss the procedures of cleaning kitchen tools and equipment made of different materials c. Appreciate the importance of cleaning kitchen utensils in preventing diseases	How do you clean kitchen tools and equipment's? How do you ensure safety when cleaning kitchen tools and equipment's?	<input type="checkbox"/> Learners make materials for cleaning kitchen tools and equipment using locally available materials (sisal fibres, fine ash, course leaves, pieces of cloth, crashed charcoal)	<ul style="list-style-type: none"> • Realia (wood, plastic, and aluminum utensils) • Pictures • Charts • Video clips • <i>MTP Home science Grade 5 Learners Bk. Pg. 73-78</i> • <i>MTP Home science Grade 5 TG Pg. 83-85</i> 	<ul style="list-style-type: none"> • Tests • Checklists • Demonstrations • Self-assessment • Observations • Critiques 	
	2		Kitchen tools and Equipment - <i>cleaning and storing kitchen equipment made from different materials</i>	By the end of the sub strand the learner should be able to: a. Clean and store kitchen tools and equipment made of different materials following the correct procedures to stop the spread of bacteria and illnesses b. Observe safety measures when cleaning and storing kitchen tools and equipment's c. Appreciate the importance of cleaning kitchen utensils in preventing diseases	How do you clean kitchen tools and equipment's? How do you ensure safety when cleaning kitchen tools and equipment's?	<input type="checkbox"/> Learners clean and store kitchen tools and equipment made of different materials <input type="checkbox"/> Learners practice safety when using kitchen tools and equipment	<ul style="list-style-type: none"> • Realia (wood, plastic, and aluminum utensils) • Pictures • Charts • Video clips • <i>MTP Home science Grade 5 Learners Bk. Pg. 73-78</i> • <i>MTP Home science Grade 5 TG Pg. 83-85</i> 	<ul style="list-style-type: none"> • Tests • Checklists • Demonstrations • Self-assessment • Observations • Critiques 	
	3		Kitchen tools and Equipment – <i>safety precautions when cleaning and storing kitchen tools and</i>	By the end of the sub strand the learner should be able to: a. Clean and store kitchen tools and equipment made of different materials following the correct procedures to stop the spread of bacteria and illnesses b. Observe safety measure when cleaning and storing	How do you clean kitchen tools and equipment's? How do you ensure safety when cleaning kitchen tools and equipment's?	<input type="checkbox"/> Learners clean and store kitchen tools and equipment made of different materials <input type="checkbox"/> Learners practice safety when using kitchen tools and equipment	<ul style="list-style-type: none"> • Realia (wood, plastic, and aluminum utensils) • Pictures • Charts • Video clips • <i>MTP Home science Grade 5 Learners Bk. Pg. 78-79</i> 	<ul style="list-style-type: none"> • Tests • Checklists • Demonstrations • Self-assessment • Observations • Critiques 	

			<i>equipment's</i>	kitchen tools and equipment's c. Appreciate the importance of cleaning kitchen utensils in preventing diseases			<ul style="list-style-type: none"> • <i>MTP Home science Grade 5 TG Pg. 86</i> 		
10	1	FOODS AND NUTRITION	Cooking foods <i>Dry fat frying – procedures use to cook food during the dry fat frying method</i>	By the end of the sub strand, the learner should be able to: a. Identify foods which can be fried and are found within their locality. b. Describe the procedure used to cook food using the dry fat method. c. Appreciate foods cooked using the dry fat frying method.	What safety precautions should you observe while frying at home? How do you use the dry fry method to cook a given local meal at home?	<ul style="list-style-type: none"> - Using pictures, realia, video clips and charts, learners will identify local foods which can be cooked using the dry fat frying method and are found within their locality. - In group pairs, learners share experience of foods they have eaten that are cooked using the dry fat method. - In groups, learners discuss the procedure used in dry frying food(<i>any food that has its own fat e.g. meat, fish, pork, chicken</i>) - <u>NOTE:</u> <i>select an appropriate food within the locality</i> 	<ul style="list-style-type: none"> • Picture • Video clips • Realia • Portfolio • Charts • <i>MTP Home science Grade 5 Learners Bk. Pg. 80-81</i> • <i>MTP Home science Grade 5 TG Pg. 91-92</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	2		<i>Serving dry fat food appropriately</i>	By the end of the sub strand, the learner should be able to: a. Serve fried food appropriately at home. b. Describe the procedure used to cook food using the dry fat method. c. Observe safety while cooking at home. d. Appreciate foods cooked using the dry fat frying method.	What safety precautions should you observe while frying at home? How do you use the dry fry method to cook a given local meal at home?	<ul style="list-style-type: none"> - Learners serve the fried food appropriately. In group pairs, learners share experience of foods they have eaten that are cooked using the dry fat method. - In groups, learners discuss the procedure used in dry frying food(<i>any food that has its own fat e.g. meat, fish, pork, chicken</i>) - <u>NOTE:</u> <i>select an appropriate food within the locality</i> 	<ul style="list-style-type: none"> • Picture • Video clips • Realia • Portfolio • Charts • <i>MTP Home science Grade 5 Learners Bk. Pg. 82-83</i> • <i>MTP Home science Grade 5 TG Pg. 92</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	
	3		Cooking foods <i>Storing dry fat fried foods appropriately to avoid spoilage</i>	By the end of the sub strand, the learner should be able to: a. Cook a local food using the dry fat method. b. Store fried food appropriately. c. Appreciate foods cooked using the dry fat frying method.	What safety precautions should you observe while frying at home? How do you use the dry fry method to cook a given local meal at home?	<ul style="list-style-type: none"> - Watch a demonstration or video clip on safety to be observed when cooking. - In groups or pairs, learners brainstorm on the safety measures to be observed during dry fat frying at home. - In groups or pairs, learners cook food using dry fat frying method. 	<ul style="list-style-type: none"> • Picture • Video clips • Realia • Portfolio • Charts • <i>MTP Home science Grade 5 Learners Bk. Pg. 84</i> • <i>MTP Home science Grade 5 TG Pg. 93</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 	

11	1		<i>Appreciating foods cooked using the dry fat frying method</i>	By the end of the sub strand, the learner should be able to: a. Cook a local food using the dry fat method. b. Store fried food appropriately. c. Appreciate foods cooked using the dry fat frying method.	What safety precautions should you observe while frying at home? How do you use the dry fry method to cook a given local meal at home?	<ul style="list-style-type: none"> - Watch a demonstration or video clip on safety to be observed when cooking. - In groups or pairs, learners brainstorm on the safety measures to be observed during dry fat frying at home. - In groups or pairs, learners cook food using dry fat frying method. - Learners serve the fried food appropriately. 	<ul style="list-style-type: none"> • Picture • Video clips • Realia • Portfolio • Charts • <i>MTP Home science Grade 5 Learners Bk. Pg. 85</i> • <i>MTP Home science Grade 5 TG Pg. 94</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 		
	2		Deep frying – <i>local foods which can be deep fried</i>	By the end of the sub strand, the learner should be able to: a. Identify local foods which can be deep fried found within their community. b. Draw and colour the local foods which can be deep fried c. Appreciate food cooked using deep frying method.	What local foods can you deep fry at home? How do you deep fry food at home?	<ul style="list-style-type: none"> - Using pictures, realia, video clips and charts, learner will identify local foods which can be deep fried and are found within their locality. - In groups pairs, learners share experiences on the foods they have eaten that are deep fried. - 	<ul style="list-style-type: none"> • Picture • Video clips • Realia • Portfolio • Charts • <i>MTP Home science Grade 5 Learners Bk. Pg. 85-86</i> • <i>MTP Home science Grade 5 TG Pg. 98</i> 	<ul style="list-style-type: none"> • Checklist test • Observations • Critiques • Demonstration • Self-assessment 		
	3	END OF TERM ASSESSMENT AND CLOSING								