

# HOME SCIENCE SCHEME OF WORK GRADE 5 TERM ONE

Wk	Lsn	Strand/The me	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref
1	1	HEALTHY LIVING	Pre-teen/pre-adolescence (9-12 years): Meaning of Adolescent	By the end of the sub strand, the learner should be able to; a. Explain the meaning of pre-teen/pre-adolescence. b. Watch a video clip on good grooming for pre-teen/pre-adolescence. c. Appreciate healthy habits in pre-teen/pre-adolescence	What are the changes that take place during a pre-teen/pre-adolescence stage?	Learners brainstorm on who a pre-teen/pre-adolescence is by using video clips, pictures, charts.  Learners to watch a video clip on good grooming for pre-teen/pre-adolescence	Video clips, pictures, charts, storybook, resource person	Demonstration , tests, observations, self-assessment, checklist, portfolio	
	2		Pre-teen/pre-adolescence (9-12 years): changes that take place during pre-teen/pre-adolescence.	By the end of the sub strand, the learner should be able to; a. Mention changes that take place during pre-teen/pre-adolescence. b. Watch a video clip on good grooming for pre-teen/pre-adolescence. c. Appreciate healthy habits in pre-teen/pre-adolescence	What are the changes that take place during a pre-teen/pre-adolescence stage?	In groups learners share experiences on the changes that take place during pre-teen/pre-adolescence through stories.  Experience sharing, resource persons, video clips, pictures  Learners to watch a video clip on good grooming for pre-teen/pre-adolescence	Video clips, pictures, charts, storybook, resource person	Demonstration , tests, observations, self-assessment, checklist, portfolio	
	3		Pre-teen/pre-adolescence (9-12 years): Good grooming	By the end of the sub strand, the learner should be able to; a. Practice good grooming as a daily health habit b. Discuss aspects of good grooming c. Appreciate healthy habits in pre-teen/pre-adolescence	What are the changes that take place during a pre-teen/pre-adolescence stage?	In groups learners discuss aspects of grooming during pre-teen/pre-adolescence (personal hygiene)  Learner's peer teach, role play good grooming	Video clips, pictures, charts, storybook, resource person	Demonstration , tests, observations, self-assessment, checklist, portfolio	

						Learners to watch a video clip on good grooming for pre-teen/pre-adolescence			
2	1		Pre-teen/pre-adolescence (9-12 years): healthy habits for pre-teens	By the end of the sub strand, the learner should be able to; a. State healthy eating habits for a pre-teen/pre-adolescence b. Observe safety precautions as pre-teen/pre-adolescence within their environment c. Appreciate healthy habits in pre-teen/pre-adolescence	What are the changes that take place during a pre-teen/pre-adolescence stage?	In groups learners brainstorm on healthy habits during pre-teen/pre-adolescence through experience, sharing stories, resource person, watching video clip  Learner's peer teach, role play good grooming  Learners discuss safety precautions to observe as pre-teen/pre-adolescence within their environment	Video clips, pictures, charts, storybook, resource person	Demonstration , tests, observations, self-assessment, checklist, portfolio	
	2		Pre-teen/pre-adolescence (9-12 years): Exercise as a healthy habit	By the end of the sub strand, the learner should be able to; a. Engage in daily physical exercise as a healthy habit b. Observe safety precautions as pre-teen/pre-adolescence within their environment c. Appreciate healthy habits in pre-teen/pre-adolescence	What are the changes that take place during a pre-teen/pre-adolescence stage?	In groups learners carry out daily physical exercise as a healthy habit	Video clips, pictures, charts, storybook, resource person	Demonstration , tests, observations, self-assessment, checklist, portfolio	
	3		Dressing self: factors to consider when choosing a cloth for pre-teens	By the end of the sub strand, the learner should be able to; a. Mention factors to consider in the choice of clothes and shoes for pre-teens/pre-adolescence. b. State the types of shoes for pre-teens/pre-adolescence. c. Explain decent ways to dress Appreciate proper clothing for a pre-teens/pre-adolescent	What are the dressing needs of pre-teens/pre-adolescents?	In groups learners share experiences on the choice of clothes for pre-teens/pre-adolescence.  Using digital devices, charts, pictures, learners brainstorm on the types of shoes for pre-teen/pre-adolescence	Digital devices, pictures, charts, different types of shoes	Demonstration , tests, observations, self-assessment, checklist, portfolio	
3	1		Dressing self: factors to consider when choosing a	By the end of the sub strand, the learner should be able to; a. Mention factors to consider in the choice of clothes and	What are the dressing needs of pre-teens/pre-Adolescents?	In groups learners share experiences on the choice of clothes for pre-teens/pre-adolescence.	Digital devices, pictures, charts, different types of shoes	Demonstration , tests, observations, self-	

			cloth for pre-teens	shoes for pre-teens/pre-adolescence. b. State the types of shoes for pre-teens/pre-adolescence. c. Appreciate proper clothing for a pre-teens/pre-adolescent		Using digital devices, charts, pictures, learners brainstorm on the types of shoes for pre-teen/pre-adolescence		assessment, checklist, portfolio	
	2		Dressing self: ways of dressing during pre-teens	By the end of the sub strand, the learner should be able to; a. Explain decent ways to dress during pre-teens/pre-adolescence stage. b. Fashion show different ways to dress for a pre-teens/pre-adolescent. c. Appreciate proper clothing for a pre-teens/pre-adolescent	What are the dressing needs of pre-teens/pre-adolescents?	Learners brainstorm on different factors to be considered in the choice of shoes and clothes for pre-teens/pre-adolescence through watching video clips, pictures, (comfort, age, shape)  Learners identify appropriate clothes and shoes for pre-teens/pre-adolescents  Learners fashion show different ways of dressing for pre-teens/ pre-adolescents	Digital devices, pictures, charts, different types of shoes	Demonstration , tests, observations, self-assessment, checklist, portfolio	
	3		Dressing self: appropriate clothes and shoes for pre-teens	By the end of the sub strand, the learner should be able to; a. Identify appropriate clothes and shoes for pre-teens/pre-adolescents b. State the factors to consider in the choice of shoes and clothes for pre-teens/ pre-adolescents c. Appreciate proper clothing for a pre-teens/pre-adolescent	What are the dressing needs of pre-teens/pre-adolescents?	Learners brainstorm on different factors to be considered in the choice of shoes and clothes for pre-teens/pre-adolescence through watching video clips, pictures, (comfort, age, shape)  Learners identify appropriate clothes and shoes for pre-teens/pre-adolescents  Learners fashion show different ways of dressing for pre-teens/ pre-adolescents	Digital devices, pictures, charts, different types of shoes	Demonstration , tests, observations, self-assessment, checklist, portfolio	

4	1		Dressing self: appropriate clothes and shoes for pre-teens	By the end of the sub strand, the learner should be able to; a. Identify appropriate clothes and shoes for pre-teens/pre-adolescents b. Fashion show different ways to dress for a pre-teens/pre-adolescent. c. Appreciate proper clothing for a pre-teens/pre-adolescent	What are the dressing needs of pre-teens/pre-adolescents?	Learners brainstorm on different factors to be considered in the choice of shoes and clothes for pre-teens/pre-adolescence through watching video clips, pictures, (comfort, age, shape)  Learners identify appropriate clothes and shoes for pre-teens/pre-adolescents  Learners fashion show different ways of dressing for pre-teens/ pre-adolescents	Digital devices, pictures, charts, different types of shoes	Demonstration , tests, observations, self-assessment, checklist, portfolio	
	2		Time management: importance of time	By the end of the sub strand, the learner should be able to; a. Explain the importance of using time well in their daily life b. Name the factors that may lead to time wastage in day-to-day life c. Appreciate the importance of time management for well being of self and others.	How do you spend time at home?	In groups learners discuss the importance of using time well in daily life.  Learners to share experience on how to spend their time well	Pictures, storybooks, video clips	Demonstration , tests, observations, self-assessment, checklist, portfolio	
	3		Time management: positive leisure activities	By the end of the sub strand, the learner should be able to; a. Identify positive leisure activities for healthy living b. Prepare a plan on how to spend time in their daily life c. Appreciate the importance of time management for wellbeing of self and others.	How do you spend time at home?	In groups learners identify positive leisure activities for healthy living  Learners prepare a plan on how to spend time in their daily life NOTE: Teachers to emphasize on the positive effects of media	Pictures, storybooks, video clips	Demonstration , tests, observations, self-assessment, checklist, portfolio	
5	1		Time management:	By the end of the sub strand, the learner should be able to;	How do you spend time at home?	In groups learners identify effects of time wastage	Pictures, storybooks, video clips	Demonstration , tests, observations,	

			effects of time wastage	a. Identify the effects of wasting time in their daily life b. Prepare a plan on how to spend time in their daily life c. Appreciate the importance of time management for wellbeing of self and others.		Learners share experience on activities that can lead to time wastage( uncontrolled media influence, disorganization)  Learners prepare a plan on how to spend time in their daily life		self-assessment, checklist, portfolio	
	2		Surfaces found in the home	By the end of the sub strand, the learner should be able to; a. Identify surface made from different materials in the home b. Outline the various procedures used to clean different surfaces in the home for healthy living c. Appreciate a clean home to promote healthy living	How do you clean surfaces made from different materials at home?	In groups learners share experiences on surfaces made from different materials in the home  In groups learners discuss procedures for cleaning different surfaces	Glass windows or surfaces, plain wood furniture, cemented floor, earthen floors, video clips	Demonstration , tests, observations, self-assessment, checklist, portfolio	
	3		Surfaces found in the home	By the end of the sub strand, the learner should be able to; a. Identify surface made from different materials in the home b. Outline the various procedures used to clean different surfaces in the home for healthy living c. Appreciate a clean home to promote healthy living	How do you clean surfaces made from different materials at home?	In groups learners share experiences on surfaces made from different materials in the home  In groups learners discuss procedures for cleaning different surfaces	Glass windows or surfaces, plain wood furniture, cemented floor, earthen floors, video clips	Demonstration , tests, observations, self-assessment, checklist, portfolio	
6	1		Surfaces found in the home	By the end of the sub strand, the learner should be able to; a. Identify cleaning materials and tools used for cleaning different surfaces in the home for protection of the surfaces and keep away illnesses. b. Improvise cleaning materials and tools for cleaning different surfaces at home for healthy living and a day-to-day healthy habit.	How do you clean surfaces made from different materials at home?	In groups learners identify cleaning materials and tools used for cleaning different surfaces  In groups learners make different cleaning materials and tools for cleaning different surfaces	Glass windows or surfaces, plain wood furniture, cemented floor, earthen floors, video clips	Demonstration , tests, observations, self-assessment, checklist, portfolio	

				c. Appreciate a clean home to promote healthy living					
	2		Surfaces found in the home	<p>By the end of the sub strand, the learner should be able to;</p> <p>a. Identify cleaning materials and tools used for cleaning different surfaces in the home for protection of the surfaces and keep away illnesses.</p> <p>b. Improvise cleaning materials and tools for cleaning different surfaces at home for healthy living and a day-to-day healthy habit.</p> <p>c. Appreciate a clean home to promote healthy living</p>	How do you clean surfaces made from different materials at home?	<p>In groups learners identify cleaning materials and tools used for cleaning different surfaces</p> <p>In groups learners make different cleaning materials and tools for cleaning different surfaces</p>	Glass windows or surfaces, plain wood furniture, cemented floor, earthen floors, video clips	Demonstration , tests, observations, self-assessment, checklist, portfolio	
	3		Surfaces found in the home	<p>By the end of the sub strand, the learner should be able to;</p> <p>a. Identify cleaning materials and tools used for cleaning different surfaces in the home for protection of the surfaces and keep away illnesses.</p> <p>b. Improvise cleaning materials and tools for cleaning different surfaces at home for healthy living and a day-to-day healthy habit.</p> <p>c. Appreciate a clean home to promote healthy living</p>	How do you clean surfaces made from different materials at home?	<p>In groups learners identify cleaning materials and tools used for cleaning different surfaces</p> <p>In groups learners make different cleaning materials and tools for cleaning different surfaces</p>	Glass windows or surfaces, plain wood furniture, cemented floor, earthen floors, video clips	Demonstration , tests, observations, self-assessment, checklist, portfolio	
7	1		Surfaces found in the home	<p>By the end of the sub strand, the learner should be able to;</p> <p>a. Practice cleaning different surfaces at home as a healthy day to day practice</p> <p>b. Observe safety measure when cleaning different surfaces at home</p> <p>c. Appreciate a clean home to promote healthy living</p>	How do you clean surfaces made from different materials at home?	<p>In groups learners' clean different surfaces available in the school and record in a journal</p> <p>In groups learners practice safety precautions while cleaning different surfaces</p>	Glass windows or surfaces, plain wood furniture, cemented floor, earthen floors, video clips	Demonstration , tests, observations, self-assessment, checklist, portfolio	

	2		Surfaces found in the home	By the end of the sub strand, the learner should be able to; a. Practice cleaning different surfaces at home as a healthy day to day practice b. Observe safety measure when cleaning different surfaces at home c. Appreciate a clean home to promote healthy living	How do you clean surfaces made from different materials at home?	In groups learners' clean different surfaces available in the school and record in a journal  In groups learners practice safety precautions while cleaning different surfaces	Glass windows or surfaces, plain wood furniture, cemented floor, earthen floors, video clips	Demonstration , tests, observations, self-assessment, checklist, portfolio	
	3		Surfaces found in the home	By the end of the sub strand, the learner should be able to; a. Care for cleaning materials and tools used for cleaning surfaces at home as a day-to-day maintenance b. Observe safety measure when handling materials c. Appreciate a clean home to promote healthy living	How do you clean surfaces made from different materials at home?	Learners demonstrate care for the cleaning materials and tools they used for cleaning different surfaces.  In groups learners practice safety precautions while cleaning different surfaces	Glass windows or surfaces, plain wood furniture, cemented floor, earthen floors, video clips	Demonstration , tests, observations, self-assessment, checklist, portfolio	
8	1		Surfaces found in the home	By the end of the sub strand, the learner should be able to; a. Care for cleaning materials and tools used for cleaning surfaces at home as a day-to-day maintenance b. Observe safety measure when handling materials c. Appreciate a clean home to promote healthy living	How do you clean surfaces made from different materials at home?	Learners demonstrate care for the cleaning materials and tools they used for cleaning different surfaces.  In groups learners practice safety precautions while cleaning different surfaces	Glass windows or surfaces, plain wood furniture, cemented floor, earthen floors, video clips	Demonstration , tests, observations, self-assessment, checklist, portfolio	
	2		Common communicable diseases	By the end of the sub strand, the learner should be able to; a. Explain the meaning of communicable diseases for healthy living. b. Name the diseases in their locality c. Appreciate importance of preventing common communicable diseases in the locality.	What are the causes of communicable diseases?  How can you prevent communicable diseases in your environment?	Learners brain storm on the meaning of communicable diseases.	Pictures, charts, posters	Demonstration , tests, observations, self-assessment, checklist, portfolio	



	3		Common communicable diseases	By the end of the sub strand, the learner should be able to; a. Identify common communicable diseases in the locality for easy identification of diseases outbreaks b. Watch a video clip on communicable diseases c. Appreciate importance of preventing common communicable diseases in the locality.	What are the causes of communicable diseases?  How can you prevent communicable diseases in your environment?	Learners identify common communicable diseases in the locality as follows: immunisable diseases, skin diseases, diseases transmitted through insect, respiratory diseases.	Pictures, charts, posters	Demonstration, tests, observations, self-assessment, checklist, portfolio	
9	1		Common communicable diseases	By the end of the sub strand, the learner should be able to; a. Identify common communicable diseases in the locality for easy identification of diseases outbreaks b. Watch a video clip on communicable diseases c. Appreciate importance of preventing common communicable diseases in the locality.	What are the causes of communicable diseases?  How can you prevent communicable diseases in your environment?	Learners identify common communicable diseases in the locality as follows: immunisable diseases, skin diseases, diseases transmitted through insect, respiratory diseases.	Pictures, charts, posters	Demonstration, tests, observations, self-assessment, checklist, portfolio	
	2		Common communicable diseases	By the end of the sub strand, the learner should be able to; a. Identify the causes of common communicable diseases as a way of supporting disease eradication b. State health measures that prevent common communicable disease c. Appreciate importance of preventing common communicable diseases in the locality.	What are the causes of communicable diseases?  How can you prevent communicable diseases in your environment?	Learners discuss factors that cause common communicable diseases.  Learners practice health measures that prevent common communicable diseases from pictures, documentaries, health posters	Pictures, charts, posters	Demonstration, tests, observations, self-assessment, checklist, portfolio	
	3		Common communicable diseases	By the end of the sub strand, the learner should be able to; a. Identify the causes of common communicable diseases as a way of	What are the causes of communicable diseases?	Learners discuss factors that cause common communicable diseases.	Pictures, charts, posters	Demonstration, tests, observations, self-assessment,	



				supporting disease eradication b. State health measures that prevent common communicable disease c. Appreciate importance of preventing common communicable diseases in the locality.	How can you prevent communicable diseases in your environment?	Learners practice health measures that prevent common communicable diseases from pictures, documentaries, health posters		checklist, portfolio	
10	1		Common communicable diseases	By the end of the sub strand, the learner should be able to; a. State health measures that prevent common communicable disease b. Practice health measures to prevent common communicable diseases in their locality c. Appreciate importance of preventing common communicable diseases in the locality.	What are the causes of communicable diseases?  How can you prevent communicable diseases in your environment?	Learners discuss factors that cause common communicable diseases.  Learners practice health measures that prevent common communicable diseases from pictures, documentaries, health posters  In groups, learners use the pictures, documentaries and health posters to guide discussion on healthy measures to prevent communicable diseases	Pictures, charts, posters	Demonstration , tests, observations, self-assessment, checklist, portfolio	
	2		Common communicable diseases	By the end of the sub strand, the learner should be able to; a. State health measures that prevent common communicable disease b. Practice health measures to prevent common communicable diseases in their locality c. Appreciate importance of preventing common communicable diseases in the locality.	What are the causes of communicable diseases?  How can you prevent communicable diseases in your environment?	Learners discuss factors that cause common communicable diseases.  Learners practice health measures that prevent common communicable diseases from pictures, documentaries, health posters  In groups, learners use the pictures, documentaries and health posters to guide discussion on healthy measures to prevent communicable diseases	Pictures, charts, posters	Demonstration , tests, observations, self-assessment, checklist, portfolio	

## ASSESSMENT