



HYGIENE NUTRITION SCHEME OF WORK GRADE 3 TERM 1

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| NAME | |
| TSC NO. | |
| SCHOOL | |



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| SCHOOL | GRADE | LEARNING AREA | TERM | YEAR |
| | | HYGIENE AND NUTRITION | ONE | 2021 |

| Week | Lesson | Strand | Sub-Strand | Specific Learning Outcomes | Key Inquiry Questions | Learning Experiences | Learning Resources | Assessment | Reflection |
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| 1 | 1 | Health practices | Healthy habits | By the end of the sub-strand, the learner should be able to: Mention healthy habits that promote our well-being, | Which health habits promote our wellbeing | In groups learners are guided to identify healthy habits that promote wellbeing (wearing clean clothes and shoes, eating regular meals, drinking sufficient clean water, correct sitting posture, regular exercises) using charts, pictures, illustrations, animations, video clips | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 3 Video clips Charts Bicycle Water Bean bags Tires Huddles Skipping ropes Starter Swings Slides See-saws | Observing the health habits from the pupils Asking questions | |



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| | 2 | Health practices | Healthy habits | By the end of the sub-strand, the learner should be able to: state the importance of practicing health habits for our well-being | Why is it important to practice these health habits? | Learners state the importance of practicing health habits (good health, prevent illness, proper growth and development, prevent infestation with parasites) | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 3 Video clips Charts Bicycle Water | Asking questions | |
| 2 | 1 | Health practices | Healthy habits | By the end of the sub-strand, the learner should be able to: practice health habits that promote our wellbeing, appreciate the importance of observing health habits for our well-being | Which health habits do you practise daily? | Learners listen to stories and share experiences that bring out the importance of practicing health habits. Learners are guided to keep a record of the health habits they practice on a daily basis | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 3 Video clips Charts Bicycle Water | Observing the healthy habits practiced by the pupils Asking and answering question | |
| | 2 | Health practices | Oral Hygiene | By the end of the sub-strand, the learner should be able to: name common problems related to teeth | What are the common problems related to teeth? | In pairs, learners share experiences on the problems they have experienced with their teeth Learners are guided to | Everyday Hygiene and Nutrition, Learner's Book | Observation s, oral questions written | |



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| | | | | | | identify the common problems related to teeth (bad breath, pain, mouth sores, cavities, teeth not in line, new teeth are bigger than the old) using pictures, video clips | Grade 3 pg. 9-10 video clips pictures charts resource person | questions | |
| 3 | 1 | Health practices | Oral Hygiene | By the end of the sub-strand, the learner should be able to: mention ways of dealing with common problems related to teeth. | How do we prevent teeth problems | Learners are guided to identify the common problems related to teeth (bad breath, pain, mouth sores, cavities, teeth not in line, new teeth are bigger than the) using pictures, video clips Learners are guided to tell ways in which common problems relating to teeth can be managed using pictures, video clips | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 12-13 video clips pictures charts resource person | Observations, oral questions written questions | |
| | 2 | Health practices | Cleaning the classroom | By the end of the sub-strand, the learner should be able to: give reasons for cleaning the classroom | What materials do we use to clean the classroom? | In groups, learners are guided to give reasons for cleaning the classroom. Learners identify the materials and equipment used for cleaning the classroom using realia and pictures. | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 15 Dusters | Observations, oral questions written questions | |



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| | | | | | | | cobweb broom Broom Dustpan Dustbin Computing Devices | | |
| 4 | 1 | Health practices | Cleaning the classroom | By the end of the sub-strand, the learner should be able to: identify materials used to clean the classroom | Why do we clean our classroom? | Learners assess their own classroom and identify areas that need to be cleaned. Learners are guided to clean the classroom (collecting litter, sweeping the floor, dusting surfaces like desks and chairs, removing cobwebs, emptying the dustbin, opening windows for aeration, arranging furniture)through demonstration, video clips. Learners practise how to clean the classroom | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 16-17 video clips Dusters cobweb broom Broom Dustpan Dustbin Computing Devices | Observations, oral questions written questions | |
| | 2 | Health practices | Cleaning the classroom | By the end of the sub-strand, the learner should be able to: | How do we clean the classroom? | Learners are guided to develop a duty rota on cleaning their classroom | Everyday Hygiene and | Observations, oral | |



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| | | | m | care for the classroom appreciate the importance of having a clean classroom | How can we ensure that we maintain class cleanliness? | Learners are guided to develop a checklist which they will use to assess cleanliness of their classroom Learners can simulate how to clean a classroom using computing devices to clean the classroom | Nutrition, Learner's Book Grade 3 pg. 18-19 Pictures Charts Dusters cobweb broom Broom Dustpan Dustbin Computing Devices | questions written questions | |
| 5 | 1 | Health practices | Use of improvised materials for cleaning utensils | By the end of the sub-strand, the learner should be able to: identify types of dirt found on utensils | What type of dirt do we find on utensils? | Learners are guided to identify types of dirt found on utensils (greasy, starchy, milky dirt) using realia, pictures, video clips. | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 21-22 egg shells, charcoal, ash, sieve, utensils | Observation s, oral questions written questions | |



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| | | | | | | | to clean, clean water, basins | | |
| | 2 | Health practices | Use of improvised materials for cleaning utensils | By the end of the sub-strand, the learner should be able to: identify materials that can be improvised for cleaning utensils, | Which materials can be improvised to clean utensils? | Learners are guided to identify cleaning materials using pictures, realia. Learners are guided to identify materials that can be improvised | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 23-24 egg shells, charcoal, ash, sieve, utensils to clean, clean water, | Observations, oral questions written questions | |
| 6 | 1 | Health practices | Use of improvised materials for cleaning utensils | By the end of the sub-strand, the learner should be able to: prepare improvised cleaning materials for cleaning utensils demonstrate how to clean utensils using the improvised cleaning materials, | How can we prepare improvised materials for cleaning utensils | Learners are guided in preparing the improvised materials for cleaning e.g. sieving ash, crush charcoal, crush egg | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 25 egg shells, charcoal, ash, sieve, utensils to clean, clean | Observations, oral questions written questions | |



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| | | | | | | | water, | | |
| | 2 | Health practices | Use of improvised materials for cleaning utensils | By the end of the sub-strand, the learner should be able to: clean utensils using improvised cleaning materials, appreciate the use of improvised cleaning materials | How do we clean utensils using improvised cleaning materials? | In groups, learners are guided to clean the utensils using the improvised cleaning materials. Learners can find out other materials that can be improvised for cleaning utensils using computing devices, talking to parents and other members in the community | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 26-27 egg shells, charcoal, ash, sieve, utensils to clean, clean water, | Observations, oral questions written questions | |
| 7 | 1 | Health practices | Proper use and storage of medicine at home | By the end of the sub-strand, the learner should be able to: identify medicines for internal and external use at home Interpret simple instructions on dosage of medicine for various ailments, | Which are the internal and external medicines used at, home? | Learners are guided to identify internal and external medicines used at home (those to be swallowed and those to be applied) using empty packets and containers. | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 28-29 empty packets of medicine computing devices | Observations, oral questions written questions | |



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| | 2 | Health practices | Proper use and storage of medicine at home | By the end of the sub-strand, the learner should be able to practice proper storage of medicine at home. | How do we store medicine | Learners role play on interpreting instructions on use and storage of medicine. Learners can play games on interpreting simple instructions on dosage of medicine using computing devices | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 30-31 empty packets of medicine computing devices | Observations oral questions written questions | |
| 8 | 1 | Health practices | Making water safe for drinking | By the end of the sub-strand, the learner should be able to: mention ways in which water is contaminated in the environment, differentiate between clean water and safe water for drinking, | How is water contaminated? | Learners are guided to discuss ways in which water can be contaminated in their environment (human activities-washing clothes, bathing, urinating, swimming and animals- drinking directly from water source, excreting in water) through pictures, charts, video clips. | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 34 Pictures Charts Handkerchief Sufuria water bottle computing devices | Observations oral questions written questions | |



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| | 2 | Health practices | Making water safe for drinking | By the end of the sub-strand, the learner should be able to: state the importance of drinking safe water for good health, | Is clean looking water safe for drinking | Learners are guided to differentiate between clean water and safe water through experimentation (sieve clean looking water with a clean white handkerchief; presence of substances left on the handkerchief is an indication that the water has suspensions in it which makes it unsafe for drinking). | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 34 Pictures Charts Handkerchief Sufuria water bottle computing devices burner | Observation s oral questions written questions | |
| 9 | 1 | Health practices | Making water safe for drinking | By the end of the sub-strand, the learner should be able to: make water safe for drinking by boiling. store boiled water meant for drinking, appreciate the need for safe water for drinking | How can we make water safe for drinking? | Learners are guided in group discussions on reasons why we need to drink safe water Learners are guided on how to boil water for drinking through a demonstration or watching video clips | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 34 Pictures Charts Handkerchief | Observation s oral questions written questions | |



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| | | | | | | | Sufuria Water Bottle Computing Devices Burner | | |
| 2 | Kitchen Garden | Types Of Kitchen Garden | By the end of the sub-strand, the learner should be able to: identify forms of kitchen gardens name different crops grown in a kitchen garden state the importance of a kitchen garden at home and school. | What forms of kitchen gardens do we have? | Learners are guided to identify forms of kitchen gardens (bags, tyres, basins/boxes, pipes, plots, hanging/floating pots, hanging walls) using pictures, charts, video clips Learners can take photos of kitchen gardens at home using computing devices and display in their classroom | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 38-39 relevant farm tools Seeds Seedlings Watering Can Bags And Sacks Pipes Tyres | Observation s oral questions written questions | | |



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| | | | | | | | Pots Tins Computing Devices | | |
| 10 | 1 | Kitchen garden | types of kitchen garden | By the end of the sub-strand, the learner should be able to: Create a kitchen garden at home and school, appreciate the importance of a kitchen garden at home and school. | How can I make and maintain my kitchen garden? | Learners are guided in creating a kitchen garden within the school compound Learners maintain the kitchen garden in school and at home with the help of a teacher/parent/guardian | Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 42 relevant farm tools Seeds Seedlings Watering Can Bags And Sacks Pipes Tyres Pots Tins Computing Devices | Observation s oral questions written questions | |
| | 2 | Health practices | Care of toilets/ | By the end of the sub-strand, the learner should | What materials do we use to | Learners are guided to mention the importance | Everyday | Observation | |



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| | | | latrines and urinals | be able to: mention reasons for cleaning a toilet, latrine or urinal in their environment identify the materials used in cleaning a toilet, latrine or urinal in their environment | clean the toilet, latrine or urinal | of cleaning toilets, latrines or urinals | Hygiene and Nutrition, Learner's Book Grade 3 pg. 43 Toilet cleaning equipment Materials video clips computing devices | s oral questions written questions | |
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