GRADE 4 SCHEMES OF WORK

AGRICULTURE &NUTRITION

This Scheme of Work provides a structured plan outlining the content, teaching strategies, learning objectives, and assessment methods, ensuring continuity, progression, and alignment with curriculum standards, while fostering engaging, inclusive, and meaningful learning experiences that support students' development of knowledge, skills, and competencies across subjects as designed by Mwalimu Consultancy Experts.

TERM 1-3 SAMPLE

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Mr Isaboke 0746 222 000 /0742 999 000

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RATIONALIZED AGRICULTURE AND NUTRITION GRADE 4 SCHEMES OF WORK TERM 1

WK	LSN	STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS	REFLECTION
1	1	CONSERVATION OF RESOURCES	Soil conservation	By the end of the lesson the learner should be able to: - identify suitable materials for making compost manure -use digital devices to observe pictures of materials used to make compost manure -appreciate the importance of compost manure in farming	Which locally available materials can we use to make compost manure?	The learner is guided to: -in groups identify suitable materials for making compost manure - use digital devices to observe pictures of materials used to make compost manure	Agriculture and Nutrition Grade 4 curriculum design	-observation -oral questions	
	2	CONSERVATION OF RESOURCES	Soil conservation	-identify suitable materials for making compost manure -use digital devices to observe pictures of materials used to make compost manure -appreciate the importance of compost manure in farming	Name some of the crops we can add compost manure?	-in groups identify suitable materials for making compost manure - use digital devices to observe pictures of materials used to make compost manure	Agriculture and Nutrition Grade 4 curriculum design	-observation -oral questions	

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	3	CONSERVATION OF RESOURCES	Soil conservation	-state suitable materials for making compost manure -collect materials for making compost manure from the local environment -appreciate the importance of compost manure in farming	What is the importance of compost manure to farmers?	-state suitable materials for making compost manure -collect materials for making compost manure from the local environment	Agriculture and Nutrition Grade 4 curriculum design	-observation -oral questions	
	4	CONSERVATION OF RESOURCES	Soil conservation	-outline the steps for making compost manure -prepare compost manure for farming using heap method -appreciate the importance of compost manure in farming	Which steps do you follow when making compost manure?	-in groups outline the steps for making compost manure -prepare compost manure for farming	Agriculture and Nutrition Grade 4 curriculum design	-written questions -oral questions	
2	1	CONSERVATION OF RESOURCES	Soil conservation	-outline the steps for making compost manure -prepare compost manure for farming using heap method -appreciate the importance of compost manure in farming	Why is it necessary to follow the steps of making compost manure?	-in groups outline the steps for making compost manure -prepare compost manure for farming	Agriculture and Nutrition Grade 4 curriculum design	-oral questions -written questions	
	2	CONSERVATION OF RESOURCES	Soil conservation	-outline the importance of compost manure in farming -use compost manure in the school or home farm -desire to use compost manure in farming	How can compositing conserve the environment?	-discuss the importance of compost manure in farming -use compost manure in the school or home farm	Agriculture and Nutrition Grade 4 curriculum design	-oral questions -written questions	

	3	CONSERVATION OF RESOURCES	Water conservation	-state ways of conserving water in farming -explain drip irrigation as a way of conserving water -appreciate use of drip irrigation in conserving water in farming	List ways of conserving water?	-discuss ways of conserving water in farming -explain drip irrigation as a way of conserving water	Agriculture and Nutrition Grade 4 curriculum design	-oral questions -written questions	
	4	CONSERVATION OF RESOURCES	Water conservation	-state ways of conserving water in farming -explain drip irrigation as a way of conserving water -appreciate use of drip irrigation in conserving water in farming	What is drip irrigation ?	-discuss ways of conserving water in farming -explain drip irrigation as a way of conserving water	Agriculture and Nutrition Grade 4 curriculum design	-oral questions -written questions	
3	1	CONSERVATION OF RESOURCES	Water conservation	-list the steps of innovating a drip equipment -improvise a drip equipment using water pipes and containers -appreciate use of drip irrigation in conserving water in farming	Which materials should you collect to improvise a drip irrigation equipment?	-list the steps of innovating a drip equipment -improvise a drip equipment using water pipes and containers	Agriculture and Nutrition Grade 4 curriculum design	-oral questions -written questions	
	2	CONSERVATION OF	Water conservation	-state ways of conserving water in farming -use digital devices to watch video clips of drip irrigation	What are the advantages of	-state ways of conserving water in farming	Agriculture and Nutrition Grade 4	-oral questions	

		RESOURCES		-appreciate use of drip irrigation in conserving water in farming	using drip irrigation in farming?	-use digital devices to watch video clips of drip irrigation	curriculum design	- written questions	
	3	CONSERVATION OF RESOURCES	Water conservation	-outline ways of observing safety while working with drip irrigation equipment -carry out drip irrigation to conserve water -appreciate use of drip irrigation in conserving water in farming	What are the disadvantages of drip irrigation in farming?	-outline ways of observing safety while working with drip irrigation equipment -carry out drip irrigation to conserve water	Agriculture and Nutrition Grade 4 curriculum design	-oral questions - written questions	
4	1	CONSERVATION OF RESOURCES	Water conservation	-outline ways of observing safety while working with drip irrigation equipment -carry out drip irrigation to conserve water -appreciate use of drip irrigation in conserving water in farming	Name three ways of observing safety when working with drip irrigation equipment?	-outline ways of observing safety while working with drip irrigation equipment -carry out drip irrigation to conserve water	Agriculture and Nutrition Grade 4 curriculum design	-oral questions - written questions	
	2	CONSERVATION OF RESOURCES	Fuel conservation	-identify types of fuels used at home -use digital devices to observe pictures of fuels used at home -appreciate the importance of conserving fuels	Name fuels used at home?	-discuss types of fuels used at home (charcoal,firewood,gas,kerosine) -use digital devices to observe pictures of fuels used at home	Agriculture and Nutrition Grade 4 curriculum design	Oral questions Written	

								questions	
	3	CONSERVATION OF RESOURCES	Fuel conservation	-identify types of fuels used at home -use digital devices to observe pictures of fuels used at home -appreciate the importance of conserving fuels	Name the fuels used at home?	-discuss types of fuels used at home (charcoal, firewood,gas, kerosine) -use digital devices to observe pictures of fuels used at home	Agriculture and Nutrition Grade 4 curriculum design	Oral questions Written questions	
	4	CONSERVATION OF RESOURCES	Fuel conservation	-list ways of conserving fuels -use and conserve fuels in cooking -appreciate the importance of conserving fuels	How can we conserve fuels?	-list ways of conserving fuels -use and conserve fuels in cooking	Agriculture and Nutrition Grade 4 curriculum design	-oral questions - written questions	
5	1	CONSERVATION OF RESOURCES	Fuel conservation	-list ways of conserving fuels -use and conserve fuels in cooking -appreciate the importance of conserving fuels	Which are uses of fuel?	-list ways of conserving fuels -use and conserve fuels in cooking	Agriculture and Nutrition Grade 4 curriculum design	-oral questions - written questions	
	2	CONSERVATION OF RESOURCES	Fuel conservation	-identify the importance of conserving fuels -observe safety while using fuels -appreciate the importance of conserving fuels	How does reducing fuel wastage conserve our	-discuss the importance of conserving fuels -observe safety while using fuels	Agriculture and Nutrition Grade 4 curriculum design	-oral questions - written questions	

					resources ?				
	3	CONSERVATION OF RESOURCES	Conserving wild animals	-identify small wild animals that destroy crops -cut and paste in their books pictures of small wild animals that destroy crops -appreciate the importance of living better with small wild animals	Name small wild animals which destroy crops?	-observe pictures of small wild animals that destroy crops -cut and paste in their books pictures of small wild animals that destroy crops	Agriculture and Nutrition Grade 4 curriculum design	-oral questions -written questions	
	4	CONSERVATION OF RESOURCES	Conserving wild animals	-identify small wild animals that destroy crops -cut and paste in their books pictures of small wild animals that destroy crops -appreciate the importance of living better with small wild animals	Name the crops which are mostly destroyed by small wild animals?	-observe pictures of small wild animals that destroy crops -cut and paste in their books pictures of small wild animals that destroy crops	Agriculture and Nutrition Grade 4 curriculum design	-oral questions -written questions	

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,

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GRADE 4 AGRICULTURE AND NUTRITION SCHEMES OF WORK TERM 2

Week	Lesson	Strand	Sub-Strand	Specific Learning Outcomes	Teaching Experience	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflection
1	**1**	Food Production Processes	Uses of Domestic Animals	By the end of the lesson, the learner should be able to: a) Identify types of domestic animals in the community. b) Share experiences on the types of domestic animals found in their community and their uses. c) Appreciate the importance of domestic animals for food production	In groups, learners are guided to: Identify types of domestic animals in the community. Share experiences on the types of domestic animals found in their community and their uses.	How does domestic animal contribute to food production ?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	
	2	Food Production Processes	Uses of Domestic Animals	By the end of the lesson, the learner should be able to: a) Share experiences on the types of domestic animals such as cattle found in their community and their uses. b) Match the domestic animals such as cattle to their uses. c) Develop self –efficacy as they confidently make class presentations	In groups, learners are guided to: Share experiences on the types of domestic animals such as cattle found in their community and their uses. Match the domestic animals such as cattle to their uses.	How does domestic animal contribute to food production ?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	
	3	Food Production Processes	Uses of Domestic	By the end of the lesson, the learner should be able to: a) Share experiences on the types of domestic animals such as	In groups, learners are guided to: Share experiences on the types of domestic animals such as sheep	How does domestic animal contribute to food	Video clips Pictures Charts Digital devices Realia	Oral questions Oral reports Observation Checklists	

			Animals	sheep and goats found in their community and their uses. b) Match the domestic animals such as sheep and goat to their uses. c) Develop respect others while listening to the presentations and appreciate the uses of domestic animals	and goats found in their community and their uses. Match the domestic animals such as sheep and goat to their uses.	production ?	*Agriculture and Nutrition Curriculum Design Grade 4*	Written tests Group discussion	
	4	Food Production Processes	Uses of Domestic Animals	By the end of the lesson, the learner should be able to: a) Share experiences on the types of domestic animals such as poultry found in their community and their uses. b) Match the domestic animals such as poultry to their uses. c) Develop self –efficacy as they confidently make class presentations	In groups, learners are guided to: Share experiences on the types of domestic animals such as poultry found in their community and their uses. Match the domestic animals such as poultry to their uses.	How does domestic animal contribute to food production ?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	
2	**1**	Food Production Processes	Uses of Domestic Animals	By the end of the lesson, the learner should be able to: a) Explain how domestic animal contribute to food production b) Make class presentations using photos or other visuals importance of domestic animal. c) Develop respect for others while listening to the presentations and appreciate the uses of domestic animals.	In groups, learners are guided to: Explain how domestic animal contribute to food production Make class presentations using photos or other visuals importance of domestic animal.	How does domestic animal contribute to food production ?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	

	2	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Explain importance of eating a balanced diet. b) Use digital devices to search for importance of eating a balanced diet (variety). c) Appreciate the importance of eating a balanced diet.	In groups, learners are guided to: Explain importance of eating a balanced diet. Use digital devices to search for importance of eating a balanced diet (variety).	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	
	3	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Discuss importance of eating a balanced diet. b) Use digital devices to search for importance of eating a balanced diet (proportion). c) Appreciate the importance of eating a balanced diet.	In groups, learners are guided to: Discuss importance of eating a balanced diet. Use digital devices to search for importance of eating a balanced diet (proportion).	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	
	4	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Mention foods that comprise a balanced diet. b) Select foods from locally available foods that comprise a balanced diet. c) Appreciate the importance of eating a balanced diet	In groups, learners are guided to: Mention foods that comprise a balanced diet. Select foods from locally available foods that comprise a balanced diet.	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation ChecklistsWritten tests Group discussion	

3	**1**	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Mention foods that comprise a balanced diet. b) Select foods from locally available foods that comprise a balanced diet. c) Appreciate the importance of eating a balanced diet	In groups, learners are guided to: Mention foods that comprise a balanced diet. Select foods from locally available foods that comprise a balanced diet. Appreciate the importance of eating	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	
	2	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Discuss foods that comprise a balanced diet. b) Unite in making collaborative presentations of a meals with a balanced diet. c) Promote health awareness through the class presentations.	In groups, learners are guided to: Discuss foods that comprise a balanced diet. Unite in making collaborative presentations of a meals with a balanced diet.	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	
	3	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Discuss foods that comprise a balanced diet. b) Unite in making collaborative presentations of a meals with a balanced diet. c) Promote health awareness through the class	In groups, learners are guided to: Discuss foods that comprise a balanced diet. Unite in making collaborative presentations of a meals with a balanced diet.	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	

	4	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Discuss foods that comprise a balanced diet. b) Unite in making collaborative presentations of a meals with a balanced diet. c) Promote health awareness through the class	In groups, learners are guided to: Discuss foods that comprise a balanced diet. Unite in making collaborative presentations of a meals with a balanced diet.	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	
4	**1**	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Discuss foods that comprise a balanced diet. b) Unite in making collaborative presentations of a meals with a balanced diet. c) Promote health awareness through the class	In groups, learners are guided to: Discuss foods that comprise a balanced diet. Unite in making collaborative presentations of a meals with a balanced diet.	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	
	2	Food Production Processes	Balanced Diet	By the end of the lesson, the learner should be able to: a) Discuss foods that comprise a balanced diet. b) Unite in making collaborative presentations of a meals with a balanced diet. c) Promote health awareness through the class	In groups, learners are guided to: Discuss foods that comprise a balanced diet. Unite in making collaborative presentations of a	How does variety in diet impact on health?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum*	Oral questions Oral reports Observation Checklists Written tests Group discussion	

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					meals with a balanced diet.		*Design Grade 4*		
	3	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Describe boiling as a method of cooking. b) Watch video clips on boiling method of cooking. c) Embrace boiling in food production	In groups, learners are guided to: Describe boiling as a method of cooking. Watch video clips on boiling method of cooking.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	
	4	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Describe boiling as a method of cooking. b) Watch a demonstration on boiling method of cooking. c) Embrace boiling in food production	In groups, learners are guided to: Describe boiling as a method of cooking. Watch a demonstration on boiling method of cooking.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	
5	**1**	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Cook food using boiling method. b) Carefully present and serve boiled foods.	In groups, learners are guided to: Cook food using boiling method. Carefully present and serve boiled foods.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum*	Oral questions Oral reports Observation Checklists Written tests Group discussion	

				c) Develop learning to learn by working cautiously while carrying out the boiling process.			*Design Grade 4*		
	2	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Cook food using boiling method. b) Carefully present and serve boiled foods. c) Develop learning to learn by working cautiously while carrying out the boiling process.	In groups, learners are guided to: Cook food using boiling method. Carefully present and serve boiled foods.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	
	3	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Cook food using boiling method. b) Carefully present and serve boiled foods. c) Develop learning to learn by working cautiously while carrying out the boiling process.	In groups, learners are guided to: Cook food using boiling method. Carefully present and serve boiled foods.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum Design Grade 4*	Oral questions Oral reports Observation Checklists Written tests Group discussion	
	4	Food Production Processes	Boiling and Shallow Frying Food	By the end of the lesson, the learner should be able to: a) Describe shallow frying as a method of cooking. b) Watch video clips on shallow frying method of cooking. c) Embrace shallow frying in food production	In groups, learners are guided to: Describe shallow frying as a method of cooking. Watch video clips on shallow frying method of cooking.	How can we cook foods using boiling and frying methods?	Video clips Pictures Charts Digital devices Realia *Agriculture and Nutrition Curriculum*	Oral questions Oral reports Observation ChecklistsWritten tests Group discussion	

							Design Grade 4		

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GRADE 4 AGRICULTURE AND NUTRITION SCHEME OF WORK TERM 3

WK	LSN	STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
1	1	HYGIENE PRACTICES	Personal hygiene	By the end of the lesson the learner should be able to: -identify healthy practices that promote personal hygiene -demonstrate appropriate practices that promote personal hygiene -embrace health practices to promote personal hygiene in daily life	Which healthy practices promote personal hygiene?	The learner is guided to: -discuss healthy practices that promote personal hygiene -demonstrate appropriate practices that promote personal hygiene such as hand washing,use of personal protective equipment, use of clean water,good grooming	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	-observation -oral questions	
	2	HYGIENE PRACTICES	Personal hygiene	-identify healthy practices that promote personal hygiene -demonstrate appropriate practices that promote personal hygiene	Which healthy practices promote personal hygiene?	-discuss healthy practices that promote personal hygiene -demonstrate appropriate practices that promote personal	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	-observation -oral questions	

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				-embrace health practices to promote personal hygiene in daily life		hygiene such as hand washing,use of personal protective equipment, use of clean water, good grooming			
	3	HYGIENE PRACTICES	Personal hygiene	-identify healthy practices that promote personal hygiene -demonstrate appropriate practices that promote personal hygiene -embrace health practices to promote personal hygiene in daily life	Which healthy practices promote personal hygiene?	-discuss healthy practices that promote personal hygiene -demonstrate appropriate practices that promote personal hygiene such as hand washing,use of personal protective equipment, use of clean water, good grooming	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	-observation -oral questions	
	4	HYGIENE PRACTICES	Personal hygiene	-identify healthy practices that promote personal hygiene -demonstrate appropriate practices that promote personal hygiene -embrace health practices to promote personal hygiene in daily life	Which healthy practices promote personal hygiene?	-discuss healthy practices that promote personal hygiene -demonstrate appropriate practices that promote personal hygiene such as	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	-observation -oral questions	

						hand washing,use of personal protective equipment, use of clean water, good grooming			
2	1	HYGIENE PRACTICES	Personal hygiene	-state healthy practice that promote hygiene -apply healthy practices that promote personal hygiene - embrace health practices to promote personal hygiene in daily life	How does personal hygiene promote good healthy?	-state healthy practice that promote hygiene -apply healthy practices that promote personal hygiene -use digital devices to search how personal hygiene promote good heathy	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	-oral questions -written questions	
	2	HYGIENE PRACTICES	Personal hygiene	-state healthy practice that promote hygiene -apply healthy practices that promote personal hygiene - embrace health practices to promote personal hygiene in daily life	How does personal hygiene promote good healthy?	-state healthy practice that promote hygiene -apply healthy practices that promote personal hygiene -use digital devices to search how personal hygiene promote good healthy	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	-oral questions -written questions	

	3	HYGIENE PRACTICES	Personal hygiene	-state healthy practice that promote hygiene -apply healthy practices that promote personal hygiene - embrace health practices to promote personal hygiene in daily life	How does personal hygiene promote good healthy?	-state healthy practice that promote hygiene -apply healthy practices that promote personal hygiene -use digital devices to search how personal hygiene promote good healthy	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	-oral questions -written questions	
	4	HYGIENE PRACTICES	domestic hygiene	-identity items used to clean our home environment -draw items used to clean our home environment -appreciate a clean environment in promoting domestic hygiene	Which items are used to clean our home environment?	-discuss items used to clean our home environment -draw items used to clean our home environment (dust pan, dust bin, Broom, mop	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	-oral questions -written questions	
3	1	HYGIENE PRACTICES	domestic hygiene	-identity items used to clean our home environment -draw items used to clean our home environment -appreciate a clean environment in promoting domestic hygiene	Which items are used to clean our home environment?	-discuss items used to clean our home environment -draw items used to clean our home environment (dust pan, dust bin, Broom, mop	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	-oral questions -written questions	

	2	HYGIENE PRACTICES	domestic hygiene	-identify various methods used for cleaning home environment -use appropriate methods to clean home environment - appreciate a clean environment in promoting domestic hygiene	How can we maintain hygiene in the home environment?	- discuss various methods used for cleaning home environment such as mopping, dusting, sweeping, disposal of refuse -apply such methods to maintain hygiene in the environment	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	-oral questions -written questions	
	3	HYGIENE PRACTICES	domestic hygiene	-identify various methods used for cleaning home environment -use appropriate methods to clean home environment - appreciate a clean environment in promoting domestic hygiene	How can we maintain hygiene in the home environment?	- discuss various methods used for cleaning home environment such as mopping, dusting, sweeping, disposal of refuse -apply such methods to maintain hygiene in the environment	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	-oral questions -written questions	
4	1	HYGIENE	domestic	-identify various methods used for cleaning home environment	How can we maintain	- discuss various methods used for	Agriculture and Nutrition Grade 4 curriculum design	-oral questions	

		PRACTICES	hygiene	-use appropriate methods to clean home environment - appreciate a clean environment in promoting domestic hygiene	hygiene in the home environment?	cleaning home environment such as mopping, dusting, sweeping, disposal of refuse -apply such methods to maintain hygiene in the environment	Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	-written questions	
	2	HYGIENE PRACTICES	domestic hygiene	-identify materials in our locality which can be used to make cleaning materials and tools -use locally available materials to improvise cleaning materials and tools - appreciate a clean environment in promoting domestic hygiene	Which locally available materials can we use to improvise cleaning materials?	-identify materials in our locality which can be used to make cleaning materials and tools -use locally available materials to improvise cleaning materials and tools	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	Oral questions Written questions	
	3	HYGIENE PRACTICES	domestic hygiene	-identify materials in our locality which can be used to make cleaning materials and tools -use locally available materials to improvise cleaning materials and tools - appreciate a clean environment in promoting domestic hygiene	Which locally available materials can we use to improvise cleaning materials?	-identify materials in our locality which can be used to make cleaning materials and tools -use locally available materials to improvise	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	Oral questions Written questions	

						cleaning materials and tools			
	4	HYGIENE PRACTICES	Cleaning personal protective equipment	-identify personal protective equipment in day to day life -draw personal protective equipment -appreciate clean personal protective equipment in promoting hygiene	What is personal protective equipment ?	-identify common personal protective equipment such as gloves, dust masks, gumboots, Overall and canvas shoes -draw personal protective equipment -cut and paste personal protective equipment in their books	Agriculture and Nutrition Grade 4 curriculum design Everyday Home science Grade 4 learner's book MTP Agriculture Grade 4 learner's book	-oral questions -written questions	

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- ✓TOP SCHOOLS MOCKS
- ✓KPLEA JOINT MOCKS
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