

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 4 HOME SCIENCE

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	4
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Home Science Grade 4 Curriculum Design (KICD)
2. Approved Home Science Grade 4 Learner's Book
3. Approved Teacher's Guide
4. MTP Home Science Grade 4

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

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SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 4 HOME SCIENCE.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **FOODS & NUTRITION** | Sub-Strand: **Food Groups**

SCHOOL	_____
LEARNING AREA	Home Science
GRADE	4
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	FOODS & NUTRITION
SUB-STRAND	Food Groups
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify food groups b) Match foods c) Build classification
KEY INQUIRY QUESTION(S)	Why are food groups important?
CORE COMPETENCY	Self-Efficacy; Critical Thinking; Citizenship
VALUES	Care, Responsibility, Self-discipline
PERTINENT & CONTEMPORARY ISSUES (PCI)	Health Education; Life Skills; Food Security
LEARNING RESOURCES	Food cards

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Food Groups by writing the key inquiry question on the board: "Why are food groups important?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify food groups. Display the resources for the lesson (Food cards) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Sort cards. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify food groups". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Pair quiz. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "Why are food groups important?" and answer it now using the example you just

	completed. Connect explicitly to the SLO: "Match foods". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Food Groups together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Food Groups independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build classification".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Food Groups? (2) How would you answer "Why are food groups important?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Food Groups in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **FOODS & NUTRITION** | Sub-Strand: **Body Building Foods**

SCHOOL	_____
LEARNING AREA	Home Science
GRADE	4
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	FOODS & NUTRITION
SUB-STRAND	Body Building Foods
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify proteins b) Sources c) Apply
KEY INQUIRY QUESTION(S)	What foods make us strong?
CORE COMPETENCY	Self-Efficacy; Critical Thinking; Citizenship
VALUES	Care, Responsibility, Self-discipline
PERTINENT & CONTEMPORARY ISSUES (PCI)	Health Education; Life Skills; Food Security
LEARNING RESOURCES	Food cards

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Body Building Foods by writing the key inquiry question on the board: "What foods make us strong?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify proteins. Display the resources for the lesson (Food cards) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Show samples. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify proteins". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Pair share. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What foods make us strong?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Sources". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Body Building Foods together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose

	work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Body Building Foods independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Body Building Foods? (2) How would you answer "What foods make us strong?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Body Building Foods in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 4 HOME SCIENCE TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Foods & Nutrition	Food Groups	a) Identify food groups b) Match foods c) Build classification	Why are food groups important?	Sort cards; pair quiz	Food cards	Oral, written
1	2	Foods & Nutrition	Body Building Foods	a) Identify proteins b) Sources c) Apply	What foods make us strong?	Show samples; pair share	Food cards	Oral, peer
1	3	Foods & Nutrition	Energy Foods	a) Identify carbs b) Sources c) Apply	What gives us energy?	Show samples; pair share	Food cards	Oral, peer
2	1	Foods & Nutrition	Protective Foods	a) Identify vitamins b) Sources c) Apply	What protects us from disease?	Show fruits/veg; pair share	Food samples	Oral, peer
2	2	Foods & Nutrition	Balanced Plate	a) Plan plate b) Include all groups c) Apply	What is a balanced plate?	Plan; pair share	Plate model	Written, oral
2	3	Foods & Nutrition	Meal Planning	a) Plan a meal b) Calculate cost c) Apply	How plan a meal?	Pair plan; share	Templates	Written, peer
3	1	Cooking	Kitchen Safety	a) Identify hazards b) Apply safety c) Build habit	How be safe in kitchen?	Discuss; pair audit	Charts	Oral, peer
3	2	Cooking	Cooking Methods	a) Identify boiling, frying, baking c) Match to foods c) Apply	How prepare different foods?	Demonstrate; pair quiz	Pictures	Oral, written
3	3	Cooking	Simple Cooking	a) Cook simple dish (with adult) b) Apply hygiene c) Apply	Can we cook simple food?	Demonstrate; pair plan	Ingredients	Practical, peer
4	1	Food Hygiene	Food Safety	a) Identify safe handling b) Apply daily c) Apply	How keep food safe?	Discuss; pair role play	Pictures	Oral, peer
4	2	Food Hygiene	Food Storage	a) Store safely b) Identify spoilage c) Apply	How store food?	Show storage; pair sort	Pictures, samples	Oral, observation
4	3	Food Hygiene	Cleaning Kitchen	a) Clean utensils b) Clean surfaces c) Build habit	How clean kitchen?	Demonstrate; pair clean	Cleaning items	Practical, peer
5	1	Clothing	Types of Fabrics	a) Identify cotton, polyester etc b) Match to use c) Apply	What fabrics do we use?	Examine samples; pair sort	Fabric samples	Observation, written
5	2	Clothing	Caring for Clothes	a) Wash clothes b) Iron safely c) Apply	How wash clothes?	Demonstrate; pair plan	Clothes, soap	Practical, peer
5	3	Clothing	Mending Clothes	a) Sew button b) Mend small tears c) Build practical	How fix small tears?	Demonstrate; pair sew	Needles, thread	Practical, peer
6	1	Personal Care	Personal Hygiene	a) Daily routine b) Bathing/teeth c) Build habit	What is daily hygiene?	Discuss; pair share	Charts	Oral, peer

6	2	Personal Care	Hair Care	a) Comb daily b) Wash regularly c) Build self-care	How care for hair?	Show comb; demonstrate	Comb, mirror	Observation, peer
6	3	Personal Care	Nail Care	a) Cut short b) Avoid biting c) Build neatness	Why short nails?	Show clipper; pair check	Clipper	Oral, observation
7	1	Home Care	Cleaning Home	a) Sweep, dust, mop b) Apply daily c) Build habit	How clean home?	Demonstrate; pair plan	Cleaning items	Practical, peer
7	2	Home Care	Waste Management	a) Sort waste b) Dispose safely c) Build environmental care	How dispose waste?	Sort; pair check	Bins, samples	Observation, peer
7	3	Home Care	Pest Control	a) Identify pests b) Control safely c) Build awareness	How control pests at home?	Discuss; pair share	Pictures	Oral, peer
8	1	Family Care	Caring for Younger Siblings	a) Identify needs b) Help feed/dress c) Build empathy	How help baby siblings?	Discuss; pair role play	Pictures	Oral, peer
8	2	Family Care	Caring for Sick	a) Identify needs of sick b) Comfort c) Build empathy	How help when family is sick?	Discuss; pair role play	Pictures	Oral, peer
8	3	Family Care	Caring for Elderly	a) Show respect b) Help with chores c) Build empathy	How care for grandparents?	Discuss; pair share	Pictures	Oral, peer
9	1	Money Skills	Family Budget	a) Identify needs vs wants b) Plan simple budget c) Apply	What is a budget?	Show example; pair plan	Templates	Written, peer
9	2	Money Skills	Saving	a) Plan savings b) Track c) Build habit	How save money?	Pair plan; commit	Charts	Written, peer
9	3	Money Skills	Wise Spending	a) Compare prices b) Avoid waste c) Build judgment	How spend wisely?	Pretend shop; pair compare	Pretend money	Practical, peer
10	1	Crafts	Knitting Basics	a) Identify needles b) Cast on c) Build practical	How start knitting?	Demonstrate; pair try	Needles, yarn	Practical, peer
10	2	Crafts	Sewing	a) Use needle and thread b) Make simple stitch c) Apply	How sew simple stitch?	Demonstrate; pair practise	Fabric, needles	Practical, peer
10	3	Crafts	Decorations	a) Make simple home decoration b) Use materials c) Apply	What can we make?	Plan; create; display	Materials	Portfolio, peer
11	1	Project	Family Project	a) Plan family project b) Carry out c) Apply	What can we do for family?	Plan; pair role play	Charts	Oral, peer
11	2	Project	Class Project	a) Plan class project b) Work in groups c) Build cooperation	What project as class?	Vote; assign; start	Project materials	Observation, peer
11	3	Project	Reflection	a) Reflect on project b) Share c) Take pride	What did we achieve?	Reflect; share	Project	Self-assess, peer
12	1	All Strands	Term 2	a) Recap b) Show progress c) Build	What did we	Pair quiz; share	Materials	Oral, peer

			Revision	readiness	learn?			
12	2	All Strands	Term 2 Revision	a) Apply b) Show skills c) Self-assess	How do we use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment; reflection	Assessment paper	Written, self- assessment

