

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 6 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	6
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Home Science Grade 6 Curriculum Design (KICD)
2. Approved Home Science Grade 6 Learner's Book
3. Approved Teacher's Guide
4. KNEC KPSEA Home Science Framework 2026

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Aligned with KICD Curriculum Designs · Editable Word Document

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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 6 HOME SCIENCE.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	Home Science
GRADE	6
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	FOODS
SUB-STRAND	Food Groups
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify b) Match c) Build classification
KEY INQUIRY QUESTION(S)	Why food groups?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
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 food groups?". 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. 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". 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. explain the key idea of Food Groups with one clear example. 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 food groups?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Match". 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 food groups?" 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** | Sub-Strand: **Body Building**

SCHOOL	_____
LEARNING AREA	Home Science
GRADE	6
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	FOODS
SUB-STRAND	Body Building
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Proteins b) Sources c) Apply
KEY INQUIRY QUESTION(S)	What makes us strong?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
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 by writing the key inquiry question on the board: "What makes 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 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: "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. explain the key idea of Body Building with one clear example. 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 makes 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 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 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? (2) How would you answer "What makes 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 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 6 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	Food Groups	a) Identify b) Match c) Build classification	Why food groups?	Sort cards	Food cards	Oral, written
1	2	Foods	Body Building	a) Proteins b) Sources c) Apply	What makes us strong?	Show samples	Food cards	Oral, peer
1	3	Foods	Energy	a) Carbs b) Sources c) Apply	What gives energy?	Show samples	Food cards	Oral, peer
2	1	Foods	Protective	a) Vitamins b) Sources c) Apply	What protects?	Show fruits/veg	Samples	Oral, peer
2	2	Foods	Balanced Plate	a) Plan b) Include all c) Apply	What is balanced?	Plan; share	Plate model	Written, oral
2	3	Foods	Meal Planning	a) Plan meal b) Cost c) Apply	How plan?	Pair plan	Templates	Written, peer
3	1	Cooking	Kitchen Safety	a) Hazards b) Safety c) Build habit	How safe?	Discuss; audit	Charts	Oral, peer
3	2	Cooking	Methods	a) Boiling/frying/baking b) Match c) Apply	How prepare?	Demonstrate	Pictures	Oral, written
3	3	Cooking	Simple Cooking	a) Cook simple b) Hygiene c) Apply	Can cook?	Demonstrate	Ingredients	Practical, peer
4	1	Food Hygiene	Safety	a) Safe handling b) Apply c) Apply	How keep food safe?	Discuss	Pictures	Oral, peer
4	2	Food Hygiene	Storage	a) Store b) Spot spoilage c) Apply	How store?	Show storage	Samples	Oral, observation
4	3	Food Hygiene	Cleaning	a) Utensils b) Surfaces c) Build habit	How clean?	Demonstrate	Items	Practical, peer
5	1	Clothing	Fabrics	a) Cotton/polyester b) Match c) Apply	What fabrics?	Examine	Samples	Observation, written
5	2	Clothing	Caring	a) Wash b) Iron c) Apply	How wash?	Demonstrate	Soap, clothes	Practical, peer
5	3	Clothing	Mending	a) Sew button b) Mend c) Apply	How fix tears?	Demonstrate	Needles	Practical, peer
6	1	Personal Care	Hygiene	a) Routine b) Bath/teeth c) Build habit	What is hygiene?	Discuss	Charts	Oral, peer
6	2	Personal Care	Hair	a) Comb b) Wash c) Build self-care	How care for hair?	Show; demonstrate	Comb	Observation, peer
6	3	Personal Care	Nails	a) Cut b) Clean c) Build neatness	Why short nails?	Show clipper	Clipper	Oral, observation

7	1	Home Care	Cleaning Home	a) Sweep/dust/mop b) Apply c) Build habit	How clean home?	Demonstrate	Items	Practical, peer
7	2	Home Care	Waste	a) Sort b) Dispose c) Apply	How dispose?	Sort	Bins	Observation, peer
7	3	Home Care	Pests	a) Identify b) Control c) Apply	How control?	Discuss	Pictures	Oral, peer
8	1	Family Care	Siblings	a) Needs b) Help c) Build empathy	How help baby?	Discuss	Pictures	Oral, peer
8	2	Family Care	Sick	a) Needs b) Comfort c) Build empathy	How help sick?	Discuss	Pictures	Oral, peer
8	3	Family Care	Elderly	a) Respect b) Help c) Build empathy	How care for grandparents?	Discuss	Pictures	Oral, peer
9	1	Money	Family Budget	a) Needs/wants b) Plan c) Apply	What is budget?	Show example	Templates	Written, peer
9	2	Money	Saving	a) Plan b) Track c) Build habit	How save?	Pair plan	Charts	Written, peer
9	3	Money	Wise Spending	a) Compare b) Avoid waste c) Build judgment	How spend wisely?	Pretend shop	Pretend money	Practical, peer
10	1	Crafts	Knitting	a) Needles b) Cast on c) Build practical	How start?	Demonstrate	Needles, yarn	Practical, peer
10	2	Crafts	Sewing	a) Needle/thread b) Simple stitch c) Apply	How sew?	Demonstrate	Fabric	Practical, peer
10	3	Crafts	Decorations	a) Make b) Use materials c) Apply	What can we make?	Plan; create	Materials	Portfolio, peer
11	1	Project	Family	a) Plan b) Carry out c) Apply	What for family?	Plan	Charts	Oral, peer
11	2	Project	Class	a) Plan b) Groups c) Build cooperation	What as class?	Vote	Materials	Observation, peer
11	3	Project	Reflection	a) Reflect b) Share c) Take pride	What achieved?	Reflect; share	Project	Self-assess, peer
12	1	KPSEA	Mixed Practice	a) Past papers b) Manage time c) Build readiness	Am I ready?	Past papers	Past papers	Written, peer
12	2	KPSEA	Mock	a) Sit mock b) Improve c) Build confidence	Can complete?	Sit mock	Mock paper	Written, self-assess
12	3	KPSEA	Reflection	a) Identify weak b) Plan c) Build readiness	What needs work?	Reflection	Reflection sheet	Self-assess, peer

