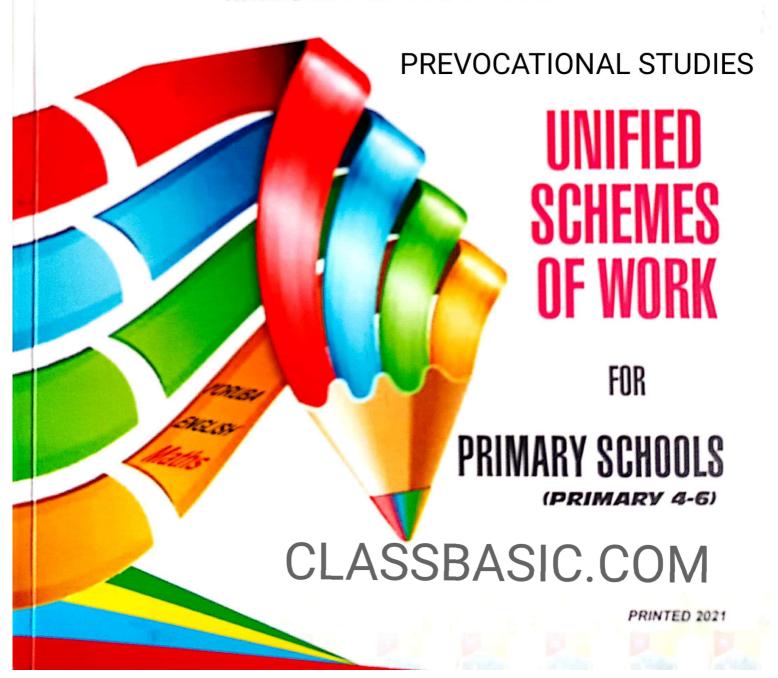


LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION





LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS PRE -VOCATIONAL STUDIES (AGRICULTURE & HOME ECONOMICS)

PRIMARY FOUR FIRST TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	PVS (Agriculture) Meaning and importance of Agriculture	By the end of the lesson, pupils should be able to: 1. define agriculture; 2. enumerate the importance of agriculture.	Pupils are guided by the teacher to explain the meaning of agriculture. Pupils as a class discuss what they get from farmers activities on the farm	Communication and Collaboration Critical thinking and problem solving.	Display of agricultural produce and animal by-products (meat, egg, milk etc). Web Link https://www.farmingportal.co.za/index.php/farminglifestyle/agritourism/195-theagriculture#:~:teidryAgriandergf% 20is%20the%20main%20source; age%20to%20their%20national%20income.&text=Agricultural% 20sector%20provides%20fo %20for,a%20form%20of%20trefective%20fod
	PVS (HOME ECONOMICS) RESUMPTION TEST AND REVISION OF LAST SESSION'S	By the end of the lesson, pupils should be able to: define Home Economics; explain the scope of Home economics.	Class Discussion Full explanation on Home economics	Communication and collaboration. Critical thinking and problem solving.	Chart showing the different area of Home economics
	WORK INTRODUCTION TO HOME ECONOMICS	collect " Jaing and Cribert " Jaing and problem solving Leadwisher and resional Leadwisher and resional	Ossplays a properly labels chan of parts of the huma body	should be able to: identify part of the huma body	ECCNOMICS)
2.	PVS (Agriculture) Agriculture as a source of food to man	By the end of the lesson, pupils should be able to: 1. outline various food substances produced from agriculture; 2. identify the sources of manufactured produce in agriculture; 3. give the nutritional value of some agricultural produce.	1. Pupils, in pairs, make a list of various food substances gotten from agriculture and share with the class. 2. Pupils, in groups, discuss the source of biscuit, plantain chips, fruit drinks etc. and share with the class. 3. Pupils, in the same groups, create charts of some selected food of their choice with their respective classes of food provided.	1) Communication and Collaboration 2) Critical thinking and Problem solving 3) Leadership and Personal development 4) Creativity and Imagination.	Display of food items: rice, beans, yam, tomatoes, pepper, banana, plantain, biscuit etc. Web Link: https://relatewithkatypark.com/acriculture-as-the-major-source-of-food-for/ http://agriculturegoods.com/why-is-agriculture-important/ https://www.google.com/url?se=&source=web&rct=j&url=https://www.sida.se/English/how-wework/our-fields-of-work/agriculture-and-food-security/&ved=2ahUKEwizkPX4crtAhWMURUIHZy8AgkQFjANegQIOxAB&usg=AOvVawObh82ffXmcWiAZMTj7DKA&cshid=1607862549083 VIDEO LINK https://youtu.be/v7HNTGXwQdd
	PVS (HOME ECONOMICS) MEANING, SCOPE AND IMPORTANCE OF HOME	By the end of the lesson, pupils should be able to: explain the meaning of Home Economics; enumerate the different areas of Home Economics;	Class Discussion Definition Full explanation of scope and areas of scope and areas of Home Economics Give examples of careers in	Communication and collaboration. Leadership and personal development. Critical thinking and problem solving. Creativity and imagination	Chart showing different careers in Home Economics, scope and areas in Home Economics.



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCE
	ECONOMICS	list the various careers in Home Economics; outline the Importance of Home Economics	Home Economics Explain the importance of Home Economics to the society. Demonstration of different careers the knowledge of Home Economics.	(A)	
3.	PVS (Agriculture) Agriculture as a source of employment and source of income to the farmer.	By the end of the lesson, pupils should be able to: 1) highlight different job opportunities in agriculture; 2) identify different means of generating income in agriculture; 3) demonstrate how agricultural produce can be sold to generate income.	Pupils, as a class are guided to mention job opportunities that can be provided through agriculture. Think pair share on how income are generated through agriculture Pupils, in small groups, demonstrate buying and selling of agricultural produce in the class.	1) Communication and Collaboration 2) Leadership and Personal development 3) Creativity and Imagination 4) Critical thinking and Problem solving	Charts on different professor agriculture. Web link: http://www.aaawe.org/wp- content/uploads/2015/01/Tok/w e paper mod.pdf https://bloq.agrivi.com/postero oyment-in-agriculture https://www.google.com/ur/sz &sousce=web&rct=i&uri=htts1 www.environmentalsceres res areers/agriculture-and- forestry&ved=2ahUKEwibl mf- MrtAhVqaRUIHIW5ZBwcFk&
	The second of th		As Charle Charleson The Caracterist in very endening	Sy the end of the koson p souldd fer folks to define House by mass	QQIBxAE&usg=AOV/ax/33/lili urAeX38mBRTiqb4JB VIDEO LINK https://youtu.be/xayxMQP0XA https://youtu.be/LcqqvFuSMq
	PVS (HOME ECONOMICS) THE HUMAN BODY:	By the end of the lesson, pupils should be able to: identify part of the human body; state functions of the parts of	Class Discussion Displays a properly labeled chart of parts of the human body. Touch different parts of the	Communication and collaboration. Critical thinking and problem solving. Leadership and personal development.	Well labelled chart showing parts of the human body. A baby doll. Real object – Teacher and pupils
	PARTS AND FUNCTIONS OF THE HUMAN BODY	the human body	body. Whole class brainstorm on functions of each parts of the human body.	Send to the send the fact of the send that t	300 fts
4.	PVS (Agriculture) Agriculture as a source of raw materials for industries.	By the end of the lesson, pupils should be able to: 1) outline industries and the agricultural raw materials used 2) make a list of industrially finished goods produced from agricultural materials, 3) give the location of some of these industries.	1) Pupils, as a class, are guided to identify agro-allied industries and the materials used. 2) Pupils, in small groups, create charts of industrially finished goods with their corresponding raw materials. 3) Pupils, individually, visit the internet, make a list of agro-allied industries in Nigeria with their respective location and submit at the next lesson.	 Critical thinking and Problem solving Digital literacy. 	Display of agricultural raw materials and their product. Web link: https://www.economicsdessim.n.net/economic-development/contributions/development/contributions/development/21407 https://www.actions-not-words.ch/en/sustainability-topics/agriculture-and-processing/raw-materials/textiles.html https://www.actions-not-words.ch/en/sustainability-topics/agriculture-and-processing/raw-materials/textiles.html
th CV		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		The State of the Control of the Cont	https://www.actions-not- words.ch/en/sustainabilit- topics/agriculture-and- processing/raw-

UNIFIED SCHEMES OF WORK FOR PRIMARY 4-6



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
	2			SKILLS	
	PVS (HOME ECONOMICS)	By the end of the lesson, pupils should be able to:	Class Discussion	Communication and	VIDEO LINK https://youtu.be/uRh96rvK_h0
	FOOD AND NUTRITION: NUTRIENT AND NUTRITION	tell the meaning of foods; mention the different types of food in the locality; state the reason for eating food; explain the classes of food and their sources.	Definition of food Observe the chart on display and discuss. Discussion on food nutrient and nutrition.	collaboration. Critical thinking and problem solving. Leadership and personal development.	Chart showing different kind of food. Real food items e.g rice, beans, e.t.c
5.	PVS (Agriculture) Agriculture as a source of materials for clothing and medicine production	By the end of the lesson, pupils should be able to; 1) identify raw materials used in producing cloths and medicine, 2) describe the benefits of clothing and medicine.	Pupils, watch a five minutes video on raw materials and mention the raw materials use in producing cloths and medicine. Pupils, in small groups, discuss the benefits of cloths and medicine and share with the class.	1) Communication and Collaboration 2) Critical thinking and problem solving 3) Leadership and Personal Development.	Paracetamol, cloths, chart display of agricultural raw materials and their product etc. Web link: https://www.economicsdiscussion.net/economicdevelopment/contribution-of-agriculture-to-economicdevelopment/21407
15.					https://www.google.com/url?sa=t &source=web&rct=j&url=https:// www.theenglishgarden.co.uk/pla nts/5-drugs-derived-from- plants/&ved=2ahUKEwiBpva4hc vtAhUzRxUIHXcPAzUQFjACeg QICBAE&usg=AOWaw2HgGQh OROII8mngaB2xi_w https://www.google.com/url?sa=t &source=web&rct=j&url=https://d octor.ndtv.com/living-healthv/7- best-medicinal-plants-and-their- uses-
	PVS (HOME				1826198&ved=2ahUKEwic3LeH hsvtAhXcRhUlHdV6ATIQFiACec QIBhAE&usq=AOvVaw3X3n7Xw oMpQiJGCp7De3Yq
	ECONOMICS) CLASSIFICATION OF FOOD AND THEIR SOURCES	By the end of the lesson, pupils should be able to: list the six classes of food; give examples; mention their functions; classify the food items on display.	Class Discussion Discusses the type of food nutrient; Functions of food and their sources; Provides real food items and chart of the classes of food	Communication and collaboration. Critical thinking and problem solving. Creativity and imagination.	Chart showing the classes of food Real food items Website www.healthline.com
Lan.	PVS (Agriculture) Agriculture as a means of foreign exchange	display. By the end of this lesson, pupils should be able to: 1) create a list of agricultural produce that can be exported, 2) describe the importance of exchange, 3) evaluate the dement of foreign exchange.	based on their nutrients. 1. Whole class brainstorm on different agricultural produce that can be exported. 2. Pupils, as a class, discuss the benefit of exchange and a leader present to the class. 3. Pupils, in small groups, discuss the disadvantages of foreign exchange.	Communication and Collaboration Critical thinking and Problem solving Leadership and Personal development.	Display of crops used for foreign exchange. Web link: https://agriculturegoods.com/why-is-agriculture-important/#:~:text=For%20example%2C%20agricultural%20commodities%20such.for%20a%20country's%20foreign%20exchangehttps://www.economicsdiscussion.net/economic-

LAGOS STATE MINISTRY OF EDUCATION



WEEKS	TOPICS MAGI	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOU
le Nore					in-economic in-economic
Total Designation of the second of the secon	PVS (HOME ECONOMICS) KITCHEN EQUIPMENT AND UTENSILS Mid -Term Test and	By the end of the lesson, pupils should be able to: explain the meaning of kitchen equipment and utensils; mention them; state the uses of each tool and equipment; differentiate between equipment and utensils; describe how to care for each tool and equipment.	Whole class Discussion Identification of the kitchen equipment and utensils. Practice how to clean kitchen equipment and utensils.	Communication and collaboration. Creativity and imagination. Leadership and person development. Critical thinking and problem solving.	kitchen equipment and utensils.
		By the end of this lesson, pupils	Whole class discussion on	Communication an	d Chat
8.	PVS (Agriculture) Branches of Agriculture; People involved in agricultural production	should be able to: 1) identify the different branches of agriculture, 2) give examples of people involved in agricultural production.	the branches of agriculture. 2. Pupils, as a class are guided to mention the profession in each branch of agriculture.	Collaboration 2) Leadership and personal development.	d Charts, video dips etc. Web link: https://en.wikipedia.org/in ne_of_agriculture https://peda.net/ken/alan cts2/agriculture/form-org/i
	PVS (HOME ECONOMICS)	By the end of the lesson, pupils should be able to: state the meaning of needle craft	Whole class Discussion The needle arts;	Communication and collaboration Creativity and imagination	Chart showing needle call Real objects e.g needles
V	NEEDLE CRAFT	list articles made from needle craft; create an articles made with needle and thread.	Discuss the needle work tools. Making of articles using needle craft	Critical thinking and problem solving Leadership and personal development.	pins, thread, measure tage Website www.favecraft.com www.shutterstock.com
	PVS (Agriculture) Crop production	By the end of this lesson, pupils should be able to; 1) outline various crops produced in agriculture, 2) explain the importance of each crops to man, 3) carryout some of the activities involved crop	 Pupils, are guided to list different types of crops. Pupils, in small groups, discuss the benefits of these crops. Pupils, individually, cultivate any crop of their choice in pots, cups, bowl 	Communication and Collaboration Critical thinking and Problem solving Creativity and Imagination Leadership and Personal	web link: https://study.com/dreating.orv/Agriculture/A
		production.	etc and bring to school.	development 5) Citizenship.	https://en.wikipeda.org/wiki
					s-crop-productions/sept VIDEO LINK https://youtu.be.Valor/us/ https://youtu.be.Valor/us/ https://youtu.be.Clb.w/se
	PVS (HOME ECONOMICS)	By the end of the lesson, pupils should be able to:	Whole class discussion Displays the sewing tools	Communication and collaboration	Chart Real objects: seving
anguna quenta que a que	Simple Sewing Tools	explain the meaning of simple sewing tools; mention And identify the simple sewing tools; give examples; state the uses of sewing tools.	Explanation of the sewing tools Identifying the simple sewing tools.	Critical thinking and problem solving. Creativity and imagination Leadership and personal development.	machine, sussen- needles, tracing whele measuring tape etc. Website www.thesprucegat.com
	PVS (Agriculture) Rearing of animals	By the end of the lesson, pupils should be able to:	Pupils, as a class, are guided to identify and	Callabaration	Charts, video links.
	NOTE	identify different types of domestic animals like sheep, goat, cattle, pig	name animals that can be reared from the charts provided.	0) 0:0:10:11	Neb link: https://www.iloencyclogedia/ contents/part-x-96841/livestry

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
	A poultry farm should be created in the school.	etc., 2) justify reasons for rearing domestic animals, carryout the activities of caring for chicken.	Small groups discussion on the reasons for rearing animals. Pupils, in small groups, demonstrate how to care for chicken at the school farm.	4) Leadership and Personal development 5) Creativity and Imagination.	rearing#:-:text=Livestock%20rea ring%20operations%20are%20m ainly,skins%2C%20draught%20p ower%20and%20wool. https://www.google.com/url?sa=t &source=web&rct=j&url=https://www.britannica.com/topic/livestock-farming&ved=2ahUKEwiMk8Ka5MztAhUR4OAKHZIfCYwOFjAcegOlKRAB&usg=AOvVaw1OB-U1HWNCO_AIN-65KMEfhttps://byjus.com/biology/animal-husbandry-food-animals/
	PVS (HOME ECONOMICS) Knitting and Crocheting	By the end of the lesson, pupils should be able to: explain the meaning of knitting and crocheting; mention tools for knitting and crocheting; list examples of article made by knitting and crocheting e.g sweaters.	Whole class brainstorm. Demonstrate the making of common articles made by sewing, knitting and crocheting.	Critical thinking and problem solving Creativity and imagination Leadership and personal development.	Chart Real object e.g Yam, knitting pins, baby sweaters etc. Website www.thesprucecraft.com
11	REVISION			_	
12	EXAMINATION				

PREVOCATIONAL STUDIES AGRICULTURE
HOME ECONOMICS
@CLASSBASIC.COM

CLASSBASIC.COM

256



LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS PRE -VOCATIONAL STUDIES (AGRICULTURE & HOME ECONOMICS) PRIMARY FOUR SECOND TERM

			LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCE
	TODICS	LEARNING OBJECTIVES	Dunile participate in the welcome	Communication and	Learning Resource Last term's examination quest Students notes have
EEKS	TOPICS PVS (Agriculture)	By the end of the lesson, pupils should be able to:	test and last terms work.	Collaboration Critical thinking and	Students notes books.
	REVISION OF LAST TERM'S TOPICS	recall previous topics taught in first term.		Problem solving Leadership and personal development Creativity and	Previous term's charts etc.
			,	Imagination Citizenship	
	PVS (HOME ECONOMICS)	By the end of the lesson, pupils should be able to: attempt questions on last	Whole class discussion on food classification and functions of food:	Communication and collaboration. Creativity and imagination. Critical thinking and problem	Chart showing the Six class food (Nutrient) Real objects e.g raw food in rice, bean, garri, yam, fuit,
	RESUMPTION TEST AND REVISION OF LAST TERM'S WORK.	term's work: explain the meaning of food; state reasons for eating food; mention types of food	Definition of food. Discuss types of food nutrient, sources and their function Provides real food item and chart of the classes of food	solving	vegetable, water, oil e.t.c
	CLASSES OF FOOD, NUTRIENT AND NUTRITION	list the six classes of food (Nutrients) and their uses.	based on their nutrients.	o greecen art margation	Display of different soil types.
	PVS (Agriculture)	By the end of the lesson, pupils should be able to: 1) explain the term soil; 2) describe the uses of	Pupils, observe the different soil samples provided by the teacher and explain what soil is.	Communication and collaboration Critical thinking and problem solving	Web link: https://www.soils.org/files/sssa
	Meaning and importance of soil	soil in agriculture; 3) cultivate any seed of	Pupils, watch a three minutes video on different	Leadership and Personal development	arch-soils-overview.pdf https://www.nature.com/scitable
		their choice in a pot.	ways of using the soil in agriculture, discuss what with a partner and share with the class the importance of soil. 3. Pupils, in groups of four, plant a seed in a pot and bring to school.	Creativity and Imagination Citizenship.	wledge/library/what-are-soils- 67647639/#:text=Soil%20s* %20material%20composed mi oqy%20of%20soils%20s*20s https://www.soils4kids.org/abou https://youtu.be/eJ23Y082Ell
	PVS (HOME ECONOMICS) METHOD OF	By the end of the lesson, pupils should be able to: explain the meaning and	Whole class discussion Explanation on method of cooking	Communication and collaboration. Small group discussion. Creativity and imagination.	Charts Real objects e.g pot, water, items, stove or gas cooker e
e de la companya de l	COOKING: BOILING METHOD	reason for cooking food; List the methods of cooking e.g Boiling, Frying, Roasting, Baking, Steaming. e.t.c; explain the boiling method in cooking. prepare food using boiling method.	Listing of different cooking method. Discuss the boiling method. Prepare food using boiling method (practical)	Leadership and personal development	Display of Sandy soil, learny so
3.	PVS (Agriculture Soil Classification of soil in agriculture		Whole class discussion on the three types of soil. (Pupils brought sandy, loamy and clay soil to class). Pupils, in small groups, discuss the differences and similarities between the soil types and share with the class. Individual pupils mould	collaboration Critical thinking and problem solving Leadership and Personal development Creativity and Imagination.	Display of Sandy Soli, leavy clayey soil, mesh Web link: https://www.topor.com/guides/sec/soil/types-of-soil-and-suidale crops/ https://web.extension.illinois.ed/soil_frm/soil_frm.htm

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES		
VVLL			any object of their choice	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	PVS (HOME	By the end of the lesson,	at the next lesson		
	ECONOMICS) METHOD OF COOKING ROASTING	pupils should be able to: explain the roasting method of cooking; write foods suitable for roasting e.g corn, plantain.	Class discussion roasting as a method of cooking Small group activities for practical work	Communication and collaboration. Small group discussion. Creativity and imagination. Leadership and personal	Charts Real objects e.g food stuff, kitchen utensil e.t.c Website www.studential.com
	METHOD	yam, fish , meat e.t.c By the end of the lesson,	and the second of the second o	development	Remarks Million States
4.	PVS (Agriculture) Soil Causes of reduction in soil fertility	pupils should be able to: 1) explain soil fertility; 2) identify the causes of reduction in soil fertility; 3) describe effects of reduction in soil fertility.	 Whole class brainstorm on the meaning of soil fertility. Pupils, visit the school farm, observe different soil samples and identify soil rich in nutrients from nutrients deficient soil. Pupils, in groups of five, observe crops at the farm and discuss the effect of soil fertility reduction. Pupils, in groups of two, collect three samples of sandy, loamy and clayey soil in a sealed nylon, label properly, paste on a cardboard paper and present to the class. 	Communication and collaboration Critical thinking and problem solving Leadership and Personal development Creativity and Imagination.	Display of fertile and non-fertile soil. Web link: https://www.biologydiscussion.com/ soil/soil-fertility-its-meaning-causes- and-maintenance-with- diagram/7262 https://www.qld.gov.au/environment/ land/management/soil/soil- health/fertility-decline https://www.google.com/url?sa=t&s ource=web&rct=j&url=https://www.b ologydiscussion.com/soil/soil- fertility-its-meaning-causes-and- maintenance-with- diagram/7262&ved=2ahUKEwjn2Kf DnM tAhX URUIHZJiC68QFjAEeg QIERAB&usg=AOvVaw1Hqaqed1y VFUMPm- Nht.96i&cshid=1608009155221 VIDEO LINK
	•	[= 2 + 30 340]]]		Marie a free of C	https://youtu.be/TjbxOEEOCh0
	PVS (HOME ECONOMICS)	By the end of the lesson, pupils should be able to:	Class discussion Touch different part of the	Communication and collaboration.	https://youtu.be/H-R8Y25NF E Chart showing traditional and modern materials used for taking
# 12	PERSONAL GROOMING AND USE OF BASIC COSMETIC	identify parts of the human body; state function of the parts of human body; list the traditional and modern materials used for taking care of the body; demonstrate how to take	body Display a properly labelled chart of parts of the body; Display different traditional and modern materials used for taking care of the body; Differentiate traditional materials from modern materials.	Small group discussion. Creativity and imagination. Critical thinking and problem solving	care of the body Traditional cosmetics e.g oil, carnwood, laali, tiroo,e.t.c Modern cosmetics e.g body spray, cream, nail polish e.t.c Baby doll to show part of the body Real objects e.g soap, towel, sponge, water, toothbrush,
÷		care of their body; correction use of basic and safe cosmetics; adverse effect of some chemicals used in cosmetics.	Demonstrate the correct use of each cosmetics on the body; Classify cosmetics into safe and dangerous ones		toothpaste, chewing stick etc.
5.	PVS (Agriculture) Soil Methods of	pupils should be able to: 1) identify different methods of improving soil fertility;	Pupils, as class, watch a short video on methods of improving soil fertility and discuss what they have learnt with the class.	Communication and collaboration Critical thinking and problem solving Leadership and	Web link: https://www.biologydiscussion.com/ soil/soil-fertility-its-meaning-causes- and-maintenance-with- diagram/7262
	improving soil fertility	outline the importance of improving soil fertility; carryout ways of improving soil fertility.	 Pupils, in groups, discuss reasons for improving soil fertility and a leader share with the class. Pupils, in the same groups, demonstrate the methods of soil fertility 	Personal development Creativity and Imagination.	https://www.google.com/url?sa=t&s ource=web&rct=j&url=https://www.te nthacrefarm.com/improve-soil- quality/amp/&ved=2ahUKEwiO1Zz5 oM_tAhWNUcAKHfzJAFcQFjAKeq QIDRAB&usg=AOvVaw29qlR5zii-
	- 19	6	improvement (Prepare compost manure using		g6jUju7pCRkt&cf=1

		bucket within the	La Company	https://
ather CI	man man man media	classroom space).	to general agent	S LEARNING RESOURCE https://rodaleinstitute.oroboox ways-to-boost-soil-fertiliby VIDEO LINK https://youtu.be/\tiZFD9ZieM https://youtu.be/\tiZFD9ZieM
The first of the second	responsible of the only beginning	त्या अर्थेत्य का ता अर्थाल	I have been the second or the second	https://youtu.be/liZFD9Z7jeM https://youtu.be/YN7nUHknno https://youtu.be/Gp1z77hkn
PVS (HOME ECONOMICS) PERSONAL CLOTHING	By the end of the lesson, pupils should be able to: identify types of personal clothing; mention reason for wearing clothes and foot wears;	Class discussion Display a variety of clothing e.g shirt, blouses, pants, trouser, vest, caps, scarves, wrapper, pyjamas, night gown,	Communication and collaboration. Critical thinking and problem solving. Leadership and personal development	Chart showing different and clothing Provides picture of people of various profession in uniform
OF PERSONAL CLOTHING	state the reason they care for their clothes; list the steps in caring for their clothes; e.g washing,	Identify and name different kinds of clothing; Discuss the reasons for	Creativity and imagination.	Real object e.g bowls, iron p
	drying, ironing, mending, storing e.t.c; mention the equipment needed in taking care of the clothes e.g bowls, iron, pegs, needle, thread, water e.t.c	Demonstrate how to take care of the clothes.	ting or relative	
PVS (Agriculture) Soil Suitable soil for planting different crops.	pupils should be able to: 1) identify the best soil for planting; 2) outline the properties found in each soil; 3) differentiate between fertile and non fertile	Pupils, as class, discuss the best soil for planting as guided by the teacher. Pupils, as a class, watch a short video on properties of soil, list the properties and describe the role of each item in the soil.	Communication and collaboration Critical thinking and problem solving Leadership and Personal development Creativity and Imagination	Display of soil and the crops that can be grown on each soil type. Web link: https://parenting.firstcry.com/ario/magazine-best-soil-for-plants-ryour-home-garden/https://www.toppr.com/quides/soil-ce/soil/types-of-soil-and-suitable-
	Apple of the control of the	differences between fertile	Olizeriship.	crops/
AN LOUTE AT LESS TO LOUTE AT THE ACCOUNT TO LOUTE AT LOUTE TO LOUTE AT LOUTE TO LOUTE AT LOUTE TO LOUTE AT LOUTE	erieffirmig vons gloon Grebting auf begloeben Greculf II endrag auf broblem salvate	and non-fertile soil and share with class. 4. Pupils, in the same groups, plant one type of crop on fertile and non fertile soil each to examine the importance of soil fertility in crop	dentify parts of the homon body care of the parts of the	https://futurepump.com/get-the-most-from-soil-on-your-fam/
PVS (HOME ECONOMICS) REASONS FOR WEARING CLOTH	By the end of the lesson, pupils should be able to: list the reasons for wearing cloth e.g protection, beautification, identification, special occasion like party.	Production. Class discussion Identify different kinds of clothing; Naming different kinds of clothing; Discuss reasons for wearing clothes; Demonstration of steps for	Communication and collaboration. Critical thinking and problem solving	Chart showing different people wearing varieties of clothes Real Objects e.g sweater, uniform etc.
- 1	r ja in	caring of personal clothing.		
MID TERM Test ar	nd Break	1 Whole class brainstern as	Communication and	Charts of different flowers.
PVS (Agriculture) Horticultural activities in Agriculture	By the end of this lesson, pupils should be able to: 1) define horticulture; 2) identify different flowering plants; 3) describe the importance of horticulture.	the meaning of horticulture. 2. Pupils, move round the school and identify flowering plants. 3. Pupils, pair up, discuss the importance of horticulture and share with the class.	collaboration Critical thinking and problem solving Leadership and Personal development Creativity and Imagination.	Web link: https://en.wikipedia.org/wk/Horicure https://www.britannica.com/scients/horticulture https://www.google.com/ur/sar/iks/huw/google.com/ur/s
	PVS (Agriculture) Soil Suitable soil for planting different crops. PVS (HOME ECONOMICS) REASONS FOR WEARING CLOTH MID TERM Test ar PVS (Agriculture) Horticultural activities	PERSONAL CLOTHING TYPES AND CARE OF PERSONAL CLOTHING TYPES AND CARE OF PERSONAL CLOTHING TYPES AND CARE OF PERSONAL CLOTHING TYPES AND CARE OF PERSONAL CLOTHING TYPES AND CARE OF PERSONAL CLOTHING TYPES AND CARE OF PERSONAL CLOTHING TYPES AND CARE OF PERSONAL CLOTHING TYPES AND CARE OF PERSONAL CLOTHING Types and foot wears; state the reason they care for their clothes; list the steps in caring for their clothes; e.g washing, drying, ironing, mending, storing e.t.c; mention the equipment needed in taking care of the clothes e.g bowls, iron, pegs, needle, thread, water e.t.c PVS (Agriculture) Suitable soil for planting; 2) outline the properties found in each soil; 3) differentiate between fertile and non fertile soils. PVS (HOME ECONOMICS) REASONS FOR WEARING CLOTH By the end of the lesson, pupils should be able to: Iist the reasons for wearing cloth e.g protection, beautification, identification, special occasion like party. MID TERM Test and Break PVS (Agriculture) Horticultural activities in Agriculture Horticultural activities in Agriculture Horticultural activities in Agriculture To define horticulture; 1) define horticulture; 1) define horticulture; 1) identify different flowering plants; 3) describe the importance of	PERSONAL CLOTHING PERSONAL CLOTHING PERSONAL CLOTHING TYPES AND CARE OF PERSONAL CLOTHING PERSONAL CLOTHING PERSONAL CLOTHING PERSONAL CLOTHING Display a variety of clothing e.g. shirt, blouses, pants, trouser, vest, caps, scarves, wrapper, pyjamas, night gown, foot wears, state the reason they care for their clothes; e.g. washing, dying, ironing, mending, storing e.t.c; mention the equipment needed in taking care of the clothes e.g. bowls, iron, pegs, needle, thread, water e.t.c PVS (Agriculture) Soil Suitable soil for planting 2) outline the properties found in each soil; 3) differentiate between fertile and non fertile soils. 3) differentiate between fertile and non fertile soils. PVS (HOME ECONOMICS) REASONS FOR WEARING CLOTH PVS (Agriculture) PVS (Agriculture) By the end of the lesson, pupils should be able to: list the reasons for wearing clothes; production, beautification, identification, special occasion like party. PVS (Agriculture) By the end of the lesson, pupils should be able to: list the reasons for wearing clothes; production. Personal clothing: Naming different kinds of clothing; Discuss reasons for wearing clothes; Demonstration of steps for caring of personal clothing. MID TERM Test and Break PVS (Agriculture) By the end of this lesson, pupils should be able to: 1) define horticulture; 2) identify different flowering plants; 13 describe the importance of horticulture. 21 identify different flowering plants; 13 describe the importance of horticulture and share with he meaning of horticulture. 22 pupils, pair up, discuss the importance of horticulture and share with he meaning of horticulture and share with her meaning of horticulture and shar	PERSONAL CLOTHING PERSONAL CLOTHING PVPS AND CARE of their clothes; state the reason they care for their clothes; e.g. washing, drying, ironing, mention read, water e.e.f. PVS (Agriculture) Soil Suitable soil for planting; and problem solving. Pvs (agriculture) Soils. PVS (Agriculture) Soils. PVS (Agriculture) Soils. Soil Ultime the properties found in each soil; a) differentiate between fertile and non-fertile soils. PVS (HOME ECONOMICS) PV

THE C	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMPEROUS COST NOV. 5 1	
WEEKS			next lesson.	ÉMBEDDED CORE SKILLS	LEARNING RESOURCES Importance&ved-2ahUKEwivspK1g 8_VAhUIMAKHdEVAHIQFnoECC8 QDg&usq-AOvVaw3hSII1IISSqkPg d-vz7GH2 VIDEO LINK https://youtu.be//386iRgUgml https://youtu.be/sCA9YEITAzY
Sec. 1	PVS (HOME ECONOMICS) HOW TO PREPARE LIQUID SOAP	By the end of the lesson, pupils should be able to; specify the chemical for making liquid soap e.g nitro- soil, sulphoric acid, soda ash, caustic soda e.t.c make liquid soap.	Class discussion Making of liquid soap (practical)	Communication and collaboration, Leadership and personal development.	Real objects bowls, water, nitro- soil, sulphoric-acid, e.t.c
Q	PVS (Agriculture) Materials/tools for horticultural practices	By the end of this lesson, pupils should be able to: 1) identify various tools used in horticultural practices; 2) outline the application of each materials/tools; 3) demonstrate the use of each tools.	 Pupils, as a class name the tools used for horticultural practices from the charts presented (Real objects can be displayed). Whole class discussion on the uses of each tool. Pupils, visit the school garden and carryout horticultural practices. Individual pupils, sketch tools used in horticultural practices and submit at the next lesson. 	Communication and collaboration Critical thinking and problem solving Leadership and Personal development Creativity and Imagination.	Display of horticultural tools: shovel, spade, axe, garden fork, hand trowel, manure drag etc. Web link: https://farmer.gov.in/dacdivision/Machinery1/chap9.pdf https://www.agrifarming.in/types-of-gardening-tools-and-their-useshttps://www.google.com/url?sa=t&source=web&rct=j&url=https://www.topline.ie/blog/project-ideas/top-10-must-have-gardening-tools&ved=2ahUKEwik_d-gps_tAhUWHcAKHS3kBHgQFjAHe
				2 P	gQIAhAE&usg=AOvVaw2J3- 1EqTjut4wMA9Xht4Uf VIDEO LINK https://youtu.be//K31eOjWy1A https://youtu.be/-bwC-i9PZ_I https://youtu.be/XFx-96GUoJY
	PVS (HOME ECONOMICS) USES AND CARE FOR SIMPLE TOOLS	By the end of the lesson, pupils should be able to: recognize the simple sewing tools when they see them; list different types of simple sewing tools; explain the uses of sewing tools; explain care of simple tools.	Class discussion Displays different sewing tools Mention the simple sewing tools e.g scissors, thread, needle, measuring tape, tracing wheel, sew machine e.t.c. Discuss the uses and care of each tools Drawing some simple tools. Demonstrate the use of each	Communication and collaboration. Critical thinking and problem solving Leadership and personal development. Creativity and imagination.	tools
10	PVS (Agriculture) Maintenance of flowers	By the end of this lesson, pupils should be able to: 1) identify different ways of maintaining flowers; 2) Plant and maintain flowers in their school garden.	tools. 1. Pupils, in groups, discuss ways of maintaining flowers and share with the class. 2. Pupils in the same groups carryout the activities of flower maintenance in the school garden. 3. Individual pupils plant a flowering plant at home and nurture it.	Collaboration Critical thinking and problem solving Leadership and Personal developmen	Charts, video clips etc. https://www.avasflowers.net/a- florists-quide-to-flower-care-and- maintenance https://www.google.com/url?sa=t&s ource=web&rct= &url=https://dengar den.com/gardening/How-to-Take- Care-of-your-Flower- Plants&ved=2ahUKEwiu0baLp8_tA hWDYsAKHWNVDxoQFjADegQIHR

			LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING
EEKS T	OPICS	LEARNING OBJECTIVES	LEAKING ,	The house of the second second	LEARNING RESOURCE AE&usg=AOVVanOVIDAS
				· ·	https://www.avasflowers.pe/ florists-quide-to-flower-cape, maintenance
	ET STAN	- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1		There was All	VIDEO LINK https://youtu.be/9DYI-nkrty
		Mark 18 die au	remark and t	Communication and	https://woute.s.
	PVS (HOME ECONOMICS)	By the end of the lesson, pupils should be able to:	Class discussion Small group activities Drawing of different types of	collaboration. Critical thinking and problem	stitches;
	STITCHES AND TYPE OF STITCHES e.g	list the different types or	stitches Practice the temporary stitches e.g tracking, basting,	solving Leadership and personal development.	pins, tape measure etc
	Temporary stitches	stitches; explain the types of stitches.	backstitch, hemming stitch, running stitch	Creativity and imagination.	
	Permanent stitches Decorative	portugi Lorina Sult Sultana Calaca		nedpologis or adition is dense in	
41	stitches Revision	39 70 7		SELECT STORY	
11.	Examination			State of the state	1

PREVOCATIONAL STUDIES AGRICULTURE
HOME ECONOMICS
@CLASSBASIC.COM

CLASSBASIC.COM

261



LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS PRE -VOCATIONAL STUDIES (AGRICULTURE & HOME ECONOMICS)

PRIMARY FOUR THIRD TERM

WEEKS	TOPICS PVS (Agriculture)	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMPEDDED COTT	6 7 4
1	PVS (Agriculture)	By the end of the lesson, pupils should be able to:	Pupils participate in the welcome	EMBEDDED CORE SKILLS Communication and	
	REVISION OF SECOND TERM'S TOPIC	recall previous topics taught in second term.	test and last terms work.	Collaboration Critical thinking and Problem solving	Last term's examination questions Students notes books. Previous term's charts etc.
		To WARDING TOWNS	SUPPLY ASSET OF SPECIAL STATES	Leadership and personal	Lacobacción de Calaba Calaba
		The Suffree WARD	See and	development Creativity and	Ammoral and the second
	PVS (HOME	Putho and of the	O Object to the second	Imagination Citizenship	Spring and Australia
	ECONOMICS)	By the end of the lesson, pupils should be able to:	Whole class discussion	Communication and	Chart showing laundry agent
	RESUMPTION TEST AND REVISION OF LAST TERM WORK. LAUNDRY AGENT TOOLS AND EQUIPMENT.	mention some in laundry agent tools e.g soap, water, starch, blue, stain remover, e.t.c; list the steps in care for clothing e.g washing, ironing, storing, mending e.t.c	Question on the topic Explain the procedure of involved in laundry	collaboration. Critical thinking and problem solving	tools and equipment Real object of laundry agent tools and equipment.
811	PVS (Agriculture)	By the and of the lease "			
		By the end of the lesson, pupils should be able to: 1. identify farm tools; 2. draw some common farm tools;	Pupils, as a class, name the common farm tools presented to by the teacher. Individual pupils draw a	Communication and Collaboration Critical thinking and Problem solving Leadership and	Charts, display of simple farm tools (Real objects). Web link:
		demonstrate the use of farm tools.	well labelled diagram of any farm tool of their choice.	personal development Creativity and	https://www.legit.ng/1186398- farm-tools-uses-pictures.html
da esta	DVC (UDA)		3. Pupils, as a class, carryout the use the farm tools at the school farm. 4. Pupils, in small groups, create at least five simple farm tools using chocolate or milk can.	Imagination	https://farmingmethod.com/mode n-farm-tools/ VIDEO LINK https://youtu.be/tcinvDnfCGc
	PVS (HOME ECONOMICS)	By the end of the lesson, pupils should be able to:	Whole class discussion	Communication and collaboration.	Real object for practical work e.g cassava tubers, cold water, hot
	HOW TO PREPARE STARCH	List the materials use for making starch;	Display the materials for making starch Give the process of making	Whole class brain storm. Whole class discussion	water, grater, strainer e.t.c
	7/2	Prepare starch; Tell the uses of starch, Apply the starch on things like clothes e.t.c	starch practical	Creativity and imagination	MEANT WAY
	PVS (Agriculture)	By the end of the lesson, pupils should be able to:	Whole class discussion on the parts of farm tools.	Communication and	Display of simple farm tools,
	Description and uses of farm tools	describe the parts of farm tools; explain the importance of these farm tools.	 Pupils, in small groups, discuss what each farm tools presented to the class are used for and share with the class. 	Collaboration Critical thinking and Problem solving Leadership and personal development	charts etc. Web link: https://www.legit.ng/1186398-farm-tools-uses-pictures.html
			 Pupils, in the small groups, create charts of different farm tools and submit at the next lesson. 	Creativity and Imagination	https://farmingmethod.com/mode n-farm-tools/
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		Submit at the flext lesson,	attin utmage	VIDEO LINK https://youtu-be/mFGGtEaxRC4
-		7 7 7 7			https://youtu.be/VmaZTQqchIU

			LEARNING ACTIVITIES Class discussion	Communication and collaboration.	Chart showing classes of fo Real objects of food liens
i	TOPICS PVS (HOME ECONOMICS) ADEQUATE DIET (BALANCE DIET)	By the end of the recent should be able to: discuss the meaning of adequate diet. tell the reason for eating food; mention classes of food nutrients; ove the importance of	Full explanation on adequate diet. Display charts and discuss the classes of food based on their nutrient.	Critical thinking and problem solving Leadership and personal development.	Hoe, shovel, spade, rake
	PVS (Agriculture) Agricultural Tillage tools	adequate diet. By the end of this lesson, pupils should be able to; 1) identify agricultural tools used in tilling soil; 2) describe each identified tools; 3) make use of each tool at the school farm.	 Pupils, as a class, name the tilling tools presented to the class. Whole class discussion on the use of each tool. Pupils, individual demonstrate the use of the tools at the school farm. Pupils, in small, groups, create tillage tools and present same for assessment. 	Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination.	Web link: https://en.wikipedia.org/wikiTas //:~:text=Tillage%20is%20is%20is%20is%20is%20is%20is%20is
	gage en aparaga ka alam an a m ^{anda} da a	More of sending. The first in the sending. More stop in the sending. Period of the sending.	anger seets - signed if and	aligue, novement and to book to be and to and to and to another another worth or any to another anothe	https://www.google.com/uff/setsource=web&rct=j&uf=http://exsesonline.iasri.res.in/CoursePriciples%2520off%2520Agrounff2520%26%2520agrounff2520%26%2520agrounff2520%26%2520agrounff2520%26%2520agrounff2520%26%2520agrounff2520%26%2520agrounff2520%26%2520agrounff2520%26%2520agrounff2520%26%2520agrounff2520%26%2520agrounff2520%26%2520agrounff2520%26%2520agrounff2520%26%26%26%26%26%26%26%26%26%26%26%26%26%
		Together Tog	The property of the property o	tense talak tense kan begin be	es/lec10.pdf&ved=2ahUKEnrf6; 1dztAhWJZMAKHYKNEbwSE/ egQIDhAE&usg=AOWaw/Seig yfp8U2TVQKcA65gM https://agritech.tnau.ac.in/agrob/ re/agri_tillage_tillageimglements ml VIDEO LINK https://youtu_be/YVZV/ggSE/ https://youtu_be/SrQKGSe/in/
	PVS (HOME ECONOMICS) DEFICIENCY AND MALNUTRITION	By the end of the lesson, pupils should be able to: explain deficiency and malnutrition; mention the classes of food nutrient; list and explain the deficiency diseases of each nutrient.	Class discussion Full explanation on deficiency and mal-nutrition. Display charts and discuss deficiency diseases of nutrients. Mention deficiency diseases of each nutrients.	Communication and collaboration. Critical thinking and problem solving	Wall chart showing a picture of a well feed child and mal-noursh child
5.	PVS (Agriculture Digging tools	CARL THE PERSON NAMED IN COLUMN TWO PERSONS AND THE PERSON NAMED IN COLUMN TWO PERSON NAMED IN COL	names of different digging tools they know. 2. Whole class discussion of features of digging tools.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Spade, shovel, augustianed etc. Web link: https://www.agriculturesoutors// m/gardening-equipment/agriculturesoutors// tools https://www.homestratesoutors// https://www.homestratesoutors// https://www.google.com/u/fiss// source-web&rct=s&.pentiss.source

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		100 Y 100		Water A	:text%3DDigging%252C%2520als o%2520referred%2520to%2520as the%2520surface%2520of%2520
					he%2520Earth.&ved=2ahUKEwiC xe2J2NztAhWQQRUIHdg5BdqQf ABeqQIAhAE&usq=AOvVaw0mz MP7y17fGyHQ2ySiBhSK https://www.google.com/url?sa=18
No.					source=web&rct=j&url=https://www.agriculturesolutions.com/garderng-equipment/digging-tools&ved=2ahUKEwiQxe2J2Nzt.hWQQRUIHdg5BdgQFjADegQILAE&usg=AOWaw2KCdlYvxvQP.uA_D033omg_VIDEO_LINK_https://youtu.be/vS9bfxmLmxk_https://youtu.be/MysJnWPe8Jc
1	PVS (HOME	By the end of the lesson, pupils	Class discussion	Communication and	Wall chart showing a picture of a
	ECONOMICS) DEFICIENCY AND MALNUTRITION	should be able to: explain deficiency and mal- nutrition; mention the classes of food nutrient; list and explain the deficiency diseases of each nutrient.	Full explanation on deficiency and mal-nutrition. Display charts and discuss deficiency diseases of nutrients. Mention deficiency diseases of each nutrients.	collaboration. Critical thinking and problem solving	well feed child and mal-nourish child
200	PVS (Agriculture)	By the end of the lesson, pupils	Whole class visit the	Communication and	Charts, rake etc.
	Cathorina tools	should be able to: 1) identify tools used for	school farm and separate	Collaboration	Mah Enla
	Gathering tools	gathering items in the	gathering tools from other tools at the school farm.	Critical thinking and	Web link: https://toolsfromtheearth.com/cat
73		farm;	Pupils pair with a partner	Problem solving Leadership and	gory/gathering/
	DVS (NONE	2) describe each tools identified for gathering items and dirt on the farm; 3) make use of gathering items.	and discuss the use and features of each gathering tools found at the school farm. 3. Pupils, in small groups: a. use the gathering tools to remove dirt from the school farm; b. create wooden tools for gathering dirt and packing items on the farm and present same for assessment.	personal development Creativity and Imagination Citizenship	https://www.google.com/url?sa=t8 source=web&rct=i&url=https://wik guildwars2.com/wiki/Gathering_to ol&ved=2ahUKEwihrM_12NztAhX RoVwKHQH4DegQFjADegQIGR/ E&usg=AOvVaw046WV_WBcK0I HFumZN_oL6 https://fmexim.com/agricultural- tools.php
	PVS (HOME ECONOMICS)	By the end of the lesson, pupils should be able to:	Whole class discussion	Communication and collaboration.	Real objects e.g
	METHOD OF	mention The Items Needed	(Practical)	Critical thinking and	Flour, butter, sugar, egg e.t.c
	COOKING	For Baking A Cake;		problem solving.	
	BAKING METHOD:	list The Methods For Baking A			
1	Baking Of Cake	Cake;			
	Soming Of Cake	what Are Cakes Used For? Often Served As A Celebratory Dish On Ceremonial Occasions, Such As weddings, Anniversaries, And Birthdays;			
	Mid-term Test and Brook	make a Small Cake.			
	Mid-term Test and Break PVS (Agriculture)	make a Small Cake.	Whole class discussion on	Communication and	Wheelbarrow, rake, shovel.
	PVS (Agriculture)	make a Small Cake.	carrying tools	Collaboration	Wheelbarrow, rake, shovel, manure drag etc.
	PVS (Agriculture) Carrying or	make a Small Cake. By the end of the lesson, pupils should be able to: 1) identify tools used for	carrying tools 2. Pupils, in small groups,	Collaboration Critical thinking and	manure drag etc.
	PVS (Agriculture)	make a Small Cake. By the end of the lesson, pupils should be able to:	carrying tools	Collaboration Critical thinking and Problem solving	

PREVOCATIONAL STUDIES -

AGRICULTURE

HOME ECONOMICS

@CLASSBASIC.COM NISTRY OF EDUCATION



			LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	HAMMAR KEGOTTE
FEVO	TODICE	LEARNING OBJECTIVES		development	importance importance
EEKS	TOPICS	of these tools;	dass.	Creativity and	https://www.google.com/um/
1.56		demonstrate the use of	3. Pupils, in the same	Imagination.	source=web&rct=2
274	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	3) demonstrate the dos	groups, make use of	and gride street	
		the tools.	wheelharrow to clear dirt	10 pt	fao.org/3/10522e/T0522e
20		CONTRACTOR OF THE	and transport smaller tools	Select C. St. Selector	ved=2ahUKEwSMK52at
	La tradite	Links report to Morrow	within the school farm.	a garden and the	UIHS9UDMener - Section
4	1		Will int the Solos.		g=AOvVaw086RcMELian
	100		1 (1907)		KEdw KEdw
e 1 m	2011 YEAR 2081	the property of the property of	'		https://blog.go.d.
		7 2 474			https://blog.agrivi.com/posth
	DANIE - C T	part of myself			ort-as-an-important-factor-fr
7		5 25 27 75			farmer-s-success
				1 = 1,000 = - 1	VIDEO LINK
		1 1 23 27			https://www.b.ana
					https://youtu.be/HkZj5lhy-oo
	3**				mups://youtu.be/0PHtSrenkin
		The state of the lease of the l	Whole class discussion	Communication and	Real objects e.g
	PVS (HOME	By the end of the lesson, pupils	Whole dess discours	collaboration.	Flour, butter, sugar, blende
	ECONOMICS)	should be able to:	(Practical)	Critical thinking and	fruit, water e.t.c
	1. 1		() 100000)	problem solving.	ward water e.c.
	SNACKS AND FRUIT	explain the meaning of snacks			
	DRINKS	and fruit; drinks;	Applied to the second second second	Creativity and imagination	
	79%	mention some common			
		snacks in their locality;	ay and a second of		
		state the differences between		of the Application of the State	
		snacks and main meals;		130	
		prepare simple snacks and			
		1			
		fruit drinks.	Pupils, as a class, watch a	Communication and	Charts, video clips, real object
9-10	PVS (Agriculture)	By the end of the lesson, pupils	short video on methods of	Collaboration	etc.
		should be able to:			0.00
	Maintenance and care	highlight the methods of	farm tools maintenance	Critical thinking and	Web link:
	of farm tools	maintaining farm tools;	and discuss what they	Problem solving	
		identify the effect of poor	learnt.	Leadership and	http://currentagric.blogspot.com
		maintenance practice on	Whole class discussion on	personal	19/11/maintenance-of-simple-
		farm tools;	poor maintenance of farm	development	farm-tools html
		enumerate the benefits	tools.	Creativity and	https://www.google.com/url?s
g3 . 7		of maintaining farm	Pupils, in small groups,	Imagination	source=web&rct=j&url=https:/
refrancia.		tools;	discuss and present to the	Citizenship	onplan edudelight.com/care-a
A Marie	10 P	carryout maintenance	class benefits derived	- State of the sta	maintenance-of-farm-and-an
THE WAY		practices on the school	from proper care of the		tools/&ved=2ahUKEwj26leJ3
	20.24		1		hXOOcAKHaqEAUAQFjAAe
de tel	Consider traffices, legal	farm tools.	tarm tools. 4. Pupils, in the same		RAB&usg=AOvVaw1aTSa8F
1		-:			TqD0a7bweyq
			groups, take turns to take		
			care of the tools at the		https://www.google.com/url?s
			school farm.		enurce=web&rct=j&un=niips/
	разбала нел	() and the same of the same o		The state of the s	owa.com/effectively-maintain-
0.1	m 16, m. 10 1003	11 y 12 15 14 1		Start K Seri-	
	133	E SECTION			The Local IVE WITH BUT
	4,1 4,1	The state of the s	l-sc		hXOOcAKHagEAUAOFjACs
					xAE&usg=AOvVaw2ysiMOrk
				100	njmlOkmp1zK
	1 1/2			78.6	niminkub 151
			A= -	ruffred, amilier lade	https://www.google.com/ur/ss
			100	42 NIE 310	
			4 =	THE STATE OF THE STATE OF	
				the end of something	
				promption to produce sale	per tool maintenance.aspx8ii
	7 8 1981 10	1	777 774	i -alph	
				518' as al.	
7			-		OvVaw3f8vnynrSnTWofc9sYL
-	gurl o seto vermorismis	i i			Ov/sw3t8/hinouri
1	Sie Josh stento	132			VIDEO LINK
	200 8 4 4 4 6	3.765			VIDEO LINK https://youtu.be/M1KSoC1vEe
	all right reads	A			https://youtu.be/M1KSQUTAPI https://youtu.be/DuU2mnJcpl https://youtu.be/DuU2mnJcpl
		Duth a and of the Land	o Mhala da B	2 22	Chart showing temporary
11	PVS (HOME	I By the end of the lesson publi			
-877	PVS (HOME	By the end of the lesson, pupil	s Whole class discussion	Communication and collaboration.	stitches

THE THE	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	ECONOMICS) BASIC STITCHES Temporary stitches Example of temporary stitches	should be able to: explain the meaning of temporary stitches; give examples of temporary stitches; identify temporary stitches; make samples of temporary stitches on brown papers.	Small group activities	Leadership and personal development. Critical thinking problem solving.	Real object e.g brown paper, scissors needle, thread, e.t.c Website ecourseonline.iasri.res.in www. Quora.com
	PVS (HOME ECONOMICS) TEMPORARY STITCHES	Pupils Should be able to: Identify temporary stitches Create samples of different temporary stitches on brown papers	Whole class discussion. Small group	Communication and collaboration. Critical thinking and problem solving. Leadership and personal development.	Chart showing temporary stitches Real object e.g brown paper, scissors needle, thread, e.t.c Website ecourseonline.iasri.res.in www. Quora.com
11.	Revision	II to make h		The state of the s	5200 R 848
12	Examination	£7	and the state of t	S. T. W. WOODSHIPE THE SEC.	and the constitution of

ACHIEVEMENT STANDARDS

At the end of the session, pupils are able to:

- 1. recognize the importance of agriculture as a source of food;
- carryout the activities of buying and selling as it relate to real life event;
- 3. cultivate/raise any plant of their choice till harvest;
- 4. create compost/manure for soil fertility;
- 5. put to use farm tools;
- 6. maintain farm tools to prevent it from spoilage or rusting;
- 7. run the activities of the school farm under teacher's supervision.

PREVOCATIONAL STUDIES AGRICULTURE
HOME ECONOMICS
@CLASSBASIC.COM

CLASSBASIC.COM





LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS PRE -VOCATIONAL STUDIES (AGRICULTURE & HOME ECONOMICS)

PRIMARY FIVE FIRST TERM

WEEKS	TOPICS	LEARNING OBJECTIVES		EMBEDDED COR SKILLS	E LEARNING E
	PVS(Agriculture) Review of primary four scheme of work	By the end of the lesson, pupils should be able to: recall previous topics taught in	Pupils participate in the welcome test and last term's work.	n and Collaboration Critical	Students notes have
Tonje:	Chair shukking temporal subchess Rubic chiper is process.	primary 4. ROBESTANDON DE CONTROL	Small group	thinking and Problem solving	Previous term's ch
aie	scret othern excepts gibidoliv economics of new reconstruction	probes stang Leads who and parrenal de enymess.	n i	Leadership and personal development Creativity and Imagination Citizenship	
	PVS (HOME ECONOMICS)	By the end of the lesson, pupils should be able to:	. Pupils as a group discuss the meaning of Home economics.	. communication and collaboration.	. chart showing are Economics.
	Resumption test Revision of last terms/ session work: meaning	. discuss the meaning of Home Economics; . outline the importance of Home	. Pupils in small groups discuss the importance of Home Economics to the society.	. leadership and personal development.	www.fulfilmentict.co
	and scope of Home Economics	Economics to the society; . state the areas of Home Economics.	. Pupils as an individual enumerate areas of Home Economics.	pupils are able	10/28/2 5/9/10
2.	PVS (Agriculture) Crop production	By the end of the lesson, pupils should be able to: 1) define crop production; 2) identify different types of	Whole class brainstorm on the meaning of crops. Pupils, as a class, tell the names of crops provided	Communicatio n and Collaboration Critical	Display of different to charts farm tools etc. Web link:
		crops; 3) classify crop based on uses, life cycle and morphology.	by the teacher. 3. Pupils, in small groups, categorize crops and give names of crops in each category. 4. Pupils, in the same groups, create a crop album and submit at the next lesson.	thinking and Problem solving Leadership and personal development Creativity and Imagination.	https://study.com/dire y/Agriculture/Agric
	PVS (HOME ECONOMICS) Family: meaning and	By the end of the lesson, pupils should be able to: . explain the meaning of family;	pupils as a class sing rhymes on family. pupils in small groups	. leadership and personal development.	https://youtu.be/YaDci family pictures audio visual device www.eslkidstuff
	types of family	. discuss types of family;	brainstormed and shared their opinions on features of family types. pupils as an individual sketch	collaboration creativity and	com n.youtube.com
	PVS (Agriculture)	features of each family types. By the end of the lesson, pupils	images of their family members. 1. Pupils watch a two	iiiagiiiauoti	arm tools, video clips.
	Procedures for crop production.	should be able to: 1) outline procedures for cultivating crops; 2) identify pre-planting activities;	minutes video on crop cultivation procedures and discuss what they have learnt as a class. 2. Pupils, as a class, discuss	n and Collaboration Critical	Veb links: https://en.wikipedia.org/ ural_cycle#-:text=The
	*. » · · · · · · · · · · · · · · · · · ·	 carryout pre-planting operations on the farm. 	pre-planting operations from the video they watched. 3. Pupils, visit the school farm and demonstrate the	solving $\frac{Q}{a}$	ities%20include%

WEEKS	TOPICS	LEARNING OBJECTIVES		EMBEDDED CORE	LEARNING RESOURCES
7 Ale .			activities of pre-planting operations.	Imagination.	sciences/crop-production https://www.google.com/amp/s/ma htabrasheed.wordpress.com/2012/ 11/14/steps-a-farmer-performs- and-what-information-is-required- at-each-step/amp/ VIDEO LINK https://youtu.be/VaDccWJJ864
	- WONE	Duth and of the last			https://youtu.be/xR2DPnyLEE0
	PVS (HOME ECONOMICS) Roles of each family members and functions of the family.	By the end of the lesson, pupils should be able to: . identify the roles of each family members; . summarize the roles of each family members; . evaluate the functions of family.	pupils as an individual mention their names and the names of their family members. pupils in small groups role play their family members. pupils as a class discuss the functions of the family.	. communication and collaboration leadership and personal development Creativity and imagination.	. family pictures . audio visual devices www.eslkidstuff.com
4.	PVS (Agriculture) Planting activities	By the end of the lesson, pupils should be able to: 1) describe planting activities; 2) identify tools used in planting activities; 3) carryout planting activities on the school farm and at home.	1. Pupils, as a class, discuss the activities of planting. 2. Pupils, as a class, prepare nursery beds using simple farm tools. 3. Pupils, in small groups are given portion at the school farm to cultivate any crop of their choice.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Farm tools, charts, crops etc. Web link: https://www.agrifarming.in/pre- planting-tasks-post-planting-tasks in- agriculture#:~:text=These%20incl de%20all%20forms%20of.pricking %20out%2C%20thinning%20and %20hardening. http://www.fao.org/3/Y4360E/y4360e0a.htm
	TO BE THE ASS	Sign grown	record to present the present	I - TEF a see N se	https://www.fabioclass.com/2017
			mercunga line	- 0 1 - 3	0/planting-operations.html?m=1
		Course of Course	the service of the se	M MAN AND THE	https://www.google.com/amp/s/w w.pinterest.com/amp/primaryther eprk/plant-activities-for-kids/
		and product of the party of the		A SERVICE STATE	VIDEO LINK https://youtu.be/-cpBG10YApQ
	AT.		Service Servic		https://youtu.be/MIZLeaTfT0o
	PVS (HOME ECONOMICS) Family relationship and family tree	By the end of the lesson, pupils should be able to: . describe family relationship; . justify the reasons for family bonding;	pupils as a class summarizes family relationship. pupils in small groups role play their kinsmen. pupils as an individual draw their family tree.	communication and collaboration leadership and personal. development . creativity and imagination.	. family pictures. . family tree chart.
	D10 /4 .	. draw their family tree.	Pupils, as a class, see a	Communicatio	Farm tools, fertilizer/manure etc.
	PVS (Agriculture) Post-planting activities; impation, mulching, thinning, supplying, application of manure/fertilizer and weeding.	By the end of the lesson, pupils should be able to: 1) explain post planting activities; 2) outline examples of activities done during post planting; 3) demonstrate fertilizer application on farm crops.	short video on post planting operations and share what they have learnt with the class. Pupils, in small groups, discuss the various post planting activities and a leader present their thought to the class. Pupils, as a class, visit the	n and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and	Web link: https://www.agrifarming.in/pre- planting-tasks-post-planting-task in- agriculture#:-:text=These%20ind de%20all%20forms%20of.prickir %20out%2C%20thinning%20and %20hardening.



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED COR	E LEARNING RESOURCES
		30 1	school farm and practice the various post planting operations.	Imagination Citizenship	nttps://www.google.com/uri/sattlesource=web&rct=j&url=https://www.justagric.com/managing-a-fame-business-preplanting-postp
					gQIMBAB&usg=AOvVawiBql\s w7C6hSxgpCdfTn https://www.google.com/uri2a=\u
			The second secon		w.fabioclass.com/2017/10/planton operations.html%3Fm%3D18nets 2ahUKEwiPwtzmgi3IAhVPPAWH bwzAegQFjAQeqQIGhAB8usq-A OvVaw25rt-UBS3m9S 7SeVT- F1H
3 4.5				*	https://kofastudy.com/courses/sc/ -agricultural-science-1st- term/lessons/conditions- necessary-for-nursery-practices- week-6/topic/post-planting- operations/
21/2/2	DVO (HOME				VIDEO LINK https://youtu.be/8ZyTwrWWt24
Dan Tr	PVS (HOME ECONOMICS)	By the end of the lesson, pupils should be able to:	Pupils as an individual identified simple cooking tools and equipment.	Critical thinking and Problem solving. communication and	. images of simple cooking tools and equipment real objects eg. pots, stove, knives, kettle,
<u>Be</u> kanus	Identification of simple cooking tools and equipment.	identify simple cooking tools and equipment; enumerate simple cooking tools and equipment;	pupils as a class describe simple cooking tools and equipment. pupils in groups present	collaboration Creativity and imagination.	colander, spatula, blender Etc.
	and the same	draw some simple cooking tools and equipment.	diagrams of simple cooking tools and equipment.		. www.mealime.com
6.	PVS (Agriculture) Harvesting activities	By the end of this lesson, pupils should be able to: 1) describe the steps involved in harvesting crops; 2) enumerate tools used in harvesting crops; recognize the right time for harvesting crops.	1. Whole class discussion on harvesting. 2. Pupils, as a class, discuss the features of harvesting tools and how they are used. 3. Pupils, as a class, visit the schools farm and predict the time of harvest for each crops at the school farm.		Charts, farm tools video cips etc. Web link: https://www.agrifarming.injpg- planting-tesks-post-planting-tesks. agriculture#:~:text=These%2004 de%20all%20forms%20oforodo %20out%2C%20thinning%20ay %20hardening https://www.google.com/ur/3sa-1/3 source=web&rct=j&urf=nto/Junu fao.org/3/ac142e/ac142e/d html/ ed=2ahUKEwiZsoH7hN3AhUd0 UJHbVAAToQFjACegQIK8ASis g=AOvVaw33dQPt8RMhyVncQs gwrD4
2 = 3				gran g	https://www.google.com/urc/ss=18 source=web&rct=i&uri=https://w w.notimeforflashcards.com/20141 1/harvest-crafts-
					activities.html&ved=zane H7hN3tAhUdQhUlHbVAATQFA XegQlHxAB&usg=AOVantAFN XegQlHxAB&usg=AOVantAFN
	_		1 000 1 01	on plant	https://study.com/academy.ed <u>harvest-lesson-plan.html</u>
	_	1.0			VIDEO LINK

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
				SKILLS	https://youtu.be/l9xWW8fEQ
	PVS (HOME ECONOMICS) Guidelines for use of cooking tools and equipment.	By the end of the lesson, pupils should be able to: distinguish between cooking tools and equipment; itemize the use of each cooking tools and equipment. state the guidelines for use of cooking tools and equipment.	. Pupils in small groups discussed the difference between cooking tools and cooking equipmentpupils in pairs discussed use of each cooking tools and equipment .pupils in groups analyze the guidelines of using cooking tools and equipment	critical thinking and problem solving. communication and collaboration leadership and personal development	https://youtu.be/b5jxQaJNzjY . Images of cooking tools and equipment .Real objects . www.mealime.com www.pinterest.com
7	Mid Term Test and B	reak	, and the second	• • • • • • • • • • • • • • • • • • • •	
8.	PVS (Agriculture) Post harvesting activities; sorting grading and storage	By the end of this lesson, pupils should be able to: 1) explain post harvesting activities; 2) outline the importance of post harvesting activities; 3) carryout sorting of harvested crops from the school farm.	1. Pupils, as a class, see a short video on post harvesting activities and discuss what they learnt. 2. Pupils, in small groups, discuss the importance of post harvesting activities and share with the class. 3. Pupils, as a class, sort crops harvesting from the school farm.	Communication n and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Video clips, baskets, farm tools etc. Web link: https://www.agrifarming.in/pre-planting-tasks-post-planting-tasks-in-agriculture#:~:text=These%20include%20all%20forms%20of,pricking%20out%2C%20thinning%20and%20hardening. https://www.google.com/url?sa=t&source=web&rct=j&url=https://tecnosolucionescr.net/en/tecno-blog/202-post-harvest-challenges-that-affect-quality-of-agricultural-produce-and-how-to-prevent-them&yed=2ahUKEwii_I2yh93tAhWwgVwKHdENCsoQFjADegQIIR
	4				AE&usg=AOvVaw0cnwh 2K1HaR P-NpzOEefT https://www.google.com/url?sa=t& source=web&rct=j&url=http://www. fao.org/3/AC301E/AC301e03.htm &ved=2ahUKEwii 12yh93tAhWwg VwKHdENCsoQFjAKegQlChAB&u sg=AOvVaw0Uhqq02mzw0wvh9J Xptpq4
	PVS (HOME '	By the end of the lesson, pupils	. pupils as an individual identify tools and equipment for sewing.	. critical thinking and problem solving.	. samples of sewing, knitting and crocheting tools and equipment.
	Simple sewing tools and equipment	should be able to: list different types of tools and equipment for sewing;	. pupils in small groups classify sewing tools and equipment;	. communication and collaboration.	. images of sewing, knitting and crocheting tools and equipment.
		classify sewing tools and equipment; compare and contrast tools and equipment for sewing	. pupils in groups analyze the classes of sewing tools.	. leadership and · personal development	.www.sewing.com www.scribd.com
9.	PVS (Agriculture) Preservation of harvested crops; silo, crib, yam barn, bagging.	By the end of the lesson, pupils should be able to: 1) identify various methods of preserving harvested crops; 2) discuss the processes involved in preserving crops; 3) justify the reason for preserving harvested crops.	Whole class discussion on methods of preservation. Pupils, in small groups, discuss the different methods of preservation; discuss reasons for preserving food/crops.	Communicatio n and Collaboration Critical thinking and Problem solving Leadership and personal development.	Harvested crops, baskets, silo etc. Web link: http://www.fao.org/3/T0073E/T007 3E06.htm https://www.google.com/url?sa=t& source=web&rct=j&url=https://ww w.growveg.com/quides/storing- and-preserving-your-garden- harvest/&ved=2ahUKEwi83ubfh93 tAhVTolwKHRIXACcQFjADegQIJx



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOL
	PVS (HOME ECONOMICS) Uses and care of simple sewing, knitting and crocheting tools and equipment	By the end of the lesson, pupils should be able to:	pupils as an individual draw and label simple sewing, knitting and crocheting tools and equipment. pupils in pairs illustrate the use of simple sewing, knitting and crocheting tools. pupils as a class discussed care of simple sewing, knitting and	Creativity and Imagination. Critical thinking and Problem solving. Communication and Collaboration.	AE&usq-AOWawisylated Czoukk8sN https://www.google.com/ source=web&ret_Run+ma- source=web&ret_Run+ma- preservation/&veg-2a+We- bh93IAhYTolwKHPAACCS gQIKRAE&usq-AOWawis- leMg-um-OKAWGI https://www.google.com/sp- source=web&ret_Run+ma- w.hobbyfarms.com/sp- preserve-your- harvest/&ved=2ahUKE-w33- LAhYTolwKHRIXACCSF-Med- RAB&usq-AOWawisherst gdmro3E4/3G VIDEO LINK https://youtu.be/eM9cd-pg-A- https://youtu.be/eM9cd-pg-A- samples of knitted/crochest articles www.sewing.com
		knitting and crocheting	crocheting equipment and		
10.	PVS (Agriculture) Processing of harvested crops: grinding, milling PVS (HOME ECONOMICS) Basic strtches	equipment. By the end of this lesson, pupils should be able to: 1) describe the methods of processing crops; 2) outline the benefits of processing crops; 3) create fruit juice from harvested fruits. By the end of the lesson, pupils should be able to: define stitches; classify stitches; create temporary stitches.	tools. 1. Whole class discussion on various methods of crop processing. 2. Pupils, in small groups, discuss the importance of processing. 3. Pupils, individually, produce any fruit juice of their choice and submit at the next lesson. 4. Pupils, as a class visit a processing industry for real life experience. • pupils as a class discuss the meaning of stitches. • Pupils in small groups analyze the classes of stitches. • Pupils as an individual creates	. Leadership and personal development.	Fruits, charts, video clips. Web link: http://www.fao.crg/3/1007/E10/3E06.htm https://www.google.com/un/ser/source=web&rct=j&un/ser/source=web&rct=j
11.	Revision		samples of temporary stitches.	imagination and creativity.	
11.	Examination				



LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

PRE -VOCATIONAL STUDIES (AGRICULTURE & HOME ECONOMICS)

	THE RESERVE THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLU	LEADNING OF ICCTIVES	PRIMARY FIVE SECON	EMBEDDED CORE SKILLS	LEARNING RESOURCES
EEKS	TOPICS PVS (Agriculture) Review of first term schemes of work.	By the end of the lesson, pupils should be able to: recall previous topics taught in first term.	LEARNING ACTIVITIES Pupils participate in the welcome test and last term's work.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Last term's examination questions. Students notes books. Previous term's charts etc.
	PVS (HOME ECONOMICS) Resumption test And Revision of last term's work: meaning and types family PVS (Agricultur Weeds	By the end of the lesson, pupils should be able to: explain the meaning of family; discuss types of family; compare and contrast the features of each family types. Py the end of the lesson, pupils should be able to: 1) define weeds; 2) identify common weeds in the farm; 3) create a weed album.	pupils as a class sing rhymes on family. pupils in small groups discuss family types. 1. Whole class discussion on the meaning of weed. 2. Pupils, as a class, visit the school farm and remove weeds found in there. 3. Pupils, in small groups, create a weed album stating the common names and submit at the next lesson.	Communication and Collaboration. creativity and imagination. Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination.	. device to play a song family pictures. Samples of weeds, charts etc. Web link: https://www.bnnica.com/plant/weedita https://www.bnnica.com/plant/weedita https://www.google.com/url?sa=t&: ource=web&rct=j&url=https://www.ardeningknowhow.com/plant-problems/weeds/what-is-a-weed.htm&ved=2ahUKEwjvr_GwitahUUoVwKHb8tA-MQFjAQeqQlBxAF&usq=AOvVavh48doSRQXCSqLKRjiDh0 https://www.google.com/url?sa=t&ource=web&rct=j&url=https://www.pring-green.com/blog-plant-characteristics-weeds/&ved=2ahUKEwjvr_Gwi93hUUoVwKHb8tA-MQFjAbeqQllhAB&usc=AOvJaw.zCe0JkXCSSNGin-https://youtu.be/SKXA-1WIAAEhttps://youtu.be/SKXA-1WIAAEhttps://youtu.be/Wda7u8maaKA
	PVS (HOME ECONOMICS) Family values and family cycle	By the end of the lesson, pupils should be able to: explain the meaning of family values; give examples of family values; compare and contrast the stages of family	Pupils as a class discuss the meaning of family values. Pupils as an individual mentioned examples of family values. Pupils in small groups discuss the stages of family cycle.	Communication and Collaboration. Critical thinking and Problem solving. Leadership and Personal development development.	https://youtu.be/yeRE-1zr40l . sketch note/ flash cards on core family values family pictures www.wikihow.com>family



		LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RES
VEEKO	TOPICS	LEARNING OBJECTIVES		Communication or 1	Di-4
	PVS (Agriculture) Effects of weeds to farmers	cycle. By the end of the lesson, pupils should be able to: 1) identify the effect of weeds on crops and farmers; 2) suggest possible solutions to the problems.	1. Pupils, as a class, see a short video on effect of weeds on crops and discuss what they learnt. 2. Pupils, as a class, visit the school farm, observe and discuss how weeds compete with crops for nutrients. 3. Pupils, in small groups, discuss possible solutions to the effect of weeds on crops.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination.	Pictures of farmland attacked weeds and farmland not attacked weeds. Web links: https://www.indiaagronet.org. gronet/weed_control/contents. ul_effects.htm#:~text=Weeds.ompete%20with%20crops%20mount%20of%20water%20an.nutrients. https://www.indiaagronet.org. gronet/weed_control/contents. https://www.indiaagronet.org. gronet/weed_control/contents. https://www.google.com/ur?source=web&rct=j&url=https:// ul_effects.htm https://www.google.com/ur?source=web&rct=j&url=https:// curce=web&rct=j&url=https:// curce
	PVS (HOME ECONOMICS) Resources : family and personal resources	By the end of the lesson, pupils should be able to: explain the meaning of resources; list personal resources and family resources; examine personal resources and personal belongings	pupils as a class discuss the meaning of resources. pupils in small groups classify resources into family and personal resources pupils as an individual enumerates personal belongings pupils in pairs compare personal resources and personal	communication and collaboration. leadership and personal development. critical thinking and problem solving.	. chart showing personal and resources samples of some of some pelongings/ images. www.brainkart.com >personal resources
			belongings.	· · · · · · · · · · · · · · · · · · ·	
	PVS (Agriculture) Control of weeds	By the end of the lesson, pupils should be able to: 1) outline methods of controlling weeds; 2) identify the importance of weed control in the farm; 3) control weeds at the school farm and within the school compound.	1. Whole class discussion weeds control methods. 2. Pupils, in small groups, discuss the importance of controlling weeds and share with the class. 3. Pupils, as a class, visit the school farm and weed off the weeds found there using any tool of their choice.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Farm tools, charts, video dip Web link: https://en.wikipedia.org/wiki/ontrol#:~:text=Weed%20cmi is%20important%20in.with%.cides%20(weed%20killers). https://www.google.com/ur?-ource=web&rct=j&url=https://www.google.com/ur?-ource=web&rct=j&url=https://sorgonstate.edu/nfgcleofgagecurriculum/instructomata-ailabletopics/weeds-confrol-xt%3DExamples%2520cmin-2520maintaining%2520cmin-2520maintaining%2520cmin-2520maintaining%2520cmin-2520refers%2520to/s2520cmin-2520refers%2520to/s2520cmin-2520refers%2520to/s2520cmin-2520refers%2520to/s2520cmin-2520refers%2520to/s2520cmin-2520refers%2520to/s2520cmin-2520to/s2520cmin-2520to/s
					EqpRFp1Fy3Zs https://www.agric.wa.gov.al/ research-development/crop controlling-small-weeks
	-		110	Constant State of	VIDEO LINK https://youtu.be/n_LIDOuba

UNIFIED SCHEMES OF WORK FOR PRIMADY A &



	TOPICS FCONOMICS)	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMPERATE CORE CONT.	LI TARANNA PECOLIDOES
WEEKS	ECONOMICS)	should be able to:	the meaning of cleaning	EMBEDDED CORE SKILLS collaboration.	LEARNING RESOURCES . samples of cooking tools and
	Cleaning agents for cooking tools and equipment	cooking tools and equipment; classify cleaning agents for cleaning cooking tools and equipment; produce a cleaning agent for cleaning cooking equipment and tools.	agents. pupils as an individual mentioned types of cleaning agents. pupils in small groups discuss the classes of cleaning agents for cooking tools and equipment. pupils in groups produce a cleaning agent for cooking tools and equipment.	. critical thinking and problem solving creativity and imagination	equipment/ images. . samples of cleaning agents for cleaning cooking tools and equipment. www.pinterest.com
5.	PVS (Agriculture Benefits of weeds: animal feed, production of drugs, food to man.	eBy the end of this lesson, pupils should be able to: 1) enumerate the benefit of weeds to animals and man; 2) discuss how weeds are used as medicine.	 Pupils, as a class, discuss the benefit of weeds to both animals and man and share with the class. Pupils, as a class, see a short video on the use of weeds as medicine and share their thought with the class. 	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development.	Charts, video clips etc. Web link: https://abcofagri.com/weeds- definition-benefits- losses/#:~:text=BENEFITS%200F% 20WEEDS,beings%20(Ghol%2C%2 0Tandulja). https://www.smilinggardener.com/or ganic-pest-control/benefits-of- weeds/ https://agriinfo.in/importance-of- weeds-or-benefits-or-advantages- derived-from-weeds-2144/
	PVS (HOME ECONOMICS) Cleaning cooking	By the end of the lesson, pupils should be able to: match cooking tools	Pupils in pairs match cooking equipment and tools with the appropriate cleaning agent.	Critical thinking and Problem solving. Leadership and Personal	. samples of cleaning agents and equipment.
	tools and equipment.	and equipment with the appropriate cleaning agent; use cleaning agents for cleaning cooking equipment and tools; evaluate the use of cleaning agents on cooking tools and equipment.	Pupils in groups demonstrate the cleaning of cooking tools and equipment. Pupils as a class discuss the effect of cleaning agents on cooking tools and equipment.	development. Creativity and Imagination. Communication and Collaboration.	. samples of cooking tools and equipment/ images.
6.	PVS (Agriculture) Pest and diseases of crops	By the end of this lesson, pupils should be able to: 1) define pests of crops; 2) identify various insect pests.	 Whole class discussion the meaning of pest. Pupils, as a class, take a gallery work, inspect the charts showing different pests of crops pasted on the classroom wall and discuss about it. 	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development.	Charts, video clips etc. Web links: https://californiaaqtoday.com/pests-diseases-cause-worldwide-damage-crops/ https://www.agriculture.com/unipests-diseases-weeds/plant https://smfarm.cfans.umn.edu/pests-and-diseases https://sww.google.com/uri?sa=t&source=web&rct=j&url=https://en.m.wikipedia.org/wiki/Pest_(organism)&ved=2ahUKEwiNja-kkd3tAhUVqXEKHOnEA_cQFjAMeqQIHBAB&usq=AOvVaw24ohW8qbNbaxe7gqwKz2Bg VIDEO LINK https://youtu-be/00-ltyWKXI

VEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Sales Laborator				https://www.t
	PVS (HOME ECONOMICS) Care of cooking tools and equipment	By the end of the lesson, pupils should be able to: discuss the guidelines for care of cooking tools and equipment; practice proper way of handling cooking tools and equipment	Pupils in small groups discuss the guidelines for care of cooking tools and equipment. Pupils as a class describe proper way of handling cooking tools and equipment.	Critical thinking and Problem solving. Leadership and Personal development. Communication and Collaboration.	https://youtu.be/go.ph/?rcE.https://youtu.be/V2NV7V2CO.images / real samples of cook toolsfand equipment. Images/ samples of facilities is keeping cooking tools and equipment. www.pinterest.com
	Mid-term Test and Break				
0.054 2.054 2.054 2.054 2.054	PVS (Agriculture Classification of insect pests; piercing and sucking insect pest burrowing and boring insect pest	By the end of the lesson, pupils should be able to: 1) classify insect pest according to their mouth parts; 2) outline examples of insects in each group; 3) justify the reason for classification	 Pupils, as a class, discuss the various groups of crop pests according to their mouth parts. Pupils, in small groups, discuss the importance of classification and share with the class. Pupils, in the same groups, create an album of pests and submit at the next lesson. 	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Charts, video clips etc. Web link: https://www.len.com.nolestio 509/Classification-of-inser-and-their-Economic-incorer https://kofastudy.com/com/com/com/com/com/com/com/com/com/
	PVS (HOME ECONOMICS) Basic stitches	By the end of the lesson, pupils should be able to: highlight types of	Pupils as a class discuss meaning and types of permanent stitches. Pupils in small groups	Communication and Collaboration. Leadership and Personal	nvertebrate-zoology/nsecs- parts-in-insects-with-dagran . stitches album . samples of articles with per stitches.
	(Permanent stitches)	permanent stitches; state the importance of permanent stitches; create an album of permanent stitches.	discuss the importance of permanent stitches. Pupils as an individual creates an album of permanent stitches.	development. Critical thinking and Problem solving. Creativity and Imagination	. Pieces of fabrics . sewing kit. www.weallsew.com>bascs
9.	PVS (Agriculture) Damages caused by pests	By the end of the lesson, pupils should be able to: 1) identify the damages caused by pests on crops; 2) describe the damages caused by pest on crops; 3) Provide solution on how to avoid pest damage.	1. Whole class visit the school farm and collect samples of crops damaged by pests. 2. Pupils, as a class, discuss the damages caused by pests and share with the class. 3. Pupils, in small groups, discuss solutions to preventing pest damages to crops and a leader present it to the class.	personal development Creativity and Imagination	https://www.safeguarctests .uk/impact-pests-agriculture industry/ https://www.britannica.com/ nsect/Damage-to-growing-
	PVS (HOME ECONOMICS) Basic stitches (Decorative/ embroidery stitches)	By the end of the lesson, pupils should be able to: list types of decorative/ embroidery stitches; discuss importance of decorative/ embroidery stitches; make an album of decorative stitches.	Pupils as a class discuss meaning and types of decorative/ embroidery stitches Pupils in groups discuss importance of decorative stitches. Pupils as an individual create an album of decorative/ embroidery stitches	Problem solving. Creativity and Imagination.	. samples of articles with d embroidery stitches. . sewing kit. . pieces of fabrics www.weallsew.com >bask
10.	PVS (Agricultu Control of insect pests; use of	should be able to: 1) outline the various methods of controlling	Pupils, as a class watch a short video on different methods of pest control and discuss what they	a Communication and Collaboration Critical thinking and Problem solving	Mak linke

	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	1	•
WEEKS	TOPICS pesticides, setting	pests;	Paye least	EMBEDDED CORE SKILLS	LEARNING RESOURCES .
	traps, use of biological enemies of pests.	2) describe the advantages and disadvantages of biological method of pest control; 3) carryout the various methods of pest control on the school.	have learnt. Pupils, in small groups, discuss the advantages and disadvantages of controlling pest using exotic species and share with the class. Pupils, as a class, practice pest control methods at the school farm from time to time.	Leadership and personal development Creativity and Imagination Citizenship	https://blog.agrivi.com/post/best- practices-for-pest-management-in- organic-farm-production https://www.google.com/url?sa=f&s ource=web&rct=j&url=https://www.c anna- uk.com/how_control_pests_and_dis eases_biological_vs_chemical&ved =2ahUKEwjlyKGRII3IAhWai1wKHfB 3Bh0GFjAOegOIBRAB&usg=AOvV aw1DbV&gOga-WZLnvms&rkKx https://www.google.com/url?sa=t&s ource=web&rct=j&url=https://www.sl ideshare.nel/mobile/archana7712/p estcontrol- 39547779&ved=2ahUKEwjlMq62&II3 IAhVFolwKHRT9DFUOFjAAegOIFB AC&usg=AOvVaw3k@mkinIGaUV74
	ad we to the steel	DIE MINISTERME, 3	Carout Assistant and others	nuceus e la company	zn874Rvs
	ALIDO YES	The or Black	VIII to comment out	THE SECTION AND ADDRESS OF	https://www.google.com/url?sa=t&s ource=web&rct=j&url=https://en.m.w
	TENTANTE) until sold the second	स्थातः । १०० सम्बद्धाः । १८ १८ । १००१ मानस्य १८० - १८ १९ ।	ylir nell economics	ikipedia.org/wiki/Pest_control&ved= 2ahUKEwjMq628ll3tAhVFotwKHRT 9DFUQFjAFeqQIBhAE&usq=AOv/V aw2LT: K3cioXi3qGinkibzDy
	PVS (HOME ECONOMICS)	By the end of the lesson, pupils should be able to: discuss the processes in sewing	Pupils as a class discuss sewing processes (knitting, crocheting, stitching).	. communication and collaboration leadership and personal	. sewing tools and equipment pieces of fabrics knitting and crocheting tools and
	Sewing processes (production of an article) e. g an apron table cover,	list the equipment for sewing; create an article using a sewing process.	Pupils in groups highlight the tools and equipment needed for sewing.	development critical thinking and problem solving.	equipment samples of different designed articles.
	knitted/ crocheted belt, arm rest, headrest etc	Tar (Pupils as an individual design an article.	. creativity and imagination.	www.weallsew.com.>knitting
11.	Revision				
12.	Examination	-10 -1000			

PREVOCATIONAL STUDIES AGRICULTURE HOME ECONOMICS @CLASSBASIC.COM



LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS PRE -VOCATIONAL STUDIES

(AGRICULTURE & HOME ECONOMICS)

PRIMARY FIVE THIRD TERM

	PRIMARY FIVE THIRD TERM PRIMARY FIVE THIRD TERM EMBEDDED CORE SKILL SLEARNING RESOURCE Last term's events to be a second of the second of t					
	PVS (Agriculture) Review of second	LEARNING ODDEOTH	LEARNING ACTIVITIES Pupils participate in the welcome test and last term's work.	-MOCODED CORE SKILLS	SEARNING RESOURCES Last term's examination questions, Students notes books. Previous term's charts etc.	
	PVS (HOME ECONOMICS) Resumption test And Revision of last term's work: family	By the end of the lesson, pupils should be able to: enumerate family values; state the importance of family values to the	Pupils as a class discuss the meaning of family values. Pupils in groups discuss the importance of family values.	Citizenship Communication and Collaboration. Leadership and Personal development.	. flashcards of core family values family pictureswww.wikihow.com family	
e i	PVS (Agriculture) Rearing of farm animals	family members and society. By the end of the lesson, pupils should be able to; 1) outline the kinds of animals that can be raised; 2) describe the importance of animal rearing; 3) raise animals of their	1. Pupils, as a class mention different kinds of animals they know can be raised and give reason. 2. Pupils, in small groups, discuss reasons for rearing animals and share with the class. 3. Pupils, in the same groups, raise pigs, goat, rabbit etc at the school	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Feeders, waterers, etc. Web link: https://en.wikipedia.org/wiki/Lives/ https://en.wikipedia.org/wiki/Lives/ #Types https://www.britannica.com/lopic/lock-farming	
		choice.	farm,		https://invoice.ng/blog/poultry-farming-in-nigeria/ https://www.google.com/uri?sarce=web&rct=j&url=https://www.wordl.com/ag_animal.php&ved: KEwjQ09mVmN3tAhUmVwk/ xMQFjADegQIlhAE&usg=A0/\ nYozNpEMlwfMxFc5_WPC VIDEO LINK https://youtu.be/1CBfORVznfl.	
	PVS (HOME ECONOMICS Uses of persona and family resources.	list personal and	importance of personal and fair	collaboration. c. leadership and personal development.	. charts on personal and familines educes. www.extension.illinois.educe	
3.	PVS (Agricultu Procedures for rearing farm animals	pupils should be able to:	Whole discussion on procedures for rearing farm animals. Pupils, as a class, list the tools for raising farm	Communication and Collaboration Critical thinking and Problem solving Leadership and	Charts, fishing flees, we etc. Web links: https://en.wikipedia.org/wki	

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
		2) identify the tools needed to raise farm animals; 3) demonstrate the procedures on the school farm.	animals and discuss how they are used. 3. Pupils, in groups and as a class, practice what they have learnt on the school farm.	Personal development Creativity and Imagination Citizenship	#Types http://www.ilocis.org/documents/chpt7 0e.htm https://lessonplan.edudelight.com/ho w-to-raise-livestock-farm-animals/ https://www.google.com/url?sa=t&sou rce=web&rct=j&url=https://classbasic. com/2019/01/03/how-to-raise-
					livestock-and-procedures-for-rearing- farm-animals-like-cattle-sheep-and- pigs-primary- 5/&ved=2ahUKEwiU15bPmN3tAhUk QkEAHT- RCMEQFjABegQIAhAF&usg=AOvVa w0UVMniM5J2pN4d6583oCR4 VIDEO LINK https://youtu.be/UqqwATbDuEo https://youtu.be/852zxDEAR-Q https://youtu.be/KZE5OpK7dII
	PVS (HOME ECONOMICS) Care of personal belongings	By the end of the lesson, pupils should be able to: state the guidelines for care of personal belongings; discuss the reasons for care of personal belongings;	pupils as class discuss the guidelines for care of personal belongings. pupils in small groups discuss the reasons for care of personal belongings. pupils as an demonstrates the care of their personal	communication and collaboration. leadership and personal development. creativity and imagination.	Samples of some personal belongings like shoes, bags, clothes etc. www.web.extension.illinois.edu.com.> resources
	e plesty.	care for personal belongings.	belongings e.g (washing of their socks and polishing of their shoes)	782 R	
4.	PVS (Agriculture) Rearing of chicken, rabbit or snail	By the end of the lesson, pupils should be a able to: 1) Identify tools/materials needed for raising farm animals; 2) construct a medium size cage, hutch or pen for animals; 3) raise chicken, rabbit and snail at the school farm and at home.	1. Pupils, as a class, are guided to construct a medium size battery cage, hutch or snail pen for use at the school farm. 2. Pupils, in small groups, raise either chicken, or snail to maturity and market the animals for income purpose. 3. Pupils, visit the internet for help.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Web link: https://en.wikipedia.org/wiki/Poultry_f_arming#:-:text=Poultry%:20farming%20is%20the%20form.meat%20or%20the ggs%20for%20food.&text=ln%20the %20United%20States%20%20the and d%20Drug%20Administration%20(FD A). https://www.agriculture.com/livestock/poultry/when-and-how-to-start-a-poultry-farm https://www.qoogle.com/amp/s/krishijagran.com/agripedia/benefits-latest-method-marketing-of-poultry-farming-business-read-unknown-facts-propercare-of-chicken-farm/%2famp=1
_				colonian and	VIDEO LINK https://youtu.be/GToWzbkPTzs https://youtu.be/iuE7OEki0O3A https://youtu.be/izW2n2NQ85Q . samples of food storage devices like
	PVS (HOME ECONOMICS)	By the end of the lesson, pupils should be able to:	Pupils as a class discuss the meaning of food safety.	. communication and collaboration leadership and personal	plastic containers, cellophane, refrigerator, freezer. . images of food storage devices.
	Food safety	discuss the meaning of food safety; justify the importance	Pupils in groups discuss the importance of food safety.	development critical thinking and problem	



14 PP 17 A	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCE
WEEKS	TORICS	of food safety;	pupils as individuals outline food safety rules.	solving.	.www.reacrigate.net> food safety-
5	Pys (Agriculture) Management of farm animals, feeding, keeping records, sanitation.	By the end of the lesson, the pupils should be able to; 1) outline tools for farm animals management; 2) describe various approaches towards the management of farm animals; 3) manage farm animals properly.	 Whole class discussion on tools for managing farm animals. Pupils, as a class discuss the best type of approach for managing farm animals. Pupils, in small groups, plan a routine check on farm animals, feed and care for the animals, ensure that the animal's 	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Farm records, shovel, rake, brown etc. Web link: https://en.wikipedia.org/wiki/Poultrarming#:~:text=Poultry%20faming-0is%20the%20form,meat%20or%ggs%20for%20food.&text=in%20y%20United%20States%2C%20food.&text=in%20y%20United%20States%2C%20food%20Drug%20Administration%20/A). https://www.acs.edu.au/info/agricule/sustainable-agriculture/managing/livestock_aspy
2 3 3 3			environment is kept clean and safety of the animals.		https://vikaspedia.in/agriculture/live ck/cattle-buffalo/common- management-practices https://www.google.com/ur?sa=8s rce=web&rct=j&url=https://m.fams m/livestock- management/&ved=2ahUKEwifi@i/ nN3tAhVCUcAKHcw7AbMQFADg IBRAE&usg=AOvVaw2CyOAYU70 sIGCpAgzE2
	PVS (HOME* ECONOMICS)	By the end of the lesson, pupils should be able to: explain the meaning of food contamination;	Pupils as a class discuss the meaning of food contamination. Pupils in groups	Communication and Collaboration. Leadership and Personal development.	. samples of contaminated food item
	contamination	recognize contaminated food; examine types of food contamination; discuss the risk factor	investigate types of food contamination. Pupils as an individual relate types of food contamination with food	Critical thinking and Problem solving.	. samples of food contaminants. www.foodsafety.com.au
6.	PVS (Agriculture) Systems of rearing farm animals; intensive, extensive and semi-intensive	pupils should be able to: 1) identify the systems of rearing farm animals 2) evaluate the advantage and disadvantages of rearing animals using each system	contaminants. 1. Pupils, as a class, watch a short video on intensive, extensive and semi-intensive systems of raising farm animals and discuss what they learnt. 2. Pupils, in small groups, discuss the advantages and disadvantages of each system and share with the class.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Charts, video clips etc. Web link: https://www.farm4trade.com/managment-systems-livestock-farming/ https://www.livestocking.net/livestockfarming-overview
	ECONOMICS) Cooking of food	By the end of the lesson, pupils should be able to: explain the meaning of cooking; discuss the reasons for cooking food; list methods of cooking food.	Pupils as a class discuss the meaning of cooking. Pupils in small groups discuss reasons for cooking food. Pupils as an individual mention methods of cooking food.	Communication and Collaboration. Leadership and Personal development. Critical thinking and Problem solving.	. samples of food items/ images samples of cooking tools and equipment/ images. www.eufic.org>food safety>article www.foodnetwork.com >recipe
7	Mid Term Test/Break PVS (Agriculture) Common pests and parasites of farm animals	By the end of the lesson, pupils should be able to; 1) explain what they understand by pests and parasites; 2) outline common pests	Whole class discussion on the meaning of pest and parasite. Pupils think pare share on common pests and parasites.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Charts, video clips, transparent plas etc. Web link: https://www.mla.com.au/research.and-development/animal-health-

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
		and parasites of farm animals 3) discuss the methods that can be adopted in controlling pests and parasites.	 3. Pupils, in small groups, discuss the methods they will adopt for controlling pest and share with the class. 4. Pupils, in the same groups, collect samples of pests, store in a transparent plastic and label each sample properly (group project). 	SKILLS Creativity and Imagination.	welfare-and-biosecurity/parasites/#:~:text=Parasit es%20that%20infest%20cattle%2C% 20sheep,they%20can%20also%20inf ect%20humans. https://www.google.com/url?sa=t&sou rce=web&rct=j&url=https://www.mla.com.au/research-and-development/animal-health-welfare-and-biosecurity/parasites/%23:~:text%3D The%2520five%2520parasites%2520 highlighted%2520were,%252C%2520 ticks%252C%2520lice%2520and%25 20mites.&ved=2ahUKEwjKq76nnd3tA hVFiFwKHQSrBJAQFjABegQIAhAE&
4, 4	, s		- (* de)	-	usq=AOvVaw3XAwj_XTpt63e2uKmh nBPi
	PVS (HOME ECONOMICS) Cooking methods: Boiling, steaming, stewing	By the end of the lesson, pupils should be able to: discuss each method of cooking; compare and contrast the merits and demerits of each method of cooking; choose a suitable method of cooking for a particular food.	Pupils in groups discuss methods of cooking. Pupils in small groups debate merit and demerit of each method of cooking. Pupils as an individual rate each method of cooking.	Communication and Collaboration. Leadership and Personal development. Critical thinking and Problem solving.	Samples of cooked food items/ images charts illustrating different methods of cooking. www.studential.com>cooking www.thedailymeal.com>cook
9.	PVS (Agriculture) Common diseases	By the end of the lesson, pupils should be able to: 1) define diseases of	Whole class discussion on various farm animal diseases.	Communication and Collaboration Critical thinking and	Pictures of animals infected with disease.
	of farm animals	farm arkmals; 2) identify the causes of diseases of farm animals; 3) outline some examples of farm animal diseases.	 Pupils, as a class, discuss the cause of farm animal diseases. Small groups activities on example of farm animal diseases at the school farm (Pupils should check among the animals reared to identify a sick animal under the inspection of their teachers). 	Problem solving Leadership and personal development Creativity and Imagination Citizenship	Web link: https://www.cdc.gov/healthypets/oets/farm-animals.html https://www.google.com/url?sa=t&source=web&rct=i&url=https://www.cdc.gov/healthycets/pets/farm-animals.html&ved=2ahUKEwi2z9gJnt3tAhWEQEEAHTE8AzsQFjACegQIAhAE&usg=AOvVaw2UTIAueNT_AYIzdyEDiFhM https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.daf.qld.gov.au/business-priorites/biosecurity/animal-biosecurity-welfare/animal-health-pets-diseases/a-z-list-of-significant-animal-pests-and-diseases&ved=2ahUKEwi2z9gJnt3tAhWEQEEAHTE8AzsQFjAEegQIIBAE&usg=AOvVaw2HgekHINErt2HNxbULfLH_https://langleyanimalclinic.ca/common-diseases-in-farm-animals/
	PVS (HOME ECONOMICS) Cooking methods: Baking, roasting, frying	By the end of the lesson, pupils should be able to: discuss each methods of cooking; compare and contrast merits and demerit of each method of	Pupils in groups discuss methods of cooking. Pupils in small groups debate each method of cooking. Pupils as an individual rate each cooking method.	Communication and Collaboration. Leadership and Personal development. Critical thinking and Problem solving.	Samples of cooked food items/ images. . charts illustrating different methods of cooking. www.blog.ciachef.edu>-3-types -cook

LAGOS STATE MINISTRY OF EDUCATION

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
VYEENS	101100	cooking; choose a suitable method of cooking for a particular food.	Whole class visit the	Communication and	nigerian dis
10.	PVS (Agriculture) Common diseases of farm animals	By the end of the lesson, pupils should be able to; 1) outline the symptoms of some farm animal diseases; 2) identify the modes of transmission of diseases; 3) suggest preventive and control measures for each diseases.	 Whole class visit the school farm, inspect diseased animals and separate them from healthy animals. Pupils, in small groups discuss the modes of transmission of farm animal diseases from their observation. Pupils, in the same groups, suggest possible solution to preventing farm animal diseases. Pupils, as a class, adopt various methods of control from time to time. 	Collaboration Critical thinking and Problem solving Leadership and (* personal development Creativity and Imagination Citizenship	Pictures of animals infected with disease Web link: https://www.cdc.gov/healthree/ farm-animals.html https://www.google.com/ur/self- ov/healthypets/pets/farm- animals.html&ved=2ahUKEWCs- 3tAhWEQEEAHTE8AzsGFACs- hAE&usg=AOvVaw/UTALERT udyEDiFhM https://www.google.com/ur/self- d.gov.au/business- priorities/biosecurity/animal- biosecurity-welfare/animal-leath- pests-diseases/a-z-list-of-sorticar animal-pests-and- diseases&ved=2ahUKEWCzsc-ci hWEQEEAHTE8AzsGFAEscGB- &usg=AOvVaw/2HqekHINE/2Hyo- fLH https://langleyanimalclinic.ca/com- diseases-in-farm-animals/
	PVS(HOME ECONOMICS) Cooking methods	By the end of the lesson, pupils should be able to: experiment each method of cooking; evaluate the outcome of each cooking method; recommend method of cooking suitable for particular food.	Pupils in groups choose food to be prepared and a suitable method of cooking the food. Pupils as an individual visits websites for more findings on the food and cooking method chosen in their groups. Pupils in small groups Plan the cooking of food using a suitable cooking method.	Imagination.	. food items needed cooking tools and equipment. www.mynigerianfood.com allnigerianfoods.com>Nigeriands www.thedailymeal.com> cooking methods
1.	Revision				
2.	Examination				

ACHIEVEMENT STANDARDS

At the end of the lesson, pupils are able to:

- 1. cultivate crops on their own;
- 2. harvest cultivated crops;
- 3. preserve some of the harvested crops;
- 4. carryout both cultural and chemical methods of controlling weeds and pest of agricultural produce;
- 5. raise any farm animals of their choice;
- 6. make income from the school farm,



LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS PRE -VOCATIONAL STUDIES (AGRICULTURE & HOME ECONOMICS)

PRIMARY SIX FIRST TERM

1	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEADUNO DECOURAGE
WEEKS 1	PVS (Agriculture Review of primary five schemes of work.	By the end of the lesson, pupils should be able to: recall previous topics taught in primary five.	Pupils participate in the welcome test and last term's work.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Last term's examination questions. Students notes books. Previous term's charts etc.
Total S	PVS (HOME ECONOMICS) Reasons for cleaning the house, classroom and the environment.	By the end of the lesson, pupils should be able to: State reasons for cleaning their homes, classrooms and school environment; List tools and agents for cleaning the home and its surroundings; State guidelines for cleaning the home and its surroundings; Clean their rooms and classrooms.	Whole class discussion on reasons for cleaning; Small group discussion by listing the tools and agents for cleaning; Small group activities on cleaning their classroom.	Communication and collaboration Leadership and personal development	Materials: Brooms, water, buckets, detergent, towels, waste bin, mopping pail, scrubbing brush, hoover toilet brush etc. MYouTube.com7watch Google search: www.cheatsheet.com Blog.nationwide.com www.goodhousekeeping.com
2.	PVS(Agriculture) Preservation of farm produce	By the end of the lesson, pupils should be able to: 1) explain the meaning of preservation; 2) justify the reason for preserving farm produce.	 Pupils, as a class, brainstorm the meaning of preservation. Pupils, in small groups, discuss the reasons for preserving farm produce and a leader present it to class. 	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Charts, fish, meat, beans, pepper, etc. Web link: https://www.iiste.org/Journals/index.p hp/FSQM/article/viewFile/12881/1322 4#:~:text=These%20include%3A%20 drying%2C%20smoking%2C.oldest% 20methods%20of%20food%20preser vation.
	PVS (HOME ECONOMICS) Tools and agents for cleaning the home	By the end of the lesson, pupils should be able to: List the tools used in cleaning the home; Mention the agents used in cleaning the home; Discuss the processes of cleaning the home; Demonstrate how to clean	Class discussion on tools used for cleaning; Think pair share on processes of cleaning different rooms in a house. Small group activities on cleaning of sitting room or living room, bedroom, kitchen and toilet.	Communication and collaboration. Leadership and personal development. Creativity and imagination.	Broom, water, buckets, mop, brushes, detergents, towels, dust bin, packer, etc. Google search: www.apartmenttherapv.com; www.foodsafetv.ca. Charts, fish, meat, beans, pepper,
	PVS (Agriculture) Methods of preserving farm produce; sun drying, smoking and slating, frying, refrigeration	the home. By the end of the lesson, pupils should be able to; 1) identify various methods of preserving farm produce; 2) discuss each methods of preserving farm produce; 3) carryout the various methods of preservations	 Whole class discussion on different methods of preservation. Pupils in small groups, discuss each methods and determine the best type of preservative method. Individual pupils, preserve any food item of their choice and present to school at 	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	etc. Web link: https://www.iiste.org/Journals/index.p hp/FSQM/article/viewFile/12881/1322 4#:~-text=People%20have%20varou s%20methods%20by,reasonable%20l evel%20to%20avoid%20spoilage.
	PVS (HOME ECONOMICS)	By the end of the lesson, pupils, should be able to: Explain what detergents are	the next lesson. Class discussion on meaning of detergents; List materials or ingredients for making detergents;	Communication and collaboration Creativity and imagination Leadership and personal	Ash, light hydrogen, ammonia etc. Google search: www.foreveryas a saphorademy.com/borsoap-making

		x	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES www.dow.com
WEEKS	TOPICS	LEARNING OBJECTIVES	Demonstration of how to	development.	www.dow.com
	detergents.	Describe the process of	make detergents;	Communication and	
	4 6	making detergents By the end of the lesson, pupils	1 Whole class	Collaboration	Charts, video clips etc.
4.	PVS (Agriculture)	should be able to:	brainstorm on the	Critical thinking and	I Woh link.
	Factors that may	outline various reasons	importance of preservation.	Problem solving	https://passnownow.com/iss2.agricultural-science-third
	hinder preservation	for preserving farm	2. Pupils, as a class,	Leadership and	agricultural-science-third-fem- preservation-farm-produce- marketing/#:~:feyt=Theorem
	Timioo process	produce;	discuss the factors that	personal	preservation-farm-produce marketing/#~:text=The%20rexxxx Ofor%20preservation%20of/#20sof/ re%20consumed%20or%20sof/#20sof
		evaluate the factors that may hinder the	may hinder	development	Of0=0/ 20
		preservation of farm	preservation and share	Creativity and	re%20consumed%20or%20sdd
		produce:	with the class.	Imagination	https://extension.us
		proffer solution on how	Pupils, in small groups, provide solution to the		https://www.google.com/.ns/home family and foodfootsty.
		to avoid the factors.	problem discussed	and the second	Lu u
		pin ikus, sai sa	above.	getting a 11 c	rce=weh&rot=igt
		(1 d 1 d 1 d 1 d 1 d 1 d 1 d 1 d 1 d 1		Mary Company 1	nttps://www.google.com/url?sa=455 rce=web&rct=i&url=https://www.hcc peedtraining.co.uk/hub/food-
	4 - 40				nrecentation
	4 6	Anti-Comme	1 10 10 10	graph of the	methods/&ved=2ahUKEwiJhs-
			- Carlo 25 577	to ig it is an	in93tAhUTsXEKHaduB3c0FjAHen LRAE&usg=AOWawnongrus
	Tree state		THE REPORT OF THE PARTY OF THE	and 101 m	LRAE&usg=AOvVaw09080kaXFgX MtXOidUMRh
				y 1"	
					https://www.preservearticles.com/s/
754					les/what-is-the-importance-of-foot- preservation/5187
İ	PVS (HOME	By the end of the lesson, pupils	Whole class discussion	Communication and	Charts showing food groups.
dos.	ECONOMICS)	should be able to:	leading to the meaning of	collaboration	Google search:
	Meaning of meal	Explain the meaning of	meal planning;	Critical thinking and problem solving	www.nhlbi.nih.gov
	planning and	meal planning;	Class as a whole explain Factors that influence meal	Leadership and personal	Chart of standard one-day meal.
	importance for	Explain reasons why we	planning;	development	
	healthy eating	eat for healthy living;	Pupils as individuals identify	7	
	nously outing	Identify the six classes of	the six food classes:		
		food.	Pupils as individuals discuss		
= 1 - 1	Vie is William	Discuss the importance	the importance of meal		
		and guidelines for healthy eating;	planning. Think pair share on factors		
114		State factors influencing	influencing meal planning;		356.0
4 102	SE LL TITLE	meal planning;	Small group discussion in	- r	- P. D. D. C.
			identifying the right foods of		
			the three meals of the day;	A	
			Pupils as individual plan a		
			simple breakfast, lunch		
	PVS (Agriculture)	By the end of the lesson, pupils	supper/dinner. 1. Pupils, as a class, name the	Communication and	Real objects, charts etc.
1		should be able to:	different types of cereal crops	Communication and Collaboration	
F	Preservation of	1) identify grains and	provided by the teacher tell	Critical thinking and	Web link: https://www.iiste.org/Journalsinder
	grains and cereal	cereal crops	what they know about the crops.	Problem solving	I IFOOM A TINOVIONE IE 1 400 III
	crops; maize, millet,	discuss the methods of	2. Whole class discussion	Leadership and	14 tayt-Donna 2/2019 02
	rice, guinea corn,	preserving grains and	on how to preserve	personal	20/20mataade /0/10/1000
٧	wheat etc.	cereal crops. 3) Carryout the activities	grain and cereals.	development	evel%20to%20avoi0%20ace
		of preserving cereal	Pupils, in small groups,	Creativity and	https://hgic.clemson.edu/factsheets
		crops.	demonstrate how to	Imagination	ecting-storing-cereals-grains
F	PVS (HOME	By the end of the lesson, pupils	preserve cereal crops.		Charts on food classes.
	ECONOMICS)	should be able to:	Whole class discussion on	Communication and	Charts on loca day
		Mention factors to be	factors to be considered; Small group discussion in	collaboration.	Menu card. Google: www.verywelfit.co
	Three major meals of	considered in planning	identifying the three major	Critical thinking and	Google, with
	he day and factors to be considered in	meals;	meals;	problem solving.	
	planning meals.	Identify the three major	Pupils as individuals plan a	Leadership and personal	201
	gouio.	meals of the day-breakfast,	simple meal of the day	development.	report r
		lunch, supper/dinner; State the right foods for the	(breakfast, lunch,	1	
		NICIO INO sinhi I - 1 / II	supper/dinner);		

UNIFIED SCHEMES OF WORK FOR PRIMARY 4-6



	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES		
WEEKS	19	three meals of the day.	Small group activity in	EMBEDDED CORE SKILLS	The second section of the second
	1 14	Dutho and of the L	planning menu card.	SED COVE SKILLS	LEARNING RESOURCES
	PVS (Agriculture)	By the end of the lesson, pupils should be able to:	Pupils, as a class		
	Preservation of roots	identify tuber crops;	uiscuss the changes	Communication and	Web link:
	and tuber crops;	2) describe how to	tuber crops from the	Collaboration	https://www.iiste.org/Journals/index.p
	carrot, cassava, yam,	preserve tuber crops;	criaits provided by the	Critical thinking and	hp/FSQM/article/viewFile/12881/1322
	Insh potato, cocoyam, sweet	cultivate tuber crops.	leacher	Problem solving	4#:~:text=People%20have%20variou
	potato etc.	e, samuele tabol diops.	2. Small groups activities	Leadership and	s%20methods%20by,reasonable%20l
	potato etc.		on the preservation of	personal	evel%20to%20avoid%20spoilage.
		17 Cardinal 10 Card	tuber crops.	development Creativity and	https://www.google.com/url?sa=t&sou
	and the	4	3. Pupils, as a class visit	Imagination	rce=web&rct=j&url=http://www.fao.org
	Land to the state of the state	to Michaelli I. mark	the school farm and plant different types of	Citizenship	/3/X5415E/x5415e03.htm&ved=2ahU
	560.7	and a landered to a contact when	tuber crops.	- Tananap	KEwiDw4Wfr97tAhUQCWMBHYqeC
		-a memorian	тавы огора,	Part III y x	SqQFjAKegQICxAC&usg=AOvVaw3 wpi98jtfZjDbmMAu0-sbt
		94	E-1, 40	OW1 OR 1 2 1	
	, * T	45	Militar Military at	- 1 1	https://www.google.com/url?sa=t&sou
	100	vi.	Author a property and to the		rce=web&rct=j&url=http://www.fao.org /3/x5415e/x5415e04.htm&ved=2ahU
	No. of the last of	VA:	A contract of front from		KEwiDw4Wfr97tAhUQCWMBHYqeC
		WE .	- Care 10 200		SqQFjALeqQICxAH&usq=AOvVaw0-
	anam bevery		-		OmF0pGG6KIGTfbL9-KhP
	e sendr tow			1 1 = = = =	VIDEO LINK
		g) ba			https://youtu.be/0w404FmJr94
	gen a new	THE COMPANY AND	the heart in the state of	008 tal gall to 1 ma	https://youtu.be/ti7NbhCjhsM
		By the end of the lesson, pupils	1975 T 18 5(4)		https://youtu.be/0C4CM8Bfrhg
	PVS (HOME ECONOMICS)	should be able to:	Whole class discussion.	Communication and	Google search:
	ECOMOMICS)	Should be able to:	Small group discussion. Pupils as individuals list the	collaboration.	www.sahealth.sa.gov.au>cannect
	Effects of wrong meal	Mention factors influencing	effects of wrong meal	Critical thinking and problem solving.	www.eufic.org>article>the.deter
	planning and eating	meal planning;	planning and eating habits.	problem solving.	
	habits.	State factors influencing	planning and odding nable.		
	Habits.	meal planning;	Pupils in small arruge	g I	
	g the Ligher 115	Identify effects of wrong	As take and the Mapaid		
	The second second	meal planning;	earn un red at got"		
		List the effects of wrong	Just applican and ex		
	, micro 100 fee	meal planning and eating habits			
		Plan a single breakfast,	1		
		lunch and supper/dinner;			The state of the s
		Write a menu card.	1 ₁₄ d ¹⁶ - 1 ₁	11 THE RESCONDENS OF THE PERSON	7
	Mid Term Test/Break	Duthe and of the lesson numile	Whole class discussion	n Communication and	Web link:
	PVS (Agriculture)	By the end of the lesson, pupils should be able to:	on different types of	Collaboration	https://www.iiste.org/Journals/index
	5 " (("		fruit.	Critical thinking and	hp/FSQM/article/viewFile/12881/13
	Preservation of fruits;	identify vegetable	Whole class activities	Problem solving	4#:~:text=People%20have
	orange, banana,	fruits; 2) preserve different	on fruit preservation.	Leadership and	s%20methods%20by,reassessessessessessessessessessessessess
	tomatoes, pawpaw,	2) preserve different types of fruits;	3. Pupils, in small groups	s, personal	
	pineapple, mango,	3) produce different types	any make fruit juice	development	https://www.google.com/url?sast&s
	cucumber etc.	of fruit juice;	from fruits bought from	n Creativity and	rce=web&rct=j&url=https://learninge
		of fruit juice,	the market.	Imagination	glish.voanews.com/amp/common-
		- Jugandalio J	continue of ads/apa/	adam, or the	ways-to-preserve-food- /5076159.html&ved=2ahUKEwjAnl
8 5 5 5		two publications in the	A making to 15th Bill		sN7tAhVB8BQKHZXXCykQFjANe
51		Trond proving meldone	the to char	W. S. S. S. S. S.	EhAF&usg=AOvVaw0PXUALs6KE
10.		bris or PS SS	Small Jugo dering	V 1000 1	PLZ9QlpY5&cf=1
11.6		P. P. C.	to necessary and no	MULTE PULL	
le:		diversione of	Right # 160 cells		https://www.google.com/url?sa=t& rce=web&rct=j&url=https://www.qu
		Fire years	pay and 188 MTP		enloans.com/blog/7-ways-preserve
PAYOL		notameant	the to reclayin.		enloans.com/blog/r-ways-preserve summer-fruits-veggies-
19.7	10=1=1	I II - 200	many and the		winter&yed=2ahUKEwiAnLnasN7t
Y II.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	7 1 0	to the same and those		VP8BOKHZXXCvkQFiAQeqQICB/
Mil	√1 « <u> le</u>	1	4 E 11 7 14 15 15 1		&usg=AOvVaw1IQGVSWmP1Va6
i lin	e e e e e e e e e e e e e e e e e e e	50			uuog / s
N. C.	Charles The parties	20196			
		1851			

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
,	*		P 1 1		
			n1	Design I make in	https://www.canopyhealth.com/s/ mbers/articles/five-nutritoss-vacch preserve-summer-vegetables-2/6 fruits.html
4.		-	9 1		VIDEO LINK
,	T	196	- 1 - 1	02.0 9.	https://youtu.be/Dkm/3Hr/2glu https://youtu.be/vgv///Ckg2///j https://youtu.be/UONKGsmc5s/
	PVS (HOME ECONOMICS) Stitches: (Temporary and permanent)	By the end of the lesson, pupils should be able to: Explain types of stitches Classify stiches into two groups or types.	Whole class discussion\ Show practical examples on types of stitch; Give examples of temporary stitches; Demonstrate some permanent stitches; Small group activities on the types of stitch.	Communication and collaboration Creativity and imagination Leadership and personal development.	Pieces of fabrics
9.	PVS (Agriculture) Preservation of oil crops; soya bean, oil palm, groundnut, melon, coconut	By the end of this lesson, pupils should be able to; 1) identify oil crops; 2) describe the preservation of oil crops; 3) produce oil from oil crops.	Whole class inspect oil crops presented to the class and share their taught on it. Pupils, as a class watch a short video on oil crops preservation and share with the	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Web link: https://www.iiste.org/Jo urnals/index.php/FSQM /article/viewFile/12881/ 13224#:~:text=Pecole %20have%20various% 20methods%20by.reas onable%20level%20to
			class 3. Pupils, in small groups, produce oil from any oil crop of their choice (Group assignment).	COMPA DISCOLUTION OF THE PROPERTY OF THE PROPE	%20avoid%20spoilage. https://www.etipbicenergv.eu/value-chains/feedstocks/agriculture/oil-crops https://extension.ckstate.edu/fact-sheets/oil-and-oilseed-processing-i.html
	PVS (HOME ECONOMICS) Types and uses of stitches.	By the end of the lesson, pupils should be able to: Mention the general uses of stitches Describe the steps in making both temporary and permanent stitches Produce articles using the different types of stiches	Pupil as individual should make an Apron using temporary, permanent and decorative stitches		7.7.011
		By the end of the lesson, pupils should be abie to: 1) identify vegetable crops; 2) describe the preservation of vegetable crops; 3) preserve some vegetable crops.	1. Pupils, as a class, discuss the shape of vegetable crops from the charts provided by the teacher. 2. Small groups discuss on the preservation of vegetable crops. 3. Pupils, as a class visit the school farm, harvest some vegetable crops and preserve them.	Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Preservatives, crops etc. Web link: https://www.iiste.org/Journals/ince/2 np/FSQM/article/viewFile/128/128/ ##:~:text=People%20have%20by. #20methods%20by.reasonabe%30 evel%20to%20avoid%20soolase https://www.google.com/ur/32-338/ rce=web&rct=j&url=http://www.fa.org 3/T0073E/T0073E06 htm3/rd2-33/ KEwiw2f23s17JAhVBShQAHTNSHQ rjAKeqQIEhAB&usg=AOVanQuis jaKeqQIEhAB&usg=AOVanQuis jaKeqQIEhAB&usg=AOVanQuis jaKeqQIEhAB&usg=AOVanQuis jaKegqIEhAB&usg=AOVanQuis jaKeqQIEhAB&usg=AOVanQuis
				D	35314

UNIFIED SCHEMES OF WORK FOR PRIMARY 4-6



=1/0	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	La constant de la con	
WEEKS		, market	MANING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
				25V7734 10 2000	https://www.gardeningknowhow.com/ edible/vegetables/vgen/preserving- vegetables.htm
1	PVS (HOME	By the end of the lesson, pupils	Whole class discussion on	0	https://youtu.be/F1NzA7jC9Cg
60	ECONOMICS) Introduction to clothing construction process (Seam)	should be able to: Describe seam Mention types of seam Describe the steps for making seams	meaning of seam Think pair share on types of seam Small group discussion on types of seam	Communication and collaboration Leadership and personal development	Real objects of different garments showing different seams Charts showing stages seams Charts showing stages of seam making www.coats.com>informationHub www.thecreativecurator.com
		(Contraction)	And west fireful and the	Taranga — Tha are you'll get all all graphs out on the	en.m.wikipidea.org>wiki-seam
3000 5		Book State and Marie State		Burts.com (Venous II	Seams control: Google:
	- p	*F = g F	Jacoba III	Market Albert	www.masterclass.com>articles>7 www.sciencedirect.com>article>
11.	Revision			Will I	
12.	Examination				

PREVOCATIONAL STUDIES AGRICULTURE
HOME ECONOMICS
@CLASSBASIC.COM

CLASSBASIC.COM



Scanned with CamScanner



LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS PRE -VOCATIONAL STUDIES (AGRICULTURE & HOME ECONOMICS)

PRIMARY SIX SECOND TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	PVS (Agriculture) Review of first term schemes of work.	By the end of the lesson, pupils should be able to: recall previous topics taught in first term.	Pupils participate in the welcome test and last term's work.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Last term's examination que Students notes books. Previous term's charts etc.
2.	PVS (Agriculture) Packaging of processed food	By the end of the lesson, pupils should be able to: 1) identify packaged food; 2) justify reason for packaging processed food; 3) devise means to package produce harvested from the school farm.	 Pupils, as a class mention packaged food they know. Pupils, in small groups, discuss reasons for packing processed food and share with the class. Pupils, in the same groups, produce geisha, sardine, potato chips, plantain chips, etc. 	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Web link: https://ubblab.weeb/con/ /4/7/4/6/47469791/50- packanging of agriculture ts.pdf https://www.shutterstock.co ch/agriculture+packaging https://www.google.com/ur/ source=web&rct=i3urf=htt m.wikipedia.org/wiki/Food ng%23:-:text%30Food%2 kaging%2520is%2520ack 2520for,food%2520being% ered%2520for%2520sale 3 ahUKEwiJ- bjZs97tAhVkpHEKHS770x
	PVS (HOME	By the end of the lesson,	Whole class discussion on types	Communication and	CegQIAhAE&usg=ACWan qKI-W2vW2tWYEi96 https://www.google.com/ur source=web&rct=j&uri=https://www.google.com/ur w.sciencedirect.com/toots ural-and-biological-sciences packaging&ved=2ahUKEwb biZs97tAhVkpHEKHS7TCsegQIDRAB&usg=ACVawaktsm1IQKs1GgHZM8u VIDEO LINK https://youtu.be/SUZEgtm2 https://youtu.be/SUZEgtm2 https://youtu.be/SUZEgtm2 Real Objects:
	ECONOMICS) Clothing Construction continued. (Production of seam Album)	pupils should be able to: Mention different types of seam; Mention uses of seam; Describe the steps for making seams; Produce an album showing stages of making seams; Produce an album of seams.	of seam e.g. Plain seam Run and fell seam French seam Demonstrate how to make seams; Small group activities on making seams; Pupils as individual produce a seam album with labels.	Communication and collaboration. Leadership and personal development Creativity and imagination	Different garments show different seams Charts showing stages of making Album showing samples stages of stages of stages of seam making Brown paper coloured in scissors, needles and plus Google search oces.nmsu.edu>puts
	PVS (Agriculture)	By the end of the lesson,	Whole class discussion on		en.m.wikipedia.org Charts, video clips, packagii

	TOPICS	LEARNING OBJECTIVES	OBJECTIVES LEARNING ACTIVITIES EMBEDDED CODE				
WEEKS	primary, secondary and	of packaging;		EMBEDDED CORE SKILLS	LEARNING RESOURCES		
[page 2]	tertiary packaging	2) give examples of each type of packaging; 3) produce their own packaged product.	2. Pupils, in pairs, list five examples of primary, secondary and tertiary packaging and share with the class. 3. Pupils, in small groups, create their own product from produce harvested from the school farm.	Problem solving Leadership and personal development Creativity and Imagination	Web link: http://www.dotugo.com/blog/92- packaging/283-different-types-of- packaging-materials.html https://unitedpkg.com/blog/primary -secondary-tertiary-packaging/ https://www.google.com/url?sa=t& source=web&rct=j&url=https://www.google.com/url?sa=t& source=web&		
		and the state of t		South Sufferent	vJtd7tAhVz5OAKHYPEDNwQFjA BegQIBRAE&usg=AOvVaw06E1K 4TL8cGk2ltTomPMRC http://www.dotugo.com/blog/92- packaging/283-different-types-of- packaging-materials.html		
	PVS (HOME ECONOMICS) Clothing Construction continued. (Production of seam Album)	By the end of the lesson, pupils should be able to: Mention different types of seam; Mention uses of seam; Describe the steps for making seams; Produce an album showing stages of making seams; Produce an album of seams.	Whole class discussion on types of seam e.g. Plain seam Run and fell seam French seam Demonstrate how to make seams; Small group activities on making seams; Pupils as individual produce a seam album with labels.	Communication and collaboration. Leadership and personal development Creativity and imagination	Real Objects: Different garments showing different seams Charts showing stages of seam making Album showing samples of stages of stages of seam making Brown paper coloured threads scissors, needles and pins Google search: oces.nmsu.edu>pubs en.m.wikipedia.org>wiki>seam		
	PVS (Agriculture) Materials used for packaging; nylon, carton, paper, sack, boxes etc.	By the end of the lesson, pupils should be able to: 1) identify packaging materials; 2) justify the importance of packaging goods; 3) assemble the materials used for packaging processed goods.	1. Pupils, as a class, mention different types of packaging materials they know. 2. Whole class discussion on the reason for packaging goods. 3. Pupils, in small groups, put cartons together to package produce from the school farm. 4. Whole class in two groups, debate the use of nylon for packaging.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Web link: https://www.packaqingstrategies.com/blogs/14-packaqing-strategies.blog/post/89440-packaqing-types-to-consider https://www.google.com/url?sa=t&source=web&rct=j&url=https://wwww.packaqingstrategies.com/blogs/14-packaqing-strategies-blog/post/89440-packaqing-types-to-consider&ved=2ahl.KEwigul-mtd7tAhX1pHEKH* QFjAFaqQlAhAE&usq=AOWaw210146270uY6CXWGC_6fkPwhttps://www.google.com/url?sa=t&source=web&rct=j&url=https://www.w.emballagecartier.com/en/article/primary-secondary-and-tertary-packaqing-whats-the-difference/&ved=2ahlJKEwiguu-mtd7tAhX1pHEKHVmxA_sQFjALeqQIKBAE&usq=AOvVaw033NknZQLM3CBbKzIrumiN		
	PVS (HOME ECONOMICS) Home Hygiene (Ways of cleaning the home e.g. dusting, sweeping, washing scrubbing,	By the end of the lesson, pupils should be able to: Mention items or materials used in cleaning the home and its surroundings; Differentiate between	Whole class discussion Pupils individually mention materials for cleaning the home Class differentiates materials for cleaning the home and its surrounding Small group activities in cleaning.	Personal developmen	Brown, scrubbing brush, towel, mop stick, mopping pail, detergents, waste bin, bowls, buckets etc.		



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	mopping etc.)	materials for cleaning different parts of the home and the surroundings; Describe the ways of cleaning the home and the surroundings.			
5.	PVS (Agriculture Reasons for packaging farm produce	By the end of the lesson, pupils should be able to:	Whole class discussion on the reason for packaging goods. Pupils, in small groups, create charts of processed crops and their packaging materials.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Charts, video clips, packaging materials etc. Web link: https://www.fmiblog.com/what-ithe-importance-of-agricultural-packaging/#:~:text=Agricultural-packaging/#20helps%20lanes/%20and,process%2C%20kitssey%2C%20and%20transportation
		oned a series		The second secon	nttps://www.google.com/ur?sat/source=web&rct=j&url=https://www.google.com/ur?sat/source=web&rct=j&url=https://www.google.com/ur?sat/source=web&rct=j&url=https://www.google.com/ur?sat/sat/sat/sat/sat/sat/sat/sat/sat/sat/
			Small group eclystics on red Public as individual modules Scene places and labour	Produce of the entering of the	https://www.google.com/ur/?sa=tsource=web&rct=j&url=https://mediafast.com/5-reasons-why-productions/sales/&ved=2ahUKEwjRyNCktnTAhV95-AKHZJPD4wQFjABegQIAhAEsisg=AOvVaw0Sq2AOY0J7Di32 069 Yj-3V
C	LAS	SBASI	C.COM		https://www.google.com/uri?s=3 source=web&rct=j&url=https://www.standuppouches.net/blog/what-is-the-purpose-of-packaging%3Fhs_amp%3Dtue&ied=2ahUKEwjRyNGKtt74hVS-AKHZJPD4wQFjAEeqQIERA&usg=AOyVaw24-FnB_cxArcyKKQsvPJr2&ct1
					https://packagingrevolution.nets reasons-why-right-cackaging-important-for-food-safeby/
ECO	NOMICS) s of home cleaning	By the end of the lesson, ouplis should be able to: Mention the different types of cleaning that can be done in the home; Distinguish materials for cleaning different areas in	Whole class discussion on different types of home cleaning such as 'daily, weekly and seasonal such as renovation, painting and change of decoration materials – flowers, curtains etc.;	Communication and collaboration. Leadership and personal development. Creativity and imagination.	Charts showing different area of a home Cleaning materials broom, detergent, mop, mopping pal, towel, ceiling, brush, scrubing brush etc.
	ti Li A tr a _i D di Ci	he home; ist different areas of the home; vrange different areas in he home the home ppropriately; lescribe how to clean ifferent areas of the home; lean different areas of the home.	Pupils as individuals mention different areas of the home; Small group activities in cleaning the: Sitting/living room Bedroom Kitchen Toilet Bathroom Surroundings		

VEEKS	TOPICS (A migulture)	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE L SKILLS	EARNING RESOURCES
Crops that can be	By the end of the lesson, pupils should be able to: 1) identify crops that can be packaged; 2) outline factors that may affect packaging of crops.	 Pupils, as a class differentiate between packaged and unpackaged crops. Whole class discussion on factors affecting packaging of crops. 	Communication and Collaboration Critical thinking and Problem solving Leadership and personal	Charts, video clips, harvested crops. Web link: http://www.fao.org/3/t0073e/T0073 E03.htm	
Shares and	PVS (HOME ECONOMICS) Types of home cleaning	By the end of the lesson, pupils should be able to: Mention the different types of cleaning that can be done in the home; Distinguish materials for cleaning different areas in the home; List different areas of the home; Arrange different areas in the home the home appropriately; Describe how to clean different areas of the home; Clean different areas of the home.	Whole class discussion on different types of home cleaning such as 'daily, weekly and seasonal such as renovation, painting and change of decoration materials – flowers, curtains etc.; Pupils as individuals mention different areas of the home; Small group activities in cleaning the: Sitting/living room Bedroom Kitchen Toilet Bathroom Surroundings	Communication and collaboration. Leadership and personal development. Creativity and imagination.	Charts showing different areas of a home Cleaning materials broom, detergent, mop, mopping pail, towel, ceiling, brush, scrubbing brush etc.
	Mid Term Test/Brea	By the end of the lesson,	Whole class brainstorm on	Communication and	Charts, video clips, harvest
	PVS (Agriculture) Market and marketing of agricultural produce	pupils should be able to: 1) describe market and marketing; 2) give reasons for marketing agricultural produce; 3) carryout marketing of produce from the school farm.	the meaning of market and marketing. 2. Pupils, in small groups, discuss the reason for marketing agricultural produce. 3. Pupils, as a class, sell harvested produce from the school farm for income purpose.	Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	materials. Web link: https://en.wikipedia.org/wiki/Agriultural_marketing https://www.google.com/url?sa=source=web&rct=j&url=https://www.businessmanagementideas.cc/agricultural-business/agricultura-marketing-definition-characteristics-types-functions-ameasures/19934&ved=2ahUKEaPZtt7tAhXpAGMBHdm5Aw/FiAXegQINRAEusg=AOvVawxJD-MVW_UBI29K7WbLjWhttps://www.farmrepublic.ng/marce-of-agricultural-procehttps://m.jagranjosh.com/geneknowledge/government-steps-fagricultural-marketing-1446187571-1
	PVS (HOME ECONOMICS) Kitchen: Definition and types	By the end of the lesson, pupils should be able to: Describe a kitchen; Discuss what is done in a kitchen; Mention types of kitchen; Describe different types of kitchen arrangement;	Whole class discussion on meaning of kitchen Pupils as individual discuss the use of kitchen Small group discussion on types of kitchen; Small group activities on kitchen arrangement.	Creativity and imagination	Charts showing different typ of kitchen Google search: www.grundig.com.>blog>
		Draw a type of kitchen		Communication an	d Charts, video clips.
		arrangement By the end of the lesson,	Pupils, as a class, discuss	Communication and	

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Agricultural Marketing activities	pupils should be able to: 1) explain the relationship between agriculture and marketing; 2) demonstrate various marketing activities.	the relationship between agriculture and marketing. 2. Pupils, in small groups, carryout marketing activities in the classroom. 3. Pupils, as a class, create a mini market in the school for the sales of harvested produce from the school farm.	Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Web link: https://en.wikipedia.org/wikip ltural_marketing https://extquest.home.blogg/ 6/02/agn/cultural-marketing activities-and-problems-in-rig VIDEO LINK https://youtu.be/IShoD-FO/M https://youtu.be/al.XPe.Tu/L https://youtu.be/al.XPe.Tu/L https://youtu.be/al.XPe.Tu/L https://youtu.be/al.XPe.Tu/L https://youtu.be/al.XPe.Tu/L https://youtu.be/al.XPe.Tu/L https://youtu.be/al.XPe.Tu/L https://youtu.be/al.XPe.Tu/L
	PVS (HOME	By the and of the leasen	Man I I P	0 1 11 1 11	3711/K0U0X7
	ECONOMICS) Kitchen Hygiene	By the end of the lesson, pupils should be able to: Mention different areas in the kitchen; Explain the reasons for maintaining kitchen hygiene; Describe ways of taking care of the kitchen; Discuss common accidents in the kitchen; Identify how to prevent accident in the kitchen; Demonstrate how to care for the kitchen.	Whole class discussions on different areas in a kitchen Pupils as individuals explain the reasons for maintaining kitchen hygiene; Pupils as a class describe ways of taking care of the kitchen; Pupils as a group mention different areas in a kitchen; Small group discussion on common accidents in the kitchen and their prevention; Small group activities demonstrating how to care for the kitchen.	Communication/collaboration. Leadership and personal development Critical thinking and problem solving. Creativity and imagination.	Charts showing differently of kitchen (Traditional and modern kitchen) Real objects; materials for cleaning e.g. broom, mop, mopping pail, brush, lowel detergent etc.
10	PVS (Agriculture)	By the end of the lesson,	Whole class discussion on	Communication and	Charts, video clips.
	Types of agricultural market; domestic, farm gate, local market, supermarket etc.	pupils should be able to: 1) outline types of agricultural market; 2) identify items sold in each market; 3) create a small market in the school.	different types of agricultural market. 2. Pupils, in pairs match items sold with their corresponding market. 3. Pupils, as a class, create a mini market in the school for the sales of harvested produce from the school farm.	Collaboration Critical thinking and Problemsolving Leadership and personal development Creativity and Imagination	Web link: https://www.businessmanagem deas.com/agricultural-business agricultural-marketing-definition characteristics-tyces functions measures/19934#!ext=Acro. ral%20Marketing%20sem%2
	PVS (HOME ECONOMICS) First Aid Box	pupils should be able to: Explain what first Aid Box is; Mention the materials in a first Aid box; Describe what each item is	Pupils as individuals mention the	Communication and collaboration. Critical thinking and problem solving. Creativity and imagination.	Charts of a First Aid Box ey Content of a First Aid Box ey Cotton wool, bandage, Methys spirit, iodine, scissors, blade, pl Vaseline etc.
11.	Revision				

PREVOCATIONAL STUDIES AGRICULTURE
HOME ECONOMICS
@CLASSBASIC.COM

(291**)**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Agricultural Marketing activities	pupils should be able to: 1) explain the relationship between agriculture and marketing; 2) demonstrate various marketing activities.	the relationship between agriculture and marketing. Pupils, in small groups, carryout marketing activities in the classroom. Pupils, as a class, create a mini market in the school for the sales of harvested produce from the school farm.	onship between re and marketing. n small groups, marketing activities assroom. s a class, create a ket in the school for from the school Critical thinking an Problem solving Leadership and personal development Creativity and Imagination	
	PVS (HOME	By the end of the lesson,	Whole class discussions on	Communication/collaboratio	https://youtu.be/nl7R6U0XZvA
	ECONOMICS) Kitchen Hygiene	pupils should be able to: Mention different areas in the kitchen; Explain the reasons for maintaining kitchen hygiene; Describe ways of taking care of the kitchen; Discuss common accidents in the kitchen; Identify how to prevent accident in the kitchen; Demonstrate how to care for the kitchen.	different areas in a kitchen Pupils as individuals explain the reasons for maintaining kitchen hygiene; Pupils as a class describe ways of taking care of the kitchen; Pupils as a group mention different areas in a kitchen; Small group discussion on common accidents in the kitchen and their prevention; Small group activities demonstrating how to care for the kitchen.	n. Leadership and personal development Critical thinking and problem solving. Creativity and imagination.	Charts showing different type of kitchen (Traditional and modern kitchen) Real objects; malerials for cleaning e.g. broom, mop, mopping pail, brush, towel detergent etc.
10	PVS (Agriculture)	By the end of the lesson,	1 Whole start it		
4.	Types of agricultural market; domestic, farm gate, local market, supermarket etc. PVS (HOME ECONOMICS)	pupils should be able to: 1) outline types of agricultural market; 2) identify items sold in each market; 3) create a small market in the school. By the end of the lesson, pupils should be able to:	1. Whole class discussion on different types of agricultural market. 2. Pupils, in pairs match items sold with their corresponding market. 3. Pupils, as a class, create a mini market in the school for the sales of harvested produce from the school farm. Whole class discussion on first Aid Box;	Communication and Collaboration Critical thinking and Problemsolving Leadership and personal development Creativity and Imagination	https://www.businessmanaceme deas.com/agricultural-business agricultural-marketing-definitor characteristics-tyces functors measures/19934#~text-Agroural%20Marketing%20%E2%3/3%20Classification%20%E2%3/3%20Classification%20smi*/20produce%20and%20smi*/20produce%20and%20smi*/20products.https://www.businessmanacemedeas.com/agricultural-business/agricultural-business/agricultural-marketing-definition-characteristics-busis/functions-and-measures/19934#~text-Agricultural-business/agricultural-marketing-agri
	First Aid Box	pupils should be able to: Explain what first Aid Box is; Mention the materials in a first Aid box; Describe what each item is	Pupils as individuals mention the content in a first Aid Box; Pupils as a class explain what each item is used for; Pupils as a small group discuss	Communication and collaboration. Critical thinking and problem solving. Creativity and imagination.	Charts of a First Aid Box eg Content of a First Aid Box eg Cotton wool, bandage, Melhyak spirit, iodine, scissors, blade, pa Vaseline etc.
44		used for;	how to care for the hov:		_
11. 12.	Revision Examination	used for;	how to care for the box;	* #1 * * * * * <u>* * * * * * * * * * * * * *</u>	



UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

PRE -VOCATIONAL STUDIES (AGRICULTURE & HOME ECONOMICS)

		LEADUINO OD IEGE	PRIMARY SIX SECOND TE	RM	TARNING PESCUPCES
WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	PVS (Agriculture) Review of second term schemes of work.	By the end of the lesson, pupils should be able to: recall previous topics taught in second term.	Pupils participate in the welcome test and last term's work.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Last term's examination questions. Students notes books. Previous term's charts etc.
	PVS (HOME ECONOMIC	(S)	and the second disapplication of the second		
	Resumption test	1.3 ₄	The second state of the se	Morrison of the state of the st	
2.	PVS (Agriculture) Marketing channels for farm produce; producers of farm produce, middlemen, retailers, co-operative societies, marketing boards.	By the end of the lesson, pupils should be able to: 1) define marketing channels; 2) outline channels of marketing farm produce; 3) discuss the importance of marketing channels	Pupils, as a class, brainstorm on the meaning of marketing channels. Whole discussion on the importance of marketing channels. Pupils, in small groups, role play on the activities	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development	Web link: http://www.luresext.edu/?q=content marketing-channels https://www.investopedia.com/term /d/distribution-channel.asp VIDEO LINK https://youtu.be/jMZ6aYXgVnM
		in agriculture.	of marketing channels.	Creativity and	
	PVS (HOME ECONOMICS) How to make disinfectant — Dettol	By the end of the lesson, pupils should be able to: Explain the meaning of disinfectant; Discuss uses of disinfectant Identify different types of disinfectants; List the ingredients used in making liquid soap; Identify infections that can be prevented by using disinfectants; Prepare Dettol.	Whole class discussion on the topic Pupils as a class explain the concept "disinfectant"; Pupils as a class discuss uses of disinfectant; Class discussion on different types of disinfectants; Small group discussion in listing the ingredients used in preparing Dettol; Pupils as a class explain the procedure of preparing Dettol; Small group activities in preparation of Dettol;		https://youtu.be/ALoo4vrKKUw Materials: Texapol, pine oil, Chlorozonol, I.P.A. disinfectant colour, bowls, wooden spoon bottles, funnel etc. Youtube, something cooking with alph Youtube. Google: www.verywell.health.com>makezy www.nycoproducts.com>bloq>ty www.clorox.com Livesimple.me>homemade-dis Web link:
-	PVS (Agriculture)	By the end of the lesson, pupils should be able to:	Whole class discussion on agricultural	and Collaboration	http://www.luresext.edu/?q=conten
	Marketing channels for farm produce; producers of farm produce.	define producers in the context of agriculture; outline the importance of producers; evaluate the challenges faced by producers in marketing channels	producers. 2. Pupils, as a class discuss the role of producers in agriculture and share their thought with the class. 3. Pupils, in small groups, discuss the challenges faced producer and possible solution to the	Critical thinking and Problem solving Leadership and personal development	https://agritech.tnau.ac.in/agricultu.l_marketing/agrimark_Marketing%Ochannels.html VIDEO LINK https://youtu.be/aOT4Wnuv3E8 https://youtu.be/JzLoo8cFJBI

CLASSBASIC.COM

292

		LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
VEEKS	TOPICS PVS (HOME ECONOMICS)	By the end of the lesson, pupils	Whole class discussion on the	Communication/collabor	Materials soda, ash, caustic sulphur, palm kernel oil (
	Making of liquid soap	should be able to: Mention uses of liquid soap;	liquid soap; Small group activities on how	development.	silicateBooste, perfume, colour Google: www.Legit.ng>1087692 how-in
4.	PVS (Agriculture) Marketing channels for farm produce; middlemen (Intermediaries) and retailers.	By the end of this lesson, pupils should be able to; 1) define middlemen in the context of agriculture; 2) identify the importance of middlemen and retailers in marketing channels for farm produce; 3) evaluate the challenges faced by middlemen and retailers.	to prepare liquid soap. 1. Whole class discussion on the meaning of intermediaries. 2. Pupils, in small groups, discuss the role played by intermediaries and retailers as marketers of farm produce. 3. Pupils, in pairs, evaluate the challenges faced by middlemen and retailers, write a proposal proffering solution to the challenges and submit at the next lesson.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Web link: http://www.luresext.edu/?q=conmarketing-channels https://www.businessmanagemeas.com/marketing/channels/mman-meaning-importance-and-functions-distribution-channels/mmdlemen-participation-inagribusiness-the-pains-and-gains/#:~:text=Middlemen%20a20regarded%20as%20intemetrewarded%20by%20performingthe%20functions. https://www.oerafrica.org/FTPF-/Aqshare/Marketing%20and%20e%20Analysis/role of middlementemediates.
	PVS (HOME ECONOMICS Making of Petroleum Jelly	By the end of this lesson, pupils should be able to; Mention different brands of	Whole class discussion on different brands of petroleumjelly Pupils as individuals explain	Critical thinking and problem solving Communication and collaboration	mmodities.html Materials: petroleum jelly. mine oil. Wax, sulphur, perfume. colour. 0 Google:
		petroleum jelly; Explain the use of petroleum jelly Identify the importance of petroleum jelly List the ingredients used in making petroleum jelly; Prepare petroleum jelly.	uses of petroleum jelly. Pupils as a class identify the	Leadership and personal development. Creativity and imagination. y Digital literacy.	www.Thoughtco.com>peiroleur Youtube-soaping101 petroleur jelly-wikipedia
5.	PVS (Agriculture) Marketing channels for farm produce; co-operative societies and marketing boards	By the end of the lesson, pupils should be able to: 1) explain the operation of co-operative societies and marketing board; 2) describe the importance of co-operative societies and marketing boards.		solving Leadership and personal development	Web link: http://www.luresext.edu/?geor marketing-channels https://en.m.wikipedia.org/wiki ultural cooperative https://aq4impact.org/sidsoop economic-intensification/buldu/ social-capital/agricultural- cooperatives/ https://eos.com/blog/agricultural- cooperatives/
	PVS (HOME ECONOMI Home accidents.	Sy the end of this lesson, pupil should be able to; Mention different types home accidents; Identify the causes of home accidents; Explain common types home accidents; Discuss how home accident can be prevented;	home accidents; Pupils as individuals explair common types of home accidents; Pupils as a class identify the causes of home accidents; Pupils as individuals discus- prevention of home accidents	collaboration. Critical thinking and problem solving Creativity and imagination Leadership and personal development Digital literacy	Charts: Google: www.researchgate net-public www.researchgate.

	TOPICS	LEARNING OBJECTIVES	LEADAUM		
WEEKS		Demonstrate how minor home	LEARNING ACTIVITIES accidents.	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	PVS (Agriculture)	accidents can be treated. By the end of the lesson, punils	4	- A -	www.aegistegal.co.uk>accident types www.typesflori.com.qu>blog
6.	Farm Records and types.	should be able to: 1) describe farm records; 2) identify the different types of farm records; 3) explain the importance of farm records to a farm manager.	1. Whole class discussion on the meaning of farm records. 2. Pupils, as a class, visit the school farm, observe and discuss the features of the farm records found in there. 3. Pupils, in small groups, discuss the importance of farm records from a farm manager standpoint. 4. Pupils, in pairs, prepare an inventory book of the school farm and submit at the next lesson.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Web link: http://www.luresext.edu/?q=content/ marketing-channels https://www.legit.ng/1131221-types- farm-records- uses.html#:~:text=A%20farm%20re cord%20is%20a,aspects%20of%20 all%20farm%20operations https://www.agrifarming.in/keeping- farm-records-a-beginners-guide VIDEO LINK https://youtu.be/3D-jzZvc3nE
	PVS (HOME ECONOMICS) Home accidents.	By the end of this lesson, pupils should be able to; Mention different types of home accidents; ldentify the causes of home accidents; Explain common types of home accidents; Discuss how home accidents can be prevented; Demonstrate how minor home accidents can be treated.	Mentioning different types of home accidents; Pupils as individuals explain common types of home accidents; Pupils as a class identify the causes of home accidents; Pupils as individuals discuss prevention of home accidents; Small group demonstration of treatment of minor home accidents.	Communication and collaboration. Critical thinking and problem solving Creativity and imagination Leadership and personal development Digital literacy	https://youtu.be/7H_sM92upEk Charts: Google: www.researchgate.net>publication. www.researchgate.net>publication. www.hkfsd.gov.hk>- home.housetuffworks.com>most- da www.foodnetwork.com.>articles>s www.aegistegal.co.uk>accident
1 25	Citigae was più antini Pengana in demonstra	onosi ujneyn isono onosi ujneyn eyen	nave existe - I is sitted of the site of t	T 18 405	www.typesflori.com.qu>blog
7	Mid Term Test/Break	Me i mili	IBI Aino ette en maise sa e lingo	10.00	
8-12	PVS (Agriculture) Revision/ examination	Eko Ero Avamou			

ACHIEVEMENT STANDARDS

At the end of the session, pupils are able to:

- 1. preserve farm produce using the various methods of preservation;
- 2. carryout permanent and temporary stitches;
- package farm produce for sales;
- 4. keep the home clean by proper cleaning and keeping personal hygiene;
- market farm produce;
- 6. produce disinfectant and baby jelly
- 7. practice to prevent home or domestic accident.

PREVOCATIONAL STUDIES AGRICULTURE
HOME ECONOMICS
@CLASSBASIC.COM

UNIFIED SCHEMES OF WORK FOR PRIMARY 4-6

294