

THEME: AGRICULTURE

SUB-THEME: PROCESSES OF AGRICULTURAL PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	LEARNERS		
1-2	How to grow crops.	<p>Pupils should be able to: give +examples of crops.</p> <p>-Narrate and demonstrate the processes involved in raising crops</p>	<p>Revision/ Examples of crops, cereals, legumes, tuber.</p>	<p>Revise previous topics and guides learners to raise either cereals, legumes or tuber crops during the growing season.</p>	<p>-Brings the required farm tools from home.</p>	<p>-School farm -Farm tools e.g. tape, hoes, matchet, Pegs, spade, hand trowel, knapsack etc.</p>	<p>Pupils to: 1)List three crops grown in your area.</p>
3-4			<p>-Procedure for raising farm crops. a) Pre-planting activities: -Land clearing and stumping -preparing nursery beds and sowing -Selection and transplanting seedling -Planting locally grown crops on ridges and beds in the school farm.</p>	<p>-Supplies appropriate tools and planting materials. -Take pupils to the school farm and maps out the area to use for the year. -Learner to prepare land themselves.</p>	<p>-Prepare the land for planting -Plant seeds in the nursery and transplant to the field -Care for the farm themselves.</p>	<p>-Planting materials and inputs, such as seed of vegetables e.g. pepper, okra, onions, rice pumpkin, tomatoes, etc.</p>	<p>-State the various activities involved in growing a named field crop. -grow any field crop from a land to marketing.</p>

5-6		-transplant seedlings from nursery to the field	-post planting activities: -watering, Mulching, trimming and supplying -application of fertilizer and manure -weeding -stalking (where applicable) -application of pesticides, harvesting of mature crops.	-Guide learners in identifying and explaining safety signs, label and symbols in agriculture in agricultural input before and during	-Carry out activities as directed by the teacher.	-fertilizer/ Manure, pesticides.	-demonstrate how to transplant seedlings -care and maintain the school farm. -harvest crops when mature.
7	MID TERM TEST						
8			-post-harvesting activities: - processing/preservation -storage -marketing	Guide learners on how to process/preserve and storage define marketing	-Pupils keep farm records. -Copy board summary.	Chart of safety signs and symbols. -Samples of labels.	-Keep records of farm actions performed. -Explain 2 safety signs or symbols. on agricultural inputs. -Bring 2 labels on agricultural inputs.
9-10			Safety signs, symbols, labels e.g. -Skull and crossbones -Chemical wearing labels -treated seed -veterinary drugs -implements etc.		copy board summary		-give example of some drugs used during after planting.

THEME: HOME ECONOMICS

SUB-THEME: FAMILY LIVING AND RESOURCE MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	LEARNERS		
1	1) Family: functions, Relationships/ Tree, family, Values and life cycle.	Learners should be able to: 1)explain the meaning and types of family.	1)Meaning, types and functions of family.	1)Guides discussion on the meaning, types and function of the family.	1)Explain the meaning of the family.	1)family pictures.	Learner to: 1)explain the meaning of family and list three types of family.
2		List the functions of family and the family and the roles of family members.	2)Roles of each family members	Discuss functions of family members and draw family tree on the board.	2)Participate in the discussion of family and functions`	Chart on family trees	Draw a family tree.
3		3)Describe family relationship and draw personal family tree.	3)Family relationship and family tree	3) Explain the family tree	3)Draw their personal family trees.		3)state four types of relationship in the family.
4		4)Explain the meaning of the family life cycle	4)Family life cycle: -the beginning family -the expanding family -the contracting family	4)Discuss family life cycle.	4)participate in role playing of family relationship and life cycle.		4)Sketch a family tree.
5		5)enumerate family value	5)family value.	5)Discuss family values 6)Display a chart on family life cycle. 7)give a board summary.	5)Point out different stages of family life cycle and their values.		5)mention two family values

THEME: HOME ECONOMICS

Sub-theme: Family and resource management

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	LEARNERS		
6	1) Explain meaning of resources.	1) Meaning of resources	1) Meaning of resources. 2) Personal resources: energy, time, personal belonging.	1) Explain the meaning of personal and family resources 2) Guide class discussion on personal and family resources.	1) Define family resources 2) Identify and name personal and family resources	1) Pictures and chart of some personal and family resources e.g. clothes, combs, money etc.	Pupils to: 1) Define resources 2) List four personal resources
7			MID TERM TEST				
8		2) Itemize personal resources (e.g. belongings, energy etc.) and family resources (e.g. money, house).	3) Family resources money, house, Properties etc.	3) Presents picture of some personal belongings.	3) Participate in the discussion	2) Some real objects e.g. clothes, plates, iron, radio etc.	3) List five family resources
9		3) Explain the uses of personal and family resources	4) Uses of personal and family resources.	4) Discuss the uses of personal and family resources.			4) Mention two uses of personal and family resources.

10-11		<p>4)State guidelines for caring for personal belongings. 5)Care of personal.</p>	<p>5)Guidelines for care of personal belongings 6)Care for personal belonging</p>	<p>5)Demonstrate the steps for caring for personal belonging. 6)Give a board summary.</p>	<p>Participate in the demonstration for caring for personal belongings Copy the board summary.</p>		<p>5)State four guidelines for care of personal belongings.</p>
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THEME: AGRICULTURE

SUB-THEME: PROCESSES OF AGRICULTURAL PRODUCTION

WE EK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	LEARNERS		
1	Control of crop weeds, pests and diseases	Learners should be able to: 1)define weeds and name some common local weeds.	-Definition and identification of weeds.	1)Guides pupils to define and identify common weeds on the environment.	-Make a weed album	-Samples of weed common in the locality	-State the meaning of weeds.
2		-State the problems of weed to farmers.	-Problems of weeds to farmers.	Discuss problems created by weeds on farms	Observe and identify pests.	Chart and pictures showing control measures	-Name three common weeds in our locality.
3		-Control weeds in the farm	Control measures -biological -cultural -chemical	-Discuss control measures and their side effects.	Observe and describe the damages done to crops by pests.	Fresh or preserved specimens of pests.	-List two problems of weeds to farmers.
4		-define and identify common pest in our farm.	-Pest a) meaning and identification -Beetle/weevil -Grasshopper/locust -Caterpillar -Termite	Displays and identifies samples of: Fresh or preserved pest. -partly eaten/damaged vegetable leaves - maize, beans, guinea corn.	-Participate in collection of common pests.	Specimen of maize, bean, guinea corn seeds infested by weevil, beetle or termite.	-mention three control measure -state the meaning of farm pest.
5		-Describe the damages caused by pests. -	c)Other pests are -rodent, bat, birds -monkeys	Displays chart and posters of rodent, bird, squirrels, grass cutters	-Find out more about possible side effects of eating	Chart showing local farm pest.	-Name five pests in our locality. -Identify

				rats etc.	contaminated produce.		two damages caused by pests.
6		<ul style="list-style-type: none"> -State ways of controlling pests. -List the causes of plant diseases -State how the diseases can be controlled. 	<ul style="list-style-type: none"> -Damages caused by pests: -eat crops leaves and roots. -destroys grains. -damaging stalk, fruits and roots of crops. -contaminating stored procedure. 	<ul style="list-style-type: none"> -Discuss how to prevent or avoid eating contaminated food. 		<ul style="list-style-type: none"> -Insect killing chemicals with warning of poison clearly written. -Chart showing storage facilities. 	<ul style="list-style-type: none"> -List three control measure of pests. -List three causal agent of crop diseases.
7	MID TERM TEST						
8	Effects of eating contaminated food	<ul style="list-style-type: none"> -Method of control: -Spraying chemicals to kill them. -Storing farm produce properly. -Clearing surrounding bushes. -Shooting, trapping. -Scare-crow. -Baiting. -Proper storage. 	<ul style="list-style-type: none"> -Guides learners to identify some of the common pests. 			<ul style="list-style-type: none"> -Charts and posters of squirrels, rats, grass cutter, birds, crabs etc. 	<ul style="list-style-type: none"> -Describe two methods of controlling disease crops.
9-10		Casual agents of crop diseases fungi, bacteria, virus, nematodes		Helps the learner to identify crop materials that are contaminated.		Specimen of catapult, trap	

THEME: HOME ECONOMICS

Sub-theme: CLOTHING AND TEXTILE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	LEARNERS		
1	Types and uses of simple sewing tools	Learner should be able to: 1)List different types of sewing tools and equipment,	1)Simple sewing, knitting and crocheting tools and equipment.	1)Display different sewing tools, types and sizes of sewing, crocheting and knitting tools and equipment.	1)Identify types of sewing tools or equipment.	Sewing, knitting and crocheting tools and materials e.g. pin, wools thread (assorted colours)	Learner to: 1)List three types of sewing equipment.
2		2)Explain uses of sewing tools. 3)State the difference between sewing tools and equipment.	2)Uses and care of simple sewing, knitting and crocheting tools.	2)Discuss the uses and care of each tool and equipment.	2)practice the use of sewing tools and equipment.	2)Knitted sweater, crocheted articles e.g. table mats, head band etc.	2)Explain three uses of sewing tools.
3-4		4)Demonstrate the making of common articles e.g. stiches, running French scans.	3)Basic stiches. 4)Common articles made by sewing, knitting and crocheting e.g. head rest, tray cover, head band etc.	3)Demonstrate how to make different kind of stiches 4)Gives a board summary	3)Make household articles using different kinds of stiches. 4)Copy the board summary.	3)Books on knitting and crocheting.	

THEME: HOME ECONOMICS

SUB-THEME: FOOD AND NUTRITION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	LEARNERS		
5-6	Cooking tool and equipment.	1)Identify tools and equipment for cooking. 2)State the uses of each tool and equipment. 3)Differentiate between cooking tools and equipment.	1)Identification of simple cooking tools and equipment. 2)Uses of cooking tools and equipment. 3)Guidelines for use of cooking tools and equipment.	1)Differentiate between cooking tools and equipment. 2)Bring samples of cooking tools and equipment. 3)Guides the discussion on the uses of cooking tools and equipment.	1)Participate in discussion. 2)Examine the cooking tools and equipment on display.	1)Real objects 2)Chart and picture showing cooking tools and equipment.	1)Identify three cooking tools and two equipment. 2)Differentiate between cooking tools and equipment. 3)State two uses of any tool and equipment.
7				MID	TERM		
8		4)Describe how to clean each tool and equipment. 5)Practice how to handle each tool and equipment.	4)Cleaning agents for cooking tools and equipment. 5)Cleaning, cooking tools and equipment.	4)Demonstrate how to use and clean each tool and equipment.	3)Clean cooking tools and equipment.	3)Utensils e.g. frying spoons, knives.	4)Give three guidelines for care of cooking tools and equipment.
10		6)Clean cooking tools and equipment.	6)Demonstrate on the use and care of each tool and equipment.			4)Cleaning agent for cooking tools and equipment.	5)List two cleaning agent for cooking and equipment. 6)Demonstrate how to use simple tools and equipment.
11-12		REVISION	AND	EXAMINATION			

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1-2	Rearing of farm animals.	Learner should be able to: 1)State the need of young animals for healthy growth.	-Need of growing. -Farm animals. -balanced ration. -clean water. -adequate medication. -clean environment.	-Discuss the needs of animals for healthy growth.	-care for young animals by feeding, cleaning, providing water beddings etc.	School farm -Balanced ration feed. -water. -medications Animal to rear.	Learner to: List four necessary Management practice required in rearing animals.
3-4		2)Mention steps involved in raising livestock	-procedure for rearing farm animals. -construct a house -provide necessary rearing equipment. -buy the young animal to rear. -provide feed and water daily. -provide medication. -clean the house regularly etc.	-Guides the learners to rear any livestock and apply all the necessary skills.	-Working in groups to care for the animals and apply necessary skills and procedure.	-shelter -samples of pest/parasites -posters of sick animals.	-describe how to raise an animal from farm to maternity.
5-6		-Describe how raise a named farm animal. 4)Identify and select appropriate housing and equipment for rearing rabbit, guinea pigs, chicken etc.	Rearing of named animals -Rabbit rearing. -guinea pig -chicken etc.	Assists learners to select quality young animals e.g. young rabbit/guinea pig, chicks -Guide learners to construct hutches.	-observe and note the qualities of healthy animals -collect different feed stuffs and feed the animals.		-construct good hutches and cages.

7						
8		<p>Feed the livestock with the appropriate rations.</p> <ul style="list-style-type: none"> -produce hutches, cages, brooder, boxes for livestock. 		<ul style="list-style-type: none"> -encourages pupils to practice good sanitation and keep proper farm records. -Guide learners to identify sick animals, isolate them and invite veterinary doctor. 	<ul style="list-style-type: none"> -Clean the livestock area. -Collect and keep daily records of activities. -Collect materials to hutches and cages. 	<ul style="list-style-type: none"> -Keep proper farm records. -Identify two features of sick animals.
9		<ul style="list-style-type: none"> -Identify common pests and parasites of farm animals. 	<ul style="list-style-type: none"> -meaning of pests and parasites. -Common pests and parasites. -common pests and parasites of farm animals: -housefly -worms -ticks -tsetse fly etc. 	<ul style="list-style-type: none"> -Discuss these pests and guide pupils to collect some pests and parasites. 	<ul style="list-style-type: none"> -sick animal to be isolated and veterinary doctor should be invited. -sell, cull, matured or sick animals. -Collect common pests and parasite and identify them. 	<ul style="list-style-type: none"> -List three ways of controlling pest and diseases of farm animals.
10-11		<ul style="list-style-type: none"> -state the symptoms of ill-health in farm animals. Name some common diseases and remedy. -state the effect of consuming infected animal 	<ul style="list-style-type: none"> -common diseases of farm animals. -ring worm -scabies -sleeping sickness -pneumonia -tuberculosis -new castle disease -foot and mouth diseases etc. -The diseases symptom and remedy. -Effect of consuming infected animal. -Transfer of animal disease to human etc. 	<ul style="list-style-type: none"> -Highlight animal's diseases that are contagious and the danger of eating infected animal meat, milk etc. 	<ul style="list-style-type: none"> -Discuss the dangers of consuming infected animal products e.g. meat, milk etc. 	<ul style="list-style-type: none"> -Narrate the effect of consuming infested animal product.

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SUB-THEME: FOOD AND NUTRITION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	LEARNERS		
1	Food safety and cooking methods	Learner should be able to: 1	Revision	Revision	Revision		Learners to
2		1) Explain the meaning of food safety. 2) Discuss the risk factors in raw food item.	1) Meaning of food safety. 2) Risk factors in raw food item contamination: -biological=mold fungi etc. -chemical=pesticide toxin etc. -physical=stone metal rust	1) Defines and explains the meaning and reason for food safety. 2) Discuss the guide to store food safety and the risk factors in raw food items contamination.	1) Participate in the discussion.	1) Chart showing the different cooking methods. 2) food ingredients for meal preparation.	1) Define and explain the meaning of food safety. 2) List five guides to food safety. 3) Mention three risk factors to food safety.
3-4		3) Explain the meaning and reason for cooking food.	3) Meaning and reasons for cooking food.	3) Guide discussion on reason for cooking food	3) Mention reasons for cooking food		4) Define cooking. 5) State two reasons for cooking food.
5-6		4) Discuss the different cooking methods	4) cooking method. -boiling -steaming -stewing -frying -roasting	4) Discuss different method of cooking 5) Demonstrate different meal	4) State different method of cooking.	3) Cooking pot, stove oven frying pan etc.	6) List five method of cooking.

				preparation methods.			
7	MID TERM TEST						
8-9		5)State. advantages and disadvantages of each cooking method	5) advantages and disadvantages of each cooking method	5)Explain the advantages and disadvantages of each cooking method.		5)Relevant books	7)List the advantages and disadvantages of each of the cooking method. 8)List guidance for any cooking method.
10		6)Prepare food using the different cooking method.	6)Preparation of simple meals using different methods.	6)Supervises learner practical	6)Practical preparation of simple meal.		9)Cook using any method of cooking.