



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.	1. Pupils are guided by the teacher to explain the meaning of agriculture. 2. Pupils as a class discuss what they get from farmers activities on the farm	1) Communication and Collaboration 2) 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-the-agriculture#:~:text=The%20main%20source,age%20to%20their%20national%20income.&text=Agricultural%20sector%20provides%20fo%20for,a%20form%20of%20productive%20food
	PVS (HOME ECONOMICS) RESUMPTION TEST AND REVISION OF LAST SESSION'S WORK INTRODUCTION TO HOME ECONOMICS	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
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/agriculture-as-the-major-source-of-food-for/ http://agriculturegoods.com/why-is-agriculture-important/ https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.sida.se/English/how-we-work/our-fields-of-work/agriculture-and-food-security/&ved=2ahUKEwizkPX4-crtAhWMURUIHZy8AqkQFjANegQIOxAB&usq=AOvVaw0bh82fuFXmcWiAZMTj7DKA&cshid=1607862549083 VIDEO LINK https://youtu.be/v7HNTGXwQd0 https://youtu.be/8M8siMqbVKA
	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 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.

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	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.		
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.	1. Pupils, as a class are guided to mention job opportunities that can be provided through agriculture. 2. Think pair share on how income are generated through agriculture 3. 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 profession in agriculture. Web link: http://www.aaww.org/wp-content/uploads/2015/01/1st-lesson-paper_mod.pdf https://blog.agrivi.com/2015/01/02/comment-in-agriculture https://www.google.com/search?source=web&rlz=1&url=https://www.environmentalscience.org/careers/agriculture-and-forestry&ved=2ahUKEwibLmMrAnVqaRUIHw5ZBwnQFjGegQIBxAE&usq=AOvYawC39HUrAeX38mBRTq4JB VIDEO LINK https://youtu.be/xaydMCPQVA https://youtu.be/LcqvFjS1Wg
	PVS (HOME ECONOMICS) THE HUMAN BODY: PARTS AND FUNCTIONS OF 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 the human body	Class Discussion Displays a properly labeled chart of parts of the human body. Touch different parts of the body. Whole class brainstorm on functions of each parts of the human body.	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
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.	1. Communication and Collaboration 2. Leadership and Personal development 3. Creativity and Imagination 4. Critical thinking and Problem solving 5. Digital literacy.	Display of agricultural raw materials and their product. Web link: https://www.economicdevelopment/contribution-of-agriculture-to-economic-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/palm-oil.html https://www.actions-not-words.ch/en/sustainability-topics/agriculture-and-processing/raw-materials/rice.html

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	PVS (HOME ECONOMICS) FOOD AND NUTRITION: NUTRIENT AND NUTRITION	By the end of the lesson, pupils should be able to: 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.	Class Discussion Definition of food Observe the chart on display and discuss. Discussion on food nutrient and nutrition.	Communication and collaboration. Critical thinking and problem solving. Leadership and personal development.	VIDEO LINK https://youtu.be/iuRh96rvK_h0 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.	1. Pupils, watch a five minutes video on raw materials and mention the raw materials use in producing cloths and medicine. 2. 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.economicdevelopment/contribution-of-agriculture-to-economic-development/21407 https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.theenglishgarden.co.uk/plants/5-drugs-derived-from-plants/&ved=2ahUKEwiBpva4hcvtAhUzRxUIHXcPAzUQFjACegQICBAE&usq=AOvVaw2HgGQhOR0I18mngaB2xi_w https://www.google.com/url?sa=t&source=web&rct=j&url=https://doctor.ndtv.com/living-healthy/7-best-medicinal-plants-and-their-uses-1826198&ved=2ahUKEwic3LeHhsvtAhXcRhUIHdV6ATIQFjACegQIBhAE&usq=AOvVaw3X3n7XwoMpQjJGCp7De3Yq
	PVS (HOME 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 based on their nutrients.	Communication and collaboration. Critical thinking and problem solving. Creativity and imagination.	Chart showing the classes of food Real food items Website www.healthline.com
6.	PVS (Agriculture) Agriculture as a means of foreign exchange	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 demerit of foreign exchange.	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.	1) Communication and Collaboration 2) Critical thinking and Problem solving 3) 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%20exchange https://www.economicdevelopment/contribution-of-agriculture-to-economic-development/21407

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	PVS (HOME ECONOMICS) KITCHEN EQUIPMENT AND UTENSILS	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 personal development. Critical thinking and problem solving.	development/role-of-agriculture-in-economic-development-economics/30200 Chart showing different kinds, kitchen equipment and utensils. Real objects Website www.mealsime.com historic.com
7.	Mid -Term Test and Break				
8.	PVS (Agriculture) Branches of Agriculture; People involved in agricultural production	By the end of this lesson, pupils should be able to: 1) identify the different branches of agriculture, 2) give examples of people involved in agricultural production.	1. Whole class discussion on the branches of agriculture. 2. Pupils, as a class are guided to mention the profession in each branch of agriculture.	1) Communication and Collaboration 2) Leadership and personal development.	Charts, video clips etc. Web link: https://en.wikipedia.org/wiki/Culture_of_agriculture https://peda.net/kenya/ssa/subjects2/agriculture/form-one/italab
	PVS (HOME ECONOMICS) NEEDLE CRAFT	By the end of the lesson, pupils should be able to: state the meaning of needle craft; list articles made from needle craft; create an articles made with needle and thread.	Whole class Discussion The needle arts; Discuss the needle work tools. Making of articles using needle craft	Communication and collaboration Creativity and imagination. Critical thinking and problem solving Leadership and personal development.	Chart showing needle craft tools. Real objects e.g needles ,pins, thread, measure tape. Website www.favecraft.com www.shutterstock.com
9.	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 production.	1. Pupils, are guided to list different types of crops. 2. Pupils, in small groups, discuss the benefits of these crops. 3. Pupils, individually, cultivate any crop of their choice in pots, cups, bowl etc and bring to school.	1) Communication and Collaboration 2) Critical thinking and Problem solving 3) Creativity and Imagination 4) Leadership and Personal development 5) Citizenship.	Display of different agricultural crops. Web link: https://study.com/directory/category/Agriculture/Agriculture_Production/Crop_Production.html https://en.wikipedia.org/wiki/Crop https://www.iiiedu.com/blog/type-s-crop-production-system/ VIDEO LINK https://youtu.be/VaDccWJ864 https://youtu.be/xR2DPmYLEE0 https://youtu.be/CjLb_4Tqsk
	PVS (HOME ECONOMICS) Simple Sewing Tools	By the end of the lesson, pupils should be able to: explain the meaning of simple sewing tools; mention And identify the simple sewing tools; give examples; state the uses of sewing tools.	Whole class discussion Displays the sewing tools Explanation of the sewing tools Identifying the simple sewing tools.	Communication and collaboration Critical thinking and problem solving. Creativity and imagination Leadership and personal development.	Chart Real objects: sewing machine, scissor, thread, needles, tracing wheel, measuring tape etc. Website www.thesprucecraft.com
10.	PVS (Agriculture) Rearing of animals NOTE	By the end of the lesson, pupils should be able to: 1) identify different types of domestic animals like sheep, goat, cattle, pig	1. Pupils, as a class, are guided to identify and name animals that can be reared from the charts provided.	1) Communication and Collaboration 2) Critical thinking and Problem solving 3) Citizenship	Charts, video links. Web link: https://www.ilencyclopaedia.com/contents/part-x-96841/lives

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	A poultry farm should be created in the school.	etc., 2) justify reasons for rearing domestic animals, carryout the activities of caring for chicken.	2. Small groups discussion on the reasons for rearing animals. 3. 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%20rearing%20operations%20are%20mainly,skins%2C%20draught%20power%20and%20wool. https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.britannica.com/topic/livestock-farming&ved=2ahUKEwiMk8Ka5MztAhUR4OAKHZIFCYwQFjAcegQIKRAB&usg=AOvVaw1OB-U1HWNCO_AIN-65KMEf https://byjus.com/biology/animal-husbandry-food-animals/ VIDEO LINK https://youtu.be/bw6jy49WCik https://youtu.be/1CBfORVzpnU
	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 Yarn, knitting pins, baby sweaters etc. Website www.thesprucecraft.com
1	REVISION				
2	EXAMINATION				