

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

| EKS TOPICS | | LEARNING OBJECTIVES | and the second | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|---|---------------------------|--|---|--|---|
| PVS (Agric Review of the schemes of | rst term | By the end of the lesson, pupils should be able to: recall previous topics taught in first term. | Pupils carticipate 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 (HOM ECONOMI Resumption 1 And Revision of la term's work meaning and termity | ICS) Irst Ist | 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. | pupils as a class sing rhymes on family, pupils in small groups discuss family types. | Communication and Collaboration. creativity and imagination. | device to play a song. family pictures. |
| | sulture E s | An | Whole class discussion on the meaning of weed. Pupils, as a class, visit the school farm and remove weeds found in there. Pupils, in small groups, create a weed album stating the common names and submit at the next lesson. | Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination. | Samples of weeds, charts etc. Web link: https://www.bnnica.com/plant/wee ita https://www.poogle.com/un?sa=til ource=web&rct=j&un!=https://www ardeningknowhow.com/plants- problems/weeds/what-iss-a- weed.htm&ved=2/ahUKEwinr Get AhUUoVwKH08A- MOF/AGegO/B&AF&usg=ADvV/as h48doSR0A/CSgLKRjDhD https://www.google.com/un?sa=til ource=web&rct=j&un!=https://www pring-green.com/blog-plant- characteristics- weeds/&vet=2/ahUKEwinr_GwB hUUoVwKH08A- MOF/AGegO/InAB&us==MA/as zGetUkX/CSSNGh https://poutu.be/SXXA-11WIAAE https://youtu.be/Wida7u&maaKA https://youtu.be/Wida7u&maaKA |
| PVS (HOME ECONOMICS) Family values and family cycle | d fai giv fai co | the end of the lesson, pupils puld be able to: plain the meaning of mily values; ve examples of mily values; mpare and contrast e 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. | sketch note/ flash cards on core family values. . family pictures . . <u>www.wikihow.com>family</u> |

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| 3 PVS (Agriculture) Effects of weeds to tamees should be able to 1) identify the effect of weeds on crops and starmes, weeds on crops and decass what they learnt. Critical thinking and problem solving 2 suggest possible solutions to the problems. 2 Pupils, in small groups, decass possible solutions to the effect of weeds on crops. Critical thinking and personal development PVS (HOME ECONOMICS) By the end of the lesson, pupils should be able to: pupils as a class discuss the meaning of resources and family resources examine personal resources and personal belongings. Communication and collaboration. Communication and collaboration. PVS (Agricutture) Control of weeds By the end of the lesson, pupils should be able to: pupils as a class discuss the meaning of resources and personal resources and personal resources and personal control of weeds Communication and collaboration. PVS (Agricutture) Control of weeds By the end of the lesson, pupils should be able to: pupils as an individual enumerates personal resources and persona | Pictures of farmland attacked by weeds and farmland not attacked weeds. Web links: |
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| | ps://www.agric.wa.gov.auigrains- |
| | earch-development/crop-weeks |
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| PVS (HOME By the end of the lesson quality | DECT LINK |
| pupils as a class discuss . communication and | DEO LINK ps://youtu.be/n_LIDOubad0 |

UNIFIED SCHEMES OF WORK FOR PRIMARY 4-6



| | S TOPICS ECONOMICS) | LEARNING OBJECTIVES | | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|---------|---|---|---|---|--|
| WEEK | Cleaning agents for cooking tools and equipment | equipment; classify cleaning agents for cleaning cooking tools and equipment; produce a cleaning agent for cleaning cooking equipment and tools. | the meaning of cleaning 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. | collaboration, , critical thinking and problem solving. , creativity and imagination | samples of cooking tools and equipment/ images. samples of cleaning agents for cleaning cooking tools and equipment. <u>www.pinterest.com</u> |
| 5. | PVS (Agricultur Benefits of weeds: animal feed, production of drugs, food to man. | By 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. |
| | 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: <u>https://californiaagtoday.com/pests-</u> <u>diseases-cause-worldwide-damage-</u> <u>crops/</u> <u>https://www.agricultau/pests</u> <u>-diseases-weeds/plant</u> <u>https://smfarm.cfans.umn.edu/pests</u> <u>and-diseases</u> |
| acon fi | | Colaboritor Orneal Hindorg era Proteine scheing Groowing and Imagination | rearing and hyper of decorptivel embraday stack of Pupils in groups diagons amportance of deconstrie stitches Bapter as an indiadous decorptivel anagosidem stacker decorptivel anagosidem stacker | in the set of the set | https://www.google.com/url?sa=t&s ource=web&rct=j&url=https://en.m.w ikipedia.org/wiki/Pest_(organism)&v ed=2ahUKEwiNja- kkd3tAhUVqXEKHQnEA_cQFjAMe gQIHBAB&usg=AOvVaw24ohW8qb Nbaxe7ggwKz2Bg VIDEO LINK https://you_tu.be/0D-itYWKX1 |

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| /EEKS | TOPICS | LEARNING OBJECTIVES 1 | EARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING |
|-------|---|---|--|---|---|
| | PVS (HOME ECONOMICS) Care of cooking tools and equipment Mid-term Test and Break PVS (Agriculture Classification of insect pests: piercing and sucking insect pest | LEARNING OBJECTIVES L 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 be by the end of the lesson, pupils should be able to: 1) classify insect pest according to their mouth parts; 2) outline examples of | 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. 1. Pupils, as a class, discuss the various groups of crop pests according to their mouth parts. 2. Pupils, in small groups, discuss the importance of | Problem solving. Leadership and Personal development. Communication and Collaboration. s Collaboration Critical thinking and Problem solving Leadership and personal | LEARNING RESOURCES https://youtu.be/v2NK/KBR01 images/ real samples of oxists toolsfand equipment images/ samples of facilities for equipment. www.pinterest.com Charts, video clips etc. Web link: https://www.len.com.ngicstoostal and-their-Economic-importate https://kofastudy.com/ |
| | PVS (HOME ECONOMICS) | 2) outline examples of insects in each group; 3) justify the reason for classification By the end of the lesson, pupils should be able to: | classification and share with the class. Pupils, in the same groups, create an album of pests and submit at th next lesson. Pupils as a class discuss meaning and types of | development Creativity and Imagination ne SS Communication and Collaboration. | https://kofastudy.com/courses/st. agricultural-science-ord_ term/lessons/classification-drived pests-week-3/topic/classification-drived insect-pests-based-on-montheasts https://kww.biologydiscussion.com/ nvertebrate-zoology/insects/month- parts-in-insects-with-diagram/2018 |
| | Basic stitches | highlight types of | permanent stitches. Pupils in small groups | Leadership and Personal of development. | . samples of articles with permanent stitches. |
| | (Permanent stitches) | permanent stitches; state the importance of permanent stitches; create an album of permanent stitches. | Pupils as an individual creates an album of permanent stitches. | Critical thinking an | . Pieces of fabrics . sewing kit. <u>www.weallsew.com> basic stickes</u> |
| 9. | PVS (Agriculture) Damages caused by pests | 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. | school farm and collect samples of crops damaged by pests. 2. Pupils, as a class, disc the damages caused b pests and share with t class. 3. Pupils, in small group discuss solutions to preventing pest dama to crops and a leader present it to the class | cuss by the cuss by the cuss by the cuss by personal development Creativity and lmagination creativity and lmagination | or objects, charts etc. |
| | PVS (HOME ECONOMICS) Basic stitches (Decorative/ embroidery stitches) | By the end of the lesson, pupil should be able to: list types of decorative/ embroidery stitches; discuss importance of decorative/ embroidery stitches; make an album of decorative stitches. | ils Pupils as a class discuss meaning and types of decorative/ embroidery stit Pupils in groups discuss importance of decorative stitches. Pupils as an individual create an album of decorative/ embroidery sti | Problem solving Creativity and Imagination. | and . samples of articles with decora |
| 10. | PVS (Agriculton Control of insect pests; use of | should be able to: 1) outline the various methods of controlling | short video on differ methods of pest cor | rent Collaboration ntrol Critical thinkin | ng and Web links: |



| | TODICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|----|---|--|---|---|--|
| | pesticides, setting traps, use of biological enemies of pests. | 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/urt7sa=f&s ource=web8rct=j&urt=https://www.c anna= uk.com/how_control_pests_and_dis eases_biological_vs_chemical&ved =2ahUKEwIJ9KGR13UAWartwKHEB 3Bh00FjAOegOIBRAB&usg=AOV aw10bV8gOga=WZLnvms8kfKx https://www.google.com/urt7sa=t&s ource=web&rct=j&urt=https://www.sl ideshare.net/mobile/archana77112/p |
| | | | | | estcontrol- 395477798ved=žahUKEwiMq628it3 IAhVFolwKHRT9DFUQFjAAegQIFB AC&usg=AOvVaw3K3mkinlGaUVT4 zn874Rvs https://www.google.com/ut7sa=t&s ource=web&rct=i&urt=https://en.m.w ikipedia.org/wiki/Pest_control&ved= ZahUKEwiMq528it3tAhVFolwKHRT 9DFUQFjAFeqQIBhAE&usg=AOvV aw2LT-K3cigXi3qGInkibzDy |
| | PVS (HOME ECONOMICS) Sewing processes (production of an article) e. g an apron table cover, knitted/ crocheted belt, arm rest, headrest etc | By the end of the lesson, pupils should be able to: discuss the processes in sewing list the equipment for sewing; create an article using a sewing process. | | communication and collaboration. leadership and personal development. critical thinking and problem solving. creativity and imagination. | <u>awzt P Kacqxxqcdinady</u> sewing fools and equipment. pieces of fabrics. knitting and crocheting tools an equipment. samples of different designed articles. <u>www.weallsew.com.>knitting</u> |
| 1. | Revision | Landens Interes | | | |

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