



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

PRIMARY FIVE THIRD TERM

| WEEKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|-------|---|---|---|--|--|
| 1 | 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 ECONOMICS) Resumption test And Revision of last term's work: family values | By the end of the lesson, pupils should be able to: enumerate family values; state the importance of family values to the family members and society. | Pupils as a class discuss the meaning of family values. Pupils in groups discuss the importance of family values. | Communication and Collaboration. Leadership and Personal development. | . flashcards of core family values. . family pictures. . www.wikihow.com family |
| 2. | PVS (Agriculture) Rearing of farm animals | 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 choice. | 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 farm, | 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/Livestock https://en.wikipedia.org/wiki/Livestock#Types https://www.britannica.com/topic/livestock-farming |
| | PVS (HOME ECONOMICS) Uses of personal and family resources. | By the end of the lesson, pupils should be able to: list personal and family resources; state the use of personal and family resources; discuss the importance of personal and family resources. | .pupils as a class give examples of personal and family resources. . pupils in groups discuss the use of personal and family resources. . pupils in small groups discuss the importance of personal and family resources. | . communication and collaboration. . leadership and personal development. . critical thinking and problem solving. | https://invoice.ng/blog/poultry-farming-in-nigeria/ https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.biodyne-world.com/ag_animal.php&ved=2ahUKEwiQ09mVmN3tAhUymVwKHw8CCxMQFjADegQIlhAE&usq=AOVWaw38nYozNpEMlwMxFc5 WPC VIDEO LINK https://youtu.be/LIGHueBVVg https://youtu.be/1CBfORVzpnU |
| 3. | PVS (Agriculture) Procedures for rearing farm animals | By the end of the lesson, pupils should be able to: 1) itemize the steps involved in raising farm animals; | 1. Whole discussion on procedures for rearing farm animals. 2. Pupils, as a class, list the tools for raising farm | Communication and Collaboration Critical thinking and Problem solving Leadership and | Charts, fishing nets, hook and line etc. Web links: https://en.wikipedia.org/wiki/Livestock |

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| | | 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/how-to-raise-livestock-farm-animals/ https://www.google.com/url?sa=t&source=web&rct=j&url=https://classbase.com/2019/01/03/how-to-raise-livestock-and-procedures-for-rearing-farm-animals-like-cattle-sheep-and-plus-primary-5/&ved=2ahUKEwU15bPmN3IAHUKQkLAHT-RCMLQFJABeqQIAhAF&usq=AGvYaW0UVMniM5J2pH4d6553oCR4 VIDEO LINK https://youtu.be/UqqwATbDuEo https://youtu.be/B52zxDEAR-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 |
| | | care for personal belongings. | belongings e.g (washing of their socks and polishing of their shoes) | | |
| 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_farming#:~:text=Poultry%20farming%20is%20the%20form,meat%20or%20eggs%20for%20food.&text=In%20the%20United%20States%2C%20the,an d%20Drug%20Administration%20(FDA) https://www.agriculture.com/livestock/poultry/when-and-how-to-start-a-poultry-farm https://www.google.com/amp/s/krishijagran.com/agripedia/benefits-latest-method-marketing-of-poultry-farming-business-read-unknown-facts-proper-care-of-chicken-farm/%3famp=1 VIDEO LINK https://youtu.be/GToWzbnPTzs https://youtu.be/uE7OEki003A https://youtu.be/lzW2n2N085Q |
| | PVS (HOME ECONOMICS) Food safety | By the end of the lesson, pupils should be able to: discuss the meaning of food safety; justify the importance | Pupils as a class discuss the meaning of food safety. Pupils in groups discuss the importance of food safety. | . communication and collaboration. . leadership and personal development. . critical thinking and problem | . samples of food storage devices like plastic containers, cellophane, refrigerator, freezer. . images of food storage devices. |

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| | | of food safety; write food safety rules. | pupils as individuals outline food safety rules. | solving. | www.reachgate.net> food safety |
| 5. | PVS (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. | 1. Whole class discussion on tools for managing farm animals. 2. Pupils, as a class discuss the best type of approach for managing farm animals. 3. Pupils, in small groups, plan a routine check on farm animals, feed and care for the animals, ensure that the animal's environment is kept clean and safety of the animals. | Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship | Farm records, shovel, rake, broom etc. Web link: https://en.wikipedia.org/wiki/Poultry_farming#:~:text=Poultry%20farming%20is%20the%20form,meat%20or%20eggs%20for%20food.&text=In%20the%20United%20States%2C%20the,an d%20Drug%20Administration%20(FDA). https://www.acs.edu.au/info/agriculture/sustainable-agriculture/managing-livestock.aspx https://vikaspedia.in/agriculture/livestock/cattle-buffalo/common-management-practices https://www.google.com/url?sa=t&source=web&rct=j&url=https://m.farms.com/livestock-management/&ved=2ahUKEwifj8/InN3tAhVCUcAKHcw7AbMCFADegQIBRAE&usq=AOvVaw2CyOAIyU7OfwslGCpAqzE2 |
| | PVS (HOME ECONOMICS) Food | 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 in raw food item | investigate types of food contamination. Pupils as an individual relate types of food contamination with food contaminants. | 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 | By the end of the lesson, 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 | 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/management-systems-livestock-farming/ https://www.livestocking.net/livestock-farming-overview |
| | PVS (HOME 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. food_safety>article">www.eufic.org>food_safety>article recipe">www.foodnetwork.com >recipe |
| 7. | Mid Term Test/Break | | | | |
| 8. | 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 | 1. Whole class discussion on the meaning of pest and parasite. 2. 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 plastic etc. Web link: https://www.mla.com.au/research-and-development/animal-health- |

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| | | 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). | Creativity and Imagination. | welfare-and-biosecurity/parasites/#:~:text=Parasites%20that%20infest%20cattle%2C%20sheep,they%20can%20also%20infect%20humans. https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.mla.com.au/research-and-development/animal-health-welfare-and-biosecurity/parasites/%23:~:text%3DThe%2520five%2520parasites%2520highlighted%2520were.%252C%2520ticks%252C%2520lice%2520and%2520mites.&ved=2ahUKEwiKq76nnd3tAhVFiFwKHQSRBJAQFjABegQIAhAE&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. cooking">www.studential.com>cooking cook">www.thedailymeal.com>cook |
| 9. | PVS (Agriculture) Common diseases of farm animals | By the end of the lesson, pupils should be able to: 1) define diseases of farm animals; 2) identify the causes of diseases of farm animals; 3) outline some examples of farm animal diseases. | 1. Whole class discussion on various farm animal diseases. 2. Pupils, as a class, discuss the cause of farm animal diseases. 3. 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). | Communication and 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/healthypets/pets/farm-animals.html https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.cdc.gov/healthypets/pets/farm-animals.html&ved=2ahUKEwi2z9qJnt3tAhWEQEEAHE8AzsQFjACegQIAhAE&usq=AOvVaw2UTIAueNT_AYIz_dYEDIFhM https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.daf.qld.gov.au/business-priorities/biosecurity/animal-biosecurity-welfare/animal-health-pests-diseases/a-z-list-of-significant-animal-pests-and-diseases&ved=2ahUKEwi2z9qJnt3tAhWEQEEAHE8AzsQFjAEegQIIBAE&usq=AOvVaw2HqekHINEjt2HNxbULfLH 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. -3-types-cook">www.blog.ciachef.edu>-3-types-cook |

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| | | cooking; choose a suitable method of cooking for a particular food. | | | allnigerianfoods.com>nigerian-dishes |
| 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. | 1. Whole class visit the school farm, inspect diseased animals and separate them from healthy animals. 2. Pupils, in small groups discuss the modes of transmission of farm animal diseases from their observation. 3. Pupils, in the same groups, suggest possible solution to preventing farm animal diseases. 4. Pupils, as a class, adopt various methods of control from time to time. | Communication and 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/healthypets/pets/farm-animals.html https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.cdc.gov/healthypets/pets/farm-animals.html&ved=2ahUKEw2z9qJnt3tAhWEQEEAHTe8AzsQFjAEqQIAhAE&usq=AOvVaw2UTIAu8NT_AYz_dYEDiFhM https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.daf.d.gov.au/business-priorities/biosecurity/animal-biosecurity-welfare/animal-health-pests-diseases/a-z-list-of-significant-animal-pests-and-diseases&ved=2ahUKEw2z9qJnt3tAhWEQEEAHTe8AzsQFjAEqQIBAE&usq=AOvVaw2HqekHINEj2HNxbULfLH https://langleyanimalclinic.ca/common-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. | Communication and Collaboration. Critical thinking and Problem solving. Leadership and Personal development. Digital literacy Creativity and Imagination. | . food items needed. . cooking tools and equipment. www.mynigerianfood.com allnigerianfoods.com>Nigerian dishes cooking methods">www.thedailymeal.com>cooking methods |
| 11. | Revision | | | | |
| 12. | 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,