



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

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
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.
	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.	1. Pupils, as a class, brainstorm the meaning of preservation. 2. 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.php/FSQM/article/viewFile/12881/13224#:~:text=These%20include%3A%20drying%2C%20smoking%2C,oldest%20methods%20of%20food%20preservation.
	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 the home.	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.apartmenttherapy.com ; www.tidy.com ; www.foodsafety.ca .
3.	PVS (Agriculture) Methods of preserving farm produce; sun drying, smoking and slating, frying, refrigeration	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 preservation.	1. Whole class discussion on different methods of preservation. 2. Pupils in small groups, discuss each methods and determine the best type of preservative method. 3. Individual pupils, preserve any food item of their choice and present to school at the next lesson.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Charts, fish, meat, beans, pepper, etc. Web link: https://www.iiste.org/Journals/index.php/FSQM/article/viewFile/12881/13224#:~:text=People%20have%20various%20methods%20by,reasonable%20level%20to%20avoid%20spoilage.
	PVS (HOME ECONOMICS) How to make	By the end of the lesson, pupils should be able to: Explain what detergents are	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.foreveryasasaphorademy.com/borsoap-making .

WEEKS	TOPICS	LEARNING OBJECTIVES	ACTIVITIES	DEVELOPMENT	RESOURCES
4	<p>detergents.</p> <p>PVS (Agriculture)</p> <p>Factors that may hinder preservation</p>	<p>Describe the process of making detergents</p> <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> 1) outline various reasons for preserving farm produce; 2) evaluate the factors that may hinder the preservation of farm produce; 3) proffer solution on how to avoid the factors. 	<p>Demonstration of how to make detergents;</p> <ol style="list-style-type: none"> 1. Whole class brainstorm on the importance of preservation. 2. Pupils, as a class, discuss the factors that may hinder preservation and share with the class. 3. Pupils, in small groups, provide solution to the problem discussed above. 	<p>Communication and Collaboration</p> <p>Critical thinking and Problem solving</p> <p>Leadership and personal development</p> <p>Creativity and Imagination</p>	<p>www.dow.com</p> <p>Charts, video clips etc.</p> <p>Web link: https://passnownow.com/jas2-agricultural-science-third-term-preservation-farm-produce-marketing/#:~:text=The%20needs%20of%20preservation%20of%20a%20consumed%20or%20sold https://extension.usu.edu/news_section/home_family_and_food/foodpreservation/ https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.highspeedtraining.co.uk/hub/food-preservation-methods/&ved=2ahUKEwJhs-in93tAhUTsXEKHadiB3cQFjAhqGALRAE&usq=AQWawf9C8kaZfQ_MtXOidUMRh https://www.preservearticles.com/articles/what-is-the-importance-of-food-preservation/5187</p>
	<p>PVS (HOME ECONOMICS)</p> <p>Meaning of meal planning and importance for</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>Explain the meaning of meal planning;</p> <p>Explain reasons why we</p>	<p>Whole class discussion leading to the meaning of meal planning;</p> <p>Class as a whole explain Factors that influence meal planning;</p>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Leadership and personal development</p>	<p>Charts showing food groups.</p> <p>Google search: www.nhibi.nih.gov Chart of standard one-day meal</p>
	<p>healthy eating</p>	<p>eat for healthy living;</p> <p>Identify the six classes of food.</p> <p>Discuss the importance and guidelines for healthy eating;</p> <p>State factors influencing meal planning;</p>	<p>Pupils as individuals identify the six food classes:</p> <p>Pupils as individuals discuss the importance of meal planning.</p> <p>Think pair share on factors influencing meal planning;</p> <p>Small group discussion in identifying the right foods of the three meals of the day;</p> <p>Pupils as individual plan a simple breakfast, lunch supper/dinner.</p>		
5.	<p>PVS (Agriculture)</p> <p>Preservation of grains and cereal crops; maize, millet, rice, guinea corn, wheat etc.</p>	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> 1) identify grains and cereal crops 2) discuss the methods of preserving grains and cereal crops. 3) Carryout the activities of preserving cereal crops. 	<ol style="list-style-type: none"> 1. Pupils, as a class, name the different types of cereal crops provided by the teacher tell what they know about the crops. 2. Whole class discussion on how to preserve grain and cereals. 3. Pupils, in small groups, demonstrate how to preserve cereal crops. 	<p>Communication and Collaboration</p> <p>Critical thinking and Problem solving</p> <p>Leadership and personal development</p> <p>Creativity and Imagination</p>	<p>Real objects, charts etc.</p> <p>Web link: https://www.iiste.org/Journals/index.php/FSQM/article/viewFile/12881/13224#:~:text=People%20have%20various%20methods%20by,reasonable%20level%20to%20avoid%20spoilage https://hgic.clemson.edu/factsheets/protecting-storing-cereals-grains/</p>
	<p>PVS (HOME ECONOMICS)</p> <p>Three major meals of the day and factors to be considered in planning meals.</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>Mention factors to be considered in planning meals;</p> <p>Identify the three major meals of the day-breakfast, lunch, supper/dinner;</p> <p>State the right foods for the</p>	<p>Whole class discussion on factors to be considered;</p> <p>Small group discussion in identifying the three major meals;</p> <p>Pupils as individuals plan a simple meal of the day (breakfast, lunch, supper/dinner);</p>	<p>Communication and collaboration.</p> <p>Critical thinking and problem solving.</p> <p>Leadership and personal development.</p>	<p>Charts on food classes.</p> <p>Menu card.</p> <p>Google: www.verywellfit.com</p>

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		three meals of the day.	Small group activity in planning menu card.		
6.	PVS (Agriculture) Preservation of roots and tuber crops; carrot, cassava, yam, Irish potato, cocoyam, sweet potato etc.	By the end of the lesson, pupils should be able to: 1) identify tuber crops; 2) describe how to preserve tuber crops; 3) cultivate tuber crops.	1. Pupils, as a class, discuss the shape of tuber crops from the charts provided by the teacher. 2. Small groups activities on the preservation of tuber crops. 3. Pupils, as a class visit the school farm and plant different types of tuber crops.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination Citizenship	Web link: https://www.iiste.org/Journals/index.php/FSQM/article/viewFile/12881/13224#:~:text=People%20have%20various%20methods%20by,reasonable%20level%20to%20avoid%20spoilage. https://www.google.com/url?sa=t&source=web&rct=j&url=http://www.fao.org/3/X5415E/x5415e03.htm&ved=2ahUKEwiDw4Wfr971AhUQCWMBHYqeCSgQFjAKegQICxAC&usq=AOvVaw3wpi98jtZiDbmMAu0-sbt https://www.google.com/url?sa=t&source=web&rct=j&url=http://www.fao.org/3/X5415E/x5415e04.htm&ved=2ahUKEwiDw4Wfr971AhUQCWMBHYqeCSgQFjALegQICxAH&usq=AOvVaw0-OmF0pGG6KIGTfbL9-KhP VIDEO LINK https://youtu.be/0w404FmJr94 https://youtu.be/ti7NbhCjhsM https://youtu.be/0C4CM8Bfrhg
	PVS (HOME ECONOMICS) Effects of wrong meal planning and eating habits.	By the end of the lesson, pupils should be able to: Mention factors influencing meal planning;	Whole class discussion. Small group discussion. Pupils as individuals list the effects of wrong meal planning and eating habits.	Communication and collaboration. Critical thinking and problem solving.	Google search: www.sahealth.sa.gov.au >connect www.eufic.org >article>the deter
		State factors influencing meal planning; Identify effects of wrong meal planning; List the effects of wrong meal planning and eating habits Plan a single breakfast, lunch and supper/dinner; Write a menu card.			
7	Mid Term Test/Break				
8.	PVS (Agriculture) Preservation of fruits; orange, banana, tomatoes, pawpaw, pineapple, mango, cucumber etc.	By the end of the lesson, pupils should be able to: 1) identify vegetable fruits; 2) preserve different types of fruits; 3) produce different types of fruit juice;	1. Whole class discussion on different types of fruit. 2. Whole class activities on fruit preservation. 3. Pupils, in small groups, any make fruit juice from fruits bought from the market.	Communication and Collaboration Critical thinking and Problem solving Leadership and personal development Creativity and Imagination	Web link: https://www.iiste.org/Journals/index.php/FSQM/article/viewFile/12881/13224#:~:text=People%20have%20various%20methods%20by,reasonable%20level%20to%20avoid%20spoilage. https://www.google.com/url?sa=t&source=web&rct=j&url=https://learningenqlish.voanews.com/amp/common-ways-to-preserve-food-/5076159.html&ved=2ahUKEwjAnLnasN7IAhVB8BQKHZXXCykQFjANegQIEhAF&usq=AOvVaw0PXUALs6KBh6iPLZ9QlpY5&ampcf=1 https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.quickenloans.com/blog/7-ways-preserve-summer-fruits-veggies-winter&ved=2ahUKEwjAnLnasN7IAhVB8BQKHZXXCykQFjAQegQICBAE&usq=AOvVaw1IQGVSWmP1Va6up

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					<p>HYfNAoa</p> <p>https://www.canopyhealth.com/en/members/articles/five-nutritious-ways-to-preserve-summer-vegetables-and-fruits.html</p> <p>VIDEO LINK</p> <p>https://youtu.be/Dkml3Hw2qU</p> <p>https://youtu.be/vqvWCKp8WNU</p> <p>https://youtu.be/UONKGSminSS0</p>
	<p>PVS (HOME ECONOMICS)</p> <p>Stitches: (Temporary and permanent)</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>Explain types of stitches</p> <p>Classify stitches into two groups or types.</p>	<p>Whole class discussion\</p> <p>Show practical examples on types of stitch;</p> <p>Give examples of temporary stitches;</p> <p>Demonstrate some permanent stitches;</p> <p>Small group activities on the types of stitch.</p>	<p>Communication and collaboration</p> <p>Creativity and imagination</p> <p>Leadership and personal development.</p>	<p>Real object</p> <p>Pieces of fabrics for making clothes</p> <p>Sewing tools e.g. needles, pins, tapes</p> <p>An album showing stages of making temporary, permanent and decorative stitches</p> <p>Google search: www.papem.com</p> <p>www.happyfamilyart.com</p> <p>www.wikihow.com</p> <p>perm">www.brainkart.com/article>perm</p> <p>Charts showing stages of making stitches</p>
9.	<p>PVS (Agriculture)</p> <p>Preservation of oil crops; soya bean, oil palm, groundnut, melon, coconut</p>	<p>By the end of this lesson, pupils should be able to;</p> <ol style="list-style-type: none"> 1) identify oil crops; 2) describe the preservation of oil crops; 3) produce oil from oil crops. 	<ol style="list-style-type: none"> 1. Whole class inspect oil crops presented to the class and share their taught on it. 2. Pupils, as a class watch a short video on oil crops preservation and share with the class 3. Pupils, in small groups, produce oil from any oil crop of their choice (Group assignment). 	<p>Communication and Collaboration</p> <p>Critical thinking and Problem solving</p> <p>Leadership and personal development</p> <p>Creativity and Imagination</p>	<p>Web link:</p> <p>https://www.iiste.org/Journals/index.php/FSQM/article/viewFile/12881/13224#:~:text=People%20have%20various%20methods%20by,reasonable%20level%20to%20avoid%20spillage.</p> <p>https://www.etipbioenergy.eu/value-chains/feedstocks/agriculture/oil-crops</p> <p>https://extension.okstate.edu/fact-sheets/oil-and-oilseed-processing-i.html</p>
	<p>PVS (HOME ECONOMICS)</p> <p>Types and uses of stitches.</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>Mention the general uses of stitches</p> <p>Describe the steps in making both temporary and permanent stitches</p> <p>Produce articles using the different types of stitches</p>	<p>Pupil as individual should make an Apron using temporary, permanent and decorative stitches</p>		
10.	<p>PVS (Agriculture)</p> <p>Preservation of vegetable; onion, okra, spinach, water leaf, lettuce</p>	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> 1) identify vegetable crops; 2) describe the preservation of vegetable crops; 3) preserve some vegetable crops. 	<ol style="list-style-type: none"> 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. 	<p>Communication and Collaboration</p> <p>Critical thinking and Problem solving</p> <p>Leadership and personal development</p> <p>Creativity and Imagination</p>	<p>Preservatives, crops etc.</p> <p>Web link:</p> <p>https://www.iiste.org/Journals/index.php/FSQM/article/viewFile/12881/13224#:~:text=People%20have%20various%20methods%20by,reasonable%20level%20to%20avoid%20spillage.</p> <p>https://www.google.com/url?sa=i&source=web&rct=j&url=http://www.fao.org/3/T0073E/T0073E06.htm&ved=2ahUKEwiw2f23st7tAhVB8hQK-TDXSHkQFjAKeqQIEhAB&usq=AOvVawQzV'sper00qb6ptE9da_S&cschid=1608630335314</p>

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					https://www.gardeningknowhow.com/edible/vegetables/vgen/preserving-vegetables.htm VIDEO LINK https://youtu.be/F1NzA7jC9Cg
	PVS (HOME ECONOMICS) Introduction to clothing construction process (Seam)	By the end of the lesson, pupils should be able to: Describe seam Mention types of seam Describe the steps for making seams	Whole class discussion on 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 informationHub">www.coats.com>informationHub www.thecreativecurator.com wiki-seam">en.m.wikipedia.org>wiki-seam Seams control: Google: articles>7">www.masterclass.com>articles>7 article>">www.sciencedirect.com>article>
11.	Revision				
12.	Examination				