

# LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION

**MATHEMATICS** 

PRIMARY 1 - 3

CLASSBASIC.COM



# UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

(DRIMARY 1-3)

PRINTED 2021

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BASIC SCIENCE AND TECHNOLOGY (BST)
PRIMARY 1 (BASIC 1)



# LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS PRIMARY 1 BASIC SCIENCE AND TECHNOLOGY FIRST TERM Primary 1 Term 1

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1 BST(BASIC SCIENCE)		By the end of the lesson, pupils should be able to:  i. Explain living things as things that have can breathe, eat, move, reproduce etc.;  ii. analyse examples of living things;  iii. Identify living things in the school environment.	Pupil s, demonstrate what they can do e.g. breathe, eat, move etc. because they have life.  Individual pupil, identify themselves as living things.  Pupils compare themselves with an object in other to get examples of living things.  Pupils in small groups, move around the school to identify living things.	3/4 Critical thinking and problem solving. 3/4 Communication and collaboration 3/4 Leadership and personal development	Audio – visual resources: Plant, dull, insects e.t.c Charts to show living things in the school environment. Web resources: https://youtu.be/p51Fipt 2 kQ
1-2 BST (IT)	Basic computer operations  X What is a computer  X Uses of a computer in the society	Define a computer Outline the uses of the computer in various aspect of the society	Pupil as a class, discuss the meaning of computer. Pupils in groups, justify the benefits of computer in various careers.	-Collaboration and communication, -Critical thinkingLeadership and personal development.	https://youtu.be/Cu3RSi t4cQs
1 BST (PHE)	Movement  Moving our body parts	By the end of the lesson, pupils should be able to  * Demonstrates the correct pattern in movement e.g leaping, hopping, running, stepping etc.	* Pupils in pairs, demonstrate simple movement e.g leaping, running, sleeping * Pupils in small groups, perform corrrect patterns in manipulative movement	i. Creativity and imagination ii. Communication and collaboration iii. Student Leadership	i) https://youtu.be/fF9qrV71 8tk ii) https://youtu.be/ka7RLyQ
		* Perform Basic manipulative movement e.g catching of objects, throwing of objects, striking of objects * Identify the safety rules in walking, kicking, pushing, jogging etc	e.g throwing of balls, catching  * selected pupils, role play to identify the safety rules in walking, kicking, pushing and jogging etc.	and personal development iv. Digital literacy	eTo  iii) https://youtu.be/4zxmyRv FZNQ Audio-Visual Materials i) Playing ground ii) Balls iii) Charts iv) Whistle (v) Chants
2 BST(BASIC SCIENCE)	LIVING THINGS II	By the end of the lesson, pupils should be able to:  i. explain things that are living things; ii. mention living things at home. iii. evaluate characteristics of living things at home	Each pupil ,identify and mention things that are living things around them.  Pupils , mention living things at home.  Pupils, describe what living things at home can do.	<ul> <li>¼ Leadership and personal development</li> <li>¼ Communication and collaboration</li> <li>¼ Leadership personal development</li> </ul>	Audio-visual resources: Animals, e.g. dog, goat, insects, plants, man e.t.c. Charts on living things at home. Web resources: https://youtu.be/tYa3m_SXoAk?list=TLPQMTAWO_TIWMjCEumwWPiOy3g
2 BST (PHE)	Moving our body part	By the end of the lesson, pupils should be able to; Describe the correct patterns of movement e.g leaping, hopping, running, stepping etc. Demonstrate different patterns in movement leaping, walking.	i) Pupils in a pairs, describe the correct patterns of movement e.g. leaping, hopping, running, stepping etc. ii) Pupils in small groups demonstrate correct patterns in movement e.g. leaping, walking, running, stepping etc. iii) Pupils in small groups, state	i. Creativity and imagination ii. Critical thinking and problem solving iii. Citizenship	https://youtu.be/ti <sup>9</sup> qtV?! 8tk https://youtu.be/ka?RIyQ eTo Audio Visual Materials i) Playing ground

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
4		running, stepping etc.	the hadran	SKILLS	2.4903 - 20.
<u>Januar Ex</u>	To how and	* State the basic patterns in movement	the basic patterns in movement	-Digital Literacy	ii) Balls iii) Charts iv) Whistle
3 BST(BASIC SCIENCE)	NON-LIVING THINGS:  x Meaning of non-living things x Non-living things in the classroom x Non-living things at home.	By the end of the lesson,, pupils should be able to:  i)describe non-living things as things that have no life: they do not breathe, move, eat, or reproduce;  ii)mention examples of non-living things in the school;  iii)identify non-living things at home;	Pupils, in pairs, identify non - living objects around them and explain why.  Each pupil, lists non-living things in the classroom.  Each pupil, mentions non-living things at home.	-Critical thinking and problem solving -Communication and collaboration	Audio – visual resources:  Stone, pencil, table, broom, bed, plate e.t.c.  Chart on non-living things in the school and at home.  Web resources:  https://youtn.be/xvCpZu SNwTY?list=TLPQMTAwO TIwMiCEumwWPiOy3g
		iv) analyze the reasons that the non –living things at home and in the school cannot breathe, eat, reproduce or move.			
3-4 BST (IT)	Part of a computer  x Description of the parts of a computer	Recognize and name the various parts of a computer.	Pupils, in pairs, perform pictorial matching on the various part of a computer. Further learning activities (Learning activity web link).	-Critical thinking -Collaboration and communication, -Personal development.	https://youtu.be/mlgTnk w558w
3 BST (PHE)	Movement (Throwing)	By the end of the lesson, pupils should be able to  i) Demonstrate the throwing of an objects correctly  ii) Identify the safety rules of	i) Pupils in a pairs, demonstrate the throwing of an objects e.g. soft ball ii) Pupils in groups, discuss safety rules in throwing and kicking of an objects	Critical thinking and problem Solving  i) Leadership and personal development  ii) Communication and collaboration	i) https://youtu.be/0 RGP8\square mNoo  ii) https://youtu.be/ 401vp\square 0Z1  iii)
The state of the s		throwing and kicking of objects e.g. balls		iii) Citizenship	https://youtu.be/T3kvqbi hc8 Audio Visual i) Balls ii) Playing ground iii) Whistle iv) Stop watch
4 BST (Basic Science)	Energy I:  Meaning and Uses of energy	By the end of the lesson,, pupils should be able to:  i) explain The Meaning Of Energy ii) list things energy can be used for iii)describe types of energy	Each pupil, perform simple activities e.g. running, lifting an object etc. to show that they have energy (capability to do work)  Pupils in small groups, brain storm and mention what tasks they need energy for  Pupils as a class, watch video clip on types of energy.  Pupils in small groups, discuss and share what kinds of energy they need for the tasks mentioned above	Critical thinking & problem solving  Communication and collaboration  Digital literacy	Chart on uses of energy Web resources https://youtube/W7ZcQU b5IMg

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4 BST (PHE)	Movement Caching	By the end of the lesson, pupils should be able to  * Catch the object thrown to them correctly e.g. ball,  * Demonstrate the catching of object correctly  * Describe the manipulative patterns of catching	i) Pupils in small groups, demonstrate throwing the ball correctly ii) Pupils in small groups, demonstrate catching of an object correctly iii) Pupils as a class, brainstorm the patterns of manipulative movement	i) Critical thinking and problem solving ii) Communication and collaboration iii) Creating and imagination	i) https://youtu.be/0 RGP/mNoo ii) https://youtu.be/ 401vp 0ZI iii) https://youtu.be/T3kvqb hc8 Audio Visual
F DCT (Davis		and striking			i) Charts ii) Playing ground iii) Whistle iv) Balls
5 BST (Basic Science)	Energy II  Sources of energy;	By the end of the lesson, pupils should be able to:  i) Explain energy;  ii) List the sources of energy;  iii) explain the uses of energy.	Whole class, watch video clip on sources of energy  Pupils list sources of energy  Pupils in small groups, explain the sources of energy identified.  Pupils in pairs, discuss and share what sources of energy they use in their daily activities	Digital literacy  Communication & collaboration  3/4 Critical thinking & solving problem	Audio Visual:  Charts on resources  https://youtu.be/iZp2GM J4828  https://youtu.be/wMOpM kaPJI  https://youtu.be/ZsxQqij v54w  https://youtu.be/wMOpM kaPJI
5&6 BST (IT)  BST (PHE)	Parts of a computer  X Monitor  X Mouse	The said has been all	Pupils in pairs, discuss the similarities and differences between a monitor and a television.  Pupils in small groups, discuss the function of the mouse in relation to the monitor.	-Critical thinking -Collaboration and communication Personal development.	https://youtu.be/mlgTnk w558w
out (THE)	Safety	* explain safety rules in movement  * describe basic rules in manipulative movement e.g. catching, throwing,	i) Pupils in groups, discuss the safety rules in movement.  ii)Pupils In pairs, demonstrate the basic rules in manipulative skill e.g. catching and throwing.  iv) Pupils in small groups identify safety rules on the playing ground	i) Critical thinking and problem solving ii) Communication and collaboration iii) Leadership and personal development iv) Digit literacy	i) https://youtu.be/fgcobYVj OI ii) https://youtu.be/u03EHV 7vI Audio Visual i) First aid materials ii) Charts

UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)

WEEKS		LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
	sunare !	* Identify safety rules on the play ground	St.	SKILLS	iii) Pictures
6 BST (BASIC SCIENCE)	Energy III Energy transformation	By the end of the lesson,, pupils should be able to:  I. explain energy transformation;  II. analyse examples of energy transformation;  III. demonstrate how to transfer energy;  IV. appraise energy transformations in their daily activities.	Pupils as a class, watch video clips of energy transformation and then explain the concept.  Individual pupil, give examples of energy transformation.  Pupils in groups, demonstrate how to transfer energy (using battery to power phone and touch light)  Pupils in small groups, brainstorm and explain other energy transformations that they use in their daily activities	Digital literacy  Communication and collaboration  34 Leadership and personal development	Audio Visual resources: Fan, radio etc. phones Charts on energy transformation https://youtu.be/- 8atlc3XixY https://www.visualcapita list.com/what-uses-the- most-energy-home/
6 BST (PHE)	Sports and Games Athletics	By the end of the lesson pupils should be able to;  * explain the meaning of Athletics,  * describe short distance races in athletics,  * demonstrate the concept of short distance races in athletics 50m dash,  * state the health benefits of short distance races (running)	Pupils as a class, discuss the possible meaning of Athletics  *Pupils in small groups, demonstrate the short distance race  * Pupils as a class brainstorm on the concepts of short distance race  * pupils in pairs, list health benefits of shorts races.	i) Critical thinking and problem solving ii) Communication and collaboration iii) Student leadership and personal development iv) Citizenship	i) https://youtu.be/iFi06CN ts ii) https://youtu.be/ON3JQsC hpm8 Audio Visual i) Playing ground/field ii) Red and white flag iii) Whistle iv) Stop watch
7	CONTINUOUS ASSESSMENT/MID TERM BREAK		The same of		
8 BST (BASIC SCIENCE)	Energy IV Light energy sources; Natural sources of light Artificial sources of light	i) explain the meaning of light; discuss the natural sources of light; lii) analyse artificial sources of light iv) assess the importance of artificial and natural light in their environment.	Pupils as a class, watch video clip on light energy and explain the meaning of light.  Pupils, in groups, discuss and list natural sources of light.  Same groups brainstorm and create a list of artificial and natural lights in their surroundings.  Pupils, in pairs, discuss the importance of light in their daily activities.	Digital literacy  Communication and collaboration	Audio visual resources: Candle, torch light etc. Chart showing light energy Web resources: https://study.com/acade my/lesson/light-energy- sources-lesson-for- kids.html https://youtu.be/LCEqlv HFIhM
The state of the s	UV S	TICE FI	Same pairs, discuss what sources of artificial light they use everyday	ROGRE	55/
	and the second	The second of th	Pupils, in in small groups, analyse the sources of natural light most useful to them in their daily lives.		
8-9 BST (IT)	Keyboard	Outline the basic functions of the keyboard. Recognize the major keys on the keyboard.	Whole class discuss the functions of a keyboard and its major keys.	-Critical thinking -Collaboration, and communication Personal development.	https://youtu.be/tF et4i Sgzl
8 BST (PHE)	Sports & Games Athletics	By the end of the lessons pupils should be able to  * state types of long distance races,  * demonstrate long distance	I) Pupil as a class, list types of long distance race,  ii) Pupils in small groups, demonstrate long distance race e.g 2,000m, 1500m. 3000m	i) Communication and collaboration ii) Creativity and imagination	i) https://youtu.be/-gq8r 82191 ii) https://youtu.be/5rMefM YaY

LAGOS STATE MINISTRY OF EDUCATION

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
9 BST (BASIC	Water	race,  * describe the basic activities in long distance race  * Identify the safety rules in a long distance race  By the end of the lesson, pupils	iv) pupils as a brainstorm the activities of long distance races v) pupils in pairs, discuss the safety/health benefit of long distance races  Pupils observe and describe	lii) Digital literacy iv) Leadership and personal development  Communication and	i) Playing ground ii) Flag (red & white) iii) Whistle iv) Stop watch
9 BST (BASIC SCIENCE)	Meaning Sources	should be able to  X define the word water; X describe water; X distinguish between water and other liquids.	water by mentioning its colour, and smell and thereafter combine the points to define water as thin liquid that is colourless & odourless if it is pure.  Pupils in small groups, compare water with other liquids in their environment.  Pupils in pairs, explain the similarities between water and other liquids.  Pupils in pairs, explain the differences between water and other liquids.	collaboration Critical thinking & problem solving	Water, Charts showing pictures of sources of water  Web resources: https://www.google.com/search?q=teaching%20sources%20of%20water%20to%20primary%20school%20pupils&hl=en&tbm=isch&inm=vs
9 BST (PHE)	Athletics Jumps	By the end of lesson pupils should be able to  *describe simple jumps  * perform simple athletics activities  * state the safety rules in jumping	iii) Pupils as a class, discuss	i) Citizenship ii) Critical thinking and problem solving iii) Communication and	i) https://youtu.be/4EdkVvf 70A  ii) https://youtu.be/V6MjmV EDsc
Special Marie	A DOMESTIC OF THE STREET	and throwing	the safety rules in running, jumping and throwing etc.	collaboration iv) leadership and personal development t	Audio visual Playing ground Cross bar Upright Poles Land pits Flags Stop watch Whistle
10 BST (BASIC SCIENCE)	Water: Uses of water	By the end of the lesson, pupils should be able to:  x identify the composition of water; x describe the properties of water; x mention the uses of water to living things; plants animals	Pupils brainstorm on the composition of water small groups, discuss the characteristic of pure water (colourless, tasteless, odourless etc)  Each pupil, mention the uses of water to plants and animals  Pupils in pairs, brainstorm and explain how they use water in their homes and school.	Critical thinking and problem solving  Leadership &Personal Development  Communication and collaboration.	Audio Visual Resources: Water Charts showing people that are cooking, bathing, washing etr Web resources: https://youtu.be/LmM5qj 3AP4s
10 BST (IT)	CPU	Describe the functions of the CPU.	Pupils in small groups, discuss the similarities and differences between the CPU and the human brain.	-Critical thinking -Collaboration, and communication -Personal development.	https://youtu.be/ImDsCo 6uV24
	REVISION				
10 BST (PHE)	TEL VIOLOTT				
10 BST (PHE)	Revision	Si ire	* 100 1 5 m	a company	

## Primary 1 Term 2



# LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS PRIMARY 1 BASIC SCIENCE AND TECHNOLOGY SECOND TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
10 0 - 10 1	Reading test/revision of last term work	7 7 7 7		racing a second of	
2 BST (Basic Science)	Air: Existence of Air & creation of air	By the end of the lesson, pupils should be able to  X demonstrate that air exists X create air current by blowing with the mouth or using paper fan X demonstrate the importance of air to living thing	Each pupil breathes in and breathes out.  Pupils create hand fan with paper to fan their partner.  Each pupil holds their breath for 10 seconds and say how convenient they feel.  Pupils, in small groups, brainstorm about the effects of air in their environment.	Communication & collaboration. Creativity & imagination Critical thinking & problem solving	Audio Visual Recourse: paper, hand fan, fan, ballons, polythene bags etc. Charts showing inflated ballons, a person blowing another with mouth or paper etc
2-3 BST (IT)	Parts of a computer (peripherals).  x Printer & scanner  x Hard disk  x Flash drive  x OTG & USB cable  x RAM & ROM etc.	Identify and describe the other parts of a computer. State the functions of the other parts of the computer.	Pupils, in groups, discuss the peripherals of a computer and their functions.  Individually pupil, identify the peripherals of a computer.	-Critical thinking -Collaboration, and communication -Personal development.	https://youtu.be/SSnNY8 GfZig
2 BST (PHE)	Cames Local games	By the end of the lesson, pupils should be able to;  * demonstrate the skills in local games,	Pupils in pairs, demonstrate the basic skills in local games Pupils in small groups, perform skills in local games such as:	i) Critical thinking and problem solving  ii) Leadership and personal development  iii) Communication and	i) https://youtu.be//4zxmyF vFZN Audio Visual
	14	* perform some local games such as:  i) Fire on the mountain  ii) Who is in the garden  * Perform some basic skills in ball games e.g kicking	* Fire on the mountain  * Who is in the garden  Pupils as a small groups demonstrate skills in football game e.g kicking	collaboration iv) Creativity and imagination	* Playing ground * Balls * Cones * Whistle * Footwear * Jersey
3 BST (Basic Science)	Demonstrating air in space	By the end of the lesson ,pupils should be able to  X demonstrate that air occupies space;  X discover that air exerts pressure.	Pupils in small groups, blow air into balloons to demonstrate that air occupies space.  Pupils in same groups, let out the air in the balloon to model air exerting pressure.  Whole Class watch a video clip and carry out experiment to show that air occupies space and exerts pressure using bottles, ballons, straw and water.	Leadership &personal development  Communication and collaboration	Audio Visual Recourses: Balllons ,bottles, straw etc Chart showing air plump to inflate a bicycle tube etc Web resources https://youtu.be/031iu4 DZIdA https://youtu.be/GrZiaq-caVE
3 BST (IT)  3 BST (PHE)	Starting – up of a computer  X From power source to power button	Repeat the starting – up procedure of a computer	Pupils in pairs, perform the starting — up procedure of a computer, which can be done by setting a roaster-	-Collaboration, and companies tipe.	https://www.youtube.co m/watch?v=VI1YRHeUlo U
(rng)	Games Basic skills in Ball Games	By the end of the lesson pupils should be able to:  * Identify the basic skills in	* Pupils in pairs identify the kicking action in faotball games/  * Pupils demonstrate the basic	ii) Digital literacy	IT https://www.be/pR2- 2M0EivM

WEEKS	TOPICS	LEARNING OBJECTIVES		EMBEDDED CORE SKILLS	LEARNING RESOURCES
22.75	Inflormación V	football (Soccer),  * demonstrate the basic skill in ball games,  * perform kicking in football perfectly,  * safety rules in ball games.	* Pupils insmall group, perform the basic skill of (kicking and	iii) Communication and collaboration iii) Leadership and personal development	https://youtu.be/2MNaq8 NOIvE iv) https://youtu.be/tTI1_Cft K30 v) https://youtu.be/WB7I17E-
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					cRc vi) https://youtu.be/wihCRhF OnCM vii) https://youtu.be/Xfc8bq NO_4
	and the same of th	1 1 to 1			Audio Visual Materials
				in to married and the second s	* Football field/pitch *Chart *Pictures * Video Clips * Balls *Goalpost * Nets * Shine guard * Footwear/Soccer boot * Jerseys * Stocking/socks/hose * Corner flag
4 BST (Basic Science)	Soil	By the end of the lesson, pupils should be able to  X Discover soil as other part of the surrounding	Pupils examine the school compound to discover that soil i part of the surrounding Pupils in pairsthink and share	Leadership & personal sdevelopment. Critical thinking and	Audio Visual Recourse: School garden, soitc. Charts showing where
		x Define soil x Uses of soil	the meaning of soil  Pupils in small groupsdentify places where soil can be found  Pupilsin groupsdescribe the uses of soil	problem solving Communication and collaboration	we can find soil
4 BST (IT)	Starting – up of a computer  X From power source to power button	Repeat the starting – up procedure of a computer.	Pupils in pairs, perform the starting – up procedure of a computer, which can be done by setting a roaster	-Collaboration and communication -Personal development.	https://www.youtube.co m/watch?v=VI1YRHeUlo U https://youtu.be/RnM3u 99xif4
4 BST (PHE)	Safety rules in footh games	alBy the end of the lesson pupils should be able to:	Pupils inpairs, discuss the safet rules in ball games	y i) Critica thinking problem solving	i) https://voutu.be/M18UN
No.	- 0	explain the safety rule in ball games,	PupilsIn a small group state the safety rules in ball games	ii) Digital literacy	sp04
		ii) state the safety rules in ball	Brainstorm onwhy safety rules are necessary in a ball games	iii) Leadership and personal development	https://www.ba/47xmv
	4	iii) explain why safety rules are necessary in ball games		iv) leadership and personal development v) Communication and collaboration	16-25
5 BST (Basic Science)	Soil Things found in the soil Importance of soil	By the end of the lesson, pupils should be able to:  i. Mention things in the soil as air, water and living hings; ii. state the uses of soil to plant; iii. identify the uses of soil man and animals.	and plant with soil to find out what is there with the assistant of the teacher  Whole Class brainstorms and	Communicate and collaboration Critical thinking and problem solving	Audio Visual Recourse: Soil Chart showing the product form the soil and building made with soil. Web resources https://study.com/acade my/lesson/soilctence

u minimum	LAMBERT AND A				my/lesson-for-kids.html
BST (IT)	Basic safety for computers	Outline the basic safety procedures of a computer.	Pupils in small groups, discuss the basic safety procedures of a computer.	-Critical thinking -Collaboration and communication -Problem solving.	https://www.youtube.co m/watch?v=6mMZFoXbk gl
BST (PHE)	Safety rules in football games	By the end of the lesson pupils should be able to:  1) explain the safety rule in ball games, ii) state the safety rules in ball games, iii) explain why safety rules are necessary in ball games.	Pupils in pairs, discuss the safety rules in ball games Pupils in small group state the safety rules in ball games Pupils as a class brainstorm on why necessary in a ball games why safety rules are	I) Critical thinking and problem solving  ii) Digital literacy  iii) Leadership and personal development  iv) Student leadership and personal development  v) Communication and collaboration	i) https://youtu.be/M18UN/ sp04 ii) https://youtu.be/4zxmyR FZNQ
S BST (Basic Science)	Light Energy: uses of light and colour	By the end of the lesson,, pupils should be able to:  identify the various uses of light explain the importance of colour X appraise the connection between light and colour	Pupils in pairs, mention and demonstrate the various uses of light  Pupils in pairs, discuss and describe their favourite colours.  Pupils in groups, switches off the light to understand that they can only see colour through light  Pupils in small groups sort the items in the class into groups of similar colours.  Pupils in small groups, analyse the importance of colour in their daily lives and share with the class	Critical thinking & problem solving  Communication and collaboration  Leadership and personal development.	Audio-Visual Resources: resources: toys, bottle tops, plastics of different colours, flowers, leaves, container of various colours, crayons, etc. Chart on different colours. Web resources: Study. Com https://study.com/acade my/lesson/simple- machine-for-kids- definition-examples.html
					Audio visual resources; video clip light and colour Charts showing different colours
6 BST (IT)	Computer room  X Definition  X Uses of a computer room	Define a computer room Outline uses of a computer room	Pupils as class, discuss computer room and its uses.	Critical thinking Collaboration and communication Personal development	https://youtu.be/- UrZjOIQXGI
6 BST (PHE)	Swimming(Aquatic)	By the end of the lesson pupils should be able to:  * explain the meaning of swimming (Aquatic),  * state the preliminary skills of swimming (Aquatic),  * demonstrate the coming in and out of water  * perform face float and turtle float	*Pupils in pairs, discuss the meaning of swimming  *The whole class brainstorm the preliminary skill of swimming  *In a role play pupils demonstrate the coming in and out of water  *Pupils as a class demonstrate skills in swimming.	Critical thinking and problem solving Creativity and imagination Communication and collaboration citizenship	i) https://youtu.be/irSzTAFI pOS  ii) https://youtu.be/hOXvfysK zks  iii) https://youtu.be/Rr Cnlfr5 u8  Audio Visual Material * Swimming pool * Floater * Life Guard * Swimming Trunk * Swimming Cap * Swimming Pant * Rubber/Tube * Life Jacket * Towel etc.
7.	REVIEW OF FIRST HALF TERM WORK				tower etc.

WEEKS	TOPICS	LEARNING OBJECTIVES		BASIC SCIENCE & TECHN	
	AND ASSESSMENT	LEARWING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	- 100 to			н	
8 BST(BASIC SCIENCE)	COLOURIDENTIFI CATION I:  X colors of objects.	By the end of the lesson, pupils should be able to: i.)explore and identify different colours; ii)search for and collect materials of different colours; iii)draw objects and use different colours to paint them.	Pupils in groups, gather identify colours of objects in the class using the varieties of objects provided by the teacher.  Pupils in groups, arrange objects of same colour together.  Each pupil, draws objects and use different colours to paint them.	34 communication and collaboration 34 leadership and personal development 34 creativity and imagination	Audio – visual resources toys, bottle tops, plastice of different colours, flowers, leaves, containe of various colours, crayons, etc. Chart on different colous Web resources:
			20 9 0		https://youtu.be/qE5xA
8-9 BST (IT)	Computer room  X Activities in a computer room  X Things found in a computer	Articulate activities in a computer room Outline things found in a computer room	Pupils as a class, discuss the activities done in a computer room. Pupils, individually, identify things found in a computer	-Critical thinking -Collaboration and communication -Personal development	https://www.youtube.c m/watch?v=dxvhIUcXLy
8 BST (PHE)	Safety rules in	By the end of the lesson, pupils	room Pupils in small group	D California Liver I	
	swimming	should be able to:	explain the safety rules in swimming	<ol> <li>Critical thinking and problem solving</li> </ol>	https://youts.he/ Xrp 16wmWE
		explain the safety rules in swimming,     state the safety rules of	Pupils in a pairs, list the safety rules of swimming	ii) Leadership and personal development	https://youtu.be/N464y x_14
7		swimming,  * mention the benefits of swimming.	Pupil, as an individual, mention the benefits of swimming	iii) Communication and collaboration iv) Creativity and imagination	Audio Visual Materials  i) Swimming pools  ii) Swimming trunk  iii) Cap  iv) Glass/goggle  v) Life jacket
	da i	All the second second			
9 BST(BASIC SCIENCE)	COLOUR IDENTIFICATION II:	By the end of the lesson,, pupils should be able to:	Pupils discuss colours of road	- Mar.	vi) Rubber/tube Poster colours
	Road traffic light signs	i) analyse road traffic signs; ii) state the function of each road traffic light signs; iii) explain roadway	traffic light  Each pupil, matches the colours of road traffic light signs to their functions.  Pupils in pairs, discuss and explain the importance of road	<ul> <li>Communication and collaboration.</li> <li>Creativity and imagination.</li> <li>Communication and</li> </ul>	Audio - visual resources: Charts on traffic light and roadway signs. Web resources:
	No. of	signs. iv) appraise the importance of road signs	signs	collaboration	https://youtu.be/21D- t4Alc c
9-10 BST (IT)	Basic Safety for computer room	Outline the basic safety procedures of a computer room.	the basic safety procedures of a	-Critical thinking -Collaboration and communication	https://www.youtube.co m/watch?v=EfpALCWFh Og
9 BST (PHE)	REVISION			-Problem solving.	<u>⊼</u> ₽
10 BST(BASIC	COLOUR	By the end of the least	REVISION		REVISION
SCIENCE )	IDENTIFICATION III: Road markings	i) identify the colours used in road markings and traffic signs;  ii) state the functions of road traffic signs.	Pupils watches the video clip of road markings and mention the colours used.  Pupils brainstorm and state the functions of road traffic signs.  Each pupil, should interpret the colour used for road marking	<ul> <li>Digital literacy</li> <li>critical thinking and problem solving.</li> <li>critical thinking and problem solving</li> </ul>	Audio – visual resources: video clips charts on road markings web resources: https://youtu.be/qLa90a B3-ZD
11	Revision				
12	Examination				

UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)





## LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS PRIMARY 1 BASIC SCIENCE AND TECHNOLOGY THIRD TERM Primary 1 Term 3

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1 BST (Basic Science)	Readiness test & revision of 2 <sup>nd</sup> term work	10/2 /	The second of th	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	A D Comment
1 BST (IT)	Revision of Last Term's work		S. Strong S.		0.00
1 BST (PHE)	Health and hygiene	By the end of the lesson pupils should be able to:  * explain how to wash hands properly,  * demonstrate how to bath  * describe how to care for the skin correctly.	Pupil as an individual explain how to wash their hands properly.  * Pupils in pairs, demonstrate how to bath and cut their nails.  * Pupils in small groups, discuss how to care for the body correctly.	I) Digital literacy ii) Creativity and imagination iii) Leadership and personal development	i) https://youtu.be/pVuAOXr OroE ii) https://youtu.be/8CZISeiA PHk Audio Visual Materials - Bowl of water
	The second secon				- Sponge, soap - Towel - Charts - Pictures - Nail cutter
2 BST (Basic Science)	Simple machine  x Definition of simple machine x Example of simple machines	By the end of the lesson, pupils should be able to:  x Define simple machines; x Name examples of simple machines; x Classify simple machine used at school and at home;	Pupils mention and demonstrate the tools they use at home to perform some chores to derive the meaning of simple machines Pupils in pairs, collect some simple machines and use them to demonstrate how they make	Critical thinking & problem solving  Communication and collaboration  Leadership and personal	Andio-Visual Resources: Spoon, Sharpeners, ruler, razor blade, see -saw, grinder, etc. Chart showing
		x analyse the importance of simple machines.	work easier.  Pupils, in groups, brainstorm and give examples of simple machines.  Pupils in small groups, sort out the list of machines given by the teacher into simple machines at home and in school.  Pupils in small groups, analyse the importance of using simple machines in their environment	development	Different types of machines  Web resources: Study. Com  https://study.com/acade my/lesson/simple- machine-for-kids- definition-examples.htm!  Audio visual resources; video clip on safe use of simpers machines  x Charts showing people using simple machine safely
2-3 BST (IT)	Booting  X Meaning of booting  X Ways of booting	Explain booting Outline and explain ways of booting	Pupils as a class, discuss booting and ways of booting	Critical thinking Collaboration, communication and problem solving.	https://www.youtube.co m/watch?v=PSnGuvylWB I&t=56s
BST (PHE)	Teeth Brushing	By the end of the lesson, pupils should be able to;  * list the items used in cleaning mouth  * demonstrate how to brush the teeth correctly  * explain why it is necessary for us to brush our teeth	* Pupil, as an individual, mention items used in cleaning mouth  * Pupils in pair demonstrate how to brush the teeth correctly  * Pupils in small groups, explain why it's necessary for us to brush our teeth	* Creativity and imagination  * Citizenship  * Leadership and persona development	https://youtu.be/WykQ6x5Pc https://youtu.be/F37lDgQ21fw Audio Visual Materials - Pictures showing a person brushing his/her teeth - Tooth paste - Brush
BST (Basic cience)	Simple Machine The Safe use of	By the end of the lesson, pupils should be able to	Pupils brainstorm on the safety precautions to be taken when	Communication and collaboration	Charts showing people using simple machine

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	simple Machine	(i) explain how to safely use simple machines; (ii) demonstrate the use of simple machines in a safe way (iii) analyse the dangers of not taking safety precautions when using simple machines	using some machines Pupils demonstrate how to use simple machines safely. Pupils in small groups, discuss the dangers of not taking safety precautions when using simple machines and share with the class Pupils in pairs, discuss the benefits of using machines safely	Critical thinking and problem solving  Communication and collaboration	safely  WEB RESOURCES:  https://youtu.be/- foA4ncWYms
3 BST (PHE)	Care of the nails and hair	By the end of the lesson pupil should be able to:  * describe how to cut our nails  * mention ways of maintaining the hair  * describe the materials used in maintain hair	i) Pupils , in small groups describe how to cut our nails ii) Pupils, in pairs explain ways of maintaining the hair iii) Pupils as an individual list material used for maintain hair.	i) Creativity and imagination ii) Digital literacy iii) Communication and collaboration	i) https://youtu.be/Wyk06: Pc ii) https://youtu.be/F37IDgt 21fw Audio Visual Materials - Poster - Charts - Comb - Pomade - Nail cutter - Clipper/Scissor
4 BST (Basic Science)	Concept of technology Meaning and benefit	By the end of the lesson, pupils should be able to:  i) explain the meaning of technology;  ii) state the benefits of technology;  iii) describe how things are done	Pupils brain storm and give ways of doing things in the olden days and now e.g. cooking; firewood/stove  Pupils in small groups, mention one faster and easier way of doing the things mentioned above	Critical thinking and problem solving.  Communication and collaboration  Communication and collaboration	x Board and marker/chalk, x Digital display Charts on old way & modern way of doing things.
elements of the last of the la		before and now.	Pupils brain storm and attempt the meaning of technology. Driving nails; stone/hammer/nail gun etc. Pupils identify products of technology & then state the benefit of technology.	And the second s	Web resources: https://youtu.be/Giiz81 uzK8
4-5 BST (IT)	Steps of booting  x Warm booting  x Cold booting	Carry out the two steps of booting	Pupils in pairs, experiment the two steps of booting	Critical thinking Collaboration and communication Problem solving.	https://youtu.be/LFYuOj PV -M
4 BST (PHE)	Cleanliness	By the end of the lesson pupils should be able to;  1) mention its benefit of cleaning our body  ii) explain the benefit of cleaning our body	i) Pupils in a pairs, demonstrate how to bath  ii) Pupils in small groups, discuss some benefit of cleanliness	i) Communication and collaboration     ii) Digital literacy     iii) Communication and collaboration	i) https://youtu.be/WykQ6xi Pc ii) https://youtu.be/F37IDgQ 21fw Audio Visuals Materials - Poster - Charts - Pictures
5 BST (Basic Science)	Technology in home : Electric gadget	By the end of the lesson, pupils should be able to: i) explain what electricity is. ii) identify some appliances that use electricity. iii) create electrical gadget e.g. toy car, torch light using battery etc.	Pupils in small groups , brainstorm to explain electricity. Pupils , individually, mention an appliance that uses electricity. Pupils in groups, create gadgets that use electricity e.g. toy car, torch light using battery etc.	Leadership &personal development. Communication & collaboration. Creativity & imagination.	Web resources https://youtube/NmFVYx r-eTo chart on electrical gadgets.

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
BST (PHE)	First aids	By the end of the lesson pupils should be able to;	*selected group of pupil, role play to explain the meaning of a first aid	Leadership and personal	i) https://youtu.be/GTBEAk
De.		I) explain the meaning of first aid	* The whole class brainstorm on	Digital literacy	9A9M
45.4		ii) Explain who is a first aider	the role of a first aider	,	ii)
The second	1, 7, 8	iii) Say how to become a first aider	* Pupils in a small groups, discuss who a first aider is	* Critical thinking and problem solving	https://youtu.be/APinK3i
				essas en H	https://youtu.be/SKCcd4 X 1A
11 -171 1 - 752	Anna San J			Table Marill	Audio Visual Materials
	1		nder i Leaf Markinson	1.6	- First Aid Box
			han a tr		- Pictures
		50.		1,344	- Charts etc
6 BST (Basic	Technology in	By the end of the lesson, pupils	i) Pupils as a class, watch video	District in the second	Audio Visual Resources
Science)	transportation: Land,	should be able to:	clips to learn old way and	Digital literacy	
	(vehicle, train,	i) compare old means of transportation and the new ones.	modern way (technology) of transporting	Critical thinking and problem solving.	x Video dip/slides on brief history of transportation
	airplane)	ii) mention means of transportation by land.	<ul> <li>ii) Each pupil, mention examples of transportation by land e.g. bus, car, bike, truck, train, van etc.</li> </ul>	Communication and collaboration.	x Chart on transportation by
	7	iii) analyse transportation by air			kand x Web resources
	10	contrast between transportation	Pupils brainstorm and analyse transportation by air.		https://youtube/Fall 008NJFA
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	by air and transportation by land	Pupils in pairs, discuss and	4	x https://youtube/ias8
	Arra Special in	1 · · · · · · · · · · · · · · · · · · ·	explain the benefits of new ways of transportation: faster, safer,	an La	<u>OqiizqA</u> https://youtu.be/bix7NN
			easier, more comfortable etc.		xxv w8
6 BST (IT)	My desktop	Identify the various features on	Individually, pupil identify the	Critical thinking	https://community.wind
	x Start menu	the desktop	various features on the desktop	Collaboration and	ows.com/en-
	x Taskbar x Desktop	Differentiate between features of desktop.	Pupils in small groups, justify the different features of	communication Problem solving.	us/videos/windows-101 organize-your-start-
	background	or desktop.	desktop.	144	menu-in-windows-
	x Icons etc.				10/7on1x-pj8ac
6 BST (PHE)	First aid	By the end of the lesson pupils should be able to:	*Pupils in pairs, state the objectives of First Aid Box.	*Communication and collaboration	i) https://youtu.be/GTBEA
	A	f) state the basic objectives First	* Pupils in small groups, discuss	*Digital Literacy	9A9M
	100	Aid	contents in First Aid Box.		ii)
		ii) list the content of First Aid.	*Pupils,as a class, identify		https://youtu.be/APinK
		iii) identify the content in First Aid	contents in First Aid Box.		iii)
		Box.	11 11 11 11		https://youtu.be/SKCcd-
		10 mg/m/27	an I on		X 1A
1 June					Audio Visual Materials
					- First Aid Box
1		The second second	hadelt (whether	The state of the s	- Pictures
1	1 1				- Charts etc
7	MID TERM BREAK	in the same bloom to the same of the same			
8 BST (Basic	Transportation:	By the end of the lesson,, pupils	Pupils as a class, watch video clip and state the mode of	Communication and	Audio Visual Res:
Science)	Water	should be able to:	transportation by water as seen	collaboration	Charts on water
0.00	all , to	i) Pupils explain modes of transportation by water e.g	Pupils in groups, brainstorm and	Critical thinking and problem solving	transportation
		yatch, ship, submarine etc;	analyse advantages of transportation by water.	F	Web resources
1 11 *	1 <sub>20</sub> = 4	ii) analyse the advantages of transportation by water;	Same groups, mention		https://youtube/FfhFiel XTNU
- 41	1.17	iii) mention the disadvantages of water transportation.	disadvantages of transportation by water.		https://HbsfosODubCg
8 BST (IT)	My desktop	Identify the various features on	Individually, pupils identify the	Critical thinking	https://community.wind

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TEEKS	TOPICS	LEARNING OBJECTIVES			ENCE & TECHNOLOG
ontd		CEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	X Start menu     X Taskbar     X Desktop     background     X Icons etc.	the desktop Differentiate between features of desktop.	various features on the desktop Pupils in small groups, justify the different features of desktop.	Collaboration and communication Problem solving.	ows.com/en- us/videos/windows-10 organize-your-start- menu-in-windows-
-9 BST (PHE)	Content of First Aid box	By the end of the lesson pupils should be able to	* Pupils in pairs,describe the	* Creativity and	10/7on1x-pj8ac ii)
The second		I) list the content of First Aid Box.     ii) explain the use of each content	content of a first aid box  * Pupils in small groups, state each content in first aid box	* Leadership and Persona development	https://youtu.be/GTBE 9A9M ii)
		in First Aid Box.  iii) make their own First Aid Box.	* Pupils as whole, brainstorm to create a first aid box	* Creativity and imagination	https://youtu.be/APinF IQ
		iv) demonstrate how a First Aid works.	* Pupils in groups, demonstrate how a first aider works	* Digital literacy  * Citizenship	iii) https://youtu.be/SKCcc X 1A
	e	Walter of the Control			Audio Visual Materials
	38 (d) 1				- First Aid Box - Empty carton
	Marie 11	18/18/18			- Plastic scissor - Spirit
	and the	and the same of th		ER I	- Cotton woo! - Cotton woo!
West-		Kalana and American A			- Bandage - Embrocation - Posters
9. BST(BASIC SCIENCE)	EXPLORINGYOUR ENVIRONMENT I	By the end of the lesson, pupils should be able to:	Pupils move round the classroom and mention things in the	% Communication	- Pictures Audio - visual resource
	i)Things in the classroom	observe and identify     things in the classroom;	classroom.  Pupils in small groups , walk	and collaboration  4 Leadership and personal	tables, chairs, desk, boa books, soil, plant etc
	ii) Things around the	ii) identify things around the school and mention	round the school and identify things found in the environment.	development. % Critical thinking and problem	Chart showing things around the school and a home.
14 to 1	school and at home,	things at home; iii) analyse things at home.	Each pupil, thinks and mentions things at home.	solving	https://youtu.be/gEk6  NgOU?list=TLPOMTAw0
9-10 BST (IT)	Personalizing my computer x Wallpaper	Experiment the various ways of personalizing your desktop using available theme,	Using available themes and wallpaper, pupils, individually/pairs/ or in groups, practice the	Critical thinking Collaboration and	lwMjCEumwWPiOy3g https://www.youtube.om/watch?v=zlrf4V-T02
	x Screensaver x Theme x Time and date setting etc.	wallpaper etc.	various ways of personalizing the desktop	communication Problem solving.	
10. BST(BASIC SCIENCE)	EXPLORING YOUR ENVIRONMENT II	By the end of the lesson, pupils should be able to:	Pupils observe and identify different types of roads in the	% Communication and	Audio – visual resources
	i)type of road within and outside the school.	i. analyse types of road around the school;     ii. classify types of roads outside	school using the chart presented by the teacher.	collaboration.  Leadership and personal development	Chart showing different types of road within and outside the school.
	ii)functions of each road	the school; iii explain the functions of roads.	Each pupil, classify types of roads outside the school Pupils, brain storm and mention	% Critical thinking and problem solving.	Web resources: "Types of road-wikipedi
10-11 BST	Benefit of first aid		the functions of each type of road		https://en.m.wikipedia. g/wiki/types of road
(РНЕ)	- Instalu	By the end of the lesson pupils should be able to * list the benefit of first aid	* Pupils in a pairs, state the benefit of a first aid	* Leadership and personal development	i) https://youtu.be/GTBE.
35.31 1.11	to the second	* explain the benefit of first aid treatment	* Pupils in a small groups, explain the benefit of a first aid treatment	* Collaboration and communication	<u>9A9M</u> ii)
megali kusa i	THE REPORT OF	* identify First Aid Contents		* Digital Literacy	https://youtu.be/APinK IQ
11 C DCP	PVDI OFFICE			-	iii) https://youtu.be/SKCcc
11.C BST (BASIC	EXPLORING YOUR ENVIRONMENT III	By the end of the lesson,, pupils should be able to:	Pupils watch video clips and demonstrate what they watch on the right way of walking on the	% Creativity and imagination	X 1A  Audio – visual resources pictures of pupils walking

WEEKS SCIENCE)	TOPICS  x Walking	i. Demonstrate the	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
2416	along the roads and crossing the roads Traffic light signs	right and wrong way of walking on the road; ii. what to do (rules) when crossing the roads; iii. Identify the traffic light signs.		and collaboration % creativity and imagination	on the road, crossing the road, facing and backing the oncoming vehicles.  Web resources:  https://youtu.be/UMvZfq y2nMl  https://theconstructor.or g/transportation/classific ation-of-roads/17470/
12 & 13			Revision And Exam	ination	

#### ACHIEVEMENT STANDARDS

## At the end of the session, the pupils should be able to:

- x identify and state various examples of living and non-living things around them;
- x name and identify various colours:
- x explain the meaning and constituents of soil;
- x discuss simple machines and identify simple machines around them;
- x understand the meaning of energy;
- x Explore their environment and discuss their observation
- x Recognize the basic computer components.
- x Use particular keyboard keys
- x Manage the computer hardware "Starting up and shutting down procedures"
- X Awareness of basic safety principles.

### ACHIEVEMENT STANDARDS For BST (PHE)

### At the end of the session, the pupils should be able to:

- x Describe the correct pattern of movement.
- X Demonstrate throwing of an objects correctly.
- X Describe catching of an objects correctly.
- x Explain safety rules of movement.
- X Demonstrate the concept of short distance race.
- X Describe simple athletics jumps.
- X Perform minor games.
- X Demonstrate Basic skills in Ball games (football, etc.)
- X Demonstrate general care of the body.

## BASIC SCIENCE AND TECHNOLOGY PLAN LESSON NOTE @CLASSBASIC.COM

LAGOS STATE MINISTRY OF EDUCATION

BASIC SCIENCE AND TECHNOLOGY (BST)
PRIMARY 2 (BASIC 2)



# LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS PRIMARY 1 BASIC SCIENCE AND TECHNOLOGY

TERM: 1ST

## Primary 2 Term 1

#### **CLASS: PRIMARY TWO**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1 BST (Basic Science )	Revision of Basic 1 work			(0) . (0) , .	
1 BST (IT)	REVISION OF FIRST YE!R's WORK		14		
1 BST (PHE)	Movement of the body	At the end of the lesson, pupils should be able to  1.explain movement  2.identify different kinds of movement  3.demonstrate correct movement pattern	1. Pupils are paired into various groups/ to share idea about movement 2. Pupils in small groups, discuss different types of movement 3. Each group, gives short demonstration on movement	1.Critical thinking and problem solving 2.Leadership and personality development 3.Collaboration and communication	1.Website Resource i. https://youtu.be/ka7rkly0eT 0 ii. https://youtu.be//ff9qrv7p8t k 2. Audio visual materials i. Flash card ii. Poster
2 BST (Basic Science )	The Senses -Explain senses -Identify the senses -identify and match the organs of sense	At the end of the lesson, pupils should be able to: i. identify the senses ii. match each sense to its organs of sense iii. draw the organs of sense	<ul> <li>Pupils sing songs and touch their organs of sense</li> <li>Whole class, watches videos/looks at charts matching organs to their senses e.g. nose to sense of smell.</li> <li>Pupils in pairs, draw lines matching each sense organ to their respective senses</li> <li>Pupils in groups, draw the sense organs</li> </ul>	☐ Communication and collaboration. ☐ Creativity and imagination ☐ Critical thinking and problem solving	Audio-visual chart showing organs and senses
2 BST (IT)	History of computer  x Origin of computer	Associate with the names of the computer invented and their inventors.	Pupils' role-play as the inventors and make presentation in class.	Critical thinking and Collaboration and communication Personal development	https://www.youtube.com/ watch?v=pBiVyEfZVUU
2 BST (PHE)	Movement of the body	At the end of the lesson, pupils should be able to  1-perform basic movement such as match past, jogging activities, carryout galloping etc	1.Pupil as an individual, identify basic movement such as jogging, galloping, match past 2. Pupils as a group, demonstrate basic movement such as jogging, galloping, match past	1.Critical thinking and problem solving 2.Leadership and personality development 3.Collaboration and communication	1.Website Resource i. https://youtu.be/ka7rkl.yQeTQ ii. https://youtu.be//ff9qrv7p8tk 2. Audio visual materials i. Flash card ii. Poster
3 BST (Basic Science )	The senses-Sight  - Meaning of sight  - Identification of the eye as the organ of sight	At the end of the lesson, pupils should be able to:  i. Use the sense of sight to observe and name various objects around them in the classroom;	i. Class observes objects in the classroom and classify them according to colour; shape and	Communication and collaboration. Creativity and imagination Creativity and imagination	x Coloured pencils and crayon x Objects of different sizes, shapes and colours x Charts and models

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		their shapes, colour, and size; iii. appraise the importance of the eye as the sense of sight	individually, point to the organ on their body that helped them to deduce the shapes, sizes and colours of the shapes around.  iii. Pupils in pairs, think and write down the reasons their eyes are important to them.  Each pupil, think and write down the most important thing that they do with their eyes.		Web resources: The Five Senses: Lesson for Kids - Video & Lesson Transcript   Study.com  https://youtu.be/bMybpK7j8 MM  https://youtu.be/q1xNuU7ga AQ
3 BST (IT)	Analogue computer Digital computer Hybrid computer	explain Analogue, Digital and Hybrid computers	Pupils as a class, discuss the meaning of Analogue, Digital and Hybrid computers	-Critical thinking -Collaboration and communication -Personal development	https://www.youtube.com/ watch?v=WxJKXGugfh8
3 BST (PHE)	Movement	At the end of the lesson, pupils should be able to:  1.Perform basic movement such as galloping, skipping, squatting	1.Pupil, as an individual, demonstrate the basic movement such as galloping, skipping, squatting 2.Pupils in groups, demonstrate basic movement in circuit format (rotational)	1.Critical thinking and problem solving 2.Leadership and personality development 3.Collaboration and communication	1. Website Resource i. https://youtu.be/ka7rkLyQeT o ii. https://youtu.be//ff9qrv7p8t k
=			3.Each group displays the movement to the whole class.		2. Audio visual materials i. Flash card ii. Poster
4 BST (Basic Science )	The senses- Hearing  - The ear as the organ of sound - Different sounds - Objects that produce sound - Importance of sound	At the end of the lesson, pupils should be able to:  i. identify the ear as the organ for perceiving sounds; ii. listen and identify sounds of different animals and objects in the environment; iii. differentiate between sounds of objects, animals and humans; iv. appraise the importance of the sense of sound in their interaction with their environment.	i. Whole class, brainstorms on the various sounds that are audible as the lesson starts in the classroom. ii. Pupils in pairs, describe and share with the class the differences between the sound of humans and animals. iii. Each pupil, thinks and writes down the most important sounds that they hear or listen to and share with the class iv. Pupils brainstorm on the importance of sounds in their daily life	x Communication and collaboration. x Critical thinking and problem solving x Creativity and imagination	x Wind instrument like flutes, saxophone, trumpet etc. x Recorded sound of animals like birds, frogs, dogs, goat etc. WEB RESOURCES: https://youtu.be/bMybpK7j8 MM https://youtu.be/q1xNuU7ga
4 BST (IT)	Analogue computer Digital computer Hybrid computer	explain Analogue, Digital and Hybrid computers	Pupils as a class, discuss the meaning of Analogue, Digital and Hybrid computers	-Critical thinking -Collaboration and communication -Personal development	https://www.youtube.com/ watch?v=WxJKXGugfh8
4 BST (PHE)	Movement	At the end of the lesson, pupils should be able to  1.Imitate movement and	1.Pupil as an individual, carries out movement with sound made by other people.	1.Critical thinking and problem solving  2.Leadership and	1.Website Resource i. https://youtu.be/ka7rkl.yQeT

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		sounds made by people  2. Animals  3. Machine and sound them	2.As a group, pupils demonstrate movement display by people, animal, machine around.	personality development 3. Collaboration and Communication	ii. https://youtu.be//ff9qrv7p8t k  2. Audio visual materials i. Flash card ii. Poster
5 BST (Basic Science )	The senses- Smell  The nose as the organ of smell  Smell of different substances  Pleasant and unpleasant odours  Importance of smell	At the end of the lesson, pupils should be able to:  i. Identify the nose as the organ of smell; ii. recognize the items (like fruits, food etc) through smelling; iii. describe the pleasant and unpleasant odour; iv. associate odours with specific pleasant and unpleasant smell. v. Appraise the importance of nose/odours in daily activities	i. Class brainstorms on their perceptions of the smell of various substances presented to them in classroom.  ii. Pupils in pairs, describe and share with the class which object have pleasant and unpleasant odours.  iii. Pupils point to the organ that helped them perceive these smells  iv. Each pupil associates smell of substances to either pleasant or unpleasant.  v. Pupils in pairs, discuss the ways in which smell is important in their daily lives.	Communication and collaboration. Critical thinking and problem solving Creativity and imagination	x Fruits- orange, mango, banana, pawpawetc x Flowers, shoes, dirty socks etc. x Food drinks – beverages Web resources: https://youtu.be/bMybpK7i8 MM https://youtu.be/q1xNuU7ga AQ
5 BST (IT)	Features of CPU  X Ports  X Buttons etc.	Identify and the different features of the CPU and state its functions.	Physical Identification of the features of the CPU by the pupils, individually.	Critical thinking  Communication and personal development	https://www.youtube.com/ watch?v=FB8bphbLuX0
5 BST (PHE)	Safety rules in movement	At the end of the lesson, pupils should be able to:  1. Identify safety rules in shooting heading, bending and stretching.	1.Pupil, as an individual, differentiates safety rules in different movement  2. Pupils in groups, discuss about safety rules in different movement.  3.selected group of pupils, demonstrate short play on safety rules	1.Critical thinking and problem solving 2.Leadership and personality development 3.Collaboration and communication	1.Website Resource i. https://youtu.be/fgcvobYvjoi ii. https://youtu.be/u03EHVf- 7vl iii.https://youtu.be/oT5X2- Kpl 2. Audio visual materials i. Chart ii. Pictures iii. First aid materials
6 BST (Basic Science )	The senses- Taste  The tongue as the organ of taste Taste buds Taste of substances	At the end of the lesson, pupils should be able to:  i. identify the taste of different substances;  ii. describe the types of taste of food substances;  iii. distinguish between types of taste.	i. Class brainstorms on taste of substances.  ii. Pupils in pairs, describe and share with the class the different types of taste they have experienced.  iii. Pupils point to their tongues as the organ of taste.  iv. Pupils in small groups, discuss why taste is important to them and	Communication and collaboration. Critical thinking and problem solving Leadership and personal development	x Sugar, salt, honey, bitter kola/leaf x Chart and model  Web resources: https://youtu.be/bMybpK7/8 MM https://youtu.be/q1xNali7ga AQ

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
· DOT	Features of CPU	Idontificant it ass	share with the class.		
6 BST (IT)	x Ports x Buttons etc.	Identify and the different features of the CPU and state its functions.	Physical identification of the features of the CPU by the pupils , individually.	-Critical thinking -Collaboration and communication and -Personal development	https://www.youtube.com/ watch?v=FB8bphbLuX0
6 BST (PHE)	Athletics	At the end of the lesson, pupils should be able to  1.Perform 50m dash  2.Perform 75m, showing the start and the finish	1.Pupil, as an individual, identify 50m dash, 75m dash 2.Pupils as a group, demonstrate the start and the finish in athletics race 3. As a class, a task is giving to the pupils to perform the	1.Critical thinking and problem solving  2.Leadership and personality development  3.Collaboration and communication	1.Website Resource i. https://youtube/- iFi06CrvTts ii. https://youtube/ON3IQsOhp m8 2. Audio visual materials
			finish in athletics race.	AND THE RESERVE OF THE PARTY OF	i. Chart ii. Pictures iii. Cone iv. Track
7.	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT
8 BST (Basic Science )	The senses- Touch	At the end of the lesson, pupils should be able to:  i. detect the textures of various substances through touching and feeling;  ii. identify the skin as the organ of touch;  iii. distinguish between rough and coarse objects; cold and hot, etc.	i. Pupils in small groups, brainstorm on textures of substances and describe them to the class ii. Pupils touch and feel various objects to determine that the skin is the organ of touch. iii. Pupils in pairs, share with the class the differences between rough/coarse; hot/cold	Communication and collaboration. Critical thinking and problem solving Leadership and personal development	x Tissue paper x Rough and smooth cardboard paper x Water- hot, cold, warm x Pictures WEB RESOURCES: https://youtu.be/bMybpK7j8 MM https://youtu.be/q1xNuU7ga AQ
diege :		iv. assess the importance of the skin and the sense of touch to them	etc.  Iv. Pupils in small groups, touch various objects and assess the importance of touch in their daily lives.		
8 BST (IT)	Features of System Unit  x Ports  x Buttons etc.	Identify and the different features of the CPU and state its functions.	Physical identification of the features of the CPU by the pupils.	-Critical thinking -Collaboration and communication and -Personal development	Audio Visual: Charts Computer set Projectors Sound System Web Resources
				Man and the second	Video Site: https://study.com/academy/lesson/what-is-a-computer-system-unit-function-components-definition.html
157 y 1	Service of the servic				Documents:  https://techterms.com/definition/system unit#:~:text= The%20system%20unit%2 C%20also%20known.part %20of%20the%20system %20unit,
8 BST (PHE)	Athletics	At the end of the lesson, pupils should be able to  1.list the basic skills in long	1.Pupil, as an individual, identify the basic skills in Long jump 2.Pupils in groups	1.Critical thinking and problem solving     2.Leadership and personal development	1.Website Resource i. https://youtu.be/- iFi06CrvTts ii.
	POSTLAND Y	jump  2.perform basic skills in long	demonstrate the basic skills	3.Collaboration and	https://youtu.be/ON3JQsOhp

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
u <u>s</u> d		jump	in long jump  3.Class task each group, to display the skills in long jump on the field of play.	communication	2. Audio visual materials i. Chart ii. Pictures iii. Cone iv. Track
9 BST (Basic Science)	Soil types  - Meaning of soil - Types of soil - Water holding capacity of soil	At the end of the lesson, pupils should be able to:  i. identify soil locations within the school compound;  ii. describe the types of soil  iii. compare clay soil and sandy soil through mouldings.  iv. examine the water holding capacities of these soil types;	i. whole class brainstorms on meanings of soil; ii. Each pupil write types of soil; iii. Pupils in small groups, distinguish between the types of soil; iv. Class demonstrate the water holding capacity of soil.	Communication and collaboration Critical thinking and problem solving Leadership and personal development Communication and collaboration	x Samples of garden soil x Head pan, Shoyel, Container, hand lens, sieve, etc x Water. https://youtu.be/u\$7zfeK407 Q https://youtu.be/7h6psLf/A7 w https://youtu.be/bgqea0EZe AX https://youtu.be/MOlxQRAG DUM
9 BST (IT)	Uses of special keys on the keyboard X Tab key X Control key X Spacebar X Enter key	Identify the special keys on the keyboard  Determine the functions of the special keys on the keyboard.	Pupils, individually, play around the computer to identify special keys on the keyboard. Drawing and painting of the special keys on the	-Critical thinking -Collaboration and communication and -Personal development	https://www.youtube.com/ watch?v=X7Yn ULhUoY
	x Function keys etc.		keyboard.	The state of the s	
9 BST (PHE)	Safety rules in Athletics	At the end of the lesson, pupils should be able to  1.list the safety rules in athletics  2. explain the safety rules in athletics	1.Pupil, as an individual, identify the safety rules in Athletics 2. As a group, pupils discuss the safety rules in athletics 3. Peoples in small groups display the safety rules of sports arena	1.Critical thinking and problem solving 2.Leadership and personality development 3.Collaboration and communication	1. Website Resource i. https://youtu.be/fgcvobYno ii. https://youtu.be/u03EHVf- 7vl iii. https://youtu.be/oT5X2- Kpl  2. Audio visual materials i. Chart ii. Pictures iii. First aid materials
10 BST (Basic Science)	Sandy Soil  - Meaning - Organisms in the sample of the soil - Properties of sandy soil	At the end of the lesson, pupils should be able to:  i. collect and identify soil type (sandy);  ii. examine to identify the organisms in the soil  describe the texture, colour and size of the soil particles	i. pupils as a class, brainstorms on the meaning of the clay soil.  ii. Pupils in pairs, describe and share with the class the organisms found in the soil  i. Pupils in small the properties of sandy soil	Communication and collaboration. Critical thinking and problem solving Creativity and imagination	x Sample of sandy soil x Hoe, container, hand lens etc x Charts https://youtu.be/uS72feK40T Q7list=TLPQMTBwQThwMiBII 4ah9hq4W9A
10 BST (IT)	Uses of special keys on the keyboard x Tab key x Control key x Spacebar x Enter key x Function keys etc.	Identify the special keys on the keyboard Determine the functions of the special keys on the keyboard.	Pupil, individually, play around the computer to identify special keys on the keyboard.  Also, draw and paint the special keys on the keyboard.	-Critical thinking -Collaboration and communication and -Personal development	https://www.youtube.com/ watch?v=X7Yn_ULhUoY
10 BST	REVISION	REVISION	REVISION	REVISION	REVISION
F					
(PHE)	REVISION	REVISION	REVISION	REVISION	REVISION

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## LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION Term 2 Primary 2

#### UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

TERM: 2ND

BASIC SCIENCE AND TECHNOLOGY

#### **CLASS: PRIMARY TWO**

EEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
BST lasic	KEA12IOH OT T	REVISION OF 1 <sup>57</sup> TERM WORK	REVISION OF 1 <sup>57</sup> TERM WORK	REVISION OF 157 TERM WORK	REVISION OF 15T TERM WORK
ience) BST T)	REVISION OF FIRST TERM WORK	REVISION OF FIRST TERM WORK	REVISION OF FIRST TERM WORK	REVISION OF FIRST TERM WORK	REVISION OF FIRST TERM WORK
BST	Game	At the end of the lesson, pupils	1. Pupil, as individual, identify the skills in	1. Critical thinking and	1.Website Resource
HE)		should be able to  1.list the basic skills in Basket ball  2.explain some skills mentioned  3.perform the skills mentioned	basketball,  2. Pupils in small group, describe the basic skills in basket ball  3.pupils in groups, demonstrate the basic skills in basketball.	problem solving  2.Leadership and personality development  3.Collaboration and communication	ii. https://youtu.be/2ifq7T6pm u8 ii. https://youtu.be/BszStiNWA wu iii. https://youtu.be/ItocvtTWE D64 2.Audío visual materials i. Basket ball ii. Chart iii. Pictures iv. Video clips v. Canvas vi. Soaks/hose vii. Back board
2 BST (Basic Science )	Loamy Soil  - Meaning - Organisms in the sample of the soil Properties of sandy soil	At the end of the lesson, pupils should be able to:  i. collect and identify soil type (loamy);  ii. examine to identify the organisms in the soil  i. describe the texture, colour and size of the soil particles	discuss the properties of loamy soil		x Sample of loamy soil x Hoe, container, hand lens etc x Charts https://youtu.be/uS7zfeK40 TQ?list=TLPQMTEwOTlwMj BU4ah9hq4W9A
2 BST	Setting up of a	Describe the term	In pairs, pupils experiment	Critical thinking	https://www.youtube.com/
(IT)	computer  X Definition a workstation  X Procedures of setting up a workstation	"Workstation" and execute the procedures in setting up a workstation	the procedures of setting up a workstation	Collaboration, communication and personal development	watch?v=RnM3u99xif4&t=3 1s

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
2 BST (PHE)	Games	At the end of the lesson, pupils should be able to	1.Pupil as individual, are instructed to feel the basket ball	Critical thinking and problem solving	1.Website Resource
		1.Describe the basket ball	2.Pupils in groups, demonstrate the skill	2.Leadership and personality development	https://youtu.be/2ifq7T6pm u8
	高祖子村 <b>第</b> 2 3 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	2.Perform the skill of bouncing in a basketball game.	bouncing in basket ball  3.Each group, display the skill bouncing in basket ball	3.Collaboration and communication	ii. https://youtu.be/BszStiNWA wu
	Charles and A	10.00			iii. https://youtu.be/ltocvtTWE D64
	Chrombol 1			general page	2. Audio visual materials
				\$100 mm or 100 m	i. Basket ball ii. Chart iii. Pictures
, to			18.0		iv. Video clips v. Canvas vi. Soaks/hose vii. Back board
3 BST (Basic Science )	sample of the soil	At the end of the lesson, pupils should be able to:  i. collect and identify soil type (clay);	whole class,     brainstorms on the     meaning of the clay soil.     Pupils in pairs, describe	☐ Communication and collaboration. ☐ Critical thinking and problem solving	x Sample of clay soil x Hoe, container, hand lens etc
1 1 2 2	Properties of clay soil	ii. examine to identify the organisms in the soil describe the texture, colour and size of the soil particles	and share with the class the organisms found in the soil Pupils in small groups, discuss the properties of clay	Creativity and imagination	x Charts https://youtu.be/sxJvIR tA9 k
3 BST (IT)	Setting up of a computer  X Definition a workstation  X Procedures of setting up a workstation	Describe the term "Workstation" and execute the procedures in setting up a workstation	In pairs, pupils experiment the procedures of setting up a workstation	Critical thinking  Collaboration and communication  Personal development	https://www.youtube.com/ watch?v=RnM3u99xlf4&t=3 1s
3 BST (PHE)	Games	At the end of the lesson, pupils should be able to  1.identify basket ball  2.perform the skill bouncing in basketball	the basket ball  2. Pupils in groups,  demonstrate the civil of	Critical thinking and problem solving     Leadership and personality development     Collaboration and communication	i.https://youtu.be/2ifq7T6pm u8 ii. https://youtu.be/BszStiNW. wu iii. https://youtu.be/ItocvtTW D64 2. Audio visual materials i. Basket ball ii. Chart iii. Pictures

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES		CIENCE & TECHNOLOGY
			T. C. TALLES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4 BST (Basic	Clay - Meaning	Pupils should be able to: i. say the meaning of	ii. Pupils as a class ,	☐ Communication and	v. Canvas vi. Soaks/hose vii. Back board
Science )	- Materials and procedures Use of clay- moulding	ii. identify materials and procedures to make clay; iii. describe the use clay for moulding iv. explains what clay is used for	brainstorm on meanings of clay. iii. Pupils in pairs , highlight the materials for making clay and share with the class. Pupils in small groups , describe the use of clay.	collaboration and collaboration.  Critical thinking and problem solving Leadership and personal development	x Clay x Water x Source of heat  https://youtu.be/lvjtVyEwM gY
The state of the s	and theirs uses  x Recycle bin  x Windows start up  x File explorer  x Media player icon  x Browser icon etc.	Identify the icons on the monitor and articulate their uses.	Whole class, discuss on icons and their functions.  Pupils, in pairs, play out interview sessions	Critical thinking Collaboration and communication Personal development	https://www.youtube.com/watch?v=LT2KtpEyolY
4 BST (PHE)	Game	At the end of the lesson, pupils should be able to:  1.Imitate movement and sounds made by people  2. Animals  3. Machine around them.	1. Pupil, as an individual identify throwing and catching in basket ball 2. Pupils in groups, demonstrate throwing and catching of basket ball. 3. The whole class go into playing session using throwing and catching skills.	1.Critical thinking and problem solving 2.Leadership and personality development 3.Collaboration and communication	1. Website Resource https://youtu.be/2ifq7T6pmu8 ii. https://youtu.be/BszStiNWAwu iii. https://youtu.be/ItocvtTWED64
					i. Basket ball ii. Chart iii. Pictures iv. Video clips v. Canvas vi. Soaks/hose vii. Back board
5 BST (Basic Science )	Clay - Practical - Molding with clay	At the end of the lesson, pupils should be able to:  ii. identify materials for moulding using clay;  iii. Identify and describe items that can be moulded with clay;  iii. mould objects with clay.	ii. Pupils as a Class, brainstorms on what kinds of things they can create with clay iii. Pupils in pairs, highlight the materials for moulding and share with the class. iii. Class watch video clips of clay moulding and mould their own objects.	Communication and collaboration. Critical thinking and problem solving Digital literacy	x Clay x Water x Source of heat  https://youtu.be/IvjtVyEwM gY https://youtu.be/3uMCvWFq hdk?list=TLPQMTEwOTIwMj BU4ah9hq4W9A
5 BST (IT)	Identification of Icons and theirs uses  X Recycle bin X Windows start up X File explorer X Media player icon	Identify the icons on the monitor and articulate their uses.	Whole class sess discuss on icons and their functions.  Pupils, in pairs, play out interview sessions	Critical thinking Collaboration and communication Personal development	https://www.youtube.com/ watch?v=LT2KtpEyolY

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	SCIENCE & TECHNOLO
	X Browser icon etc.	- DJEGINES	DEMINING ACTIVITIES	EMBEDDED CORE SKIELS	LEARNING RESOURCES
5 BST (PHE)	Safety in basket ball	At the end of the lesson, pupils should be able to  1.state the safety rules in basket ball	1.Pupil, as an individual, identify, safety rules in basketball 2.Pupils as a group, discuss the safety rules in basketball	1.Critical thinking and problem solving 2.Leadership and personality development	1.Website Resource i. https://youtu.be/fgcvob/vj ii.
, -	To the second se	2.explain the safety rules in basketball	3. Each groups explain safety rules in basketball.	3.Collaboration and communication	https://youtu.be/u03EHVf 7vl iii.https://youtu.be/oT5X2. Kpl 2. Audio-visual materials i. Chart ii. Pictures iii. First aid materials
6 BST (Basic Science)	Plants  - Features of plants - Groups of plants based on features	At the end of the lesson, pupils should be able to:  i. locate and identify common plants in their school compound;  ii. trace the leaves of plants on plasticine or clay;  iii. examine the identified plants to describe their features (texture, shape, size and colour) of leaves;  iii. group plants based on their features	i. Class take a gallery walk to collect different plants in the school compound and brainstorm on their features  ii. Pupils in small groups, trace the leaves of the plants collected on clay.  iii. Pupils in pairs, discuss the features of the identified plants and share with the class.  iii. Each pupil, classify plants based on their	Communication and collaboration. Leadership and personal development Critical thinking and problem solving Creativity and imagination	X Specimens of plants X Clay/plastercine X Pencil X Crayon https://youtu.be/uzIDuKVU Yk https://youtu.be/N-l-gsWOKzk
6 BST (IT)	Classification of computers by size  X Mainframe  X Super	Explain mainframe and super computers	features. Pupils, as a class, discuss mainframe and super computers	Critical thinking  Collaboration, communication and personal development	https://www.youtube.com/ watch?v=q2lEjX5pMNs
6 BST (PHE)	Swimming	At the end of the lesson, pupils should be able to  1. Identify skills in swimming  2. Explain the skills in swimming	1.Pupil, as an individual, identify skills in swimming such as butterfly stroke, breast stroke, free style  2.Pupils in small groups, describe the skills in swimming such as butterfly stroke, breast stroke, free style.  3.Each groups show cases the skills in swimmings such as butterfly stroke, breast stroke, free style	1.Critical thinking and problem solving 2.Leadership and personality development 3.Collaboration and communication	1. Website Resource i. https://youtu.be/irSzTAF]p0s ii. https://youtu.be/h0XvfysKzk iii. https://youtu.be/RrCnifrSu8 2. Audio visual materials i. Chart ii. Pictures iii. Swimming poll iv. Posters v. Tube
7	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT
8 BST (Basic Science)	Plants  - Common uses of plants - Groups of plants based on uses	At the end of the lesson, pupils should be able to:  i. identify the common uses of plants (for food, beautification, building, furniture, shade;	i. Class brainstorms on the common use of plants     ii. Pupils in small groups , look around the classroom and write down items made from	<ul> <li>Communication and collaboration.</li> <li>Leadership and personal development</li> <li>Critical thinking and problem solving</li> </ul>	x Sample of loamy soil x Hoe, container, hand lens etc x Charts https://youtu.be/uS72feK40 TQ?list=TLPQMTEwOTlwMi

	-onics	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
WEEKS	TOPICS	medicine ii. examine other uses of plants iii. group plants based on their uses	plants that they observe iii. Pupils in same small groups, discuss other uses of plants. iii. Pupils in pairs, discuss the classifications of plants based on their uses.		BU4ah9hq4W9A
8 BST (IT)	Classification of computers by size  x Mainframe x Super	Explain mainframe and super computers	Pupils, as a class, discuss mainframe and super computers	-Critical thinking -Collaboration and communication -Personal development	https://www.youtube.com/watch?v=q2lEjX5pMNs
8 BST (?HE)	Safety rules in Swimming	At the end of the lesson, pupils should be able to  1.state the safety rules in swimming  2.explain the safety rules in swimming  3.state the importance of safety rules in swimming	1.Pupil ,as an individual, identify safety rules in swimming  2.As a group, pupils, discuss safety rules in swimming  3.Each group discuss the importance of safety rules in swimming	1.Critical thinking and problem solving  2.Leadership and personality development  3.Collaboration and communication	i.https://youtu.be/igcvobYvjoi ii. https://youtu.be/u03EHVf7 iii.https://youtu.be/oT5X2-Kp. 2.Audio visual materials i. Chart ii. Pictures iii. First aid materials
9 BST (Basic SCienc e)	Animals  - Common animals in the surroundings	At the end of the lesson, pupils should be able to:  i. locate and identify common animals in	i. Class take a gallery to see different animals in the school compound and brainstorm on the ones in the	☐ Communication and collaboration. ☐ Leadership and personal development	X Charts/ pictures of domestic and wild animals.  https://youtu.be/hewioIU4a
	- Features of animals - Behavior of animals - Groups animals	their school compound and surroundings; ii. examine the observable features of animals i. group plants based on their features and behaviour.	surroundings.  ii. Pupils in pairs, examine the observable features of animals and share with the class.  i. Each pupil, classify animals based on their features and behaviours.	☐ Critical thinking and problem solving ☐	https://youtu.be/zg]le VO7Gk https://youtu.be/7v- D9WmEBUQ
9 BST (IT)	Classification of computers by size  X Mini X Micro	Explain mini and micro computers	Pupils, as a class, discuss mini and micro computers	Critical thinking Collaboration and communication personal development	https://www.youtube.com/ watch?v=q2lEjX5pMNs
9 BST (PHE)	Swimming	At the end of the lesson, pupils should be able to  1.List the skills in swimming e.g. free style, butter fly stroke, breast stroke e.t.c  2.Demonstrate skills in swimming	1.Pupil, as an individual, identify the skills in swimming 2. As a group, demonstrate the skills in swimming 3. Each group display the diagrams of various skills in swimming.	1.Critical thinking and problem solving     2.Leadership and personality development     3.Collaboration and communication	1.Website Resource i.https://youtube/fgcvobYvjoi ii. https://youtube/u03EHVf 7v iii. https://youtube/oT5X2-Kpl 2. Audio visual materials i. Chart ii. Pictures iiii. First aid materials
10 BST (Basic Science	Animals  - Common uses of animals	At the end of the lesson, pupils should be able to:  i. identify the common uses of animals (for	i. Whole Class brainstorms on the common use of	☐ Communication and collaboration.	x Specimens of animals x Charts on animals and safety https://youtu.be/Orvd-

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	- Care of animals	food, bags, hide and skins, etc)  ii. describe other uses of animals (making money, security, sport etc  iii. explain the things needed for proper care of animals  iv. demonstrate the correct ways of taking care of animals	animals  ii. Pupils in small groups, examine other uses of animals.  iii. Pupils in pairs, discuss the classifications of animals based on their uses.  iv. Pupils in pairs, discuss the most useful animals that they know and share with the class  v. Pupils in pairs, identify the things needed for care of animals.  vi. Pupils demonstrate the correct ways of taking care of animals in their surroundings	Leadership and personal development     Critical thinking and problem solving	b5fYKA https://youtu.be/WgzRPMp SQ https://youtu.be/GfCRaUXIfi w https://youtu.be/R50Xc1EU Hwg
10 BST (IT)	Classification of computers by size  X Mini X Micro	Explain mini and micro computers	Pupils, as a class, discuss mini and micro computers	-Critical thinking -Collaboration and communication -Personal development	https://www.youtube.com/ watch?v=q2lEjX5pMNs
10 BST (PHE)	REVISION	REVISION	REVISION	REVISION	REVISION
11	REVISION	REVISION	REVISION	REVISION	REVISION
12	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION



Basic Science and Technology Plan Lesson Notes @CLASSBASIC.COM

UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)



## LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

## BASIC SCIENCE AND TECHNOLOGY

Term 3 Primary 2

TERM: 3<sup>RD</sup>

#### **CLASS: PRIMARY TWO**

EEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
PST	REVISION OF 2ndTERM WORK	REVISION OF 2nd TERM WORK	REVISION OF 2 <sup>nd</sup> TERM WORK	REVISION OF 2™ TERM WORK	REVISION OF 2 <sup>nd</sup> TERM WORK
e) BST	REVISION OF THIRD TERM WORK	REVISION OF THIRD TERM WORK	REVISION OF THIRD TERM WORK	REVISION OF THIRD TERM WORK	REVISION OF THIRD TERM WORK
IT) I BST [PHE]	Health and Hygiene	At the end of the lesson, pupils should be able to:  1.Enumerate some ways of purifying water.  2.Describe some ways of purifying water.	1.Pupil, as an individual, identify ways of purifying water  2.Pupils in small groups, explain some ways of purifying water  3.Each group display different diagrams of purifying water`	Critical thinking and problem solving     Leadership and personality development     Collaboration and communication	i. https://youtu.be/pVuAOXrqrOr2 ii. https://youtu.be/8CZLSeiAPHk 2. Audio visual materials i. chart ii. Pictures
	- 6		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		iii. First aid kits
2 BST (Basic Scien ce)	Forms of energy-	At the end of the lesson, pupils should be able to:  x explain energy; x identify different forms of energy; i. describe the uses of energy to man.	i. Class brainstorms on the meaning of energy.  ii. Pupils in small groups, identify forms of energy  iii. Pupils in pairs, discuss the application of energy in their daily lives  I. Pupils discuss the things which give energy	☐ Communication and collaboration ☐ Leadership and personal development ☐ Critical thinking and problem solving	https://youtu.be/Q0LB egPWzrg https://youtu.be/63t0Y 2ACoh4 https://youtu.be/1JdvH 8cz-I
2 BS7 (IT)	Classification of computers by generations  X First generation X Third generation	Explain first and third generations of computers	Pupils, as a class, discuss first and third generations of computers	-Critical thinking -Collaboration and communication -Personal development	https://www.youtube. com/watch?v=tZ3zOA QIFco
2 BS' (PHE	T Hygiene	At the end of the lesson, pupils should be able to  1. demonstrate the process of purifying water.  2.explain how they purify water at home	1.Pupil, as individual, identify process of purifying water  2.As a group, draw the process of purifying water on a card board	1. Critical thinking and problem solving 2. Leadership and personality development 3. Collaboration and communication	i. https://youtu.be/8czlSeiAPHk ii. https://youtu.be/wYkQ6x5-Pc iii. https://youtu.be/F37IDgQ2lfw
		graphical to the graphical transfer of the control	- James	1	2. Audio visual materials

WEEKS TOPICS LEADNING ODIECTIVES LEADNING ACTIVITIES EMBEDDED CODE SYLLIC					
WEEK	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	AMATON MA	HIMARISHOTE INC.	1		i. Chart ii. Pictures iii. Water -flash cards
3 BST (Basic Scien ce)	- Objects that produce sound - Local instruments Practical	At the end of the lesson, pupils should be able to:  i. identify sounds of different objects and animals; ii. mention various instruments that can make sound; iii. produce local instruments that can make sounds; create sound with any man-made instrument	i. pupils as a Class, brainstorms on sounds of living things like humans, animals and plants (listening to recorded audio) ii. Pupils in small groups, identify instruments that make sounds. iii. Pupils in pairs, discuss local instruments that make sound and share with the class  Each pupil demonstrate how to make sound with any man-made instruments	Communication and collaboration Leadership and personal development Critical thinking and problem solving Critical thinking and problem solving	x Bamboo stem; pawpaw stalk; knife, string; et x Some musical instrument lik, keyboard, flute saxophone https://youtu.be/0D2, WIISU2g https://youtu.be/- 19HhdgV1cY
(IT)	Classification of computers by generations  X First generation X Third generation	Explain first and third generations of computers	Pupils, as a class, discuss first and third generations of computers	-Critical thinking -Collaboration and communication -Personal development	https://www.youtube. com/watch?v=tZ3zOA QIFco
3 BST	Hygiene	At the end of the lesson, pupils	1.As an individual, identify	1. Critical thinking and	1.Website Resource
(РНЕ)		should be able to  1. Explain purification of water at home	steps in purifying water at home  2. Pupils in groups, describe the steps in purifying water at home  3. Each group show case the diagram of steps in purifying water at home	problem solving  2. Leadership and personality development  3. Collaboration and communication	i. https://youtu.be/8czlSiiAPHk ii. https://youtu.be/wYkQ 6x5-Pc iii.https://youtu.be/F37 IDgQ2lfw 2. Audio visual materials i. Chart ii. Pictures flash cards iii. Water bucket
BST Basic icien e)	Colour  - Different colour  - Classification of objects using colour  - Uses of colour	At the end of the lesson, pupils should be able to: i. identify different colours; ii. classify objects using colour; iii. identify colours in living and non-living things; iv. discuss the uses of colours. v. appraise the importance of colours.	i. Class brainstorms on the types of colours ii. Pupils in small groups, classify living things based on colours iii. Pupils in pairs, discuss the use of colours and share with the class iv. Pupils think and share which colours are important to them in their environment.	☐ Communication and collaboration ☐ Critical thinking and problem solving ☐ Creativity and imagination	x Papers, crayon, coloured pens etc x Beads x Colour charts https://youtu.be/E1m W7nqC8Ck https://youtu.be/pUPM 3DtK9so
T)	Classification of computers by generations	Explain fourth and fifth generations of computers	Pupils, as a class, discuss fourth and fifth generation of computers	-Critical thinking -Collaboration and communication	https://www.youtube.com/watch?v=tZ3zOA QIFco

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING
	x Fourth generation x Fifth generation		71 . 12	Personal development	RESOURCES
4 BST (PHE)	Rest and sleep	At the end of the lesson, pupils should be able to  1.Identify proper way of resting and sleeping	1.Pupil, as an individual identify proper ways of resting and sleeping 2.Pupils groups, explain proper ways of resting and sleeping at home	1.Critical thinking and problem solving 2.Leadership and personality development 3.Collaboration and communication	1.Website Resource i. https://youtu.be/Yp9bstyNyNU ii.https://youtu.be// 2. Audio visual materials i. Chart ii. Pictures
					iii. Bed iv. Mat v. Pillow
5 BST (Basic Scien ce)	Air - Existence of Air - Meaning - Properties Uses of air	At the end of the lesson, pupils should be able to:  ii. Say the meaning of air iii. identify the gases of air iv. demonstrate the air in nature  x explain the uses of air	i. Class brainstorms on the meaning of air. ii. Pupils in pairs, describe and share with the class the gases in air. iii. Each pupil demonstrate air in nature iv. Pupils in small groups, think and discuss the various uses of	☐ Communication and collaboration. ☐ Critical thinking and problem solving ☐ Creativity and imagination	x Hand fans x Kites, balloons, etc  https://youtu.be/h7rh OM2dXtE
p=-	2	# 1 P	air and share with the class.		
5 BST (IT)	Classification of computers by generations  X Fourth generation	Explain fourth and fifth generations of computers	Pupils, as a class, discuss fourth and fifth generation of computers	-Critical thinking -Collaboration and communication -Personal development	https://www.youtube. com/watch?v=tZ3zOA QIFco
5 BST	x Fifth generation Safety Education	At the end of the lesson, pupils	1,Pupil, as an individual,	1.Critical thinking and	1. Website Resource
(PHE)		should be able to  Lexplain the meaning of safety education	describe safety education  2.Pupils in group, explain safety education.  3. Pupils as an individual list	problem solving  2.Leadership and personality development  3.Collaboration and	i. https://youtu.be/fgcvo bYvjoi
		2. List the safety education conditions for first aid treatment	safety conditions for First Aid treatment.	communication	https://youtu.be/u03E HVF-7vl iii.https://youtu.be/oT SX2-Kpl 2. Audio visual materials
					L. Chart ii. Pictures charts iii. First aid kits
6 BST (Basid Scien ce)	: Toutation	At the end of the lesson, pupils should be able to:  i. mention objects that float in air; ii. identify the characteristics of these objects that can float in air;	i. Class observe a thin piece of nylon floating in air and a pen dropped to the ground to formulate the meaning floatation.	Communication and collaboration. Critical thinking and problem solving Leadership and personal development Creativity and imagination	iv. Balloons, old newspaper, thread, gum, sticks, strings, pencils, stones etc.

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
77 19		iii. construct/make things (kites, blown balloons etc.) float or fly in air. iv.	ii. Pupils in pairs , describe and share with the class the objects that float in air. iii. Pupils in small groups, identify the characteristics of objects that can flow in air iv. Each pupil ,make objects that can flow in air.		v. Charts https://youtu.be/tvvZ7 yZUOX0 https://youtu.be/Qpz L XWtWFE
6 BST (IT)	Classification by purpose  x Special purpose  x General purpose	Explain special and general purpose computers	Pupils, as a class, explain special and general purpose computers	-Critical thinking -Collaboration and communication -Personal development	https://youtu.be/EB6q zMDhXTA
6 BST (PHE)	First Aid	At the end of the lesson, pupils should be able to:  1.State conditions that requires first aid treatment.  2.Describe how to treat the treatment.	1.Pupil, as an individual, explain first aid  2.As a group, describe the condition that require first aid e.g. bleeding, Heat e.t.c  3.Each group explain the condition require for first aid .	1.Critical thinking and problem solving 2.Leadership and personality development 3.Collaboration and communication	i. https://youtube/GT8E AKs9a9M ii. https://youtube/APinK 3IJF1Q ii. https://youtube/SKCcD 4EX-1A 2.Audio visual materials i. Chart
					i. Chart  ii. Pictures
7.	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	iii. First aid kits  MID-TERM ASSESSMENT
8 BST (Basic Scien ce)	- Water-Objects that Float in water	At the end of the lesson, pupils should be able to:  ii. mention objects that float in water; iii. describe the characteristics of objects that flow in water; iv. demonstrate how to make objects float in water.	I. Class observe a cork and a stone to formulate the meaning of objects floating in water.  II. Pupils in pairs, describe and share with the class the characteristics of these objects  III. Each pupil thinks and describes heavy objects that float in water  iv. Each pupil demonstrate how to make an object float in water	☐ Communication and collaboration. ☐ Critical thinking and problem solving/leadership and personal development Creativity and imagination	x Balloons, paper, feather, cork, thread, etc. x Pictures of swimmers using life jackets x Pictures of people swimming in rivers staying on calabashes. https://youtu.be/2dyCe1GPagE https://youtu.be/aVUX
8 BST (IT)	Classification by purpose  x Special purpose  x General purpose	Explain special and general purpose computers	Pupils, as a class, explain special and general purpose computers	-Critical thinking -Collaboration and communication -Personal development	https://youtu.be/EB6q zMDhXTA
8-9 BST (PHE)	First Aid Continue	At the end of the lesson, pupils should be able to:  1.explain more condition that requires first aid treatment	1.Pupil, as an individual explain more condition about first aid.  2.As a group, discuss how to apply first aid.	1.Critical thinking and problem solving  2.Leadership and personality development  3.Collaborat 4d	1.Website Resource i. https://youtube/GTSE AKs9a9M ii.

UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			3.Each group describe how to apply first aid	communication	https://youtube/APinK 3IJFIQ
	\$\times \( \times \)	The Herman September 1995.	efferjan har soft er pe	gy is Augusta retri in le su maganus	ii. https://youtube/SKCcD 4EX-1A
					2.Audio visual materials
	and the first	The state of the s	ii tuu te tana yy		i. Chart
		1 UT			ii. Pictures
	1		11 1		iii. First aid kits
9 BST (Basic Scienc e)	- Water-Objects that sink in water	At the end of the lesson, pupils should be able to:  i. identify objects that sink in water; ii. describe the characteristics of objects that flow in water; iii. examine how heavy objects sink in water;	i. Class brainstorms on objects that sink in water ii. Pupils in pairs, describe and share with the class the characteristics of these objects iv. Each pupil demonstrate heavy objects that sink in water	Communication and collaboration.  Critical thinking and problem solving/leadership and personal development Creativity and imagination	x Stone, meter rule, wood piece of iron, etc. x Pictures of heavy objects like stones, iron rod in water https://youtu.be/2dyCe 1GPagE https://youtu.be/aVUX VSLG504
9 BST (IT)	Shutting – down the computer  x Sleep x Hibernate x Restart x Shutdown	Carry out the various ways of shutting down the computer Distinguish between the various ways of shutting down the computer	Pupils, in pairs or in groups, practice the various ways of shutting down the computer	-Critical thinking -Collaboration and communication -Personal development	https://www.youtube. com/watch?v=Tx0ntUo bTu8
10 BST (Basic Scien ce)	Road user  - Meaning of road  - Road users  - Correct use of the road	Pupils should be able to:  i. say the meaning of roads;  ii. identify different road users (e.g. cars, bicycles, motor cycle, humans, animals etc.)  iii. explain how each user correctly use the road;	I. Pupils as a class, brainstorm on meanings of road and road users.  II. Pupils, as individual, write different road users  III. Pupils in small groups, describe the correct use of the road by users.	Communication and collaboration.     Critical thinking and problem solving     Leadership and personal development	x Pictures of different types of roads x Charts on road usage Web resources: https://youtu.be/ NeEF 1fwT4k?list=TLPQMTE wOTIwMjBU4ah9hq4W 9A
10 BST (IT)	Shutting – down the computer  X Sleep X Hibernate X Restart X Shutdown	Carry out the various ways of shutting down the computer Distinguish between the various ways of shutting down the computer	Pupils, in pairs or in groups, practise the various ways of shutting down the computer	-Critical thinking -Collaboration and communication -Personal development	https://www.youtube. com/watch?v=TxOntUo bTu8
10 BST (PHE)	REVISION	REVISION	REVISION	REVISION	REVISION
11	REVISION	REVISION	REVISION	REVISION	REVISION
12,	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION

#### ACHIEVEMENT STANDARD

### At the end of the session, the pupils are able to;

- x identify senses in humans and their functions;
- x discuss soil and soil types and their characteristics;
- x do practical practice with clay;
- x understand the concept of water, its properties and importance to living things in the society;
- x discuss air and its importance to life;
- x explain sound as a form of energy.
- x Knowledge on the history, classifications and features of computer.
- x Understand, articulate and experiment procedures of setting up a computer and shutting-down the computer.
- x Ability to identify and understand the uses of important icons on the compute.
- x Discusst movement and demonstrate them correctly
- x Learn about safety rules in movement
- x Demonstrate basic skills in field event
- x Identify safety rules in athletics
- x Perform /demonstrate skills in basket ball
- x Discuss swimming and its safety rules
- X Describe health and hygiene and demonstrate process of purifying water at home
- X Demostrate proper using of resting and sleeping
- X Understand safety education and demonstrate simple treatment in first aid care

Basic Science and Technology
Plan Lesson Notes

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BASIC SCIENCE AND TECHNOLOGY (BST)
PRIMARY 3 (BASIC 3)



### LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

### BASIC SCIENCE AND TECHNOLOGY

### Term 1 Primary 3

TERM: 1<sup>5T</sup> CLASS: PRIMARY THREE

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1 BST (Basic Science)	Revision of Basic 2 work	7 - 70 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	STATES OF THE ST	11 11 (6) 11 (6)	
2 BST (Basic Science)	Measurement of Length - Meaning of length - instruments of measuring length - Standard metric units of length - Practical demonstrati ons of measuring length	By the end of the lesson, pupils should be able to:  i. mention the methods of obtaining length from their past experiences; ii. explain the meaning of length; iii. describe various instruments for measuring length; iv. identify the metric units of measuring length (mm, cm); v. measure and record the length, breadth and height of objects around them; vi. analyse reason for differences in length.	v. Pupils mention and demonstrate the ways in which they measure objects in their localities vi. Class, uses the dimensions of the classroom to brainstorm and formulate the meaning of length vii. Pupils in pairs, discuss and share with the class the standard metric units of length viii. Pupils in small groups, demonstrate the measuring of length, breadth and height of objects ix. Pupils in small groups, measure their heights and compare them with the heights of their peers and that of their teacher x. Pupils in small groups, analyse the reason for differences in length	Communication and collaboration. Creativity and imagination Leadership and personal development	iv. Tape measure v. Meter rule vi. The pupils and objects in the classroom vii. Charts on standard units of length  https://youtu.be/- Op2RDOVnRO https://youtu.be/VIQg8eOer EE  https://youtu.be/ypVQDZL1 8SQ
2 BST (IT)	Generational development of computers.  x From Abacus to smart phone.	Outline the various stages in computer development  Match the year and the advancement of computer development	Pupils, in pairs, tag the years against the advancement of computer development.	-Critical thinking -Collaboration and communication -Personal development	https://www.youtube.com/ watch?v=sTc4kIVUnoA
2 BST (PHE)	Moving our body parts	By the end of the lesson, pupils should be able to;  I) demonstrate the imitate movements and sound made by people, animals and machine  ii) describe movements made in animals, people  iii) demonstrate the fundamental movement pattern e.g bending, crawling, galloping, climbing etc	the fundamental movement patterns e. bending, crawling, galloping, climbing etc. s	Digital literacy Leadership and personal development	i) https://youtu.be/fF9qrV7P8ti) https://youtu.be/ka7RLyQeiii) https://youtu.be/4zxmyRvloo  NQ Audio-Visual Materials i) Playing ground ii) Balls iii) Charts iv) Whistle (v) Chants
3 BST (Basic Science)	Measurement of Mass  - Meaning o mass - instrument of measuring mass - Standard	By the end of the lesson, pupils should be able to:  f i. mention the methods of obtaining mass from their past	Pupils mention and demonstrate the ways in which they determine the weights of objects in their homes     Class, observes sand of different quantity being poured into 2 bags and weighed to formulate the meaning of mass.	Communication and collaboration. Creativity and imagination Leadership and personal development Digital literacy	viii. Weighing scale ix. Lever arm balance x. Rope, sticks etc xi. Record book, pencil and eraser xii. The pupils and objects in the classroom xiii. Charts on standard

#### BASIC SCIENCE & TECHNOLOGY

iii. identify the metric units of measuring mass of objects.  iii. identify the metric units of measuring mass (g. kg): measure and record the weights of objects in the classroom;  v. compare masses of objects; vi. analyse reasons for differences in mass.  3 BST (IT) Generational development of computers.  X From Abacus to smart phone.  3 BST (PHE)  Movements  By the end of the lesson pupils should be able to; vi. p) Explain the safety rules of movement patterns e g bending, crawling, galloping, etc. vi) Explain the safety rules of movement patterns e g bending, crawling, galloping, climbing etc.  4 BST (Basic Science)  Measurement of movement of measuring mass of objects in the chassroom; vi. analyse reason for differences in mass. vi. Pupils in small groups, demonstrate the measuring of mass of objects vi. Pupils in small groups, measure their mass and that of their teacher vi. Pupils in small groups, analyse the reason for differences in mass. Upils, in pairs, tag the years against the advancement of computer development.  By the end of the lesson pupils should be able to: vi) Explain the safety rules of movement patterns wiii) Demonstrate different movement patterns wiii) Demonstrate different movement patterns wiii) Degital literacy wiii) Leadership and personal development with the measuring time the measuring of time the safety rules of movement patterns wiii) Degital literacy wiii) Leadership and collaboration  4 BST (Basic Science)  Measurement of movement patterns e, bending time time the should be able to: i mention the methods of obtaining time from their past experiences; ii. explain the meaning of time time time the meaning of time time time time time time time time	RESOURCES units of mass  https://youtu.be/a3uy4H9k B0 https://youtu.be/ypVQD7I; 8SQ  https://www.youtube.com/ watch?v=sTc4kIVUnoA
Outline the various stages in computers.  X From Abacus to smart phone.  By the end of the lesson pupils should be able to; ii) Demonstrate different movement patterns iii) Pupils in pairs, demonstrate different movement patterns iii) Pupils in groups, explain what is movement patterns iii) Pupils in pairs, demonstrate different movement patterns iii) Pupils in groups, describe the safety rules in movement patterns iii) Demonstrate different movement patterns iii) Pupils in groups, describe the safety rules in movement patterns iii) Demonstrate different movement patterns iii) Pupils in groups, describe the safety rules in movement patterns iii) Demonstrate different movement patterns iii) Pupils in groups, describe the safety rules in movement patterns iii) Demonstrate different movement patterns iii) Pupils in groups, describe the safety rules in movement patterns iii) Demonstrate different mov	watch?v=sTc4kIVUnoA
should be able to; i) Explain what is movement patterns iii) Demonstrate different movement patterns e.g bending, crawling, galloping etc. iv) Explain the safety rules of movement patterns e.g bending, crawling, galloping, climbing etc. iv) Explain the safety rules of movement patterns e.g bending, crawling, galloping, climbing etc.  4 BST (Basic Science)  Measurement of Time  - Meaning and instruments of measuring time - Standard metric units of ime  Standard metric units of iii mention instruments for iii movement iii) Pupils, as an individual, statement movement patterns iii) Pupils in pairs, demonstrate different movement patterns iv) Communication and collaboration iii Communication and collaboration  Communication and collaboration  Creativity and imagination iii Digital literacy iii) Leadership and personal development iv) Communication and demonstrate the ways in which they determine the weights of objects in their homes iii. Whole class, brainstorms on the instruments for measuring time. iii Pupils in pairs, demonstrate different movement patterns iii Digital literacy iii Demonstrate iii Digital literacy iii Demonstrate different movement patterns iii Digital literacy iii Demonstrate iii Demons	i)
4 BST (Basic Science)  Meaning and instruments of measuring time - Standard metric units of time  Time  Crawling, galloping, climbing etc.  By the end of the lesson, pupils should be able to:  i. mention the methods of obtaining time from their past experiences; ii. explain the meaning of time; iii. Pupils in pairs, discuss  i. Pupils mention and demonstrate the ways in which they determine the weights of objects in their homes  iii. Whole class, brainstorms on the instruments for measuring time.  iii. Pupils in pairs, discuss	https://youtu.be/fF9qrV7P8 if) https://youtu.be/ka7RLyQe1 Audio Visual Materials if) Playing ground iif) Balls iiif) Charts
Science)  - Meaning and instruments of measuring time - Standard metric units of time.  - Meaning and instruments of measuring time - Standard metric units of time;  i. mention the methods of obtaining time from their past experiences; ii. which they determine the weights of objects in their homes iii. Whole class, brainstorms on the instruments for measuring time.  iii. Pupils in pairs, discuss	iv) Whistle xiv. Wall clock
- Specified iv. identify the units of measuring time (seconds, within specified time frame veeks, months and years);  v. discuss how specified task are performed within specified time frame.	xv. Stop clock xvi. Charts showing the faces of clock with different readings in second, minute and hour https://youtu.be/NZnLzg_Up tQ https://youtu.be/zjz_rcia79Y
Internal features of the CPU and state their uses.   Internal features of the CPU and state their uses.   Internal features of the CPU and state their uses.   Collaboration and communication	https://www.youtube.com/ watch?v=uKmxgFE4rPo
4 BST Physical fitness By the end of the lesson, pupils Pupils in pairs, explain physical fitness i) Digital literacy ht	https://www.youtube/watch /=vn1Ul0srvy4

EEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITES	EMBEDDED CORE	CIENCE & TECHNOLOG LEARNING
	1 1	physical fitness	fitness	SKILLS	RESOURCES
	l	iii) Demonstrate components of physical fitness e.g endurance.	nuicas	imagination	atch?v=2oWONdIgFYM https://wwwyoutube.com/v
	1230	strength, agility, flexibility.		1.19 [6]	tch?v=20W0NdigFYM audio visual resources
					*Charts *Pictures *Beam *Stopwatch *Yoga mats *Benches *Bench dip
5 BST (Basic Science)	Forms of Energy  (Light Energy)  - Meaning of light energy - Sources of light energy Uses of light energy	By the end of the lesson, pupils should be able to:  X explain the meaning of light energy; X identify different sources of light energy; X describe uses of light energy to man; X analyse the importance of light in their environment	i. pupils as a class, brainstorms on the meaning of light energy ii. Pupils in pairs, mention sources of light and share with the class. iii. Pupils in small groups, describe the uses of light energy. iv. Pupils in small groups, discuss the importance of light in their environment and share with the class	☐ Communication and collaboration ☐ Critical thinking and problem solving Creativity and imagination	xvii. Candle sticks xviii. Electric bulb xix. Matches sticks xx. Charts on uses of light https://youtu.be/LCEqlvHFI hM?list=TLPQMTAwOTIwMj CEumwWPiOy3g https://youtu.be/d65mdTJal TI?list=TLPQMTAwOTIwMjC EumwWPiOy3g https://youtu.be/9PRRUgoT Sro?list=TLPQMTAwOTIwMj CEumwWPiOy3g https://youtu.be/z 7IBJ8Tdz o?list=TLPQMTAwOTIwMj
		O de la companya della companya della companya de la companya della companya dell		The same of the sa	EumwWPiOy3g
ר חכייו חייי	C. 1	Identify the continue internal	Dunile in naim identify the unrious	Critical thinking	https://www.youtube.com/
5 BST (IT)	x Internal features of CPU - Motherboard	Identify the various internal features of the CPU and state their uses.	Pupils, in pairs, identify the various internal features of the CPU and state their uses.  Pupils, in small groups, differentiate the various internal features of the	Collaboration and communication  Personnel	watch?v=uKmxgFE4rPo
	- Processor	16 · · · · · · · · · · · · · · · · · · ·	CPU.	development	
1	- Bios battery - Fan - RAM slot etc.	The second secon	Cro.	Digital literacy	
5-6 BS <b>T</b> (PHE)	Physical fitness	By the end of the lesson, pupils should be able to	i) Pupils in pairs, list components of physical fitness	Communication and collaboration	https://www.youtube/watch V=vnIUI0srvy4
		i) List and explain components of physical fitness e.g endurance, strength, flexibility etc  ii) Demonstrate the basic components of physical fitness	ii) Pupils, as an individual, demonstrate the components of physical fitness iii) Pupils in groups, describe physical fitness	i) Critical thinking     ii) Creativity and imagination  leadership and personal	https://www.youtube.com/watch?v=2oW0NdlgFYM https://www.youtube.com/watch?v=2oW0NdlgFYM https://www.youtube.com/watch?v=2oW0NdlgFYM
		iii) Describe the physical fitness activities to achieve e.b a) endurance b) strength		development	https://wwwyoutube.com/w tch?v=20W0NdigFYM audio visual resources *Charts *Pictures *Beam *Stopwatch *Yoga mats
	3- 1	c) flexibility			*Benches *Bench dip

UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)

WEEKS	TOPICS	I FADAUNG ODDE		BASIC S	CIENCE & TECHNOLOG
6 BST	Mirror-Image	LEARNING OBJECTIVES	LEARNING ACTIVITES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
(Basic Science)	Formation  - Properties of light - Plane mirrors - Reflection of light	By the end of the lesson, pupils should be able to:  i. Identify characteristics of light; ii. describe types of mirrors; iii. demonstrate reflection of light using shiny surfaces; i. explain the applications of reflection of light.	<ul> <li>i. Whole class, discuss on the characteristics of light</li> <li>ii. Pupils in small groups, examine and describe the types of plane mirrors</li> <li>iii. Pupils in small groups, demonstrate the reflection of light using plane mirror</li> <li>i. Pupils in small groups, analyse the uses of reflected light and share with the class e.g. mirrors, telescope etc.</li> </ul>	Communication and collaboration Leadership and personal development Critical thinking and problem solving	X Plane mirrors; X Lenses-convex and concave; X Empty cans with shiny surface X Pencil and book. https://youtu.be/z 7IBI8Tdg o?list=TLPQMTAw0TlwMjC EumwWPiOy3g https://youtu.be/UuckXwvz gew?list=TLPQMTAw0TlwM jCEumwWPiOy3g https://youtu.be/Bj- gAGhjFc0?list=TLPQMTAw0 TlwMjCEumwWPiOy3g
6 BST (IT)	Hardware devices of a computer  X Input & output devices	Define hardware devices  Outline and identify the various hardware devices	Pupils, in small groups, identify and state the various hardware devices	Critical thinking Collaboration and communication Personnel	https://www.youtube.com/ watch?v=3vSnVvtv PQ
	Table 1			development Digital literacy	4 p) (7)
7	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	x MID-TERM ASSESSMENT
8 BST (Basic Science)	Forms of Technology I- Underdeveloped Technology - Forms of technology	By the end of the lesson, pupils should be able to:  x identify forms of technology; x examine examples of	Pupils as a class discuss on the forms technology.      Pupils in pairs, highlight and share with class the examples of	☐ Communication and collaboration ☐ Critical thinking and problem	xxi. Hoes xxii. Cutlasses xxiii. Posters and charts
	- Examples of underdevel oped technology - Characterist ics of underdevel oped technology	underdeveloped technology: 9 farming with hoes and cutlasses; 9 using of town crier; 9 use of stones to make fire; 9 use of animals like donkeys, camel etc. for transportation 9 etc. X discuss the characteristics of underdeveloped technology.	underdeveloped technology iii. Pupils in small groups , discuss the characteristics of underdeveloped technology.	solving □ Creativity and imagination	https://youtu.be/Giiz81 uzl 8 https://youtu.be/LEVC seRI 80?list=TLPQMTAw0TlwMj CEumwWPiOy3g
8 BST (IT)	Software application  X Operating system X System applications	Explain software application, operating system and system application.	Pupils, in small groups, software application, operating system and system applications	Critical thinking Collaboration and communication Personnel development Digital literacy	watch?v=Kh3MiaoLxll
8-9 BST (PHE)	Athletes Track event	By the end of the lesson; pupils should be able to i) Explain sprints race e.g 100m, 200m, 400m ii) Mention the different types of sprints races, 100m, 200m, 400m, etc iii) Mention the skill and techniques involved in the sprints race e.g take off, acceleration iv) Describe the safety rules in	i) Pupils in pairs, demonstrate sprint race 100m, 200m, 400m etc  ii) Pupils , individually, list different types of sprints race  iii) Pupils in small groups, list the basic skills and techniques of sprint race	i) Communication and collaboration ii) Critical thinking and problem solving iii) Leadership and personal development	https://youtu.be/iFi06CNTt https://youtu.be/ON3IQs0b m8 https://youtu.be/-g98n- 82991 https://youtu.be/- 5rMefWoyay AUDIO VISUAL field/track field starting block

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITES	BASIC	SCIENCE & TECHNOLOG
Se ma	. Water of the Art	sprints race	ACTIVITES	EMBEDDED CORE	
	X 7 . C 26		production of the second section of the seco	SKILLS	RESOURCES
			The state of the s	Terral C	whistle
		The state of the s	and the state of t	all	hurdle stand
	AT Butter of the State	4 4 4 4 4	The state of the s	of the second	spike shoe
	Forms of	Du the and Col	All and the second seco	A SA STATE OF	The second secon
BST	Technology-	By the end of the lesson, pupils should be able to:			running rest/pant
(Basic Science)	Developed	a remindre dispeting and the	i. Class brainstorms on the	C	
Clemen	Technology	i. identify forms of	forms developed	Communication and	xxiv. Hoes
	- Examples of	developed	technology.	collaboration	xxv. Cutlasses
	developed	technology; ii. examine examples	upiis III Dairs, highlight	Critical thinking	xxvi. Posters and
	technology - Characterist	of developed	and share with class the examples of developed	and problem	charts
	ics of	technology:	technology.	solving	https://youtu.be/Giiz81 uzK
	developed	9 farming with harvesters	iii. Pupils in small groups	<ul><li>Creativity and imagination</li></ul>	8
	technology	and tractors;	discuss the characteristics	magmation	https://youtu.be/gYlqueyzy
		9 using of public address	of developed technology	1	<u>9Y</u>
		systems; 9 use of lighters;	iv. Pupils in same small groups, analyse the	4 - 2 - 2	https://youtu.be/biX7NNxw
	1	9 use of ships, airplanes,	characteristics of	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	w87list=TLPOMTAWOTIWM
		jets, e.t.c. for	developed technology with	1 4 a company	jCEumwWPiOy3g
	- 1	transportation	those of underdeveloped		
	make.		technology	198 1 ~	10710
		iii. discuss the			
		characteristics of developed			
		technology			
		iv. compare			
	3,43	underdeveloped	1 8		
	2	technology with			
	12 A	developed technology			
BST (IT)	Operating system	Compare and contrast	Pupils, in small groups, discuss the	Critical thinking	h++===///
		between the various types of	various types of operating system,		https://www.youtube.com/ watch?v=Kh3MiaoLxlI
	x Windows	4		Collaboration and	Water: V-Krisivilaotxii
	X Linux	operating system	theirs functions and uses.	communication	
	x Ubuntu	State the functions of the		Personnel	
		different operating system		development	
		Outline the uses of the	-	Digital literacy	
		different operating system		Digital literacy	
0 BST	Forms of	Pupils should be able to:	. Dunile on a close diagree	□ Communication	
Basic cience)	Technology III: General uses of	i. identify forms of	<ol> <li>Pupils as a class, discuss on the forms technology.</li> </ol>	and	xxvii. GSM phones,
cichecj	Technology	technology;	ii. Pupils in pairs, highlight	collaboration	calculators,
	8,	ii. examine examples	and share with class the	☐ Critical thinking	computers etc. xxviii. Posters and
		of modern day technology;	examples of modern day	and problem solving	charts
	2000	iii. discuss uses of	technology. iii. Pupils in small groups,	1	https://voutu.be/Giiz81 uzK
	4.5	modern day	discuss uses of modern		8
		technology;	day technology.		httmas / (vautu ha /aVla
	1	iv. analyse the	iv. Pupils in pairs, discuss the		https://youtu.be/gYlqueyzy 9Y
	3	importance of modern day	importance of modern technology in their daily		_
		technology;	lives.		https://youtu.be/biX7NNxw w8?list=TLPQMTAw0TlwM
		v. discuss the	* T/		iCEumwWPiOy3g
	4	importance of			
		modern technology in everyday	Y		
		activities.		Crisical shipling	httma. //www.
O BST	Operating system	Compare and contrast	Pupils, in small groups, discuss the		https://www.youtube.com/ watch?v=Kh3MiaoLxlI
T)	Speracing system	between the various types of	various types of operating system,	Collaboration and	waterry-knownaotxii
	x Windows	operating system	theirs functions and uses.	communication	
	X Linux			Personnel	
	X Ubuntu	State the functions of the		development	
		different operating system			
		Outline the uses of the		Digital literacy	
					1

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different operating system

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
10 BST (PHE)	Athletes Field event high hump	By the end of the lesson, pupils should be able to i) Mention the phases humps approaching, take off flight, landing, i) Demonstrate the jumping activities e.g jump and reach, jump and touch, jump on the spot ii) Discuss the concept of long jump iii) Demonstrate phases of long jump on the field	i) individual pupil, mention the basic phases in long jump events (approach run, take off, flight, landing, recovery) ii) Pupils in pairs, demonstrate jumping activities e.g jump and reach jump and touch, jumping on the spot iii) Pupils in small groups, discuss the concept of long jumps iv) Pupils in groups, demonstrate the basic phases in jump events on the field (long jump)	i) Critical thinking and problem solving ii) Communication and collaboration iii) Leadership and personal development iv) Digital literacy	https://wwwyoutu.be.com/watch?v=P1Lsk https://youtu.be/h7IX6rf6PM https://youtu.be/1XW- EHg4nhO audio visual resources i) Flash card ii) Poster iii) Long jump pit iv) Measuring tape v) Take off board vi) Rake/Shovel
11	REVISION	REVISION	REVISION	REVISION	REVISION
12	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION

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# LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

BASIC SCIENCE AND TECHNOLOGY

TERM: 2ND

### Term 2 Primary 3

CLASS: PRIMARY THREE

WEEKS	TOPICS	LEARNING OBJECTIVES		EMBEDDED CORE SKILLS	LEARNING RESOURCES
1 BST (Basic Science)	Revision of 1st term work	Revision of 1st term work	Revision of 1st term work		Revision of 1st term work
2 BST (Basic Science)	Air In Motion I- Wind  - Meaning of wind  - Effects of wind	By the end of the lesson, pupils should be able to:  i. explain the meaning of wind;  il. describe the effects of wind on human and non-living things (kites, balloons, windmill etc);  iii. demonstrate how wind works.	i. Class, brainstorms and watches video clips on the meaning and causes of wind.  ii. Pupils in small groups, discuss the effects of wind.  iii. Each pupil, watch the video clips and demonstrate how wind works  iv. Pupils in small groups, analyse why wind is essential	Communication and collaboration/Digital literacy Leadership and personal development Digital literacy	xxix. Piece of paper xxx. Feathers xxi. Charts or pictures showing the effects of wind.  https://youtu.be/Z1hHynble B87list=TLPOMTAwOTIwMi CEumwWPiOy3g https://youtu.be/SXP1GkN8 TV4?list=TLPOMTAwOTIwM iCEumwWPiOy3g https://youtu.be/0yXC45dg mSs?list=TLPOMTAwOTIwM iCEumwWPiOy3g
2 BST (IT)	System Application  x Microsoft office x Encarta x Games x Mavis Beacon	Explain the term system application  Identify the various types of system application	Pupils, in small groups, discuss system application and their various types	Critical thinking Collaboration and communication Personnel development Digital literacy	https://www.youtube.com/ watch?v=BTB86HeZVwk
2 BST (PHE)	Ball Games Football	By the end of the lesson, pupils should be able to  i) List basic skill football e.g (Passing, kicking, trapping, treading and throwing  iii) Demonstrate the basic skill in football (easing, heading, kicking and trapping, throwing  iii) Perform some basic skill and techniques in football perfectly e.g kicking, trapping and shooting etc	basic skill and techniques in football perfectly	Critical thinking and problem solving  Communication and collaboration  Leadership and personal development	IFAB.COM https://youtu.be/pRZ- 2MOEivM https://youtu.be/2MNaq8NO/ vE https://youtu.be/rTJ1_CftK3- https://youtu.be/WBZIIZFrcRc https://youtu.be/wIhCRhFOn CM https://youtu.be/NXfc8bqNO/ 4 Audio Visual Materials * Football field/pitch *Chart *Pictures * Video Clips * Balls * Goalpost

EEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	CIENCE & TECHNOLOGY  LEARNING RESOURCES
NJOje j	LECT OWA 33		SUNTEET STATE OF THE STATE OF		* Nets  *Shine guard  * Footwear/Soccer boot  *Jerseys  *Stocking/socks/hose  *Corner flag
BEST Basic Science)	Air in Motion II – Harmful effects of wind - Bad effects of wind	By the end of the lesson, pupils should be able to:  i. identify the useful effects of wind explain the harmful effects of wind on living and non-living things; iii. demonstrate the bad effects of wind.	i. Class, brainstorms on the benefits of wind (air).  ii. Pupils in pairs, discuss and share with the class the harmful effects of wind on human and non-living things  iii. Each pupil role play the bad effects of wind	Communication and collaboration. Critical thinking and problem solving Creativity and imagination	xxxii. Balloons xxxiii. Cardboard paper xxxiv. Pair of scissors xxxv. Thread xxxvi. Gum xxxvi. Pictured charts of air https://youtu.be/0yXC45dg mSs?list=TLPOMTAWOTIWM jCEumwWPiOy3g https://youtu.be/sAKyhfxxr 7s?list=TLPOMTAWOTIWMiCEumwWPiOy3g https://youtu.be/TgMBSRG 6JEY?list=TLPOMTAWOTIW MjCEumwWPiOy3g
3 BST (IT)	System Application  X Microsoft office  X Encarta  X Games  X Mavis Beacon	Explain the term system application  Identify the various types of system application	Pupils, in small groups, discuss system application and their various types	Critical thinking  Collaboration and communication  Personnel development  Digital literacy	https://www.youtube.com/ watch?v=BTB86HeZVwk
3 BST (PHE)	Ball Game Safety rules in football	By the end of the lesson, pupils should be able to  i) Explain safety rules in football game  ii) Describe the safety in rules in football game	Pupils in groups, list the safety rules of football game  Ii) Pupils, as an individual, describe the safety rules in football	Critical thinking and problem solving  Digital literacy	https://youtu.be/M18UNjDs 04 https://youtu.be/4zxmyRvF NQ
4 BST (Basic Science)	Water-Uses of water  - Sources of water  - Composition of water  Uses of water	By the end of the lesson, pupils should be able to:  i. mention the methods of	i. Pupils mention and demonstrate the ways in which they obtain water in their homes  ii. Class, brainstorms on the sources of water.  iii. Pupils in pairs, highlight the composition of water (hydrogen and oxygen) and share with class Pupils in small groups, discuss uses of water	Communication and collaboration Critical thinking and problem solving Leadership and personal development	xxxviii. Charts on composition of water xxxix. Charts on common uses of water https://youtu.be/qklFigynm yyylist=TLPQMTAwOTIwMiCEumwWPiOy3g https://youtu.be/QcT6Kf90Zo?list=TLPQMTAwOTIwMiEumwWPiOy3g
4 BST (IT)	Differences between hardware and software	Compare and contrast between hardware and software.	Pupils, in pairs, differentiate between hardware and software	Critical thinking Collaboration and communication Personnel development	https://www.youtube.com watch?v=mR0jt2ByM08

/EEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES		LEARNING RESOURCES
			~~		
BST PHE)  5 BST (Basic Science)	1	i) Discuss the brief history of tennis  ii) Mention the basic skills in tennis e.g forehand drive, backhand drive service  iii) Demonstrate the basic skills in tennis e.g service, forehand drive, backhand drive etc.  By the end of the lesson, pupils should be able to  i. mention the methods of determining good quality water from their past experiences  ii. explain the qualities of good water differentiate between good and bad water;	Pupils, in a pairs, discuss brief history of tennis  ii) pupils in small groups, mention the basic skill of tennis  iii) Pupils as a group, demonstrate the basic skills and techniques of tennis  i. Pupils mention and demonstrate the ways in which they determine that water is good in their localities  ii. Pupils in groups, differentiates between pure and bad water.  iii. Pupils in pairs, mention and share with the class the qualities of pure water.	collaboration  Leadership and personal development  Critical thinking and problem solving	https://youtu.be/Oc/YViEd7X-5 https://youtu.be/BeStK eruY Q https://youtu.be/VDD5iDmR Ojc audio Visual i) Tennis court ii) Racket lii) Balls iv) Whistle v) Net vi) Jersey vii) Footwear  xl. Samples of water 9 Glean water 9 Muddy water 9 Rain water 9 Tap water 9 Contaminate d water 9 Bottled water 9 Sachet water x Sand x Dust
		iv. list the qualities of good water; v. describe substances that can contaminate water making it unfit for use; vi. discuss the dangers of drinking bad water.	iv. Pupils in small groups, demonstrate the substances that can contaminate water.  v. Whole class, watch the video clip and write down the dangers of drinking contaminated water		X Urine xli. Charts showing ways water can be contaminated  https://youtu.be/z5Vm56Pu 4hU?list=TLPQMTAwOTIwM iCEumwWPiOy3g  https://youtu.be/AzmtgWys 2BU?list=TLPQMTAwOTIwM iCEumwWPiOy3g  https://youtu.be/PHJIyCagQ Q4?list=TLPQMTAwOTIwMi
5 BST (IT)	Components of CPU  X Control unit	Outline the various component of the CPU  Define control unit  Outline the function of the control unit	Pupils, in small groups, discuss the component of CPU and explain control unit and its function'	Critical thinking  Collaboration and communication  Personnel development  Digital literacy	https://www.youtube.com/ watch?v=NoEfZsoSmnE
S-6 BST (PHE)	Tennis Safety rules	should be able to  i) Demonstrate the basic skills	forehand drive  ii) Pupils, as an individual,	Creativity and imagination  Communication and collaboration	https://youtu.be/Oc/YViEd7 -5 https://youtu.be/8eStK eruV
=		e.g grip, service, forehand drive  ii) Demonstrate the back hand drive perfectly		Critical thinking and problem solving	Q https://youtu.be/VDD5iDmF Qic
f.et, 1		iii) Mention the safety rules in Tennis game	iv)Pupils in small groups, state the safety rules in Basic skills and techniques of Tennis game grip, serv	Leadership and persona development	al AUDIO VISUAL  i) Tennis court
		iv) State the safety rules in basi	forehand drive, backhand drive		(i) Racket

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WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		skills and techniques of tennis game		eggene et il pro occigo i amorto di como de collegati addizione i	iii) Balls iv) Whistle v) Net vi) Jersey vii) Footwear
6 BST (Basic Science)	Water - Purifying water  - Reasons for purifying water - Methods of purifications	By the end of the lesson, pupils should be able to:  i. Identify the reason for purifying water; ii. explain different various methods of purifying water like (bolling, filtering, adding alum etc; iii. demonstrate methods of purifying water	i. Class, discuss the reasons for purifying water ii. Pupils in pairs, highlight the methods of purifications and share with class iii. Each pupil, role plays the method of purification using alum and water in a bucket.	Communication and collaboration Communication and collaboration Critical thinking and problem solving	xlii. Funnel xliii.Stove xliv. Water xlv. Alum xlvi.Buckets xlvii. Charts on methods on purification of water https://youtu.be/cma FHUX zEA https://youtu.be/ [Wa0ftr5] k
6 BST (IT)	Components of CPU  X Arithmetic Login Unit X Storage Unit	Explain the term Arithmetic Login Unit and Storage unit Outline the function of Arithmetic Login Unit and storage Unit	Pupils, in small groups, discuss Arithmetic login unit and Storage Unit and its functions	Critical thinking Collaboration and communication Personnel development Digital literacy	https://www.youtube.com/ watch?v=NoEf2soSmnE
7	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT	MID-TERM ASSESSMENT
8 BST (Basic Science)	Water- Packaged water  - Reasons for packaging - Samples of packaged water - Features of safe packaged water	By the end of the lesson, pupils should be able to:  i. compare packaged water with unpackaged ones; ii. identify different packaged water; iii. discuss reasons for packaging water lv. describe the features of safe packaged water	i. pupils as a class brainstorms on the differences between packaged water and unpackaged ones ii. each pupil , describe packaged water iii. Pupils in pairs, mention reasons for packaging water and share with the class. iv. Pupils in small groups , discuss the features of safe packaged water.	Communication and collaboration Creativity and imagination Critical thinking and problem solving Leadership and personal development	xlviii. Samples of water 9 Clean water 9 Muddy water 9 Rain water 9 Tap water 9 Contaminate d water 9 Bottled water 9 Sachet water https://youtu.be/ [Wa0ftr5] k/list=TLPOMTAWOTIWMiC FumwWPiOy3g https://youtu.be/rcqlUslqtv g/list=TLPOMTAWOTIWMiCE umwWPiOy3g https://youtu.be/4vAdpUn yxw
8 BST (IT)	Components of CPU  x Arithmetic Login Unit x Storage Unit	Explain the term Arithmetic Login Unit and Storage unit Outline the function of Arithmetic Login Unit and storage Unit	Pupils, in small groups, discuss Arithmetic login unit and Storage Unit and its functions	Critical thinking Collaboration and communication Personnel development Digital literacy	https://www.youtube.com/ watch?v=NoEf2soSmnE
8-9 BST (PHE)	Ball game Basket ball	By the end of the lesson; pupils should be  i) Narrate the brief history of	Pupils as a class , discuss the brief history of basketball game Pupils in small groups, walk down to	Communication Collaboration Leadership and personal	https://youtu.be/21Fq7Topm u8 https://youtu.be/88z8t1NWA

EEKS	TOPICS.	LEARNING OBJECTIVES	LEARNING ACTIVITIES		ALUES EDUCATION (NVE
7 = 1		Basket ball	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
			display basic skills in basketball game	SKILLS	Marina RESOURCES
		ii) Demonstrate the basic skills in basketball game	Pupils in pairs, list the basic skills and technique of basketball games	development  Critical thinking and	wU https://youtu.be/HocvtTWED
		iii) List the basic skills and techniques in basketball game	Pupils in small groups 1:00	digital literacy  Critical thinking and	<u>64</u>
	- 1976年 日本年日	iv) Differentiate between		problem solving	Audio Visual
		facilities and equipment in	games such as playing courts, balls back board and the stand, canvas,	Creativity and	i) Basket court
	12 Fig. 1	basketball game	jerseys, socks, kneel	imagination	ii) Chart
	un de arest h.C.	v) Safety rules in basketball	bod gad j	The state of the s	iii) Pictures
		games		of his magazines	iv) Video Clips
	100	and the same	400	3 -	v) The balls
2.1	217.74	and the same of th	day.	AND THE RESERVE	vi) Canvas
	and training the last	The state of the s	years with	attend of our	THE TENT
	A STATE OF	t 2. 1-2. 12 42	19 1. W V 18 18 18 18 18 18 18 18 18 18 18 18 18	and in	vii) Sock/hose
	7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	and the state of t	And the second s	51.6	viii) Kneel cap
100		10 844 1 1 1 1	The state of the s		ix) Backboard
	Constitution of the second	THE THE STREET	12 1/2 1 The state of	*** ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	x) Board support
BST	Soil I - Importance	By the end of the lesser - "		Jan 10.	xi) Basket net
Basic	to plants	By the end of the lesson, pupils should be able to:	<ul> <li>i. whole class, observes a sample of soil and write</li> </ul>	☐ Communication	xlix.School garden soil
cience)	- Components	i. identify the	down the components that	and collaboration.	I. Water
	of the soil.	components of soil;	they can see	□ Creativity and	iii. Grains e.g maize,
	- Uses of soil	<li>ii. discuss the uses of</li>	ii. Class , brainstorms on the components of soil	imagination	bean etc.
	to plants	soil to plants:  9 Medium for plant to	iii. Pupils in small groups,	☐ Critical thinking and problem	liii. Charts showing the uses of soil to plants
		grow	discuss the uses of soil to plants	solving ***	https://youtu.be/csmmjPfQg
		9 Sources of nutrients		and an	9s
		and air X demonstrate the	Each pupil, demonstrate planting seeds in the soil Think, pair and	2.20	https://youtu.be/fecessadAT
		planting of the seed in	seeds in the son Think, pan and	10.00	Q
	¥	the soil	share	1	
BST	Input devices	Define Input devices	Pupils, in pairs, identify and use the	Critical thinking	https://www.youtube.com/
(IT)	x Mouse	Outline the functions of the	various types of input devices	Collaboration and	watch?v=uDKBq-3HDUo
	x Keyboard	various types of input devices		communication	
	x Scanner	(C)		Personnel	https://www.youtube.com/
	X Flash drive	Flatter a	to approx bell a	development	watch?v=iiJ72-rzgsU
	X Hard drive etc.	1 2	The second second second	Digital literacy	(V 16, 20)
10 BST	Soil II-Importance	By the end of the lesson, pupils	i. pupils as a class	☐ Communication	liv. School garden
(Basic	to animals	should be able to:	brainstorms on the living	and	lv. Charts showing living
Science)	- Animal in	i. identify animals	organisms found in the soil.	collaboration  □ Creativity and	organisms found in the soil
	the soil.	living in the soil	ii. Pupils in small groups,	imagination	M. Charts showing the
	- Uses of soil	(earthworms etc.); ii. discuss the uses of	discuss the uses of soil to	☐ Critical thinking and problem	uses of soil to huma5ns and
	to animals	soil to animals:	animals. iv. Pupils in pairs, highlight	solving	animals
		surface for human	and share with class the		https://youtu.be/csmmjPfQ
		activities like 9 farming, building,	nutrients animals derived from the soil.		<u>9s</u>
	1 11 11 11 12	pottery making etc.;			https://youtu.be/fecessadA
	H	iv. highlight the nutrients animals			Q
		nutrients animals derive from the soil			
	e si e		Pupils, in pairs, locate and launch	Collaboration and	https://www.youtube.com/
10 BST	Launching of	Locate and launch Microsoft	Pupils, in pairs, locate and lauren	communication	watch?v=PafCMUVH OA
(IT)	Microsoft word	word	Militiosoft	Personnel	
	,			development	
				Digital literacy	
I	1		1	Digital literacy	

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# LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

### SUBJECT: BASIC SCIENCE AND TECHNOLOGY

Term 3 Primary 3

TERM: 3RD

#### CLASS: PRIMARY THREE

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
1 RST (Basic Science) 2 RST	Readiness Test/ Revision of 2 <sup>nd</sup> term work	Readiness Test/ Revision of 2™ term work	Readiness Test/ Revision of 2 <sup>nd</sup> term work	Readiness Test/ Revision of 2 <sup>nd</sup> term work	Readiness Test/ Revision of 2nd term work
(Basic Science)	Meaning and Characteristics of plants  Classes of plants	By the end of the lesson, pupils should be able to:  L Say the meaning of plant; ii. identify and classify	i. Gallery work to collect common plants within the school compound ii. Pupils in pairs, mention the classes of plants and share with class.	Communication and collaboration. Creativity and imagination Critical thinking	lvii. Specimen of plants (vegetables, grasses, etc.) Mii.Fruits (mango, tomatoes, apples
	- Characterist ics of plants	plants; iii. describe the characteristics of plants (presence of chlorophyll, defect to rays of light, have cellulose, etc.	iii. Pupils in small groups, discuss the characteristics of plants	and problem solving	etc.)  lix. Charts on     characteristics of     plants  https://youtu.be/uzIDuKVUI Yk  https://youtu.be/N-l- gsWOKzk
2 RST (IT)	Microsoft Word  x Tool bar	Identify various tools on the Tool bar and state their functions	Pupils, in pairs, identify tools on the Tool bar and state their functions	Critical thinking  Collaboration and communication  Personnel development  Digital literacy	https://www.youtube.com/ watch?v=ZK893MtGzwM
2 BST (PHE)	Swimming	By the end of the lesson; pupils should be able to  i) Explain meaning of swimming (Aquatic)  ii) Mention the basic style/strokes in swimming e.g freestyle, backstroke, butterfly, breast stroke  iii) List the basic skills in swimming	Pupils as a pairs, explain the meaning of swimming  ii) Pupils in a groups, mention the basic strokes/style in swimming  iii) Pupils in small groups, list the basic skills in swimming	Critical thinking leader and problem solving  Leadership and personal relationship  Communication and collaboration	https://youtu.be/N464yaKx : 4 https://youtu.be/irSzTAFIpOs https://youtu.be/hOXyfysKzKz s https://youtu.be/Rr Cn/frSus AUDIO VISUAL MATERIALS *Swimming pool *Floater *Tube/Rubber *Swimming trunk *Swimming cap
	· Bernari			er Lineally eta	*Swimming goggle *Life jacket *Swimming pat

#### **BASIC SCIENCE & TECHNOLOGY**

32.7 - 1	TOPICS	LEARNING OBJECTIVES	BASIC SCIENCE & TECHNOLOGY			
WEEKS	- marks	4.44.1.4.1.4.1.4.1.4.1.4.1.4.1.4.1.4.1.	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES	
3 BST (Basic Science)	Uses of plants  - Classes of plants based on life span - Uses of plant	By the end of the lesson, pupils should be able to:  i. mention examples of classes of plants; ii. examine plants based on their life span (annual, biennial, perennial etc.); iii. describe the uses of plants (food, medicine, herbs, furniture, wood as fuel, fruits etc. iv. analyse the importance of plants in the environment	<ul> <li>i. Class, brainstorms on the classes of plants.</li> <li>ii. Pupils in pairs, state examples of plant based on the life span and share with the class.</li> <li>iii. Pupils in small groups, describe the uses of plants</li> <li>iv. Pupils in small groups, analyse the importance of plants in the environment</li> </ul>	Communication and collaboration. Creativity and imagination Critical thinking and problem solving	lx. Wood lxi. Orange, apple, mango etc lxii. Specimen of vegetables lxiii.Charts on the uses of plants https://youtu.be/Czoyzw2G 3x0 https://youtu.be/6sQmYPFC j34 https://youtu.be/Oke5AQrN 2es	
3 BST (IT)	Microsoft Word  x Tool bar	Identify various tools on the Tool bar and state their functions	Pupils, in pairs, identify tools on the Tool bar and state their functions	Critical thinking  Collaboration and communication  Personnel development  Digital literacy	https://www.youtube.com/ watch?v=ZK893MtGzwM	
3.4 BST (PHE)	Swimming	By the end of the less on; pupils should be able to  i) Demonstrate the basic skill in swimming  ii) Perform the basic style/stroke in swimming free style crawl, breast stroke, back stroke butterfly  ii) Explain the safety rules in swimming  iv) State the health benefit of swimming	i) Pupils in small groups, demonstrate the basic skill in swimming ii) Pupils, as a individual, perform the basic stroke/style in swimming freestyle, back stroke iii) pupils in small groups, explain the safety rules in swimming iv) Pupils in pairs, state the health benefit of swimming	ii) Creativity and imagination iii) Leadership and personal development	https://youtu.be/N464yaKx- 14 https://youtu.be/eJWg6BtTw Nu https://youtu.be/irSzTAFJpO https://youtu.be/HOXYfysKzl s https://youtu.be/Rr Cn/fr5u https://youtu.be/Xrp 16- wmWE AUDIO VISUAL MATERIALS *Swimming *Swimming trunk *Swimming cap *Glass goggle *Life jacket *Rubber/tube *Floater	
4 BST (Basic Science)	Plants - As living things - Features of plants	By the end of the lesson, pupils should be able to:  i. identify the features of plants in the locality; ii. explains these observed features of animals	i. Pupils, observes some plants and write down the common features ii. Class, brainstorms on features of plants. iii. Pupils in small groups, describe the observed	Communication and collaboration. Critical thinking and problem solving	the school compounds and	

(270)

	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
program Singley		lii.	features in plants.		lxvi.Charts on characteristics of living things https://youtu.be/I7mXI- 4TXmQ?list=TLPOMTAwo7 wMjCEumwWPiOy3g https://youtu.be/X2rODnJI N_A?list=TLPOMTAwOTIw jCEumwWPiOy3g
4 BST (IT)	Menu Bar	Identify various items on the Menu bar and state their functions	Pupils, in pairs, identify item on the Menu bar and state their functions	Critical thinking Collaboration and communication Personnel development Digital literacy	https://www.youtube.com watch?v=FHkpz3u1NqQ
5 BST (Basic Science)	Plants – As living things  - Plants exhibiting characteristics of living things	By the end of the lesson, pupils should be able to:  i. Differentiate between plants and non-living things ii. Discuss plants exhibiting the characteristics of living things (growth, reproduction; feeding; movement; irritability etc iii. Compare plants and animals as living things	i. Class, brainstorms on the differences between plants and non-living things.  ii. Pupils in small groups, describe the characteristics of living things with plants.  iii. Pupils in pairs, compare plants and animals as living things and share with class.	Communication and collaboration. Leadership and personal development Critical thinking and problem solving	plant in the school compounds and premises lxviii. Charts on characteristics of
5 BST (IT)	Menu Bar	Identify various items on the Menu bar and state their functions	Pupils, in pairs, identify item on the Menu bar and state their functions	Critical thinking Collaboration and communication Personnel development Digital literacy	https://www.youtube.com/ watch?v=FHkpz3u1NqQ
5 BST (PHE)	Health and bygiene pollution Types of pollution	By the end of the lesson; pupils should be able to  i) State the meaning of pollution ii) Mention types of pollution e.g., air pollution, noise pollution, land pollution, water pollution iii) Explain the kinds of pollution (Noise pollution in chemical pollution, air pollution etc			https://youtu.be/L58- jMnBlyQ https://youtu.be/OqHpO38RT DS https://youtu.be/5FWvbusQ OK https://youtu.be/18 P3HkQB OE AUDIO VISUAL RESOURCES *Magazine *Pictures *Posters *Charts *Video clips *Chemicals
6 BST (Basic Science)	Meaning and characteristics of animals	By the end of the lesson, pupils should be able to:  i. identify animals	Pupils brainstorm and describe the common animals in their	Communication	lxix Pictures of some domestic and wild

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1	TOPICS	LEARNING OBJECTIVES	I FADAUNG .	BASIC SC	CIENCE & TECHNOLOGY
	Animale in	' ha "wa	LEARNING ACTIVITIES	EMBEDDED CORE	
	- Animals in their	and their habitat; ii. describe the classes	environment.	SKILLS	LEARNING RESOURCES
.2°	habitats - Classes of animals - Characteristi	of animals (lower and higher animals);	u. Pupils in pairs, state classes of animals and share with the class	collaboration. Creativity and imagination Leadership and	animals in theirs various habitats
, er jerski	cs of animals	iii. describe the characteristics of animals	iii. Pupils in small groups , describe the characteristics of animals	personal development	https://youtu.be/dkjFa9uoG Ek
dy Adalas	Jan 1. Tari	iv. Compare lower animal with higher animals	iv. Pupils in groups, analyse the differences between lower and higher animals	e di se simula i	https://youtu.be/wCfWmln[l -A
p. 35-7)		anniais	ingret annuals	removed and constraints for	https://youtu.be/gwH8xGm qGmo
		my free con	the state of the second section of the section of th	Sarifica.	https://youtu.be/mRidGna- V4E
6 BST	Typing and saving	Tymo and course		the up bett assumed for	https://youtu.be/MbtmDj4d -9s
(IT)	on Microsoft word	Type and save a short composition about	Pupils, individually, lunch type and	Critical thinking	https://www.youtube.com/
m ~ 1.		themselves	save on Microsoft word	Collaboration and communication	watch?v=CYwqVKQuTOQ
			196 I		The state of the s
		4-1	2 3	Personnel development	and the same of
(magnes)	grand .	1 1	4	Digital literacy	127 (2.17)
6 BST	Health hygiene	By the end of the lesson, pupils	i) Domitals at the state of	,	
(PHE)	Pollution	should be able to	i) Pupils in pairs, discuss the kinds of pollution e.g air, noise, chemical pollution et c	Creativity and imagination	https://youtu.be/L5B- iMnBlyO
	Types of pollution  And Prevention	i) Discuss the kind of pollution, air pollution, noise pollution, chemic. pollution	ii) Pupils in groups, state the meaning of noise pollution, chemical pollution,	*Communication and collaboration	https://youtu.be/OqHpO3RR DS
ACT -	Tind I revendon	ii) State the meaning of noise	air pollution	*Digital literacy	https://youtu.be/5FWybui60
-	1 10d - 4	pollution, air pollution and	iii)Pupils, as an individual, describe	*Leadership and personal	<u>0K</u>
		chemical pollution	ways of preventing air pollution, noise	development	https://youtu.be/18_P3HkQB
		iii) Describe ways of preventing pollution e.g air pollution, noise	pollution, chemical pollution etc.	7 77-03	<u>OE</u>
		pollution and chemical pollution	iv) Pupils in small groups, mention the effects of pollution i.e air, noise,	ř	AUDIO VISUAL RESOURCES
		iv) Mention the effects of air pollution, noise pollution and	chemical pollution		*Magazine *Pictures
		chemical pollution			*Posters
			The same of the sa		
F 8% 11			AND THE PROPERTY OF THE PROPER		*Charts
		V 5	- ATE		*Video clips
	smi.	y Multi-originy in the	4		*Chemicals
7	MID TERM	MID TERM ASSESSMENT	MID TERM ASSESSMENT	MID TERM ASSESSMENT	MID TERM ASSESSMENT
6 4	ASSESSMENT	a udeu 0 dani	3350-F-90	PROGRAMMA .	
8 BST	Uses of animals	By the end of the lesson, pupils	i. Pupils mention and		bx. Shoes, belts, bones,
(Basic Science)	- Common	should be able to:	describe the most useful	11 Communication	furs, etc
science	uses of	i. describe common	animals in their homes	and collaboration.	bod.Chart/ pictures on the uses of animals
	animals	uses of animals;	ii. Class, brainstorms on the common use of animals.	Creativity and	
	- Useful	ii. identify useful products from	iii. Pupils in pairs, state	imagination	https://youtu.be/Orvd-
	products from	animals;	useful products form	Critical thinking	b5fYKA
	animals	iii examine other uses	animals and share with	and problem solving	https://youtu.be/WgzRPMp
		of animals (sport,	the class. iv. Pupils in small groups ,	30111115	C SQ
		games, security, transport etc.)	describe other uses of		https://youtu.be/GfCRaUXifi
	2 5 77 K H C	iv analyse the	animals to humans		<u>w</u>
		importance of animals in their	v. Pupils in small groups , analyse the importance of		
		environment	animals in their		
		Christian	environment and share		
			environment and share with the class.	a wallet time	https://www.wastuha.com/
8 BST	Typing and saving	Type and save a short	environment and share with the class.  Pupils, individually, lunch type and save on Microsoft word	Critical thinking	https://www.youtube.com/ watch?v=CYwqVKQuTOQ

First aid	By the end of the class pupils should be able to i) Discuss the meaning of first aid ii) Describe the duties of a first aider iii) Explain the qualities of a first aider	i) Pupils in a pairs, discuss the meaning of first aid  ii) whole class, describe the duties of a first aider  iii) Pupils in groups, explain the qualities of a good first aider	communication Personnel development Digital literacy Critical thinking and problem solving Communication and collaboration Digital literacy Leadership and personal development	https://youtu.be/APink3ijfiQ https://youtu.be/GTBEAKs9/ 9M https://youtu.be/SKCcd4EX- 1A
	should be able to  i) Discuss the meaning of first aid ii) Describe the duties of a first aider  iii) Explain the qualities of a first aider	of first aid  ii) whole class, describe the duties of a first aider  iii) Pupils in groups, explain the	problem solving Communication and collaboration Digital literacy Leadership and personal	https://youtu.be/GTBEAKs9/ 9M https://youtu.be/SKCcd4EX- 1A
4-2-1- 2 2 2	3.00		and the second s	AUDIO VISUAL MATERIALS  *First aid box  *pictures  *Charts
Animals - As living things (Features)  Formatting	By the end of the lesson, pupils should be able to:  i. identify the features of animals in the locality; ii. explain the observed features of animals  Load the saved composition and format it	i. Class brainstorms on features animals.  ii. Pupils in small groups , describe features in animals.  Pupils, individually, load the saved composition and format accordingly	Communication and collaboration. Critical thinking and problem solving Critical thinking Critical thinking	hxxii. Specimen of animals in the localities botii. Charts on characteristics of living things https://youtu.be/I7mXI-4TXmQ?list=TLPQMTAwOTI wMjCEumwWPiOy3g https://youtu.be/X2rODn N N A?list=TLPQMTAwOTIwM iCEumwWPiOy3g https://www.youtube.com/watch?v=ZDF3-9e 7tA
			Personnel development  Digital literacy	
Animals – As living things (Characteristics)	By the end of the lesson, pupils should be able to:  i. Discuss animals exhibiting the characteristics of living things (growth, reproduction; feeding; movement; irritability etc.  ii. Differentiate between animals and other living things  iii. Compare plants and animals as living thines	<ul> <li>i. Class, brainstorms on the differences between animals and non-living things.</li> <li>ii. Pupils in small groups, describe the characteristics of living things with respect to animals.</li> <li>iii. Pupils in pairs, compare animals and plants as living things and share with class.</li> </ul>	□ Communication and collaboration. □ Leadership and personal development □ Critical thinking and problem solving	loxiv. Specimen of animals in the localities box. Charts on characteristics of living things https://woutu.be/X2r0Dn/N N A?list=TLPOMTAw0TlwM jCEumwWPiOy3g https://woutu.be/LrErAY2/V lY?list=TLPOMTAw0TlwMjC EumwWPiOy3g
Formatting	Load the saved composition		Critical thinking Collaboration and communication Personnel development	https://www.youtube.com/ watch?v=ZDF3-9e 7tA
	Formatting  Animals - As living things (Characteristics)	should be able to:  i. identify the features of animals in the locality; ii. explain the observed features of animals  Formatting  Load the saved composition and format it  By the end of the lesson, pupils should be able to:  i. Discuss animals exhibiting the characteristics of living things (growth, reproduction; feeding; movement; irritability etc.  ii. Differentiate between animals and other living things  iii. Compare plants and animals as living things  commatting  Load the saved composition	(Features)  should be able to: i. identify the features of animals in the locality; ii. explain the observed features of animals  Formatting  Load the saved composition and format it  Discuss animals should be able to: i. Discuss animals exhibiting the characteristics of living things (growth, reproduction; feeding; movement; irritability etc. ii. Differentiate between animals and other living things iii. Class, brainstorms on features in animals.  I. Class, brainstorms on features in animals.  Pupils, individually, load the saved composition and format accordingly  i. Class, brainstorms on features in animals.  I. Class, brainstorms on the differences between animals and non-living things.  ii. Pupils in small groups, describe the characteristics of living things with respect to animals.  iii. Pupils in small groups, describe the characteristics of living things with respect to animals and plants as living things and other living things.  iii. Class, brainstorms on features in animals.  II. Class, brainstorms on features in animals.  III. Pupils in small groups, describe features in animals.  III. Pupils in small groups, describe the characteristics of living things, with respect to animals.  III. Pupils in small groups, describe the characteristics of living things with respect to animals.  III. Pupils in small groups, describe the characteristics of living things with respect to animals.  III. Pupils in small groups, describe features in animals.	Should be able to:  i. identify the features of animals in the locality; ii. explain the observed features of animals.  Formatting  Load the saved composition and format it  Load the saved composition and format it  Load the saved composition and format it  Pupils, individually, load the saved composition and format accordingly collaboration and communication  Personnel development  Digital literacy  Critical thinking  Collaboration and communication  Personnel development  Digital literacy  Critical thinking  Collaboration and communication  Personnel development  Digital literacy  Critical thinking  Collaboration and communication  Personnel development  Digital literacy  Critical thinking  Collaboration and communication  Personnel development  Digital literacy  Critical thinking  Collaboration and communication  and collaboration  Load the saved composition and format is  Pupils in small groups, describe the characteristics of living things with respect to animals and non-living things with respect to animals and plants as living things and plants as living things and plants as living things and share with ctass.  Pupils in pairs, compare animals and plants as living things and share with ctass.  Pupils in pairs, compare animals and problem solving  Critical thinking and problem solving and problem solving  Critical thinking and problem solving and problem solving and problem solving  Critical thinking and problem solving and problem and problem solving and problem solving and

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES		
10 BST (PHE)	REVISION	REVISION	REVISION	EMBEDDED CORE SKILLS	LEARNING RESOURCES
11	REVISION	REVISION	DELLOS	REVISION	
12 EXAMINATION	EXAMINATION	REVISION EXAMINATION	REVISION		
		A 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	DATE IN THE PARTY OF THE PARTY	EXAMINATION	

#### ACHIEVEMENT STANDARD

- x understand the concept of measurement (length, mass and time);
- put these standards of measurement in use;
- identify air in motion and its importance to the environment;
- understand plants and animals as living things in the society;
- identify the various of forms of energy and how they improve daily activities;
- explain light as form of energy.
- Understand how the System Unit, Operating system, Software Application and system application work.
- Ability to differentiate between software and hardware of the computer.
- Knowledge on the components of Central Processing Unit.
- Practical use of the Microsoft Word application and Formatting.

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