



LAGOS STATE MINISTRY OF EDUCATION
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS
BASIC SCIENCE AND TECHNOLOGY
PRIMARY FOUR FIRST TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Revision of Basic 3 work				
2	BST(BASIC SCIENCE) Changes in nature(1) Meaning of change Examples of change Classification of Change. -Difference between Temporary and Permanent change	By the end of the lesson, pupils should be able to: explain the concept "change"; observe and describe some examples of changes around them. consider the effects of changes around them give examples of temporary and permanent change; differentiate between temporary and permanent change.	-Pupils as a class discuss what change means to them. -Pupils in small groups observe and describe changes taking place in their surroundings such as the construction of new roads, sprouting of grasses in rainy season etc. -Class watches some demonstrations of temporary and permanent change such as burning of candle, burning of paper, wetting of cloth, inflating a balloon etc. while the pupils record their observations and a volunteer from each group shares their observations with the class. -Pupils in small groups classify the different changes observed in either permanent or temporary change. -Pupils in small groups write out the differences between temporary and permanent change.	Critical thinking and problem solving communication and collaboration leadership and personal development	Audio – visual resources : A poster showing changes occurring in home and school surrounding. Water, candle, matches, wood, pieces of paper, container, pieces of cloth, ice, balloon etc Web resources: https://youtu.be/xDSFIRunlrU https://youtu.be/xDSFIRunlrU
	BST (PHYSICAL HEALTH EDUCATION) MOVING OUR BODY PARTS: -Walking	By the end of the lesson, pupils should be able to: (i)List the basic locomotor movements. (ii) explain how to perform each of the locomotor movements. (iii) demonstrate movement patterns.	(i) Pupils in small group list the basic locomotor movement. (ii) Pupils as a class Discuss the listed locomotor movements. (iii) Pupils in groups s demonstrate locomotor patterns.	(i) Collaboration and communication. (ii) Leadership and personal development. (iii) Critical thinking and problem solving.	(I) Classbasic.com - Athleticscoachingweebly.com -https://study.com>academy>lesson
	-Running -Sliding -Skipping -Hopping -Jumping -Leaping				Audio Visual - Mats - Whistle - Stop Watch - Music
	BST (IT) Storage devices Flash drive Hard drive CD	By the end of the lesson, pupils should be able to: Explain storage devices Outline the various storage devices	Pupils, as a class brainstorm the meaning of storage devices and outline the various types of storage devices	Critical thinking Collaboration and communication Personnel development Digital literacy	https://www.youtube.com/watch?v=FLQBAe0gkRA
3	BST(BASIC SCIENCE) CHANGES IN PLANTS AND ANIMALS (I) -Changes in plants. -Conditions for changes in plants.	By the end of the lesson, pupils should be able to: observe, and describe changes in plants in their environment; explain the reasons for the changes in plants; itemize the conditions for changes to occur in plants. Explain how changes in plants affect the pupil's life	-Pupils in pairs enumerate examples of plants. -Discuss in small groups and write down the examples of changes in plants e.g. change in leaf colour, leaf fall etc. -Pupils describe the changes that occur in plants from seed to seedling period observing the potted plants displayed. - Class brainstorms on the reasons for the changes in plants. -Pupils in pairs itemize the conditions for changes to occur in plants.	Critical thinking and problem solving communication and collaboration leadership and personal development	Audio – visual resources: Bean seeds, potted plants, glass jar or empty cans, water, soil. Web resources: https://youtu.be/xDSFIRunlrU
	BST (PHYSICAL HEALTH EDUCATION) MOVING OUR BODY PARTS (II) 1.Non-locomotor movement: -Stretching -Bending -Twisting -Swinging -Pulling	By the end of the lesson, pupils should be able to: List any five non- locomotor movements. State how to perform locomotor activities. perform non- locomotor movement	Pupils as a class describe any five non-locomotor movements. Pupils in pairs state how to perform locomotor movements. Pupils in small groups demonstrate non- locomotor movements.	- Critical thinking and problem solving - Citizenship - Communication and collaboration.	Athleticscoachingweebly.com academy>lesson">https://study.com>academy>lesson Audio Visual - Mats - Whistle - Stop Watch - Music

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	BST (IT) Output devices Monitor Printer	By the end of the lesson, pupils should be able to: Define output devices Outline the functions of the various types of output devices	Pupils, in pairs, identify and use the various types of output devices	Critical thinking Collaboration and communication Personnel development Digital literacy	Audio Visual: Charts Computer set Projectors Sound System Web Resources Video Site: https://study.com/academy/lesson/what-is-computer-hardware-components-definition-examples.html https://turbofuture.com/computers/Computer-Basics-Examples-of-Hardware Documents: https://study.com/academy/lesson/what-is-computer-hardware-components-definition-examples.html https://turbofuture.com/computers/Computer-Basics-Examples-of-Hardware https://www.youtube.com/watch?v=3ks3zVG1Pho
4	BST(BASIC SCIENCE) CHANGES IN PLANTS AND ANIMALS (II) -Changes in animals. -Animals and their young ones. -Reasons for changes in animals.	By the end of the lesson, pupils should be able to: observe and describe the changes in animals; identify and highlights names of different animals and their young ones; compare young animals to adult animals; Give reasons for the differences in young and adult animals.	-Class watches video clips of various animals and their young ones. -Class engages in a discussion on the changes that occur in animals. -Pupils take turns to go round to see the pasted diagrams of animals and their young ones. -Pupils in small groups write down the reasons for the changes in animals observed.	Critical thinking and problem solving Communication and collaboration. Leadership and personal development.	Audio – visual resources: Pictures of animals and their young ones, video clips. Web https://youtu.be/xDSFIRunhU
	BST (PHYSICAL HEALTH EDUCATION) ATHLETIC: Track events: Relay race 4×100m, (i) Baton exchange, non-visual exchange Types of baton exchange Non-visual exchange Exchange zone/box	By the end of the lesson, pupils should be able to: (i) Exchange baton with teammate correctly. (ii) Exchange baton without looking back. (iii) Handle baton without it falling.	(i) Pupils in pairs exchange baton with team mate (ii) Communication and collaboration. (iii) Digital literacy	(i)Leadership and personal development (ii)pupils as group exchange baton without looking back (iii)pupils as individuals handle baton without it falling	(i)-www.britannica.com>sports (ii)- https://www.topendsports.com (iii)- https://www.twinkl.com.ng >search. Audio -Visual * Baton * Whistle *Stopwatch * Track * Charts * Spike
	BST (IT) Launching of Microsoft Power Point	By the end of the lesson, pupils should be able to: Launching of Microsoft Power Point	Locate and launch Microsoft Power Point	Pupils, in pairs, locate and launch Microsoft Power Point	Audio Visual: Charts Computer set Projectors Sound System Web Resources Video Site: https://www.youtube.com/watch?v=pszFaCiLnKo https://youtu.be/pszFaCiLnKo https://youtu.be/GQMN3TIQDVs https://www.webucator.com/how-to/how-start-microsoft-powerpoint.cfm Documents: https://www.webucator.com/how-to/how-start-microsoft-powerpoint.cfm

5	BST(BASIC SCIENCE) CHANGES IN PLANTS AND ANIMALS (III) -Life cycle of insects	By the end of the lesson, pupils should be able to: Identify some insects, describe the life cycle of an insect. draw and label the life cycle of some common insects Compare the various stages of an insect life cycle	-Pupils lists examples of insects they know e.g housefly, cockroach etc. -Pupils in small groups walk round the class to see the pictures of different insects and life cycle of some insects -Pupils in small groups write down the differences between the young and adults of insects. -Class watches a video clip on the life cycle of an insect. -Pupils in small groups draw the life cycle of an insect and show the class.	Creativity and imagination critical thinking communication and collaboration	Audio – visual resources : Charts on different types of insects. Charts on the life cycle of some insects e.g. house fly and cockroach Video clip. Web resources : https://youtu.be/OIS8WzwLPIM
	BST (PHYSICAL HEALTH EDUCATION) ATHLETICS Track event (sprints race): (i)Starting (ii)Take-off (iii)Running (iv)Arm action (v)Finishing -Meaning of sprint race -Type of sprint races -Stages of sprint	By the end of the lesson, pupils should be able to: list example of sprint race Demonstrate a race (iii)Demonstrate the "running techniques"-check out, body leaned forward. The arm action- swinging the hand to propel the body forward (c)Finishing: "chesting out to" breast tape (d)Explain the meaning of Sprint race	(i) Pupils in small group list example of sprint races (ii) Pupils in pairs demonstrate how to start a race (iii) Pupils as individuals demonstrate the running techniques, arm action and how to finish a race appropriately.	(i)Collaboration and communication (ii)Leadership and personal development (iii)critical thinking and problem solving	(i) Classic.com (ii) search">https://www.twinkl.com.n>search (iii) 4<">https://www.worldathletics.org>4< Audio Visual - Charts - Spike - Whistle - Stop watches
	BST (IT) Microsoft Power Point Tool bar	By the end of the lesson, pupils should be able to: Identify various tools on the Tool bar and state their functions	In pairs, students should practically identify tools on the Tool bar and state their functions	Critical thinking Collaboration and communication Personnel development Digital literacy	Audio Visual: Charts Computer set Projectors Sound System Web Resources Video Site: https://www.youtube.com/watch?v=vqwoANpeGiM https://youtu.be/GQMN3TIQDV
6	BST(BASIC SCIENCE) OUR WEATHER (I) -Meaning of Weather -Factors affecting weather	By the end of the lesson, pupils should be able to: state the meaning of weather; analyze the factors affecting the weather; relate weather conditions to changes in factors affecting the weather: sun, cloud, wind, temperature, etc.	-Class observes the atmosphere and brainstorm to generate the meaning of weather. -Pupils in small groups analyze the factors affecting weather and the leader share the ideas with the class -Class watches two videos of weather for forecast for same location and write down the changes in weather reported between the two videos. -Pupils in small groups discuss the reasons for changes in weather	critical thinking and problem solving communication and collaboration	Audio – visual resources : A chart showing the weather conditions. Web resources: https://youtu.be/A_LOsCaRzNA
	BST (PHYSICAL HEALTH EDUCATION) TRACK EVENTS: Sprints races: 100m, 200m, 400m. (i) Meaning of spring race (ii) Types of Sprint races	By the end of the lesson, pupils should be able to: (i) List examples of sprints race (ii) Demonstrate 100m races (iii) Talk briefly on 200m and 400m race.	(i) Pupils in pairs list examples of sprints races. (ii) Pupils individually demonstrates 100m race. (iii) Pupils as a small group talk briefly on 200m and 400m races.	(i) Collaboration & Communication (ii) Citizenship (iii) Leadership & personal development (iv) Critical thinking & problem solving	(i) - https://www.twinkl.com.ng (ii)- 4>">https://www.worldathletics.org>4> (iii) www.topendsports.com Audio Visual (i) Charts (ii) Track (iii) Spike (iv) Whistle (v) Stop watches
	BST (IT) Microsoft Power Point Tool bar	By the end of the lesson, pupils should be able to: Identify various tools on the Tool bar and state their functions	In pairs, students should practically identify tools on the Tool bar and state their functions	Critical thinking Collaboration and communication Personnel development Digital literacy	Audio Visual: Charts Computer set Projectors Sound System Web Resources Video Site: https://www.youtube.com/watch?v=vqwoANpeGiM https://youtu.be/GQMN3TIQDV
	MID TERM BREAK				

8	<p>BST(BASIC SCIENCE)</p> <p>OUR WEATHER (II)</p> <ul style="list-style-type: none"> -Weather instruments. -Weather symbols. -Weather records -Making a weather instrument 	<p>By the end of the lesson, pupils should be able to name the standard weather instruments and what they measure.</p> <p>identify and write simple weather symbols; use weather symbols to keep records of weather changes; relate weather symbols to changes in their environment improvise simple weather instruments.</p>	<p>Gallery walk</p> <ul style="list-style-type: none"> -Pupils take turns to go round to see the pasted diagrams of weather instruments and symbols. -Pupils in pairs write out simple weather symbols. -Class visits a meteorological station or invite a meteorologist to the class to explain how weather instruments are used -Pupils in small groups make an improvised weather instruments. -Pupils in pairs discuss the values of weather symbols and how they apply to their environment 	<p>Critical thinking and problem solving</p> <p>creativity and imagination</p> <p>communication and collaboration.</p> <p>leadership and personal development s</p>	<p>WORKING RESOURCES</p> <p>Audio – visual resources</p> <p>Pictures of different weather instruments.</p> <p>thermometer</p> <p>Various sizes of cans, sheets of metals (aluminium), cutter, wires stands, thermometer, tracing paper, graph sheet, cardboard papers, coloured pencils.</p> <p>https://www.cambridge.org/ng/files/215/3632/9915/97811086707844R_4.pdf</p>
	<p>BST (PHYSICAL HEALTH EDUCATION)</p> <p>GAMES AND SPORT:</p> <p>Football</p> <p>Skills in Football.</p> <p>Dribbling</p> <p>Shooting</p> <p>Ball control</p> <p>Goalkeeping</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>List the football skills</p> <p>Perform the skills in football</p> <p>Demonstrates the position of the players on the field.</p> <p>Control the ball during play.</p> <p>Demonstrate goal keeping skills.</p>	<p>Pupils in small groups list the skills in football</p> <p>Pupils in pairs perform the skills football.</p> <p>Pupils as small groups demonstrate position of the player on the field.</p> <p>Pupils as a class controls the ball during play.</p> <p>Pupils as individual demonstrate goal keeping skills.</p>	<ul style="list-style-type: none"> - Collaboration & Communication - Citizenship - Leadership & personal development - Critical thinking & problem solving 	<p>www.wemakefoballers.com</p> <p>livehealthy.chron.com(sport)</p> <p>www.soccercoachingweekly.net</p> <p>https://www.teachpe.com/football</p> <p>Audio Visual</p> <ul style="list-style-type: none"> * Footballs * Football pitch * Whistle * White maker board
	<p>BST (IT)</p> <p>Menu Bar</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>Identify various items on the Menu bar and state their functions</p>	<p>In pairs, students should practically identify item on the Menu bar and state their functions.</p>	<p>Critical thinking</p> <p>Collaboration and communication</p> <p>Personnel development</p> <p>Digital literacy</p>	<p>Audio Visual:</p> <p>Charts</p> <p>Computer set</p> <p>Projectors</p> <p>Sound System</p> <p>Web Resources</p> <p>Video Site:</p> <p>https://www.youtube.com/watch?v=3hDUx_CmYY</p> <p>https://www.youtube.com/watch?v=kHnoX3pU418</p> <p>https://youtu.be/OEqUuhvRso</p>
9	<p>BST(BASIC SCIENCE)</p> <p>OUR WEATHER (II)</p> <ul style="list-style-type: none"> -Weather instruments. -Weather symbols. -Weather records. -Making a weather instrument 	<p>By the end of the lesson, pupils should be able to:</p> <p>name the standard weather instruments and what they measure;</p> <p>identify and write simple weather symbols;</p> <p>use weather symbols to keep records of weather changes; relate weather symbols to changes in their environment improvise simple weather instruments.</p>	<p>Gallery walk</p> <ul style="list-style-type: none"> -Pupils take turns to go round to see the pasted diagrams of weather instruments and symbols. -Pupils in pairs write out simple weather symbols. -Class visits a meteorological station or invite a meteorologist to the class to explain how weather instruments are used. -Pupils in small groups make an improvised weather instruments. -Pupils in pairs discuss the values of weather symbols and how they apply to their environment 	<p>Critical thinking and problem solving</p> <p>creativity and imagination</p> <p>communication and collaboration.</p> <p>leadership and personal development s</p>	<p>Audio – visual resources :</p> <p>Pictures of different weather instruments.</p> <p>thermometer</p> <p>Various sizes of cans, sheets of metals (aluminium), cutter, wires stands, thermometer, tracing paper, graph sheet, cardboard papers, coloured pencils.</p> <p>https://www.cambridge.org/ng/files/215/3632/9915/97811086707844R_4.pdf</p>
	<p>BST (PHYSICAL HEALTH EDUCATION)</p> <p>TABLE TENNIS:</p> <p>Skills in Table Tennis</p> <p>e.g.</p> <ul style="list-style-type: none"> - The grip - Services - Scoring - Forehand and backhand 	<p>By the end of the lesson, pupils should be able to:</p> <p>Mention the skills in table tennis</p> <p>The grip</p> <p>Services</p> <p>Demonstrate the services</p> <p>Have a firm of the bat(racket)</p>	<p>Pupils in small groups mention the skills in table tennis</p> <p>Pupils in pairs demonstrates the services</p> <p>Pupils in small group walk down to the pupils demonstrating the degree to identify the appropriate grippers of the bat (racket)</p>	<p>Collaboration and Communication</p> <p>Citizenship</p> <p>Leadership and personal development</p> <p>Critical thinking and problem solving</p>	<p>Audio Visual</p> <ul style="list-style-type: none"> * Table * Bats/ Racket Table Tennis Ball * Net * Score board <p>https://pindssunday.com/10table</p> <p>https://www.allabouttabletennis.com</p> <p>https://youtu.be/eTl6MeqSOIQ</p>
	<p>BST (IT)</p> <p>Launching Paint</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>Locate and launch Microsoft Power Paint</p>	<p>Pupils, in pairs, locate and launch Microsoft Power Point</p>	<p>Collaboration and communication</p> <p>Personnel development</p> <p>Digital literacy</p>	<p>https://youtu.be/eTl6MeqSOIQ</p>
10	<p>BST(BASIC SCIENCE)</p> <p>WATER</p> <ul style="list-style-type: none"> -Differentiating water from other liquids -Evaporation 	<p>By the end of the lesson, pupils should be able to:</p> <p>Identify pure water as a liquid with no colour, taste, and odour</p> <p>explain the concept "evaporation";</p>	<ul style="list-style-type: none"> -Pupils should think and write the differences between water and other liquids in their environment. -Pupils should think and write down the changes that would be observed when 	<p>Critical thinking and problem solving</p> <p>communication and collaboration</p>	<p>Audio – visual resources</p> <p>Hot food, water, ice block, hot water</p> <p>Web resources:</p> <p>https://www.google.com/url?rct=j&f=false&url=https://kids.kiddle.co/Evaporation&sa=s</p>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	-Condensation -Freezing	explain the concept "condensation" explain the concept "freezing" differentiate between evaporation, condensation, and freezing	water is heated to explain the concept "evaporation". -Pupils in small groups write down what would be observed when steam condenses and when water freezes, and the leader of each group presents to the class. -Pupils in small groups take turns to walk round and observe water and other liquids displayed and differentiate between evaporation, condensation, and freezing.	leadership and personal development creativity and imagination	https://www.youtube.com/watch?v=2ahUKEwjctuyO2trAhWUUhUIHcQQAnwQFnoECAkQAq&usq=AOvVaw1TS_wlPqPurvyT_eouM1cl
	BST (PHYSICAL HEALTH EDUCATION) FIRST AIDS AND ITS USES: Contents of First Aid box: Grouping the contents of First Aid box. Components of a First Aid box Food Water Medication	By the end of the lesson, pupils should be able to: Group the contents of the First Aid box State the uses of each of the contents in a First Aid box	Pupils in small group itemize the First Aid contents into groups. Pupils as a class analysis the uses of the contents of the First Aid box. Pupils in pairs demonstrate the use of bandages, cotton wool etc. Pupils as individual state the uses of at least five of the contents mentioned	Collaboration and Communication Citizenship Leadership and personal developments	https://www.sja.org.uk/get-advice www.sja.org.uk(I need to know) https://Nigerianfopedia.com.ng www.who.int https://kidshea.org/parentfirst Audio Visual - First Aid box -Charts -Flash cards - Pictures
	BST (IT) Introduction to Computer Coding/Programming: Program Programming Programmer	By the end of the lesson, pupils should be able to: Explain the concept of Program, Programming and Programmer	Pupils, in pairs, give an example of Program, Programming and programmer	Collaboration and communication Personnel development Digital literacy	https://youtu.be/Hli8wU_rGIU
11	REVISION				
12	EXAMINATION				