



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

TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES	
Reading test/revision of last term work					
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, balloons, polythene bags etc. Charts showing inflated balloons, a person blowing another with mouth or paper etc
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/SSnNY8GfZig
BST (PHE)	Games 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 collaboration	i) https://youtu.be//4zxmyRvFZN Audio Visual
		* 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	iv) Creativity and imagination v) Digital literacy	* 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, balloons, straw and water.	Leadership &personal development Communication and collaboration	Audio Visual Recourses: Balloons ,bottles, straw etc Chart showing air plump to inflate a bicycle tube etc Web resources https://youtu.be/031iu4DZldA https://youtu.be/GrZiaq-caVE
3 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.com/watch?v=V1YRHeUloU https://youtu.be/RnM3u99xf4
3 BST (PHE)	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 football games * Pupils demonstrate the basic	i) Creativity and imagination ii) Digital literacy	i) IFAB.COM ii) https://youtu.be/pRZ-2MOEivM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		football (Soccer). * demonstrate the basic skill in ball games, * perform kicking in football perfectly, * safety rules in ball games.	skill in football games * Pupils in small group, perform the basic skill of (kicking and stopping perfectly) - Pupils as a class list safety rules in ball games.	iii) Communication and collaboration iii) Leadership and personal development	iii) https://youtu.be/2MNaq8NOlxE iv) https://youtu.be/vTJ1_CfK3o v) https://youtu.be/WBZIIZFrCrC vi) https://youtu.be/wlhCRhfOnCM vii) https://youtu.be/Yfc8bgNQ_4 Audio Visual Materials * 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 part of the surrounding Pupils in pairs think and share	Leadership & personal development. Critical thinking and	Audio Visual Recourse: School garden, soil etc. Charts showing where
		x Define soil x Uses of soil	the meaning of soil Pupils in small groups identify places where soil can be found Pupils in groups describe 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.com/watch?v=V1YRHeUloU https://youtu.be/RnM3u99xit4
4 BST (PHE)	Safety rules in football games	By the end of the lesson pupils should be able to: i) 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 a small group state the safety rules in ball games Brainstorm on why safety rules are necessary in a ball games	i) Critical thinking problem solving ii) Digital literacy iii) Leadership and personal development iv) leadership and personal development v) Communication and collaboration	i) https://youtu.be/M18UNJdsp04 ii) https://youtu.be/4zxmyFZNQ
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 things; ii. state the uses of soil to plant; iii. identify the uses of soil man and animals.	Pupils in small groups observe and plant with soil to find out what is there with the assistance of the teacher Whole Class brainstorms and states the importance of the soil to i. Plant ii. Man and Animals	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/academy/lesson/soil-science

5 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.com/watch?v=6mlM7FoXbKg
5 BST (PHE)	Safety rules in football games	By the end of the lesson pupils should be able to: i) 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/M18UN0Dsp04 ii) https://youtu.be/4zcmjfrfEZHQ
6 BST (Basic Science)	Light Energy: uses of light and colour	By the end of the lesson,, pupils should be able to: x identify the various uses of light x 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/academy/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/-UrZjOIOXGI
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/irSzTAFp0S ii) https://youtu.be/h0XvfysKzks iii) https://youtu.be/RrCnifriu8 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				

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
8 BST(BASIC SCIENCE)	AND ASSESSMENT COLOUR IDENTIFICATION 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.	¾ communication and collaboration ¾ leadership and personal development ¾ creativity and imagination	Audio – visual resources: toys, bottle tops, plastics flowers, leaves, container crayons, etc. Chart on different colours. Web resources: https://youtu.be/qE5xAoIrm_Q
8-9 BST (IT)	Computer room x Activities in a computer room x Things found in a computer room	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 room	-Critical thinking -Collaboration and communication -Personal development	https://www.youtube.com/watch?v=dvxhlUcxLyI
8 BST (PHE)	Safety rules in swimming	By the end of the lesson, pupils should be able to: * explain the safety rules in swimming, * state the safety rules of swimming, * mention the benefits of swimming.	Pupils in small group explain the safety rules in swimming Pupils in a pairs, list the safety rules of swimming Pupil, as an individual, mention the benefits of swimming	i) Critical thinking and problem solving ii) Leadership and personal development iii) Communication and collaboration iv) Creativity and imagination	https://youtu.be/Xrp_16wmWE https://youtu.be/N464yakx14 Audio Visual Materials i) Swimming pools ii) Swimming trunk iii) Cap iv) Glass/goggle v) Life jacket
9 BST(BASIC SCIENCE)	COLOUR IDENTIFICATION II: Road traffic light signs	By the end of the lesson,, pupils should be able to: i) analyse road traffic signs; ii) state the function of each road traffic light signs; iii) explain roadway signs. iv) appraise the importance of road signs	Pupils discuss colours of road 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 signs	¾ Communication and collaboration. ¾ Creativity and imagination. ¾ Communication and collaboration	Poster colours Audio – visual resources: Charts on traffic light and roadway signs. Web resources: https://youtu.be/21Dt4Afc
9-10 BST (IT)	Basic Safety for computer room	Outline the basic safety procedures of a computer room.	Pupils in small groups, discuss the basic safety procedures of a computer room.	-Critical thinking -Collaboration and communication -Problem solving.	https://www.youtube.com/watch?v=EfpALCWfhOg
9 BST (PHE)	REVISION		REVISION		REVISION
10 BST(BASIC SCIENCE)	COLOUR IDENTIFICATION III: Road markings	By the end of the lesson, pupils should be able to : i) identify the colours used in road markings and traffic signs; ii) state the functions of road traffic signs. iii) interpret the 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	¾ Digital literacy ¾ critical thinking and problem solving. ¾ critical thinking and problem solving	Audio – visual resources: video clips charts on road markings web resources: https://youtu.be/qLa90aB3-ZD
11	Revision				
12	Examination				