



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	Readiness Test/ Revision of 2 <sup>nd</sup> 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 2 <sup>nd</sup> term work
2 BST (Basic Science)	Meaning and Characteristics of plants  - Classes of plants	By the end of the lesson, pupils should be able to:  i. 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.	<input type="checkbox"/> Communication and collaboration. <input type="checkbox"/> Creativity and imagination <input type="checkbox"/> Critical thinking	lvii. Specimen of plants (vegetables, grasses, etc.) lviii. Fruits (mango, tomatoes, apples etc.)
	- Characteristics of plants	iii. plants; 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	lix. Charts on characteristics of plants  <a href="https://youtu.be/uzIDnKVUIYk">https://youtu.be/uzIDnKVUIYk</a>  <a href="https://youtu.be/N-l-gsWOKzk">https://youtu.be/N-l-gsWOKzk</a>
2 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	<a href="https://www.youtube.com/watch?v=ZK893MtGzWM">https://www.youtube.com/watch?v=ZK893MtGzWM</a>
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	<a href="https://youtu.be/N464yaKx14">https://youtu.be/N464yaKx14</a>  <a href="https://youtu.be/irSzTAF1p0s">https://youtu.be/irSzTAF1p0s</a>  <a href="https://youtu.be/hOXyfyKzKs">https://youtu.be/hOXyfyKzKs</a>  <a href="https://youtu.be/Rr_Cn/fr5u8">https://youtu.be/Rr_Cn/fr5u8</a>  <b>AUDIO VISUAL MATERIALS</b>  *Swimming pool  *Floater  *Tube/Rubber  *Swimming trunk  *Swimming cap
					*Swimming goggle  *Life jacket  *Swimming pat

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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	i. Class, brainstorms on the classes of plants. ii. Pupils in pairs, state examples of plant based on the life span and share with the class. iii. Pupils in small groups, describe the uses of plants iv. Pupils in small groups, analyse the importance of plants in the environment	<ul style="list-style-type: none"> <li>□ Communication and collaboration.</li> <li>□ Creativity and imagination</li> <li>□ Critical thinking and problem solving</li> </ul>	b. Wood bi. Orange, apple, mango etc bii. Specimen of vegetables biii. Charts on the uses of plants  <a href="https://youtu.be/Czoyzw2G3xo">https://youtu.be/Czoyzw2G3xo</a>  <a href="https://youtu.be/6sQmYFECj34">https://youtu.be/6sQmYFECj34</a>  <a href="https://youtu.be/0ke5AOrNZes">https://youtu.be/0ke5AOrNZes</a>
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	<a href="https://www.youtube.com/watch?v=ZK893MtGzWM">https://www.youtube.com/watch?v=ZK893MtGzWM</a>
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	i) Digital literacy  ii) Creativity and imagination  iii) Leadership and personal development  iv) Communication and collaboration	<a href="https://youtu.be/N464yaKx-14">https://youtu.be/N464yaKx-14</a>  <a href="https://youtu.be/eIWg6BtTwNu">https://youtu.be/eIWg6BtTwNu</a>  <a href="https://youtu.be/irSzTAFjp0s">https://youtu.be/irSzTAFjp0s</a>  <a href="https://youtu.be/HOXYfysKzKs">https://youtu.be/HOXYfysKzKs</a>  <a href="https://youtu.be/RrCn/fr5u8">https://youtu.be/RrCn/fr5u8</a>  <a href="https://youtu.be/Xrp16-wmWE">https://youtu.be/Xrp16-wmWE</a>  AUDIO VISUAL MATERIALS  *Swimming  *Swimming trunk  *Swimming cap  *Glass goggle  *Life jacket  *Rubber/tube  *Floater  *Whistle  *Flipper  *Swimming pant
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	<ul style="list-style-type: none"> <li>□ Communication and collaboration.</li> <li>□ Critical thinking and problem solving</li> </ul>	biv. Specimen of plant in the school compounds and premises bxv. Picture of plants and its parts.

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		iii.	features in plants.		lvi. Charts on characteristics of living things <a href="https://youtu.be/17mX1-4TAmQZ1st=TLPQMTAw0TlwMjCEumwWPI0y3g">https://youtu.be/17mX1-4TAmQZ1st=TLPQMTAw0TlwMjCEumwWPI0y3g</a> <a href="https://youtu.be/X2r0Dn1NNA71st=TLPQMTAw0TlwMjCEumwWPI0y3g">https://youtu.be/X2r0Dn1NNA71st=TLPQMTAw0TlwMjCEumwWPI0y3g</a>
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	<a href="https://www.youtube.com/watch?v=FHKpz3u1NgQ">https://www.youtube.com/watch?v=FHKpz3u1NgQ</a>
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.	<input type="checkbox"/> Communication and collaboration. <input type="checkbox"/> Leadership and personal development <input type="checkbox"/> Critical thinking and problem solving	lvii. Specimen of plant in the school compounds and premises lviii. Charts on characteristics of living things <a href="https://youtu.be/X2r0Dn1NNA71st=TLPQMTAw0TlwMjCEumwWPI0y3g">https://youtu.be/X2r0Dn1NNA71st=TLPQMTAw0TlwMjCEumwWPI0y3g</a> <a href="https://youtu.be/LrErAY2IYJY71st=TLPQMTAw0TlwMjCEumwWPI0y3g">https://youtu.be/LrErAY2IYJY71st=TLPQMTAw0TlwMjCEumwWPI0y3g</a>
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	<a href="https://www.youtube.com/watch?v=FHKpz3u1NgQ">https://www.youtube.com/watch?v=FHKpz3u1NgQ</a>
5 BST (PHE)	Health and hygiene 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	Pupils in groups, state the meaning of pollution ii) Pupils in small groups, mention types of pollution, air pollution, noise pollution, chemical pollution	Creativity and Imagination Critical thinking and problem solving Communication and collaboration Leadership and personal development	<a href="https://youtu.be/15B-1MnBlyQ">https://youtu.be/15B-1MnBlyQ</a> <a href="https://youtu.be/OqHp03RRTDS">https://youtu.be/OqHp03RRTDS</a> <a href="https://youtu.be/5FWybu160QK">https://youtu.be/5FWybu160QK</a> <a href="https://youtu.be/18_P3Hk0BQE">https://youtu.be/18_P3Hk0BQE</a> 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	i. Pupils brainstorm and describe the common animals in their	<input type="checkbox"/> Communication and	bix. Pictures of some domestic and wild

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	Animals in their habitats Classes of animals Characteristics of animals	ii. and their habitat, describe the classes of animals (lower and higher animals); iii. describe the characteristics of animals iv. Compare lower animal with higher animals	ii. environment. Pupils in pairs, state classes of animals and share with the class. iii. Pupils in small groups, describe the characteristics of animals iv. Pupils in groups, analyse the differences between lower and higher animals	collaboration. Creativity and imagination Leadership and personal development	animals in their various habitats  <a href="https://youtu.be/dk1Fa0u6Ek">https://youtu.be/dk1Fa0u6Ek</a> <a href="https://youtu.be/wCFWmnlj-A">https://youtu.be/wCFWmnlj-A</a> <a href="https://youtu.be/gwH8xGmqGmo">https://youtu.be/gwH8xGmqGmo</a> <a href="https://youtu.be/mBdGna-V4E">https://youtu.be/mBdGna-V4E</a> <a href="https://youtu.be/MbtmDy4d-9s">https://youtu.be/MbtmDy4d-9s</a>
6 BST (IT)	Typing and saving on Microsoft word	Type and save a short composition about themselves	Pupils, individually, lunch type and save on Microsoft word	Critical thinking Collaboration and communication Personnel development Digital literacy	<a href="https://www.youtube.com/watch?v=CYwqVKQuTOQ">https://www.youtube.com/watch?v=CYwqVKQuTOQ</a>
6 BST (PHE)	Health hygiene Pollution Types of pollution And Prevention	By the end of the lesson, pupils should be able to i) Discuss the kind of pollution, air pollution, noise pollution, chemic; * pollution ii) State the meaning of noise pollution, air pollution and chemical pollution iii) Describe ways of preventing pollution e.g air pollution, noise pollution and chemical pollution iv) Mention the effects of air pollution, noise pollution and chemical pollution	i) Pupils in pairs, discuss the kinds of pollution e.g air, noise, chemical pollution e t c ii) Pupils in groups, state the meaning of noise pollution, chemical pollution, air pollution iii) Pupils, as an individual, describe ways of preventing air pollution, noise pollution, chemical pollution etc. iv) Pupils in small groups, mention the effects of pollution i.e air, noise, chemical pollution	Creativity and imagination *Communication and collaboration *Digital literacy *Leadership and personal development	<a href="https://youtu.be/L5R-jMnBlyQ">https://youtu.be/L5R-jMnBlyQ</a> <a href="https://youtu.be/0qHp03RRtDS">https://youtu.be/0qHp03RRtDS</a> <a href="https://youtu.be/5FWybuif600K">https://youtu.be/5FWybuif600K</a> <a href="https://youtu.be/18_P3HkQB0E">https://youtu.be/18_P3HkQB0E</a> AUDIO VISUAL RESOURCES *Magazine *Pictures *Posters *Charts *Video clips *Chemicals
7	MID TERM ASSESSMENT	MID TERM ASSESSMENT	MID TERM ASSESSMENT	MID TERM ASSESSMENT	MID TERM ASSESSMENT
8 BST (Basic Science)	Uses of animals - Common uses of animals - Useful products from animals	By the end of the lesson, pupils should be able to: i. describe common uses of animals; ii. identify useful products from animals; iii. examine other uses of animals (sport, games, security, transport etc.) iv. analyse the importance of animals in their environment	i. Pupils mention and describe the most useful animals in their homes ii. Class, brainstorm on the common use of animals. iii. Pupils in pairs, state useful products from animals and share with the class. iv. Pupils in small groups, describe other uses of animals to humans v. Pupils in small groups, analyse the importance of animals in their environment and share with the class.	<input type="checkbox"/> Communication and collaboration. <input type="checkbox"/> Creativity and imagination <input type="checkbox"/> Critical thinking and problem solving	box. Shoes, belts, bones, furs, etc box. Chart/ pictures on the uses of animals  <a href="https://youtu.be/0rvd-b5fYKA">https://youtu.be/0rvd-b5fYKA</a> <a href="https://youtu.be/WgzRPMpC.SQ">https://youtu.be/WgzRPMpC.SQ</a> <a href="https://youtu.be/GiCRaUXlfiw">https://youtu.be/GiCRaUXlfiw</a>
8 BST (IT)	Typing and saving on Microsoft word	Type and save a short composition about	Pupils, individually, lunch type and save on Microsoft word	Critical thinking Collaboration and	<a href="https://www.youtube.com/watch?v=CYwqVKQuTOQ">https://www.youtube.com/watch?v=CYwqVKQuTOQ</a>

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		themselves		communication Personnel development Digital literacy	
8-9 BST (PHE)	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	Critical thinking and problem solving Communication and collaboration Digital literacy Leadership and personal development	<a href="https://youtu.be/APink3jifIQ">https://youtu.be/APink3jifIQ</a> <a href="https://youtu.be/GT8EAKs9A9M">https://youtu.be/GT8EAKs9A9M</a> <a href="https://youtu.be/SKcd4EX-1A">https://youtu.be/SKcd4EX-1A</a> AUDIO VISUAL MATERIALS *First aid box *pictures *Charts
9 BST (Basic Science)	Animals – As living things (Features)	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	i. Class brainstorms on features animals. ii. Pupils in small groups, describe features in animals.	<input type="checkbox"/> Communication and collaboration. <input type="checkbox"/> Critical thinking and problem solving	lxii. Specimen of animals in the localities lxiii. Charts on characteristics of living things <a href="https://youtu.be/l7mXl-4T2mQ?list=TLPOMTAwOTlwMjCEumwWPiOy3g">https://youtu.be/l7mXl-4T2mQ?list=TLPOMTAwOTlwMjCEumwWPiOy3g</a> <a href="https://youtu.be/X2rODnIN_A?list=TLPOMTAwOTlwMjCEumwWPiOy3g">https://youtu.be/X2rODnIN_A?list=TLPOMTAwOTlwMjCEumwWPiOy3g</a> <a href="https://www.youtube.com/watch?v=ZDF3-9e-7tA">https://www.youtube.com/watch?v=ZDF3-9e-7tA</a>
9 BST (IT)	Formatting	Load the saved composition and format it	Pupils, individually, load the saved composition and format accordingly	Critical thinking Collaboration and communication Personnel development Digital literacy	
10 BST (Basic Science)	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 things	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 pairs, compare animals and plants as living things and share with class.	<input type="checkbox"/> Communication and collaboration. <input type="checkbox"/> Leadership and personal development <input type="checkbox"/> Critical thinking and problem solving	lxiv. Specimen of animals in the localities lxv. Charts on characteristics of living things <a href="https://youtu.be/X2rODnIN_A?list=TLPOMTAwOTlwMjCEumwWPiOy3g">https://youtu.be/X2rODnIN_A?list=TLPOMTAwOTlwMjCEumwWPiOy3g</a> <a href="https://youtu.be/LrErAY2IVJY?list=TLPOMTAwOTlwMjCEumwWPiOy3g">https://youtu.be/LrErAY2IVJY?list=TLPOMTAwOTlwMjCEumwWPiOy3g</a>
10 BST (IT)	Formatting	Load the saved composition and format it	Pupils, individually, load the saved composition and format accordingly	Critical thinking Collaboration and communication Personnel development Digital literacy	<a href="https://www.youtube.com/watch?v=ZDF3-9e-7tA">https://www.youtube.com/watch?v=ZDF3-9e-7tA</a>

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10 BST (PHE)	REVISION	REVISION	REVISION	REVISION	
11	REVISION	REVISION	REVISION	REVISION	
12	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION	

**ACHIEVEMENT STANDARD**

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

