

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<ul style="list-style-type: none"> -Meaning of a vehicle -Different types of vehicle. -External parts of vehicle. -Use and disadvantages of vehicles. 	<ul style="list-style-type: none"> ii. identify different types of vehicle; iii. show different parts of vehicle(external parts). iv. explain the uses and disadvantages of a car; v. draw a vehicle and label its external parts. 	<ul style="list-style-type: none"> -Pupils take turns to go round to see the toy vehicles, vehicle in the school compound or vehicle on a chart to identify different types of vehicles. -Pupils in small groups write out the parts of a vehicle and presents to the class. -Pupils think and write down the importance of vehicles in their daily lives. -Class discuss the uses and disadvantages of vehicles. -Pupils in pairs mould a vehicle with cardboard and label it. 	<ul style="list-style-type: none"> communication and collaboration Creativity and imagination 	<ul style="list-style-type: none"> Vehicles in the school compound. Sheets of cardboard. Gum/glue Scissors Web resources : https://images.app.goo.gl/x9MBCqPKmHHeryLb7
	BST (PHYSICAL HEALTH EDUCATION) VOLLEYBALL i. Volleyball skills Digging Volley Setting Smashing/Spiking	By the end of the lesson, pupils should be able to: i. List the skills in volleyball. ii Perform the skills in volleyball and count scores.	Pupils as a class list the skill in volleyball game. Pupils in a small group Perform skill in volleyball game. Pupils in pairs count the scores as others perform the activities.	Collaboration and Communication Leadership and Personal development Creativity and Imagination	https://www.google.com/search?q=strenghtandpowerforVB.com Audio Visual - Picture -Charts - Whistle - Stop watches - Volley ball - Nets - Cones - Marker
	BST (IT) Information Meaning of information Uses and types of information	By the end of the lesson, pupils should be able to: Explain information Outline uses and types of information	Think pair share on the meaning of information and state one of the uses and type	Critical thinking Collaboration and communication Personnel development Digital literacy	https://youtu.be/fth9kQL2XgE
5	BST(BASIC SCIENCE) FORMS OF ENERGY -Concepts of energy. -Forms of energy. -Uses of energy.	By the end of the lesson, pupils should be able to: explain the term energy; describe the forms of energy; state the uses of energy; write out the sources of energy.	<ul style="list-style-type: none"> -Pupils brainstorm the meaning of energy. -Pupils in small groups describe and discuss various forms of energy and a volunteer present to the class. 	Communication and collaboration Critical thinking and problem solving Leadership and personal development	Audio – visual resources : Relevant Charts and pictures. Candle, torch light, gas, oil, charcoal, kerosene, solar panel in surrounding, radio. Web Resources :
	<ul style="list-style-type: none"> -Sources of energy e.g sun, tides, waves, fuel, water. 	compare the different forms of energy	<ul style="list-style-type: none"> -Pupils in pairs to write down the uses of energy and share with the class. -Pupils take turns to go round to see the pasted diagrams of the sources of energy and identify them by name. 		https://study.com/academy/lesson/forms-of-energy-lesson-for-kids.html
	BST (PHYSICAL HEALTH EDUCATION) SWIMMING i. Types of swimming strokes Breast stroke Butterfly Front crawl ii. Safety rules	By the end of the lesson, pupils should be able to: List the types of strokes in swimming. Perform some of the strokes in swimming. List the safety rules in swimming.	Pupils as individual lists the types of swimming strokes. Pupils in small groups perform some of the strokes in swimming. Pupils as a class list safety rules in swimming.	Citizenship Leadership and Personal development Collaboration and Communication	https://www.google.com/search?q=allamericanswim.com Audio Visual - Chart - Pictures - Swimming Suits - Swimming glass - Swimming pool - Posters
	BST (IT) Sources of information Television Radio Newspaper Social media etc.	By the end of the lesson, pupils should be able to: Explain source of information Outline sources of information and their uses Justify the use	Pupils, in small groups, discuss a particular source of information and make a presentation to the class	Critical thinking Collaboration and communication Personnel development Digital literacy	https://youtu.be/J-6ZjDyPkUo
6	BST(BASIC SCIENCE) FOOD (CLASSES AND USES) -Classes of food -Uses of food -Adequate diet(Balanced diets)	By the end of the lesson, pupils should be able to: i. name the different classes of food; ii. classify food as related to their uses; discuss adequate diet(balanced diet)	<ul style="list-style-type: none"> -Pupils give examples of food they know. -Pupils take turns to go round to see the different raw foods provided and classify them. -Pupils in small groups discuss what adequate diet (balanced diet) is. -Pupils think and write down the importance of a balanced diet to them. 	critical thinking communication and collaboration Creativity and imagination	Audio – visual resources : Charts/ pictures of the classes of food and the examples of food under each class. Raw food items like beans, garri, Rice, oil etc fruits, water. Web resources : https://www.legit.ng/1163909-classes-food-examples-functions.html

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	BST (PHYSICAL HEALTH EDUCATION) PATHOGEN AND DISEASES i. Meaning of pathogen Types of pathogens Bacteria viruses fungi worms protozoa ii. Meaning of diseases and types of diseases - Communicable and non-communicable diseases	By the end of the lesson, pupils should be able to: Explain the meaning of pathogens. List types of pathogens. List types of diseases. Differentiate between pathogens and diseases. Differentiate between communicable and non-communicable diseases.	Pupils in small groups explain the meaning of pathogens Pupils as individual list the types of pathogens. Pupils in small groups list types of pathogens. Pupils in small groups displayed charts to differentiate between pathogens and diseases. Pupils in pairs describe communicable and non-communicable disease and point out their differences.	Communication and Collaboration Critical thinking and problem solving Leadership and personal development.	Academic.oup.com www.healthline.com www.medicalnewstudy.com study.com.academy/www.academy.com Audio Visual - Pictures - Charts - Flash cards - Posters
	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	Pupils, in pairs, identify tools on the Tool bar and state their functions	Critical thinking Collaboration and communication Personnel development Digital literacy	https://youtu.be/GOMNGTICQKs
7	MID TERM BREAK				
8	BST (BASIC SCIENCE) Harmful foods -Meaning of harmful foods. -Examples of harmful foods -Bad feeding -Unbalanced diet	By the end of the lesson, pupils should be able to: explain the meaning of harmful foods; state examples of harmful foods; explain the effects of unbalanced diet.	-Class brainstorms on the meaning of harmful foods. -Pupils give examples of food that are harmful that they know. -Pupils in small groups discuss what bad feeding is and the leaders take turn to present their ideas. -Pupils think and write down the effects of an unbalanced diet	Creativity and imagination critical thinking communication and collaboration	Audio – visual resources Charts/ pictures of harmful foods. Raw food items like beans, garri, Rice, oil etc fruits, water. Web resources : https://passnownow.com/class-work-exercise-series-social-studies-iss2-harmful-substances https://www.fodnetwork.com/healthy-eats/healthy-tips/2011/03/top-10-worst-eating-habits
	BST (PHYSICAL HEALTH EDUCATION) SPREAD OF DISEASES i. Ways by which diseases are spread Air Food Insect Body contact Examples of diseases spread by the following agents: Air Tuberculosis Food Diarrhoea Insect Malaria Body contact Scabies	By the end of the lesson, pupils should be able to: I. Describe the ways diseases are spread. List examples of diseases spread by the different agents.	Pupils as a class describe the ways diseases are spread. Pupils in a small group list and describe examples of diseases spread by Air, Food and insect. Pupils are pair varied to display charts which identify diseases by each agent.	v. Critical thinking and problem solving. .Collaboration and Communication. Citizenship.	www.who.int www.healthline.com/www.medicalnewstudy.com Audio Visual - Charts - Picture - Posters
	BST (IT) Launching of Microsoft Excel	By the end of the lesson, pupils should be able to: Locate and launch Microsoft Excel	Pupils, in pairs, locate and launch Microsoft Excel	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=Y3qv7kn6vU https://www.youtube.com/watch?v=ajJ8U1aE6-M https://youtu.be/AiqgU3eSQT0 Documents:
9	BST (BASIC SCIENCE) THE DIGESTIVE SYSTEM -Meaning of digestion	By the end of the lesson, pupils should be able to: state the meaning of digestion; identify the digestive organs; show how food is digested	-Pupils swallow their saliva and brainstorm the meaning of digestion -Pupils in small groups walk round in turns to identify the digestive organs;	Critical thinking and problem solving communication and collaboration Leadership and personal development.	Audio – visual resources Picture of digestive system Video or animation of digestive system. Web resources

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	-Digestive organs(mouth, tongue, the stomach, small intestine, large intestine) -Digestion of food	relate the importance of digestion to a healthy human	-Pupils in pairs point to the location of each other's digestive organs -Pupils in pairs role play how food is digested. - Think and write down why their food needs to be digested		https://passnownow.com/class-work-series-and-exercises-basic-science-iss2-digestive-system/
	BST (PHYSICAL HEALTH EDUCATION) DISEASES PREVENTIVE MEASURES	By the end of the lesson, Pupils should be able to: 1- discuss concept of disease 2- identify between signs and symptoms of diseases 3- investigate preventive measure of diseases	1- Pupils in a small group discuss concept of disease 2- Pupils as a group identify between signs and symptoms of diseases 3- Pupils in pairs investigate preventive measure of diseases	Collaboration and Communication Critical thinking Problem solving Citizenship	Health.clevelandclinic.org www.ecdc.europa.eu www.who.int/www.verywellhealth.com Audio Visual - Picture - Chart - Poster
	BST (IT) Introduction to programming languages. Visual Based Programming Languages Text Based Programming Languages	By the end of the lesson, pupils should be able to: Explain Visual and Text based Programming Languages and differences.	Pupils, in pairs, discuss their preferred programming languages and why?	Critical thinking Collaboration and communication Personnel development Problem solving	https://youtu.be/hx4NNTYb85c
10	BST(BASIC SCIENCE) HUMAN BODY (THE MOUTH) -The tongue. -The lips	By the end of the lesson, pupils should be able to: recognize tongue and lips; examine the parts on the tongue and their uses; draw the tongue and lips.	-Pupils touch their tongues and lips to recognize them. -Each pupil should chew part of their snacks to locate the different parts on the tongue and justify their uses. -Pupils in small groups take turn round the class to observe the charts of tongue and lips and then draw it out.	Creativity and imagination Communication and collaboration Critical thinking and problem solving Leadership and personal development	Audio – visual resources : Charts/ pictures of the tongue and the lips. Mirror Web resources : www.classroom.kidshealth.org/classroom/prekto2/body/parts/eeth.pdf
	BST (PHYSICAL HEALTH EDUCATION) DRUG EDUCATION	By the end of the lesson, pupils should be able to: List ways drugs can be taking into the body.	Pupils as class list ways drugs can be taken into the body. Pupils in small groups walk to the displayed chart to differentiate between alcohol and tobacco.	Citizenship. Leadership and personal development. Critical thinking and problem solving.	www.gatewayfoundation.org www.nap.eduwww.health.gov.au u
	Drug use and their consequences Ways of taking drugs Through mouth Rubbing on skin Injection Inhaling ii. Alcohol and Tobacco - Description of alcohol Types of alcoholic drinks	Differentiate between alcohol and tobacco. State reason why people drink and smoke. Differentiate between the effect of alcohol and tobacco on human body.	(iii) Pupils to small groups state and describe reason why people drink and smoke. iv. Pupils in pairs critically differentiate between the effect of alcohol and tobacco on human body.		Audio Visual - Pictures - Charts - Posters
	BST (IT) Scratch Programming The 3S of scratch	By the end of the lesson, pupils should be able to: Identify the component parts of the scratch interface	Pupils, in pairs, identify tools on the 3S of scratch		https://www.youtube.com/watch?v=0pxaFzRtx7K
11	BST(BASIC SCIENCE) HUMAN BODY(THE TEETH) - incisors -canines -molar -premolar	By the end of the lesson, pupils should be able to: i. recognize teeth; ii. examine the types of teeth and their uses; iii. draw and label the teeth.	-Pupils touch their teeth. -Each pupil chew part of their snacks to locate the position of each type of teeth in their mouth and justify the uses. -Pupils in small groups take turn round the class to observe the charts of teeth. -Pupils in pairs draw and label the teeth and display it in the class.	Creativity and imagination Communication and collaboration Critical thinking and problem solving Leadership and personal development	Audio – visual resources : Charts/ pictures of the mouth, the teeth and the lips. Mirror Web resources : www.classroom.kidshealth.org/classroom/prekto2/body/parts/eeth.pdf
	BST (PHYSICAL HEALTH EDUCATION) DRUG EDUCATION i. Effects of drug abuse on individuals Family Society. ii. Herbal medicine.	By the end of the lesson, pupils should be able to: List the effects of drugs abuse on the family. List 3 effects of drug abuse on the society. Define herbal medicine. Differentiate between NAFDAC registered and listed herbal medicine.	Pupils in small groups list the effects of drug abuse on the family. Pupil in pair list three effects of drug abuse on the society. iii. Pupils in small groups critically analyze and distinguish between NAFDAC registered and listed herbal medicine	Leadership and personal development. Communication and Collaboration. Critical thinking and problem solving.	(i) www.education.vic.gov.au m.bizcommunity.com academic.oup.com www.bhpambeach.com www.drugabuse.govdrugabuse.com Audio Visual - Pictures - Charts - Flash cards - Posters
	BST (IT) Revision				

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
12	REVISION				
13	EXAMINATION				

ACHIEVEMENT STANDARDS

At the end of the session, pupils are be able to:
 appreciate the changes in their environment;
 have better understanding of the weather;
 develop good habits towards food;
 demonstrate different types of movement;
 demonstrate baton exchange;
 demonstrate the skills in athletic e.g. sprint;
 demonstrate basic skills in games and sports;
 dispose waste properly
 make use of Microsoft Power Point;
 understand the various types of Virus and Anti-Virus.

ACHIEVEMENT STANDARD

At the end of the session, pupils are able to:
 understand the use of the Microsoft Power Point
 explain and Discuss the various types of Virus and Anti-Virus
 describe the meaning and uses of Data processing and Information
 differentiate with practical examples the visual-based programming languages and text-based programming languages.