



**UNIFIED SCHEMES
BASIC SCIENCE AND HEALTH
PRIMARY FIVE THIRD TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	REVISION AND READINESS TEST				
2	BST(BASIC SCIENCE) ACIDS AND BASES. -Meaning of acid and bases. -Examples of acids and bases. -Types of acid and bases. -Differences between acid and bases.	By the end of the lesson, pupils should be able to: -develop a meaning for acids and bases; -state some examples of acids and bases; -Identify types of acids and bases; -distinguish between acid and bases.	Class discusses the taste of an orange and brainstorm on the meaning of acid and bases. Pupils in pairs mention types of acids and bases. Pupils in small groups discuss the differences between of acids and bases. Pupils in small groups use litmus paper on lemon which will turn red. Pupils in small groups use red litmus paper on mixture of wood ash in water which will turn to blue.	Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development	Audio- Visual Resources: lemon Wood ash, water, blue and red litmus papers, glass or plastic container, palm oil, stove, wooden spoon or spatula, dirty handkerchief. Web- Resources: https://leadingguides.com/2019/04/25/lesson-note-third-term-week-2-3-basic-science-for-primary-5/
	BST (PHYSICAL HEALTH EDUCATION) Food and Nutrition	By the end of the lesson, Pupils should be able to: 1- discuss concept of food and nutrition. 2- mention sources of food nutrient 3- highlight the nutritional deficiency diseases 4- investigate the characteristics of these deficiency disease	1- Pupils in a pairs discuss the type and concept of nutrition 2- Pupils in a small groups mention the sources of food nutrient 3- pupils as a class highlight the nutritional deficiency diseases e.g. kwashiorkor, rickets, pellagra, scurvy 4- Pupils as a group investigate the characteristics of these deficiency disease	i- Collaboration & Communication. 2- Leadership & Personal Development. 3- Digital Literacy 4- Critical Thinking & problem solving	Website resources i- https://www.youtube.be/rCwv2E3mZM ii- https://youtu.be/Ootb1/dnEDu iii- https://youtu.be/wuv9jhe0A4 iv- Video Link: - YouTube science – Human Food and Nutrients v- video Link: - How the food you eat affect your brain-Mia Nacamuilli 2- Audio visual materials - Charts - Posters - Pictures
	BST (IT) Digital literacy Definition Components Importance Copyright and plagiarism	By the end of the lesson, pupils should be able to: Define digital literacy Explain copyright and plagiarism Outline the components and Importance of digital literacy	Whole class discussion on digital literacy, copyright and plagiarism. Pupils should also outline the importance and components of digital literacy	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=LEWqX17Ag https://youtu.be/8o96ey4CqE https://www.webwise.ie/teachers/digital-literacy/ Documents: https://en.wikipedia.org/wiki/Digital_literacy https://instr.iastate.libguides.com/
3	BST(BASIC SCIENCE) ACIDS AND BASES: -Materials used in making soap. -active ingredients in the local materials used in making soap. -Make soap from local materials. -Uses of soap.	By the end of the lesson, pupils should be able to: -Explain the meaning of Soap and detergents; -Mention Local materials used for making soap; -Identify the active ingredient in the local materials used in making soap; - enumerate the uses of soap.	Pupils in small groups use palm oil to dissolve wood ash Class brainstorms on what soap and detergents means. Pupils in pairs list the local materials used for making soap. Pupils in small groups discuss the active ingredients out of the material. Pupils in small groups discuss the uses of soap.	Critical thinking and problem solving Creativity and imagination Communication and collaboration Leadership and personal development	Audio- Visual Resources: lemon Wood ash, water, blue and red litmus papers, glass or plastic container, palm oil, stove, wooden spoon or spatula, dirty handkerchief. Web- Resources: https://leadingguides.com/2019/04/25/lesson-note-third-term-week-2-3-basic-science-for-primary-5/

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	BST (PHYSICAL HEALTH EDUCATION) Food and Nutrition	By the end of the lesson, Pupils should be able to: 1- mention the food nutrient 2- explain the effects of family size on nutrition 3- investigate the characteristics of nutritional deficient person	1- Pupils in small groups mention the food nutrient 2- Pupils in pairs explain the effects of family size on nutrition 3- Pupils in a small group investigate the characteristics of nutritional deficient person	i- Collaboration & Communication. 2- Leadership & Personal Development. 3- Digital Literacy 4- Critical Thinking & problem solving	1- Website resources: i- https://www.youtube.be/rCcyg7B3mZM ii- https://youtu.be/QobtpVdqEDg iii- https://youtu.be/wuyqihle09A iv- Video Link: - YouTube science -Human Food and Nutrients v- video Link: - How the food you eat affect your brain-Mia Nacamuilli 2- Audio visual materials Charts Pictures Food items
	BST (IT) Digital literacy Definition Components Importance Copyright and plagiarism	By the end of the lesson, pupils should be able to: Define digital literacy Explain copyright and plagiarism Outline the components and Importance of digital literacy	Whole class discussion on digital literacy, copyright and plagiarism. Pupils should also outline the importance and components of digital literacy	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=LEIWqXi7Ag https://youtu.be/8c96ey4jCgE https://www.webwise.ie/teachers/digital-literacy/ Documents: https://en.wikipedia.org/wiki/Digital_literacy https://instr.iastate.libguides.com/
4	BST(BASIC SCIENCE) Basic Electricity: -Types of electricity (static and current). -Methods of generating electricity.	By the end of the lesson, pupils should be able to: define electricity -identify and explain types of electricity. -discuss how electricity is generated. -discuss the importance of electricity in everyday life	-Pupils in small groups rub wool material firmly on a hard rubber rod or comb and move the rod close to small pieces of paper or pins. Note what happened. -Class discusses the meaning of energy -Pupils in pairs state the types of energy -Pupils in small groups brainstorm on how energy is been generated. -Pupils in small groups rub fur or silk material on glass rod and move the rod close to small pieces of paper or pin and note what happens. -Pupils think and write down the importance of electricity to them	Creativity and imagination Communication and collaboration Critical thinking and problem solving Leadership and personal development	Audio- Visual Resources: wool, fur, silk, hard rubber rod, glass rod, dry cell, light bulbs, connecting wires, circuit board e.t.c. Web- Resources: https://www.comonsense.org/education/lesson-plans/simple-circuits
	BST (PHYSICAL HEALTH EDUCATION) Martial Arts History of Judo	By the end of the lesson, Pupils should be able to: 1- discuss brief history of judo 2- itemize equipment of judo 3- analyze the importance of judo 4- demonstrate judo skill	Pupils as a group discuss the brief history of judo 2- Pupils in a small group itemize judo facilities and equipment, e.g. Mat (tatami), a belt, Judogi (judo suit) 3- Pupils in a group analyze the importance of judo 4- Pupils as a class demonstrate same judo skills.	i- Collaboration & Communication. 2- Leadership & Personal Development. 3- Digital Literacy 4- Critical Thinking & problem solving	1- Website resources i- https://youtu.be/mh5SifeGiSA ii- https://youtu.be/T4Y9IVCEtLU 2- Audio visual materials Charts Pictures Uniform (costume) Video clip Judo arena
	BST (IT) Cyberbullying Definition Forms of cyberbullying Ways of dealing with cyberbullying	By the end of the lesson, pupils should be able to: i. Define cyberbullying ii. Outline the forms and ways of cyberbullying	Pupils, in small groups, role play different forms of cyberbullying and identify how to deal with those forms of cyberbullying	Critical thinking Collaboration and communication Personnel development Digital literacy	Audio Visual: Charts Computer set Projectors Sound System Web Resources Video Site:

WEEKS	TOPICS				
5	<p>BST(BASIC SCIENCE)</p> <p>Basic Electricity: -Conductors and non-conductors.</p> <p>-Electric circuit.</p> <p>-Uses of electricity.</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> - discuss the meaning of conductors and non-conductors -explain how electricity travels from one point to the other (conductors); -group materials into conductors (metals) and non-conductors (woods, glass, plastic); -make a simple electric circuit connection. 	<ul style="list-style-type: none"> -Pupils in small groups walk round the class to see different materials or pictures of conductor and non-conductor. -Class discusses the meaning of conductor and non-conductor -Pupils in pairs group some materials into conductor and non conductors -Pupils in small groups use a simple dry cell (battery), wires, and a light bulb, make a simple electric circuit. 	<p>Creativity and imagination</p> <p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Leadership and personal development</p>	<p>https://www.kaspersky.com/resource-center/preemptive-safety/cyberbullying-and-cybercrime</p> <p>https://youtu.be/91fK8vRvQ2w</p> <p>Documents:</p> <p>https://blog.barracuda.com/2017/08/22/3-types-of-cyberbullying-that-threaten-students/</p> <p>https://cyberforpeople.com/2017/10/10-forms-of-cyberbullying/</p> <p>https://backgroundchecks.com/cyber-bullying-helping-the-bullied</p> <p>https://www.kaspersky.com/resource-center/preemptive-safety/cyberbullying-and-cybercrime</p> <p>Audio- Visual Resources: dry cell, wood, glass, plastics, metals, wires, light bulb.</p> <p>Web- Resources: https://studt.com/academy/lesson/electricity-conductors-insulators-lesson-plan.html</p>
	<p>BST (PHYSICAL HEALTH EDUCATION)</p> <p>Martial arts</p> <p>Rules of judo and Skills</p>	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> 1- state rules of judo 2- list terminologies in judo game 3- demonstrates the judo basic skills 	<ol style="list-style-type: none"> 1- Pupils in a group state rules of judo 2 Pupils in pairs list terminologies in judo game e.g. ippon, (Judogi) judo suit, (Kimi) decision, dojo, (Waza) technique (Jikan), time out (Tatami) mat. Etc. 3- Pupils in a small group demonstrates judo basic skills such as: Gripping, Movement, Falling, Chocking, Throws, locks 	<ol style="list-style-type: none"> i- Collaboration & Communication. 2- Leadership & Personal Development. 3- Digital Literacy 4- Critical Thinking & problem solving 	<ol style="list-style-type: none"> 1- Website resources i- https://youtu.be/mh5S5ieG8k ii- https://youtu.be/T4Y9WCEtU 2- Audio visual materials Charts Pictures Uniform (costume) Video clip Judo arena
	<p>BST (IT)</p> <p>Digital skills</p> <p>Definition</p> <p>Components of digital skills</p> <p>Importance of digital skills</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> Define digital skills Outline the components of digital skills State the importance of digital skills 	<p>Pupils, in small groups, discuss digital skills, the components and importance.</p>	<p>Critical thinking</p> <p>Collaboration and communication</p> <p>Personnel development</p> <p>Digital literacy</p>	<p>https://youtu.be/89eCHIFs0XM</p>
6	<p>BST(BASIC SCIENCE)</p> <p>Magnetism: -Properties of magnets</p> <p>-Uses of magnets</p> <p>-Making magnets</p>	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> -State the properties of magnets; -Group materials to magnetic and non-magnetic -write common applications of magnetism -Make and use magnets 	<ul style="list-style-type: none"> -Class plays with magnets to discover their properties such as attract or repel one another; -Pupils in pairs group materials into magnetic and non-magnetic forms -Pupils in small groups write down the application of magnets. -Class discusses the uses of magnets e.g. uses of magnet in some house hold appliances such as doorbell, loudspeakers, and magnetic stickers for fridges, magnet screw drivers. -Pupils in small groups make a temporary magnet. 	<p>Creativity and imagination</p> <p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Leadership and personal development</p>	<p>Audio- Visual Resources: Bar magnets, nails, paper, ropes, light bulb, pins, coins, wool, wooden blocks, switch key, circuit board e.L.c.</p> <p>Web- Resources: https://www.common Sense.org/education/lesson-plans/magnetism</p>

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	BST (PHYSICAL HEALTH EDUCATION) Swimming Strokes	By the end of the lesson, Pupils should be able to: 1- discuss meaning swimming 2- demonstrate swimming strokes 3- explain most difficult easiest swimming stroke	1- Pupils in pairs discuss the meaning of swimming 2- Pupils in a small groups demonstrate swimming strokes. Front/free style butterfly, breast, back 3- Pupils as a group explain most difficult, easiest swimming stroke	1- Collaboration & Communication. 2- Leadership & Personal Development 3- Digital Literacy 4- Critical Thinking & problem solving	1- Website resources: i- https://youtu.be/rSzTAFJpQs ii- https://youtu.be/hOXvfyKzks iii- https://youtu.be/Rr_Cnlf5u8 2- Audio visual materials Swimming kits Swimming Pool Charts Posters Tube
	BST (IT) Desktop publishing applications Microsoft word Microsoft excel Microsoft PowerPoint	By the end of the lesson, pupils should be able to: Experiment on each of the given desktop publishing applications	Pupils, in pairs, experiment on each of the given desktop publishing applications	Critical thinking Collaboration and communication Personnel development Digital literacy	https://youtu.be/QNdcddcp9d9
7 8	MID TERM BREAK BST(BASIC SCIENCE) BASIC MOTOR PARTS (INTERNAL):	-Mention the internal parts of motor vehicle; Identify the internal parts of a motor vehicle; -discuss the basic functions of the internal parts of a motor vehicle.	-Pupils in pairs have a look at the internal parts of a toy vehicle and mention them.	Creativity and imagination Communication and collaboration Critical thinking and problem solving	Audio- Visual Resources: a motor vehicle, labeled diagram of internal parts of a motor vehicle, Toy vehicle mechanic workshop.
	-Internal parts of motor vehicle e.g air bags, seat belts, steering, brakes, ditches, pedals, gears etc. -Functions of the internal parts of the motor vehicle.		-Pupils in small groups walk round the class to see a labeled diagram of internal parts of a motor vehicle. -Class brainstorms and writes down the functions of the internal parts of a motor vehicle. Class visits a mechanic workshop to see the internal parts of a car in the neighbourhood.	Leadership and personal development	Web- Resources: https://www.drivparts.com/parts-matter/learning.center/by-the-numbers/car-parts-diagram.html
	BST (PHYSICAL HEALTH EDUCATION) Pathogens, diseases and prevention:	By the end of the lesson, Pupils should be able to: i- discuss concept of disease and pathogen 2- mention types of pathogen e.g. bacterial, virus. 3- distinguish between disease and pathogen 4- Investigate ways of preventing diseases	1- Pupils in pairs discuss the concept of disease and pathogen 2- pupils in a group mention types of disease and pathogen e.g. small pox, tuberculosis, fiver, cholera etc. 3- Pupils in a small group distinguish between disease and pathogen 4- Pupils in group investigate ways of preventing diseases	1- Collaboration & Communication. 2- Leadership & Personal Development. 3- Digital Literacy 4- Critical Thinking & problem solving	1- Website resources ii- www.healthline.com/health/pathogen iii- video clips on communicable and non communicable diseases iv- Video resources Video Link: YouTube Covid 19 pandemic 2: - Audio visual Materials: charts pictures posters
	BST (IT) Setting up the HTML Document Identify html tags HTML Document Structure Learning HTML syntax	By the end of the lesson, pupils should be able to: Experiment on each of the given desktop how HTML works	Pupils in pairs, experiment on each of the given desktop towards running a command	Critical thinking Collaboration and communication Personnel development Digital literacy	https://youtu.be/H50ECwigQ7s
9	BST(BASIC SCIENCE) Body Image and self esteem -Concept of body image -Features of body image -Factors affecting body image.	By the end of the lesson, pupils should be able to: -explain the concept of body image; -appreciate individual features and uniqueness; -enumerate the factors affecting body image.	-Class identifies different parts of their body and discuss about different features of the body (physical features like stature, colour of eyes and hair complexion). -Pupils in pairs appreciate each other and sing body image song. -Pupils in small groups brainstorm on factors that influence body image.	communication and collaboration Critical thinking and problem solving leadership and personal development	Audio – visual resources : Charts showing people with different body features. Web resources: https://healthpoweredkids.org/lessons/self-esteem-and-body-image/
	BST (PHYSICAL HEALTH EDUCATION) Diseases; Meaning, signs and symptoms	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- compare between sickness and illness	1- Pupils in a small groups discuss concept of disease. 2- Pupils as a group identify between signs and symptoms of diseases. 3- Pupils in pairs compare between sickness and illness.	1- Collaboration & Communication. 2- Leadership & Personal Development. 3- Digital Literacy	1- Website resources ii- www.healthline.com/health/pathogen iii- video clips on communicable and non-communicable diseases iv- Video resources Video Link: YouTube Covid-19 pandemic 2: - Audio visual Materials: flip charts pictures posters

WEEKS	TOPICS	LEARNING OBJECTIVES	SKILLS	LEARNING RESOURCES	
	BST (IT) Introduction to Python Use of python Simple syntax command	By the end of the lesson, pupils should be able to: Describe the meaning of python Put python and syntax to use.	Whole class discussion on the meaning of python Demonstrate the use of python and syntax on the computer.	Critical thinking Collaboration and communication Personnel development Digital literacy Creativity and imagination	Describe the meaning of python Put python and syntax to use.
10	BST(BASIC SCIENCE) Excretory System. -Meaning of excretory system -Organs involves in excretory system kidneys, skin, liver, large intestine etc.	By the end of the lesson, pupils should be able to -describe the excretory system. -state the organs involves in excretory system and their functions.	-Pupils in small groups explain what people go to toilet to do and look at the charts or models of the organs of an excretory system in turns. -Class brainstorms on the meaning of an excretory system -Pupils in small groups mention some organs involved in excretion and discuss the functions of each organ.	Creativity and imagination Communication and collaboration Critical thinking and problem solving Leadership and personal development	Audio- Visual Resources Charts or models of an excretory system Web- Resources https://study.com/academy/lesson/excretory-system-classroom-plan.html https://www.toppr.com/ask/question/biology/excretory-product-in-human-excretory-system/ 1- Website resources ii- www.healthline.com/health/pathogen iii- video clips on communicable and non-communicable diseases iv- Video resources Video Link: YouTube Covid-19 pandemic 2: - Audio visual Materials: flip charts pictures posters
	BST (PHYSICAL HEALTH EDUCATION) Meaning of communicable and non-communicable diseases	By the end of the lesson, Pupils should be able to: 1- define communicable and non-communicable diseases 2- list kinds of communicable diseases 3- give concepts of non-communicable diseases 4- identify types of non-communicable diseases	1- Pupils in pairs define communicable disease 2- Pupils in a small group list kind of communicable diseases 3- Pupils as a class give concepts of non-communicable disease 4- Pupils in group identify types of non-communicable diseases	1- Collaboration & Communication. 2- Leadership & Personal Development. 3- Digital Literacy 4- Critical Thinking & problem solving	
	BST (IT) Introduction to Scratch Programming	By the end of the lesson, pupils should be able to:	Pupils in pairs, identify some projects that can be done through scratch.	Critical thinking Collaboration and communication Problem solving Digital literacy	
11	BST(BASIC SCIENCE) ROCKS: -Meaning of rocks. Classification of rocks according to colour, hardness, texture, etc. -List some important uses of rocks such as construction, beautification etc. Name some major landmark rocks in Nigeria	By the end of the lesson, pupils should be able to: -explain the meaning of rock; -identify rocks and classify rocks; -enumerate the uses of rocks -mention some landmark rocks in Nigeria. -Classify landmark rocks in Nigeria.	-Pupils in small groups go round the school compound to get piece of rock in turns or watch video clips of rocks and brainstorm on what a rock is. -Pupils in pairs identify rocks and classify them according to colour hardness and texture. Pupils in small group discuss the uses of rock. Pupils in small groups are to read about major land mark rocks in Nigeria.	Critical thinking and problem solving Creativity and imagination Communication and collaboration Leadership and personal development	Audio- Visual Resources: Pictures or videos clips showing different types of rocks and their uses. Web- Resources: https://www.commonsense.org/education/lesson-plans/3-types-of-rocks-0
	and classify them according to type.		Pupils write down the name of a landmark rock and state what type of rock it is		
	BST (PHYSICAL HEALTH EDUCATION) Issues and Challenges in PHE	By the end of the lesson, Pupils should be able to: 1- discuss Issues and Challenges in sports 2- mention different types of issues and challenges drugs 3- list different types of drugs 4- highlight the uses of drug 5- investigate the effects of drinking and smoking 6- summarize the effects of drugs on athlete	1- Pupils in pairs discuss Issues and Challenges in sports 2- Pupils in a small group mention different types of issues and challenges drugs e.g. human trafficking, drug abuse, doping, winning at all cost, match fixing. 3- Pupils as an individual list different types of drugs 4- Pupils in groups highlight the uses of drug 5- Pupils as a group investigate the effects of drinking and smoking 6- Pupils in group summarize the effects of drug on athlete.	1- Collaboration & Communication. 2- Leadership & Personal Development. 3- Digital Literacy 4- Critical Thinking & problem solving 5-Citizenship	1- Website Resource: i- https://www.youtube.com/watch?v=X05nsp2qDA8 ii- https://www.youtube.com/watch?v=35uM5VMrZas iii- https://www.youtube.com/watch?v=yx5sWQuxu-8 iv- https://www.youtube.com/watch?v=MRVPqQn3SdU 2- Audio visual materials: Charts Posters Picture Samples of herbal medicines Picture Samples of alcohol and tobacco
12	REVISION				
13	EXAMINATION				

ACHIEVEMENT STANDARDS

At the end of the session, pupils are able to:

- identify different materials and put them in use;
- name and make use of different types of drawing instruments;
- understand energy and different types of energy conversions;
- explain electricity generation;
- better understand their body system;
- produce soap.
- explore files in the computer.
- make use the shortcuts on the keyboard.
- understand the concepts of networking, internet and search engine.
- understand electronic mails and internet safety.
- have insights on the following concepts: Digital literacy, Cyberbullying and Digital skills
- demonstrate knowledge on the use of desktop publishing application.

ACHIEVEMENT STANDARDS

At the end of the session, pupils are able to:

- explore files in the computer.
- use the shortcuts on the keyboard.
- Differentiate between Networking, internet and search engine.
- understand electronic mails and internet safety.
- Explain the following concepts: Digital literacy, Cyberbullying and Digital skills
- practice the use of desktop publishing application.