



LAGOS STATE
UNIFIED SCHEMES OF WORK FOR
BASIC SCIENCE AND TECHNOLOGY
PRIMARY SIX FIRST TERM

| WEEKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|-------|--|--|--|--|--|
| 1 | Revision of previous year's work and Readiness test. | | | | |
| 2 | BST(BASIC SCIENCE) LIVING AND NON-LIVING THINGS -Meaning and identification of living and non-living things -Characteristics of living things. | By the end of the lesson, pupils be able to: define living things and non-living things. analyze the characteristics of living things. Classify items in their environment as living or non-living things | - Class names the living and non-living things in the environment and discusses the meaning of living things and non-living things with examples. -Class brainstorms on the characteristics of living things. -Pupils in pairs identify the living things in their environment that are most useful to them. - Pupils in pairs identify and write down the non-living things that they use every day in their environment | Creativity critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development | Audio – visual resources: Chart of animal Potted flower Pupils in the class. Web resources: https://www.pinterest.com/pin/www.education.com/livingthings |
| | BST (PHYSICAL HEALTH EDUCATION) Creativity Rhythmic | By the end of the lesson, pupils should be able to: 1- explain rhythmic activities 2- mention types of rhythmic activities (marching, galloping, hopping, singing, dancing) etc. 3- demonstrate rhythmic activities (marching, galloping, hopping, singing, dancing) | 1- Pupils in small group explain the meaning of rhythmic activities. 2- Pupils as a class mention types of rhythmic activities (marching, galloping, hopping, singing, dancing) etc. 3- Pupils in pairs demonstrate rhythmic activities such: as singing, dancing, marching etc. | 1-Collaboration & Communication. 2- Leadership & Personal Development. 3-Critical thinking and problem solving. | 1- Website resources i. https://study.com/academy/lesson/categories-of-rhythmic-activities.html ii. https://www.youtube.com/watch?v=I1phUpa0vko iii. https://www.youtube.com/watch?v=Mllmgiky-sQ 2- Audio visual resources - Flash Card - Music Poster Dancing Costumes |
| | BST (IT) Introduction to Artificial intelligent | By the end of the lesson, pupils should be able to: Define artificial intelligent and identify the importance | Pupils, in small groups, discuss digital skills, the components and importance. | Critical thinking Collaboration and communication Personnel development Digital literacy | https://youtu.be/R1EH5Gw9fE |
| 3 | BST(BASIC SCIENCE) GROWING CROPS -Conditions for better crops. -Importance of fertilizers to the soil. -Components of fertilizer. Growing crops with compost or fertilizer. | By the end of the lesson, pupils be able to: state the conditions for growing crops; write down the importance of fertilizers to the soil. Enumerate the components of fertilizer grow crops using compost or fertilizers. | -Class observes a growing plant and discuss the conditions for growing crops. -Pupils in small groups write down the importance of fertilizers to the soil. -Class discusses the components of fertilizer -Pupils in small groups get an empty can and plant crops e.g. maize, beans using fertilizers or compost. A volunteer of each group presents their observations after 3 weeks. | Creativity critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development | Audio – visual resources: Potted flower. Chart on the conditions for growing crops. Fertilizer. Web resources : https://study.com/academy/lesson/soil-lesson-plan.html https://en.wikipedia.org/wiki/Fertilizer |
| | BST (PHYSICAL HEALTH EDUCATION) Creativity Rhythmic | By the end of the lesson, pupils should be able to: 1- discuss meaning rhythmic activities 2- list types of rhythmic activities (marching, galloping, hopping, singing, dancing) etc. 3- demonstrate rhythmic activities (marching, galloping, hopping, singing, dancing) | 1- Pupils as a group discuss the meaning of rhythmic activities and site examples 2- Pupils as an individual list types of rhythmic activities (marching, galloping, hopping, singing, dancing, swinging, rolling) etc. 3- pupils in small group demonstrate rhythmic activities such as; galloping, marching, hopping | 1-Collaboration & Communication. 2- Leadership & Personal Development. 3-Critical thinking and problem solving. | 1- Website resources i. https://study.com/academy/lesson/categories-of-rhythmic-activities.html ii. https://www.youtube.com/watch?v=Mllmgiky-sQ iii. https://www.youtube.com/watch?v=I1phUpa0vko 2- Audio visual resources - Flash Card - Poster - Dancing Costumes |
| | BST (IT) Introduction to Artificial intelligent | By the end of the lesson, pupils should be able to: Define artificial intelligent and identify the importance | Pupils, in small groups, discuss digital skills, the components and importance. | Critical thinking Collaboration and communication Personnel development Digital literacy | https://youtu.be/R1EH5Gw9fE |
| 4 | BST(BASIC SCIENCE) THE HUMAN CIRCULATORY SYSTEM -Meaning of circulatory system. | By the end of the lesson, pupils be able to: explain the meaning of circulatory system; name and identify the parts of the human heart; | -Pupils place their palm on their chest to feel the beating of their heart and discuss the meaning of circulatory system. | Creativity and imagination critical thinking communication and collaboration | Audio – visual resources : Chart of the human heart Chart of blood vessels. Chart showing blood circulation Web resources : |

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| | -The Human heart(structure and the function) | describe and state some basic functions of the heart; draw a typical heart and label it. | -Pupils in small groups walk round the class to study the charts or models of human heart. -Pupils in small groups describe and write down the functions of the heart. A member of each group shares the ideas with the class. -Pupils draw the heart and label it. | Creativity and imagination | https://youtu.be/qmNCJxpsr0 https://en.wikipedia.org/wiki/Heart |
| | BST (PHYSICAL HEALTH EDUCATION) Athletics- Field events (Long jump) | By the end of the lesson, pupils should be able to: 1- demonstrate jumping activities, e.g. jump and reach, jump and touch, jumping on the spot 2- discuss the concept of long jump. 3- list basic phases in long jump events (approach run, take-off, flight, landing, recovery) 4- demonstrate long jump phases on the field | 1- Pupils in pairs demonstrate jumping activities, e.g. jump and reach, jump and touch, jumping on the spot 2- Pupils in a small group discuss the concept of long jump event 3- Pupils as a group list basic phases in long jump events (approach run, take-off, flight, landing, recovery) 4- Pupils in groups demonstrate the basic phases in Jumps events on the field (Long jump). | 1- Collaboration & Communication. 2- Leadership & Personal Development. 3-Critical thinking and problem solving. 4- Digital literacy | 1- Website Resource: i- http://www.youtube.com/watch?v=p1Lak ii. https://youtu.be/h7IX6rf6pMA iii- https://youtu.be/IXW_E_Hq4nhf iv- https://youtu.be/xZP2FNoAL8W 2- Audio visual resources Flash Card Poster Long jump pit Measuring tape Take-off board |
| | BST (IT) Drawing with computer Identification of drawing packages Microsoft paint CorelDraw Adobe Photoshop etc. | By the end of the lesson, pupils should be able to: Identify drawing packages | Pupils, as a class, identify various drawing packages. | 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=1ieTWS21x-k https://www.youtube.com/watch?v=89VZfov7p8Q https://youtu.be/ECR2_zO2XGs Documents: https://support.microsoft.com/en-us/windows/get-microsoft-paint-a6b9578c-ed1c-5b09-0699-4ed8115f9aa9 |
| 5 | BST(BASIC SCIENCE) THE HUMAN CIRCULATORY SYSTEM -The blood vessels. -The circulation of blood. | By the end of the lesson, pupils be able to: name and identify blood vessels; state the function of blood vessels ; differentiate among arteries, veins and capillaries; describe how food and materials are distributed to different parts of the body by blood. draw blood vessels. | -Pupils in small groups walk round the class to study the charts or models of blood vessels. -Pupils in small groups describe blood vessels and share the ideas with the class. -Pupils in pairs differentiate among arteries, veins and capillaries. -Class watches video clip or study chart on the circulation of blood. -Each pupil should draw blood vessels. | Creativity and imagination critical thinking communication and collaboration Creativity and imagination Digital literacy | Audio – visual resources : Chart of the human heart Chart of blood vessels. Chart showing blood circulation Web resources : https://youtu.be/qmNCJxpsr0 https://en.wikipedia.org/wiki/Heart |
| | BST (PHYSICAL HEALTH EDUCATION) Athletics- Field events (High jump) | By the end of the lesson, pupils should be able to: 1- demonstrate jumping activities, e.g. jump and reach, jump and touch, jumping on the spot 2- discuss the concept of long jump. 3- list basic phases in high jump events (approach run, take-off, flight, landing, recovery) 4- demonstrate long high phases on the field | 1- Pupils in pairs demonstrate jumping activities, e.g. jump and reach, jump and touch, jumping on the spot 2- Pupils in a small group discuss the concept of high jump event 3- Pupils as a group list basic phases in high jump events (approach run, take-off, flight, landing, recovery) | 1-Collaboration & Communication. 2- Leadership & Personal Development. 3-Critical thinking and problem solving. 4- Digital literacy | 1- Website resources i- https://youtu.be/CbsqXzBbHSE ii- https://youtu.be/SVnngqV3PB E iii- https://youtu.be/Mfaj-OdbS-c iv- https://www.youtube.com/playlist?list 2- Audio visual resources Flash Card |

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| | | | 4- Pupils in groups demonstrate the phases in high jumps events on the field | | <ul style="list-style-type: none"> - Poster - Whistle - high jump pit - Measuring tape - High jump poles/stand and - Cross bar - Landing foam |
| | BST (IT) | By the end of the lesson, pupils should be able to: Identify drawing packages | Pupils, as a class, identify various drawing packages. | 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=1ieTWS21x-k https://www.youtube.com/watch?v=89VZf0v7g85a https://youtu.be/ECR2_z0001g Documents: https://support.microsoft.com/en-us/windows/get-microsoft-office-a6b9578c-ed1c-5b09-0699-4ed8115f9aa9 |
| 6 | BST(BASIC SCIENCE) DRUGS(I) -Meaning of drugs -Types of drugs: synthetic and naturally occurring drugs | By the end of the lesson, pupils be able to: i explain the meaning of drugs; ii describe the types of drugs; iii analyse the importance of drugs | -Pupils explains what their parents give them whenever they fall sick in order to feel better and then discuss the meaning of drugs. -Pupils mention the different examples of drugs they know. -Pupils in pairs describe the two types of drugs with examples and share with the class. | Critical thinking and problem solving communication and collaboration leadership and personal development | Audio – visual resources A poster showing different kinds of drugs. Salt, paracetamol, honey, bitter leaf, saint leaf. Web resources: https://study.com/academy/topic/drug-substance-abuse |
| | | | | | -us/windows/get-microsoft-paint-a6b9578c-ed1c-5b09-0699-4ed8115f9aa9 |
| 7 | MID TERM BREAK | | | | |
| 8 | BST(BASIC SCIENCE) DRUGS (II) -Meaning of drug abuse. -Drugs that are mostly abused: hard drugs. -Effects of drug abuse to man and the society. | By the end of the lesson, pupils be able to: describe what drug abuse is; ii enumerate drugs that are mostly abused; iii. appraise the effects of drug abuse to man and the society. | -Class observes the chart of a mentally unstable person and brainstorm the meaning of drug abuse. -Class names examples of drugs that are mostly abused. -Pupils in small groups discuss the effects of drug abuse to man and the society. A volunteer in each group presents to the class. | Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development | Audio – visual resources: A chart showing a mentally unstable person. Picture of hard drugs. Web resources: https://study.com/academy/topic/drug-substance-abuse-lesson-plans-resources https://en.wikipedia.org/wiki/UGS |
| | BST (PHYSICAL HEALTH EDUCATION) Volleyball game | By the end of the lesson, pupils should be able to: 1- mention different ball games 2- differentiate between facilities and equipment in volleyball games 3- demonstrates basic skills in volleyball game 4- investigate the advantages playing volleyball game 5- recommend the safety measure in playing volleyball game | 1- Pupils as an individual mention different types of ball games 2- Pupils in small groups differentiate between facilities and equipment in volleyball games Such as: playing court, balls, nets, net supports (poles/stand) canvas, jerseys, shocks, gloves, kneel cap. 3- Pupils in a small group demonstrate basic skills in volleyball game 4- Pupils as a class investigate the advantages of playing volleyball game | 1- Leadership & Personal Development. 2- Digital Literacy 3- Collaboration & Communication. 4- Critical Thinking & problem solving 5- Creativity & Imagination. | 1- Websites resources i- https://www.youtube.com/watch?v=7wT_ayIP3Y ii- https://youtu.be/Tf5D0u iii- https://youtu.be/K9X_w iv- https://youtu.be/hsTAX v- https://youtu.be/jeWst vi- https://youtu.be/6P Audio Visual Resources - Charts -Pictures - Video Clips - Court of play - Volleyball - Nets - Jerseys - Knee Cap |

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| | | | -Pupils in small groups analyse the importance of drugs and share with the class. | | lesson-plans-resources-html |
| | BST (PHYSICAL HEALTH EDUCATION) Personal Health care | By the end of the lesson, pupils should be able to: 1- Identify materials needed for personal health care 2- explain meaning of personal health care 3- justify the importance of personal health care 4- compare between clean teeth and dirty teeth 5- investigate the causes, and prevention of dental problems | 1- Pupils as a class identify materials needed for personal health care 2- Pupils in pairs explain the meaning of personal health care 3- Pupils in groups justify the importance of personal health care 4- Pupils in a small group compare between clean teeth and dirty teeth from the picture shown to them. 5- Pupils as a class investigate the causes and prevention of dental problems | 1-Collaboration & Communication. 2- Leadership & Personal Development. 3-Critical thinking and problem solving. 4- Digital literacy | 1- Website resources i- https://youtu.be/jQ2OKH5Wrl ii- https://youtu.be/keBNmWxZFE iii https://www.youtube.com/watch?v=jq2e0kh5wri 2- Audio visual materials Charts Posters Flip charts Diagram of the tooth Materials for personal health e.g. tooth brush and past, etc. |
| | BST (IT) Microsoft paint Identification of tools on the Toolbar Drawing with paint Painting object | By the end of the lesson, pupils should be able to: Identify tools on the toolbar Draw and paint shapes | Pupils, in pairs, identify tools on the toolbar and draw and paint shapes | Critical thinking Collaboration and communication Personnel development Digital literacy Creativity and imagination | Audio Visual: Charts Computer set Projectors Sound System Web Resources Video Site: https://www.youtube.com/watch?v=1ieTWS21x-k https://www.youtube.com/watch?v=89VZfov7p8Q https://youtu.be/ECR2_z02XGs Documents: https://support.microsoft.com/en |
| | | | 5- Pupils in groups, recommend the safety measure in playing volleyball game | | vii- https://youtu.be/qOqfoEGUDCA 2- Audio visual materials Charts Pictures Video clip Court of play Balls Nets Supports Jerseys Canvas kneel cap |
| | 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 Differentiate between the 3S scratch | Pupils, as a class, identify the 3S scratch | Critical thinking Collaboration and communication Personnel development Digital literacy Creativity and imagination | http://youtube.com/watch?v=0pxaFzRbx7K |
| 9 | BST(BASIC SCIENCE) The Human reproductive system: -Definition of reproductive system. Identification of male and female reproductive organs Functions of male and female reproductive organs. | By the end of the lesson, pupils be able to: -explain the reproductive system; -identify the structures of male and female reproductive organs; -examine the functions of male and female reproductive organs. -discuss the importance of the human reproductive system | -Pupils mentions the names of their siblings and brainstorm on the definition of reproductive system. -Pupils walk round the class to identify the structures of male and female reproductive system. -Pupils in pairs discuss the functions of male and female reproductive organs. -Pupils think and write down the reason why human reproduction is important using their family as an example | Creativity and imagination Communication and collaboration Critical thinking and problem solving Leadership and personal development | Audio- Visual resources: Charts of a male and female reproductive system. Web- Resources: https://www.livescience.com/amp/267412-reproductive-system.html |

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|-------|---|---|---|---|---|
| | BST (PHYSICAL HEALTH EDUCATION) Basketball game | By the end of the lesson, pupils should be able to: 1- differentiate between facilities and equipment in basketball games 2- demonstrates basic skills in basketball game 3- investigate the advantages playing basketball game 4- recommend the safety measure in playing basketball game | 1- Pupils in small groups differentiate between facilities and equipment in basketball games Such as: playing court, balls, backboard and the stand, canvas, jerseys, shocks, kneel cap. 2- Pupils in a small group demonstrate basic skills in basketball game 3- Pupils as a class investigate advantages of playing basketball game 4- Pupils in groups, recommend safety measure in playing basketball game. | 1- Leadership & Personal Development. 2- Digital Literacy 3- Collaboration & Communication. 4- Critical Thinking & problem solving 5- Creativity & Imagination | 1- Websites resources i- https://youtu.be/2IFqT78a0w ii- https://youtu.be/BSz8t1W1Ww iii- https://youtu.be/hocnTV53A 2- Audio visual materials Basketball court Chart Pictures Video clip The balls Canvas Socks/hose Kneel cap Backboard Board support Basket net |
| | BST (IT) The Scripts of Scratch Programming | By the end of the lesson, pupils should be able to: Identify the different scripts of the scratch interface | Pupils, as a class, identify the scripts of scratch. | Critical thinking Collaboration and communication Personnel development Digital literacy Creativity and imagination | http://youtube.com/watch?v=XCZ731ubmA |
| 10 | BST(BASIC SCIENCE) Puberty -Meaning of puberty Physical and emotional changes in puberty | By the end of the lesson, pupils be able to: -discuss the meaning of puberty; -describe the changes in male and female during puberty; -distinguish between physical and emotional changes in puberty. | -Class differentiates between an adult and a child and discuss what puberty means. -Pupils in pairs mention some changes that occur physically during puberty. | Creativity and imagination Communication and collaboration Critical thinking and problem solving | Audio- Visual resources: charts showing changes in puberty Web- Resources: https://study.com/academy |
| | | -explain the importance of puberty in child development | -Pupils in groups discuss the differences between the physical and emotional changes in puberty. Pupils think and write down the importance of puberty in a child's development | Leadership and personal development | lesson/puberty-lesson-plan.html |
| | BST (PHYSICAL HEALTH EDUCATION) Football game | By the end of the lesson, pupils should be able to: 1- compare between facilities and equipment in football and other ball games 2- demonstrates basic skills in football game 3- investigate the advantages playing football game 4- recommend the safety measure in playing football game | 1- Pupils in small groups compares between facilities and equipment in football and other ball games Such as: football pitch, balls, nets, canvas/footwear, jerseys, shocks, gloves, shine guard, 2- Pupils in a small group domonstrate basic skills in football game 3- Pupils as a class investigate the advantages of playing football game 4- Pupils in groups, recommend the safety measure in playing football game | 1- Collaboration & Communication. 2- Digital Literacy 3- Leadership & Personal Development. 4- Critical Thinking & problem solving 5- Creativity & Imagination. | 1- Websites resources i- IFAB.com ii- https://youtu.be/pRZ-2MCE iii- https://youtu.be/2INaaz2ND0E iv- https://youtu.be/TTJ1_C8K v- https://youtu.be/WBZQZP vi- https://youtu.be/wtCRtFO vii- https://youtu.be/NXf62b0t 2- Audio visual materials Football field/pitch - Chart - Stop watch - Pictures - Whistles - Video clip - Balls - Goalpost - Nets - Shine guard - Footwear/soccer boot - Jerseys - Stocking/socks/hose |
| | BST (IT) The Scripts of Scratch Programming | By the end of the lesson, pupils should be able to: Identify the different scripts of the scratch interface | Pupils, as a class, identify the scripts of scratch. | Critical thinking Collaboration and communication Personnel development Digital literacy Creativity and imagination | http://youtube.com/watch?v=XCZ731ubmA |

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| 11 | BST(BASIC SCIENCE) Respiratory system -meaning of respiratory system; organs of respiratory system such as mouth, nose, lungs, throat etc. Functions of respiratory system; | By the end of the lesson, pupils be able to: - develop a definition of respiratory system -enumerate and identify respiratory organs -discuss the functions of respiratory system. | Class demonstrates respiration by breathing in and out. Class discusses the meaning of respiration. Pupils in pairs enumerate the organs involved in respiration. Pupils in groups brainstorm on the functions of respiratory organs. | Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development | Audio- Visual Resources: Models and charts of respiratory organs Web- recourses: https://study.com/academy/lesson/respiratory-system-lesson-plan.html https://my.clevelandclinic.org/health/articles/21205-respiratory-system |
| | BST (PHYSICAL HEALTH EDUCATION) Revision | | | | |
| 12 | REVISION | | | | |
| 13 | EXAMINATION | | | | |