



**LAGOS STATE MINISTRY OF EDUCATION  
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS  
BASIC SCIENCE AND TECHNOLOGY**

**PRIMARY SIX SECOND TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	REVISION AND READINESS TEST				
2	BST(BASIC SCIENCE)  Air:  -Meaning of air and air pressure; Properties of air(it occupies space); application of air. Pressure	By the end of the lesson, pupils be able to: -formulate a definition of air; -write the properties of air; -explain air pressure and its uses -demonstrate air pressure using simple objects	Some selected pupils blow air into a balloon then let the air escape and the class discusses the effects of the air as it escapes the balloon  Class brainstorm on the meaning of air. Pupils in pairs demonstrate the properties of air and write down the properties of air. A volunteer of each group reads out what they have written down.  Pupils in small groups discuss air pressure and its application.	Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development	Audio- Visual resources: charts showing uses of air fan, tyre, blown balloon, football, kites e.t.c.  Web- Resources: <a href="https://study.com/academy/lesson/air-lesson-for-kids-definition-properties-facts.html">https://study.com/academy/lesson/air-lesson-for-kids-definition-properties-facts.html</a>
	BST (PHYSICAL HEALTH EDUCATION)  Hockey game	By the end of the lesson, pupils should be able to:  1- narrate brief history of hockey  2- compare between facilities and equipment in Hockey and other ball games  2- demonstrates basic skills in hockey ball game  3- investigate the advantages playing hockey game  4- recommend the safety measure in playing football game	1- Pupils as a class discuss the history of hockey game 2- Pupils in small groups compares between facilities and equipment in football and other ball games Such as: hockey pitch, balls, nets, canvas/footwear, jerseys, shocks, gloves, shine guard, 2- Pupils in a small group walk down to display basic skills in hockey game 3- Pupils as a class investigate the advantages of playing hockey 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- Website resources i- <a href="https://www.youtube.com/watch?v=g7NjQ40P39M">https://www.youtube.com/watch?v=g7NjQ40P39M</a> ii- <a href="https://www.youtube.com/watch?v=BjVyuwK1XQ">https://www.youtube.com/watch?v=BjVyuwK1XQ</a> iii- <a href="https://www.youtube.com/watch?v=YXDruFTjoY">https://www.youtube.com/watch?v=YXDruFTjoY</a> iv- <a href="https://www.youtube.com/watch?v=I6NhB9dQ73I">https://www.youtube.com/watch?v=I6NhB9dQ73I</a> v- <a href="https://www.youtube.com/watch?v=4E5Rnosbr7s">https://www.youtube.com/watch?v=4E5Rnosbr7s</a> 2- Audio visual materials Charts Hockey field Hockey balls Hockey stick Goalpost Nets Jerseys
	BST (IT)  Adobe Photoshop Identification of tools on the Toolbar Drawing with Adobe Photoshop Painting object	By the end of the lesson, pupils should be able to:  Identify tools on the toolbar Draw and paint shapes	In pairs, pupils 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: <a href="https://www.youtube.com/watch?v=pFyOznL9UvA">https://www.youtube.com/watch?v=pFyOznL9UvA</a>  <a href="https://youtu.be/NC-WKna0ao">https://youtu.be/NC-WKna0ao</a> Documents:
3	BST(BASIC SCIENCE)  CHANGES IN OUR CLIMATE -Weather symbols. -Weather records. -Effect of climate change on the earth(Global warming)	By the end of the lesson, pupils be able to: identify and write simple weather symbols; observe changes in our climate over a period of time use the weather symbols to keep the records of weather and climatic changes; explain global warming evaluate the effects of climate change on the earth.	-Pupils watch the news weather forecast at home and write down the weather forecast for the day using weather symbols. -Pupils watch the news weather forecast and record the weather forecast for one week. Pupils in small groups monitor the weather for a period of one week and record weather and climatic changes they observed. A member of each pair to make their presentation to the class after a week. Class watches a video about global warming. Pupils in small groups discuss and write down the effects of hotter climate on the environment and make presentations to the class -Class discusses the effects of climate change on the earth.	Creativity critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development	Audio – visual resources : Chart showing weather symbols Cardboard papers Coloured pencil Crayons Pictures/ newspaper cutting showing the effects of climate change. Web resources: <a href="https://www.amazon.com/Globbal">https://www.amazon.com/Globbal</a> -Warming-kids-climate-theodore/dp/1987568273 <a href="https://en.wikipedia.org/wiki/Climate">https://en.wikipedia.org/wiki/Climate</a>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	BST (PHYSICAL HEALTH EDUCATION) Table Tennis game	By the end of the lesson, pupils should be able to:  1- discuss brief history of Table Tennis  2- categorize types of facilities and equipment in Table Tennis  3- design a Table Tennis board. 4- demonstrates basic skills and techniques of Table Tennis game	1- Pupils as a class discuss the brief history of Table Tennis.  2- Pupils as a class categorize type of equipment used in Table Tennis game  3- Pupils in group design a Table Tennis board (Project) with sightseeing from other groups.  4- Pupils in pairs demonstrate the basic skills used in Table Tennis.	1- Collaboration & Communication.  2- Leadership & Personal Development.  3- Critical Thinking & problem solving  4- Creativity & Imagination.	1- Website resources i- <a href="https://www.youtube.com/watch?v=dqg6m4VERvY">https://www.youtube.com/watch?v=dqg6m4VERvY</a> ii- <a href="https://www.youtube.com/watch?v=gyBXgmh4VBo">https://www.youtube.com/watch?v=gyBXgmh4VBo</a> iii- <a href="https://www.youtube.com/watch?v=vnIU0srvy4">https://www.youtube.com/watch?v=vnIU0srvy4</a> 2- Audio visual materials - Table tennis board - The bats - The celluloid eggs - The nets - Net supports - Charts - Pictures - Carvas - Whistles - Jerseys - Stopwatch
	BST (IT) Adobe Photoshop Identification of tools on the Toolbar Drawing with Adobe Photoshop Painting object	By the end of the lesson, pupils should be able to:  Identify tools on the toolbar Draw and paint shapes	In pairs, pupils 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: <a href="https://www.youtube.com/watch?v=pFyOznL9UvA">https://www.youtube.com/watch?v=pFyOznL9UvA</a> <a href="https://youtu.be/NC-Wkna0ao">https://youtu.be/NC-Wkna0ao</a> Documents:
4	BST(BASIC SCIENCE)  THE EARTH AND ITS MOVEMENTS (II) -The sun, moon and the earth.	By the end of the lesson, pupils be able to: describe the sun, moon and the earth;	-Class looks at the sky to observe and describe the sun, the moon and the earth. -Class watches a video clip/study a chart on the effects of interaction between the sun and the earth.	Critical thinking and problem solving creativity and imagination communication and collaboration	Audio – visual resources : Charts or pictures of the natural bodies in the solar system. Globe of earth Video clip
	-Effects of the interaction between the sun and the earth: -rotation -revolution -eclipse (solar and lunar) -Sources of light for the earth- (sun, moon, and the stars)	appraise the effects of the interaction between the sun and the earth; describe the sources of light to the earth. Compare the different sources of light and their effects on the Earth and its inhabitants Discuss the effects of the Earth's movements.	-Pupils role play the effects of different interaction between the sun and the earth. -Class describes the sources of light to the earth (from the sun, the moon and the stars). Pupils in small groups create a table and write down the properties of each source of light. Pupils in pairs discuss and share the effects of the Earth's movements as observed in their environment	leadership and personal development	Light from a torch light Model of the earth, moon and sun. Webresources:  <a href="https://en.wikipedia.org/wiki/Earth">https://en.wikipedia.org/wiki/Earth</a> <a href="http://www.scholastic.com/teachers/lesson-lans/teaching-content/lesson-three-earth-movement-space/">www.scholastic.com/teachers/lesson-lans/teaching-content/lesson-three-earth-movement-space/</a>  <a href="https://m.youtube.com/watch?v=164YwNi1w">https://m.youtube.com/watch?v=164YwNi1w</a>
	BST (PHYSICAL HEALTH EDUCATION)  Maintenance of sports facilities and equipment	By the end of the lesson, pupils should be able to:  1- differentiates between sports facilities and equipment  2- list sports facilities and equipment  3- investigate reasons for keeping sports facilities and equipment	1- Pupils in pairs differentiate between sports facilities and equipment (facilities are in movable equipment are movable)  2- Pupils in a small group, list sports facilities and equipment  3- Pupils as a group investigate reasons for keeping sports facilities and equipment	1- Collaboration & Communication.  2- Digital Literacy  3- Leadership & Personal Development.  4- Critical Thinking & problem solving	1- Website resources: <a href="https://www.youtube.com/watch?v=ZDBRgOBMK5A">https://www.youtube.com/watch?v=ZDBRgOBMK5A</a>  <a href="https://www.youtube.com/watch?v=2cW0NdIqFYM">https://www.youtube.com/watch?v=2cW0NdIqFYM</a>  2- Audio visual materials Footwears Jerseys Missiles e.g. javelin Goalpost Gym mats Relay batons Table T. board Charts Pictures
	BST (IT)  Computer network LAN WAN	By the end of the lesson, pupils should be able to:  Define each of the computer network	Pupils, in small groups, discuss computer network and network topology	Critical thinking Collaboration and communication Personnel development Digital literacy	Audio Visual: Charts Computer set Projectors Sound System

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Definition and types of network topology e.g. bus, ring star etc.	Define network topology and outline the types of network topology			Web Resources Video Site: <a href="https://study.com/academy/what-is-a-computer-network-types-definition-quiz.html">https://study.com/academy/what-is-a-computer-network-types-definition-quiz.html</a> <a href="https://www.youtube.com/watch?v=av79030vARM">https://www.youtube.com/watch?v=av79030vARM</a> <a href="http://youtube/LQEzZD833">http://youtube/LQEzZD833</a>
	BST(BASIC SCIENCE)  THE SOLAR SYSTEM -Natural bodies in the sky. -The solar system. -The planets. -Gravity and weightlessness in space.	By the end of the lesson, pupils be able to: name and recognize the natural bodies that can be found in the sky; identify the components of the solar system; show in order all the planets; demonstrate that the earth exerts a pull on objects and bodies. explain why heavy objects float in space: they are no longer under the influence of the earth's gravity contrast between an object on Earth and an object in space	-Class looks at the sky to observe and name the natural bodies in the sky(sun. moon. stars etc.) -Class watches a video of astronauts and objects floating in space -Pupils in small groups take turn to go round to see the pasted chart on solar system. Pupils in small groups model the solar system and name the planets. -Pupils in pairs demonstrate gravity by throwing objects vertically upwards and then record their observations. -Pupils present their observations to the class.	Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development	Audio – visual resources Charts showing the solar system. Paper, glue/ gum, scissors, clay, cardboard, stone, dust ruler, strings, balls of different sizes.  Web resources: <a href="https://m.youtube.com/watch?v=h5bVZTpVx">https://m.youtube.com/watch?v=h5bVZTpVx</a> <a href="http://www.teeacher.org/lesson-plan/solar-system/">www.teeacher.org/lesson-plan/solar-system/</a>
	BST (PHYSICAL HEALTH EDUCATION)  Physical Fitness	By the end of the lesson, pupils should be able to:  1- discuss the concept of physical Fitness 2- list the components of Physical fitness. 3- Differentiate between health and performance related physical components	1- Pupils as a group discuss the concept of physical Fitness  2- Pupils in pairs list two components of physical fitness (health and skill performance fitness)  3- Pupils in group differentiate between health and performance related physical components (agility, flexibility, power, balance,	1- Collaboration & Communication.  2- Digital Literacy  3- Leadership & Personal Development.  4- Critical Thinking & problem solving	1- Website resources: <a href="https://www.youtube.com/watch?v=vnIU0srny4">https://www.youtube.com/watch?v=vnIU0srny4</a>  <a href="https://www.youtube.com/watch?v=2oWONdIqFYM">https://www.youtube.com/watch?v=2oWONdIqFYM</a> <a href="https://www.youtube.com/watch?v=2oWONdIqFYM">https://www.youtube.com/watch?v=2oWONdIqFYM</a> <a href="https://www.youtube.com/watch?v=2oWONdIqFYM">https://www.youtube.com/watch?v=2oWONdIqFYM</a>
	BST (IT)  Computer network LAN WAN Definition and types of network topology e.g. bus, ring star etc.	By the end of the lesson, pupils should be able to:  Define each of the computer network Define network topology and outline the types of network topology	Pupils, in small groups, discuss computer network and network topology	Critical thinking Collaboration and communication Personnel development Digital literacy	bench dip Audio visual resources: Charts Pictures Beam Stopwatch yoga mats benches  Audio Visual: Charts Computer set Projectors Sound System Web Resources Video Site: <a href="https://study.com/academy/son/what-is-a-computer-network-types-definition-quiz.html">https://study.com/academy/son/what-is-a-computer-network-types-definition-quiz.html</a> <a href="https://www.youtube.com/watch?v=av79030vARM">https://www.youtube.com/watch?v=av79030vARM</a> <a href="http://youtube/LQEzZD833">http://youtube/LQEzZD833</a>
	BST(BASIC SCIENCE)  Colours: Components of light;  Primary, secondary and natural colours	By the end of the lesson, pupils be able to:  -mention and identify the components of light (rainbow) -differentiate between primary and secondary colours; -name objects that have characteristic of natural colours. -mix colours	Class looks at the sky and observe the colour of the light from the sun and brainstorm on the components of light.  Pupils in small groups separate white lights and identify the colours of light using glass prism.  Pupils in pairs differentiate the primary colours from the secondary colours.	Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development	Audio- visual resources: crayons, water colours, coloured plates, glass prism kolanut, flowers.  Web- recourses: <a href="https://www.commsense.org/education/lesson-plan/mixing-primary-colors">https://www.commsense.org/education/lesson-plan/mixing-primary-colors</a>

			Pupils in small groups sort primary and secondary colours from a collection of coloured plates. Students in small groups collect materials that produce colours e.g kola nuts, acalypha leaves (laali), bitterleaf, clay soil, water leaf, tumeric, e.t.c. Pupils in small groups mix colours to generate secondary colours.		
BST (PHYSICAL HEALTH EDUCATION)	By the end of the lesson, pupils should be able to:			1- Pupils as a class demonstrates physical fitness enhancement activities e.g. Jogging, sit and reach, squat jump, frog jump, bench dip, V-sit, elbow balance. etc.	1- Collaboration & Communication. 2- Digital Literacy 3- Leadership & Personal Development. 4- Critical Thinking & problem solving
Physical Fitness	1- demonstrates physical fitness enhancement activities e.g. Jogging, sit and reach, squat jump, frog jump, bench dip, V-sit, elbow balance 2- identify fitness enhancement activities 3- investigate the benefits of fitness enhancement activities such as: power, agility, flexibility and balance		2- Pupils in pairs identify fitness enhancement activities e.g. Power, agility, flexibility, balance, muscular strength. 3-Pupils in a small group investigate the benefits of physical fitness enhancement activities such as: power, agility, flexibility, balance and muscular strength.		<a href="https://www.youtube.com/watch?v=vnUI0sryy4">https://www.youtube.com/watch?v=vnUI0sryy4</a> <a href="https://www.youtube.com/watch?v=2oW0NdIqFYM">https://www.youtube.com/watch?v=2oW0NdIqFYM</a> <a href="https://www.youtube.com/watch?v=2oW0NdIqFYM">https://www.youtube.com/watch?v=2oW0NdIqFYM</a> <a href="https://www.youtube.com/watch?v=2oW0NdIqFYM">https://www.youtube.com/watch?v=2oW0NdIqFYM</a> Audio visual resources: - Charts - Pictures - Beam - Stopwatch - Yoga mats - Benches - Bench dip - Whistles - Stop watch
BST (IT)	By the end of the lesson, pupils should be able to:		Individually pupils sketch the various network topology and explain it to the class.	Critical thinking Collaboration and communication Personnel development Digital literacy	Audio Visual: Charts Computer set Projectors Sound System
Computer network Sketch and describe network topology	Sketch and describe network topology				
Advantages and uses of computer network	Outline the advantages and uses of computer network.		Pupils, in small groups, discuss the advantages and uses of computer network.		Web Resources Video Site: <a href="https://study.com/academy/lesson/how-star-topology-connects-computer-networks-in-organizations.html">https://study.com/academy/lesson/how-star-topology-connects-computer-networks-in-organizations.html</a> <a href="https://www.youtube.com/watch?v=av79O3OvARM">https://www.youtube.com/watch?v=av79O3OvARM</a> <a href="http://youtube/pof-BFHEI6K">http://youtube/pof-BFHEI6K</a>
7	MID TERM BREAK				
8	BST(BASIC SCIENCE) FIRST ELEMENTS ON PERIODIC TABLE: -Meaning of an atom -Meaning of an element (all elements are arranged on a chart called periodic table). -First ten elements with their symbols.	By the end of the lesson, pupils be able to: -Explain what an atom is -develop a definition of an elements and know what an atom means; -state the first ten elements on the periodic table with their symbols.	Class identifies and read together from the flash cards the first ten elements and their symbols. Pupils brainstorm on the meaning of elements. Pupils as a small group discuss the first ten elements and their symbols.	Creativity and imagination Communication and collaboration Critical thinking and problem solving Leadership and personal development	Audio- Visual Resources: Flash cards with names of the first 10 elements.  Web-Resources: <a href="https://education.ilab.org/ga/element.html">https://education.ilab.org/ga/element.html</a>
BST (PHYSICAL HEALTH EDUCATION)	By the end of the lesson, pupils should be able to:		1- Pupils as a pair discuss the definition of gymnastics.	1- Collaboration & Communication.	<a href="https://www.youtube.com/watch?v=ZVPbTWys-sg">https://www.youtube.com/watch?v=ZVPbTWys-sg</a>
Gymnastics	1- discuss definition of gymnastics. 2- identify types of gymnastics activities e.g. agility/floor activities, stunts etc. 3- execute gymnastics activities		2- Pupils in a small group identify types of gymnastics e.g. agility/floor activities, stunts, activities on rope, vaulting activities. 3- Pupils in a group execute gymnastics activities such as: cart wheel, crap spring, backward roll, forward roll, head stand, hand stand etc.	2- Digital Literacy 3- Leadership & Personal Development. 4- Critical Thinking & problem solving	<a href="https://www.youtube.com/watch?v=xt3Zqudn8K0">https://www.youtube.com/watch?v=xt3Zqudn8K0</a> <a href="https://www.youtube.com/watch?v=SqqkGY0I_L0">https://www.youtube.com/watch?v=SqqkGY0I_L0</a> <a href="https://www.youtube.com/watch?v=SqqkGY0I_L0">https://www.youtube.com/watch?v=SqqkGY0I_L0</a> Audio visual resources: Charts Pictures

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	SKILLS	LEARNING RESOURCES
	BST (IT) Scratch in the classroom 1 (Drawing shapes)	By the end of the lesson, pupils should be able to: Apply the scratch programming to draw basic shapes	Pupils, in pairs, demonstrate the use of tools on the scratch interface to draw basic shapes.	Critical thinking Collaboration and communication Personnel development Digital literacy	Beam balance Balls yoga mats benches <a href="http://youtube.com/watch?v=ix4nTtm2q8&amp;feature=player_embedded">http://youtube.com/watch?v=ix4nTtm2q8&amp;feature=player_embedded</a>
9	BST(BASIC SCIENCE) Introduction to wood work hand tools.	By the end of the lesson, pupils be able to: -Formulate a definition of hand tools; -identify measuring tools; -Compare marking tools and cutting tools .	Pupils in small groups walk round the class in turns to identify hand tools provided. Class discusses the meaning of hand tools. Pupils in pairs identify measuring tools. Pupils in small groups brainstorm on the uses of marking and cutting tools.	Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development	Audio- visual resources: charts of wood work hand tools, hammer, screwdriver, mallet, screw gun, measuring tools. Web- resources: <a href="https://classhall.com/lesson/woodwork-hand-tools-measuring-tools-setting-and-marking-tools">https://classhall.com/lesson/woodwork-hand-tools-measuring-tools-setting-and-marking-tools</a> 1- Website resources: <a href="https://www.youtube.com/watch?v=ZVPtTW1v9g">https://www.youtube.com/watch?v=ZVPtTW1v9g</a> <a href="https://www.youtube.com/watch?v=xQZgudr2K0">https://www.youtube.com/watch?v=xQZgudr2K0</a> <a href="https://www.youtube.com/watch?v=SoqkGY0L0">https://www.youtube.com/watch?v=SoqkGY0L0</a> <a href="https://www.youtube.com/watch?v=SoqkGY0L0">https://www.youtube.com/watch?v=SoqkGY0L0</a> Audio visual resources: Charts Pictures
	BST (PHYSICAL HEALTH EDUCATION) Gymnastics activities with apparatus	By the end of the lesson, pupils should be able to: 1- describe gymnastics activities with apparatus 2- demonstrate gymnastics activities with apparatus e.g. rope skipping 3- execute gymnastics activities with apparatus e.g. walking on beam, rope climbing	1- Pupils in pairs describe apparatus and gymnastics 2- Pupils in groups, demonstrate gymnastics activities with apparatus such as: rope skipping, horse climbing, jumping on trampoline, through vault. 3- Pupils in a small group execute gymnastics activities with apparatus e.g. walking on beam, rope climbing, head standing on a mattress, astride vault.	1- Collaboration & Communication. 2- Digital Literacy 3- Leadership & Personal Development. 4- Critical Thinking & problem solving	
	BST (IT) Scratch in the classroom 1 (Basic Mathematical Operation)	By the end of the lesson, pupils should be able to: Apply the scratch programming to basic mathematical operations (Add, Subtract, Multiply and Divide).	Students in pairs, identify tools to implement basic mathematical operation.	Critical thinking Collaboration and communication Personnel development Digital literacy	Beam balance Balls yoga mats benches <a href="http://youtube.com/watch?v=1GETYqa6q0&amp;feature=youtu">http://youtube.com/watch?v=1GETYqa6q0&amp;feature=youtu</a>
10	BST(BASIC SCIENCE) Maintenance: Meaning; Types; Importance.	By the end of the lesson, pupils be able to: -explain the meaning of maintenance -examine different types of maintenance; -analyze the Importance of maintenance.	Class explains how their personal possession can still be useful after some years of purchase and brainstorm on the meaning of maintenance. Pupils in pairs discover the types of maintenance. Pupils in small groups write out the importance of maintenance. Pupils in pairs identify two of their most valuable belongings and create a one week maintenance plan to keep these belongings in good shape.	Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development	Audio- visual resources: Engine oil, soap, grease. Web-Resources: <a href="https://classhall.com/lesson/importance-maintenance">https://classhall.com/lesson/importance-maintenance</a>
	BST (PHYSICAL HEALTH EDUCATION) Recreation	By the end of the lesson, pupils should be able to: 1- discuss definition of recreation. 2- identify the two components of recreation 3- analyze between indoor and outdoor recreation 4- tabulate indoor and outdoor recreation	1- Pupils in pairs discuss the definition of recreation 2- Pupils as a group identify the two major components of recreation activities 3- Pupils in a small group analyze between indoor and outdoor recreational activities 4- Pupils in groups tabulate indoor and outdoor recreational activities	1- Digital Literacy 2- Leadership & Personal Development. 3- Collaboration & Communication. 4- Critical Thinking & problem solving	1- Website resources: <a href="https://forestrypedia.com/recreation-and-recreation-management-concept-need-and-importance/">https://forestrypedia.com/recreation-and-recreation-management-concept-need-and-importance/</a> <a href="https://www.slideshare.net/anasomoray/recreation-leisure">https://www.slideshare.net/anasomoray/recreation-leisure</a> 2- Audio visual materials: Flash Cards Posters

WEEKS					Charts Yoga mats
	BST (IT) Scratch in the community (friends)	By the end of the lesson, pupils should be able to: Apply the scratch programming to execute a string of conversation between two friends.	Students, as a class, identify tools on the scratch interface to program a conversation between two friends.	Critical thinking Collaboration and communication Personnel development Digital literacy	<a href="http://youtube.com/watch?v=UQS7mcoADbU">http://youtube.com/watch?v=UQS7mcoADbU</a>
11	BST(BASIC SCIENCE) Safety: -meaning of safety; -safety precautions; -causes of accident in workshops and road; -some safety devices.	By the end of the lesson, pupils be able to: -explain the meaning of safety and accident; -discuss the causes of accident and methods of preventing accident; -List some safety devices and demonstrate the use of some safety devices -create a safety plan for keeping safe at home.	-Pupils walk around the class to see charts of accident scenes and some safety devices. -Class brainstorms on the meaning of safety. -Pupils in pairs discuss what accident means, its causes and precautions to be taken on the road.-Pupils in small groups demonstrate the use of some safety devices. -Pupils in pairs create a plan for keeping safe at home	Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development	Audio- visual resource: Pictures / video of accident victims and safety devices such as apron, boots, fire extinguishers, seat belt, eye shield e.t.c. Web- recourses: <a href="https://study.com/academy/lesson/home-safety-lesson-plan.html">https://study.com/academy/lesson/home-safety-lesson-plan.html</a>
	BST (PHYSICAL HEALTH EDUCATION) Introduction to Direction four cardinal points	By the end of the lesson, pupils should be able to:  1- describe four cardinal point  2- design four cardinal point  3- give significance of four cardinal points	1- Pupils in a small group describe four cardinal points  2- Pupils as an individual design one cardinal point each in the class as a project  3- Pupils as a group give the significance of four cardinal points	i- Collaboration & Communication.  2- Leadership & Personal Development.  3- Digital Literacy  4- Critical Thinking & problem solving	1- Website resources: <a href="https://www.youtube.com/watch?v=yOv_6yyuJjg">https://www.youtube.com/watch?v=yOv_6yyuJjg</a> <a href="https://www.youtube.com/watch?v=yOv_6yyuJjg">https://www.youtube.com/watch?v=yOv_6yyuJjg</a> <a href="https://www.youtube.com/watch?v=yOv_6yyuJjg">https://www.youtube.com/watch?v=yOv_6yyuJjg</a> 2- Audio visual materials; Four cardinal point Posters Charts Flash cards
12	REVISION				
13	EXAMINATION				