



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

PRIMARY SIX THIRD TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	REVISION AND READINESS TEST				
2	BST(BASIC SCIENCE) Simple machine (lever); -Definition of simple machine; -Definition and examples of a lever; -Types and parts of a lever; -Uses of a lever	By the end of the lesson, pupils be able to: -explain what a simple machine is, -define what a lever means and state some examples. -draw and label different types of lever ; -discuss the uses of lever	Pupils mention the tools for opening bottled drink, for lifting heavy load, for cleaning the house and then discuss what simple machine means. Pupils in pairs describe a lever and mention some examples. pupils in small groups draw a lever and label it. Pupils in small groups discuss the uses of a lever.	Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development	Audio- visual resources charts showing pictures of differed types of lever, opener, scissors, pliers, cracker. Web- recourses: https://aminghori.blogspot.in/2016/04/lesson-plan-for-simple-machines-general.html
	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 pair discuss the type and concept of nutrition 2- Pupils in a small group mention the sources of food nutrient 3- pupils as a class highlight the nutritional deficiency diseases e.g. kwashiorkor, rickets, pellagra, scurvy 4- Pupils in groups investigate the characteristics of these deficiency disease	1- Collaboration & Communication. 2- Leadership & Personal Development. 3- Digital Literacy 4- Critical Thinking & problem solving	Website resources i- https://www.youtube.be/rCv3mZM ii- https://youtu.be/Oobtp/dpEg iii- https://youtu.be/wuvp/le0g iv- Video Link: - YouTube science – Human Food and Nutrients v- video Link: - How the food you eat affect your brain-Ma Nacamulli 2- Audio visual materials Charts Pictures Food items
	BST (IT) Large scale application of computer. Internet banking E – commerce Teleconferencing etc.	By the end of the lesson, pupils should be able to: Outline various large scale applications of computer.	Whole class discussion the various large scale applications of computer.	Critical thinking Collaboration and communication Personnel development Digital literacy	Audio Visual; Charts Computer set Projectors Sound System http://youtu.be/oADxUX4STE
3	BST(BASIC SCIENCE) Pulley;	By the end of the lesson, pupils be able to: -explain and identify pulley -examine different uses of pulley in everyday life; -Distinguish between fixed and moveable pulleys. -make and use pulley to do work.	-Pupils describe a grinder or grinding machine and brainstorm on the examples of pulley. -pupils in pairs mention the uses of pulley machines in everyday life. -pupils in small groups discuss the differences between fixed and movable pulley machines. Pupils in small groups construct pulleys and use it to lift loads.	Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development	Audio- visual resources: picture / videos of differed types of pulley machines, strings, wood, plastic rollers. Web- recourses: https://betterlesson/lesson/637780/pulleys
	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 a small group 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/rCv3mZM ii- https://youtu.be/Oobtp/dpEg iii- https://youtu.be/wuvp/le0g iv- Video Link: - YouTube science – Human Food and Nutrients v- video Link: - How the food you eat affect your brain-Ma Nacamulli 2- Audio visual materials Charts Pictures Food items

WEEKS	TOPICS			SKILLS	
	BST (IT) Social media Definition Categories	By the end of the lesson, pupils should be able to: Explain social media and outline its categories	Pupils, in small, groups, discuss social media and its categories.	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=n-s3F5xxAsk http://youtu.be/JKKTN0Pajg Documents: https://www.webfx.com/blog/social-media/types-of-social-media/
4	BST(BASIC SCIENCE) Incline planes (meaning): -examples of incline planes -construction of inclined plane. -advantages of inclined plane	By the end of the lesson, pupils be able to: -Mention examples of inclined planes. -Construct and use inclined planes to move objects; -State the advantages of inclined plane.	Class describes how stairs of storey buildings look like and discuss the types of inclined planes. Pupils watch video clips or pictures showing the use of inclined plane. Pupils in groups brainstorm on the advantages of inclined plane. Pupils in small groups use plank to make inclined planes	Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development	Audio- visual resources: picture/ videos clips showing the use of inclined plane wooden plank, charts showing inclined planes and staircases, drums saw hammer. Web-recourses: https://study.com/academy/lesson/inclined-plane-lesson-for-kids-definition-examples.html
	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	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.	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/T4Y9lVCEthU 2- Audio visual materials Charts Pictures
	BST (IT) Misuse of computers Invasion of privacy Programming virus Illicit sites Fraud/stealing	By the end of the lesson, pupils should be able to: Outline and explain the various ways of misusing computers	Pupils, in small groups, discuss and present to the class each of the ways of misusing computers.	Critical thinking Collaboration and communication Personnel development Digital literacy	Uniform (costume) Video clip Judo arena Audio Visual: Charts Computer set Projectors Sound System Web Resources Video Site: https://www.youtube.com/watch?v=yaHTvlpnQsk http://youtu.be/yaHTvlpnQsk Documents: https://www.nita.go.ug/publication/computer-misuse-and-its-effectarticle
5	BST(BASIC SCIENCE) FORCES: Meaning of force(as a push or pull) ; Example, of forces; Types of force Effects of force on materials.	By the end of the lesson, pupils be able to: -Develop a definition for force; -Mention some examples of force; -state the types of force -Analyze the effects of force on materials	-pupils in small groups play with springs, magnets, batteries, rubber bands etc. to demonstrate the existence of force -Class brainstorms on the meaning of force. -Pupils in pairs mention the types of force that they know. Each pupil should think and write down how they apply any forces in their daily activities and the benefits derived from the application of the forces. -Pupils in groups discuss the effects of force.	Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development	Audio- visual resources: springs, magnets, batteries, rubber bands e.Lc. Web-Resources: https://study.com/academy/lesson/types-of-force-lesson-for-kids.html
	BST (PHYSICAL HEALTH EDUCATION)	By the end of the lesson, pupils should be able to:	1- Pupils in a group state rules of judo	i- Collaboration & Communication.	1- Website resources i- https://youtu.be/mh5SifeGiSA

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	Martial arts Rules of judo and Skills	1- state rules of judo 2- list terminologies in judo game 3- demonstrates the judo basic skills	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	2- Leadership & Personal Development. 3- Digital Literacy 4- Critical Thinking & problem solving	ii- https://youtu.be/T4Y9rVCEmU 2- Audio visual materials Charts Pictures Uniform (costume) Video clip Judo arena
	BST (IT) Career opportunities in computer Programmer System analyst Computer Engineer Data scientists Computer technicians etc.	By the end of the lesson, pupils should be able to: Outline various career opportunity in computer	Pupils, in pairs, role-play and present each of the career opportunities in computer.	Critical thinking Collaboration and communication Personnel development Digital literacy	Audio Visual: Charts Computer set Projectors Sound System Web Resources Video Site: http://youtu.be/Y(FQyoS3Fag Documents: https://careertrend.com/list-673-2337-list-careers-computers.html https://jobsyall.com/job-industry/information-and-computer-technology
6	BST(BASIC SCIENCE) Frictional force	By the end of the lesson, pupils be able to: -explain frictional force; -describe instances of the application of frictional force in daily activities; -discuss the advantage and disadvantages of frictional force -relate frictional force to daily activities	-Pupils rub their hands together, rub two stones together to show an example of frictional force Class brainstorms on the definition of frictional force. Pupils in pairs demonstrate the application of frictional force in daily activities; rubbing of foot on the floor . Pupils in groups discuss the advantages and disadvantages of frictional force.	Critical thinking and problem solving creativity and imagination communication and collaboration leadership and personal development	Audio- visual resources: charts / videos showing different ways of applying force, rope. Web-Resources: https://study.com/academy/lesson/types-of-force-lesson-for-kids.html
	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 group 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/rSzTAFJpQa ii- https://youtu.be/hOXvfrgkZu iii- https://youtu.be/Rr_Cm5B 2- Audio visual materials Swimming kits Swimming Pool Charts Posters Tube
	BST (IT) Scratch in the environment (Ocean Clean-up)	By the end of the lesson, pupils should be able to: Apply scratch programming to execute activities to preserve the climate.	Pupils, 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	http://www.youtube.com/watch?v=sqjC2PJDvEU
7	MID TERM BREAK				
8	BST(BASIC SCIENCE) Water project: Meaning of water project Example of water project in Nigeria e.g dam, lake, river, canal e.t.c. Benefit and hazards.	By the end of the lesson, pupils be able to: -develop a definition for water project; -list some examples of water projects in Nigeria -analyze the benefits and hazards of water projects.	-Class discusses how cargo ships get into the country to generate the meaning of water project. -pupils in pairs mention some water project in Nigeria. -pupils in small groups brainstorm on the hazards of water projects.	Creativity and imagination critical thinking communication and collaboration	Audio- visual resources: charts of dams and reservoirs in Nigeria. Web- Resources: https://thewaterproject.org/resources/lesson-plans/water-water-anywhere
	BST (PHYSICAL HEALTH EDUCATION) Pathogens, diseases and prevention:	By the end of the lesson, pupils should be able to: i- discus 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	i- 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

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					2: - Audio visual Materials: charts pictures posters
	BST (IT) Scratch project	By the end of the lesson, pupils should be able to: Apply scratch programming to execute activity of choice (from home, school or community setting).	Whole class activities on the identification of tools on the scratch interface.	Critical thinking Collaboration and communication Personnel development Digital literacy	http://youtube.com/watch?v=MOwyhIxcw&list=P9I4Cr9zvsHFifTHIAAmat0wTYVJAL3W&index=9
9	BST(BASIC SCIENCE) CONTINUOUS ASSESSMENT 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 group 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	i- 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
10	BST(BASIC SCIENCE) BST (PHYSICAL HEALTH EDUCATION) Meaning of communicable and non-communicable diseases	REVISION 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	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	1- Website resources ii- www.healthline.com/health/pathogen iii- video clips on communicable and non-communicable diseases iv- Video resources
		4- identify types of non-communicable diseases			Video Link: YouTube Covid-19 pandemic 2: - Audio visual Materials: flip charts pictures posters
11	BST(BASIC SCIENCE) REVISION 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=X05nsp2qDAs ii- https://www.youtube.com/watch?v=35uM5VMrZas iii- https://www.youtube.com/watch?v=yx5sWQuxu-8 iv- https://www.youtube.com/watch?v=MRVPgQn3SdU 2- Audio visual materials: Charts Posters Samples of herbal medicines Samples of alcohol and tobacco
12	REVISION				
13	EXAMINATION				

ACHIEVEMENT STANDARDS

At the end of the session, students are able to:
 understand the scope of Artificial Intelligence;
 have an insight on the applications and software to draw, paint and make shapes with computer;
 Network computer;
 apply computer application in the society;
 make use of social media.