



**LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION**

**EARLY CHILDHOOD CARE EDUCATION
SCHEMES OF WORK**

BASIC SCIENCE & TECH NURSERY ONE (AGE 3) FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	INTRODUCTION TO SELF - PARTS OF THE BODY. OUTER PART	By the end of the lesson, pupils should be able to: i) list major locations in the body; Head, Hands, Legs. ii) identify body parts of different locations; Head - Eyes, Ears, Nose and Mouth. iii.) give at least one function of named body parts.	i) Pupils as a class to mime the rhyme My Head, My Shoulder, My Knees My Toes etc. ii) Pupils in small groups to identify parts of their body. iii) Pupils talk to each other about function of body parts. iv) Pupils to color the picture of an eye.	i. Communication and Collaboration. ii. Creativity and Imagination.	Audio -Visual Resources: Pictures, charts, postures. Web Resources: https://www.theschoolrun.com
2	MY FIVE SENSES i) Description of sense organs eyes, ears, nose, skin and tongue. ii) Functions of the five senses. Eyes for seeing. Ears for hearing Skin for feeling. Nose for smelling. Tongue for tasting.	By the end of the lesson, pupils should be able to 1) mention the five senses 2) identify the five senses. 3) explain the importance of each of the sense organs.	i) The teacher displays the pictures of different sense organs for pupils to recognize and state the names of the sense organs. ii) Pupils in small groups recognize the five senses. iii) Pupils in pairs identify the five senses and state their importance. iv) Pupils to colour pictures of sense organs.	i. Critical thinking ii. Personal development	Audio Visual Resources: Objects for pupils to identify using their senses e.g ball, foot, colours, salt, perfume, cotton wool. Web Resources: https://www.theschoolrun.com/homework-help/our-senses
3	COLOURS. i) Meaning of colors. ii) Identification of basic colors around e.g red, blue, yellow, white and black.	By the end of the lesson, pupils should be able to i.) explain the meaning of color. ii.) identify the basic colors. iii) Use colors to do handprints.	i. Pupils as a class discuss the meaning of colors ii. Pupils identify in groups colours they can see in the classroom. iii. Pupils in pairs sort out coloured objects in groups. iv. Pupils sing songs on colours. v. Pupils in groups use colours to make handprint on white paper vi) Pupils colour objects	- Communication and Collaboration. - Creativity and Imagination.	Audio Visual Resources: i. Charts of basic coloured objects ii. Waste colour Web Resources

TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES	
SAFE ENVIRONMENT (HOME). _ Meaning of environment. _ Reasons for keeping our environment safe. a) Living room. b) Kitchen. c) Bedroom	By the end of the lesson, pupils should be able to: i) explain the meaning of environment. ii) give reasons for keeping the environment safe. iii) sing songs on safety.	i. Pupils as a class discuss the meaning of safe environment and give reasons for keeping our environment safe. iii) Pupils to mention two unsafe objects at home iv) Pupils as a class sing songs on safety. v) Pupils in pairs describe what will happen if a child plays with fire, knife, matches e.t.c. vi) Pupils discuss safety at home and reasons why they need to stay safe.	i) Critical thinking and Problem solving. ii) Communication and Collaboration.	Audio-Visual Resources: Flashcards, pictures, video clips. Web Resources:	
5	SAFETY IN THE ENVIRONMENT (SCHOOL)	By the end of the lesson, pupils should be able to. i.) state reasons for safety in the school. ii) mention some steps to ensure safety in the classroom. iii) identify some safety workers in the school. iv) identify safe and unsafe objects in the classroom.	i. Pupils sing songs on safety ii. Pupils colour pictures of a safety worker iii. Pupils in groups demonstrate safe ways to play with classmates iv. Pupils tell each other one way they can practice safety in the classroom v. Pupils as a class tidy up the classroom with the teacher's supervision vi. Pupils in pairs identify safe and unsafe objects in the classroom	i. Communication and Collaboration.	Audio Visual Resources: Posters, charts, Visualizing safe and unsafe items for demonstration, basket, waste pieces of paper, play items. Safety materials i. Fire extinguisher ii. Sand bucket iii. Blanket Web Resources: www.scholastic.com/teachers/articles/teaching-content/activities-teach-safety/
6	MIDTERM BREAK				
7	ROAD SIGNS: Identification, Meaning and Importance.	By the end of the lesson, pupils should be able to i.) explain the meaning of traffic light. ii) state the importance of traffic light iii) identify the colour of traffic light iv) analyse the meaning of traffic light colours.	i. Pupils as a class discuss the meaning and importance of the traffic light using a chart or story ii. Pupils in small groups identify and discuss the pictures of traffic light iii. Pupils in small groups colour a traffic light picture using the three colours of traffic light. iv. Pupils as a class sing the traffic lightsong and dance along to show stop and move command signs Traffic light (2x) When you see a traffic light, there is something you must know, Red means stop Yellow means ready Green means go, go, go, and go.	i. Communication and Collaborations ii. Citizenship	Audio-Visual Resources: Pictures, chats, video clips Web Resources: www.resourceforearlylearning.org/educators/activity/270/

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8	ROAD SIGNS: ZEBRA CROSSING: Meaning, Description and Importance.	By the end of the lesson pupils should be able to i) explain in their own words the meaning of zebra crossing. ii) mention the importance of zebra crossing. iii) give the vivid description of zebra crossing and identify zebra crossing colours.	i. Pupils as a class discuss the meaning of zebra crossing using a poster showing the zebra crossing ii. Pupils as a class demonstrate safe use of a zebra-crossing. iii. Pupils colour picture of a zebra crossing in their books/ activity book v. Pupils sing zebra crossing songs while holding hands	i. Communication and collaboration ii. Citizenship	Audio-Visual Resources: Pictures/Posters/ Charts. Giant display of a road with signs of traffic light and zebra crossing. Water colour, handpaints. Web Resources: www.roadsafety.org/schools-colleges/2-uncategorised/69-road-safety-lesson-plans#twofive
9	SAFETY: PERSONAL CLEANLINESS	By the end of the lesson, pupils should be able to: i.) explain the meaning of personal cleanliness. ii) analyse the importance of a good personal hygiene. iii) identify two objects needed for personal hygiene.	i. The teacher shows pictures of clean, healthy children and dirty, unhealthy children ii. Pupils in groups illustrates the importance of good personal hygiene using pictorial illustrations to show level of cleanliness iii. Pupils in pairs practice washing of hands iv. Pupils in groups play games to show how germs are transferred using glitter. v. Pupils sing songs on cleanliness - bathing, brushing of teeth e.t.c.	Critical thinking and problem solving. 2. personal development.	Audio-Visual Resources: toothbrushes, soap for handwashing, water, tissues and handkerchief for nose blowing Web Resources: www.ilsllearningcorner.com/2016-07-hygiene-fun-activities-teach-kids-personal-hygiene/
10&11	REVISION				
11&12	EXAMINATION				