



**LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION**

**EARLY CHILDHOOD CARE EDUCATION
SCHEMES OF WORK**

BASIC SCIENCE & TECH KINDERGARTEN (AGE 5) SECOND TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	REVISION OF LAST TERM'S WORK	By the end of the lesson, pupils should be able to: i) explain in their own words the meaning of food. ii) list different types of food. iii) mention the importance of food to the body.	i.) Pupils as a class mention the various types of foods they know. ii) Pupils discuss the importance of foods in the body. iii) Pupils sing songs or recite rhymes on food.	Communication and Collaboration.	Audio-Visual Resources : pictures, charts, video clips e.t.c. Web Resources :
2	BODY BUILDING FOOD : Proteins	By the end of the lesson pupils should be able to: i) mention various types of food rich in protein. ii) enumerate the functions of proteins iii) identify proteinous food from among other foods.	i) Pupils as a class are shown different types of food rich in protein. e.g egg, milk, fish, meat, beans e.t.c ii) Pupils in groups enumerate the functions of protein. iii) Pupils in pairs circle proteinous foods from groups of foods.	Critical thinking and problem solving. Communication and collaboration. iii) Personal development	Audio Visual Resources: Pictures of different types of proteinous food: egg, meat, milk, fish e.t.c. Web Resources: www.ag.ndsu.edu https://healthbeet.org www.floridahealth.gov
3	ENERGY GIVING FOODS	By the end of the lesson pupils should be able to: i) explain simple meaning of energy giving food. ii) differentiate between the Energy giving food and Body building food iii) mention some sources of energy giving food and their functions.	i) Pupils as a class are asked the type of food they do bring to school in the morning. ii) Pupils as a class discuss on the meaning of energy giving foods. iii) Pupils in groups are asked to identify various foods from the charts and circle energy giving food iv) Pupils in pairs mention some energy giving food they know and their functions. v) Pupils as a class watch video clip/ chart on energy giving food.	Critical thinking and Problem solving.	Audio-Visual Resources: Charts, video clips, samples of energy giving food such as rice, garri, yam, maize e.t.c Web Resources: https://www.preschool-plan-it.com

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4	BODY PROTECTIVE FOOD	By the end of the lesson, pupils should be able to: i) explain in their own words the meaning of body protective foods ii) give examples of body protective food iii) identify fruits as body protective food iv) mention some functions of vitamins.	i) Pupils as a class mention various types of fruit they know and discuss the meaning of body protective food. ii) Pupils in groups identify fruit as body protective food and mention their functions in the body. iii) Video clips on various types of body protective foods e.g fruit and vegetables and their functions iv) Pupils draw and paint pictures of fruit v) Pupils as a class sing songs on fruit e.g. Pawpaw is a type of fruit....	- Critical thinking and Problem solving. - Communication and Collaboration	Audio-Visual Resources: Videoclips, apple, mango, orange e.t.c. Web Resources: https://wikieducator.org learn.e-limv.org https://www.nal.usda.gov https://www.scribd.com
5	GROWING OUR FOOD	By the end of the lesson pupils should be able: i. describe a seed. ii. list what seeds need to grow. iii) describe how seeds grow into big plants for us to use and eat.	i) Pupils as a class brainstorm on meaning of a seed. ii) Pupils as a class listen a story about a child who found a seed that did not grow until the necessary things needed were provided. iii) Pupils in small groups are given seeds to touch, observe and pass the seeds to every member of the group. iv) Pupils as a class are shown the pictures/video clips of all what the seed needs to grow, like sun, water and soil. Video of seeds being planted and growing into plants are shown to pupils. v) Pupils as a class sing a song about farmers. vi) Pupils in small groups can carry out activities to plant a bean seed and give it all it needs. Label the cups used to plant the seeds with pupils' name.	- Communication and Collaboration - Personal development	Web Resources: https://www.education.com/download/lesson-plan/sprouting-seeds/sprouting-seeds.pdf Audio-Visual Resources: Cups, seeds, soil, Charts, Video clips.
6	MID TERM BREAK				
7	Living and Non-living things	By the end of the lesson pupils should be able to: i.) explain the meaning of living things i) mention things that living things can do.	i) Pupils as a class brainstorm and mention some things that living things can do. ii) Pupils in small groups identify living things. iii) Pupils as a class explain in turns why each selected item is a living thing and why some are not living things. iv) Pupils as a class discuss what living things can do and what they can not do.	- Critical thinking and Problem solving. - Collaboration and Communication	Audio-Visual Resources: video clips, charts, posters Web Resources: https://www.superheralthykids.com https://www.education.com/lesson-plan/is-it-living/

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8	BONES	By the end of the lesson pupils should be able to: i) explain bones ii) identify and mention at least 2 types of bones in the body iii) mention one way to prevent fracture of the bone	i. Pupils as a class brainstorm on the pictures of bones shown to them and discuss the meaning of bones. ii. Pupils are shown the pictures of skeleton with bones and mentions the skull, rib cage, hand bones and leg bones. iii. Pupils in small groups touch parts of their body with bones especially their teeth iii. Pupils as a class touch the model of skeleton, the class can discuss parts of the skeleton and touch the parts iv. Pupils in small groups discuss the importance of playing carefully to avoid breaking of the bones called fracture	- Critical thinking and Problem solving. - Communication and Collaboration	Audio-Visual Resources: Picture chart, video clips, and posters and toy skeleton. Web Resources: https://teachpreschool.org/2016/04/03/learning-about-the-skeleton-inside-of-you/
9	MEASUREMENT	By the end of the lesson, pupils should be able to: i) demonstrate the length and breadth of an object ii) explain the reasons for measurements.	i) Pupils as a class discuss with each other that there are many things in our environment we need to find out how long or heavy these objects are. ii) Pupils in pairs bring out ruler and tape measure to measure the length a book. iii) Pupils are divided into two groups - each group takes a ruler to measure the desk. iv) Pupils write their measurements in each group then share their observations in the class. iv) Video clips on modern methods of measurement v) Pupils in pairs discuss the reasons for measurements.	- Communication and Collaboration. - Critical thinking and Problem solving.	Audio_Visual Resources :Video clips, picture charts, ruler, tape e.t.c. Web Resources: https://study.com
10 & 11	REVISION				
12 & 13	EXAMINATION				