



**LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION
EARLY CHILDHOOD CARE EDUCATION
SCHEMES OF WORK**

BASIC SCIENCE & TECH KINDERGARTEN (AGE 5) FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	BACK TO SCHOOL REVISION	By the end of the lesson pupils should be able to mention some of the simple machines used in their various homes.	i) Pupils as a class to mention some simple machines used in their various homes. ii) Pupils in groups to mention the uses of various simple machines mentioned. iii) Show video clips on simple machines.	Critical thinking and problem solving. Communication and collaboration	Audio-Visual Resources: Video clips. Web Resources: https://www.youtube.com
2	My Body Parts	By the end of the lesson pupils should be able to: i) mention parts of the body e.g head, ears, nose, eyes, arms etc ii) explain why we care for the body.	i) Pupils as a class sing songs and rhymes on parts of the body ii) Pupils touch parts of their body as the teacher demonstrates. iii) Pupils as a class watch video on parts of the body. iv) Pupils in pairs to draw each other and point to body parts v) explain why we need to care for the body.	i. Communication and Collaboration ii. Personal development	Audio-Visual Resources: Charts, Video clips, Crayons and Paper _web Resources:
3	FIRST AID	By the end of the lesson pupils should be able to: i) explain in their own words what they understand by first aid. ii) list some items in a First Aid box. iv) Demonstrate how to administer the contents of a First aid box.	i. Pupils as a class brainstorm on the meaning of first aid. ii. First aid box is brought to the class for pupils to identify the content iii. Pupils as a class watch the picture chart of a sick person and a person that gets injured and how first aid is used. iv. Pupils in small groups list out some content's of first aid box. v. Pupils in pairs wash their hands with soap and water in the sink and demonstrate how to administer first aid treatment to an injured person.	i) Communication and Collaboration. ii. Citizenship iii. Critical thinking and Problem solving	Audio-Visual Resources: Picture charts, video clips, first aid box. Web Resources : http://www.emedicinehealth.com https://www.schoolrun.com

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4	FIRST AID: CARING FOR CUT ON THE BODY	By the end of the lesson pupils should be able to: i) explain the meaning of cut. ii) demonstrate how first aid items can be used for cut treatment.	i) Pupils as a class discuss the meaning of cuts. ii) Pupils in groups demonstrate how to apply first aid for cut. iii) Pupils in groups participate by using a doll to demonstrate how first aid items can be used for cut.	Communication and Collaboration. Personal development	Audio-Visual Resources: Razor blade, knife, doll, first aid content. Web Resources: https://www.mayoclinic.org https://kidshealth.org
5	FIRST AID FOR NOSE BLEEDING	By the end of the lesson pupils should be able to: i) demonstrate the correct technique for dealing with nose bleeding.	i. Pupils as a class watch video of a person with nose bleeding and watch the process involved in stopping the nose bleeding ii. Pupils in groups identify the correct and incorrect techniques for dealing with a nose bleed.	-Communication and Collaboration. ii. Citizenship iii. Leadership and Personal development.	Audio-Visual Resources: Picture chart, video clips. Web Resources : https://kidshealth.org
6	MID TERM BREAK				
7	FIRST AID TREATMENT FOR WOUNDS	By the end of the lesson pupils should be able to i) explain the meaning of wounds ii) demonstrate how to take care of wounds. iii) differentiate between cuts and wounds	i. Pupils as a class discuss the meaning of wounds ii. Pupils in groups explain how to dress wounds iii. Pupils act a short playlet on care of wounds iv. Pupils discuss with each other the difference between cuts and wounds.	-Communication and Collaboration. -Personal development	Audio-Visual Resources : Cotton wool, plaster, bandage, methylated spirit, iodine and first aid box. Web Resources: https://www.wound.canada.ca https://www.woundsinternational.com
8	FOOD	By the end of the lesson pupils should be able to i) give simple meaning of food ii) mention different types of food. iii) discuss the uses of food in our body. iv) classify junk foods and healthy foods	i. Pupils as a class watch video /pictures of different foods ii. Pupils as a class discuss the meaning of food and the uses of food in the body. iii. Pupils mention different types of foods they know. iv. Pupils as a class play "guess the food" game with each other. v. Pupils sing rhymes on foods. vi. Classify healthy foods versus junk food.	- Critical thinking and Problem solving. -Communication and Collaboration	Sample of various foods: rice, beans, yam, plantain, fufu e.t.c www.floridahealth.gov https://www.education.com/download/lesson-plan/lets-be-healthy/lets-be-healthy.pdf https://themes.atozteachstuff.com Printables https://stayathomeeducator.com/printable-nutrition-activities-for-preschoolers/

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9	FOOD: Table manners	By the end of the lesson, pupils should be able to: i) define table manners ii) discuss examples of etiquette before eating and while eating. iii) discuss possible reasons for practicing table manners	i. Pupils as a class discuss the meaning of table manners and practise hand washing as a first step to table manners. ii. Pupils as a class watch a video clip of a child practicing table manners before and while eating. iv. Children sing songs on table manners. v. Pupils in pairs practice correct table manners e.g using a napkin, hold their spoons properly, sit still and politely ask for food using 'please' 'thank you'.	i. Personal development ii. Critical thinking and problem solving ii) Communication and collaboration	Audio-Visual Resources : Charts, Video clips, Handwashing station, Spoons etc Web Resources : https://www.verywellfamily.com/teaching-your-preschooler-table-manners-2764735 https://www.scholastic.com/parents/family-life/guides-to-life-learning/teach-your-kids-table-manners.html
10 & 11	REVISION				
12 & 13	EXAMINATION				