



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

**BASIC SCIENCE & TECH KINDERGARTEN (AGE 5) THIRD TERM**

WKS	TOPICS	LESSON OBJECTIVES	LESSON ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
1	REVISION OF LAST TERM'S WORK	By the end of the lesson, pupils should be able to: i) recall some of the topics they have learnt in second term.	i) Pupils to mention food sources to make up a balanced meal. They should form groups and discuss their choices of balanced diet. ii) Pupils explain the meaning of body building food iii.) List some examples of body building food.	Critical thinking and Problem solving.	Pencil, colours.  <a href="https://study.com">https://study.com</a>
2	WATER: In The Body	By the end of the lesson, pupils should be able to: i. describe water ii. mention two places we can get water. iii. mention parts of our body that contain water.	i. Show the class a cup of clean water to revise how water looks like and places we can find water. e.g. rain, rivers, lakes, wells etc. ii. Identify parts of the body that contain water e.g tears, saliva, Sweat, blood, breath iv. Perform some activities to show that the breath has water (Condensation)	i. Critical thinking and Problem solving ii. Communication and Collaboration	Audio-Visual Resources: Cups, Water, Charts, Video clips, Crayons, Worksheets  Web Resources: <a href="https://www.drsrd.com/home/showdocument?id=2096">https://www.drsrd.com/home/showdocument?id=2096</a>
3	WATER CYCLE	By the end of the lesson, pupils should be able to: i. describe the process of drying up of water ii. describe the simple process of rainfall.	i. Ask probing questions to direct pupils to talk about water drying. iii. Pupils in pairs describe a cycle using any type of tyre of a car, bicycle that goes round. iii. Pupils as a class watch videos that explain how water dries up by the sun and how it goes to the clouds and when they are full, it comes back to the earth as rain. iv. The pupils sing songs on the water cycle. v. Pupils in small groups carry out simple activities drying up of water and sprinkling of water into the air.	- Critical thinking and Problem solving - Communication and Collaboration	Audio-Visual Resources: Plastic bags, water, source of heat, Charts, Video clips Web Resources: <a href="https://blog.littlelives.com/mini-lesson-plan-the-water-cycle-b8fd8a264cc3">https://blog.littlelives.com/mini-lesson-plan-the-water-cycle-b8fd8a264cc3</a>  <a href="https://www.education.com/download/lesson-plan/the-water-cycle/the-water-cycle.pdf">https://www.education.com/download/lesson-plan/the-water-cycle/the-water-cycle.pdf</a>
4	CHANGES AROUND US	By the end of the lesson, pupils should be able to: i) give simple meaning of changes ii.) explain how changes happen around us.	i) Pupils as a class brainstorm on the meaning of changes around us. ii) Pupils watch video clip on changes in living things e.g a plant, a child's growth from baby - a toddler - a child - adult. iii) Video clips to illustrate some changes on non living things around us e.g burning of wood, paper.	- Critical thinking and Problem solving - Communication and Collaboration.	Audio-Visual Resources: video clips, ice blocks, papere.t.c.  Web Resources: <a href="https://www.excellup.com">https://www.excellup.com</a> <a href="https://en.m.wikipedia.org">https://en.m.wikipedia.org</a>



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5	CHANGES IN NATURE	By the end of the lesson , pupils should be able to : i) give simple explanation on changes in nature. ii) mention some natural things in their environment.	i. Picture /charts of rainfall, sunshine, waterfall, moonlight, erosion, rock e.t.c. are shown to the pupils. ii. Pupils as a class brainstorm on the simple explanation on changes in nature as physical things around us that can not be controlled by people e.g rainfall, sunshine, moonlight, mountain e.t.c. ii. Pupils as a class mention some natural things they can see in their environment. iii. Recite rhyme on rain.	_ Critical thinking and Problem solving _ Communication and Collaboration.	Audio-Visual Resources:Video clips, charts, pictures,  Web Resources: <a href="https://www.worldlife.org">https://www.worldlife.org</a>
6	MIDTERM				
7	PERIODS IN A DAY	By the end of the lesson , pupils should be able to: i) explain the periods in a day	i.Pupils are asked what they do when they wake up in the morning e.g brushing of teeth, having their bath before coming to school in the morning -This is morning period. ii. Pupils in small groups discuss the periods in a day as morning period, afternoon period and night period. iii. Pupils sing a rhyme on my honour as a pupil, i..... v. Pupils are selected to explain what they normally do in each period of the day - morning, afternoon, evening and night periods.	_ Communication and Collaboration.	<a href="https://www.virtuallabschool.org">https://www.virtuallabschool.org</a>  <a href="https://thekindergartencconnection.com">https://thekindergartencconnection.com</a>
8	DISPOSAL OF REFUSES AND WASTES	By the end of the lesson pupils should be able to: i) differentiate between solid waste and liquid waste ii) mention two types of waste	i. Pupils as a class brainstorm on the simple meaning of refuse disposal ii. Pupils are grouped into two groups - one group to discuss on solid waste while the other group to discuss on the liquid waste, iii. Pupils as a class give examples of both the solid waste and the liquid waste. iv. The pupils move around the school compound to pick solid wastes e.g plastic bottles, paper, empty can e.t.c. v. Pupils discuss flushing of toilet after urinating vi. Video clips on solid and liquid waste disposal.	- Critical thinking and Problem solving - Communication and Collaboration.	Audio-Visual Resources: Charts, video clips.  Web Resources: <a href="https://www.kidzone.ws">https://www.kidzone.ws</a>



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9	ORGANIC WASTE AND HARMFUL WASTE (LIQUID)	By the end of the lesson, pupils should be able to: i) give simple meaning of organic waste and harmful waste. ii) differentiate between organic waste and harmful waste.	i. Pupils as a class brainstorm on the meaning of organic waste as waste from living things e.g spoilt vegetables, fruit, e.t.c. these can be broken and use as manure, this is when they decay, they serve as natural fertilizer. While harmful waste are from faeces and dirty water. ii. Pupils as a class watch a picture chart of a pupil defecating in the toilet and the other on the bare ground. iii. Pupils as a class watch video clip of a pond where the fish die due to faeces and dirty water.	Communication and Collaboration	Web Resources: <a href="https://te.com">https://te.com</a>  <a href="https://en.m.wikipedia">https://en.m.wikipedia</a>
9	REVISION	REVISION	REVISION	REVISION	REVISION
10 & 11	REVISION	REVISION	REVISION	REVISION	REVISION
12 & 13	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION