



**LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION**

**EARLY CHILDHOOD CARE EDUCATION
SCHEMES OF WORK**

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

WKS	TOPICS	LEARNIG OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Back to school/ Revision				
2	PLANTS WE EAT: FRUIT i). Simple explanation of fruits ii) Types of fruit, importance of fruits to the body	By the end of the lesson pupils should be able to: i.) give simple explanation of fruits ii) mention some importance of fruits in the body.	i. Pupils feel, touch and discuss different types of fruit. ii. Pupils in small groups mention various types of fruit they know and also mention their importance to the body. iii. Pupils in pairs talk about their favourite fruit and why they like it. iv. Pupils colour pictures of fruit in their books	- Critical thinking and Problem solving. - Communication and Collaboration - Personal Development	Audio Visual: Different samples of fruits, crayons, flashcards, charts/posters. Web Resources: video clips of fruits
3	PLANTS WE EAT: VEGETABLES	By the end of the lesson, pupils should be able to: i) mention various types of vegetables ii) enumerate some importance of vegetables.	i Pupils mention various types of vegetables ii. Pupils in small groups touch leaves of vegetables to feel the texture. iii) Pupils as a class discuss the importance of vegetables iv). Pupils in small groups discuss the different methods of eating vegetables; raw and cooked. iv. Pupils as a class sing rhymes on vegetables. v. Pupils in groups sort vegetables and fruit into groups as group activities.	i. Critical thinking and problem solving. ii. Communication and collaboration. iii. Personal development	Audio-Visual Resources: Pictures of vegetables in a market, vegetables, crayons, charts. Video clips. Web Resources:
4	Transportation: Land	By the end of the lesson, pupils should be able to: i) give simple explanation on transportation ii) mention some importance of transportation iii) mention some examples of vehicles seen on land.	i. Pupils class discuss the meaning of transportation. ii) Pupils as a class sing songs on driving on land e.g "the wheels on the bus go round and round" ii. Pupils in pairs use toy vehicle to compare land vehicles. iii. Pupils in groups identify and name vehicle on a chart – bus, car, truck, train. iv. Pupils in pairs talk about vehicles they have seen on land and mention where they saw them. v) Pupils work in groups to match vehicle used on land roads v. Pupils sing rhymes about motor cars and watch videos of land vehicle.	Communication and Collaboration. ii. Leadership and personal Development.	Audio Visual: Toy vehicle, charts of land vehicle. Web Resources:
5	Transportation: Air	By the end of the lesson pupils should be able to: i.) state the importance of air transportation. ii) identify people	i. Pupils go outside to observe an aeroplane flying in the air. ii. Pupils in small groups give examples of air vehicles. iii. Pupils in pairs talk about vehicles in the air they have seen and where they saw them.	i. Communication and Collaboration ii. Personal Development	Audio-Visual Resources: Toy planes, helicopters, storybooks about aeroplanes, videos of planes flying in the air, pictures of pilots.

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	that fly plane. iii) colour aeroplane.	iv) Pupils to match vehicle to mode of transportation v.) Pupils as a class sing along to rhymes about aeroplanes. vi). pupils to colour aeroplanes		Web Resources: www.education.com/lesson-plan/lets-move/
MIDTERM BREAK				
FLOATING OBJECTS	By the end of the lesson pupils should be able to: i.) give simple explanation on sinking and floating objects. ii) mention some objects that float iii) select floating objects from a pile of other objects.	Pupils in groups drop different types of objects in a bowl of water to illustrate floating (avoid splashing) ii. Pupils in pairs practise placing objects inside water to float and mention some object that can float in water. iii. Pupils in small groups select floating objects from a pile of objects. iv. Pupils as a class paint leaves and create leaf prints in their books	Communication and collaboration	Audio-Visual Resources: Floating objects, large bowl of water, postal colours, leaves for the class, video clips. Web Resources:
SINKING OBJECTS	By the end of the lesson pupils should be able to: i) analyse simple explanation on sinking objects. ii.) give examples of sinking objects. iii) describe sinking objects.	i. Pupils in a class discuss the meaning of sinking using objects. ii. Pupils in small groups drop different types of heavy objects into a bowl of water to illustrate sinking (avoid splashing) ii. Pupils practice placing objects into the water to sink (Teacher monitors) iii. Pupils select sinking objects from a pile of other objects. iv. Pupils give examples of sinking objects iv. Pupils sing rhymes on sinking.	i) Communication and collaboration. ii. personal development	Audio-Visual Resources: Tub of water, water, sinking objects, toilet papers to clean spills. Web Resources:
SINKING AND FLOATING OBJECTS	By the end of the lesson, pupils should be able to: i.) give simple explanation on sinking and floating. ii) itemise the criteria for sinking and floating of objects. iii) enumerate the major differences between floating and sinking objects.	i. Pupils as a class give simple explanation of sinking and floating objects. i. Pupils in small groups demonstrate the sinking and floating process. ii. iv. Pupils sort floating objects from sinking objects into different trays. iii. Pupils use a particular colour each to circle either sinking or floating objects in a chart.	Communication and collaboration. Critical thinking and problem solving.	Audio-Visual Resources: Tub of water, water, sinking and floating objects, charts of objects for pupil activities. Web Resources: www.education.com/lesson-plan/sink-or-float
11 REVISION				