



LAGOS STATE GOVERNMENT  
MINISTRY OF EDUCATION

EARLY CHILDHOOD CARE EDUCATION  
SCHEMES OF WORK

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

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	BACK TO SCHOOL / REVISION	Revision of second term's work			
2	LIVING THINGS	By the end of the lesson, pupils should be able to: i.) explain the meaning of living things. ii) identify some living things in their environment iii.) colour living things from a page of living things and non living things in their books.	i) Pupils discuss the meaning of living things around them, ii) Pupils sing songs and rhymes on living things. iii) Pupils in pairs point out living things from a chart that contains pictures of living things and non living things iv) Pupils colour living things and non living things with different colours. v) The teacher leads the pupils in a game to point/identify living things from a chart of living and non-living things.	- Communication and collaboration - Critical thinking and problem solving	Audio-Visual Resources: Pictures, charts, video of living things, a small animal/pet.
3	NON-LIVING THINGS	By the end of the lesson, pupils should be able to: i.) explain the meaning of non living things. ii) mention some non living things in their environment. iii) identify some non living things in their environment.	i) Pupils in small groups discuss the meaning of non living things ii) Pupils to sing songs/ rhymes to identify non-living things. ii) Pupils come to the board to identify non living things from a chart. iii) Pupils colour non-living things pictures.  iv) Pupils to play game of point/identify non-living things from a chart.  iv. Pupils in pairs can pick and touch non-living things in their classrooms.	Critical thinking and Problem solving. Communication and Collaboration	Audio-Visual Resources: Pictures, charts, video of non-living things.
4	LIVING THINGS AND NON-LIVING THINGS:	By the end of the lesson, pupils should be able to: i.) explain the meaning of living and non living things. ii) differentiate between living and non	i. Pupils as a class discuss the meaning of living and non-living things.  ii. Pupils in small groups differentiate between a living thing and non-	- Critical thinking and problem solving. -Communication and Collaboration	Audio-Visual Resources: Charts, videoclips/ non living objects, a small living thing/pets Web Resources: www.education.com n-plan/living-and-nonliving-things/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4	<b>LIVING THINGS AND NON-LIVING THINGS:</b>	By the end of the lesson, pupils should be able to: i.) explain the meaning of living and non living things. ii) differentiate between living and non living things. iii) mention some of the things that living things need to survive.	i. Pupils as a class discuss the meaning of living and non-living things. ii. Pupils in small groups differentiate between a living thing and non-living thing. iii. Pupils in pairs mention some living things they have seen at home and mention what the living things need to survive e.g. water, food, air, sunlight iv. Pupils are arranged into two groups, one group to mention living things in the school environment, the second group to mention the non living things in the school environment.	- Critical thinking and problem solving. -Communication and Collaboration	Audio-Visual Resources : Charts, video clips/ non-living objects, a small living thing/pets Web Resources: <a href="http://www.education.com/lesson-plan/living-and-nonliving-things/">www.education.com/lesson-plan/living-and-nonliving-things/</a>
5	<b>WHAT LIVING THINGS CAN DO</b>	By the end of the lesson pupils should be able to: i) give simple explanation on what living things can do. ii) explain why they are living things.	i. Pupils in small groups discuss what living things can do. ii. Pictures /video clips of living things moving, eating, and what they are doing with their babies are shown to the pupils. iii. Pupils in groups move from one place to another in the class to show that living things can move from one place to another. iv. Pupils as a class sing and dance to show movement in the class. v. Pupils as a class watch video that shows the lifecycles of human being to illustrate growth	<b>Communication and collaboration. Critical thinking and problem solving.</b>	Audio-Visual Resources: Charts, video clips, posters  Web Resources: <a href="http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/59372-living-non-living-activities/">www.brighthubeducation.com/pre-k-and-k-lesson-plans/59372-living-non-living-activities/</a>
6			<b>MIDTERM REVISION / BREAK</b>		

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
7	PLANTS	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>i) mention some parts of a plant</li> <li>ii) explain the uses of plants.</li> </ul>	<ul style="list-style-type: none"> <li>i. Pupils as a class watch the video or charts of various plants.</li> <li>ii. Pupils as a class mention some parts of a plant.</li> <li>iii. Pupils in groups discuss the uses of plants eg. food, shelter, medicine</li> <li>iv. Pupils colour plants in their books.</li> <li>v. Pupils paint leaves of plants and create leafprints in their books.</li> <li>vi. Pupils sing rhymes about plants and uses.</li> <li>vii. The teacher and pupils play a game on the uses of plants</li> </ul>	<ul style="list-style-type: none"> <li>I) Communication and collaboration.</li> <li>II) Creativity and imagination</li> </ul>	<p>Audio-Visual.  <b>Resource.</b>  1, picture of plant, postal, color/paints, charts, activity books, Web Resources.</p>
8	ANIMALS – DOMESTIC	<p>By the end of the lesson pupils should be able to</p> <ul style="list-style-type: none"> <li>i) Describe a domestic animal.</li> <li>ii) Mention some domestic animals in their environment / homes.</li> </ul>	<ul style="list-style-type: none"> <li>i. Pupils as a class give simple explanation on domestic animals</li> <li>ii. Pupils as a class sing songs on domestic animals – Old McDonald had a farm, Oink oink cheer e.t.c.</li> <li>iii. Pupils in groups describe domestic animals using a chart.</li> <li>iv. Pupils in pairs discuss about domestic animals they have seen in their home and environment.</li> <li>v. pupils listen to story on animals in the farm.</li> <li>vi. pupils to make a sound of different domestic animals such as goat, cat, cock e.t.c.</li> <li>vii. Pupils play with farm animals plastic toys.</li> <li>viii. pupils in small groups demonstrate farm animal sounds with – moo, oink oink, woof. Match them to the animals.</li> <li>ix. Pupils practice matching animals on a worksheet</li> </ul>	<p><b>– Critical thinking and problem solving</b>  <b>– Communication and collaboration.</b></p>	<p>Web Resources: <a href="http://www.eslkidstuff.com/lesson-plans/farm-animals.html">www.eslkidstuff.com/lesson-plans/farm-animals.html</a>  <b>_ Audio-Visual Resources:</b>  Audio-Visual Resources: Activity books, flashcards, video clips, sound player for songs, storybooks for the teacher, plastic toys.  Web Resources:</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
9	ANIMALS – Wild Animals.	By the end of the lesson, pupils should be able to: i) give the vivid description of wild animals. ii) mention some wild animals they know.	i) Pupils in groups pick flash cards or toy animals, mention their names and sounds. ii) what sound does lion, snake, tiger make? etc iii) Pupils as a class discuss and give vivid descriptions of wild animals. iv) Pupils in pairs select or pick up wild animals from a pack of animals flashcards or toy animals. iv) Pupils practice wild animal sounds with teacher. v). Pupils play a game of walking like some animals – lions, elephant, monkey vi). Pupils watch the video of wild animals. vii) Pupils colour animals in a worksheet. Praise pupils' efforts.	- Critical thinking and Problem Solving. -Communication and Collaboration.	Web Resources: <a href="http://www.eslkidstuff.com/lesson-plans/pdf/zoo-animals-lesson-plan.pdf">www.eslkidstuff.com/lesson-plans/pdf/zoo-animals-lesson-plan.pdf</a> Audio-Visual Resources: Worksheet (photocopied), crayons, toy animals, flashcards, storybooks, soundplayer – video player.
10 & 11	REVISION				
12 & 13	EXAMINATIONS				