



LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION

EARLY CHILDHOOD CARE EDUCATION
SCHEMES OF WORK

BASIC SCIENCE & TECH NURSERY TWO (AGE 4) FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	BACK TO SCHOOL/ REVISION -SENSE ORGANS.	By the end of the lesson pupils should be able to: i) mention the five sense organs in the body. ii) describe the five sense organs and their uses iii.) mention safety tips of sense organs	i. Pupils as a class watch the video of the five sense organs ii. Pupils use models of the sense organs to describe sense organs and their location. iii. Pupils match the five senses to their uses. iv. Pupils use materials to test functions of senses organs e.g. flashlight to describe sight, a ringtone for hearing, flower for smell e.t.c .	I. Critical thinking and Problem Solving. ii. Personal Development	Web Resources: www.education.com/lesson-plan/my-five-senses/ Audio-Visual Resources: Charts, crayons, worksheets, flowers, sound and video players, objects in the classroom.
2	WATER	By the end of the lesson, pupils should be able to: i) explain in their own words the meaning of water. ii) Mention some sources of water. iii) Mention the uses of water.	i. Pupils as a class brainstorm on the meaning of water. ii. Pupils as a group sing songs on water e.g baby shark e.t.c. iii. Pupils wash their hands in the sink. iv. Pictures of where water comes from are shown to pupils v. Pupils in pairs model how to save water from the tap. vi. Pupils to mention three places where they can see water vii. Pupils colour pictures of rivers, beaches and lakes.	Critical thinking and Problem solving. Communication and Collaboration.	Audio-Visual Resources: Crayons, waste or save cards, charts, bowl of water, hand washing station, tap with running water. Web Resources: www.google.com/amp/s/www.pinterest.com/amp/pin/168603579776479335/
3	AIR: IT IS ALL AROUND US	By the end of the lesson, pupils should be able to: i) explain the meaning of air. ii) demonstrate the presence of air in the body/ environment iii) mention two ways air can be useful.	i. Pupils use hand fan on themselves to show that air is all around us. ii. Pupils in pairs perform breathing exercises to illustrate the presence of air in the body. iii. Pupils in pairs use air to make sounds in instruments like flutes and harmonics. iv. Pupils could blow bubbles to show how air moves in spaces. v. Pupils perform some activities on "air" which include: a) blowing bubbles with a straw b) waving of arms c) pouring water from a cup into a bucket, air displays water. d) blow up a balloon e) Pupils can swing kite in the air.	Communication and Collaboration.	Web Resources :Resourceswww.sciencing.com/ science-activities-air-preschool-ages-6468647.html www.carrotsareorange.com/air-science-activities-for-preschoolers/ Audio-Visual Resources: Straws, Balloons, Cups, water, Fans, kite, Pictures of kites, Crayons, Flutes e.t.c.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4	THE SOIL	By the end of the lesson pupils should be able to i) explain the meaning of soil. ii) mention some items found in the soil.	pupils in groups move round the school compound to take soil sample Pupils as a class discuss the meaning of soil. Pupils in small groups mention some things found in the soil. Some items found in the soil are stones, sand, earthworm, insects, e.t.c. Pupils trace the names of things found in the soil and match them with their pictures.	Critical thinking and Problem solving. Communication and Collaboration.	Audio-Visual Resources: Pictures, charts, video clips, soil, earthworm, insects Web Resources: www.Abslearningmedia.org
5	SHARP OBJECTS	By the end of the lesson, pupils should be able to: i) explain the meaning of sharp objects. ii) state some examples of sharp objects. iii) give reasons why it's not good to play with sharp objects.	i. Chart on sharp objects is displayed to the pupils. ii) Pupils as a class brainstorm on the meaning of sharp objects. iii.)Pupils in pairs to point to the sharp objects from the group of objects that contains both sharp objects and non-sharp objects. iii. Pictorial chart of a child who has a nail cut.	Critical thinking and Problem solving. Communication and Collaboration.	Audio-Visual Resources: Nails, pins, blades scissors, needle, broken glass, e.t.c picture charts. Web Resources: https://kidshealth.org https://www.commonensem edia.org
6	MID TERM BREAK				
7	DANGEROUS LIQUIDS: i) Simple meaning of dangerous liquid. ii) Pupils to be very careful with dangerous liquid iii)	By the end of the lesson, pupils should be able to: i) explain the meaning of dangerous liquid. ii) give some examples of dangerous liquid.	i. Pupils as a class brainstorm and describes dangerous liquids and explains why they are dangerous ii.Pupils are shown different types of dangerous liquid. Examples of dangerous liquid are: bleach, dirty water, kerosene, methylated spirit, petrol e.t.c. iii. Pupils are also shown non dangerous liquid eg. water. iv. Pupils circle dangerous liquid in the worksheet.	Critical thinking and Problem solving.	Audio-Visual Resources:Bleach, methylated spirit, kerosene, ink, bottle water, acid e.t.c Web Resources: https://www.healthychildrer . org
8	DANGEROUS AND HOT LIQUIDS	By the end of the lesson, pupils should be able to : i) explain the meaning of dangerous hot liquids. ii) mention some dangerous hot liquids.	i.Pupils as a class brainstorm on the meaning of dangerous hot liquids ii. Pupils in small groups are presented some liquid that are warm and cold. Tag them A, B iii. Pupils to identify warm liquid from cold liquid. iv. Pupils mention some examples of hot liquid in our home e.g. hot water, hot tea, hot soup et.c.	Critical thinking and Problem solving.	Web Resources: https://playablo.com Audio-Visual Resources: Hot water, teacup, pressure cooker on table, picture charts, e.t.c

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING
9	EFFECTS OF DANGEROUS AND HOT LIQUID	By the end of the lesson pupils should be able to: i) give simple explanation on the effect of dangerous hot liquid. ii) narrate what will happen to them when they drink hot tea.	i) Pictures of some effects of dangerous liquids are shown to the pupils. ii) pupils in small groups discuss what will happen to their tongue when they drink hot liquids. Hot liquid can injure the skin and burn the tongue., when you drink hot liquid it can cause stomach upset , it can also injure the organs in the body .	Communication and collaboration.	Audio-Visual
10 & 11	REVISION				
12 & 13	EXAMINATION				