



**LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION**

**EARLY CHILDHOOD CARE EDUCATION
SCHEMES OF WORK**

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

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
1	REVISION				
2	SIMPLE MACHINES	By the end of the lesson, pupils should be able to: i) explain meaning of simple machines. ii) itemise the uses of simple machines.	i. Pupils as a class discuss the meaning of simple machines. ii) Pupils mention various types of simple machines like a lever, pulley, inclined plane, wedge, bottle opener, nail cutter, punch, scissors, sharpner, stapler etc iii) Pupils in small groups identify simple machines in the classroom iv) Pupils mention the uses of each simple machines. v) Pupils in pairs mention some simple machines in their homes. vi) Pupils draw and colour types of simple machine.	i. Critical thinking and Problem solving ii. Communication and Collaboration	Audio-Visual Resources: Scissors, spoon, fork, broom. Tin cutter, blender. Video clips. Web Resources: https://www.pinterest.com/pin/537828380473480563/
3	SAFE USE OF SIMPLE MACHINES	By the end of the lesson pupils should be able to i. mention some safe use of simple machines: ii) demonstrate the proper use of simple machine	i. Pupils as a class mention some safe use of simple machines. ii. Pupils in pairs demonstrate the proper use of simple machines iii. Pupils watch a video on safe use of simple machines.	- Critical thinking and problem solving. - Communication and collaboration	Audio-Visual Resources: Picture charts, video clips. Web Resources:
4	ENERGY	By the end of the lesson pupil's should be able to, i) explain simple meaning of Energy. ii) mention simple uses of energy to man	i. Pupils as a class brainstorm on the meaning of energy as the ability to do work by carrying things, pushing a table or writing. ii. Pupils in pairs perform simple activities showing the uses of energy, such as running, jumping, walking, dancing and lifting an object. iii. Pupils are divided into groups to perform activities that require energy but are not too tedious. iv. Pupils paint pictures of children performing activities	i. Communication and Collaboration. ii. Critical thinking and Problem solving	Web Resources: https://study.com Audio-Visual Resources: Video clips, pictures.
5	SOURCES OF ENERGY	By the end of the lesson, pupils should be able to: i) mention some sources of energy	i) Pupils as a class mention some sources of energy. ii) Pupils in small groups put batteries in a torch light and switch it on.	i) Critical thinking and Problem solving. ii) Communication	Audio-Visual Resources: Video clips, picture charts, battery, firewood, e.t.c Web Resources:

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		ii) explain how we can get energy from various sources.	iii) Pupils in small groups perform activities to create a paper sun in the classroom by cutting out large paper with beams and painting it yellow. iv) video clips of various sources of energy are shown to pupils eg. energy from the sun, from the food we eat, water and battery.	and Collaboration.	https://study.com https://www.energy.gov/sites/prod/files/2014/06/16/lesson299.pdf
6	MID TERM BREAK				
7	USES OF ENERGY	By the end of the lesson, pupils will be able to: i) demonstrate various uses of energy.	i.) Pupils in small groups perform some activities eg. lamp is switched on to light a room. ii.) Pupils also demonstrate how chemical energy is stored in the body to run a race. iii.) heat energy is used to cook food or provide warmth. iv.) Pupils as a class sings songs on energy e.g The train using coal	i) Critical thinking and problem solving. ii. Communication and Collaboration	Audio-Visual Resources: Lamp, Video clips. Web Resources: https://study.com
8	ANIMALS IN THE SEA	By the end of the lesson, pupils should be able to: i) mention some animals that can be found in the sea. ii) Colour the pictures of some animals in the sea among other animals.	i) Pupils as a class mention some animals that can be found in the sea ii) Pupils as a class colour animals in the sea among groups of other animals. ii) Pupils touch and feel toys of sea animals in sensory area. iii. Pictures on trips to the ocean, beach and pictures of animals in the sea are presented to the pupils. iv) Videos of various sea animals are shown to the pupils. v) Pupils in small groups do sea animals decorations in the classroom which can be hung on the classroom walls	Critical thinking and Problem solving. Creativity and Imagination.	Audio-Visual Resources: Video clips, picture charts Web Resources: http://www.google.com
9	ANIMALS ON LAND	By the end of the lesson, pupils should be able to: i) mention some animals on land. ii) identify land animals from various types of animals. iii) colour the land animals from groups of animals.	i) Pupils as a class mention some animals on land . ii) Colour animals on the land from groups of animals. iii) Pupils are shown the pictures of animals in different parts of the world iv) Pupils watch animals videos and songs and sing along. v) Pupils in small groups are presented drawings of land animals, paint and decorate them to be hung on the classroom walls.	- Critical thinking and Problem solving. - Communication and Collaboration - Creativity and Imagination.	Web Resources: https://en.wikipedia.org Audio-Visual Resources: Picture charts, coloured pencils.
10 & 11	REVISION				
12 & 13	EXAMINATION				