



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

PHYSICAL DEVELOPMENT

NURSERY TWO (AGE 4)

FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	REVISION		REVISION		REVISION
2.	HIGH FIVE DANCE GAME	By the end of the lesson, pupils should be able to; -dance and move in a rhythmic coordinated and expressive way;	Activity Pupils in pairs face each other with a dance clap high five, low clap. Pupils demonstrate high five skill while the music plays. When the teacher presses pause, they stop dancing.. When the music plays, they continue dancing until all take turns. -Dancing game explore movement framework.	-Digital literacy -Creativity and imagination -Communication and collaboration. Numeracy benefits Counting practice. Movement benefits Develops target skills, gross motor skills. Eyes and handcoordination to track and receive objects (visual the attention skills) Health Tips The pupils are expected to wash their hands immediately after each activity.	Web links https://www.parenting.com https://www.momjunction.com Instructional material -Open space -Music -Charts -Whistle -Pictures. Flash card
3.	OUTDOOR (sand play).	By the end of the lesson, pupils should be able to: -explore their environment by using sand to play, -identify and differentiate the different types of sands/soil.	Activity Pupils in groups fill different buckets with sands using plastic hand trowel and spade. -Pupils in pairs make sand castles with the use of sand. -pupils add little water to the sand to make moulding interesting. -The instructor monitor the pupils to take turns.	Digital literacy Creativity and imagination Communication and collaboration. Numeracy benefits Counting practice. Movement benefits Develops target skills, gross motor skills. Eyes and handcoordination to track and receive objects (visual attention skills) Health Tips The pupils are expected to wash their hands immediately after each activity.	Web links https://preschooltoolkit.com https://www.mykidstime.com https://www.lemonlimeadventures.com http://pathways.org >sand-play https://www.learning4kids.net.com https://www.pinterest.com Instructional materials sand tray -Sand/ field -Space -Whistle -Charts -Pictures Plastic bottle tops Sand tray -Sand bucket (various sizes) -Water.

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4.	BOUNCE AND CATCH	By the end of the lesson, pupils should be able to: bounce and catch balls to each other.	Activity -Pupils are shared into groups to bounce and catch balls. -Pupils as a class start the game with a small soft balls for an easy catch i.e. small balls to large balls. Special pupils -Pupils with disability are shared into groups to sit while bouncing and catching with their hands.	Digital literacy Creativity and imagination Communication and collaboration. Numeracy benefits Counting practice. Movement benefits Develops target skills, gross motor skills. Eyes and hand coordination to track and receive objects (visual attention skills) Health Tips The pupils are expected to wash their hands immediately after each activity.	Web links https://raisingchildren.net.au https://parental.guidanceguide.com https://active4life.com https://sportz.org.nz www.whattoexpect.com Instructional materials Open space -Soft balls -Charts -Pictures Flash cards
5.	BOWLING	By the end of the lesson, pupils should be able to; -perform bowling activity by throwing an object over a perceived distance.	Activity -Few empty milk cartons or plastic drink bottles are filled with 2cm of sand or gravel. - Carton/ plastics are set up as a bowling target. -Pupils in pairs bowl from a shorter distance to a far distance. The instructor shows the pupils how to perform basic bowling action. Skill developed: throwing	Digital literacy Creativity and imagination Communication and collaboration. Health Tips The pupils are expected to wash their hands immediately after each activity. Movement benefits Develop coordination of arms and body trunk, fine motor control and the ability to "read" from a distance.	Web links teachers">www.scholastic.com>teachers https://education.com may">https://kindercare.com>may https://handsonaswegrow.com bottle">https://haveaballtogether.ca>bottle Instructional material Empty milk cartons Empty plastic drink bottle Sands Gravel whistle Balls -Ribbon -Charts -Pictures.
6.			MID TERM BREAK		MID TERM BREAK
7.	FOLLOW THE LEADER	By the end of the lesson, pupils should be able to;	Activity Pupils lead their peers around, over, through an obstacle on	Leadership and personal development Critical thinking and	Web links https://positivepsychology.com

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		Perform follow the leader activity with their peers.	the playground. The pupils' leaders are encouraged to vary their movement with walking, running, changing direction, stopping and starting.	problem solving -Digital literacy Movement benefits Develops leg coordination, dynamic balance, speed and agility.	extension">https://www.uua.org>extension follow">https://oureverydaylife.com>follow https://kidsspot.com activities">https://extension.psu.>activities Instructional material Open safe place -Pictures -Charts -Whistle music
8.	GALLOPING	By the end of the lesson, pupils should be able to: -master the skills of galloping, -practice galloping by using different fun activities.	Activity -Pupils as a class are shown pictures/ video of different horses galloping. -Pupils practice how to gallop like a horse by placing one footstep forward, and trail foot immediately then, "kick" forward to almost touch the back of the front foot.	Creativity and imagination Digital literacy Collaboration and communication Movement benefits Develops dynamic balancing and rhythm	Web links https://howtoadful.com/galloping https://active4life.com https://healthyfully.com https://www.myactives.com Instructional materials Flash cards -Charts -Pictures -Open spaces -Whistles
9.	BODY PARTS ACTIVITY	By the end of the lesson, pupils should be able to: -perform a match body parts game with their peers, identify their body parts.	Activity Pupils as a class are taught this song, "Head and shoulders, knees and toes". -Pupils touch their body and the movement that goes with each of the words. -Pupils sing the song and perform the movements at fast speed and slow speed. "Song" Head and shoulder knees and toes, knees and toes, eyes, ears, mouth and nose... Pupils perform matching and identify games with their peers.	Creativity and imagination Digital literacy Collaboration and communication Movement benefits Develops dynamic balancing and rhythm	Web links https://learnenglishkids.britishcouncils.com https://matchthememory.com https://learninggamesforkids.com https://www.mes-games.com Instructional materials Small indoor or outdoor space free of obstacles. -Charts -Pictures. Worksheet
10&11.			REVISION		REVISION
12&			EXAMINATIONS		EXAMINATIONS
13.			Evaluation The pupils are evaluated based on activities exposed to on the field of play.		