



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

**SOCIAL HABITS**

**NURSERY TWO (AGE 4)**

**SECOND TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
1	REVISION	REVISION	REVISION	REVISION	REVISION
2	PLACES IN MY HOUSE	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>summarize the meaning of House;</li> <li>explains the differences between a big house and small house;</li> <li>describes the various rooms found in the house and their different purposes.</li> </ul>	<p>The teacher explains to the pupils:</p> <ul style="list-style-type: none"> <li>The meaning of house</li> <li>Various activities in each room</li> <li>Kitchen-Food</li> <li>Bedroom-Sleep</li> <li>Bathroom-Bathing, etc</li> </ul> <ul style="list-style-type: none"> <li>Activity 1</li> </ul> <p>Pupils use cardboard or used carton to make a simple house.</p> <p>Pupils are to describe their various houses (the size, colour)</p> <ul style="list-style-type: none"> <li>Activity 2</li> </ul> <p>Rooms in the house include:</p> <p>Bedroom, Living Room.</p> <p>Family Room, Guest Room, Kitchen, Dining Room, Game Room.</p> <p>Bathroom.</p> <p>-Pupils describe other rooms in their houses and what they are used for.</p>	<ul style="list-style-type: none"> <li>Digital literacy</li> <li>Collaboration and communication</li> <li>Creativity and imagination</li> <li>Cross-curricular link</li> </ul> <p>- Literacy</p>	<p>Weblinks:</p> <p><a href="http://Woodwardenglishyoutube.com">Woodwardenglishyoutube.com</a></p> <p><a href="http://www.Homelyville.com">www.Homelyville.com</a></p> <p><a href="http://www.mvenglishteacher.eu">www.mvenglishteacher.eu</a></p> <p><a href="http://www.merriam-webster.com">www.merriam-webster.com</a></p> <p>Audio - visual resources</p> <p>Charts</p> <p>Pictures</p> <p>Flash cards</p> <p>Video clips</p> <p>posters</p>
3	TRADITIONAL MUSICAL INSTRUMENTS, RULERS AND FESTIVAL	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>identify the various traditional musical instruments.</li> <li>traditional festivals</li> <li>traditional rulers</li> </ul> <p>-Teacher discuss the role of traditional rulers in Nigeria</p>	<p>The teacher lists the major traditional musical instruments</p> <p>traditional leaders in Nigeria</p> <ul style="list-style-type: none"> <li>activity 1</li> </ul> <p>-traditional musical instruments includes:</p> <p>Drums, guitar, sekere</p> <p>Eyo Festival ....</p> <p>New Yam Festival ....</p>	<ul style="list-style-type: none"> <li>Digital literacy</li> <li>Collaboration and communication</li> <li>Creativity and imagination</li> <li>Cross -</li> </ul>	<p>Weblinks:</p> <p><a href="http://www.feltmagnet.com">www.feltmagnet.com</a></p> <p><a href="http://www.leaeningliftup.com">www.leaeningliftup.com</a></p> <p><a href="http://www.jstore.org">www.jstore.org</a></p> <p><a href="http://www.academic-kids.com">www.academic-kids.com</a></p> <p>Audio - visual resources</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		<p>-Pupils are encouraged to organize cultural dance activities to display their cultural heritage</p> <p>-Pupils are guided to mention the names of the traditional rulers in their community</p>	<ul style="list-style-type: none"> <li>• Ojude Oba Festival ...</li> <li>• Egungun Festival ...</li> <li>• Ofala Festival ...</li> </ul> <p>Pupils to bring their native attire</p> <p>-Pupils are guided to present their cultural dance</p> <p>-Mention the head of the town in your locality?</p>	<p>curricular link</p> <p>- Literacy</p> <ul style="list-style-type: none"> <li>• Movement benefits</li> </ul> <p>Gross motor skill.</p>	<p>Charts</p> <p>Pictures</p> <p>Flash cards</p> <p>Video clips</p> <p>posters</p> <p>Pictures of local musical instruments</p> <p>-Cultural wears</p>
4	MY SCHOOL: (PEOPLE IN MY SCHOOL)	<p>By the end of the lesson, Pupils should be able to:</p> <ul style="list-style-type: none"> <li>-discuss schedules or roles of everyone in the school</li> <li>-identify their school staff by name and duty.</li> </ul>	<p>Teacher explains the meaning of staff</p> <ul style="list-style-type: none"> <li>• Activity</li> </ul> <p>Pupils in small groups pay visits to Head teachers, Assistant, Library, school nurse, school bus driver, counselor, etc to familiarize with other people in the school</p> <p>-Pupils are encouraged to mention other teachers in their school apart from their class teacher</p>	<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Collaboration and communication</li> <li>• Creativity and imagination</li> </ul> <p>Cross curricular Literacy: description of places in the school (composition)</p> <ul style="list-style-type: none"> <li>• Movement benefits</li> </ul> <p>Gross motor skill.</p>	<p>Weblinks:</p> <p><a href="http://www.teacherpaysteacher.com">www.teacherpaysteacher.com</a></p> <p><a href="http://www.oprah.com">www.oprah.com</a></p> <p><a href="http://www.kidshealth.org">www.kidshealth.org</a></p> <p>Pictures</p> <p>-Teachers</p> <p>-Pupils</p> <p>-Offices</p>
5	ACTIVITIES IN THE SCHOOL	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>• discuss the activities done in the school.</li> <li>• describe what they enjoy doing in the school.</li> </ul>	<p>Pupils as a class discuss the various activities done in the school.</p> <ul style="list-style-type: none"> <li>• Activity 1</li> </ul> <p>Activities in my school are: Reading, Writing Art and Music class Sport - Outdoor play etc.</p> <ul style="list-style-type: none"> <li>• Activity 2</li> </ul> <p>Pupils are allow to mention activities in the school such as playing, reading, writing, games, singing, etc</p> <p>-Organise debate competition</p>	<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Collaboration and communication</li> <li>• Creativity and imagination</li> </ul> <p>Cross curricular Literacy: description of places in the school (composition)</p> <ul style="list-style-type: none"> <li>• Movement benefits</li> </ul> <p>Gross motor skill.</p>	<p>Weblinks:</p> <p><a href="http://www.raisingchildren.net.au">www.raisingchildren.net.au</a></p> <p><a href="http://www.nap.edu.com">www.nap.edu.com</a></p> <p>Audio - visual resources</p> <p>Charts</p> <p>Pictures</p> <p>Flash cards</p> <p>Video clips</p> <p>posters</p> <p>-Footballs</p>
6	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK
7	PEOPLE IN OUR COUNTRY	<p>By the end of the lesson, pupils should be able to:</p>	<p>-The teacher stimulates pupils curiosity by singing rhymes related to</p>	<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Collaboration</li> </ul>	<p>Weblinks:</p> <p><a href="http://www.legit.ng">www.legit.ng</a></p> <p><a href="http://www.allnigerianfood.com">www.allnigerianfood.com</a></p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		<ul style="list-style-type: none"> <li>x discuss the various ethnic groups in Nigeria</li> <li>x describes their way of life i.e Language they speak, food they eat, way they dress, etc</li> </ul> <p>-Pupils describe the way they dress in the state</p> <p>-Pupils are encouraged to know the name of their native food(s)</p>	<p>culture</p> <ul style="list-style-type: none"> <li>- Pupils in small groups lists the ethnic group in Nigeria. The teacher gives examples of the food from each group</li> <li>x Activity 1</li> <li>-Rhymes that are cultural based</li> <li>-3 major ethnic group in Nigeria: Yoruba Hausa and Igbo</li> <li>Yorubas eat amala, iyan, eba and ewedu, gbegiri, stew, efo riro</li> <li>Hausas eat tuwo shikanfa with groundnut soup (Miyam Geda ), wanke,</li> </ul> <ol style="list-style-type: none"> <li>1. Ibo eats Nkwobi.</li> <li>2. Igbo Bitter Leaf Soup.</li> <li>3. Fufu and Uha Soup.</li> </ol> <ul style="list-style-type: none"> <li>-Pupils to bring their native wears</li> <li>-Native foods (the names)</li> </ul>	<ul style="list-style-type: none"> <li>and communication</li> <li>x Creativity and imagination</li> </ul> <p>Cross curricular Literacy: description of places in the school (composition)</p> <ul style="list-style-type: none"> <li>x Movement benefits</li> <li>Gross motor skill.</li> </ul>	<p>om</p> <p>Audio - visual resources</p> <p>Charts</p> <p>Pictures</p> <p>Flash cards</p> <p>Video clips</p> <p>posters</p> <p>Pictures of different ethnic groups e.g Yoruba, Ibo, Hausa</p>
8	COMMUNITY HELPERS	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>x explains who community helpers are.</li> <li>x mentions various community helpers and their roles.</li> </ul>	<ul style="list-style-type: none"> <li>-pupils are taught meaning of community helpers.</li> <li>Pupils as a class discuss the community helpers in their surroundings.</li> <li>x Activity 1</li> <li>A community helper can be defined as any person who helps with our health and overall well-being.</li> <li>Community helpers include dentists, doctors, construction workers.</li> <li>x Activity 2</li> <li>Discussion: Pupils mention what they will like to become in future.</li> <li>-Mention different ppeople that help us in our community</li> <li>-What are the roles of traditional leader in our community</li> <li>-What are the roles of</li> </ul>	<ul style="list-style-type: none"> <li>x Digital literacy</li> <li>x Collaboration and communication</li> <li>x Creativity and imagination</li> </ul> <p>Cross curricular Literacy: description of places in the school (composition)</p> <ul style="list-style-type: none"> <li>x Movement benefits</li> <li>Gross motor skill.</li> </ul>	<p>Weblinks:</p> <p><a href="http://www.education.com">www.education.com</a></p> <p><a href="http://www.littlesunshine.com">www.littlesunshine.com</a></p> <p><a href="http://www.teach-nology.com">www.teach-nology.com</a></p> <p><a href="http://www.handyhandout.com">www.handyhandout.com</a></p> <p>Audio - visual resources</p> <p>Charts</p> <p>Pictures</p> <p>Flash cards</p> <p>Video clips</p> <p>posters</p>

WKS	TOPICS	LEARNING OBJECTIVES			VALUES
9	VALUES (HONESTY AND TRUSTWORTHINESS)	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>x discuss honesty and trustworthy.</li> <li>x explains what reward is.</li> </ul>	<p>the security agencies in our society.</p> <p>-Pupils should dress in their future profession attire.</p> <p>The teacher explains:  Honesty  Trustworthy  Reward  (In a play way method)  x Activity 1  Honesty is when you speak the truth and act truthfully  Reward: to give something (as money) in appreciation for a service  Trustworthy: something or someone you can believe in.  x Activity 2  -Teacher and pupils role play how to be honest and trustworthy to encourage effective learning and active participation  -Pupils are encouraged to practice these values in their day to day activities</p> <p>Pupils role play on honesty</p>	<ul style="list-style-type: none"> <li>x Digital literacy</li> <li>x Collaboration and communication</li> <li>x Creativity and imagination</li> </ul> <p>Cross curricular  Literacy: description of places in the school (composition)</p> <ul style="list-style-type: none"> <li>x Movement benefits</li> <li>Gross motor skill.</li> </ul>	<p>Weblinks:  <a href="http://talkingtreebooks.com">talkingtreebooks.com</a>  <a href="http://www.yourdictionary.com">www.yourdictionary.com</a>  <a href="http://www.merriam.webster.com">www.merriam.webster.com</a>  <a href="http://www.vocabulary.com">www.vocabulary.com</a></p> <p>Audio - visual resources  Charts  Pictures  Flash cards  Video clips  posters</p>
10-11	REVISION	REVISION	REVISION	REVISION	REVISION
12-13	EXAMINATIONS	EXAMINATIONS	EXAMINATIONS	EXAMINATIONS	EXAMINATIONS