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



AFFECTIVE/PSYCHOSOCIAL DEVELOPMENT AGE: 0 -2 YEARS CRECHE/PLAYGROUP

| s/N | ISSUE | PERFORMANCE | CARING/ LEARNING | | |
|-----|-------------------------------------|---|--|--|--|
| | | PARENT& CAREGIVER | CHILD | MATERIALS | |
| 1. | SOCIAL/ MORAL DEVELOP MENT | i. Encourage interaction between the child and other people. ii. Respond to the child's social behaviour like crying, smiling, cooing, waving. iii. Provide a stimulating peaceful social environment. iv. Reinforce positive behaviour by smiling, nodding, clapping and shaking the hands of the child. | i. Interact with people, including family members, caregivers and peers. ii. Recognize self as male or female. iii. Freely express self. iv. Listen to others. v. Tell stories and take turns. vi. Obey instructions and show simple courtesy. | Soft toys, dolls Picture books Musical instruments Games Story books Radio Television Poetry book Song/rhymes books Films | |

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| 770 | 97 3 2 -3 | Encourage child | Chille Mi. | Calenda |
|-------|-----------|--|------------------------|-------------------------------|
| | 4 | to be respectful, | QUALITY DOM: | rs |
| 34 1 | | obedient and | | • Charts/p |
| 12 | | honest. | | osters |
| | 与拉维和 | v. Stimulate the | JUST AND A | • Video |
| | dirida's | attitude of | | F104 |
| 1 1 | 真成"行"中 | sharing, helping | | Religiou |
| . " | | and cooperation | | s books |
| | Can 1994 | in children. | | • Soft |
| v t | AL PORT | in children. | | balls |
| :" - | 1 1 1 | 17 and | | • Mirror |
| | | | | Mobile |
| 975 | | a programme is | are a committee | toys. |
| | | | Avological Spirit | Home |
| 187 - | | | | corner |
| | W.E | areares | | Nature |
| Q. | | THE TOTAL TOTAL | 14-98 2000 | corner |
| 205 | | in the second of | and the section of the | -Plasticine. |
| 2. | EMOTIO | i.Strengthen | i. Develop | Soft toys |
| | NAL | healthy bonds | positive self | • Dolls |
| - | DEVELOP | between the child | concept. | Drawing |
| 12.3 | MENT | and others. | ii. Show pride in | paper |
| , ' | | | personal | Pictures |
| -414 | P. 1. 1. | ii.Encourage good | belongings. | of |
| . 3 | 198 | relationship | iii. Show | emotion |
| | | between the child | respect for | al |
| | - | and others e.g. | other people's | expressi |
| 27- | 4 7 | carrying, | belongings. | ons |
| j. 19 | P 15 . | cuddling, | iv. Exhibit self | • Songs/st |

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| | hugging. | control and | ory |
|--------------|--|--------------------------|---|
| | the state of the s | confidence. | books |
| - E - E | iii.Respect the | and provided by | Home |
| -3556/1912 | basic rights of the | 1 a | corner |
| erist v | child and | and the second | Nature |
| CYMP CO. | individual. | er of one as a | corner |
| email of the | iv.Discourage | | Picture |
| | anti-social | the second of the second | books |
| 113 404 | behaviours. | aren en le un l | Musical |
| | v.Respond to | Marie Le | instrum |
| | child's emotional | Strate at 18 | ents |
| | cues and | W. In the second | • Clay/ |
| | gestures. | and the last | plasterci |
| | vi.Provide quality | die. "taty | ne |
| | and consistent | | |
| | care. | _ | |
| | vii.Display stable | 9 2 | |
| | emotional | 1 ₁ (80) | |
| | disposition e.g. | _ | |
| | joy, love, fear, | | |
| | anxiety etc. | 1 - 2 | |
| | viii.Provide | | 1 0 1 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |
| | conducive | | 1 |
| | environment for | | |
| | emotional | | |
| | development. | _ 1 | 7 1 12 |
| | ix.Resolve | | 10 E 1 |
| | conflicts among | | |
| _ = | children. | | |

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| | 1 | : Identify solf | | _ |
|--|----------------------|---------------------|---------|----------|
| 3. AWARE | i. Guide the child | i. Identify self as | • | Boys |
| NESS OF | properly to be | a boy or girl | | and |
| SELF | aware of his/her | (Gender). | | girls' |
| 522 | gender e.g. teaching | ii.Sort out | _ G = 0 | clothing |
| | differences in | clothing meant | • | Home |
| | dressing for boys | for girls and | | corners |
| | and girls. | boys. | | Equipme |
| | ii.Help the child | iii.Dress | - | nt |
| Rosa de la composición dela composición de la composición dela composición de la composición de la composición de la com | develop his/her | properly. | | Toys |
| 1 - 2 - 2 | potentials. | | | 1073 |
| 107 - 1 | iii. Initiate plays | | | |
| Neur W | and activities that | in .eng- | | |
| <u> </u> | will promote | | | |
| 54 22 T | personality | Alaraj ativu Holei | | |
| | development. | health size | | |

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CRECHE/PLAYGROUP

| AGE: | 0 | -2 | Y | E | A | R | S |
|------|---|----|---|---|---|---|---|
|------|---|----|---|---|---|---|---|

| s/N | TOPIC | PERFORMANCE | PERFORMANCE OBJECTIVES | | |
|-----|----------------------------|--|------------------------|--|--|
| | | PARENT& CAREGIVER | CHILD | ING MATERIALS | |
| 1. | MENTAL DEVELO- PMENT | i. Stimulate children with table top materials. ii. Encourage the child to interact with people, objects and the environment. iii. Encourage verbal and non- verbal interactions e.g. names of | | Mobile toys Soft toys Picture books Pictures Ball Plates Cups Chairs Tables Non-toxic | |
| | | domestic animals (in the language of the immediate environment). iv. / ouse child's | | counters Water Sand Clay Paper Boxes | |

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| · · · · · · · · · · · · · · · · · · · | i i vent to | are as a second | • | Musical |
|--|-------------------|-----------------------|-------|-----------|
| 1 1 2 2 1 | interest to | Marie Le | | instrum |
| | explore and | | | ents |
| | manipulate | | | |
| | objects and | aron . And | | Clothes |
| | people in the | Control Control | | Shoes |
| Laboration of | environment. | | | Hats |
| | v. Give task that | | • | Calenda |
| | encourage | Article (September 1) | | rs |
| 5 al. 6 | thinking, | | • | Sticks |
| W. *1 | recalling, | | | Stones |
| \$ 10 mg 201 | relationship, | | • | Televisio |
| 1 5 C | sorting and | | | n |
| | problem | | | Flowers |
| 400 | solving. | G Secret Costant | | Story |
| 1301 | vi. Respond | state of the | | books |
| 11.25 89 | promptly to the | Total or free Ville | | Building |
| 2 2 2 50 - | child's cues and | ONE SILVE | | blocks |
| | gestures. | and reporting (| 1. | |
| | vii. Encourage | | • | Beaded |
| | children to | A PARTE OF | - 1 2 | strings |
| | express thoughts | iad gv | • . | Rhymes/ |
| | and feelings. | and the purpose | | song |
| design design | viii. Demonstrate | १८ का त्रिक्ष | | books |
| | concrete | 54,794 (19) | · | Crayon |
| The state of the s | experiences in | taling to sent | • | Pencils |
| 1 1 19510 1952 | numbers, forms, | Continues of the | | Papers |
| Control of the Contro | shapes, colours | tiche m | | Rubber |
| | and letters e.g. | a title in pilo. | 142 | books |
| | colouring, | | ١. | Telepho |
| | 37 | T. T | .# | Corp |

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| $\overline{}$ | | | | | |
|---------------|----------|--------------------|--|---------|----------|
| | | scribbling, | | | ne toys |
| | 3 | sketching of | la de la companya de | • | Radio |
| 1 | 1- | strokes and | action and it. | • | Charts/p |
| | | curves. | fernalista a c | | osters |
| | | ix. Engage in play | - (35) | • | Musical |
| 4 | 4 - 1 | activities with | t pransati | | instrum |
| | | the child e.g. | Section 19 | - | ents |
| | 4 L | role play, | | | Story |
| 9 | | dramatic play. | - TOPPARTOR | at he | books |
| 2. | LANGUAGE | i. Speak and play | i. Listen | | |
| 4 | DEVELOP- | with the child | attentively | . 0 | |
| | MENT | (verbal and non- | when spoken | | |
| | | verbal). | to. | . = | |
| 1. | | ii. Stimulate the | ii. | | |
| 1 | | child with toys | Communicate | AL. | |
| ÷ - | i | and other | with others | 1 | |
| 1.0 | 1.0 | objects to | using words | 1 1 30 | |
| 1. | | develop | and gestures. | - | |
| | | communication | iii. Recite | 1 | |
| | | skills. | rhymes and | | |
| | | iii. Tell stories | songs | | |
| | | and recite | iv. Ask and | | |
| | | rhymes. | answer | 1 | |
| 15.1 | | iv. Read story | questions. | | |
| | W - 1. | books to the | v. Listen and | 43. | |
| Are | | child. | tell stories. | - Paris | |
| | | v. Answer the | vi. Carry out | 2.30 | Edine. |
| | | child's questions. | simple | | |
| | | vi. Group | instructions in | SV 100 | |

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| | children for | the language | | |
|-----|-----------------------------|----------------------|-----|--|
| | games and play | of the | | |
| | e.g. playing ball, | immediate | | |
| | clapping, | environment | | |
| | dancing etc. | e.g. sit, go, | | |
| | vii. Stimulate the | come, yes, no | 4 | |
| 100 | child to respond | etc. | | |
| | to simple | v. d. Semend | | |
| | instructions in | Communicate | | |
| | the language of | in short | | |
| | immediate | meaningful | | |
| | environment. | sentences. | 150 | |
| | viii. Encourage the | adžietera, opina i | | |
| - 1 | child to talk to | Pyot Surface L | | |
| - 1 | others. | DEFFE DATE | | |
| - 1 | ix. Talk about | of Rosaliis 1 | | |
| | events in the | entito I | | |
| | nome, school | anost i ma | | |
| 1 | centre) and the | -10.3 | | |
| ŀ | community e.g. Pirthday, | ardinega gran i da H | | |
| f | estival. | | | |
| | escival. | 1831-H | | |