



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

S/N	ISSUE	PERFORMANCE OBJECTIVES		CARING/ LEARNING MATERIALS
		PARENT & CAREGIVER	CHILD	
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.	<ul style="list-style-type: none"> <li>• Soft toys, dolls</li> <li>• Picture books</li> <li>• Musical instruments</li> <li>• Games</li> <li>• Story books</li> <li>• Radio</li> <li>• Television</li> <li>• Poetry book</li> <li>• Song/rhymes books</li> <li>• Films</li> </ul>

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		Encourage child to be respectful, obedient and honest. v. Stimulate the attitude of sharing, helping and cooperation in children.		<ul style="list-style-type: none"> <li>• Calendars</li> <li>• Charts/posters</li> <li>• Video</li> <li>• Religious books</li> <li>• Soft balls</li> <li>• Mirror</li> <li>• Mobile toys.</li> <li>• Home corner</li> <li>• Nature corner</li> <li>• Plasticine.</li> </ul>
2.	EMOTIONAL DEVELOPMENT	<p>i. Strengthen healthy bonds between the child and others.</p> <p>ii. Encourage good relationship between the child and others e.g. carrying, cuddling,</p>	<p>i. Develop positive self concept.</p> <p>ii. Show pride in personal belongings.</p> <p>iii. Show respect for other people's belongings.</p> <p>iv. Exhibit self</p>	<ul style="list-style-type: none"> <li>• Soft toys</li> <li>• Dolls</li> <li>• Drawing paper</li> <li>• Pictures of emotional expressions</li> <li>• Songs/st</li> </ul>

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		hugging.	control and confidence.	<p>ory books</p> <ul style="list-style-type: none"> <li>• Home corner</li> <li>• Nature corner</li> <li>• Picture books</li> <li>• Musical instruments</li> <li>• Clay/plasterine</li> </ul>
		<p>iii. Respect the basic rights of the child and individual.</p> <p>iv. Discourage anti-social behaviours.</p> <p>v. Respond to child's emotional cues and gestures.</p> <p>vi. Provide quality and consistent care.</p> <p>vii. Display stable emotional disposition e.g. joy, love, fear, anxiety etc.</p> <p>viii. Provide conducive environment for emotional development.</p> <p>ix. Resolve conflicts among children.</p>		



3.	AWARE NESS OF SELF	<p>i. Guide the child properly to be aware of his/her gender e.g. teaching differences in dressing for boys and girls.</p> <p>ii. Help the child develop his/her potentials.</p> <p>iii. Initiate plays and activities that will promote personality development.</p>	<p>i. Identify self as a boy or girl (Gender).</p> <p>ii. Sort out clothing meant for girls and boys.</p> <p>iii. Dress properly.</p>	<ul style="list-style-type: none"> <li>• Boys and girls' clothing</li> <li>• Home corners</li> <li>• Equipment</li> <li>• Toys</li> </ul>
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**COGNITIVE DEVELOPMENT  
CRECHE/PLAYGROUP**

**AGE: 0 -2 YEARS**

S/N	TOPIC	PERFORMANCE OBJECTIVES		CARING/LEARNING MATERIALS
		PARENT & CAREGIVER	CHILD	
1.	MENTAL DEVELOPMENT	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 domestic animals (in the language of the immediate environment). iv. / ouse child's		<ul style="list-style-type: none"> <li>• Mobile toys</li> <li>• Soft toys</li> <li>• Picture books</li> <li>• Pictures</li> <li>• Ball</li> <li>• Plates</li> <li>• Cups</li> <li>• Chairs</li> <li>• Tables</li> <li>• Non-toxic counters</li> <li>• Water</li> <li>• Sand</li> <li>• Clay</li> <li>• Paper</li> <li>• Boxes</li> </ul>

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	interest to explore and manipulate objects and people in the environment. v. Give task that encourage thinking, recalling, relationship, sorting and problem solving. vi. Respond promptly to the child's cues and gestures. vii. Encourage children to express thoughts and feelings. viii. Demonstrate concrete experiences in numbers, forms, shapes, colours and letters e.g. colouring,		<ul style="list-style-type: none"> <li>• Musical instruments</li> <li>• Clothes</li> <li>• Shoes</li> <li>• Hats</li> <li>• Calendars</li> <li>• Sticks</li> <li>• Stones</li> <li>• Television</li> <li>• Flowers</li> <li>• Story books</li> <li>• Building blocks</li> <li>• Beaded strings</li> <li>• Rhymes/song books</li> <li>• Crayon</li> <li>• Pencils</li> <li>• Papers</li> <li>• Rubber books</li> <li>• Telephone</li> </ul>
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		scribbling, sketching of strokes and curves. ix. Engage in play activities with the child e.g. role play, dramatic play.		<ul style="list-style-type: none"> <li>• Toys</li> <li>• Radio</li> <li>• Charts/posters</li> <li>• Musical instruments</li> <li>• Story books</li> </ul>
2.	LANGUAGE DEVELOPMENT	i. Speak and play with the child (verbal and non-verbal). ii. Stimulate the child with toys and other objects to develop communication skills. iii. Tell stories and recite rhymes. iv. Read story books to the child. v. Answer the child's questions. vi. Group	i. Listen attentively when spoken to. ii. Communicate with others using words and gestures. iii. Recite rhymes and songs iv. Ask and answer questions. v. Listen and tell stories. vi. Carry out simple instructions in	

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		<p>children for games and play e.g. playing ball, clapping, dancing etc.</p> <p>vii. Stimulate the child to respond to simple instructions in the language of immediate environment.</p> <p>viii. Encourage the child to talk to others.</p> <p>ix. Talk about events in the home, school (centre) and the community e.g. birthday, festival.</p>	<p>the language of the immediate environment e.g. sit, go, come, yes, no etc.</p> <p>v. Communicate in short meaningful sentences.</p>	
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