



PHYSICAL DEVELOPMENT

NURSERY 1 - AGE 3

1ST TERM

WKS	TOPICS	CONTENTS/ACTIVITIES	LEARNING MATERIALS
1	Child's Personal Data	Encourage the pupils to talk about self.	- Child's personal file. - Birth record. - Development/ Growth charts.
1	Child's Personal Data (Age & Sex)	i. Pupils learn their ages and sex. ii. Encourage the pupils to interact on their age group and sex. iii. Names and ages of pupils to be pasted on classroom bill board	- Personal Data from. - Health Record on blood group. - Health Record on genotype.
3	Child's Personal Data (weight & height)	i. The teacher weighs and records the weight and height of children on a weighing scale and height scale respectively. ii. The pupils use their weight and height to interact as learning activity.	- Height scale. - Weight scale - Tape rule, tape measure. - Immunization card. - Development/ Growth chart.
4	Identification	i. The teacher guides the pupils	- Chart



	<p>of Body parts</p> <p>to identify the various parts of, the body.</p> <p>ii. Explain how to take care of different parts of the body.</p> <p>Activity 1: The pupils shake and wriggle the body parts with the use of fun upbeat music. The pupils start at the top and play their way down i.e. High: Head -: Eyes, Nose, mouth Medium: Neck, shoulder, chest, hand, tummy. Low: Waist, Hips, knees, Ankles, Toes.</p> <p>Activity 2: The pupils stay seated in their circle to watch the Leader/ instructor demonstrating. The leader sings the song "Head and shoulder, knees and toes" and demonstrate the actions</p>	<ul style="list-style-type: none"> - Mirror - Tooth brush - Tooth Paste - Sponge - Water - Bucket - Bowls - Picture - Chart showing parts of the body. - Colouring pictures - Whistle
5	<p>Creative Movement</p> <p>The teacher explains and demonstrates the different</p>	<ul style="list-style-type: none"> - Charts. - Pictures



	exercises	<p>movement made by animals.</p> <p>Activity 1: The pupils are invited to the field of play to move around like different animals, such as</p> <ul style="list-style-type: none"> - Hop like a bunny - Flutter like a butterfly - Bounce like a kangaroo - Sutter like a snake - Stand like a flamingo etc. 	<ul style="list-style-type: none"> - Video clips - Space/ field - Animal flash card - Sport wear - Snickers - Whistle
6	MID TERM BREAK	MID TERM BREAK	
7	Object manipulation (Underhand rolling)	<p>The teacher explains the basic techniques of rolling of ball along the floor without bouncing.</p> <p>Activity:</p> <ul style="list-style-type: none"> - Children or pupils spread out around activity space and sit cross-legged on the floor. - Each child has a foam ball. - Teachers pair up the children. - Partners sit facing each other with legs apart. - Partners roll the ball at each other and catch it with both 	<ul style="list-style-type: none"> - Soft foam ball - Balloon ball - Space/field



		hands.	
8	Object Manipulation (Underhand throwing)	<p>i. The teacher explains the safety rules and demonstrates the different ways of throwing an underhand ball.</p> <p>ii. The teacher reminds the children to stop, look and listen when signaled to e.g. blowing of whistle.</p> <p>Activity: Line up some plastic bottles on a bench or a smooth ground and throw balls to knock them over.</p>	<ul style="list-style-type: none"> - Empty drinks bottle - Soft ball - Whistle - Space/field - Charts.
9	Gross motor Development Skills (Football) kicking	<p>The teacher discusses and demonstrates various gross motor skills such as running, playing football with different parts of the body (kicking)</p> <p>Activity: The teacher sets up two markers to act as the goals. The teacher places a ball a bit far from the goal post. Invite the children to come up and kick the ball into the goal post.</p>	<ul style="list-style-type: none"> - Large softball - Space/field - Whistle - Cones - Markers - Charts - Goal post

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10&11	REVISION	REVISION	
12&13	EXAMINATION	EXAMINATION	

NOTE: PUPILS ARE TO BE EVALUATED INDIVIDUALLY ON THE FIELD OF PLAY BASED ON THE ACTIVITIES EXPOSED TO

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2ND TERM

WKS	TOPICS	CONTENTS/ACTIVITIES	LEARNING MATERIALS
1	REVISION	Revision of 1 st term's work	
2	Child's Growth	i. Discuss and measure the growth of the child. ii. Explain the psychological needs of a growing child.	- Observation checklist. - Growth monitoring chart. - Height chart
3	Child's growth Food	Discuss, monitor and administer foods necessary for growth.	- Measuring tapes - Weighing scale
4	Non-locomotor Movement (Stretching Activities)	The teacher encourages work on skills they need to keep their balance and manipulate their bodies while staying in one place e.g. Bending, twisting, swaying and pulling etc. Activity: The teacher instructs to have	- Space/field - Mats - - whistler - Correct sport kits for stretching.

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		the pupils stand about two feet apart so they can have plenty of space to move and stretch. Ask the pupils to stretch their arms up to the ceiling as far as they can. Others stretch movements include stretching forward, backward and side to side. The pupils reach down and try to touch their toes.	
5	Non-locomotor movement (twisting)	<p>The teacher discusses and demonstrates the different ways of twisting the body. The pupils engage in twisting activities.</p> <p>Activity 1: The teacher demonstrates and instructs the pupils to put their hands out to the side of the body and twist the body back and forth from side to side, then go slowly and hold a stretch on each side.</p> <p>Activity 2: The pupils 'DANCE' around</p>	<ul style="list-style-type: none"> - Space/field - Whistle - Charts - Video clips - Mats



		the corner area and 'FREEZE' like a statue every eight seconds. The pupils start dancing again after freezing for 8 seconds and so on.	
6	MID TERM BREAK	MID TERM BREAK	
7	Manipulative movement (catching the bubbles)	The teacher encourages the pupils to catch bubbles by blowing the bubbles for the pupils. This activity involves walking and running while playing with the bubbles.	<ul style="list-style-type: none"> - A standard soap bubble blowing toy. - Space or field free from danger - Whistle.
8	Manipulative movement (throwing and catching)	<p>The teacher help the pupils practice the skills of throwing and tossing a balloon straight up into the air and catching the balloon.</p> <p>Activity: The pupils play with the balloon by throwing the balloon into the air and catching with the help of their teachers.</p>	<ul style="list-style-type: none"> - A balloon for each child. - Safe play space. - whistle.
9	Locomotor Movement	The teacher encourages the pupils to lay out several	- Safe play/field.

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	(Walking the line activity)	lengths of a rope or washing line along the floor leading to a treasure at the end. Activity: The pupils walk along the rope following its path to reach the treasure. Some children may also be able to walk backward or sideward. The children can also do some tricks along the route e.g. stand on one leg, jump forward etc.	- Several length of skipping rope. - Washing line. - Treasure box. - whistle.
10&11	REVISION	REVISION	
12&13	EXAMINATION	EXAMINATION	

NOTE: Pupils are to be evaluated individually on the field of play based on activities exposed to.

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3RD TERM

WKS	TOPICS	CONTENTS/ACTIVITIES	LEARNING MATERIALS
1	Stages of Physical Development (sand Play)	i. Provides adequate space for free movement of the child. ii. Expose and guide the children to explore the environment e.g. play with sand.	- Sand/field space. - whistle - Charts - Pictures - video clips
2	Stages of Physical Development (Water play)	i. Provide adequate space for free movement of the child. ii. Expose and guide the children to explore the environment e.g. play with sand.	- Water - Bowl - Rain coat overall dress - whistle
3	Stage of Physical Development paper/toys.	i. Provide adequate space for free movement of the child. ii. Children are guided to explore the environment e.g. play with papers/toys.	- Papers - Toys.
4	Management of	i. Stimulate the child on	- Local soft toys.

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	Increased Mobility (Building models)	manipulative activities e.g. Building blocks (lego) ii. Children make use of blocks made of wood or plastic materials to build different structures and models.	- Blocks or wooden - Balls
5	Management of Increase Mobility (Building blocks)	i. Teacher discusses and stimulates the child on manipulative activities e.g. building blocks. ii. Pupils make use of the materials provided to recognize and determine the difference between given shapes and sizes of objects.	- Space/field. - Blocks - Mats - Lego
6	MID TERM BREAK	MID TERM BREAK	
7	Gross Motor Development Skills (Football kicking)	The teacher discusses the various gross motor skills such as running, playing football with different parts of the body (kicking) <u>Activity:</u> The teacher sets up two markers to act as the goals.	- Large soft ball - Space - Whistle

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		Place a ball a bit far from the goal. Invite the pupils to come up and kick the ball into the goal post	
8	Physical Co-ordination Exercises	The teacher interacts with the children and stimulates, participates in simple exercises such as climbing (the use of slides, climber) <u>Activity:</u> The teacher gets the kids moving by playing 'SIMON SAYS' with the following physical activities such as: - shaking of the whole body. - Jumping up and down. - Spinning around in circles etc.	- Slides - Space - whistle
9	Physical Co-ordination Games	i. The teacher exposes the pupils to play activities and monitors their game to ensure non-violence interaction. ii. The pupils play games as instructed by the teacher.	- Space free from danger - Whistle - Sport kits

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		<u>Activity:</u> A game of "fire on the mountain" in this game. One pupil gives command while other pupils run for their lives as they hear the command.	
10&11	REVISION	REVISION	
12&13	EXAMINATION	EXAMINATION	

NOTE: Pupils are to be evaluated individually on the field of play based on the activities exposed to.