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

|             | - II           | : Introduce small letters d    | - Slate            |
|-------------|----------------|--------------------------------|--------------------|
| 5           | Reading and    | i. Introduce small letters d,  | - Colour books     |
|             | Writing Skills | e, f to the child.             |                    |
|             |                | ii. Assist the child to colour | - illustrating     |
| _           | Maraji         | letters d, e, f.               | events.            |
|             | 1851 V         | iii. Guide the child's hand to | - Flash cards.     |
|             | - 0.41 - 0.55  | write letter d, e, f (left to  | - Real objects for |
|             | , ,            | right writing orientation).    | illustration.      |
| 6           | MID TERM       | MID TERM BREAK                 |                    |
|             | BREAK          |                                |                    |
| 7           | Reading and    | i. Introduce small letters g - |                    |
|             | Writing Skills | j to the child                 |                    |
| NO CONTRACT |                | ii. Assist the child to colour |                    |
| COLLEGE     | - Jane         | letters g - j.                 | ne of the second   |
|             | art Bati       | iii. Guide the child's hand to | 198.               |
|             | Standard Co.   | write letters g, h, i and j.   | bude so            |
|             |                | iv. Encourage the child to     | a History          |
|             | 2 517.         | write some scribbles and       | g nith             |
|             | 19-1           | colour.                        |                    |
| 8           | Narrating:     | i. Talk about self, family,    |                    |
|             | Short events   | people and events in the       | -[                 |
| (EASTER)    | di ele         | community e.g. birthday        | 1-1                |
|             | a and the      | parties, naming ceremonies     |                    |
| EXD0        | m : minimu -   | etc.                           |                    |
|             | 100            | ii. Read short story books.    |                    |
| 9           | Matching of    | Introduce activities on        |                    |
| 1           | Letters        | matching letter(s) with        | ebymes 8           |
|             | O'so           | objects/animals in the         | 35703              |
|             |                | environment                    | 1                  |
|             |                |                                |                    |

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

|       |             |             |              | _ |
|-------|-------------|-------------|--------------|---|
|       | - ' ' S (A  | a -         |              | 4 |
|       |             | b -         |              |   |
|       |             | c -         | 1 - 197 - 19 | 9 |
| 10&11 | REVISION    | REVISION    |              |   |
| 12&13 | EXAMINATION | EXAMINATION | <u> </u>     |   |

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



| 5                                  | Reading and<br>Writing Skills                    | i. Introduce small letters d, e, f to the child. ii. Assist the child to colour letters d, e, f. iii. Guide the child's hand to write letter d, e, f (left to right writing orientation).                           | - Slate - Colour books - illustrating events Flash cards Real objects for illustration.  |
|------------------------------------|--|---|--|
| 6                                  | MID TERM<br>BREAK                                | MID TERM BREAK  |  |
| 7<br>(al-<br>comy<br>alpo<br>alpod | Reading and Writing Skills  Typose  Another Sent | i. Introduce small letters g - j to the child ii. Assist the child to colour letters g - j. iii. Guide the child's hand to write letters g, h, i and j. iv. Encourage the child to write some scribbles and colour. | A color of the print of the state of the sta |
| 8 produced a load                  | Narrating:<br>Short events                       | i. Talk about self, family, people and events in the community e.g. birthday parties, naming ceremonies etc. ii. Read short story books.  |  |
| 9                                  | Matching of Letters                              | Introduce activities on matching letter(s) with objects/animals in the environment  | 25myda à   |

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

|       | 11.5        | a -         | * ****** K. [1] |
|-------|-------------|-------------|-----------------|
|       |             | b -         |                 |
|       |             | c -         | al sign on      |
| 10&11 | REVISION    | REVISION    |                 |
| 12&13 | EXAMINATION | EXAMINATION | 2.1.9.1         |

## LAGOS STATE GOVERNMENT, MINISTRY OF EDUCATION FEARLY CHILDHOOD CARE EDUCATION SCHEMES OF WORK



LETTER WORK

NURSERY 2 - AGE 4

2<sup>ND</sup> TERM

| WKS | TOPICS         | CONTENTS/ACTIVITIES                           | LEARNING            |
|-----|----------------|---|---------------------|
|     |                |   | MATERIALS           |
| 1   | REVISION       | Revision of 1st term's work                   | - Pencils           |
| 2   | Reading and    | i. Read and write letter a - j.               | - Musical           |
|     | Writing Skills | ii. Paint letters a → j in primary            | instruments         |
|     | -              | colours e.g. yellow, blue and red.            | - Poetry books      |
|     |                | iii. Match letters a – j with                 | - Games             |
|     |                | objects in the environment.                   | (letters &          |
| 3   | Rhyme          | Recite some rhymes with the                   | word cards)         |
|     |                | children.                                     | - Song/rhymes       |
| 4   | Reading and    | i. Introduce the reading of small             | books               |
|     | Writing Skills | letters k, l , m.                             | - Story books       |
|     |                | iii. Assist the child to colour               | - Picture           |
|     |                | letters k, l , m.                             | books               |
|     |                | iv. Encourage the child to write              | - Charts            |
|     |                | some curves e.g. $\gamma$ , $\zeta$ , $\zeta$ | - Posters           |
| -   | -              | Wal   | - Movable letter of |
| 5   | Narrating      | Talk about some school events                 | alphabet and        |
|     | Short Events   | e.g. a friend's birthday party,               | number              |
| 6   | MID TED.       | school inter-house sport.                     | books/ puzzle.      |
| ٥   | MID TERM       | MID TERM BREAK                                | - Writing           |
| 7   | BREAK          |   | books               |
| '   | Reading and    | i. Introduce the reading of small             | - Paper             |
|     | Writing Skills | letters n, o, p to the child.                 | - Radio             |

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

|              |                     | ii. Guide the child to write letter  | - Tape         |
|--------------|---------------------|--------------------------------------|----------------|
|              |                     | n, o, p (left to right writing       | recorder.      |
|              |                     | orientation).                        | - Television   |
| )k           | WAS !               | iii. Assist the child to colour      | - Chalk        |
| 1 8 1        | The man of the same | letters n, o, p.                     | - Crayons      |
|              | Sare S In           | iv. Encourage child to write some    | - Slate        |
| 1 2          | 1.0                 | curves e.g.                          | - Colour books |
|              |                     | ~ w m                                | - illustrating |
| 8            | Matching of         | i. Introduce activities on           | events.        |
| Sycht        | letters             | matching of letter(s) with           | - Flash cards. |
|              | Inn' .              | objects/animals in the               | - Real objects |
| 0            | (193391) 111        | environment.                         | for            |
| ार्चड)       | שריים כ             | ii. Dictate the writing of the       | illustration.  |
| 3901/1       | Iren co Sur J       | letters to the child.                | -Educational   |
| 9            | Reading and         | i. Introduce the reading of letter   | CD/ tapes on   |
| 2.60         | Writing Skills      | and r                                | alphabets.     |
|              | 14 19 2             | ii. Guide the child to write letters |                |
|              | eVacal sels         | a to r                               |                |
| 1            | (16×1) - 1          | iii. Assist the child to colour      | 1              |
| 8 8          | sko9                | letters a to r                       | Ruszili .      |
| to ratter of | Boroki I            | iv. Encourage the child to write     | grid TVVI y    |
| bas and      | lata in a           | some curves e.g.                     | the off        |
|              | Sept.               |                                      |                |
| i sissun     | Application of the  | ع ا                                  |                |
|              | are Ann             | E IIM Well                           |                |
| 10&11        | REVISION            | REVISION                             | 16 19 7        |
| 12&13        | EXAMINATION         | EXAMINATION                          | un La          |

# LAGOS STATE GOVERNMENT, MINISTRY OF EDUCATION FEARLY CHILDHOOD CARE EDUCATION SCHEMES OF WORK

LETTER WORK

NURSERY 2 - AGE 4

3<sup>RD</sup> TERM

| WKS    | TOPICS   | CONTENTS/ACTIVITIES                     | LEARNING            |
|--------|--|---|---------------------|
|        | ve-  | c- Atland                               | MATERIALS           |
| 1      | REVISION                                       | Revision of 2 <sup>nd</sup> term's work | - Pencils           |
| 2      | Reading and                                    | i. Teacher guides children to           | - Musical           |
|        | Writing Skills                                 | recite a-z.                             | instruments         |
|        | y, test  | ii. Teacher guides children to          | - Poetry books      |
|        | n rod  | identify letters a – h.                 | - Games             |
| 623040 | 101  | iii. Teacher guides children to         | (letters &          |
| 00     | 4-4- III - 1-1-                                | write letters a – h.                    | word cards)         |
| 3      | Rhymes and                                     | i. Recite rhyme with children on        | - Song/rhymes       |
| *1     | Group Play                                     | a-z.                                    | books               |
| .17    | ry chain is                                    | ii. Teacher leads children in a         | - Story books       |
|        | enetto   | short class play e.g. How I             | - Picture           |
|        | 1  | brush my teeth, dress in the            | books               |
|        | tin  | morning etc.                            | - Charts            |
| 4      | Reading and                                    | i. Teacher and children read            | - Posters           |
|        | Writing Skills                                 | letter a – z. s acond y                 | - Movable letter of |
|        | (cont'd)                                       | ii. Teacher guides children to          | alphabets and       |
|        | eget ,   | identify letter i - p.                  | number              |
|        | 10 July 10 10 10 10 10 10 10 10 10 10 10 10 10 | iii. Teacher guides children to         | books/ puzzle.      |
| 5      | Ponding and                                    | write letters i - p.                    | - Writing           |
| ,      | Reading and Writing Skills                     | i. Teacher and children recite          | books               |
|        | (cont'd)                                       | letters a – z MAZ MOTA                  | - Paper             |
| L      | (some a)                                       | ii. Teacher guides children to          | - Radio             |

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

| identify letters - z Tape iii. Pupils are asked to match letters to pictures Televi  MID TERM MID TERM BREAK - Chalk BREAK - Crayo  Two letter i. Introduce vowel with consonant structure a+m = am, and Spell) a+n = an, a+s = as, a+t = at, i+f = if, i+s = is. events. ii. Guide pupils to write through  | sion<br>ns<br>r books<br>ating |
|--|--------------------------------|
| letters to pictures.  MID TERM BREAK  Two letter words I (Sound and Spell)  Introduce vowel with consonant structure a+m = am, a+n = an, a+s = as, a+t = at, i+f = if, i+s = is.  - Televice - Chalk - Crayo - Slate - Colou - illustrative events.  | sion<br>ns<br>r books<br>ating |
| 6 MID TERM BREAK - Chalk BREAK - Crayo  7 Two letter i. Introduce vowel with consonant structure a+m = am, a+n = an, a+s = as, a+t = at, i+f = if, i+s = is.   | ns<br>Ir books<br>ating        |
| BREAK  Two letter words I (Sound and Spell)  i. Introduce vowel with consonant structure a+m = am, a+n = an, a+s = as, a+t = at, i+f = if, i+s = is.   | ns<br>Ir books<br>Pating       |
| 7 Two letter words I (Sound and Spell)  i. Introduce vowel with consonant structure a+m = am, a+n = an, a+s = as, a+t = at, i+f = if, i+s = is.  i. Introduce vowel with consonant structure a+m = am, iilustructure a+m = at, iiilustructure a+m = at | r books<br>ating               |
| words I (Sound and Spell) consonant structure a+m = am, a+s = as, a+t = at, i+f = if, i+s = is Colou - illustrative events.  | ating                          |
| and Spell) $a+n=an,\ a+s=as,\ a+t=at, \\ i+f=if,\ i+s=is. $ events.  | ating                          |
| i+f = if, i+s = is. events.  | _                              |
| 1,7,10   |                                |
| ii. Guide punils to write through   - Flash  | 1                              |
| ii. Guide pupils to write tillough   Trush   | cards.                         |
| tracing of two letter words or - Real o  | bjects                         |
| any other simple means. for  |                                |
| iii. Form simple sentences with illustrat  | ion.                           |
| only two letter wordsEducat  | ional                          |
| 8 Rhymes and i. Use relevant and appropriate CD/ tap   |                                |
| Songs rhymes and songs. alphabe  | ets.                           |
| ii. Ensure pupils are actively   |                                |
| involved. They may come up   |                                |
| with songs and rhymes on their   |                                |
| own.   |                                |
| 9 Two letter i. Generate more two letters  |                                |
| words II (sound words.   |                                |
| and spell) ii. Guide pupils to sound and   |                                |
| spell them.  |                                |
| iii. Form short sentences of two   |                                |
| letters words.   |                                |
| iv. Guide pupils to identify   |                                |
| rhyme patterns.  |                                |

| 10&11 | REVISION    | REVISION    |
|-------|-------------|-------------|
| 12&13 | EXAMINATION | EXAMINATION |