

NIGERIA NEW EDUCATION CURRICULUM, 2025

COMPLETE SCHEME *of* WORK

PRENURSERY

NURSERY

PRIMARY

**Updated
with the new
FG/NERDC
Curriculum**

**NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL
(NERDC)**

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INTRODUCTION

Welcome to Your Comprehensive Scheme of Work Resource

About This Ebook

Welcome to this comprehensive collection of Schemes of Work for Pre-primary and Primary education, covering the complete educational journey from Prenursery through Primary 6 (ages 2-12 years). This resource provides detailed, term-by-term curriculum guidance for all essential subjects across all class levels.

Official Curriculum Alignment

This Scheme of Work is fully aligned with Nigerian educational authorities:

FOR PRIMARY EDUCATION (Primary 1-6): Completely aligned with the **Nigerian Educational Research and Development Council (NERDC)** - the Federal Government's curriculum authority - ensuring full compliance with national standards, learning objectives, and assessment frameworks.

FOR EARLY CHILDHOOD EDUCATION (Prenursery - Nursery 3): Fully aligned with the **National Association of Proprietors of Private Schools (NAPPS)** curriculum framework, meeting recognized standards for quality pre-primary education.

This dual alignment ensures regulatory compliance, quality assurance, and confidence for administrators, teachers, parents, and educational authorities.

Coverage

PRE-PRIMARY (NAPPS-Aligned): Prenursery, Nursery 1, 2, 3

PRIMARY (NERDC-Aligned): Primary 1-6

ALL ESSENTIAL SUBJECTS

The 13-Week Structure

Each term follows this proven format:

- **Weeks 1-4:** New content introduction
- **Week 5:** Mid-term Assessment
- **Week 6:** Mid-term Break
- **Weeks 7-10:** Advanced content
- **Week 11:** Comprehensive Revision

- **Week 12:** End of Term Examination
- **Week 13:** Closing & Awards

Key Features

- ✓ **Officially Compliant** - Meets NERDC and NAPPS standards
- ✓ **Age-Appropriate** - Content matched to developmental stages
- ✓ **Comprehensive** - Complete curriculum coverage
- ✓ **Detailed** - Week-by-week guidance with full content breakdown
- ✓ **Progressive** - Logical skill building from simple to complex
- ✓ **Practical** - Ready for immediate classroom implementation
- ✓ **Holistic** - Academic, social, emotional, physical, and moral development
- ✓ **Flexible** - Adaptable while maintaining curriculum requirements

Getting Started

1. Select your class level
2. Review the complete term structure
3. Prepare necessary resources
4. Implement with confidence knowing you are meeting all official requirements
5. Track progress against national standards
6. Celebrate achievements

Our Commitment

These schemes represent a commitment to both **educational excellence** and **full regulatory compliance**. Every topic has been carefully planned to ensure children receive quality education while schools meet all NERDC (Primary) and NAPPS (Early Childhood) requirements.

From Prenursery to Primary 6, this ebook provides structured guidance that transforms classrooms while satisfying regulatory standards.

Welcome to structured excellence in education—where quality meets compliance!

Fully aligned with NERDC (Nigerian Educational Research and Development Council) for Primary and NAPPS (National Association of Proprietors of Private Schools) for Early Childhood Education.

Ready to begin? Turn the page and let's start with Prenursery!

PRENURSERY SCHEME OF WORK

1. Health Habits
2. Handwriting
3. Literacy
4. Numeracy
5. Pre Science
6. Social Habits

PRE-NURSERY

HEALTH HABITS SCHEME OF WORK

FIRST TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	Introduction to Our Body	i. Teacher uses songs and rhymes to introduce body parts. ii. Teacher points to and names body parts (head, hands, legs, face, body). iii. Teacher uses charts and pictures to show the body. iv. Teacher guides pupils to touch and identify their own body parts. v. Teacher shows pictures of clean, healthy children.	i. Pupils sing body parts songs. ii. Pupils point to their body parts. iii. Pupils touch their body parts when named. iv. Pupils look at pictures of children. v. Pupils say "body" with teacher.	Charts Pictures Dolls Mirrors Body parts poster Video clips
2	Care of the Skin I - Bathing Regularly	i. Teacher uses charts and video clips to explain bathing in simple terms. ii. Teacher demonstrates bathing using a doll with water, soap, and sponge. iii. Teacher sings bathing songs ("This is the way we wash our body"). iv. Teacher emphasizes bathing every day. v. Teacher shows pictures of children taking baths.	i. Pupils watch bathing demonstration. ii. Pupils sing bathing songs. iii. Pupils mime washing their body. iv. Pupils identify water, soap, and sponge. v. Pupils practice with dolls.	Doll Basin Water Soap Sponge Towel Charts Pictures Video clips
3	Care of the Skin II	i. Teacher demonstrates drying	i. Pupils mime drying their body.	Towel Body cream

	- Applying Body Cream	body with towel after bathing using a doll. ii. Teacher shows how to apply body cream and hair cream. iii. Teacher lets pupils touch and smell body cream. iv. Teacher emphasizes applying cream after bathing. v. Teacher shows pictures of children applying cream.	ii. Pupils pretend to apply body cream. iii. Pupils touch body cream containers. iv. Pupils identify towel and cream. v. Pupils practice on dolls.	Hair cream Lotion Charts Pictures Dolls Video clips
4	Care of the Skin III - Materials Used	i. Teacher identifies and displays materials used for skin care (soap, sponge, towel, body cream, hair cream). ii. Teacher names each material clearly and repeatedly. iii. Teacher demonstrates use of each material. iv. Teacher guides pupils to identify materials. v. Teacher plays identification games with materials.	i. Pupils identify materials used to take care of the skin. ii. Pupils point to each material when named. iii. Pupils touch and hold materials safely. iv. Pupils match materials to their uses. v. Pupils participate in "Find the..." games.	Soap Sponge Towel Body cream Hair cream Charts Pictures Sorting baskets
5	MIDTERM EXAMINATION	Assessment through observation: Teacher observes pupils' ability to identify body parts, skin care materials, and demonstrate simple bathing actions	Pupils demonstrate simple hygiene actions, identify materials, and participate in assessment activities	Assessment sheets All materials for demonstration
6	MIDTERM BREAK	Rest and relaxation period	Rest and relaxation	-
7	Care of the Mouth	i. Teacher uses charts and large teeth model	i. Pupils point to their mouth and	Large teeth model

	and Teeth I - Introduction	to introduce teeth and mouth. ii. Teacher lets pupils look at their teeth in mirrors. iii. Teacher sings teeth songs ("Brush, brush, brush your teeth"). iv. Teacher shows pictures of healthy teeth vs unhealthy teeth. v. Teacher explains teeth help us eat food.	teeth. ii. Pupils look at teeth in mirrors. iii. Pupils sing teeth songs. iv. Pupils identify healthy teeth in pictures. v. Pupils mime chewing food.	Mirrors Charts Pictures Video clips Posters
8	Care of the Mouth and Teeth II - Brushing Twice Daily	i. Teacher demonstrates brushing teeth using large teeth model and toothbrush. ii. Teacher emphasizes brushing in the morning and at night. iii. Teacher acts out morning and bedtime brushing routine. iv. Teacher uses pictures showing "morning" (sun) and "night" (moon). v. Teacher guides pupils to mime brushing.	i. Pupils watch brushing demonstration. ii. Pupils identify morning and night pictures. iii. Pupils mime brushing teeth. iv. Pupils count "one, two" for twice daily. v. Pupils sing brushing song with actions.	Large teeth model Toothbrush Charts Sun/moon pictures Video clips Sequence cards
9	Care of the Mouth and Teeth III - Using Mouthwash	i. Teacher shows mouthwash bottle and explains its use in very simple terms. ii. Teacher demonstrates rinsing mouth with water (mouthwash practice should be supervised by parents). iii. Teacher shows pictures of clean	i. Pupils identify mouthwash bottle. ii. Pupils mime rinsing their mouth. iii. Pupils practice spitting actions (without liquid). iv. Pupils understand to ask parents for help. v. Pupils participate	Mouthwash bottle (for display) Cup Water Charts Pictures Video clips

		mouth. iv. Teacher emphasizes asking parents for help with mouthwash. v. Teacher practices rinsing and spitting actions.	in mouth care routine.	
10	Care of the Mouth and Teeth IV - Materials Used	i. Teacher identifies and displays all mouth care materials (toothbrush, toothpaste, mouthwash, cup). ii. Teacher names each material clearly. iii. Teacher demonstrates complete mouth care routine. iv. Teacher guides pupils to identify each material. v. Teacher plays matching games with materials.	i. Pupils identify materials needed to take care of mouth and teeth. ii. Pupils point to materials when named. iii. Pupils demonstrate complete brushing routine. iv. Pupils match materials to pictures. v. Pupils sort dental care items.	Toothbrush Toothpaste Mouthwash Cup Charts Pictures Toy dental sets
11	REVISION	Teacher reviews all first term topics using songs, games, and demonstrations. Reviews body parts, skin care (bathing, cream, materials), and mouth care (brushing, materials).	Pupils sing health songs, demonstrate bathing and brushing actions, identify all materials learned, participate in review games.	All materials from weeks 1-10 Charts Pictures Games
12	EXAMINATION	End of term assessment through observation and demonstration of all hygiene practices learned	Pupils demonstrate skin care and mouth care routines, identify all materials, show understanding through actions	Assessment materials All demonstration items

13	CLOSING	Teacher distributes progress reports, gives praise and encouragement, assigns simple holiday practice (brush teeth, take bath daily)	Pupils receive reports, simple awards/stickers for participation, celebrate their learning	Reports Certificates Stickers Treats

PRE-NURSERY HEALTH HABITS SCHEME OF WORK

SECOND TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	REVISION - First Term	i. Teacher revises first term work using songs and demonstrations. ii. Teacher reviews body parts, skin care, and mouth care. iii. Teacher uses quick demonstrations with dolls. iv. Teacher assesses retention through simple questions and actions.	i. Pupils participate in revision activities. ii. Pupils sing familiar health songs. iii. Pupils demonstrate bathing and brushing. iv. Pupils identify materials from first term.	All previous materials Charts Pictures Dolls Video clips
2	The Environment - Introduction	i. Teacher explains "environment" as "the place around us" in very simple terms. ii. Teacher points to things in the classroom environment. iii. Teacher takes pupils on a simple tour of school environment. iv. Teacher uses pictures of different environments (home, school, playground). v. Teacher introduces "clean" and "dirty" concepts with pictures.	i. Pupils look around their classroom. ii. Pupils point to things in their environment. iii. Pupils walk around and observe. iv. Pupils identify pictures of different places. v. Pupils begin to understand clean vs dirty.	Pictures of environments Charts Posters Real classroom Video clips
3	Clean Environment vs Dirty Environment	i. Teacher shows clear pictures of clean environments and dirty environments.	i. Pupils look at pictures carefully. ii. Pupils say "clean" or "dirty" with	Pictures Flashcards Video clips Happy/sad

		ii. Teacher uses "clean" and "dirty" flashcards. iii. Teacher shows video clips of clean and dirty places. iv. Teacher guides pupils to say "clean" or "dirty" for each picture. v. Teacher uses happy face for clean, sad face for dirty.	guidance. iii. Pupils point to clean environments. iv. Pupils point to dirty environments. v. Pupils make happy/sad faces accordingly.	face cards Charts Posters
4	Clean Environment I - Things Found	i. Teacher uses charts and pictures to show things in clean environments (organized toys, clean floors, neat tables, flowers, trash in bins). ii. Teacher points out clean things in the classroom. iii. Teacher shows pictures of clean homes, schools, and playgrounds. iv. Teacher emphasizes "everything in its place." v. Teacher lets pupils identify clean things.	i. Pupils list simple things found in clean environment (with guidance). ii. Pupils point to clean areas in classroom. iii. Pupils identify organized vs messy pictures. iv. Pupils clap for clean environments. v. Pupils touch clean, neat objects.	Charts Pictures Video clips Classroom items Posters Clean environment photos
5	MIDTERM EXAMINATION	Assessment through observation: Teacher assesses pupils' understanding of clean vs dirty environments and identification of clean things	Pupils identify clean and dirty pictures, demonstrate understanding of environment concepts	Assessment materials Pictures Charts
6	MIDTERM	Rest and relaxation	Rest and relaxation	-

	BREAK	period		
7	Clean Environment II - How to Make Environment Clean	i. Teacher demonstrates picking up toys and putting them in boxes. ii. Teacher shows how to put trash in waste bins. iii. Teacher demonstrates simple sweeping with toy broom. iv. Teacher shows pictures of children cleaning up. v. Teacher involves pupils in classroom cleanup activity.	i. Pupils watch cleaning demonstrations. ii. Pupils pick up toys and put them away. iii. Pupils put trash in bins. iv. Pupils practice with toy cleaning tools. v. Pupils help clean classroom with guidance.	Toy broom Dustpan Waste bin Toys Cleaning cloths Pictures Charts
8	Clean Environment III - Materials Used	i. Teacher identifies and displays cleaning materials (broom, dustpan, waste bin, duster, cleaning cloth). ii. Teacher names each material clearly and repeatedly. iii. Teacher demonstrates safe use of each material. iv. Teacher emphasizes putting things in the waste bin. v. Teacher guides pupils to identify materials.	i. Pupils identify materials needed to keep environment clean. ii. Pupils point to each material when named. iii. Pupils touch and hold cleaning tools safely. iv. Pupils mime sweeping and cleaning actions. v. Pupils practice putting things away.	Broom Dustpan Waste bin Duster Cleaning cloth Charts Pictures
9	Dirty Environment - Things Found	i. Teacher shows pictures of dirty environments (trash on floor, scattered toys, dirty surfaces, messy areas). ii. Teacher uses	i. Pupils identify things found in dirty environments (with guidance). ii. Pupils point to messy/dirty pictures. iii. Pupils make sad	Pictures of dirty places Charts Video clips Sad face cards Posters

		sad/unhappy faces to show dirty is not good. iii. Teacher shows real examples of messy areas (safely controlled). iv. Teacher guides pupils to identify dirty things. v. Teacher emphasizes we should not make places dirty.	faces for dirty places. iv. Pupils shake heads "no" for dirty environments. v. Pupils understand dirty is not good.	
10	Dirty Environment - How to Make it Clean	i. Teacher demonstrates transforming dirty area to clean area. ii. Teacher shows before and after pictures. iii. Teacher involves pupils in cleaning messy corner of classroom. iv. Teacher demonstrates complete cleanup process step by step. v. Teacher praises pupils for making environment clean.	i. Pupils watch transformation demonstration. ii. Pupils identify before and after pictures. iii. Pupils participate in cleanup activity. iv. Pupils pick up scattered items. v. Pupils understand making dirty places clean.	Before/after pictures Cleaning materials Messy items to clean Charts Waste bin
11	REVISION	Teacher reviews all second term topics: environment concepts, clean vs dirty, things in clean/dirty environments, cleaning materials and methods.	Pupils demonstrate understanding of clean and dirty environments, identify cleaning materials, participate in cleanup activities, sing environment songs.	All materials from second term Charts Pictures Cleaning tools
12	EXAMINATION	End of term assessment of	Pupils identify clean and dirty	Assessment materials

		environment awareness and cleaning practices	environments, demonstrate cleaning actions, identify materials used for cleaning	Pictures Cleaning tools
13	CLOSING	Distribution of reports, feedback, encouragement to keep environments clean during holidays	Pupils receive reports, recognition for participation, celebrate environmental awareness	Reports Certificates Stickers

PRE-NURSERY HEALTH HABITS SCHEME OF WORK

THIRD TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	REVISION - Previous Terms	i. Teacher comprehensively revises first and second term topics. ii. Teacher uses songs, games, and demonstrations. iii. Teacher reviews skin care, mouth care, and environment. iv. Teacher assesses retention and reinforces key concepts.	i. Pupils participate actively in revision. ii. Pupils demonstrate all hygiene practices learned. iii. Pupils identify materials from previous terms. iv. Pupils show understanding of clean environment.	All previous materials Charts Pictures Videos Dolls
2	Clean and Dirty Environments - Causes of Dirty Environment	i. Teacher shows pictures of actions that make environment dirty (throwing trash on floor, spilling things, not putting toys away). ii. Teacher demonstrates "wrong" actions and says "No, no." iii. Teacher shows video clips of littering and messiness. iv. Teacher explains these cause dirty environment in simple terms. v. Teacher emphasizes not doing these things.	i. Pupils identify actions that make places dirty. ii. Pupils shake heads "no" for bad actions. iii. Pupils understand throwing trash is wrong. iv. Pupils recognize causes of mess. v. Pupils say "no" to dirty actions.	Pictures Video clips Charts Before/after photos Posters
3	Clean and Dirty Environments -	i. Teacher shows effects of dirty	i. Pupils identify happy children in	Pictures Charts

	Effects and Importance	environment (flies, bad smell, sickness, ugly places) using pictures. ii. Teacher shows importance of clean environment (healthy, beautiful, happy, safe) using pictures. iii. Teacher uses happy children in clean places vs sad faces in dirty places. iv. Teacher emphasizes clean is good, dirty is bad in very simple terms. v. Teacher praises clean habits.	clean places. ii. Pupils understand clean environment is good. iii. Pupils make happy faces for clean places. iv. Pupils understand dirty can make us sick. v. Pupils prefer clean environments.	Happy/sad faces Video clips Posters Health images
4	Personal Hygiene - Meaning and Importance	i. Teacher explains "personal hygiene" as "keeping our body clean" in very simple terms. ii. Teacher shows pictures of clean, well-groomed children. iii. Teacher reviews all hygiene practices learned (bathing, brushing teeth, clean clothes). iv. Teacher emphasizes importance (healthy, look good, feel good, no germs). v. Teacher uses songs about being clean.	i. Pupils understand personal hygiene means clean body. ii. Pupils identify clean, neat children in pictures. iii. Pupils list hygiene practices with guidance. iv. Pupils understand being clean is important. v. Pupils sing cleanliness songs.	Pictures of groomed children Charts Video clips Posters Dolls
5	MIDTERM EXAMINATION	Assessment of understanding of causes/effects of dirty environment and personal hygiene	Pupils demonstrate understanding of environmental concepts and personal hygiene	Assessment materials Pictures Charts

		concepts	importance	
6	MIDTERM BREAK	Rest and relaxation period	Rest and relaxation	-
7	Personal Hygiene - How to Maintain Good Personal Hygiene	i. Teacher demonstrates complete daily hygiene routine (wake up, wash face, brush teeth, bathe, wear clean clothes, comb hair, wash hands). ii. Teacher uses picture sequence cards showing daily routine. iii. Teacher involves pupils in role-play of hygiene routine. iv. Teacher emphasizes doing these things every day. v. Teacher reviews all hygiene materials.	i. Pupils watch complete hygiene demonstration. ii. Pupils arrange sequence cards with help. iii. Pupils role-play daily hygiene routine. iv. Pupils mime all hygiene actions. v. Pupils demonstrate good personal hygiene.	Sequence cards All hygiene materials Dolls Pictures Charts Video clips
8	Good Health - Meaning	i. Teacher explains "good health" as "feeling strong and well" in simple terms. ii. Teacher shows pictures of healthy, active children vs sick children. iii. Teacher asks pupils to show strong arms/muscles. iv. Teacher uses happy, energetic actions to show good health. v. Teacher emphasizes being healthy is wonderful.	i. Pupils understand good health means feeling well. ii. Pupils identify healthy children in pictures. iii. Pupils show their strong arms/muscles. iv. Pupils jump, run (safely) to show they are healthy. v. Pupils make happy faces for good health.	Pictures of healthy children Charts Video clips Posters
9	Good Health -	i. Teacher shows pictures of good,	i. Pupils identify good, healthy foods.	Pictures of healthy foods

	Good Food	nutritious food (fruits, vegetables, rice, beans, fish, eggs, milk). ii. Teacher explains good food makes us strong and healthy. iii. Teacher shows clean food vs dirty food. iv. Teacher lets pupils identify healthy foods. v. Teacher emphasizes eating good food every day.	ii. Pupils point to fruits and vegetables. iii. Pupils understand good food helps us grow. iv. Pupils mime eating good food. v. Pupils choose healthy food pictures.	Toy foods Real fruits (for display) Charts Posters
10	Good Health - Body Exercise and Rest	i. Teacher demonstrates simple exercises (stretching, jumping, running in place, dancing). ii. Teacher shows pictures of children playing and exercising. iii. Teacher explains exercise makes us strong. iv. Teacher demonstrates resting and sleeping. v. Teacher explains we need sleep to be healthy and strong. vi. Teacher shows pictures of children sleeping peacefully.	i. Pupils participate in simple exercises. ii. Pupils stretch, jump, and move safely. iii. Pupils understand exercise is good for body. iv. Pupils mime sleeping and resting. v. Pupils understand we need rest/sleep. vi. Pupils enjoy movement activities.	Exercise mat Pictures of exercise Pictures of sleeping children Music Charts Pillows (for rest demonstration)
11	REVISION - Comprehensive Year Review	Teacher comprehensively reviews ALL health habits from three terms: skin care, mouth care, environment (clean/dirty), personal	Pupils demonstrate complete understanding of all health habits learned throughout the year. Pupils perform all hygiene actions, identify all	ALL materials from entire year Charts Pictures Videos All demonstration items

		hygiene, good health (food, exercise, rest). Uses games, songs, demonstrations, and activities.	materials, show awareness of clean environment, demonstrate exercises.	Games
12	EXAMINATION	End of year comprehensive assessment of all health habits knowledge and practices	Pupils demonstrate complete hygiene routine, identify all materials, show understanding of clean environment, participate in health activities	Assessment materials All demonstration items Pictures Charts
13	CLOSING	End of year celebration, distribution of reports and awards, recognition of hygiene champions, preparation for Nursery 1, encouragement to continue good health habits	Pupils receive reports, certificates, awards for participation and achievement, celebrate their health habits learning journey, prepare for next level	Reports Certificates Awards Treats Celebration items Photos

HANDWRITING SCHEME OF WORK

FIRST TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	Introduction to Writing Tools and Pencil Grip	i. Teacher introduces writing tools (crayons, large pencils, markers). ii. Teacher demonstrates proper pencil/crayon grip (tripod grip). iii. Teacher shows how to hold crayons with three fingers. iv. Teacher demonstrates making marks on paper. v. Teacher guides each pupil's hand to hold crayon correctly. vi. Teacher uses songs about holding crayons.	i. Pupils hold crayons and large pencils. ii. Pupils practice gripping with guidance. iii. Pupils make free marks on paper. iv. Pupils scribble freely to develop hand control. v. Pupils explore different writing tools. vi. Pupils enjoy making marks.	Large crayons Jumbo pencils Markers Large paper Pencil grips Charts showing grip Coloring sheets
2	Free Scribbling and Hand Control	i. Teacher provides large paper for free scribbling. ii. Teacher demonstrates circular scribbles, back-and-forth scribbles. iii. Teacher encourages pupils to make big movements with arms. iv. Teacher praises all scribbling attempts. v. Teacher uses music to make scribbling fun. vi. Teacher displays pupils' scribbles.	i. Pupils scribble freely on large paper. ii. Pupils make circular movements. iii. Pupils make back-and-forth movements. iv. Pupils develop hand-eye coordination. v. Pupils gain confidence in mark-making. vi. Pupils enjoy the process.	Large paper sheets Large crayons Markers Chart paper Music Display board
3	Tracing Straight Lines - Vertical and Horizontal	i. Teacher demonstrates drawing straight lines (up-down, left-right) in the air. ii. Teacher uses dotted line worksheets for	i. Pupils trace vertical lines (up and down). ii. Pupils trace horizontal lines (side to side). iii. Pupils follow dotted lines with	Dotted line worksheets Large crayons Pencils Rulers (for demo)

		tracing. iii. Teacher guides pupils' hands to trace lines. iv. Teacher shows tracing from one point to another. v. Teacher uses songs: "Up and down, up and down." vi. Teacher provides hand-over-hand support.	finger first. iv. Pupils trace with crayons/pencils. v. Pupils practice line control. vi. Pupils build confidence.	Charts with lines Tracing paper
4	Tracing Slanting Lines I	i. Teacher introduces slanting lines (diagonal) using demonstrations. ii. Teacher draws slanting lines in the air and on board. iii. Teacher shows how rain falls "slant" using pictures. iv. Teacher provides dotted slanting line worksheets. v. Teacher guides pupils to trace from top to bottom. vi. Teacher uses visual cues (arrows).	i. Pupils watch slanting line demonstrations. ii. Pupils trace slanting lines in the air. iii. Pupils identify slanting objects (slides, roofs). iv. Pupils trace dotted slanting lines. v. Pupils practice diagonal movements. vi. Pupils follow directional arrows.	Dotted line worksheets Pictures of slanting objects Large crayons Charts Arrow markers Slanted line cards
5	MIDTERM EXAMINATION	Assessment through observation: Teacher observes pencil grip, ability to make marks, trace simple straight and slanting lines	Pupils demonstrate pencil grip, scribble, trace vertical, horizontal, and slanting lines with guidance	Assessment sheets Crayons Tracing worksheets
6	MIDTERM BREAK	Rest and relaxation period	Rest and relaxation	-
7	Tracing Slanting Lines II	i. Teacher continues with slanting line practice using different directions. ii. Teacher introduces slanting lines going left and right (/ and).	i. Pupils trace slanting lines in both directions. ii. Pupils practice different slant patterns. iii. Pupils trace	Slanting line worksheets Pattern cards Large crayons Pictures

		iii. Teacher demonstrates making "mountains" and "valleys." iv. Teacher provides varied slanting line patterns. v. Teacher uses hand-over-hand guidance. vi. Teacher connects to real objects (roof, slide).	"zigzag" patterns (simple). iv. Pupils develop directional control. v. Pupils gain muscle control. vi. Pupils connect to real-world examples.	Charts Zigzag patterns
8	Tracing Slanting Lines III	i. Teacher reinforces slanting lines through repetitive practice. ii. Teacher introduces crossing slanting lines (X shape). iii. Teacher shows how two slanting lines can cross. iv. Teacher provides simple crossing line patterns. v. Teacher uses games: "Make an X." vi. Teacher emphasizes control and accuracy.	i. Pupils trace slanting lines independently. ii. Pupils practice crossing lines (X). iii. Pupils develop better control. iv. Pupils trace with less guidance. v. Pupils gain confidence. vi. Pupils enjoy creating patterns.	Crossing line worksheets X-pattern cards Large crayons Dotted worksheets Charts Stickers for rewards
9	Lines in Double Formation I	i. Teacher introduces parallel lines (two lines side by side). ii. Teacher demonstrates drawing "railway tracks." iii. Teacher shows double vertical lines, double horizontal lines. iv. Teacher provides double line tracing worksheets. v. Teacher emphasizes keeping lines apart and straight. vi. Teacher uses train/track imagery.	i. Pupils observe double line demonstrations. ii. Pupils trace double vertical lines. iii. Pupils trace double horizontal lines. iv. Pupils understand "two lines together." v. Pupils practice spacing control. vi. Pupils relate to train tracks.	Double line worksheets Railway track pictures Large crayons Parallel line charts Train images

10	Lines in Double Formation II	i. Teacher continues double line practice with varied orientations. ii. Teacher introduces double slanting lines. iii. Teacher shows double lines making simple patterns. iv. Teacher provides graduated difficulty worksheets. v. Teacher gives individual support. vi. Teacher celebrates progress.	i. Pupils trace double lines in various directions. ii. Pupils practice double slanting lines. iii. Pupils create simple double line patterns. iv. Pupils improve hand control. v. Pupils work with increasing independence. vi. Pupils feel accomplished.	Advanced double line sheets Pattern cards Large crayons Pencils Progress charts Reward stickers
11	REVISION	Teacher reviews all first term topics: pencil grip, straight lines (vertical, horizontal), slanting lines, lines in double formation. Uses games, tracing activities, and demonstrations.	Pupils demonstrate pencil grip, trace all types of lines learned, participate in tracing games, show improvement in hand control and confidence.	All worksheets from term Crayons Pencils Charts Games Stickers
12	EXAMINATION	End of term assessment: Teacher assesses pencil grip, ability to trace various lines (straight, slanting, double), hand control, and confidence	Pupils demonstrate all tracing skills learned, show pencil grip, trace lines with appropriate control	Assessment worksheets Crayons Pencils Observation checklist
13	CLOSING	Teacher distributes progress reports, displays pupils' work, gives encouragement and praise, assigns simple holiday practice (scribbling, coloring)	Pupils receive reports, celebrate their tracing achievements, take home sample work, receive praise and stickers	Reports Certificates Work samples Stickers Coloring books

PRE-NURSERY HANDWRITING SCHEME OF WORK

SECOND TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	REVISION - First Term Lines	i. Teacher revises first term work: pencil grip, straight lines, slanting lines, double lines. ii. Teacher provides quick review worksheets. iii. Teacher assesses retention through simple tracing tasks. iv. Teacher reinforces proper pencil grip. v. Teacher gives encouragement and positive feedback.	i. Pupils participate in revision activities. ii. Pupils demonstrate pencil grip. iii. Pupils trace various lines from first term. iv. Pupils show retained skills. v. Pupils gain confidence.	Review worksheets Large crayons Pencils Charts from first term Line pattern cards
2	Intersecting Slant Lines I	i. Teacher introduces intersecting slanting lines (X patterns). ii. Teacher demonstrates how slanting lines cross each other. iii. Teacher shows the X shape clearly. iv. Teacher provides simple X tracing worksheets. v. Teacher uses hand-over-hand guidance. vi. Teacher relates to crossing sticks, scissors.	i. Pupils observe intersecting lines demonstration. ii. Pupils trace X patterns. iii. Pupils practice crossing slanting lines. iv. Pupils follow dotted X shapes. v. Pupils develop crossing motion control. vi. Pupils identify X in environment.	X-pattern worksheets Crossed sticks Large crayons Pencils Scissors (for demo) X-shape charts
3	Intersecting Slant Lines II	i. Teacher continues with intersecting slant lines practice. ii. Teacher introduces multiple X patterns in	i. Pupils trace multiple X patterns. ii. Pupils practice intersecting lines repeatedly.	Multiple X worksheets Star patterns Large crayons

		rows. iii. Teacher shows star shapes (simple). iv. Teacher provides varied intersecting line worksheets. v. Teacher emphasizes where lines cross. vi. Teacher uses visual markers for crossing points.	iii. Pupils trace simple star patterns. iv. Pupils improve crossing accuracy. v. Pupils identify crossing points. vi. Pupils gain muscle memory.	Pencils Crossing point markers Pattern cards
4	Intersecting Slant Lines III	i. Teacher reinforces intersecting slanting lines through varied activities. ii. Teacher introduces intersecting lines in different directions. iii. Teacher shows how patterns emerge from crossing lines. iv. Teacher provides creative intersecting line worksheets. v. Teacher allows some free creation with crossing lines. vi. Teacher praises efforts.	i. Pupils trace complex intersecting patterns. ii. Pupils practice with confidence. iii. Pupils create their own simple crossing patterns. iv. Pupils demonstrate improved control. v. Pupils enjoy pattern-making. vi. Pupils show mastery.	Advanced crossing worksheets Pattern templates Large crayons Pencils Blank paper for creation Stickers
5	MIDTERM EXAMINATION	Assessment of intersecting slant lines and line patterns learned	Pupils demonstrate ability to trace intersecting slant lines, X patterns, and various crossing patterns	Assessment sheets Crayons Pencils Observation forms
6	MIDTERM BREAK	Rest and relaxation period	Rest and relaxation	-
7	Tracing Circles I	i. Teacher introduces circular shapes using demonstrations. ii. Teacher draws large circles in the air and on board.	i. Pupils watch circle demonstrations. ii. Pupils trace circles in the air. iii. Pupils identify circular objects in	Large circle worksheets Circular objects Large crayons

		iii. Teacher shows circular objects (ball, plate, coin). iv. Teacher demonstrates tracing circles starting from top. v. Teacher provides large dotted circle worksheets. vi. Teacher uses hand-over-hand guidance for circular motion.	classroom. iv. Pupils trace large dotted circles. v. Pupils practice circular hand movements. vi. Pupils develop rotational control.	Pencils Circle templates Ball, plate (for demo)
8	Tracing Circles II	i. Teacher continues circle tracing with smaller circles. ii. Teacher shows how to make circles smoothly. iii. Teacher provides circles of different sizes. iv. Teacher introduces "round and round" song. v. Teacher demonstrates making multiple circles. vi. Teacher emphasizes closed circles (meeting points).	i. Pupils trace circles of various sizes. ii. Pupils practice smooth circular motions. iii. Pupils sing "round and round" while tracing. iv. Pupils trace multiple circles on one page. v. Pupils learn to close circles properly. vi. Pupils gain circular motion mastery.	Multiple circle worksheets Size-varied circles Large crayons Pencils Circle stencils Charts
9	Introduction to Letter Shapes - Curved Lines	i. Teacher introduces curved lines as preparation for letters. ii. Teacher shows C shape, U shape, curved patterns. iii. Teacher demonstrates tracing curves. iv. Teacher provides curved line worksheets.	i. Pupils trace curved lines. ii. Pupils practice C shapes and U shapes. iii. Pupils create curved patterns. iv. Pupils understand curves are part of letters. v. Pupils trace "smile" curves. vi. Pupils build curve	Curved line worksheets C and U patterns Large crayons Pencils Rainbow curves Smile shapes

		v. Teacher connects curves to letters that will come. vi. Teacher uses rainbow curves, smiles.	control.	
10	Pre-Letter Patterns	i. Teacher introduces patterns that lead to letter formation. ii. Teacher shows combinations of lines and curves. iii. Teacher demonstrates simple letter-like shapes. iv. Teacher provides pattern completion worksheets. v. Teacher praises all pattern attempts. vi. Teacher prepares pupils for letter tracing.	i. Pupils trace pre-letter patterns. ii. Pupils combine lines and curves. iii. Pupils complete simple patterns. iv. Pupils develop fine motor precision. v. Pupils show readiness for letter tracing. vi. Pupils feel accomplished.	Pre-letter pattern sheets Combination patterns Large crayons Pencils Pattern cards Completion worksheets
11	REVISION	Teacher reviews all second term topics: intersecting slant lines, circles, curved lines, pre-letter patterns. Uses various tracing worksheets and activities.	Pupils demonstrate all tracing skills from second term, show improved hand control, trace circles and intersecting lines confidently.	All worksheets from term Crayons Pencils Charts Review sheets
12	EXAMINATION	End of term assessment of intersecting lines, circles, curves, and patterns	Pupils demonstrate mastery of second term tracing skills	Assessment sheets Crayons Pencils Assessment forms
13	CLOSING	Distribution of reports, work display, praise and encouragement, preparation for letter	Pupils receive reports, celebrate achievements, prepare for letter introduction	Reports Certificates Work samples Stickers

		tracing in third term		

PRE-NURSERY HANDWRITING SCHEME OF WORK

THIRD TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	REVISION - Previous Terms' Work	i. Teacher comprehensively revises all lines, circles, and patterns from previous terms. ii. Teacher assesses readiness for letter tracing. iii. Teacher provides mixed review worksheets. iv. Teacher reinforces pencil grip and hand control. v. Teacher gives individual attention where needed.	i. Pupils participate in comprehensive revision. ii. Pupils demonstrate all pre-writing strokes. iii. Pupils show improved fine motor skills. iv. Pupils display confidence in tracing. v. Pupils prepare for letter introduction.	Review worksheets All previous materials Crayons Pencils Charts
2	Tracing Letters - it, in, is (Introduction)	i. Teacher introduces the concept of letters making words. ii. Teacher shows the words: it, in, is using large flashcards. iii. Teacher demonstrates tracing "i" (vertical line with dot). iv. Teacher shows how "i" appears in all three words. v. Teacher provides dotted tracing worksheets for these words. vi. Teacher reads the words aloud while tracing.	i. Pupils observe letter and word demonstrations. ii. Pupils identify the letter "i" in words. iii. Pupils trace the words "it, in, is" with dotted guidelines. iv. Pupils practice letter recognition. v. Pupils connect letters to sounds (with guidance). vi. Pupils begin to recognize simple words.	Large flashcards (it, in, is) Dotted word worksheets Large crayons Pencils Letter "i" cards Word charts
3	Tracing Letters -	i. Teacher continues	i. Pupils trace it, in,	Multiple tracing

	it, in, is (Practice)	practice with it, in, is. ii. Teacher breaks down each word letter by letter. iii. Teacher demonstrates proper letter formation. iv. Teacher provides repetitive tracing practice. v. Teacher uses hand-over-hand support. vi. Teacher reads words repeatedly for recognition.	is multiple times. ii. Pupils practice each letter within the words. iii. Pupils develop letter tracing control. iv. Pupils begin to memorize word shapes. v. Pupils trace with increasing independence. vi. Pupils attempt to "read" the words.	worksheets Word repetition sheets Large crayons Pencils Word flashcards Picture cards
4	Two-Letter Words - at, an, am, as (Introduction)	i. Teacher introduces new two-letter words: at, an, am, as. ii. Teacher shows these words using flashcards and charts. iii. Teacher demonstrates tracing each word. iv. Teacher emphasizes the letter "a" common in all words. v. Teacher provides dotted tracing worksheets. vi. Teacher reads words slowly and clearly.	i. Pupils observe new word demonstrations. ii. Pupils identify the letter "a" in all words. iii. Pupils trace at, an, am, as with dotted lines. iv. Pupils practice letter "a" formation. v. Pupils develop word recognition. vi. Pupils listen to word sounds.	Flashcards (at, an, am, as) Dotted worksheets Large crayons Pencils Letter "a" cards Word charts
5	MIDTERM EXAMINATION	Assessment of letter and word tracing: it, in, is, at, an, am, as	Pupils demonstrate ability to trace introduced words and letters	Assessment worksheets Crayons Pencils Word cards
6	MIDTERM BREAK	Rest and relaxation period	Rest and relaxation	-
7	Two-Letter Words - at, an, am, as	i. Teacher provides extensive practice	i. Pupils trace at, an, am, as	Practice worksheets

	(Practice)	with at, an, am, as. ii. Teacher uses games: "Find the word." iii. Teacher demonstrates letter-by-letter tracing. iv. Teacher provides varied practice worksheets. v. Teacher encourages recognition of word shapes. vi. Teacher gives individual support.	repeatedly. ii. Pupils participate in word recognition games. iii. Pupils practice independent tracing. iv. Pupils begin to recognize these words quickly. v. Pupils show improved letter formation. vi. Pupils gain confidence.	Word games Large crayons Pencils Flashcards Matching cards
8	Two-Letter Words - on, ox, of, or (Introduction and Practice)	i. Teacher introduces on, ox, of, or using flashcards. ii. Teacher demonstrates tracing these new words. iii. Teacher emphasizes the letter "o" in all words. iv. Teacher provides dotted tracing worksheets. v. Teacher shows pictures representing each word (where possible). vi. Teacher reads words with pupils.	i. Pupils observe demonstrations of new words. ii. Pupils identify letter "o" in words. iii. Pupils trace on, ox, of, or with guidance. iv. Pupils practice circular "o" formation. v. Pupils connect words to pictures. vi. Pupils attempt to read with teacher.	Flashcards (on, ox, of, or) Dotted worksheets Picture cards Large crayons Pencils Word charts
9	Two-Letter Words - lo, no, go, so (Introduction and Practice)	i. Teacher introduces lo, no, go, so using flashcards. ii. Teacher demonstrates tracing these words. iii. Teacher shows how these words also have "o." iv. Teacher provides dotted and guided	i. Pupils observe new word demonstrations. ii. Pupils trace lo, no, go, so. iii. Pupils practice letter combinations. iv. Pupils connect "go" with movement action. v. Pupils develop	Flashcards (lo, no, go, so) Dotted worksheets Large crayons Pencils Action cards Word charts

		worksheets. v. Teacher uses action words (go) with movements. vi. Teacher encourages word recognition.	growing vocabulary recognition. vi. Pupils trace with more independence.	
10	Two-Letter Words - he, me, we, be (Introduction and Practice)	i. Teacher introduces he, me, we, be using flashcards. ii. Teacher demonstrates tracing these final set of words. iii. Teacher emphasizes "e" at the end of each word. iv. Teacher connects pronouns to people (he=boy, me=self, we=group). v. Teacher provides comprehensive tracing worksheets. vi. Teacher reviews all words learned in third term.	i. Pupils observe demonstrations of he, me, we, be. ii. Pupils trace these new words. iii. Pupils understand pronoun connections (basic). iv. Pupils point to themselves for "me," group for "we." v. Pupils trace all words learned. vi. Pupils show significant progress.	Flashcards (he, me, we, be) Dotted worksheets Picture cards of people Large crayons Pencils Word charts
11	REVISION - Comprehensive Word Review	Teacher comprehensively reviews ALL words learned in third term: it, in, is, at, an, am, as, on, ox, of, or, lo, no, go, so, he, me, we, be. Uses flashcards, games, tracing worksheets, word recognition activities.	Pupils demonstrate ability to trace all words learned, show word recognition, participate in word games, display improved handwriting readiness, trace with confidence.	All word flashcards Complete set of worksheets Games Crayons Pencils Word charts Review sheets
12	EXAMINATION	End of year comprehensive assessment: Tracing all words learned,	Pupils demonstrate all handwriting skills learned throughout the	Comprehensive assessment sheets All word cards

		letter recognition, pencil grip, hand control, overall handwriting readiness	year, trace multiple words, show significant improvement from beginning of year	Crayons Pencils Assessment forms
13	CLOSING	End of year celebration, distribution of reports and awards, display of handwriting progress from first week to now, preparation for Nursery 1 writing activities	Pupils receive reports, certificates, celebrate handwriting achievements, see their progress timeline, prepare for more advanced writing	Reports Certificates Awards Progress display Celebration materials

LITERACY SCHEME OF WORK
FIRST TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	SPEECH - Introduction to Nursery Rhymes	i. Teacher introduces nursery rhymes through songs and actions. ii. Teacher recites familiar rhymes: "Twinkle, Twinkle Little Star," "Baa Baa Black Sheep." iii. Teacher uses gestures and movements with rhymes. iv. Teacher plays audio/video of nursery rhymes. v. Teacher encourages pupils to listen and clap along. vi. Teacher repeats rhymes multiple times.	i. Pupils listen to nursery rhymes. ii. Pupils attempt to join in saying rhymes. iii. Pupils clap and move to rhythm. iv. Pupils enjoy music and songs. v. Pupils begin to memorize simple phrases. vi. Pupils participate with actions.	Audio/MP4 player Charts with rhymes Pictures Video clips Musical instruments Rhyme books
2	SPEECH - More Nursery Rhymes and Actions	i. Teacher continues with more nursery rhymes: "Humpty Dumpty," "Jack and Jill." ii. Teacher demonstrates actions for each rhyme. iii. Teacher uses puppets or toys to act out rhymes. iv. Teacher encourages pupils to do actions. v. Teacher repeats rhymes daily for memorization. vi. Teacher praises all	i. Pupils recite rhymes with teacher. ii. Pupils perform actions and movements. iii. Pupils watch puppet demonstrations. iv. Pupils begin to memorize rhymes. v. Pupils enjoy repetition. vi. Pupils gain confidence in speaking.	Puppets Toys Charts Audio player Action cards Storybooks

		participation attempts.		
3	SPEECH - Sound /a/ (Introduction)	i. Teacher introduces the sound /a/ using charts and pictures. ii. Teacher demonstrates pronunciation of /a/ sound clearly. iii. Teacher shows objects beginning with /a/: apple, ant, alligator. iv. Teacher uses MP4 player with /a/ sound songs. v. Teacher guides pupils to open mouth wide for /a/. vi. Teacher repeats sound multiple times.	i. Pupils listen to /a/ sound. ii. Pupils attempt to pronounce /a/. iii. Pupils identify pictures of objects with /a/. iv. Pupils sing songs with /a/ sound. v. Pupils practice mouth position. vi. Pupils point to /a/ objects.	Charts Pictures (apple, ant, alligator) MP4 player Flashcards Real objects (apple) Sound cards
4	SPEECH - Sound /a/ (Practice and Recognition)	i. Teacher reinforces /a/ sound through repetitive practice. ii. Teacher guides pupils to sing nursery rhymes with /a/ sound. iii. Teacher shows more /a/ pictures and objects. iv. Teacher plays "I Spy" game with /a/ objects. v. Teacher uses rhyme: "A is for apple, a-a-apple." vi. Teacher provides individual pronunciation practice.	i. Pupils pronounce /a/ sound repeatedly. ii. Pupils sing /a/ songs and rhymes. iii. Pupils identify /a/ objects in classroom. iv. Pupils participate in /a/ sound games. v. Pupils recite /a/ rhyme. vi. Pupils demonstrate sound recognition.	Flashcards Objects Charts MP4 player Games Rhyme cards
5	MIDTERM EXAMINATION	Assessment through observation: Teacher assesses ability to	Pupils recite portions of nursery rhymes, identify /a/ sound in	Assessment checklist Flashcards Pictures

		recite simple rhymes, recognize and pronounce /a/ sound, participate in activities	objects, demonstrate participation	Objects
6	MIDTERM BREAK	Rest and relaxation period	Rest and relaxation	-
7	SPEECH - Sound /b/ (Introduction)	i. Teacher introduces sound /b/ using charts and MP4 player. ii. Teacher demonstrates /b/ pronunciation (lips together, then pop). iii. Teacher shows objects: ball, book, baby, banana. iv. Teacher guides pupils to sing nursery rhymes with /b/ sound. v. Teacher emphasizes lip movement for /b/. vi. Teacher provides repetitive practice.	i. Pupils listen to /b/ sound. ii. Pupils practice /b/ pronunciation. iii. Pupils identify /b/ objects in pictures. iv. Pupils sing /b/ songs. v. Pupils watch teacher's lips for /b/. vi. Pupils point to /b/ objects.	Charts Pictures (ball, book, baby) MP4 player Real objects Flashcards Sound cards
8	SPEECH - Sound /d/ (Introduction and Recognition)	i. Teacher uses charts and MP4 player to guide pupils to identify and pronounce sound /d/. ii. Teacher demonstrates tongue position for /d/ (tongue behind teeth). iii. Teacher shows objects with beginning sound /d/: dog, doll, day. iv. Teacher guides pupils to sing nursery rhymes with /d/ sound. v. Teacher uses pictures and real	i. Pupils listen to /d/ sound. ii. Pupils practice /d/ pronunciation. iii. Pupils identify objects with /d/ sound. iv. Pupils sing /d/ rhymes. v. Pupils touch /d/ objects. vi. Pupils demonstrate sound recognition.	Charts MP4 player Pictures (dog, doll) Real objects Flashcards Rhyme cards

		objects. vi. Teacher provides individual practice.		
9	SPEECH - Sound /e/ (Introduction and Recognition)	i. Teacher introduces sound /e/ using visual aids. ii. Teacher demonstrates /e/ pronunciation (short e sound). iii. Teacher shows objects: egg, elephant, elbow. iv. Teacher uses MP4 player with /e/ sound songs. v. Teacher guides pupils through /e/ rhymes. vi. Teacher provides repetitive pronunciation practice.	i. Pupils listen to /e/ sound. ii. Pupils attempt /e/ pronunciation. iii. Pupils identify /e/ objects. iv. Pupils sing /e/ songs. v. Pupils recite /e/ rhymes. vi. Pupils recognize /e/ in pictures.	Charts Pictures (egg, elephant) MP4 player Flashcards Real objects Sound cards
10	SPEECH - Sound /f/ (Introduction) and /g/ (Introduction)	i. Teacher introduces sound /f/ using charts and demonstrations. ii. Teacher shows /f/ pronunciation (teeth on lower lip). iii. Teacher presents /f/ objects: fish, fan, flower. iv. Teacher introduces sound /g/ with demonstrations. v. Teacher shows /g/ objects: goat, gate, girl. vi. Teacher provides practice for both sounds.	i. Pupils listen to /f/ and /g/ sounds. ii. Pupils practice pronouncing both sounds. iii. Pupils identify /f/ objects. iv. Pupils identify /g/ objects. v. Pupils participate in sound recognition. vi. Pupils enjoy learning new sounds.	Charts Pictures MP4 player Flashcards Objects Sound cards
11	REVISION	Teacher reviews all sounds learned (/a/,	Pupils demonstrate recognition and	All materials from term Flashcards

		/b/, /d/, /e/, /f/, /g/), nursery rhymes, and activities from first term. Uses songs, games, flashcards.	pronunciation of all sounds learned, recite nursery rhymes, participate in review games.	Charts MP4 player Games
12	EXAMINATION	End of term assessment: Sound recognition and pronunciation (/a/ to /g/), nursery rhyme recitation, participation	Pupils demonstrate knowledge of sounds, recite rhymes, identify objects by beginning sounds	Assessment materials Flashcards Objects Pictures
13	CLOSING	Distribution of reports, celebration of achievements, encouragement for continued learning	Pupils receive reports, praise, and simple certificates	Reports Certificates Stickers Treats

PRE-NURSERY LITERACY SCHEME OF WORK

SECOND TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	REVISION - First Term Sounds	i. Teacher revises sounds /a/ through /g/ from first term. ii. Teacher uses flashcards and objects for quick review. iii. Teacher assesses retention through games. iv. Teacher reviews favorite nursery rhymes. v. Teacher provides encouragement and positive reinforcement.	i. Pupils participate in sound revision. ii. Pupils identify objects by sounds. iii. Pupils recite familiar rhymes. iv. Pupils demonstrate retained knowledge. v. Pupils regain confidence.	Flashcards Objects Charts MP4 player Rhyme cards
2	SPEECH - Sounds /a/ - /g/ Review, WRITING - Pattern Making: Tracing Curves, RHYME - "Hands Are For Clapping"	i. Teacher reviews sounds /a/ to /g/ comprehensively. ii. Teacher introduces pattern making with curved lines. iii. Teacher demonstrates tracing curves on board. iv. Teacher teaches new rhyme: "Hands are for clapping." v. Teacher provides dotted curve worksheets. vi. Teacher connects curves to letter formation.	i. Pupils pronounce sounds /a/ - /g/. ii. Pupils watch curve tracing demonstration. iii. Pupils trace curves with fingers first. iv. Pupils learn and recite new rhyme with actions. v. Pupils trace curves on worksheets. vi. Pupils develop pre-writing skills.	Sound cards Curved line worksheets Large crayons Charts MP4 player Rhyme cards
3	SPEECH - Sounds /a/ - /g/, WRITING - Pattern Making: Tracing Curves,	i. Teacher continues reinforcing sounds /a/ - /g/. ii. Teacher provides	i. Pupils identify sounds /a/ - /g/ confidently. ii. Pupils trace	Worksheets Crayons Pencils Charts

	RHYME - "Hands Are For Clapping"	more curve tracing practice. iii. Teacher demonstrates different sized curves. iv. Teacher reviews "Hands are for clapping" rhyme. v. Teacher uses hand-over-hand guidance for tracing. vi. Teacher praises all tracing attempts.	curves of various sizes. iii. Pupils practice curved strokes. iv. Pupils recite rhyme with confidence. v. Pupils improve hand control. vi. Pupils enjoy pattern making.	Flashcards MP4 player
4	SPEECH - Sounds /a/ - /k/ (Introducing /h/, /i/, /j/, /k/), WRITING - Tracing Curves, RHYME - "When Do You Wee?"	i. Teacher introduces new sounds /h/, /i/, /j/, /k/ one at a time. ii. Teacher demonstrates pronunciation for each new sound. iii. Teacher shows objects for each sound (hat, igloo, jar, kite). iv. Teacher continues curve tracing practice. v. Teacher teaches new rhyme: "When do you wee?" vi. Teacher provides sound recognition activities.	i. Pupils listen to new sounds /h/, /i/, /j/, /k/. ii. Pupils attempt pronunciation of new sounds. iii. Pupils identify objects with new sounds. iv. Pupils continue tracing curves. v. Pupils learn and recite new rhyme. vi. Pupils recognize sounds /a/ - /k/.	Charts Pictures MP4 player Curve worksheets Flashcards Objects Rhyme cards
5	MIDTERM EXAMINATION	Assessment: Sounds /a/ - /k/ recognition, curve tracing ability, rhyme recitation	Pupils demonstrate sound knowledge, trace curves, recite learned rhymes	Assessment materials Worksheets Flashcards
6	MIDTERM BREAK	Rest and relaxation period	Rest and relaxation	-
7	SPEECH - Sounds /a/ - /k/, WRITING - Tracing Curves,	i. Teacher reinforces sounds /a/ - /k/ through repetitive practice.	i. Pupils identify and pronounce sounds /a/ - /k/. ii. Pupils trace	Worksheets Crayons Charts MP4 player

	RHYME - "When Do You Wee?"	ii. Teacher provides varied curve tracing activities. iii. Teacher uses curves of different directions. iv. Teacher continues with "When do you wee?" rhyme. v. Teacher connects sounds to daily objects. vi. Teacher provides individual support.	- curves confidently. iii. Pupils practice various curve patterns. iv. Pupils recite rhyme from memory. v. Pupils make sound connections. vi. Pupils show improvement.	Flashcards Objects
8	SPEECH - Sounds /a/ - /m/ (Introducing /l/, /m/), WRITING - Tracing Letter 'a', RHYME - "I Have 10 Fingers"	i. Teacher introduces sounds /l/ and /m/. ii. Teacher demonstrates /l/ (tongue on roof of mouth) and /m/ (lips together, hum). iii. Teacher shows objects: lion, leaf, moon, mat. iv. Teacher introduces tracing letter 'a'. v. Teacher teaches new rhyme: "I have 10 fingers." vi. Teacher provides dotted letter 'a' worksheets.	i. Pupils listen to and practice /l/ and /m/. ii. Pupils identify /l/ and /m/ objects. iii. Pupils recognize sounds /a/ - /m/. iv. Pupils trace letter 'a' with guidance. v. Pupils learn new rhyme with finger counting. vi. Pupils connect sound /a/ to letter 'a'.	Charts Pictures MP4 player Letter 'a' worksheets Flashcards Objects Rhyme cards
9	SPEECH - Sounds /a/ - /m/, WRITING - Tracing Letter 'a', RHYME - "I Have 10 Fingers"	i. Teacher reinforces sounds /a/ - /m/. ii. Teacher provides extensive practice tracing letter 'a'. iii. Teacher shows how sound /a/ matches letter 'a'. iv. Teacher continues with finger rhyme. v. Teacher uses multi-sensory activities for	i. Pupils demonstrate sound knowledge /a/ - /m/. ii. Pupils trace letter 'a' repeatedly. iii. Pupils understand sound-letter connection. iv. Pupils recite rhyme and count fingers.	Letter worksheets Sand trays Playdough Crayons Charts Flashcards MP4 player

		letter 'a'. vi. Teacher praises letter formation attempts.	v. Pupils form letter 'a' in sand/playdough. vi. Pupils show progress.	
10	SPEECH - Sounds /a/ - /p/ (Introducing /n/, /o/, /p/), WRITING - Tracing Letter 'b', RHYME - "If All The Rain Drops"	i. Teacher introduces sounds /n/, /o/, /p/. ii. Teacher demonstrates pronunciation (n-nose, o-octopus, p-pen). iii. Teacher introduces tracing letter 'b'. iv. Teacher teaches new rhyme: "If all the rain drops." v. Teacher provides letter 'b' dotted worksheets. vi. Teacher connects sound /b/ to letter 'b'.	i. Pupils learn sounds /n/, /o/, /p/. ii. Pupils identify objects with new sounds. iii. Pupils trace letter 'b' with guidance. iv. Pupils learn and recite rain rhyme. v. Pupils recognize sounds /a/ - /p/. vi. Pupils connect sounds to letters.	Charts Pictures MP4 player Letter 'b' worksheets Flashcards Rhyme cards Objects
11	REVISION	Teacher reviews all sounds /a/ - /p/, tracing curves and letters 'a' and 'b', all rhymes learned. Uses comprehensive activities.	Pupils demonstrate sound recognition /a/ - /p/, trace letters 'a' and 'b', recite multiple rhymes learned.	All materials Worksheets Charts Flashcards MP4 player
12	EXAMINATION	End of term assessment: Sounds /a/ - /p/, letter tracing, rhyme recitation	Pupils demonstrate comprehensive knowledge and skills	Assessment materials Worksheets Flashcards
13	CLOSING	Distribution of reports, praise for progress, holiday activities suggested	Pupils receive reports, celebrate achievements	Reports Certificates Stickers

PRE-NURSERY LITERACY SCHEME OF WORK

THIRD TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	REVISION - Previous Terms	i. Teacher comprehensively revises sounds /a/ - /p/. ii. Teacher reviews letters 'a' and 'b' tracing. iii. Teacher reviews favorite rhymes from previous terms. iv. Teacher assesses retention and readiness. v. Teacher provides encouragement.	i. Pupils participate in comprehensive revision. ii. Pupils demonstrate sound knowledge. iii. Pupils trace letters 'a' and 'b'. iv. Pupils recite familiar rhymes. v. Pupils show retained skills.	All previous materials Worksheets Charts Flashcards MP4 player
2	SPEECH - Sounds /a/ - /t/ (Introducing /q/, /r/, /s/, /t/), WRITING - Tracing and Writing Letters a - b, RHYME - "I Wash My Hands"	i. Teacher introduces sounds /q/, /r/, /s/, /t/. ii. Teacher demonstrates each sound (queen, rat, sun, top). iii. Teacher transitions from tracing to writing letters 'a' and 'b'. iv. Teacher teaches new rhyme: "I wash my hands." v. Teacher provides writing practice with guidance. vi. Teacher connects hygiene rhyme to daily routine.	i. Pupils learn new sounds /q/, /r/, /s/, /t/. ii. Pupils identify objects with new sounds. iii. Pupils trace and attempt writing 'a' and 'b'. iv. Pupils learn hand washing rhyme. v. Pupils recognize sounds /a/ - /t/. vi. Pupils practice letter formation.	Charts Pictures MP4 player Writing worksheets Flashcards Objects Rhyme cards
3	SPEECH - Sounds /a/ - /t/, WRITING	i. Teacher reinforces sounds /a/ - /t/.	i. Pupils demonstrate	Writing worksheets

	- Tracing and Writing Letters a - b, RHYME - "I Wash My Hands"	ii. Teacher provides extensive writing practice for 'a' and 'b'. iii. Teacher demonstrates proper letter formation. iv. Teacher continues with hand washing rhyme. v. Teacher uses hand-over-hand support for writing. vi. Teacher connects rhyme to hygiene practices.	sound knowledge /a/ - /t/. ii. Pupils practice writing letters 'a' and 'b'. iii. Pupils improve letter formation. iv. Pupils recite hygiene rhyme. v. Pupils show writing progress. vi. Pupils understand rhyme message.	Pencils Crayons Charts Flashcards MP4 player Hand washing pictures
4	SPEECH - Sounds /a/ - /w/ (Introducing /u/, /v/, /w/), WRITING - Tracing and Writing Letters c - d, RHYME - "Old MacDonald Had A Farm"	i. Teacher introduces sounds /u/, /v/, /w/. ii. Teacher demonstrates (umbrella, van, water). iii. Teacher introduces letters 'c' and 'd'. iv. Teacher teaches popular rhyme: "Old MacDonald had a farm." v. Teacher provides writing worksheets for 'c' and 'd'. vi. Teacher uses farm animal sounds in rhyme.	i. Pupils learn sounds /u/, /v/, /w/. ii. Pupils identify objects with new sounds. iii. Pupils trace and write letters 'c' and 'd'. iv. Pupils learn farm rhyme with animal sounds. v. Pupils recognize sounds /a/ - /w/. vi. Pupils enjoy animal sound imitations.	Charts Pictures MP4 player Writing worksheets Farm animal pictures Flashcards Rhyme cards
5	MIDTERM EXAMINATION	Assessment: Sounds /a/ - /w/, writing letters a - d, rhyme recitation	Pupils demonstrate sound knowledge, letter writing, rhyme performance	Assessment materials Writing sheets Flashcards
6	MIDTERM BREAK	Rest and relaxation	Rest and	-

		period	relaxation	
7	SPEECH - Sounds /a/ - /w/, WRITING - Tracing and Writing Letters c - d, RHYME - "Old MacDonald Had A Farm"	i. Teacher reinforces sounds /a/ - /w/. ii. Teacher provides more practice writing 'c' and 'd'. iii. Teacher emphasizes proper letter formation. iv. Teacher continues with farm rhyme. v. Teacher uses different verses of the rhyme. vi. Teacher connects letters to their sounds.	i. Pupils demonstrate sounds /a/ - /w/. ii. Pupils practice writing 'c' and 'd' independently. iii. Pupils improve letter control. iv. Pupils recite farm rhyme with variations. v. Pupils make animal sounds. vi. Pupils show sound-letter connections.	Writing worksheets Pencils Charts MP4 player Farm pictures Flashcards Stickers
8	SPEECH - Sounds /a/ - /z/ (Introducing /x/, /y/, /z/), WRITING - Tracing and Writing Letters e - f, RHYME - "Grandpa's Farm"	i. Teacher introduces final sounds /x/, /y/, /z/. ii. Teacher demonstrates (x-ray, yam, zebra). iii. Teacher introduces letters 'e' and 'f'. iv. Teacher teaches "Grandpa's farm" rhyme. v. Teacher celebrates completing the alphabet sounds. vi. Teacher provides writing practice for 'e' and 'f'.	i. Pupils learn final sounds /x/, /y/, /z/. ii. Pupils identify objects with these sounds. iii. Pupils trace and write letters 'e' and 'f'. iv. Pupils learn grandpa's farm rhyme. v. Pupils recognize all sounds /a/ - /z/. vi. Pupils practice new letters.	Charts Pictures MP4 player Writing worksheets Alphabet chart Flashcards Rhyme cards
9	SPEECH - Sounds /a/ - /z/, WRITING - Tracing and Writing Letters e - f, RHYME -	i. Teacher reviews complete alphabet sounds /a/ - /z/. ii. Teacher provides extensive practice with 'e' and 'f'.	i. Pupils demonstrate knowledge of all sounds. ii. Pupils write letters 'e' and 'f'	Writing worksheets Alphabet materials MP4 player Charts

	"Grandpa's Farm"	iii. Teacher uses alphabet songs. iv. Teacher continues with grandpa's farm rhyme. v. Teacher celebrates alphabet completion. vi. Teacher reinforces sound-letter connections.	confidently. iii. Pupils sing alphabet songs. iv. Pupils recite farm rhyme. v. Pupils feel accomplished. vi. Pupils understand alphabet system.	Flashcards Celebration stickers
10	SPEECH - Sounds /a/ - /z/, WRITING - Tracing and Writing Letters g - h, RHYME - Random Rhymes	i. Teacher introduces final letters 'g' and 'h'. ii. Teacher provides writing practice for 'g' and 'h'. iii. Teacher reviews all sounds /a/ - /z/. iv. Teacher teaches various random rhymes for enjoyment. v. Teacher prepares pupils for comprehensive review. vi. Teacher celebrates progress.	i. Pupils trace and write letters 'g' and 'h'. ii. Pupils practice new letters. iii. Pupils demonstrate all sound knowledge. iv. Pupils learn and enjoy random rhymes. v. Pupils show overall improvement. vi. Pupils prepare for final assessment.	Writing worksheets Pencils Charts MP4 player Various rhyme cards Flashcards Alphabet chart
11	REVISION - Comprehensive Year Review	Teacher comprehensively reviews: ALL sounds /a/ - /z/, writing letters a - h, all rhymes learned throughout the year. Uses games, songs, activities.	Pupils demonstrate complete alphabet sound knowledge, write letters a - h, recite multiple rhymes, show significant progress from beginning of year.	All materials from year Complete alphabet resources All worksheets MP4 player Charts Games
12	EXAMINATION	End of year comprehensive assessment: All	Pupils demonstrate all literacy skills	Comprehensive assessment materials

		sounds /a/ - /z/, writing letters a - h, rhyme recitation, overall literacy readiness	learned, show alphabet knowledge, write learned letters, recite rhymes confidently	Writing sheets Flashcards Rhyme cards
13	CLOSING	End of year celebration, distribution of reports and awards, display of literacy progress, preparation for Nursery 1, celebration of achievements	Pupils receive reports, certificates, awards for literacy achievements, celebrate learning journey, prepare for next level	Reports Certificates Awards Progress displays Celebration materials Nursery 1 preview

NUMERACY SCHEME OF WORK
FIRST TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	NUMBER RHYMES - Introduction	i. Teacher introduces number rhymes through songs and actions. ii. Teacher teaches counting rhymes: "One, Two, Buckle My Shoe," "Five Little Ducks." iii. Teacher uses fingers to show numbers while singing. iv. Teacher demonstrates actions for each rhyme. v. Teacher plays audio/video of number rhymes. vi. Teacher encourages pupils to clap and move to rhymes.	i. Pupils listen to number rhymes. ii. Pupils attempt to sing along. iii. Pupils watch teacher's finger counting. iv. Pupils copy actions for rhymes. v. Pupils enjoy music and movement. vi. Pupils begin to associate numbers with fun.	Audio/MP4 player Number rhyme charts Finger puppets Video clips Number rhyme books Musical instruments
2	NUMBERS 0-1: Reading, Counting, Recognition, Scribbling	i. Teacher introduces numbers 0 and 1 using large number cards. ii. Teacher shows "zero" means nothing/empty. iii. Teacher demonstrates counting one object. iv. Teacher points to number 1 and says "one" repeatedly. v. Teacher provides objects for counting (1 ball, 1 book). vi. Teacher gives large crayons for free scribbling.	i. Pupils observe numbers 0 and 1. ii. Pupils understand zero = empty. iii. Pupils count one object. iv. Pupils point to number 1. v. Pupils hold and count one object. vi. Pupils scribble freely on paper.	Large number cards (0, 1) Real objects (1 ball, 1 book) Large crayons Paper Number charts Counting mat

3	NUMBERS 0-2: Reading, Counting, Recognition, Scribbling	i. Teacher introduces number 2 using number cards. ii. Teacher shows two objects (2 apples, 2 toys). iii. Teacher counts "one, two" with fingers. iv. Teacher guides pupils to count 1-2 objects. v. Teacher displays numbers 0, 1, 2 together. vi. Teacher continues free scribbling practice.	i. Pupils observe number 2. ii. Pupils count two objects. iii. Pupils hold up two fingers. iv. Pupils count 1-2 items. v. Pupils identify numbers 0, 1, 2. vi. Pupils continue scribbling practice.	Number cards (0, 1, 2) Counting objects Large crayons Paper Fingers for counting Number mat
4	NUMBERS 0-3: Reading, Counting, Recognition, Scribbling, Writing a Dash	i. Teacher introduces number 3 using cards and objects. ii. Teacher counts "one, two, three" with objects and fingers. iii. Teacher shows numbers 0-3 in sequence. iv. Teacher demonstrates making a simple dash/line. v. Teacher provides dotted dash worksheets. vi. Teacher guides counting activities 1-3.	i. Pupils observe number 3. ii. Pupils count three objects. iii. Pupils recognize numbers 0-3. iv. Pupils watch dash demonstration. v. Pupils trace dashes with guidance. vi. Pupils count objects 1-3.	Number cards (0-3) Counting objects (sets of 3) Dash worksheets Large crayons Fingers Number line 0-3
5	MIDTERM EXAMINATION	Assessment through observation: Teacher observes number recognition 0-3, counting 1-3 objects, participation in number rhymes, scribbling ability	Pupils demonstrate counting 1-3, identify numbers 0-3, recite portions of number rhymes, scribble on paper	Assessment materials Objects for counting Number cards Paper and crayons
6	MIDTERM BREAK	Rest and relaxation period	Rest and relaxation	-

7	NUMBERS 0-5: Reading, Counting, Recognition, Scribbling, Shape Recognition - Triangle	i. Teacher introduces numbers 4 and 5 using cards. ii. Teacher counts 1-5 objects slowly and clearly. iii. Teacher shows all numbers 0-5 together. iv. Teacher introduces triangle shape using objects and pictures. v. Teacher shows triangle has 3 sides and 3 corners. vi. Teacher provides triangle objects (sandwiches, signs).	i. Pupils observe numbers 4 and 5. ii. Pupils count objects 1-5 with guidance. iii. Pupils identify numbers 0-5. iv. Pupils observe triangle shape. v. Pupils touch triangle sides and corners. vi. Pupils find triangle shapes in classroom.	- Number cards (0-5) - Counting objects - Triangle shapes - Triangle objects - Shape chart - Large crayons
8	NUMBERS 0-7: Reading, Counting, Recognition, Scribbling, Tracing Triangle	i. Teacher introduces numbers 6 and 7. ii. Teacher demonstrates counting 1-7 objects. iii. Teacher provides number recognition games 0-7. iv. Teacher demonstrates tracing triangle shape. v. Teacher provides dotted triangle worksheets. vi. Teacher uses hand-over-hand guidance for tracing.	i. Pupils observe numbers 6 and 7. ii. Pupils count objects 1-7. iii. Pupils play number matching games. iv. Pupils watch triangle tracing. v. Pupils trace triangles with guidance. vi. Pupils continue scribbling practice.	- Number cards (0-7) - Counting materials - Triangle worksheets - Dotted triangles - Large crayons - Number line 0-7
9	NUMBERS 0-8: Reading, Counting, Recognition, Scribbling, Drawing Triangle	i. Teacher introduces number 8. ii. Teacher demonstrates counting 1-8 objects in groups. iii. Teacher reviews all numbers 0-8. iv. Teacher demonstrates drawing simple triangle. v. Teacher provides	i. Pupils observe number 8. ii. Pupils count objects 1-8 with help. iii. Pupils identify numbers 0-8. iv. Pupils attempt to draw triangles. v. Pupils practice triangle drawing.	- Number cards (0-8) - Counting objects - Paper for drawing - Large crayons - Triangle templates

		practice drawing triangles. vi. Teacher connects number 3 to triangle (3 sides).	vi. Pupils understand 3 sides concept.	Shape posters
10	NUMBERS 0-9: Reading, Counting, Recognition, Scribbling, Drawing Intersecting Lines	i. Teacher introduces number 9. ii. Teacher demonstrates counting 1-9 objects. iii. Teacher reviews numbers 0-9 comprehensively. iv. Teacher demonstrates drawing intersecting lines (X). v. Teacher provides practice with crossing lines. vi. Teacher prepares for number 10 introduction.	i. Pupils observe number 9. ii. Pupils count objects 1-9. iii. Pupils recognize numbers 0-9. iv. Pupils watch intersecting lines demo. v. Pupils practice drawing crossing lines. vi. Pupils show improvement in counting.	Number cards (0-9) Counting materials Intersecting line worksheets Large crayons Number line 0-9 X-pattern cards
11	REVISION	Teacher reviews all first term topics: number rhymes, numbers 0-9, counting objects 1-9, triangle shape, scribbling and line drawing. Uses games, songs, and hands-on activities.	Pupils demonstrate counting 1-9, recognize numbers 0-9, sing number rhymes, identify triangles, trace and draw simple shapes and lines.	All materials from term Number cards Counting objects Shapes Worksheets Games
12	EXAMINATION	End of term assessment: Number recognition 0-9, counting objects 1-9, shape recognition, participation in number activities	Pupils demonstrate numeracy skills learned, count objects, identify numbers, recognize triangle shape	Assessment materials Counting objects Number cards Shape cards
13	CLOSING	Distribution of reports, celebration of numeracy achievements,	Pupils receive reports, praise for progress, simple	Reports Certificates Stickers Number

		encouragement for holiday counting practice	certificates	books

PRE-NURSERY NUMERACY SCHEME OF WORK

SECOND TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	REVISION - First Term Numbers and Rhymes	i. Teacher revises numbers 0-9 from first term. ii. Teacher reviews counting objects 1-9. iii. Teacher sings number rhymes from first term. iv. Teacher reviews triangle shape. v. Teacher assesses retention through games. vi. Teacher provides encouragement.	i. Pupils participate in number revision. ii. Pupils count objects 1-9. iii. Pupils sing familiar number rhymes. iv. Pupils identify triangle shapes. v. Pupils play number games. vi. Pupils show retained knowledge.	Number cards (0-9) Counting objects Triangle shapes Number rhyme charts Games Audio player
2	NUMBERS 0-10: Reading, Counting, Recognition, Tracing and Writing - 0	i. Teacher introduces number 10 (double digits concept). ii. Teacher demonstrates counting 1-10 objects. iii. Teacher shows zero symbol clearly (O shape). iv. Teacher demonstrates tracing number 0. v. Teacher provides dotted number 0 worksheets. vi. Teacher emphasizes circular shape of zero.	i. Pupils observe number 10. ii. Pupils count objects 1-10 with guidance. iii. Pupils identify zero symbol. iv. Pupils trace number 0 with fingers first. v. Pupils trace dotted zero with crayons. vi. Pupils understand zero means nothing.	Number cards (0-10) Counting objects (sets of 10) Number 0 worksheets Large crayons Pencils Number line 0-10
3	NUMBERS 0-10: Reading, Counting, Recognition, Tracing and Writing Number 1, Shape Recognition	i. Teacher reinforces numbers 0-10 through repetition. ii. Teacher demonstrates tracing	i. Pupils count objects 0-10. ii. Pupils trace number 1 with guidance.	Number 1 worksheets Circle shapes Circular

	- Circle	and writing number 1 (straight line down). iii. Teacher introduces circle shape using objects. iv. Teacher shows circular objects (ball, plate, coin). v. Teacher provides number 1 dotted worksheets. vi. Teacher connects zero shape to circle.	iii. Pupils observe circle shape. iv. Pupils identify circular objects. v. Pupils practice writing number 1. vi. Pupils trace circles.	objects Large crayons Number cards Circle templates
4	NUMBERS 0-11: Reading, Counting, Recognition, Tracing and Writing Number 1	i. Teacher introduces number 11 (teens concept begins). ii. Teacher demonstrates counting 1-11 objects. iii. Teacher provides extensive practice writing number 1. iv. Teacher uses number songs for 0-11. v. Teacher emphasizes straight line for number 1. vi. Teacher provides varied counting activities.	i. Pupils observe number 11. ii. Pupils count objects 1-11 with support. iii. Pupils practice writing number 1 repeatedly. iv. Pupils sing counting songs. v. Pupils improve number 1 formation. vi. Pupils participate in counting games.	Number cards (0-11) Counting materials Number 1 practice sheets Large crayons Pencils Number songs
5	MIDTERM EXAMINATION	Assessment: Numbers 0-11 recognition, counting 1-11 objects, writing numbers 0 and 1, circle shape identification	Pupils demonstrate counting, number recognition, attempt writing 0 and 1, identify circles	Assessment materials Counting objects Writing sheets Shape cards
6	MIDTERM BREAK	Rest and relaxation period	Rest and relaxation	-
7	NUMBERS 0-12: Reading, Counting, Recognition, Tracing	i. Teacher introduces number 12. ii. Teacher	i. Pupils observe number 12. ii. Pupils count	Number cards (0-12) Counting

	and Writing Number 2	demonstrates counting 1-12 objects. iii. Teacher introduces writing number 2 (curve and line). iv. Teacher demonstrates proper formation of 2. v. Teacher provides dotted number 2 worksheets. vi. Teacher uses "start at the top" instruction.	objects 1-12. iii. Pupils watch number 2 demonstration. iv. Pupils trace number 2 with fingers. v. Pupils practice writing number 2. vi. Pupils follow directional cues.	objects Number 2 worksheets Large crayons Pencils Dotted number sheets
8	NUMBERS 0-12: Continuing Practice with Number 2	i. Teacher reinforces numbers 0-12 through games. ii. Teacher provides extensive practice writing number 2. iii. Teacher uses hand-over-hand guidance. iv. Teacher introduces number matching games. v. Teacher celebrates progress in number writing. vi. Teacher prepares for number 3 introduction.	i. Pupils count objects 0-12 confidently. ii. Pupils practice writing number 2 independently. iii. Pupils receive individual support. iv. Pupils play number matching games. v. Pupils show improvement. vi. Pupils gain confidence.	Number 2 practice sheets Counting materials Matching games Large crayons Pencils Number cards
9	NUMBERS 0-13: Reading, Counting, Recognition, Tracing and Writing Number 2	i. Teacher introduces number 13. ii. Teacher demonstrates counting 1-13 objects in groups. iii. Teacher continues practice with writing number 2. iv. Teacher reviews numbers 0, 1, 2 writing.	i. Pupils observe number 13. ii. Pupils count objects 1-13 with guidance. iii. Pupils continue writing number 2. iv. Pupils practice writing 0, 1, 2. v. Pupils participate in counting activities.	Number cards (0-13) Counting objects Writing sheets Large crayons Pencils Number songs

		v. Teacher provides varied practice activities. vi. Teacher uses counting songs for reinforcement.	vi. Pupils sing number songs.	
10	NUMBERS 0-14: Reading, Counting, Recognition, Tracing and Writing Number 3	i. Teacher introduces number 14. ii. Teacher demonstrates counting 1-14 objects. iii. Teacher introduces writing number 3 (two curves). iv. Teacher demonstrates proper formation of 3. v. Teacher provides dotted number 3 worksheets. vi. Teacher connects number 3 to triangle (3 sides).	i. Pupils observe number 14. ii. Pupils count objects 1-14. iii. Pupils watch number 3 demonstration. iv. Pupils trace number 3 with fingers. v. Pupils practice writing number 3. vi. Pupils remember triangle has 3 sides.	Number cards (0-14) Counting materials Number 3 worksheets Large crayons Pencils Triangle reminder
11	REVISION	Teacher reviews second term: numbers 0-14, counting 1-14, writing numbers 0-3, circle shape. Uses games, songs, and hands-on activities.	Pupils demonstrate counting 1-14, recognize numbers 0-14, write numbers 0-3 with varying success, identify circles.	All materials from term Number cards Writing sheets Counting objects Games
12	EXAMINATION	End of term assessment: Numbers 0-14 recognition, counting 1-14, writing numbers 0-3, shape recognition	Pupils demonstrate numeracy progress, counting skills, number writing attempts, shape knowledge	Assessment materials Writing sheets Counting objects Shape cards
13	CLOSING	Distribution of reports, display of	Pupils receive reports, celebrate	Reports Certificates

		number writing progress, praise and encouragement	achievements, prepare for third term	Work samples Stickers

PRE-NURSERY NUMERACY SCHEME OF WORK

THIRD TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	REVISION - Number Rhymes and Previous Learning	i. Teacher comprehensively revises number rhymes from entire year. ii. Teacher reviews numbers 0-14 and counting. iii. Teacher reviews writing numbers 0-3. iv. Teacher assesses retention through games and songs. v. Teacher provides individual support where needed. vi. Teacher celebrates progress.	i. Pupils sing all number rhymes learned. ii. Pupils count objects 0-14. iii. Pupils practice writing 0-3. iv. Pupils participate in number games. v. Pupils show retained skills. vi. Pupils feel confident.	All previous materials Number rhyme charts Audio player Number cards (0-14) Writing sheets Games
2	NUMBERS 0-10: Review and Consolidation, Tracing and Writing 0-2, Number Games	i. Teacher focuses on solidifying numbers 0-10 mastery. ii. Teacher provides intensive practice writing 0, 1, 2. iii. Teacher introduces number games (matching, sorting, sequencing). iv. Teacher uses manipulatives for hands-on counting. v. Teacher encourages peer counting activities. vi. Teacher celebrates successful counting.	i. Pupils count objects 0-10 independently. ii. Pupils write numbers 0, 1, 2 with confidence. iii. Pupils participate in number games. iv. Pupils use manipulatives for counting. v. Pupils count with friends. vi. Pupils show mastery of 0-10.	Number cards (0-10) Writing practice sheets Number games Manipulatives Counting materials Peer activity cards
3	NUMBERS 0-15: Reading, Counting,	i. Teacher introduces number 15.	i. Pupils observe number 15.	Number cards (0-15)

	Recognition, Tracing and Writing 0-3, Number Games	ii. Teacher demonstrates counting 1-15 objects. iii. Teacher reviews writing numbers 0-3 comprehensively. iv. Teacher introduces varied number games. v. Teacher uses number puzzles and matching activities. vi. Teacher emphasizes 0-15 recognition.	ii. Pupils count objects 1-15 with guidance. iii. Pupils practice writing 0-3. iv. Pupils play different number games. v. Pupils work with number puzzles. vi. Pupils recognize numbers 0-15.	Counting objects Writing sheets Number games Puzzles Matching cards
4	NUMBERS 0-16: Reading, Counting, Recognition, Tracing and Writing 0-3, Number Games, Shape - Circle	i. Teacher introduces number 16. ii. Teacher demonstrates counting 1-16 objects in groups. iii. Teacher continues writing practice 0-3. iv. Teacher reviews circle shape comprehensively. v. Teacher provides circle tracing and drawing activities. vi. Teacher introduces more complex number games.	i. Pupils observe number 16. ii. Pupils count objects 1-16. iii. Pupils write numbers 0-3. iv. Pupils identify circles in environment. v. Pupils trace and draw circles. vi. Pupils participate in advanced number games.	Number cards (0-16) Counting materials Writing sheets Circle shapes Circular objects Number games
5	MIDTERM EXAMINATION	Assessment: Numbers 0-16 recognition, counting 1-16, writing numbers 0-3, circle identification, participation in number games	Pupils demonstrate comprehensive counting skills, number writing progress, shape knowledge, game participation	Assessment materials Writing sheets Counting objects Shape cards Games
6	MIDTERM	Rest and relaxation	Rest and relaxation	-

	BREAK	period		
7	NUMBERS 0-17: Reading, Counting, Recognition, Tracing and Writing 0-4, Number Games, Shape - Circle	i. Teacher introduces number 17. ii. Teacher demonstrates counting 1-17 objects. iii. Teacher introduces writing number 4 (lines and angles). iv. Teacher demonstrates proper formation of 4. v. Teacher provides dotted number 4 worksheets. vi. Teacher continues circle shape activities.	i. Pupils observe number 17. ii. Pupils count objects 1-17. iii. Pupils watch number 4 demonstration. iv. Pupils trace number 4 with fingers. v. Pupils practice writing number 4. vi. Pupils identify and draw circles.	Number cards (0-17) Counting objects Number 4 worksheets Large crayons Pencils Circle materials
8	NUMBERS 0-18: Reading, Counting, Recognition, Tracing and Writing 0-4, Number Games	i. Teacher introduces number 18. ii. Teacher demonstrates counting 1-18 objects. iii. Teacher provides extensive practice writing 0-4. iv. Teacher introduces advanced counting games. v. Teacher uses skip counting introduction (very basic). vi. Teacher celebrates number writing progress.	i. Pupils observe number 18. ii. Pupils count objects 1-18 with support. iii. Pupils practice writing 0-4. iv. Pupils play advanced number games. v. Pupils attempt simple patterns. vi. Pupils show significant improvement.	Number cards (0-18) Counting materials Writing practice sheets Advanced games Pattern cards Large crayons
9	NUMBERS 0-19: Reading, Counting, Recognition, Tracing and Writing 0-5	i. Teacher introduces number 19. ii. Teacher demonstrates counting 1-19 objects. iii. Teacher introduces writing number 5 (lines and curves).	i. Pupils observe number 19. ii. Pupils count objects 1-19. iii. Pupils watch number 5 demonstration. iv. Pupils trace number 5 with	Number cards (0-19) Counting objects Number 5 worksheets Large crayons Pencils Number writing

		iv. Teacher demonstrates proper formation of 5. v. Teacher provides dotted number 5 worksheets. vi. Teacher reviews all numbers 0-5 writing.	fingers. v. Pupils practice writing number 5. vi. Pupils write numbers 0-5 with varying success.	review sheets
10	NUMBERS 0-20: Reading, Counting, Recognition, Tracing and Writing 0-5, Shape - Rectangle	i. Teacher introduces number 20 (milestone number!). ii. Teacher celebrates counting to 20. iii. Teacher demonstrates counting 1-20 objects. iv. Teacher continues practice writing 0-5. v. Teacher introduces rectangle shape (4 sides, 2 long, 2 short). vi. Teacher shows rectangular objects (books, doors, tables).	i. Pupils observe number 20 with excitement. ii. Pupils celebrate reaching 20! iii. Pupils count objects 1-20 with guidance. iv. Pupils practice writing 0-5. v. Pupils observe rectangle shape. vi. Pupils identify rectangular objects.	Number cards (0-20) Counting materials Writing sheets Rectangle shapes Rectangular objects Celebration materials
11	REVISION - Comprehensive Year Review	Teacher comprehensively reviews: all number rhymes, counting 0-20, recognizing numbers 0-20, writing numbers 0-5, shapes (triangle, circle, rectangle). Uses songs, games, activities, celebrations.	Pupils demonstrate complete year's learning: count to 20, recognize numbers 0-20, write numbers 0-5 (with varying ability), identify all shapes, recite number rhymes, participate confidently.	ALL materials from year Complete number sets All shapes Writing sheets Games Rhyme charts Celebration items
12	EXAMINATION	End of year comprehensive assessment: Number recognition 0-20, counting 1-20,	Pupils demonstrate all numeracy skills learned throughout year, showing individual progress	Comprehensive assessment materials Counting objects Writing sheets

		writing numbers 0-5 (attempts valued), shape identification (triangle, circle, rectangle), number rhyme participation	from starting point	Shape cards Number cards
13	CLOSING	End of year celebration, distribution of reports and awards, display of numeracy progress from first week to now, preparation for Nursery 1, celebration of number achievements	Pupils receive reports, certificates, awards for numeracy achievements, celebrate counting to 20, see their progress timeline, prepare for more advanced numeracy	Reports Certificates Awards Progress displays Number books Celebration materials

**PRE-SCIENCE SCHEME OF WORK
FIRST TERM**

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	OBJECTS IN THE CLASSROOM - Identification and Uses	i. Teacher takes pupils on a tour around the classroom. ii. Teacher points to and names objects: chair, table, desk, board, door, window, toys. iii. Teacher lets pupils touch each object. iv. Teacher explains simple uses: "We sit on chair," "We write on board." v. Teacher uses pictures and real objects. vi. Teacher plays "Point to the..." game.	i. Pupils look around the classroom. ii. Pupils listen to object names. iii. Pupils touch classroom objects. iv. Pupils repeat object names. v. Pupils point to objects when named. vi. Pupils participate in identification game.	Classroom furniture Pictures of classroom objects Charts Flashcards Toys Real objects
2	OBJECTS AT HOME - Identification and Uses	i. Teacher shows pictures of home objects: bed, chair, table, cup, plate, spoon, pot. ii. Teacher names each object clearly. iii. Teacher explains simple uses: "We sleep on bed," "We eat with spoon." iv. Teacher brings real items from home (cup, spoon, plate). v. Teacher uses dollhouse or pictures of houses. vi. Teacher connects home objects to classroom objects.	i. Pupils observe pictures of home objects. ii. Pupils listen to object names. iii. Pupils understand uses of objects. iv. Pupils touch real home objects. v. Pupils identify objects in dollhouse/pictures. vi. Pupils compare home and classroom objects.	Pictures of home objects Real items (cup, spoon, plate) Dollhouse Charts Flashcards House pictures

3	PARTS OF THE BODY - Identification and Touching	i. Teacher introduces body parts using songs: "Head, Shoulders, Knees and Toes." ii. Teacher points to own body parts and names them clearly. iii. Teacher guides pupils to touch their own body parts. iv. Teacher uses body part chart with pictures. v. Teacher plays "Touch your..." game. vi. Teacher uses doll to demonstrate body parts.	i. Pupils sing body parts songs. ii. Pupils watch teacher point to body parts. iii. Pupils touch their own head, shoulders, knees, toes, etc. iv. Pupils observe body part chart. v. Pupils participate in touching game. vi. Pupils point to body parts on doll.	Body parts chart Doll/teddy bear Mirror Songs/music Pictures Flashcards
4	THE EYE - Identification and Uses	i. Teacher points to own eyes and says "eyes" clearly. ii. Teacher guides pupils to touch their own eyes gently. iii. Teacher shows pictures of eyes. iv. Teacher explains: "We use eyes to see." v. Teacher demonstrates seeing by looking at objects. vi. Teacher emphasizes having two eyes. vii. Teacher teaches eye safety (don't poke eyes).	i. Pupils point to their eyes. ii. Pupils gently touch their eyes. iii. Pupils observe eye pictures. iv. Pupils understand eyes help us see. v. Pupils look at different objects. vi. Pupils count "one, two" eyes. vii. Pupils learn to be gentle with eyes.	Eye pictures Mirror Charts Objects to look at Doll with clear eyes Flashcards
5	MIDTERM EXAMINATION	Assessment through observation: Teacher observes pupils' ability to identify classroom/home objects, name body	Pupils point to objects and body parts, touch their eyes, demonstrate basic understanding of	Assessment checklist Objects Body parts chart Pictures

		parts, identify eyes, demonstrate understanding of uses	object uses	
6	MIDTERM BREAK	Rest and relaxation period	Rest and relaxation	-
7	THE EAR - Identification and Uses	i. Teacher points to own ears and says "ears" clearly. ii. Teacher guides pupils to touch their own ears. iii. Teacher shows pictures of ears. iv. Teacher explains: "We use ears to hear." v. Teacher demonstrates hearing by making sounds (clap, bell, music). vi. Teacher emphasizes having two ears. vii. Teacher teaches ear safety (don't put things in ears).	i. Pupils point to their ears. ii. Pupils touch their ears. iii. Pupils observe ear pictures. iv. Pupils understand ears help us hear. v. Pupils listen to different sounds. vi. Pupils count "one, two" ears. vii. Pupils learn ear safety.	Ear pictures Mirror Charts Bell Musical instruments Sound makers Doll
8	THE NOSE - Identification and Uses	i. Teacher points to own nose and says "nose" clearly. ii. Teacher guides pupils to touch their own nose. iii. Teacher shows pictures of noses. iv. Teacher explains: "We use nose to smell and breathe." v. Teacher demonstrates smelling with safe scents (flowers, orange). vi. Teacher demonstrates breathing in and out through nose.	i. Pupils point to their nose. ii. Pupils touch their nose. iii. Pupils observe nose pictures. iv. Pupils understand nose helps smell and breathe. v. Pupils smell safe items (flowers, fruits). vi. Pupils practice breathing in and out. vii. Pupils learn not to put things in nose.	Nose pictures Mirror Charts Flowers Fruits (for smelling) Safe scented items Doll

		vii. Teacher teaches nose safety.		
9	FOOD I - Definition, Examples, Why We Eat	i. Teacher explains food is what we eat in simple terms. ii. Teacher shows real foods and pictures: rice, beans, bread, egg, orange, banana. iii. Teacher lets pupils see and touch foods (safe items). iv. Teacher explains: "We eat food to grow strong and healthy." v. Teacher uses toy foods for identification. vi. Teacher shows pictures of children eating.	i. Pupils observe real foods. ii. Pupils identify different foods: rice, beans, bread, egg, fruit. iii. Pupils touch and explore foods (supervised). iv. Pupils understand we eat to be strong. v. Pupils play with toy foods. vi. Pupils recognize eating pictures.	Real foods Pictures of foods Toy foods Plates Charts Pictures of children eating
10	FOOD II - Times We Eat	i. Teacher explains three eating times: morning, afternoon, evening. ii. Teacher shows pictures of breakfast, lunch, dinner. iii. Teacher uses sun pictures (sunrise=morning, high=afternoon, sunset=evening). iv. Teacher names meals: breakfast (morning), lunch (afternoon), dinner (evening). v. Teacher connects to pupils' daily routine. vi. Teacher shows pictures of families eating together.	i. Pupils learn about eating times. ii. Pupils observe meal pictures. iii. Pupils understand morning, afternoon, evening concept. iv. Pupils identify breakfast, lunch, dinner. v. Pupils relate to their eating times. vi. Pupils understand family meals.	Pictures of meals Sun pictures (morning, afternoon, evening) Charts Toy foods Plates Family meal pictures

11	REVISION	Teacher reviews all first term topics: classroom/home objects, body parts (head, eyes, ears, nose), food and eating times. Uses games, songs, objects, and pictures.	Pupils demonstrate identification of objects, body parts, senses organs; show understanding of food and meal times; participate in review activities.	All materials from term Objects Body parts chart Foods Pictures Games
12	EXAMINATION	End of term assessment: Identification of objects, body parts, sense organs (eyes, ears, nose), food recognition, understanding of meal times	Pupils demonstrate knowledge through pointing, touching, naming (with help), and showing understanding	Assessment materials Objects Body parts chart Food pictures Real objects
13	CLOSING	Distribution of reports, celebration of learning, praise and encouragement	Pupils receive reports, simple certificates, and praise for participation	Reports Certificates Stickers Treats

PRE-NURSERY PRE-SCIENCE SCHEME OF WORK

SECOND TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	PLANTS - Meaning, Identification, Examples	i. Teacher explains plants in very simple terms: "Plants are living things that grow." ii. Teacher shows real plants (potted plants, flowers). iii. Teacher points to plants in school garden or pictures. iv. Teacher identifies parts: leaves, stem, roots (simple). v. Teacher shows different plants: flower, grass, tree (picture). vi. Teacher lets pupils touch plants gently.	i. Pupils observe real plants. ii. Pupils understand plants grow and are alive. iii. Pupils see plants around school. iv. Pupils touch leaves gently. v. Pupils identify flower as a plant. vi. Pupils learn to be gentle with plants.	Real potted plants Flowers Pictures of plants Tree pictures Garden area Charts Leaves
2	FRUITS - Identification and Examples	i. Teacher shows real fruits: apple, orange, banana, mango, watermelon. ii. Teacher names each fruit clearly and repeatedly. iii. Teacher lets pupils see, touch, and smell fruits. iv. Teacher explains fruits come from plants/trees. v. Teacher shows pictures of fruits on trees. vi. Teacher explains fruits are good food. vii. Teacher lets	i. Pupils observe real fruits. ii. Pupils listen to fruit names. iii. Pupils touch and smell fruits. iv. Pupils understand fruits come from plants. v. Pupils see fruit pictures on trees. vi. Pupils understand fruits are food. vii. Pupils taste fruits (with supervision).	Real fruits Fruit pictures Pictures of fruit trees Plates Napkins Charts Toy fruits

		pupils taste safe fruits (with permission).		
3	ANIMALS I - Meaning, Description, Body Parts	i. Teacher explains animals in simple terms: "Animals are living things that move." ii. Teacher shows pictures and toys of animals: dog, cat, cow, goat. iii. Teacher describes animals: "Dog has four legs, tail, ears, eyes, nose." iv. Teacher uses animal toys/stuffed animals. v. Teacher makes animal sounds. vi. Teacher emphasizes animals are alive and move.	i. Pupils observe animal pictures and toys. ii. Pupils understand animals move and are alive. iii. Pupils identify animal body parts (legs, tail, ears, eyes). iv. Pupils play with animal toys. v. Pupils imitate animal sounds. vi. Pupils see animals move (videos/pictures).	Animal pictures Toy animals Stuffed animals Videos of animals Charts Animal sounds audio
4	ANIMALS II - Similarities with Humans	i. Teacher shows how animals have body parts like humans. ii. Teacher compares: "We have eyes, dog has eyes. We have ears, cat has ears." iii. Teacher points to human body parts, then animal body parts. iv. Teacher emphasizes both humans and animals: see (eyes), hear (ears), smell (nose), eat (mouth). v. Teacher uses comparison charts. vi. Teacher celebrates similarities.	i. Pupils observe comparisons. ii. Pupils identify eyes on humans and animals. iii. Pupils point to body parts on self and on animals. iv. Pupils understand both humans and animals have similar parts. v. Pupils see comparison pictures. vi. Pupils enjoy discovering similarities.	Comparison charts Human and animal pictures Toy animals Mirror Body parts chart Flashcards

5	MIDTERM EXAMINATION	Assessment: Plant and fruit identification, animal recognition, understanding of animal body parts and similarities with humans	Pupils identify plants, fruits, animals; point to body parts on animals; show understanding of similarities	Assessment materials Pictures Toys Real objects
6	MIDTERM BREAK	Rest and relaxation period	Rest and relaxation	-
7	DOMESTIC ANIMALS - Meaning and Examples	i. Teacher explains domestic animals: "Animals we keep at home or on farms." ii. Teacher shows pictures/toys: dog, cat, chicken, goat, cow, rabbit. iii. Teacher explains these animals live with people. iv. Teacher shows pictures of animals at home/farm. v. Teacher explains uses (dog guards, chicken gives eggs, cow gives milk - very simple). vi. Teacher lets pupils identify domestic animals.	i. Pupils observe domestic animal pictures. ii. Pupils learn about dog, cat, chicken, goat, cow, rabbit. iii. Pupils understand these animals live with people. iv. Pupils see animals at home/farm pictures. v. Pupils learn simple uses of domestic animals. vi. Pupils identify domestic animals in pictures.	Domestic animal pictures Toy animals Farm pictures Home with pets pictures Charts Flashcards Videos
8	PARTS OF THE BODY - The Head (Identification and Uses)	i. Teacher points to own head and says "head" clearly. ii. Teacher guides pupils to touch their own head. iii. Teacher shows pictures of heads. iv. Teacher explains uses: "Head holds our brain, eyes, ears,	i. Pupils point to their head. ii. Pupils touch their head. iii. Pupils observe head pictures. iv. Pupils understand head has important parts. v. Pupils know head is on top.	Head pictures Mirror Charts Body diagram Helmet picture Doll

		nose, mouth." v. Teacher emphasizes head is on top of body. vi. Teacher teaches head safety (wear helmet when riding bike).	vi. Pupils learn about head safety.	
9	PARTS OF THE BODY - The Mouth and Teeth (Identification and Uses)	i. Teacher points to own mouth and says "mouth" clearly. ii. Teacher shows teeth inside mouth. iii. Teacher guides pupils to point to their mouth and teeth (gently). iv. Teacher explains uses: "We use mouth to eat, speak, sing. We use teeth to chew food." v. Teacher demonstrates eating and speaking. vi. Teacher shows large teeth model.	i. Pupils point to their mouth. ii. Pupils carefully look at their teeth in mirror. iii. Pupils touch their mouth area. iv. Pupils understand mouth and teeth help us eat and speak. v. Pupils mime eating and speaking. vi. Pupils observe teeth model.	Mouth and teeth pictures Mirror Large teeth model Charts Food pictures Doll
10	PARTS OF THE BODY - The Skin and Lips/Tongue	i. Teacher touches own skin and explains: "Skin covers our whole body." ii. Teacher lets pupils touch their skin (arm, face, hand). iii. Teacher shows different skin on body parts. iv. Teacher introduces lips (outside of mouth) and tongue (inside mouth). v. Teacher explains uses: Skin protects us, lips help us speak and	i. Pupils touch their own skin. ii. Pupils feel skin on different body parts. iii. Pupils understand skin covers body. iv. Pupils point to their lips. v. Pupils safely stick out tongue. vi. Pupils understand lips and tongue uses.	Skin pictures Body diagram Mirror Lips and tongue pictures Charts Doll

		eat, tongue helps us taste. vi. Teacher shows tongue picture and demonstrates sticking out tongue.		
11	REVISION	Teacher reviews second term: plants, fruits, animals (domestic and wild concept), animal body parts, human-animal similarities, body parts (head, mouth, teeth, skin, lips, tongue).	Pupils demonstrate identification of all topics learned, show understanding through pointing and simple responses, participate in review games.	All materials from term Pictures Toys Charts Real objects Games
12	EXAMINATION	End of term assessment: Plant and fruit recognition, animal identification, domestic animals, body parts (head, mouth, teeth, skin, lips, tongue)	Pupils demonstrate comprehensive knowledge of second term topics	Assessment materials Pictures Charts Body diagrams
13	CLOSING	Distribution of reports, praise for progress, encouragement for continued learning	Pupils receive reports, certificates, and celebration of achievements	Reports Certificates Stickers Treats

PRE-NURSERY PRE-SCIENCE SCHEME OF WORK

THIRD TERM

Week	Topic	Teacher's Activities	Pupil's Activities	Learning Resources
1	PARTS OF THE BODY - Legs and Toes (Identification and	i. Teacher points to own legs and says "legs" clearly. ii. Teacher shows toes and counts "one,	i. Pupils point to their legs. ii. Pupils touch their toes. iii. Pupils count	Legs and toes pictures Mirror Charts Body diagram

	Uses)	two, three..." on toes. iii. Teacher guides pupils to touch their legs and toes. iv. Teacher explains uses: "We use legs to walk, run, jump. We use toes to balance." v. Teacher demonstrates walking, running (safely), jumping. vi. Teacher emphasizes we have two legs and ten toes.	toes (with help). iv. Pupils understand legs help us move. v. Pupils practice walking, jumping (safely). vi. Pupils count "one, two" legs.	Shoes/socks Movement space
2	PARTS OF THE BODY - Hands and Fingers (Identification and Uses)	i. Teacher shows own hands and says "hands" clearly. ii. Teacher shows fingers and counts "one, two, three, four, five" on each hand. iii. Teacher guides pupils to look at their hands and fingers. iv. Teacher explains uses: "We use hands to hold, wave, clap. We use fingers to point, hold small things." v. Teacher demonstrates clapping, waving, pointing. vi. Teacher emphasizes we have two hands and ten fingers.	i. Pupils show their hands. ii. Pupils look at their fingers. iii. Pupils count fingers (with help). iv. Pupils understand hands and fingers help us do things. v. Pupils clap, wave, point. vi. Pupils count "one, two" hands.	Hands and fingers pictures Mirror Charts Body diagram Finger puppets Hand prints
3	PARTS OF THE BODY - Stomach (Identification and	i. Teacher touches own stomach/tummy area and says	i. Pupils touch their stomach area. ii. Pupils say "tummy" or	Stomach/tummy pictures Body diagram (internal)

	Uses)	"stomach" or "tummy." ii. Teacher guides pupils to touch their stomach area. iii. Teacher explains in simple terms: "Stomach is inside our body." iv. Teacher explains use: "Stomach keeps the food we eat." v. Teacher shows picture of stomach inside body (very simple). vi. Teacher connects to eating: "When we eat, food goes to stomach."	"stomach." iii. Pupils understand stomach is inside. iv. Pupils know stomach keeps food. v. Pupils observe simple stomach picture. vi. Pupils connect eating to stomach.	Charts Food pictures Doll Digestive system picture (simple)
4	WATER - Description, Sources, Uses	i. Teacher shows water in a cup/bottle. ii. Teacher describes: "Water is clear, we can drink it." iii. Teacher explains sources: "We get water from tap, well, rain, river (pictures)." iv. Teacher lets pupils see and touch water (safely). v. Teacher explains uses: "We drink water, wash with water, water plants." vi. Teacher demonstrates washing hands with water.	i. Pupils observe water. ii. Pupils understand water is for drinking. iii. Pupils see pictures of water sources. iv. Pupils touch water (supervised). v. Pupils understand water uses. vi. Pupils participate in handwashing demonstration.	Cup/bottle of water Pictures of tap, well, rain, river Basin Soap Charts Watering can
5	MIDTERM EXAMINATION	Assessment: Body parts (legs, toes, hands, fingers,	Pupils identify and demonstrate knowledge of body	Assessment materials Pictures

		stomach), water identification and uses	parts and water	Water Body diagrams
6	MIDTERM BREAK	Rest and relaxation period	Rest and relaxation	-
7	WATER - Continued Practice	i. Teacher reinforces water concepts. ii. Teacher shows more water activities: drinking, washing, cooking (pictures). iii. Teacher emphasizes importance of clean water. iv. Teacher shows water play (supervised). v. Teacher teaches water safety (don't waste water, careful near water). vi. Teacher connects water to plants and animals (they need water too).	i. Pupils review water knowledge. ii. Pupils identify water activities. iii. Pupils understand clean water is important. iv. Pupils enjoy supervised water play. v. Pupils learn water safety. vi. Pupils understand all living things need water.	Water Pictures of water activities Water play materials Charts Plants to water Safety pictures
8	HOT OBJECTS - Sensation of Hot	i. Teacher introduces concept of "hot" in safe way. ii. Teacher shows pictures of hot objects: sun, fire, stove, hot water (emphasize danger). iii. Teacher demonstrates warm water vs cold water (safely controlled). iv. Teacher explains: "Hot things can burn us, we must be careful." v. Teacher teaches hot safety: "Don't	i. Pupils observe hot object pictures. ii. Pupils understand "hot" concept. iii. Pupils feel warm vs cold sensation (safely). iv. Pupils learn hot things are dangerous. v. Pupils understand hot safety rules. vi. Pupils recognize sun as hot.	Pictures of hot objects Warm water (safe temperature) Cold water Sun picture Safety charts Fire picture (for awareness)

		touch stove, fire, hot things." vi. Teacher shows sun picture and talks about being in the sun.		
9	COLD OBJECTS - Sensation of Cold	i. Teacher introduces concept of "cold" in safe way. ii. Teacher shows cold water and ice (safely). iii. Teacher lets pupils touch cold water or ice briefly. iv. Teacher shows pictures of cold things: ice cream, cold drink, snow (if applicable). v. Teacher compares cold vs hot sensations. vi. Teacher talks about wearing warm clothes when it's cold.	i. Pupils observe cold objects. ii. Pupils understand "cold" concept. iii. Pupils feel cold water/ice (supervised). iv. Pupils identify cold things in pictures. v. Pupils distinguish between hot and cold. vi. Pupils understand wearing warm clothes when cold.	Cold water Ice (in sealed bag) Pictures of cold things Warm clothing pictures Charts Ice cream picture
10	HOT and COLD WEATHER - Sunshine and Rainfall	i. Teacher shows pictures of sunny day (hot weather) and rainy day (cold/cool weather). ii. Teacher explains: "Sunshine makes us feel hot and warm." iii. Teacher explains: "Rain makes us feel cold and wet." iv. Teacher shows pictures of people in sun (wearing light clothes, hats) and in rain (umbrella, raincoat).	i. Pupils observe weather pictures. ii. Pupils understand sunshine is hot. iii. Pupils understand rain is cold/wet. iv. Pupils identify appropriate clothing for each weather. v. Pupils express how each weather feels. vi. Pupils recognize weather	Sun pictures Rain pictures Weather charts Pictures of people in different weather Umbrella Hat Raincoat

		v. Teacher talks about feelings each weather gives. vi. Teacher connects to seasons (if applicable to location).	changes.	
11	REVISION - Comprehensive Year Review	Teacher comprehensively reviews ALL topics from three terms: classroom/home objects, all body parts learned, sense organs, food, plants, fruits, animals, water, hot/cold objects and weather. Uses games, songs, objects, pictures.	Pupils demonstrate comprehensive knowledge of entire year's learning: identify all body parts, objects, plants, animals, water uses, hot/cold concepts, weather types. Show significant progress from beginning of year.	ALL materials from entire year Complete picture sets Objects Charts Games Body diagrams Real objects
12	EXAMINATION	End of year comprehensive assessment: All body parts, sense organs, objects, plants, fruits, animals, water, hot/cold concepts, weather recognition	Pupils demonstrate all pre-science knowledge learned throughout the year	Comprehensive assessment materials Pictures Objects Charts Body diagrams
13	CLOSING	End of year celebration, distribution of reports and awards, display of learning progress, preparation for Nursery 1, celebration of science discoveries	Pupils receive reports, certificates, awards for science achievements, celebrate their discoveries and learning journey, prepare for next level	Reports Certificates Awards Progress displays Celebration materials Science books

**SOCIAL HABITS SCHEME OF WORK
FIRST TERM**

WEEK	TOPIC	CONTENT	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES	RESOURCES
1	KNOWING AND RESPONDING TO ONE'S NAME	- Recognition of own name - Responding when called - Learning to say own name	- Call each child by name frequently - Use name songs ("Where is [name]? Here I am!") - Point to each child and say their name - Use name tags with child's photo - Practice one-on-one name recognition - Praise children when they respond - Play name games in circle time	- Listen when their name is called - Respond by raising hand or saying "Yes" - Try to say their own name - Point to themselves - Sing name songs - Look at their name tag - Clap when they hear their name	Name tags with photos, name chart, mirror, name cards
2	OBJECTS IN THE ENVIRONMENT (Part 1)	- Identification of objects - Naming common objects (ball, cup, spoon, book, toy, chair, table)	- Show real objects one at a time - Name each object clearly and repeatedly - Let children touch and explore - Play "show me the..." game - Use picture cards alongside real objects - Group similar objects	- Touch and hold objects - Try to say object names - Point to objects when named - Match objects to pictures - Explore objects safely - Play finding games - Pass objects	Real objects (ball, cup, spoon, book, toys, chair), picture cards, basket, soft toys

			- Hide objects and find them (simple game)	to friends	
3	OBJECTS IN THE ENVIRONMENT (Part 2)	-Uses of objects - Cup for drinking -Spoon for eating -Book for reading -Toy for playing - Chair for sitting	- Demonstrate how to use each object -Act out using objects with puppets -Practice using objects correctly -Show pictures of children using objects - Sing songs about objects and their uses - Create a "uses corner" with objects	- Watch demonstrations -Practice using cup, spoon -Sit on chair properly -Hold book correctly -Play with toys appropriately -Match objects to their uses - Act out using objects	Real cups, spoons, books, toys, chairs, action picture cards, puppets, play kitchen
4	GRACE AND COURTESY - "THANK YOU"	-Learning to say "Thank you" -When to say "Thank you" - Why we say "Thank you"	-Model saying "Thank you" in various situations -Create opportunities for children to practice -Use "Thank You" songs and rhymes - Role-play giving and receiving -Praise children when they say "Thank you" - Use puppets to demonstrate - Read "Thank You" stories	-Say "Thank you" when given something -Listen to "Thank You" songs -Practice with teacher -Give and receive items - Watch puppet shows -Clap when others say "Thank you" - Role-play with friends	Puppets, picture books about manners, small gifts/toys for practice, "Thank You" song chart

5	MIDTERM EXAMINATION	Assessment of Topics Covered in Weeks 1-4	- Observe children responding to their names -Simple oral questions about objects -Watch children identify and use objects -Observe courtesy in natural settings -Assess through play-based activities - Record observations	- Respond when name is called - Point to objects named -Show how to use objects -Say "Thank you" in situations - Participate in assessment activities	Assessment checklist, objects for identification, observation form
6	MIDTERM BREAK	Rest and Relaxation Period			
7	GRACE AND COURTESY - "I'M SORRY"	-Learning to say "I'm sorry" -When to say "I'm sorry" - Making amends after mistakes	-Model saying "I'm sorry" authentically -Create safe scenarios to practice -Use "Sorry" songs and stories - Role-play simple conflicts and resolution -Gentle correction when children hurt others -Puppet demonstrations - Praise sincere apologies	-Say "I'm sorry" when appropriate -Learn when we need to apologize -Listen to "Sorry" stories -Watch puppet shows -Practice with teacher -Role-play with friends - Give hugs after saying sorry	Puppets, "Sorry" picture books, emotion face cards, soft toys, mirror
8	GRACE AND	- Learning to say	- Model saying "Excuse me" in	- Say "Excuse me"	Props for role-play,

	COURTESY - "EXCUSE ME"	"Excuse me" - When to say "Excuse me" - Importance of courtesy	context -Demonstrate: before interrupting, when passing, after burping/coughing -Use "Excuse Me" games - Create practice situations -Role-play polite behavior - Sing courtesy songs	when needed -Learn when to use the phrase -Practice in different situations -Watch demonstrations - Play courtesy games -Role-play with teacher - Use polite words daily	courtesy chart, picture cards showing situations, dolls/toys
9	SIMPLE INSTRUCTIONS AT SCHOOL (Part 1)	- Examples of simple school instructions -"Sit down" - "Stand up" -"Come here" - "Line up"	- Give one instruction at a time -Demonstrate each instruction -Use gestures with words -Practice repeatedly throughout day -Play "Simon Says" (simple version) - Praise immediate obedience - Use picture cards for instructions	-Listen to teacher - Follow one-step instructions -Copy teacher's actions -Stand when told -Sit when told - Come when called - Play instruction games	Instruction picture cards, whistle, colored mats for sitting, line markers on floor
10	SIMPLE INSTRUCTIONS AT SCHOOL (Part 2)	- More school instructions -"Put away toys" -"Wash your	- Give clear, simple instructions - Show children what to do -Practice clean-up	- Put toys in correct places - Wash hands when told -Be quiet when asked	Toy storage boxes with labels/pictures, visual schedule chart, hand-washing

		hands" - "Be quiet" - "Listen" - How to respond properly	routines -Use visual schedule - Reward good listening -Be consistent with instructions - Use action songs for routines	-Listen to teacher -Follow classroom routines -Help clean up - Follow visual schedule	station, quiet gesture cards
11	REVISION	Review all topics from First Term	- Review all topics through games - Practice names, courtesy words -Review objects and their uses -Practice following instructions -Use songs from the term - Informal assessment through play	- Participate in review games - Say courtesy words -Follow instructions - Respond to name -Identify objects - Show what they've learned	All materials from previous weeks, review games, songs
12	EXAMINATION	End of Term Assessment	- Comprehensive observation-based assessment -Check name recognition and response -Assess courtesy word usage -Test instruction-following - Evaluate object identification	-Show all learned skills - Respond to name -Use courtesy words -Follow instructions - Identify and use objects - Demonstrate good behavior	Assessment forms, all teaching materials, progress report cards

			- Record individual progress		
13	CLOSING/VACATION	End of First Term	- Celebrate term completion - Send progress reports - Party and fun activities	- Enjoy closing activities - Receive appreciation - Go home happy	Treats, certificates, goodbye songs

PRE-NURSERY SOCIAL HABITS SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES	RESOURCES
1	SIMPLE INSTRUCTIONS AT HOME (Part 1)	- Examples of simple home instructions - "Help Mummy" - "Give Daddy" - "Keep your toys" - "Go to bed"	- Discuss home instructions - Use home scenario role-play - Invite parents to share common instructions - Create home corner in classroom - Use dolls to demonstrate - Sing songs about helping at home	- Listen to home instructions - Practice in play house - Role-play helping parents - Use dolls to practice - Talk about their homes - Learn to be helpful	Play house setup, dolls, toy furniture, home picture cards, parent instruction list
2	SIMPLE INSTRUCTIONS AT HOME (Part 2)	- More home instructions - "Eat your food" - "Drink your water" - "Say goodnight" - "Brush your teeth" - Responding appropriately	- Demonstrate good responses - Create home routine scenarios - Practice meal times and bedtime - Use real objects (toothbrush, cup) - Teach good habits through play - Connect school and home routines	- Practice eating properly - Drink when told - Say goodnight/ hello - Pretend to brush teeth - Follow home routines - Learn good habits	Play dishes, cups, toy toothbrush, doll bed, routine picture cards, mirror
3	COMPOSURE	- Behaving appropriately at home - Behaving appropriately at school - Behaving appropriately	- Explain good behavior in simple terms - Show pictures of appropriate/inappropriate behavior - Role-play different settings	- Learn to wait patiently - Sit quietly when needed - Play nicely with others	Behavior picture cards, social story books, emotion cards,

		in public places - Maintaining composure	- Use social stories - Model calm behavior - Teach waiting and patience - Practice in different classroom areas	- Walk (not run) inside - Use indoor voice - Follow rules - Practice self-control	quiet corner setup, behavior chart
4	SIMPLE GREETINGS AT HOME (Part 1)	- When to greet at home - Morning: "Good morning Mummy/Daddy" - Afternoon: "Good afternoon" - Evening: "Good evening" - Before bed: "Goodnight"	- Teach different time-based greetings - Use sun/moon pictures for times of day - Role-play home greetings - Practice greeting family members - Create greeting scenarios - Use songs about greetings - Invite parents for greeting demonstration	- Say "Good morning" in morning - Say "Good afternoon" in afternoon - Say "Good evening" in evening - Say "Goodnight" at bedtime - Practice with teacher - Greet classroom visitors	Sun, moon, and star pictures, family picture cards, time-of-day chart, greeting songs chart
5	MIDTERM EXAMINATION	Assessment of Topics Covered in Weeks 1-4	- Observe following home instructions - Check composure in different settings - Assess greeting usage - Test time-appropriate greetings - Record observations	- Demonstrate learned behaviors - Follow instructions - Show good composure - Use correct greetings - Participate in activities	Assessment checklist, observation forms, all teaching materials
6	MIDTERM BREAK	Rest and Relaxation Period			

7	SIMPLE GREETINGS AT HOME (Part 2)	- Who to greet at home - Mummy, Daddy, siblings - Grandparents, aunty, uncle - Visitors - How to greet politely	- Create family tree visuals - Discuss family members - Practice respectful greetings - Role-play greeting visitors - Teach body language (smile, wave) - Emphasize respect for elders	- Identify family members - Greet parents - Greet siblings - Greet grandparents - Greet visitors politely - Smile when greeting - Practice with peers	Family picture cards, puppet family, role-play area, visitor scenarios, greeting posters
8	SIMPLE GREETINGS AT SCHOOL (Part 1)	- When to greet at school - Arriving: "Good morning teacher" - During day: "Hello" - Leaving: "Goodbye teacher" - Meeting friends	- Model proper school greetings - Practice arrival and departure greetings daily - Teach greeting friends - Use greeting songs - Create greeting routine - Reward good greeting habits	- Greet teacher every morning - Greet classmates - Say goodbye politely - Wave to friends - Smile and be friendly - Use greeting words	School scenario setup, name tags, greeting song chart, smiley face stickers
9	SIMPLE GREETINGS AT SCHOOL (Part 2)	- Who to greet at school - Teachers - Classmates - School workers - Visitors - How to greet politely	- Introduce school staff to children - Practice greeting everyone - Teach respectful greetings - Use role-play for practice - Model polite greeting behavior - Emphasize	- Greet all teachers - Greet friends - Greet school helpers - Greet visitors - Be polite to everyone	Pictures of school staff, visitor badges for role-play, greeting cards, school community

		at school	smiling and eye contact	- Look at people when greeting	y chart
10	CLOTHING (Part 1)	-Meaning of clothing -Male clothing (shirt, trousers, shorts) -Female clothing (dress, skirt, blouse) - Identifying own clothes	-Show different types of clothing -Let children touch different fabrics -Sort clothes by male/female - Dress dolls in different clothes -Use real clothes for demonstration - Play dress-up games - Teach personal clothing care	-Identify types of clothes -Sort male and female clothes - Touch different fabrics - Dress dolls -Try on different clothes (safe, supervised) - Talk about own clothes	Real clothes samples, male/female dolls, dress-up box, clothing picture cards, mirrors, fabric swatches
11	REVISION	Review all topics from Second Term	-Review home and school instructions - Practice all greetings -Review composure and behavior -Review clothing basics - Use games and songs for review	-Participate in review - Practice greetings -Follow instructions - Show good behavior - Identify clothes	All materials from second term, review games, songs
12	EXAMINATION	End of Term Assessment	- Assess instruction-following -Check greeting appropriateness - Observe composure -Test clothing knowledge - Record progress	- Demonstrate learned skills -Use proper greetings -Follow instructions -Show composure - Identify	Assessment materials, progress forms, all teaching aids

				clothing	
13	CLOSING/VAC ATION	End of Second Term	-Celebrate achievements - Send reports - Fun activities	-Enjoy activities -Receive reports - Prepare for vacation	Treats, certificates

PRE-NURSERY SOCIAL HABITS SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES	RESOURCES
1	CLOTHING (Part 2)	- Reasons for wearing clothes - Protection from sun/cold -Covering our body - Looking neat and nice - School uniform	- Explain why we wear clothes -Show pictures of people in different weather -Discuss covering body appropriately -Introduce school uniform concept -Teach importance of neatness - Practice identifying school uniform	- Learn why we wear clothes - Understand protection from weather -Recognize school uniform -Learn to stay neat - Touch different weather clothes	Weather pictures, school uniform samples, dolls in uniforms, protection demonstration materials
2	CLOTHES FOR DIFFERENT WEATHER	-Clothes for cold weather (sweater, jacket, socks, shoes) - Clothes for hot weather (light dress, shorts, hat, sandals) - Rainy day clothes	-Show weather-appropriate clothing -Use weather pictures and real clothes - Discuss local weather patterns -Dress dolls for different weather -Play weather dress-up	-Identify hot and cold weather clothes -Match clothes to weather - Dress dolls appropriately -Touch jackets, hats, etc. -Learn rain protection - Play	Weather chart, seasonal clothes, dolls, dress-up weather clothes, weather picture cards, thermometer (visual)

		(raincoat, boots)	game - Link clothing to feelings (warm/cool)	weather games	
3	SPECIAL CLOTHING	-School uniform - Sport jersey/PE clothes - Apron (for art/cooking) - Special occasion clothes	- Show different special clothes -Explain when we wear each -Practice putting on apron -Discuss uniform importance -Show sport clothes - Let children try on aprons	- Recognize school uniform -Try wearing an apron -Identify sport clothes -Learn when to wear special clothes - Practice wearing uniform properly	School uniform samples, child-size aprons, sport jersey, special occasion outfit pictures, dress-up area
4	FOODS IN NIGERIA (Part 1)	-Meaning of food -Food is what we eat -Examples of Nigerian local foods -Rice, beans, yam - Plantain, bread	-Show real foods or realistic replicas -Name each food clearly -Let children see, touch, smell (safe foods) -Use food pictures and books - Sing songs about Nigerian foods - Create food discussion circle	-Look at different foods -Try to name foods - Touch food items (safe) - Smell foods -Learn food names - Sing food songs	Real food samples (uncooked), plastic food replicas, food picture cards, Nigerian food chart, food basket
5	MIDTERM	Assessmen	- Test clothing	- Identify different	Assessment

	EXAMINATION	t of Topics Covered in Weeks 1-4	knowledge -Check weather clothes matching -Assess food identification - Observe special clothing recognition	clothes -Match clothes to weather -Name foods - Show learned skills	forms, all teaching materials from weeks 1-4
6	MIDTERM BREAK	Rest and Relaxation Period			
7	FOODS IN NIGERIA (Part 2)	- More Nigerian local foods - Pounded yam ("Iyan") - "Amala" - "Eba" - Jollof rice - Moi-moi	- Show pictures of traditional Nigerian foods - Explain each food simply -Use safe tasting (if possible with permission) -Discuss which meals children eat at home -Create food memory games - Teach about Nigerian food culture	- Learn names of Nigerian foods -Identify foods in pictures -Talk about foods at home - Match foods to pictures - Learn about local dishes	Nigerian food pictures, plastic Nigerian food replicas (if available), food chart, cultural food stories
8	RESPECT - Where We Show Respect	-Respect at home -Respect in school -Respect in public places	- Explain respect in simple terms - Show respect pictures - Discuss	- Learn what respect means - Practice being respectful - Listen to	Respect picture cards, puppets, respect story books, scenario

		- Meaning of respect (being nice and polite)	- respect in different places - Model respectful behavior -Use puppets for scenarios -Read respect stories - Praise respectful behavior	- respect stories -Watch puppet shows -Be polite in class - Show respect to teacher and friends	cards, behavior chart
9	WHO TO RESPECT	- Respecting parents - Respecting elders in community - Respecting teachers - Respecting everyone	- Identify people we should respect - Show pictures of parents, elders, teachers - Discuss why we respect them - Practice respectful greetings - Teach respect through stories - Model respect daily	- Identify parents, elders, teachers - Learn to respect everyone - Practice respect - Listen to elders - Obey parents and teachers - Be kind to all	Picture cards of different people, family photos, teacher photos, community helpers pictures, respect chart
10	WAYS OF SHOWING RESPECT	-Methods of showing respect -Greeting properly -Listening when spoken to -Obeying instructions	- Demonstrate respectful behaviors -Practice greetings with respect -Teach listening skills -Create respect	-Practice respectful greetings -Listen when adults speak - Obey teachers and parents -Say "Yes ma/sir"	Role-play props, respect action cards, reward stickers, scenarios, respect song chart

		-Running errands - Saying "Yes sir/ma"	- scenarios -Role-play showing respect -Use "respect words" regularly - Reward respectful actions	-Help with simple tasks - Show respect daily	
11	REVISION	Review all topics from Third Term	-Review all clothing topics -Review Nigerian foods - Review respect concepts - Practice all learned behaviors - Use games for comprehensive review	-Participate in all reviews -Name foods and clothes - Show respectful behavior - Demonstrate all learned skills	All term materials, review games, songs, assessment preparation items
12	EXAMINATION	End of Term Assessment	- Comprehensive assessment - Test clothing knowledge - Check food identification -Observe respectful behavior - Record year's progress	-Show all year's learning -Identify clothes and foods - Demonstrate respect - Follow all instructions	Final assessment forms, all teaching materials, year-end progress reports
13	CLOSING/VACATION	End of School Year	-Celebrate successful year - Award	-Celebrate achievements - Receive	Certificates, treats, decorations,

			certificates -Send comprehensive reports - Party and farewell	certificates -Enjoy party - Say goodbye	final reports, awards

NURSERY 1 SCHEME OF WORK

1. Health habits
2. Handwriting
3. Literacy
4. Numeracy
5. Pre-science
6. Social habits

NURSERY 1

HEALTH HABITS SCHEME OF WORK FIRST TERM

WEEK	TOPIC	CONTENT	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES	RESOURCES
1	IDENTIFYING PARTS OF THE HUMAN BODY (Part 1)	- The head - The neck - The shoulders - The arms - Functions of each body part	- Sing "Head, Shoulders, Knees and Toes" - Point to and name each body part on self -Use large body part charts/posters -Let children touch and identify parts on themselves -Use mirrors for self-identification -Play "Simon Says" with body parts - Use dolls to show body parts	-Touch their own head - Touch their own neck -Touch their shoulders -Touch their arms -Sing body part songs -Point to parts when named - Look in mirror - Follow "Simon Says" instructions	Large body chart, mirror, dolls, body parts flashcards, "Head, Shoulders, Knees and Toes" song chart
2	IDENTIFYING PARTS OF THE HUMAN BODY (Part 2)	- The chest -The stomach/belly - The back - The waist - The hips - Review all parts learned	- Continue body part identification - Use body outline drawings -Let children lie on paper and trace outline - Label body parts on drawings - Practice	-Identify chest, stomach, back -Touch waist and hips -Lie down for body tracing -Color body part pictures -Sing and dance to body songs - Play body part games	Large paper for tracing, crayons, body outline worksheets, full-length mirror, body part puzzle

			- touching each part -Use more body songs and games - Review Week 1 parts		
3	SIMPLE HEALTH HABITS - Hand Washing (Part 1)	-Why we wash our hands - When to wash hands: - Before eating - After eating - After using the toilet - Proper hand washing steps	- Demonstrate proper hand washing technique -Show germs with glitter demonstration -Teach hand washing song (20 seconds) - Practice at sink with all children -Use posters showing hand washing steps -Discuss importance of clean hands - Make it a daily routine	- Watch hand washing demonstration -Practice washing hands properly -Count to 20 while washing -Sing hand washing song - Wash hands before snack time -Wash hands after toilet - Learn to use soap	Sink, soap, towels, hand washing poster, glitter for germs demonstration, hand washing song chart, step-by-step pictures
4	SIMPLE HEALTH HABITS - Hand Washing (Part 2)	-More times to wash hands: - After playing - After touching animals - After touching refuse/dirt - After sneezing - Consequences of dirty hands	- Continue hand washing practice - Show pictures of situations requiring hand washing -Discuss germs and sickness -Use story about dirty hands -Practice in various scenarios -Reinforce hand washing	- Practice washing after play - Learn when hands are dirty -Identify situations needing hand washing -Wash hands independently with supervision -Tell when to wash hands - Make hand washing a habit	Hand washing scenarios pictures, germs story book, soap, water, towels, dirt demonstration materials

			routine - Check children's hand washing skills		
5	MIDTERM EXAMINATION	Assessment of Topics Covered in Weeks 1-4	-Point to body parts and ask children to identify - Observe children identifying body parts on themselves -Watch children wash hands properly -Ask questions about when to wash hands -Practical hand washing demonstration - Record observations	-Point to body parts when asked -Touch and name body parts -Demonstrate hand washing - Tell when to wash hands - Show proper hand washing technique	Assessment checklist, body chart, hand washing station, observation forms
6	MIDTERM BREAK	Rest and Relaxation Period			
7	SIMPLE HEALTH HABITS - Covering Mouth and Nose (Part 1)	-Why we cover our mouth and nose - When sneezing - When coughing - How to cover properly (with elbow or tissue)	-Demonstrate proper covering technique -Show picture of germs spreading -Practice using tissue or elbow - Role-play sneezing and coughing -Teach "sneeze into elbow" song -Provide tissues in classroom	-Practice covering mouth when coughing -Practice covering nose when sneezing -Use tissue properly -Sneeze into elbow if no tissue -Watch demonstrations - Role-play scenarios	Tissues, tissue box, elbow demonstration, germs spreading poster, cough/sneeze etiquette pictures, dustbin for tissues

			- Model good behavior constantly		
8	SIMPLE HEALTH HABITS - Covering Mouth and Nose (Part 2)	-Covering mouth when yawning - Disposing tissues properly -Washing hands after sneezing/coughing - Being considerate of others	- Continue practicing good habits -Teach proper tissue disposal - Link to hand washing after sneezing -Discuss spreading germs to others -Use puppets to demonstrate -Practice all covering behaviors - Reinforce with positive feedback	-Cover mouth when yawning - Throw tissues in bin -Wash hands after sneezing -Practice all covering habits -Be considerate of friends - Remember to use tissue	Tissues, dustbin, puppets, hand washing station, courtesy posters, stickers for good behavior
9	HOW TO STAY HEALTHY (Part 1)	- Eating good food -Drinking clean water - Getting enough sleep/rest - Playing and exercising	-Discuss healthy foods vs unhealthy foods -Show food pictures (fruits, vegetables) -Talk about water importance - Discuss bedtime and sleep - Lead simple exercises -Use health posters - Teach healthy habits song	-Identify healthy foods -Learn to drink water regularly -Talk about sleep time -Do simple exercises - Jump, run, play - Sort healthy/unhealthy food pictures	Healthy food pictures, fruits (real or plastic), water bottles, exercise mat, health habits chart, food sorting cards
10	HOW TO STAY HEALTHY (Part 2)	-Staying clean (bathing daily) - Wearing clean	- Discuss daily bathing importance	-Learn about daily bath - Recognize	Doll for bathing

		clothes -Keeping nails short and clean - Visiting the doctor when sick - Avoiding sick people	-Show clean vs dirty clothes -Check children's nails (gently) -Talk about doctor visits - Teach staying away when friends are sick - Use health stories - Create health checklist	clean clothes -Show their nails - Learn about doctor -Understand sickness - Complete health checklist - Share healthy habits	demonstration, clean/dirty clothes pictures, doctor play set, health checklist chart, hygiene story books
11	REVISION	Review all topics from First Term	- Review all body parts with games - Practice hand washing again -Review covering mouth/nose -Discuss staying healthy - Use songs and games for revision - Informal assessment through play	-Identify all body parts -Demonstrate hand washing -Show covering techniques -Tell healthy habits -Participate in revision games - Sing all learned songs	All materials from term, revision games, body chart, hand washing station, health posters
12	EXAMINATION	End of Term Assessment	- Comprehensive body parts assessment -Practical hand washing test -Observe covering behaviors - Question about staying healthy - Record	-Show all learned skills -Name body parts -Wash hands properly -Cover mouth and nose - Tell healthy habits	Assessment forms, all teaching materials, progress report cards

			individual progress		
13	CLOSING/VACATION	End of First Term	-Celebrate term completion -Give health tips for vacation -Send progress reports - Fun activities and party	-Receive reports -Enjoy closing activities - Remember healthy habits - Go home happy	Certificates, treats, reports, decorations

NURSERY 1 HEALTH HABITS SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES	RESOURCES
1	HOW TO CARE FOR OUR TEETH (Part 1)	-Parts of the mouth (teeth, tongue, lips) -Functions of the mouth: - To talk - To eat - To sing -Functions of teeth: - To bite - To chew - To tear - To grind	-Show large teeth model -Let children touch their own teeth -Use mirror for teeth inspection - Demonstrate biting, chewing with apple -Discuss different uses of mouth -Sing songs about teeth - Show pictures of healthy teeth	-Open mouth and look in mirror -Touch their own teeth -Count teeth (simple) -Practice biting (with apple slice) -Practice chewing -Sing with mouth - Talk about teeth	Large teeth model, mirrors, apple slices, teeth pictures, mouth diagram, dental health posters
2	HOW TO CARE FOR OUR TEETH (Part 2)	-Function of the tongue: - To taste - To swallow - To talk -How to care for teeth: - Brush regularly (morning & night) - Avoid too many sweets - Rinse mouth after eating - Use dental floss (with parents) - Use mouthwash (age-appropriate) - Visit dentist	-Demonstrate tongue functions with tasting -Show proper tooth brushing technique - Use large toothbrush and teeth model -Discuss harmful effects of too many sweets -Practice rinsing mouth - Talk about	-Touch their tongue -Taste safe foods (sweet, sour) -Practice brushing motion - Brush teeth (if brought toothbrush) -Rinse mouth with water -Learn about dentist -Sing brushing song - Practice for	Large toothbrush, teeth model, individual toothbrushes (optional), safe tasting foods, cups for rinsing, dentist pictures, timer, brushing song chart

		regularly	dentist visits -Teach tooth brushing song (2 minutes) - Let children practice with own toothbrush	2 minutes	
3	CLEANLINESS - Taking Care of Our Environment	-Keeping classroom clean - Putting trash in dustbin - Not littering -Keeping school compound clean -Keeping home clean - Why cleanliness is important	-Organize classroom cleanup activity -Show proper waste disposal - Discuss importance of clean environment -Take children on school cleanup walk - Use "Keep Clean" songs -Assign daily cleanup tasks - Praise clean behavior	-Pick up trash and put in bin -Keep desk area clean -Participate in cleanup -Learn not to litter - Help keep classroom tidy -Throw wrappers in dustbin - Take pride in clean space	Dustbins, cleaning tools (child-safe), trash bags, cleaning gloves, clean/dirty environment pictures, cleanup chart
4	GOOD TABLE MANNERS	-Washing hands before eating - Sitting properly at table -Using spoon/fork correctly -Chewing with mouth closed -Not talking with mouth full -Saying "Please" and "Thank you" - Cleaning up after eating	-Demonstrate good table manners -Set up proper dining scenario -Practice using utensils correctly - Model proper eating behavior -Discuss mealtime courtesy -Practice during snack	-Wash hands before snack - Sit properly at table -Hold spoon correctly -Practice chewing with mouth closed -Wait to talk until swallowing -Say "Please" and "Thank you" - Clean eating	Table setting, plates, spoons, forks, cups, napkins, table manners posters, good/bad manners picture cards, snacks for practice

			time - Use picture cards of good/bad manners	area	
5	MIDTERM EXAMINATION	Assessment of Topics Covered in Weeks 1-4	- Test teeth and mouth knowledge -Observe tooth brushing technique -Check environmental cleanliness habits -Assess table manners during snack time - Record observations	-Name teeth functions - Show brushing technique - Dispose trash properly - Demonstrate good table manners - Answer simple questions	Assessment checklist, teeth model, toothbrush, dustbin, table setting, observation forms
6	MIDTERM BREAK	Rest and Relaxation Period			
7	TOILET HYGIENE	-Using the toilet properly - Flushing after use -Washing hands after toilet -Keeping toilet clean -Telling teacher when need toilet - Not playing in toilet	-Show proper toilet use (age-appropriate) -Demonstrate flushing -Review hand washing after toilet -Discuss toilet cleanliness - Teach children to ask permission - Use social story about toilet use - Establish	-Learn to use toilet properly -Flush after use -Wash hands with soap - Keep toilet clean -Ask teacher when need toilet - Follow toilet rules	Toilet demonstration (toy toilet or pictures), hand washing station, toilet hygiene posters, social story book, toilet routine chart

			toilet routine		
8	SAFETY - Harmful and Sharp Objects (Part 1)	-Identifying sharp objects: - Knife - Scissors - Needle - Broken glass - Razor -Dangers of sharp objects - Not touching without adult	- Show pictures of sharp objects (never real dangerous ones) -Discuss why sharp objects are dangerous -Teach "Don't touch, tell an adult" -Use safety stories -Role-play safe behavior -Teach safety rules - Use warning signs	- Recognize sharp objects in pictures - Learn to say "No, dangerous" -Practice telling adult -Understand "Don't touch" - Look but don't touch sharp things - Learn safety rules	Sharp objects pictures (sealed), safety posters, safety story books, warning sign cards, role-play props
9	SAFETY - Avoiding Accidents at School and Home (Part 2)	-Not running indoors -Walking carefully on stairs -Not climbing on furniture -Not playing with fire/matches - Not playing with electrical outlets -Not putting things in mouth, nose, ears - Playing safely	-Demonstrate safe behavior -Practice walking (not running) indoors -Show safe stair use - Discuss fire danger (age-appropriate) -Show electrical safety -Teach "No putting things in body openings" - Establish safety rules	- Practice walking indoors - Walk carefully on stairs - Play safely -Learn about fire danger -Stay away from outlets -Keep objects out of body - Follow safety rules	Safety posters, stair demonstration, fire safety pictures, electrical outlet covers (to show), safety rules chart, safe play area
10	ROAD SAFETY	- Looking both ways before crossing	-Make traffic light model - Practice road	-Learn traffic light colors - Practice	Traffic light model (red, yellow, green),

		-Holding adult's hand near road -Understanding traffic lights: - Red means STOP - Yellow means WAIT/CAREFUL - Green means GO - Walking on sidewalk/footpath - Not playing near roads	- crossing in classroom -Teach road safety song -Discuss holding adult's hand -Use road safety stories -Role-play safe road behavior -Show road signs - Create road safety scenario	"Stop, Look, Listen" -Pretend to cross road safely -Hold teacher's hand (practice) -Sing road safety song -Recognize pedestrian crossing - Play road safety games	road safety posters, toy cars, road crossing mat, road safety story books, pedestrian crossing picture
11	REVISION	Review all topics from Second Term	-Review teeth care and functions -Practice cleanliness habits -Review table manners -Practice toilet hygiene -Review all safety rules - Use games and songs	- Demonstrate teeth brushing -Show good table manners - Practice safety behaviors - Tell about toilet hygiene -Identify dangers - Follow all learned rules	All materials from second term, revision games, safety charts, health posters
12	EXAMINATION	End of Term Assessment	-Assess teeth care knowledge -Observe cleanliness and manners -Test safety awareness - Check toilet hygiene understanding - Record	-Show teeth brushing - Demonstrate table manners - Identify safety hazards - Tell safety rules - Show learned	Assessment materials, all teaching aids, progress forms

			progress	behaviors	
13	CLOSING/VACATION	End of Second Term	-Celebrate achievements -Review safety tips for home - Send reports - Fun activities	-Receive reports -Remember safety rules - Enjoy activities	Certificates, reports, treats

NURSERY 1 HEALTH HABITS SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT	TEACHER'S ACTIVITIES	PUPIL'S ACTIVITIES	RESOURCES
1	ILLNESS - Causes and Prevention (Part 1)	-What is illness/sickness -Common childhood illnesses: - Cold/Cough - Fever - Stomach ache - Malaria -Signs of being sick - Telling adults when sick	-Explain sickness in simple terms -Discuss common symptoms (fever, cough) -Teach children to tell teacher if they feel bad -Use dolls to show sick behavior - Read sickness story books -Discuss what doctor does - Teach empathy for sick friends	-Learn what sickness is -Recognize feeling unwell -Learn to tell adult if sick - Practice saying "I don't feel well" -Be kind to sick friends -Understand doctor helps - Learn illness signs	Doll (sick doll), doctor play set, thermometer (toy), illness story books, symptom picture cards, doctor/hospital pictures
2	ILLNESS - Causes and Prevention (Part 2)	-Causes of diseases: - Germs - Dirty water - Dirty food - Mosquito bites - How to avoid getting sick: - Washing hands - Eating clean food - Drinking clean water - Using mosquito net - Getting vaccinations - Staying away from sick people	-Explain germs using glitter again -Discuss clean vs dirty water/food -Show mosquito net and explain malaria prevention -Review hand washing importance - Talk about injections/vaccines (without fear) -Teach prevention habits - Use prevention songs	-Learn about germs -Identify clean water -Choose clean food -Learn about mosquito net -Understand vaccines help us -Practice prevention habits - Wash hands to prevent sickness	Glitter for germs demo, clean/dirty water pictures, clean/dirty food pictures, mosquito net, vaccine information (positive), prevention poster

3	COMMON RELIGIOUS FESTIVALS - Christmas	-What is Christmas -When is Christmas (December 25) -Why we celebrate Christmas -Christmas symbols (tree, star, gifts) -How we celebrate - Being kind during Christmas	- Tell Christmas story (age-appropriate) - Show Christmas pictures -Discuss Christmas celebrations -Make simple Christmas crafts - Sing Christmas songs -Teach about sharing and kindness - Discuss family celebrations	-Learn about Christmas -Recognize Christmas symbols -Make Christmas crafts -Sing Christmas songs -Talk about Christmas day -Learn about giving gifts - Practice kindness	Christmas pictures, Christmas tree (small), star, gifts, Christmas story book, craft materials, Christmas songs
4	COMMON RELIGIOUS FESTIVALS - Sallah/Eid	-What is Sallah/Eid -When is Sallah (after Ramadan) -Why Muslims celebrate -How it is celebrated -Special Sallah clothes - Sharing food during Sallah	-Tell Sallah story (simple, respectful) -Show pictures of Sallah celebrations -Discuss Muslim traditions - Show traditional Sallah clothes -Discuss sharing food with neighbors -Teach respect for all religions - Sing unity songs	-Learn about Sallah -See Sallah celebration pictures -Learn about sharing -Respect different celebrations -Learn about special clothes - Understand different religions	Sallah celebration pictures, traditional clothes pictures, food sharing images, religious respect posters, unity songs
5	MIDTERM EXAMINATION	Assessment of Topics Covered in Weeks 1-4	-Check illness prevention knowledge -Assess understanding of religious festivals -Test prevention habits - Simple questions about Christmas and Sallah	-Tell about preventing illness -Name Christmas and Sallah -Show hand washing - Talk about festivals - Answer	Assessment materials, illness pictures, festival pictures, observation forms

			- Observe hygiene practices	simple questions	
6	MIDTERM BREAK	Rest and Relaxation Period			
7	COMMON RELIGIOUS FESTIVALS - Easter	- What is Easter -When is Easter (March/April) -Why Christians celebrate Easter -Easter symbols (eggs, bunny, cross) -How Easter is celebrated - Easter activities	-Tell Easter story (age-appropriate) -Show Easter pictures -Discuss Easter traditions -Make Easter crafts (egg coloring) - Sing Easter songs -Discuss resurrection concept simply - Easter egg hunt activity	-Learn about Easter -Recognize Easter symbols -Color Easter eggs -Sing Easter songs -Participate in egg hunt -Make Easter crafts - Learn about celebration	Easter pictures, eggs for coloring, Easter baskets, Easter story book, craft materials, Easter songs, toy bunny
8	REVIEW: IDENTIFYING PARTS OF THE BODY	- Comprehensive body parts review: - Head to toes - Arms, legs, chest, back - Elbows, knees, waist -Adding new parts: - Wrist, ankle, thigh, shin - Functions of body parts	-Review all body parts from Term 1 -Introduce new parts (wrist, ankle, thigh, shin) -Use complete body chart -Practice with full body songs -Play advanced body part games -Draw and label body parts - Physical activities with body parts	-Name all major body parts -Touch new body parts -Learn additional parts -Draw body and label - Play body games -Dance and use all body parts - Complete body part activities	Complete body chart, full-length mirror, body part flashcards, drawing materials, body outline worksheet, body part songs
9	COMPREHENSIVE HEALTH HABITS REVIEW	-All health habits learned: - Hand washing - Covering	-Comprehensive review of all hygiene habits -Practice all skills learned	- Demonstrate hand washing - Show teeth brushing	All hygiene materials, hand washing station, teeth

		mouth/nose - Teeth brushing - Cleanliness - Table manners - Toilet hygiene - Staying healthy daily	-Create health habits checklist -Watch children demonstrate skills -Discuss daily health routine -Reinforce all good habits - Celebrate progress	-Practice table manners -Follow toilet hygiene -Keep environment clean -Show all learned habits - Complete health checklist	model, toothbrush, health habits checklist, cleanliness supplies
10	COMPREHENSIVE SAFETY REVIEW	-All safety rules learned: - Sharp objects safety - Home and school safety - Road safety - Accident prevention - Being safe everyday	-Review all safety topics - Practice safety behaviors -Role-play safety scenarios -Review traffic lights and road crossing -Discuss home and school dangers - Create safety pledge - Test safety knowledge	-Name safety rules - Identify dangers -Practice road crossing -Tell traffic light meanings - Demonstrate safe behaviors -Take safety pledge - Show what they learned	All safety materials, traffic light model, road crossing mat, safety posters, danger pictures, safety pledge chart
11	REVISION	Review all topics from Third Term and Entire Year	-Comprehensive year review - Review body parts, health habits, safety - Review religious festivals -Review illness prevention - Practice all learned skills -Use games, songs, activities - Final preparation for exam	- Participate in full revision - Demonstrate all skills -Review body parts -Practice all health habits -Show safety knowledge - Name religious festivals - Complete	All materials from entire year, revision games, comprehensive charts, all health and safety materials

				revision activities	
12	EXAMINATION	End of Year Comprehensive Assessment	-Full year assessment -Body parts identification - Health habits demonstration -Safety knowledge test - Illness prevention knowledge -Religious festivals knowledge -Practical demonstrations - Record annual progress	-Show all year's learning -Name body parts - Demonstrate health habits - Tell safety rules -Answer all questions -Show good behaviors - Complete all assessments	Comprehensive assessment forms, all teaching materials, year-end progress reports, assessment stations
13	CLOSING/VACATION	End of School Year	-Celebrate successful year -Award certificates of achievement -Send comprehensive annual reports - Give health and safety tips for vacation -Graduation ceremony (if applicable) - Party and fun activities	-Celebrate achievements -Receive certificates and awards -Get annual reports -Enjoy graduation ceremony -Party with friends - Prepare for next class	Certificates, awards, annual reports, decorations, treats, graduation materials, party supplies

NURSERY 1

HANDWRITING SCHEME OF WORK

FIRST TERM

WEEK	TOPIC	OBJECTIVES	TEACHERS' ACTIVITIES	PUPILS' ACTIVITIES	RESOURCES
1	Pre-Writing Skills (Free Writing)	- Develop proper pencil grip - Improve hand-eye coordination - Build confidence in making marks on paper	- Demonstrate correct pencil/crayon holding technique (tripod grip) - Guide pupils to take a proper sitting position and grip their pencils properly - Encourage pupils as they strive to copy the given patterns - Provide large sheets of paper for unrestricted movement	- Pupils attempt to perfectly copy given strokes or lines - Practice holding pencils and crayons correctly - Make free marks, scribbles, and patterns on paper - Engage in hand strengthening activities	Writing book, Pencil, Eraser, Chart paper, crayons, play dough
2	Pre-Writing Skills (Free Writing Continued)	- Strengthen fine motor control - Develop directionality awareness - Encourage creative expression	- Guide pupils to take a proper sitting position and grip their pencils properly - Demonstrate circular, zigzag, and wavy movements - Encourage pupils as they strive to copy the given patterns - Provide tracing activities	- Pupils attempt to perfectly copy given strokes or lines - Practice making different types of marks - Trace patterns in sand or salt trays - Complete simple coloring activities	Writing book, Pencil, Eraser, Sand/salt trays, finger paints, dotted worksheets
3	VERTICAL LINES Writing vertical	- Recognize and draw vertical lines - Develop top-	- Demonstrate and guide pupils to take a proper sitting position and	- Pupils attempt to perfectly copy given strokes or lines	Writing book, Pencil, Eraser, Chart showing vertical lines,

	lines 	to-bottom stroke direction - Improve pencil control	grip their pencils properly - Demonstrate drawing vertical lines from top to bottom - Encourage and supervise pupils as they strive to copy the given patterns	- Draw vertical lines from top to bottom - Trace dotted vertical lines - Practice on lined paper and slates	dotted worksheets
4	VERTICAL LINES Writing vertical lines 	- Master vertical line formation - Write multiple vertical lines with spacing - Develop consistent line length	- Demonstrate and guide pupils to take a proper sitting position and grip their pencils properly - Demonstrate spacing between vertical lines - Encourage and supervise pupils as they strive to copy the given patterns	- Pupils attempt to perfectly copy given strokes or lines - Practice writing rows of vertical lines - Draw vertical lines with proper spacing - Create patterns using vertical lines	Writing book, Pencil, Eraser, Worksheets, lined paper
5	MIDTERM ASSESSMENT	- Assess understanding of concepts taught - Evaluate pencil grip and control - Check line formation skills	- Prepare assessment sheets - Observe individual pupils' pencil grip - Assess free writing and vertical line formation - Record pupils' progress - Provide individual feedback	- Complete assessment tasks - Draw free patterns - Write vertical lines independently - Demonstrate proper pencil grip	Assessment sheets, observation checklist, pencils, erasers
6	MIDTERM BREAK				
7	HORIZONTAL LINES Writing	- Recognize and draw horizontal lines - Develop left-	- Demonstrate and guide pupils to take a proper sitting position and	- Pupils attempt to perfectly copy given strokes or lines	Writing book, Pencil, Eraser, Charts with

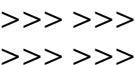
	horizontal lines _____ _____ _____	to-right stroke direction - Understand horizontal orientation	grip their pencils properly -Demonstrate drawing horizontal lines from left to right - Encourage and supervise pupils as they strive to copy the given patterns	- Draw horizontal lines from left to right - Trace dotted horizontal lines - Practice on different surfaces	horizontal lines, dotted worksheets
8	HORIZONTAL LINES Writing horizontal lines _____ _____ _____	-Master horizontal line formation -Write multiple horizontal lines with consistent spacing - Combine vertical and horizontal lines	-Demonstrate and guide pupils to take a proper sitting position and grip their pencils properly - Demonstrate spacing between lines - Encourage and supervise pupils as they strive to copy the given patterns	-Pupils attempt to perfectly copy given strokes or lines -Practice writing rows of horizontal lines -Draw horizontal lines with even spacing - Create simple patterns	Writing book, Pencil, Eraser, Worksheets, grid paper
9	Writing of slanting lines e.g. \\ \\ \\	-Recognize slanting lines -Draw slanting lines (down-left to right) - Develop controlled diagonal movements	-Demonstrate and guide pupils to take a proper sitting position and grip their pencils properly -Demonstrate slanting lines \\ - Encourage and supervise pupils as they strive to copy the given patterns	-Pupils attempt to perfectly copy given strokes or lines - Draw slanting lines going down-left to right -Trace dotted slanting lines - Copy slanting line patterns	Writing book, Pencil, Eraser, Chart showing slanting lines, dotted worksheets
10	Writing of slanting lines e.g. /// /// ///	- Master slanting lines (up-left to right) -Distinguish between different slant directions - Develop	- Demonstrate and guide pupils to take a proper sitting position and grip their pencils properly -Demonstrate slanting lines ///	- Pupils attempt to perfectly copy given strokes or lines -Draw slanting lines going up-left to right - Practice both	Writing book, Pencil, Eraser, Pattern charts, worksheets

		pattern recognition	- Encourage and supervise pupils as they strive to copy the given patterns	/// and \\ patterns - Create alternating patterns	
11	REVISION WEEK	-Review all line types covered -Consolidate handwriting skills - Prepare for examination	- Review vertical, horizontal, and slanting lines - Revisit proper pencil grip and posture -Provide practice exercises for all line types -Give individual attention to struggling pupils - Conduct group revision activities	-Practice all line types learned -Complete revision worksheets -Demonstrate proper writing techniques -Participate in group activities - Ask questions for clarification	Revision worksheets, charts of all line types, pencils, erasers
12	EXAMINATION WEEK	-Assess overall handwriting development -Evaluate line formation skills - Test pencil control and grip	-Administer examination - Observe and assess individual performance -Evaluate pencil grip, posture, and line formation -Record results and observations - Prepare report feedback	-Complete examination tasks independently -Draw vertical lines -Draw horizontal lines -Draw slanting lines - Create basic patterns	Examination papers, observation forms, pencils, erasers
13	CLOSING WEEK	-Celebrate achievements -Provide feedback to pupils - Distribute reports	-Review examination results with pupils -Celebrate progress and effort -Give positive reinforcement and encouragement -Distribute report cards - Provide tips for holiday practice	-Receive feedback on their work -Celebrate their achievements - Participate in closing activities -Receive report cards - Listen to holiday practice tips	Report cards, certificates, display of pupils' work, treats/rewards

NURSERY 1 HANDWRITING SCHEME OF WORK

SECOND TERM

WEEK	TOPIC/PATTERN	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	REVISION OF FIRST TERM WORK Basic lines and curves	i. The teacher reviews first term patterns through demonstration on the board. ii. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. iii. The teacher revises horizontal, vertical, and curved lines. iv. The teacher encourages and supervises pupils as they practice. v. The teacher uses songs and rhymes to reinforce learning.	i. Pupils watch and listen attentively to teacher's demonstration. ii. Pupils practice proper sitting position and pencil grip. iii. Pupils trace and copy basic patterns from first term. iv. Pupils participate in singing handwriting rhymes.	Writing book Pencil Eraser Chart with patterns Crayons
2	LINES IN DOUBLE FORMATION (Horizontal) =====	i. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher draws double horizontal lines on the board, showing spacing between lines. iii. The teacher emphasizes keeping lines parallel and evenly spaced. iv. The teacher provides dotted guidelines for pupils to trace. v. The teacher encourages and supervises pupils as they strive to copy the given patterns.	i. Pupils attempt to perfectly copy given double line patterns. ii. Pupils trace dotted double horizontal lines. iii. Pupils practice maintaining even spacing between lines. iv. Pupils attempt to draw double lines independently.	Writing book Pencil Eraser Ruler (for teacher) Dotted worksheets
3	LINES IN DOUBLE	i. The teacher	i. Pupils attempt to	Writing book

	FORMATION (Vertical) 	demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher draws double vertical lines on the board. iii. The teacher demonstrates top-to-bottom movement for both lines. iv. The teacher provides practice sheets with dotted double vertical lines. v. The teacher encourages and supervises pupils as they strive to copy the given patterns.	perfectly copy double vertical lines. ii. Pupils trace dotted patterns in their books. iii. Pupils practice drawing double vertical lines. iv. Pupils maintain proper pencil grip throughout.	Pencil Eraser Pattern charts Tracing sheets
4	INTERSECTING SLANT LINES (Right) 	i. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher demonstrates how to make intersecting slant lines pointing right. iii. The teacher shows the pattern step by step on the board. iv. The teacher uses visual aids to help pupils understand the direction. v. The teacher encourages and supervises pupils as they strive to copy the given patterns.	i. Pupils attempt to perfectly copy given strokes or lines. ii. Pupils trace dotted intersecting slant line patterns. iii. Pupils practice the >>> pattern repeatedly. iv. Pupils identify arrow-like shapes in their environment.	Writing book Pencil Eraser Arrow charts Visual aids
5	MID-TERM ASSESSMENT/TEST	i. The teacher prepares assessment worksheets with patterns covered in weeks 1-4. ii. The teacher provides clear instructions for each task.	i. Pupils listen to instructions carefully. ii. Pupils attempt to reproduce patterns: double lines and >>>	Assessment sheets Pencils Erasers Assessment record book

		iii. The teacher observes pupils' pencil grip, sitting position, and pattern formation. iv. The teacher provides gentle assistance where necessary. v. The teacher records pupils' performance for reporting.	patterns. iii. Pupils work at their own pace on assessment sheets. iv. Pupils demonstrate proper pencil grip and sitting position.	
6	MID-TERM BREAK	-	-	-
7	INTERSECTING SLANT LINES (Left) <<< << <<< <<<	i. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher demonstrates intersecting slant lines pointing left on the board. iii. The teacher compares >>> and <<< patterns to help pupils see the difference. iv. The teacher provides dotted patterns for tracing practice. v. The teacher encourages and supervises pupils as they strive to copy the given patterns.	i. Pupils attempt to perfectly copy given strokes or lines. ii. Pupils trace dotted <<< patterns. iii. Pupils practice making left-pointing slant lines. iv. Pupils distinguish between >>> and <<< patterns.	Writing book Pencil Eraser Pattern charts Comparison charts
8	INTERSECTING SLANT LINES (Mixed Patterns) >>> << <<< >>>	i. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher combines both >>> and <<< patterns in one lesson. iii. The teacher demonstrates alternating patterns on the board. iv. The teacher encourages	i. Pupils attempt to perfectly copy both types of intersecting slant lines. ii. Pupils practice alternating between >>> and <<< patterns. iii. Pupils trace mixed pattern worksheets.	Writing book Pencil Eraser Mixed pattern sheets Colored pencils

		pupils to identify and copy both patterns. v. The teacher supervises and provides individual support.	iv. Pupils identify directional differences.	
9	CIRCLES (Large) ○ ○ ○ ○ ○ ○ ○ ○	i. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher draws large circles on the board using continuous anti-clockwise motion. iii. The teacher provides large dotted circles for tracing. iv. The teacher uses fun objects like plates or hoops to illustrate circles. v. The teacher encourages and supervises pupils as they strive to copy the given patterns.	i. Pupils attempt to perfectly copy circles. ii. Pupils trace large dotted circles in their books. iii. Pupils practice making circular movements in the air first. iv. Pupils identify circular objects in the classroom.	Writing book Pencil Eraser Circular objects Tracing sheets
10	CIRCLES (Small) & SEMI-CIRCLES ○ ○ ○ ○ ○ U U U U	i. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher introduces smaller circles and semi-circles. iii. The teacher demonstrates how semi-circles are "half circles." iv. The teacher provides varied practice with both shapes. v. The teacher encourages and supervises pupils as they practice.	i. Pupils attempt to copy small circles and semi-circles. ii. Pupils trace dotted patterns of both shapes. iii. Pupils practice controlling pencil for smaller shapes. iv. Pupils identify semi-circles in objects (rainbow, tunnel).	Writing book Pencil Eraser Shape charts Picture cards
11	REVISION OF SECOND TERM	i. The teacher systematically reviews all patterns covered during the	i. Pupils practice all patterns learned: double	Writing book Pencil Eraser

	WORK	term. ii. The teacher provides mixed practice sheets with various patterns. iii. The teacher identifies areas of difficulty and provides extra support. iv. The teacher uses games and activities to make revision fun. v. The teacher praises pupils' progress and builds confidence for examination.	lines, >>>, <<<, and circles. ii. Pupils complete mixed pattern worksheets. iii. Pupils ask questions about patterns they find difficult. iv. Pupils demonstrate improved pencil control.	Revision worksheets Pattern charts
12	END OF TERM EXAMINATION	i. The teacher administers end-of-term examination with various patterns. ii. The teacher provides clear instructions and demonstrations. iii. The teacher observes and assesses overall handwriting development. iv. The teacher evaluates pencil grip, posture, and pattern accuracy. v. The teacher records scores and prepares report cards.	i. Pupils attempt all examination patterns independently. ii. Pupils demonstrate proper sitting position and pencil grip. iii. Pupils work calmly and at their own pace. iv. Pupils show improvement from mid-term assessment.	Examination papers Pencils Erasers Mark book Report cards
13	CLOSING ACTIVITIES	i. The teacher returns marked scripts and discusses performance with pupils. ii. The teacher celebrates pupils' achievements and progress. iii. The teacher gives encouragement for continuous practice during holidays. iv. The teacher conducts closing activities and distribution of report cards.	i. Pupils receive their marked work and report cards. ii. Pupils participate in closing activities. iii. Pupils celebrate their handwriting achievements.	Report cards Marked scripts Awards/stickers

NURSERY 1 HANDWRITING SCHEME OF WORK

THIRD TERM

WEEK	TOPIC/PATTERN	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	TWO-LETTER WORDS Words: it, if	i. The teacher revises second term patterns briefly. ii. The teacher introduces the concept of writing simple words. iii. The teacher demonstrates writing "it" and "if" clearly on the board. iv. The teacher sounds out each letter as they write. v. The teacher provides dotted words for tracing. vi. The teacher encourages and supervises pupils as they practice.	i. Pupils trace and copy the words "it" and "if." ii. Pupils practice letter formation within the words. iii. Pupils attempt to read the words they have written. iv. Pupils identify the letters in each word.	Writing book Pencil Eraser Word charts Flashcards
2	TWO-LETTER WORDS Words: in, is	i. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher writes "in" and "is" on the board with clear letter formation. iii. The teacher sounds out and explains each word. iv. The teacher provides practice sheets with dotted words to trace. v. The teacher helps	i. Pupils trace and copy the words "in" and "is." ii. Pupils practice writing the words repeatedly. iii. Pupils attempt to read and recognize the words. iv. Pupils use the words in simple oral sentences.	Writing book Pencil Eraser Word charts Picture cards

		pupils understand word spacing. vi. The teacher encourages and supervises pupils as they practice.		
3	TWO-LETTER WORDS Words: at, an	i. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher introduces "at" and "an" with clear demonstrations. iii. The teacher uses pictures and objects to illustrate word meanings. iv. The teacher provides dotted practice for tracing. v. The teacher encourages and supervises pupils as they write. vi. The teacher reviews previously learned words.	i. Pupils trace and copy the words "at" and "an." ii. Pupils practice correct letter formation. iii. Pupils read the words they have written. iv. Pupils review words from weeks 1-2. v. Pupils match words to pictures.	Writing book Pencil Eraser Picture word cards Tracing sheets
4	TWO-LETTER WORDS Words: am, as	i. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher writes "am" and "as" on the board clearly. iii. The teacher helps pupils understand the meaning of each word. iv. The teacher	i. Pupils trace and copy the words "am" and "as." ii. Pupils practice writing words from weeks 1-4. iii. Pupils read the words: it, if, in, is, at, an, am, as. iv. Pupils use words in simple sentences orally.	Writing book Pencil Eraser Word flashcards Sentence strips

		provides structured practice with proper spacing. v. The teacher conducts oral reading of all words learned so far. vi. The teacher encourages and supervises pupils.		
5	MID-TERM ASSESSMENT/TEST	i. The teacher prepares assessment with words from weeks 1-4. ii. The teacher dictates words for pupils to write. iii. The teacher provides reading assessment of learned words. iv. The teacher observes handwriting quality and letter formation. v. The teacher records pupils' performance.	i. Pupils write words from dictation: it, if, in, is, at, an, am, as. ii. Pupils read words from flashcards. iii. Pupils demonstrate proper pencil grip and letter formation. iv. Pupils work independently on assessment.	Assessment sheets Flashcards Pencils Erasers Mark book
6	MID-TERM BREAK	-	-	-
7	TWO-LETTER WORDS Words: on, ox	i. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher introduces "on" and "ox" with demonstrations. iii. The teacher uses visual aids (picture of an ox, showing things "on" surfaces). iv. The teacher	i. Pupils trace and copy the words "on" and "ox." ii. Pupils practice making the circular letter 'o' correctly. iii. Pupils read and recognize the new words. iv. Pupils identify pictures related to the words.	Writing book Pencil Eraser Picture charts Word cards

		provides dotted words for tracing practice. v. The teacher emphasizes proper letter formation, especially the 'o'. vi. The teacher encourages and supervises pupils.		
8	TWO-LETTER WORDS Words: of, or	i. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher writes "of" and "or" clearly on the board. iii. The teacher helps pupils distinguish between similar-looking words. iv. The teacher provides practice sheets with proper spacing. v. The teacher reviews words: on, ox, of, or. vi. The teacher encourages and supervises pupils.	i. Pupils trace and copy the words "of" and "or." ii. Pupils practice all four words: on, ox, of, or. iii. Pupils read the words they have written. iv. Pupils differentiate between the words.	Writing book Pencil Eraser Comparison charts Flashcards
9	TWO-LETTER WORDS Words: lo, no	i. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher introduces "lo" and "no" with clear demonstrations. iii. The teacher emphasizes the word	i. Pupils trace and copy the words "lo" and "no." ii. Pupils recognize and read "no" easily. iii. Pupils practice proper letter spacing. iv. Pupils use "no" in simple	Writing book Pencil Eraser Word flashcards Picture cards

		"no" as familiar to pupils. iv. The teacher provides dotted practice sheets. v. The teacher conducts oral reading practice. vi. The teacher encourages and supervises pupils.	sentences.	
10	TWO-LETTER WORDS Words: go, so	i. The teacher demonstrates and guides pupils to take proper sitting position and grip their pencils properly. ii. The teacher writes "go" and "so" on the board. iii. The teacher uses actions to demonstrate "go" (walking, running). iv. The teacher provides comprehensive practice of all words learned. v. The teacher reviews: lo, no, go, so. vi. The teacher encourages and supervises pupils.	i. Pupils trace and copy the words "go" and "so." ii. Pupils practice all four words: lo, no, go, so. iii. Pupils read words with increasing confidence. iv. Pupils perform actions for word "go."	Writing book Pencil Eraser Action word cards Tracing sheets
11	REVISION OF THIRD TERM WORK All two-letter words	i. The teacher conducts comprehensive revision of all words taught. ii. The teacher uses games and activities for word recognition. iii. The teacher provides mixed	i. Pupils practice writing all learned words: it, if, in, is, at, an, am, as, on, ox, of, or, lo, no, go, so. ii. Pupils read words from flashcards fluently. iii. Pupils play	Writing book Pencil Eraser All word flashcards Revision sheets Games

		practice sheets with all words. iv. The teacher conducts oral reading sessions. v. The teacher identifies and addresses individual difficulties. vi. The teacher prepares pupils for final examination.	word recognition games. iv. Pupils demonstrate improved handwriting.	
12	END OF TERM/YEAR EXAMINATION	i. The teacher administers comprehensive examination covering all words. ii. The teacher dictates words for pupils to write. iii. The teacher conducts reading assessment. iv. The teacher evaluates handwriting quality, letter formation, and word spacing. v. The teacher assesses overall progress from beginning of the year. vi. The teacher marks and records scores.	i. Pupils write words from dictation. ii. Pupils read words from flashcards during oral assessment. iii. Pupils demonstrate proper pencil grip and posture. iv. Pupils show confidence in their handwriting ability. v. Pupils work independently.	Examination papers Flashcards Pencils Erasers Mark book Report cards
13	CLOSING & PROMOTION ACTIVITIES	i. The teacher returns marked scripts and discusses performance. ii. The teacher celebrates pupils' achievements throughout the year. iii. The teacher provides feedback to parents/guardians.	i. Pupils receive marked work and report cards. ii. Pupils showcase their handwriting progress. iii. Pupils participate in closing activities. iv. Pupils celebrate their achievements.	Report cards Marked scripts Certificates Awards Progress portfolios

		iv. The teacher encourages continued practice during holidays. v. The teacher conducts closing ceremonies and report card distribution. vi. The teacher prepares pupils for transition to next class.	v. Pupils prepare for promotion to the next class.	

NURSERY 1

LITERACY SCHEME OF WORK FIRST TERM

WEEK	TOPIC	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Aa, Bb 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher engages pupils in simple conversations about their names, family, and school. ii. The teacher tells short, simple stories with picture aids. iii. The teacher asks pupils simple questions and encourages responses. Reading: i. The teacher displays pictures of objects in the home (bed, cup, spoon, chair). ii. The teacher names objects and asks pupils to identify them. iii. The teacher uses picture flashcards for recognition activities. Writing: i. The teacher demonstrates proper sitting	Listening & Speaking: i. Pupils listen attentively to the teacher's stories. ii. Pupils respond to simple questions about themselves. iii. Pupils practice greeting words (Good morning, Hello). Reading: i. Pupils observe and identify pictures of home objects. ii. Pupils point to named objects in pictures. iii. Pupils name familiar objects they see. Writing: i. Pupils practice proper sitting and pencil holding. ii. Pupils trace dotted letters Aa and Bb. iii. Pupils color letter shapes Aa and Bb. iv. Pupils	Picture charts Flashcards Writing book Pencils Crayons Erasers Alphabet chart Story book Audio player (optional)

		position and pencil grip. ii. The teacher writes uppercase and lowercase 'Aa' on the board, showing starting points and direction. iii. The teacher writes 'Bb' demonstrating straight lines and curves. iv. The teacher provides dotted letters for tracing practice. v. The teacher guides pupils in coloring letter shapes. Songs/Rhymes: i. The teacher teaches "Twinkle, Twinkle Little Star" ii. The teacher uses actions and gestures while singing. iii. The teacher encourages pupils to sing along.	attempt to copy letters from the board. Songs/Rhymes: i. Pupils listen to the rhyme. ii. Pupils sing along with actions. iii. Pupils enjoy the musical activity.	
2	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community.	Listening & Speaking: i. The teacher engages pupils in "Show and Tell" activities. ii. The teacher teaches positional words (in, on, under) through	Listening & Speaking: i. Pupils participate in Show and Tell. ii. Pupils use positional words in simple sentences. iii. Pupils	Picture charts Real objects Flashcards Writing book Pencils Crayons Coloring sheets Alphabet chart Song charts

	3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Aa, Bb, Cc 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	demonstration. iii. The teacher encourages pupils to describe what they see in pictures. Reading: i. The teacher shows pictures of school objects (bag, book, pencil, desk). ii. The teacher helps pupils match objects to their pictures. iii. The teacher plays picture recognition games. Writing: i. The teacher reviews Aa and Bb. ii. The teacher introduces letter 'Cc' with clear demonstration. iii. The teacher emphasizes the circular shape of C. iv. The teacher provides practice sheets for all three letters. v. The teacher guides coloring activities for Aa, Bb, Cc. Songs/Rhymes: i. The teacher reviews "Twinkle,	describe pictures using simple words. Reading: i. Pupils identify school objects in pictures. ii. Pupils match real objects to pictures. iii. Pupils name school objects around them. Writing: i. Pupils trace and copy Aa, Bb, Cc. ii. Pupils practice making circular shapes for C. iii. Pupils color all three letters beautifully. iv. Pupils recognize and name the letters. Songs/Rhymes: i. Pupils sing familiar rhymes confidently. ii. Pupils learn new rhyme with actions. iii. Pupils enjoy group singing activities.	

		Twinkle Little Star" ii. The teacher introduces "Baa Baa Black Sheep" iii. The teacher encourages group singing.		
3	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Aa, Bb, Cc 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher engages pupils in describing daily routines (morning, afternoon). ii. The teacher uses puppets to demonstrate conversations. iii. The teacher teaches action words (run, jump, sit, stand). Reading: i. The teacher displays pictures of community helpers (teacher, doctor, police). ii. The teacher talks about what each helper does. iii. The teacher asks pupils to identify helpers by their uniforms. Writing: i. The teacher conducts comprehensive practice of Aa, Bb, Cc.	Listening & Speaking: i. Pupils talk about their morning routines. ii. Pupils participate in puppet play conversations. iii. Pupils demonstrate action words physically. Reading: i. Pupils identify community helpers in pictures. ii. Pupils talk about helpers they know. iii. Pupils recognize helpers by uniforms. Writing: i. Pupils practice writing Aa, Bb, Cc confidently. ii. Pupils demonstrate improved letter formation. iii. Pupils color	Picture charts Puppets Flashcards of helpers Writing book Pencils Crayons Coloring books Letter cards Rhyme charts

		ii. The teacher emphasizes correct letter formation and starting points. iii. The teacher provides individual assistance where needed. iv. The teacher introduces coloring within boundaries. v. The teacher uses letter recognition games. Songs/Rhymes: i. The teacher introduces "Humpty Dumpty" ii. The teacher teaches hand gestures for the rhyme. iii. The teacher reviews all previously learned rhymes.	letters neatly within lines. iv. Pupils identify letters randomly shown. Songs/Rhymes: i. Pupils learn new rhyme with gestures. ii. Pupils sing all learned rhymes with enthusiasm. iii. Pupils perform rhymes with confidence.	
4	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3.WRITING SKILLS: Tracing, coloring, and writing of the alphabets	Listening & Speaking: i. The teacher engages pupils in listening to short stories and answering questions. ii. The teacher teaches courtesy words (please, thank you, sorry). iii. The teacher	Listening & Speaking: i. Pupils listen and respond to story questions. ii. Pupils use courtesy words in conversations. iii. Pupils attempt to speak in sentences. Reading:	Story books Picture charts Animal flashcards Writing book Pencils Crayons Tracing sheets Alphabet chart Song charts

	Dd, Ee, Ff 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	encourages pupils to speak in complete sentences. Reading: i. The teacher shows pictures of animals (dog, cat, bird, fish). ii. The teacher makes animal sounds and asks pupils to identify. iii. The teacher plays matching games with animal pictures. Writing: i. The teacher introduces letter 'Dd' with demonstration. ii. The teacher shows how to write 'Ee' with straight and curved lines. iii. The teacher introduces 'Ff' emphasizing the vertical line and cross lines. iv. The teacher provides dotted practice for Dd, Ee, Ff. v. The teacher prepares pupils for mid-term assessment. Songs/Rhymes: i. The teacher introduces "Old	i. Pupils identify animals in pictures. ii. Pupils imitate animal sounds. iii. Pupils match animals to their pictures. Writing: i. Pupils trace and copy letters Dd, Ee, Ff. ii. Pupils practice correct letter formation. iii. Pupils color new letters. iv. Pupils review letters Aa-Ff in preparation for test. Songs/Rhymes: i. Pupils sing new song with animal sounds. ii. Pupils practice all learned rhymes. iii. Pupils prepare for rhyme recitation.	

		MacDonald Had a Farm" ii. The teacher uses animal sounds in the song. iii. The teacher reviews all rhymes for assessment.		
5	MID-TERM ASSESSMENT/TEST	Assessment Activities: i. The teacher prepares assessment sheets for all literacy skills. ii. The teacher conducts oral assessment for listening and speaking. iii. The teacher tests picture recognition and identification. iv. The teacher assesses letter writing (Aa-Ff). v. The teacher evaluates letter coloring and neatness. vi. The teacher conducts rhyme recitation assessment. vii. The teacher provides positive reinforcement. viii. The teacher records pupils' performance.	Assessment Tasks: i. Pupils respond to oral questions. ii. Pupils identify pictures shown by teacher. iii. Pupils trace and write letters Aa-Ff. iv. Pupils color designated letters. v. Pupils recognize and name letters randomly shown. vi. Pupils recite at least one rhyme learned. vii. Pupils demonstrate proper pencil grip.	Assessment sheets Picture cards Letter cards Pencils Crayons Assessment record book Stickers/stamps
6	MID-TERM BREAK	-	-	-

7	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Dd, Ee, Ff 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher reviews previous lessons through storytelling. ii. The teacher engages pupils in describing their holiday experiences. iii. The teacher teaches size words (big, small, tall, short). Reading: i. The teacher displays pictures of food items (bread, rice, orange, banana). ii. The teacher discusses healthy eating habits. iii. The teacher conducts picture sorting activities (fruits, vegetables). Writing: i. The teacher reviews and reinforces letters Dd, Ee, Ff. ii. The teacher provides extensive practice sheets. iii. The teacher focuses on pupils who need extra support. iv. The teacher emphasizes	Listening & Speaking: i. Pupils share holiday stories. ii. Pupils describe objects using size words. iii. Pupils listen attentively to instructions. Reading: i. Pupils identify food items in pictures. ii. Pupils name their favorite foods. iii. Pupils sort pictures into groups. Writing: i. Pupils practice Dd, Ee, Ff with improved confidence. ii. Pupils write letters with better control. iii. Pupils demonstrate neater handwriting. iv. Pupils color letters carefully. Songs/Rhymes: i. Pupils sing familiar rhymes enthusiastically. ii. Pupils learn new rhyme with actions. iii. Pupils perform rhymes	Picture charts Food flashcards Writing book Pencils Crayons Practice sheets Song charts Rhyme book

		proper spacing between letters. v. The teacher uses fun coloring activities. Songs/Rhymes: i. The teacher reviews "Old MacDonald Had a Farm" ii. The teacher introduces "Pat-a-Cake, Pat-a-Cake" iii. The teacher encourages creative actions with rhymes.	creatively.	
8	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3.WRITING SKILLS: Tracing, coloring, and writing of the alphabets Gg, Hh, Ii 4.SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher engages pupils in describing weather conditions. ii. The teacher uses picture sequences to teach simple stories. iii. The teacher introduces color names through conversation. Reading: i. The teacher shows pictures of transportation (car, bus, bicycle, airplane). ii. The teacher discusses how people travel.	Listening & Speaking: i. Pupils talk about the weather today. ii. Pupils arrange picture sequences correctly. iii. Pupils name colors of objects around them. Reading: i. Pupils identify transportation in pictures. ii. Pupils talk about vehicles they have traveled in. iii. Pupils play picture identification games.	Weather chart Picture sequences Transport flashcards Writing book Pencils Crayons Letter cards Song props (toy vehicles)

		iii. The teacher plays "I Spy" with transport pictures. Writing: i. The teacher introduces letter 'Gg' with demonstration. ii. The teacher writes 'Hh' showing the tall vertical lines. iii. The teacher introduces 'Ii' (the shortest letter). iv. The teacher provides guided practice for Gg, Hh, Ii. v. The teacher uses letter formation rhymes. Songs/Rhymes: i. The teacher introduces "The Wheels on the Bus" ii. The teacher uses circular hand movements for wheels. iii. The teacher adds verses about different vehicle sounds.	Writing: i. Pupils trace and copy letters Gg, Hh, Ii. ii. Pupils practice proper letter formation. iii. Pupils color new letters. iv. Pupils recognize the new letters. Songs/Rhymes: i. Pupils sing action songs with movements. ii. Pupils enjoy making vehicle sounds. iii. Pupils sing enthusiastically.	
9	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects	Listening & Speaking: i. The teacher engages pupils in describing family members. ii. The teacher	Listening & Speaking: i. Pupils talk about their family members. ii. Pupils use pronouns in	Family pictures Body part charts Writing book Pencils Crayons Letter flashcards Games materials

	around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Gg, Hh, Ii 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	teaches pronouns (I, you, he, she) through games. iii. The teacher uses role-play for conversations. Reading: i. The teacher shows pictures of body parts (head, hand, leg, eye). ii. The teacher sings songs about body parts while pointing. iii. The teacher conducts "Simon Says" game for body part recognition. Writing: i. The teacher provides extensive practice of Gg, Hh, Ii. ii. The teacher reviews all letters learned (Aa-Ii). iii. The teacher conducts letter recognition games. iv. The teacher assesses individual progress. v. The teacher provides reinforcement activities. Songs/Rhymes: i. The teacher introduces "Head,	simple sentences. iii. Pupils participate in role-play activities. Reading: i. Pupils identify body parts in pictures. ii. Pupils point to their own body parts. iii. Pupils play "Simon Says" game. Writing: i. Pupils write Gg, Hh, Ii confidently. ii. Pupils review all letters Aa-Ii. iii. Pupils identify letters randomly shown. iv. Pupils demonstrate improved handwriting. Songs/Rhymes: i. Pupils sing and touch body parts. ii. Pupils enjoy the action song. iii. Pupils sing faster with practice.	Song charts

		Shoulders, Knees and Toes" ii. The teacher demonstrates touching body parts while singing. iii. The teacher increases tempo gradually for fun.		
10	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3.WRITING SKILLS: Tracing, coloring, and writing of the alphabets Aa - Ii 4.SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher engages pupils in comprehensive oral activities. ii. The teacher conducts picture description exercises. iii. The teacher assesses oral communication skills. Reading: i. The teacher reviews all picture categories covered. ii. The teacher conducts comprehensive picture recognition exercises. iii. The teacher uses picture books for story reading. Writing: i. The teacher conducts comprehensive	Listening & Speaking: i. Pupils participate in oral activities confidently. ii. Pupils describe pictures using learned vocabulary. iii. Pupils demonstrate improved speaking skills. Reading: i. Pupils identify various pictures accurately. ii. Pupils recognize objects from different categories. iii. Pupils enjoy picture story sessions. Writing: i. Pupils write all letters Aa-Ii from memory. ii. Pupils demonstrate mastery of letter formation.	Comprehensive picture charts Story books Writing book Pencils Crayons Complete alphabet chart (A-I) All rhyme charts

		review of Aa-Ii. ii. The teacher provides mixed practice sheets with all letters. iii. The teacher assesses letter formation and recognition. iv. The teacher identifies pupils needing extra support. v. The teacher prepares pupils for revision week. Songs/Rhymes: i. The teacher reviews all rhymes learned during the term. ii. The teacher organizes group performances. iii. The teacher celebrates pupils' progress.	iii. Pupils identify and name all letters learned. iv. Pupils color letters neatly. Songs/Rhymes: i. Pupils perform all learned rhymes. ii. Pupils sing confidently in groups. iii. Pupils enjoy musical activities.	
11	REVISION OF FIRST TERM WORK All topics covered	Comprehensive Revision: i. The teacher systematically reviews all listening and speaking activities. ii. The teacher conducts intensive picture recognition revision. iii. The teacher provides extensive writing practice for Aa-Ii.	Revision Activities: i. Pupils participate in all revision exercises. ii. Pupils practice identifying various pictures. iii. Pupils write all letters Aa-Ii multiple times. iv. Pupils engage in revision games. v. Pupils recite	All term's materials Revision worksheets Mock test papers Flashcards Writing books Pencils Crayons Charts

		iv. The teacher uses games and fun activities for revision. v. The teacher identifies and addresses individual weaknesses. vi. The teacher conducts mock examination exercises. vii. The teacher reviews all rhymes and songs. viii. The teacher builds pupils' confidence for examination.	all learned rhymes. vi. Pupils attempt mock test papers. vii. Pupils demonstrate readiness for examination.	
12	END OF TERM EXAMINATION	Examination Administration: i. The teacher administers comprehensive examination covering all skills. ii. The teacher conducts oral assessment (listening, speaking, rhymes). iii. The teacher tests picture recognition and identification. iv. The teacher assesses letter writing (Aa-Ii). v. The teacher evaluates letter recognition. vi. The teacher	Examination Tasks: i. Pupils respond to oral questions. ii. Pupils identify all pictures presented. iii. Pupils write letters Aa-Ii from dictation and copying. iv. Pupils recognize and name letters shown. v. Pupils color letters neatly. vi. Pupils recite learned rhymes. vii. Pupils demonstrate all acquired skills.	Examination papers Picture cards Letter cards Pencils Crayons Mark book Report cards Assessment rubrics

		marks and records all scores. vii. The teacher prepares report cards. viii. The teacher provides constructive feedback.		
13	CLOSING & END OF TERM ACTIVITIES	Closing Activities: i. The teacher returns marked scripts with comments. ii. The teacher discusses performance with pupils. iii. The teacher celebrates pupils' achievements. iv. The teacher gives encouragement for home practice. v. The teacher distributes report cards. vi. The teacher provides holiday learning tips to parents. vii. The teacher prepares pupils for next term.	Closing Activities: i. Pupils receive marked work and report cards. ii. Pupils listen to teacher's feedback. iii. Pupils participate in end-of-term celebrations. iv. Pupils receive holiday assignments (practice letters Aa-Ii). v. Pupils say goodbye to classmates and teacher.	Report cards Marked scripts Certificates Holiday practice sheets Stickers/rewards

NURSERY 1 LITERACY SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Jj, Kk, Ll 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher welcomes pupils back and discusses holiday experiences. ii. The teacher reviews first term oral skills through conversations. iii. The teacher introduces new vocabulary about seasons. Reading: i. The teacher displays pictures of clothing items (shirt, dress, shoe, hat). ii. The teacher discusses appropriate clothing for different occasions. iii. The teacher plays dress-up picture matching games. Writing: i. The teacher reviews letters Aa-Ii briefly. ii. The teacher introduces letter 'Jj' with	Listening & Speaking: i. Pupils share holiday stories. ii. Pupils participate in welcome-back discussions. iii. Pupils learn new vocabulary words. Reading: i. Pupils identify clothing in pictures. ii. Pupils name clothes they are wearing. iii. Pupils match clothes to occasions. Writing: i. Pupils review previous letters quickly. ii. Pupils trace and copy letters Jj, Kk, Ll. iii. Pupils practice correct letter formation. iv. Pupils color new letters. Songs/Rhymes: i. Pupils sing familiar rhymes confidently.	Clothing pictures Flashcards Writing book Pencils Crayons Alphabet chart Toy lamb Song charts

		demonstration. iii. The teacher writes 'Kk' showing diagonal and vertical lines. iv. The teacher introduces 'Ll' with simple vertical and horizontal lines. v. The teacher provides dotted practice for Jj, Kk, Ll. Songs/Rhymes: i. The teacher reviews favorite rhymes from first term. ii. The teacher introduces "Mary Had a Little Lamb" iii. The teacher uses soft toy props for engagement.	ii. Pupils learn new rhyme with props. iii. Pupils enjoy the story in the song.	
2	1. LISTENING AND SPEAKING SKILLS 2. READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Jj, Kk, Ll 4. SONGS,	Listening & Speaking: i. The teacher engages pupils in describing classroom objects. ii. The teacher teaches number words (one to five) orally. iii. The teacher uses question words (what, where, who). Reading: i. The teacher shows pictures of	Listening & Speaking: i. Pupils describe objects in the classroom. ii. Pupils count objects from one to five. iii. Pupils use question words appropriately. Reading: i. Pupils identify toys in pictures. ii. Pupils talk about their favorite toys. iii. Pupils name	Toy pictures Real toys Number cards Writing book Pencils Crayons Letter comparison charts Song charts

	RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	toys (ball, doll, car, drum). ii. The teacher discusses favorite toys and games. iii. The teacher conducts toy identification activities. Writing: i. The teacher provides continuous practice of Jj, Kk, Ll. ii. The teacher emphasizes correct letter formation and direction. iii. The teacher compares similar letters (I, l, J, j). iv. The teacher uses individual correction and guidance. v. The teacher provides coloring activities. Songs/Rhymes: i. The teacher reviews "Mary Had a Little Lamb" ii. The teacher introduces "Itsy Bitsy Spider" iii. The teacher demonstrates finger movements for the spider.	various toys. Writing: i. Pupils write Jj, Kk, Ll with improved control. ii. Pupils demonstrate proper letter formation. iii. Pupils distinguish between similar letters. iv. Pupils color letters carefully. Songs/Rhymes: i. Pupils sing learned rhyme fluently. ii. Pupils learn new rhyme with finger actions. iii. Pupils enjoy the spider movements.	
3	1. LISTENING AND	Listening &	Listening &	Story books

	SPEAKING SKILLS 2. READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Jj, Kk, Ll 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Speaking: - The teacher engages pupils in storytelling activities. - The teacher introduces opposite words (hot/cold, big/small). - The teacher uses dramatization for comprehension. Reading: - The teacher displays pictures of fruits (apple, mango, orange, banana). - The teacher discusses colors, shapes, and tastes of fruits. - The teacher plays fruit basket identification games. Writing: - The teacher conducts comprehensive review of Jj, Kk, Ll. - The teacher provides mixed practice with previous letters. - The teacher uses letter formation games and activities. - The teacher prepares practice	Speaking: - Pupils participate in storytelling. - Pupils identify and use opposite words. - Pupils engage in drama activities. Reading: - Pupils identify fruits in pictures. - Pupils describe fruits by color and shape. - Pupils name fruits they have tasted. Writing: - Pupils write Jj, Kk, Ll confidently. - Pupils review letters Aa-Ll. - Pupils participate in letter games. - Pupils demonstrate improved handwriting skills. Songs/Rhymes: - Pupils learn counting rhyme with actions. - Pupils count along while singing. - Pupils perform all learned rhymes.	Opposite word cards Fruit pictures Real fruits (optional) Writing book Pencils Crayons Letter games Song charts

		sheets combining Aa-Ll. v. The teacher emphasizes neatness and proper spacing. Songs/Rhymes: i. The teacher introduces "Five Little Monkeys" ii. The teacher uses counting and actions with the rhyme. iii. The teacher reviews all previous rhymes.		
4	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3.WRITING SKILLS: Tracing, coloring, and writing of the alphabets Mm, Nn, Oo 4.SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher engages pupils in describing daily activities. ii. The teacher introduces time concepts (morning, afternoon, night). iii. The teacher uses pictures to sequence daily routines. Reading: i. The teacher shows pictures of vegetables (carrot, tomato, onion, lettuce). ii. The teacher discusses healthy eating and nutrition. iii. The teacher	Listening & Speaking: i. Pupils describe what they do in the morning/afternoon . ii. Pupils identify time of different activities. iii. Pupils arrange routine pictures in sequence. Reading: i. Pupils identify vegetables in pictures. ii. Pupils name vegetables they have eaten. iii. Pupils differentiate fruits from vegetables. Writing: i. Pupils trace and copy letters Mm,	Time of day pictures Sequence cards Vegetable pictures Writing book Pencils Crayons Practice sheets Song charts

		compares fruits and vegetables. Writing: - The teacher introduces letter 'Mm' with demonstration. - The teacher writes 'Nn' showing vertical and diagonal lines. - The teacher introduces 'Oo' emphasizing perfect circles. - The teacher provides guided practice for Mm, Nn, Oo. - The teacher prepares pupils for mid-term assessment. Songs/Rhymes: - The teacher introduces "Row, Row, Row Your Boat" - The teacher uses rowing actions with the song. - The teacher reviews all rhymes for assessment preparation.	Nn, Oo. - Pupils practice making circular shapes for O. - Pupils color new letters. - Pupils review all letters Jj-Oo for test. Songs/Rhymes: - Pupils sing rowing song with actions. - Pupils practice all learned rhymes. - Pupils prepare for rhyme recitation.	
5	MID-TERM ASSESSMENT/TEST	Assessment Activities: The teacher administers comprehensive mid-term	Assessment Tasks: - Pupils respond to oral questions confidently. - Pupils identify all pictures	Assessment papers Picture cards Letter flashcards Pencils

		assessment. ii. The teacher conducts oral assessment for listening and speaking skills. iii. The teacher tests picture recognition (all categories covered). iv. The teacher assesses letter writing (Jj-Oo). v. The teacher evaluates letter formation and recognition. vi. The teacher conducts rhyme recitation assessment. vii. The teacher records pupils' performance. viii. The teacher provides encouraging feedback.	presented. iii. Pupils write letters Jj-Oo from dictation. iv. Pupils trace and copy letters neatly. v. Pupils recognize and name letters shown. vi. Pupils color letters properly. vii. Pupils recite learned rhymes. viii. Pupils demonstrate acquired literacy skills.	Crayons Mark book Assessment record
6	MID-TERM BREAK	-	-	-
7	1. LISTENING AND SPEAKING SKILLS 2. READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and	Listening & Speaking: i. The teacher reviews previous lessons through discussions. ii. The teacher engages pupils in describing weather conditions. iii. The teacher introduces descriptive words (hot, cold, rainy, sunny).	Listening & Speaking: i. Pupils discuss mid-term break experiences. ii. Pupils describe today's weather. iii. Pupils use descriptive weather words. Reading: i. Pupils identify nature elements in	Weather chart Nature pictures Writing book Pencils Crayons Practice sheets Song charts Weather props

	writing of the alphabets Mm, Nn, Oo 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Reading: i. The teacher displays pictures of natural things (sun, moon, star, tree, flower). ii. The teacher discusses day and night observations. iii. The teacher conducts nature identification activities. Writing: i. The teacher reviews and reinforces letters Mm, Nn, Oo. ii. The teacher provides extensive practice activities. iii. The teacher focuses on pupils needing additional support. iv. The teacher compares letters with similar shapes. v. The teacher uses creative coloring activities. Songs/Rhymes: i. The teacher reviews all previous rhymes. ii. The teacher introduces "Rain, Rain, Go Away" iii. The teacher uses weather actions with the	pictures. ii. Pupils talk about what they see in the sky. iii. Pupils name things they see outdoors. Writing: i. Pupils practice Mm, Nn, Oo with better control. ii. Pupils write letters more confidently. iii. Pupils demonstrate improved formation. iv. Pupils color letters neatly. Songs/Rhymes: i. Pupils sing all learned rhymes. ii. Pupils learn weather rhyme with actions. iii. Pupils enjoy musical activities.	

		rhyme.		
8	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3.WRITING SKILLS: Tracing, coloring, and writing of the alphabets Pp, Qq, Rr 4.SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher engages pupils in describing feelings (happy, sad, angry). ii. The teacher uses picture cards to identify emotions. iii. The teacher teaches empathy through stories. Reading: i. The teacher shows pictures of insects (butterfly, bee, ant, spider). ii. The teacher discusses where insects live. iii. The teacher conducts insect identification games. Writing: i. The teacher introduces letter 'Pp' with demonstration. ii. The teacher writes 'Qq' showing the circular shape with tail. iii. The teacher introduces 'Rr' with vertical line and curve. iv. The teacher provides guided	Listening & Speaking: i. Pupils identify and express different feelings. ii. Pupils recognize emotions in picture cards. iii. Pupils discuss what makes them happy/sad. Reading: i. Pupils identify insects in pictures. ii. Pupils talk about insects they have seen. iii. Pupils learn about helpful insects. Writing: i. Pupils trace and copy letters Pp, Qq, Rr. ii. Pupils practice correct letter formation. iii. Pupils pay attention to letter shapes. iv. Pupils color new letters. Songs/Rhymes: i. Pupils sing action song enthusiastically. ii. Pupils clap and stamp with the rhythm. iii. Pupils show emotions through	Emotion picture cards Insect pictures Writing book Pencils Crayons Letter practice sheets Song charts Action props

		practice for Pp, Qq, Rr. v. The teacher uses letter formation songs. Songs/Rhymes: i. The teacher introduces "If You're Happy and You Know It" ii. The teacher uses clapping and stamping actions. iii. The teacher incorporates different emotions in verses.	actions.	
9	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3.WRITING SKILLS: Tracing, coloring, and writing of the alphabets Pp, Qq, Rr 4.SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher engages pupils in telephone conversation role-play. ii. The teacher teaches polite phone greetings. iii. The teacher uses puppets for conversation practice. Reading: i. The teacher displays pictures of common places (market, park, hospital, church/mosque). ii. The teacher discusses activities done at each place. iii. The teacher	Listening & Speaking: i. Pupils engage in phone conversation role-play. ii. Pupils practice polite greetings. iii. Pupils participate in puppet conversations. Reading: i. Pupils identify places in pictures. ii. Pupils talk about places they have visited. iii. Pupils match activities to places. Writing: i. Pupils write Pp, Qq, Rr confidently. ii. Pupils review letters Jj-Rr effectively.	Toy phones Puppets Place pictures Writing book Pencils Crayons Letter flashcards Song charts

		plays picture sorting games. Writing: i. The teacher provides extensive practice of Pp, Qq, Rr. ii. The teacher reviews all letters from Jj to Rr. iii. The teacher conducts letter recognition activities. iv. The teacher assesses individual progress. v. The teacher provides reinforcement exercises. Songs/Rhymes: i. The teacher introduces "London Bridge is Falling Down" ii. The teacher uses bridge-making actions with pupils. iii. The teacher reviews all learned rhymes.	iii. Pupils identify letters accurately. iv. Pupils demonstrate mastery of letter formation. Songs/Rhymes: i. Pupils sing and make bridge actions. ii. Pupils enjoy the game-song activity. iii. Pupils perform all rhymes learned.	
10	1. LISTENING AND SPEAKING SKILLS 2. READING SKILLS: Picture reading and recognition of objects around the home, school, and community.	Listening & Speaking: i. The teacher conducts comprehensive oral communication activities. ii. The teacher engages pupils in	Listening & Speaking: i. Pupils engage in conversations confidently. ii. Pupils demonstrate expanded vocabulary. iii. Pupils speak	Comprehensive picture sets Story books Writing book Pencils Crayons Complete alphabet chart (A-R) All rhyme

	3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Aa - Rr 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	extended conversations. iii. The teacher assesses speaking fluency and vocabulary. Reading: i. The teacher reviews all picture categories from the term. ii. The teacher conducts comprehensive picture recognition exercises. iii. The teacher uses picture story books for reading sessions. Writing: i. The teacher conducts comprehensive review of Aa-Rr (18 letters). ii. The teacher provides mixed practice sheets with random letters. iii. The teacher assesses letter formation, recognition, and writing. iv. The teacher identifies areas needing improvement. v. The teacher prepares pupils for revision week.	more fluently. Reading: i. Pupils identify all picture types accurately. ii. Pupils recognize various objects from all categories. iii. Pupils enjoy picture book sessions. Writing: i. Pupils write all letters Aa-Rr from memory. ii. Pupils demonstrate excellent letter formation. iii. Pupils identify all 18 letters learned. iv. Pupils show significant handwriting improvement. Songs/Rhymes: i. Pupils perform all learned rhymes. ii. Pupils sing with confidence and joy. iii. Pupils demonstrate musical development.	charts Performance props

		Songs/Rhymes: i. The teacher reviews all rhymes learned during second term. ii. The teacher organizes rhyme performance sessions. iii. The teacher celebrates pupils' musical progress.		
11	REVISION OF SECOND TERM WORK All topics covered	Comprehensive Revision: i. The teacher systematically reviews all listening and speaking topics. ii. The teacher conducts intensive picture recognition revision from all categories. iii. The teacher provides extensive writing practice for all letters Aa-Rr. iv. The teacher uses games, songs, and interactive activities for revision. v. The teacher identifies and addresses individual learning gaps. vi. The teacher conducts mock examination exercises.	Revision Activities: i. Pupils participate actively in all revision sessions. ii. Pupils practice identifying pictures from various categories. iii. Pupils write all letters Aa-Rr repeatedly for mastery. iv. Pupils engage enthusiastically in revision games. v. Pupils recite all learned rhymes confidently. vi. Pupils complete mock examination papers. vii. Pupils demonstrate readiness for examination. viii. Pupils review with increased confidence.	All term's materials Comprehensive revision sheets Mock test papers All flashcards Writing books Pencils Crayons All charts and aids

		vii. The teacher reviews all rhymes and songs comprehensively. viii. The teacher builds pupils' confidence for final examination.		
12	END OF TERM EXAMINATION	Examination Administration: i. The teacher administers comprehensive end-of-term examination. ii. The teacher conducts oral assessment (listening, speaking, rhymes). iii. The teacher tests picture recognition from all categories. iv. The teacher assesses letter writing (Aa-Rr - 18 letters). v. The teacher evaluates letter recognition and identification. vi. The teacher assesses coloring and neatness. vii. The teacher marks examination papers and records scores. viii. The teacher prepares detailed report cards.	Examination Tasks: i. Pupils respond to all oral questions. ii. Pupils identify pictures from various categories. iii. Pupils write letters Aa-Rr from dictation. iv. Pupils copy letters neatly. v. Pupils recognize and name all 18 letters. vi. Pupils color letters properly. vii. Pupils recite at least two rhymes. viii. Pupils demonstrate all literacy skills acquired.	Examination papers Picture cards Letter cards (A-R) Pencils Crayons Mark book Report cards Assessment records
13	CLOSING & END	Closing	Closing Activities:	Report cards

	OF TERM ACTIVITIES	Activities: i. The teacher returns marked examination scripts. ii. The teacher discusses individual performance with pupils. iii. The teacher celebrates pupils' literacy achievements. iv. The teacher awards certificates/stickers for good performance. v. The teacher distributes report cards. vi. The teacher provides holiday practice tips. vii. The teacher gives preview of third term topics. viii. The teacher encourages continued practice at home.	i. Pupils receive marked work and report cards. ii. Pupils listen to performance feedback. iii. Pupils celebrate their achievements. iv. Pupils receive awards and recognition. v. Pupils get holiday practice sheets (letters Aa-Rr). vi. Pupils say farewell to classmates. vii. Pupils look forward to third term.	Marked scripts Certificates Awards/stickers Holiday practice materials Parent feedback forms

NURSERY 1 LITERACY SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	1. LISTENING AND SPEAKING SKILLS 2. READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Ss, Tt, Uu 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher welcomes pupils back to final term. ii. The teacher reviews previous terms' oral skills through discussions. iii. The teacher introduces action verbs (walk, run, jump, sit). Reading: i. The teacher displays pictures of musical instruments (drum, piano, flute, guitar). ii. The teacher discusses sounds different instruments make. iii. The teacher plays sound identification games. Writing: i. The teacher reviews letters Aa-Rr briefly. ii. The teacher introduces letter 'Ss' with curved snake-like shape. iii. The teacher writes 'Tt' showing	Listening & Speaking: i. Pupils share holiday experiences enthusiastically. ii. Pupils participate in welcome discussions. iii. Pupils demonstrate action verbs physically. Reading: i. Pupils identify instruments in pictures. ii. Pupils name instruments they know. iii. Pupils match instruments to their sounds. Writing: i. Pupils quickly review previous letters. ii. Pupils trace and copy letters Ss, Tt, Uu. iii. Pupils practice correct letter formation. iv. Pupils color new letters. Songs/Rhymes:	Musical instrument pictures Sound recordings (optional) Writing book Pencils Crayons Complete alphabet chart Song charts

		vertical and horizontal lines. iv. The teacher introduces 'Uu' with curved bottom. v. The teacher provides guided practice for Ss, Tt, Uu. Songs/Rhymes: i. The teacher reviews favorite rhymes from previous terms. ii. The teacher introduces "The Alphabet Song" (A-Z). iii. The teacher uses alphabet chart while singing.	i. Pupils sing familiar rhymes. ii. Pupils learn the alphabet song. iii. Pupils point to letters while singing.	
2	1. LISTENING AND SPEAKING SKILLS 2. READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Ss, Tt, Uu 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher engages pupils in describing their favorite activities. ii. The teacher introduces prepositions (in, on, under, beside) with demonstrations. iii. The teacher uses objects to show positional concepts. Reading: i. The teacher shows pictures of sports equipment (ball, bat, net, racket).	Listening & Speaking: i. Pupils talk about activities they enjoy. ii. Pupils demonstrate understanding of positional words. iii. Pupils place objects using prepositions correctly. Reading: i. Pupils identify sports equipment in pictures. ii. Pupils talk about games	Objects for positioning Sports equipment pictures Writing book Pencils Crayons Letter comparison charts Song charts Counting props

		ii. The teacher discusses different games and sports. iii. The teacher conducts sports picture matching activities. Writing: i. The teacher provides continuous practice of Ss, Tt, Uu. ii. The teacher emphasizes curved and straight line formation. iii. The teacher compares letter shapes (S, C, U). iv. The teacher provides individual guidance and correction. v. The teacher uses creative coloring activities. Songs/Rhymes: i. The teacher reviews "The Alphabet Song" ii. The teacher introduces "This Old Man" iii. The teacher uses counting and rhythm with the song.	they play. iii. Pupils match equipment to sports. Writing: i. Pupils write Ss, Tt, Uu with better control. ii. Pupils practice making curved and straight lines. iii. Pupils distinguish between similar letters. iv. Pupils color letters neatly. Songs/Rhymes: i. Pupils sing alphabet song confidently. ii. Pupils learn counting song with actions. iii. Pupils enjoy rhythmic activities.	
3	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and	Listening & Speaking: i. The teacher engages pupils in group storytelling activities.	Listening & Speaking: i. Pupils participate in group storytelling.	Calendar Learning materials Picture cards Writing book Pencils

	recognition of objects around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Ss, Tt, Uu 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	ii. The teacher teaches days of the week through songs. iii. The teacher uses calendar for daily discussions. Reading: i. The teacher displays pictures of books and learning materials (book, pencil, crayon, paper). ii. The teacher discusses importance of learning materials. iii. The teacher conducts identification and sorting activities. Writing: i. The teacher conducts comprehensive review of Ss, Tt, Uu. ii. The teacher provides mixed practice with all previous letters. iii. The teacher uses letter formation games and activities. iv. The teacher prepares comprehensive practice sheets. v. The teacher emphasizes proper spacing and neatness.	ii. Pupils learn and recite days of the week. iii. Pupils identify today's day on calendar. Reading: i. Pupils identify learning materials in pictures. ii. Pupils name materials they use in school. iii. Pupils sort pictures of school supplies. Writing: i. Pupils write Ss, Tt, Uu confidently. ii. Pupils practice all letters learned so far. iii. Pupils participate in letter games. iv. Pupils demonstrate improved handwriting. Songs/Rhymes: i. Pupils learn days of week song. ii. Pupils sing along with calendar pointing. iii. Pupils perform all	Crayons Letter games Days of week chart Song charts

		Songs/Rhymes: i. The teacher introduces "The Days of the Week Song" ii. The teacher points to days on calendar while singing. iii. The teacher reviews all previously learned rhymes.	learned rhymes.	
4	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Vv, Ww, Xx 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher engages pupils in describing celebrations and festivals. ii. The teacher discusses birthdays, Christmas, and other celebrations. iii. The teacher uses picture cards of celebrations. Reading: i. The teacher shows pictures of party items (cake, balloon, gift, candle). ii. The teacher discusses birthday parties and celebrations. iii. The teacher conducts celebration-themed activities. Writing:	Listening & Speaking: i. Pupils talk about celebrations they have attended. ii. Pupils describe birthday parties. iii. Pupils discuss their favorite festivals. Reading: i. Pupils identify party items in pictures. ii. Pupils name things seen at parties. iii. Pupils talk about gifts they have received. Writing: i. Pupils trace and copy letters Vv, Ww, Xx. ii. Pupils practice making diagonal and	Celebration pictures Party item flashcards Writing book Pencils Crayons Practice sheets Birthday props Song charts

		i. The teacher introduces letter 'Vv' with diagonal lines meeting at point. ii. The teacher writes 'Ww' showing the wavy pattern. iii. The teacher introduces 'Xx' with crossing diagonal lines. iv. The teacher provides guided practice for Vv, Ww, Xx. v. The teacher prepares pupils for mid-term assessment. Songs/Rhymes: i. The teacher introduces "Happy Birthday Song" ii. The teacher acts out birthday celebration while singing. iii. The teacher reviews all rhymes for assessment.	wavy lines. iii. Pupils color new letters. iv. Pupils review all letters for test preparation. Songs/Rhymes: i. Pupils sing birthday song joyfully. ii. Pupils practice all learned rhymes. iii. Pupils prepare for rhyme assessment.	
5	MID-TERM ASSESSMENT/TEST	Assessment Activities: i. The teacher administers comprehensive mid-term assessment. ii. The teacher conducts oral assessment for listening and speaking.	Assessment Tasks: i. Pupils respond to oral questions. ii. Pupils identify all pictures presented. iii. Pupils write letters Ss-Xx from dictation. iv. Pupils trace	Assessment papers Picture cards Letter flashcards Pencils Crayons Mark book Assessment records

		iii. The teacher tests picture recognition from all categories. iv. The teacher assesses letter writing (Ss-Xx). v. The teacher evaluates letter formation and recognition. vi. The teacher conducts rhyme and song recitation assessment. vii. The teacher records all pupils' performance. viii. The teacher provides encouraging feedback.	and copy letters accurately. v. Pupils recognize and name letters shown. vi. Pupils color letters neatly. vii. Pupils recite learned rhymes and songs. viii. Pupils demonstrate literacy progress.	
6	MID-TERM BREAK	-	-	-
7	1. LISTENING AND SPEAKING SKILLS 2. READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Yy, Zz 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher reviews previous lessons through discussions. ii. The teacher engages pupils in describing their dreams and aspirations. iii. The teacher discusses "What I want to be when I grow up" Reading: i. The teacher displays pictures of occupations (doctor, teacher,	Listening & Speaking: i. Pupils share their dreams and aspirations. ii. Pupils talk about what they want to become. iii. Pupils describe different occupations. Reading: i. Pupils identify workers in pictures. ii. Pupils name jobs their parents do. iii. Pupils match	Career pictures Occupation flashcards Career props Writing book Pencils Crayons Complete alphabet chart Song charts

		pilot, farmer). ii. The teacher discusses what different workers do. iii. The teacher conducts career identification activities. Writing: i. The teacher introduces letter 'Yy' with Y-shape demonstration. ii. The teacher introduces 'Zz' showing zigzag pattern. iii. The teacher celebrates reaching the end of the alphabet! iv. The teacher provides guided practice for Yy and Zz. v. The teacher begins comprehensive alphabet review. Songs/Rhymes: i. The teacher reviews all rhymes from the year. ii. The teacher introduces "When I Grow Up" action song. iii. The teacher uses career props and costumes.	workers to their tools. Writing: i. Pupils trace and copy letters Yy and Zz. ii. Pupils celebrate learning all 26 letters! iii. Pupils practice the last two letters. iv. Pupils begin reviewing the complete alphabet. Songs/Rhymes: i. Pupils sing action song about careers. ii. Pupils act out different occupations. iii. Pupils review favorite rhymes.	
8	1. LISTENING AND SPEAKING SKILLS	Listening & Speaking:	Listening & Speaking:	All picture categories

	2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3.WRITING SKILLS: Tracing, coloring, and writing of the alphabets Yy, Zz 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	i. The teacher engages pupils in comprehensive oral communication activities. ii. The teacher reviews all vocabulary learned during the year. iii. The teacher conducts extended conversation sessions. Reading: i. The teacher reviews all picture categories from the entire year. ii. The teacher uses comprehensive picture recognition activities. iii. The teacher introduces simple picture storybooks. Writing: i. The teacher provides extensive practice of Yy and Zz. ii. The teacher conducts alphabet sequence activities (A-Z). iii. The teacher reviews letter recognition for all 26 letters. iv. The teacher identifies letters needing more practice. v. The teacher uses alphabet games and	i. Pupils engage in conversations confidently. ii. Pupils demonstrate expanded vocabulary from the year. iii. Pupils speak more fluently and clearly. Reading: i. Pupils identify pictures from all categories learned. ii. Pupils recognize various objects confidently. iii. Pupils enjoy picture storybook sessions. Writing: i. Pupils write Yy and Zz confidently. ii. Pupils recite and write alphabet in sequence. iii. Pupils recognize all 26 letters. iv. Pupils demonstrate mastery of letter formation. Songs/Rhymes: i. Pupils sing complete alphabet song	Simple storybooks Writing book Pencils Crayons Complete alphabet materials Alphabet games Song charts

		activities. Songs/Rhymes: i. The teacher reviews "The Alphabet Song" comprehensively. ii. The teacher conducts group rhyme performances. iii. The teacher celebrates musical learning achievements.	perfectly. ii. Pupils perform favorite rhymes. iii. Pupils demonstrate musical confidence.	
9	1.LISTENING AND SPEAKING SKILLS 2.READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3. WRITING SKILLS: Tracing, coloring, and writing of the alphabets Aa - Zz 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	Listening & Speaking: i. The teacher conducts year-end oral assessment activities. ii. The teacher celebrates pupils' speaking achievements. iii. The teacher reviews all conversation skills learned. Reading: i. The teacher conducts comprehensive picture recognition review. ii. The teacher uses all picture categories in mixed activities. iii. The teacher assesses reading readiness skills. Writing:	Listening & Speaking: i. Pupils demonstrate excellent oral communication. ii. Pupils speak confidently and clearly. iii. Pupils use rich vocabulary learned. Reading: i. Pupils identify all picture types accurately. ii. Pupils demonstrate strong visual recognition skills. iii. Pupils show readiness for reading instruction. Writing: i. Pupils write all letters Aa-Zz	Comprehensive materials All picture sets Writing book Pencils Crayons Complete alphabet chart All rhyme charts Performance props

		i. The teacher conducts comprehensive alphabet review (Aa-Zz). ii. The teacher provides mixed practice sheets with random letters. iii. The teacher assesses mastery of all 26 letters. iv. The teacher celebrates completing the alphabet journey! v. The teacher prepares pupils for intensive revision. Songs/Rhymes: i. The teacher reviews all rhymes and songs from the year. ii. The teacher organizes final performance sessions. iii. The teacher celebrates pupils' musical development.	from memory. ii. Pupils demonstrate excellent letter formation. iii. Pupils identify all 26 letters confidently. iv. Pupils celebrate their writing achievements! Songs/Rhymes: i. Pupils perform all learned rhymes beautifully. ii. Pupils sing with joy and confidence. iii. Pupils demonstrate musical growth.	
10	1. LISTENING AND SPEAKING SKILLS 2. READING SKILLS: Picture reading and recognition of objects around the home, school, and community. 3. WRITING SKILLS:	Listening & Speaking: i. The teacher conducts final oral communication exercises. ii. The teacher assesses year-long speaking development. iii. The teacher prepares pupils for	Listening & Speaking: i. Pupils demonstrate confident oral skills. ii. Pupils show remarkable speaking development. iii. Pupils are ready for next	All year's materials Assessment tools Writing books Pencils Crayons Complete alphabet materials All rhyme charts

	Tracing, coloring, and writing of the alphabets Aa - Zz 4. SONGS, RHYMES AND POEMS: Singing traditional rhymes, songs, and poems.	next class transition. Reading: i. The teacher finalizes picture recognition activities. ii. The teacher introduces simple word recognition (if appropriate). iii. The teacher assesses overall reading readiness. Writing: i. The teacher finalizes comprehensive alphabet review. ii. The teacher conducts final letter writing assessments. iii. The teacher emphasizes uppercase and lowercase recognition. iv. The teacher celebrates year-long writing progress. v. The teacher prepares pupils for final revision and examination. Songs/Rhymes: i. The teacher conducts final rhyme performance sessions. ii. The teacher reviews all rhymes for examination.	level. Reading: i. Pupils demonstrate strong visual recognition. ii. Pupils show interest in word reading. iii. Pupils exhibit reading readiness. Writing: i. Pupils master all letters Aa-Zz. ii. Pupils write letters confidently and neatly. iii. Pupils recognize uppercase and lowercase letters. iv. Pupils celebrate their literacy achievement! Songs/Rhymes: i. Pupils perform all rhymes expertly. ii. Pupils demonstrate musical competence. iii. Pupils celebrate their progress.	

		iii. The teacher celebrates year-long musical journey.		
11	REVISION OF THIRD TERM & YEAR'S WORK All topics covered	Comprehensive Year-End Revision: i. The teacher systematically reviews all listening and speaking skills from the year. ii. The teacher conducts intensive picture recognition revision (all categories). iii. The teacher provides extensive writing practice for complete alphabet (Aa-Zz). iv. The teacher uses games, songs, and interactive activities for fun revision. v. The teacher addresses all individual learning gaps. vi. The teacher conducts mock final examination. vii. The teacher reviews ALL rhymes and songs learned during the year. viii. The teacher builds strong confidence for final examination. ix. The teacher celebrates year-long learning journey.	Comprehensive Revision Activities: i. Pupils participate actively in all year-end revision. ii. Pupils practice identifying pictures from all categories learned. iii. Pupils write complete alphabet multiple times for mastery. iv. Pupils engage enthusiastically in revision games and activities. v. Pupils recite all learned rhymes confidently. vi. Pupils complete comprehensive mock examination. vii. Pupils demonstrate excellent readiness for final exam. viii. Pupils celebrate their literacy journey. ix. Pupils show	All year's materials Comprehensive revision sheets Mock examination papers All flashcards Writing books Pencils Crayons All charts Celebration materials

			pride in their achievements.	
12	END OF YEAR EXAMINATION	Final Examination Administration: i. The teacher administers comprehensive end-of-year examination. ii. The teacher conducts extensive oral assessment (listening, speaking). iii. The teacher tests comprehensive picture recognition (all year). iv. The teacher assesses complete alphabet writing (Aa-Zz). v. The teacher evaluates letter formation, recognition, and sequencing. vi. The teacher assesses uppercase and lowercase identification. vii. The teacher conducts rhyme and song recitation assessment. viii. The teacher marks thoroughly and records final scores. ix. The teacher prepares comprehensive end-of-year report	Final Examination Tasks: i. Pupils respond to comprehensive oral questions. ii. Pupils identify pictures from all categories. iii. Pupils write complete alphabet Aa-Zz. iv. Pupils copy and trace letters accurately. v. Pupils recognize and name all 26 letters. vi. Pupils arrange letters in alphabetical order. vii. Pupils color letters neatly. viii. Pupils recite multiple rhymes learned. ix. Pupils demonstrate all literacy skills mastered.	Comprehensive examination papers Picture cards (all) Letter cards (A-Z) Pencils Crayons Mark book Report cards Year-end assessment records

		cards.		
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	Year-End Closing Activities: i. The teacher returns marked examination scripts with detailed feedback. ii. The teacher discusses individual year-long performance. iii. The teacher celebrates pupils' remarkable literacy achievements. iv. The teacher awards certificates and prizes for excellence. v. The teacher distributes comprehensive end-of-year report cards. vi. The teacher provides recommendations for holiday practice. vii. The teacher prepares pupils for promotion to Nursery 2. viii. The teacher conducts graduation/closing ceremony. ix. The teacher thanks parents and bids farewell to pupils.	Year-End Closing Activities: i. Pupils receive marked work and comprehensive report cards. ii. Pupils listen to year-long performance review. iii. Pupils celebrate their literacy achievements proudly. iv. Pupils receive certificates and awards. v. Pupils get holiday practice materials. vi. Pupils prepare for promotion to Nursery 2. vii. Pupils participate in graduation ceremony. viii. Pupils showcase their literacy skills to parents. ix. Pupils say goodbye with joy and confidence.	Report cards Marked examination scripts Certificates Awards/prizes Holiday practice books Parent feedback forms Graduation props Celebration materials

NURSERY 1

NUMERACY SCHEME OF WORK

FIRST TERM

WEEK	TOPIC	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	NUMBERS: 0-5 -Counting Numbers Orally: 0-5 -Count objects orally: 0-5 - Learn number rhymes and songs - Introduction to number concept	Number Concepts: i. The teacher introduces the concept of counting using real objects (fingers, pencils, books). ii. The teacher counts from 0-5 aloud slowly with pupils. iii. The teacher shows number cards 0-5 and names each number. iv. The teacher demonstrates one-to-one correspondence by touching objects while counting. Counting Activities: i. The teacher uses counting songs like "One, Two, Buckle My Shoe" ii. The teacher counts familiar classroom objects (chairs, tables, pupils). iii. The teacher plays counting games with pupils.	Number Activities: i. Pupils listen and repeat numbers 0-5 after teacher. ii. Pupils look at and identify number cards 0-5. iii. Pupils count along with teacher using fingers. iv. Pupils touch and count real objects (0-5). Counting Practice: i. Pupils sing counting songs with actions. ii. Pupils count classroom objects pointed out by teacher. iii. Pupils participate in counting games. Rhymes: i. Pupils learn and sing number rhymes. ii. Pupils count on their fingers. iii. Pupils enjoy counting with	Number cards 0-5 Counting objects (buttons, beads, blocks) Number chart Fingers Classroom objects Song charts Picture cards Number rhyme book

		Songs/Rhymes: i. The teacher teaches "Five Little Ducks" ii. The teacher uses finger counting rhymes. iii. The teacher demonstrates counting with actions.	actions.	
2	NUMBERS: 0-5 -Recognition of Numbers: 0-5 - Tracing, Coloring and Scribbling - Matching numbers to quantities	Number Recognition: i. The teacher demonstrates writing numbers 0-5 on the board. ii. The teacher shows starting points and direction for each number. iii. The teacher provides large dotted numbers for tracing. iv. The teacher guides pupils in proper pencil grip for number writing. Writing Activities: i. The teacher demonstrates tracing number 0 (circle shape). ii. The teacher shows how to write numbers 1-5 step by step. iii. The teacher provides coloring	Number Recognition: i. Pupils identify and name numbers 0-5 when shown. ii. Pupils watch teacher's number formation demonstration. iii. Pupils hold pencils correctly. Writing Practice: i. Pupils trace dotted numbers 0-5 in their books. ii. Pupils practice making number shapes. iii. Pupils color numbers 0-5 with crayons. iv. Pupils attempt to copy numbers from the board. Matching:	Writing books Pencils Crayons Dotted number worksheets Number flashcards Counting objects Matching cards Number coloring sheets

		activities with numbers 0-5. Matching Activities: i. The teacher demonstrates matching numbers to corresponding quantities. ii. The teacher uses flashcards with numbers and objects. iii. The teacher plays matching games.	i. Pupils match number cards to groups of objects. ii. Pupils count and match quantities. iii. Pupils play number matching games.	
3	NUMBERS: 0-10 -Counting Numbers Orally: 0-10 - Count objects orally: 0-10 -Learn number rhymes and songs - Comparing quantities (more/less/same)	Counting Extension: i. The teacher reviews counting 0-5, then extends to 6-10. ii. The teacher counts from 0-10 slowly with pupils multiple times. iii. The teacher uses ten fingers for counting to 10. iv. The teacher counts objects in groups up to 10. Concept Development: i. The teacher introduces concepts of "more," "less," and "same." ii. The teacher compares groups of objects. iii. The teacher	Counting Activities: i. Pupils count from 0-10 aloud with teacher. ii. Pupils use their fingers to count to 10. iii. Pupils count various objects up to 10. iv. Pupils practice counting forward from 0-10. Comparison: i. Pupils identify which group has "more" or "less" ii. Pupils compare quantities in pictures. iii. Pupils say if groups are the "same"	Number cards 0-10 Ten fingers Counting objects Comparison cards Picture cards with groups Song charts Beads/counters Number line 0-10

		uses real-life examples for comparison. Songs/Rhymes: - The teacher teaches "Ten Little Fingers" - The teacher sings "One, Two, Three, Four, Five, Once I Caught a Fish Alive" - The teacher reviews previous number songs.	Rhymes: - Pupils sing finger counting songs. - Pupils learn new counting rhymes. - Pupils perform actions with songs.	
4	NUMBERS: 6-10 -Recognition of Numbers: 6-10 -Tracing, Coloring and Scribbling - Writing practice	Number Recognition: - The teacher introduces numbers 6-10 with flashcards. - The teacher demonstrates writing numbers 6-10 on the board. - The teacher emphasizes proper number formation. - The teacher provides dotted numbers 6-10 for tracing. Writing Practice: - The teacher guides pupils through tracing each number 6-10. - The teacher demonstrates starting points for each number. - The teacher provides	Recognition: - Pupils identify and name numbers 6-10. - Pupils observe number formation demonstrations. - Pupils recognize numbers 6-10 in random order. Writing: - Pupils trace dotted numbers 6-10. - Pupils practice writing numbers 6-10. - Pupils color numbers 6-10. - Pupils attempt to copy numbers independently. - Pupils review numbers 0-10 for assessment.	Writing books Pencils Crayons Number flashcards 6-10 Dotted worksheets Coloring sheets Number games Practice sheets

		individual assistance where needed. iv. The teacher prepares pupils for mid-term assessment. Activities: i. The teacher uses number coloring activities. ii. The teacher plays number recognition games. iii. The teacher reviews all numbers 0-10.	Games: i. Pupils participate in number games. ii. Pupils match numbers to quantities. iii. Pupils practice all learned numbers.	
5	MID-TERM ASSESSMENT/TEST	Assessment Activities: i. The teacher administers comprehensive numeracy assessment. ii. The teacher conducts oral counting from 0-10. iii. The teacher tests number recognition (0-10). iv. The teacher assesses counting objects (0-10). v. The teacher evaluates number writing (0-10). vi. The teacher tests matching numbers to quantities. vii. The teacher assesses knowledge of	Assessment Tasks: i. Pupils count orally from 0-10. ii. Pupils identify numbers 0-10 when shown randomly. iii. Pupils count objects presented (0-10). iv. Pupils write/trace numbers 0-10. v. Pupils match numbers to correct quantities. vi. Pupils color designated numbers. vii. Pupils recite number rhymes learned. viii. Pupils demonstrate	Assessment sheets Number cards Counting objects Pencils Crayons Matching cards Mark book Assessment records

		number rhymes. viii. The teacher records pupils' performance and identifies areas needing support.	one-to-one correspondence.	
6	MID-TERM BREAK	-	-	-
7	NUMBERS: 0-15 -Counting Numbers Orally: 0-15 -Count objects orally: 0-15 -Learn number rhymes and songs - Number patterns and sequences	Extended Counting: i. The teacher reviews counting 0-10, then extends to 11-15. ii. The teacher counts from 0-15 slowly and clearly multiple times. iii. The teacher uses concrete objects to demonstrate counting to 15. iv. The teacher introduces counting in groups (5s). Pattern Introduction: i. The teacher introduces simple number patterns (1,2,3...). ii. The teacher shows number sequences on number line. iii. The teacher identifies missing numbers in sequences. Songs/Rhymes:	Counting Practice: i. Pupils count from 0-15 with teacher. ii. Pupils count objects in groups up to 15. iii. Pupils practice forward counting 0-15. iv. Pupils count in small groups of 5. Patterns: i. Pupils identify number patterns shown. ii. Pupils follow number sequences. iii. Pupils find missing numbers in sequences. Rhymes: i. Pupils sing counting songs to 15. ii. Pupils recite number rhymes. iii. Pupils count rhythmically.	Number cards 0-15 Counting objects Number line 0-15 Pattern cards Song charts Beads/counters Number sequence cards

		i. The teacher teaches counting rhymes up to 15. ii. The teacher reviews all previous number songs. iii. The teacher uses rhythmic counting activities.		
8	NUMBERS: 11-15 -Recognition of Numbers: 11-15 -Tracing, Coloring and Scribbling - Number order and sequencing	Number Recognition: i. The teacher introduces numbers 11-15 with flashcards. ii. The teacher demonstrates writing numbers 11-15. iii. The teacher emphasizes two-digit number concept. iv. The teacher provides dotted numbers for tracing practice. Writing Activities: i. The teacher guides pupils in writing numbers 11-15. ii. The teacher demonstrates proper spacing for two digits. iii. The teacher provides individual support and correction. Sequencing:	Recognition: i. Pupils identify and name numbers 11-15. ii. Pupils observe two-digit number formation. iii. Pupils recognize numbers 11-15 randomly. Writing: i. Pupils trace dotted numbers 11-15. ii. Pupils practice writing numbers 11-15. iii. Pupils color numbers 11-15. iv. Pupils copy numbers from board. Ordering: i. Pupils arrange number cards in order. ii. Pupils identify what number comes next. iii. Pupils	Writing books Pencils Crayons Number flashcards 11-15 Dotted worksheets Sequencing cards Number line Coloring sheets

		i. The teacher arranges numbers 0-15 in order. ii. The teacher plays "what comes before/after" games. iii. The teacher uses number ordering activities.	participate in sequencing games.	
9	NUMBERS: 0-20 -Counting Numbers Orally: 0-20 -Count objects orally: 0-20 -Learn number rhymes and songs - Introduction to basic shapes	Comprehensive Counting: i. The teacher counts from 0-20 slowly with pupils. ii. The teacher uses various concrete objects for counting to 20. iii. The teacher practices skip counting by 5s (5, 10, 15, 20). iv. The teacher counts backwards from 10 to 0. Shape Introduction: i. The teacher introduces basic shapes (circle, square, triangle). ii. The teacher relates shapes to numbers (circle = 0). iii. The teacher identifies shapes in the environment. Songs/Rhymes: i. The teacher teaches counting songs to 20.	Counting: i. Pupils count orally from 0-20. ii. Pupils count various objects up to 20. iii. Pupils attempt skip counting by 5s. iv. Pupils try counting backwards from 10. Shapes: i. Pupils identify basic shapes shown. ii. Pupils find shapes in the classroom. iii. Pupils name shapes they see. Rhymes: i. Pupils sing counting songs to 20. ii. Pupils learn shape songs. iii. Pupils perform all learned rhymes.	Number cards 0-20 Counting objects Shape cards Shape manipulatives Number line 0-20 Song charts Environmental objects Skip counting chart

		ii. The teacher introduces shape songs. iii. The teacher reviews all number rhymes.		
10	NUMBERS: 16-20 -Recognition of Numbers: 16-20 -Tracing, Coloring and Scribbling - Number review 0-20 - Size concepts (big/small)	Number Recognition: i. The teacher introduces numbers 16-20 with flashcards. ii. The teacher demonstrates writing numbers 16-20. iii. The teacher provides dotted practice for numbers 16-20. iv. The teacher conducts comprehensive review of 0-20. Size Concepts: i. The teacher introduces concepts of big and small. ii. The teacher compares objects by size. iii. The teacher sorts objects by size. Comprehensive Practice: i. The teacher reviews all numbers 0-20 recognition and writing. ii. The teacher	Recognition: i. Pupils identify numbers 16-20. ii. Pupils write numbers 16-20. iii. Pupils trace and color numbers 16-20. Size Activities: i. Pupils identify big and small objects. ii. Pupils compare sizes of objects. iii. Pupils sort objects by size. Review: i. Pupils practice all numbers 0-20. ii. Pupils count objects to 20. iii. Pupils demonstrate mastery of 0-20. iv. Pupils prepare for revision.	Writing books Pencils Crayons Number flashcards 16-20 Objects of different sizes Dotted worksheets Review materials Sorting trays

		conducts oral counting exercises. iii. The teacher prepares pupils for revision week.		
11	REVISION OF FIRST TERM WORK Numbers 0-20	Comprehensive Revision: i. The teacher systematically reviews counting from 0-20. ii. The teacher revises number recognition for all numbers 0-20. iii. The teacher provides extensive writing practice for numbers 0-20. iv. The teacher uses counting games and activities for fun revision. v. The teacher reviews counting objects and one-to-one correspondence. vi. The teacher revises concepts: more, less, same, big, small. vii. The teacher reviews basic shapes. viii. The teacher conducts mock examination exercises. ix. The teacher reviews all number rhymes and songs. x. The teacher builds confidence	Revision Activities: i. Pupils practice counting 0-20 multiple times. ii. Pupils identify all numbers 0-20 randomly. iii. Pupils write/trace all numbers 0-20. iv. Pupils participate enthusiastically in counting games. v. Pupils count various objects to 20. vi. Pupils demonstrate understanding of more/less/same . vii. Pupils identify shapes. viii. Pupils complete mock test papers. ix. Pupils recite all number rhymes. x. Pupils show readiness for examination.	All term's materials Number cards 0-20 Counting objects Revision worksheets Mock test papers Shape cards Games materials Song charts

		for final examination.		
12	END OF TERM EXAMINATION	Examination Administration: i. The teacher administers comprehensive end-of-term examination. ii. The teacher tests oral counting from 0-20. iii. The teacher assesses number recognition (0-20). iv. The teacher tests counting objects up to 20. v. The teacher evaluates number writing (0-20). vi. The teacher tests number sequencing and ordering. vii. The teacher assesses matching numbers to quantities. viii. The teacher tests understanding of concepts (more/less, big/small). ix. The teacher evaluates shape recognition. x. The teacher conducts rhyme recitation assessment. xi. The teacher marks and records all scores.	Examination Tasks: i. Pupils count orally from 0-20. ii. Pupils identify all numbers 0-20 when shown. iii. Pupils count objects presented (up to 20). iv. Pupils write/trace numbers 0-20. v. Pupils arrange numbers in correct order. vi. Pupils match numbers to quantities. vii. Pupils identify more, less, or same quantities. viii. Pupils identify big and small objects. ix. Pupils recognize and name basic shapes. x. Pupils recite number rhymes. xi. Pupils demonstrate all numeracy skills learned.	Examination papers Number cards Counting objects Shape cards Pencils Crayons Comparison cards Mark book Report cards

		xii. The teacher prepares report cards.		
13	CLOSING & END OF TERM ACTIVITIES	Closing Activities: i. The teacher returns marked examination scripts. ii. The teacher discusses individual performance with pupils. iii. The teacher celebrates numeracy achievements. iv. The teacher awards certificates/stickers for excellence. v. The teacher distributes report cards. vi. The teacher provides holiday practice recommendations. vii. The teacher gives preview of second term topics. viii. The teacher encourages continued counting practice at home. ix. The teacher thanks pupils and prepares them for next term.	Closing Activities: i. Pupils receive marked work and report cards. ii. Pupils listen to performance feedback. iii. Pupils celebrate their numeracy progress. iv. Pupils receive awards and recognition. v. Pupils get holiday practice sheets (counting 0-20). vi. Pupils participate in end-of-term celebrations. vii. Pupils look forward to second term. viii. Pupils say goodbye with confidence.	Report cards Marked scripts Certificates Awards/stickers Holiday practice sheets Celebration materials

NURSERY 1 NUMERACY SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	NUMBERS: 0-25 -Review and extend: 0-20 to 0-25 - Counting Numbers Orally: 0-25 -Count objects orally: 0-25 - Learn number rhymes and songs	Review and Extension: i. The teacher reviews counting from 0-20 from first term. ii. The teacher extends counting from 21-25. iii. The teacher counts from 0-25 slowly and clearly. iv. The teacher uses concrete objects to count to 25. Counting Activities: i. The teacher practices counting in different contexts. ii. The teacher counts classroom objects up to 25. iii. The teacher introduces counting by 2s (2, 4, 6...). Songs/Rhymes: i. The teacher reviews favorite number songs from first term. ii. The teacher introduces new counting rhymes.	Counting Practice: i. Pupils review counting 0-20 quickly. ii. Pupils learn to count from 21-25. iii. Pupils count from 0-25 with teacher. iv. Pupils count various objects up to 25. Activities: i. Pupils practice counting in groups. ii. Pupils count items in the classroom. iii. Pupils attempt counting by 2s. Rhymes: i. Pupils sing familiar counting songs. ii. Pupils learn new number rhymes. iii. Pupils count rhythmically.	Number cards 0-25 Counting objects Number line 0-25 Song charts Beads/counters Skip counting chart

		iii. The teacher uses rhythmic counting to 25.		
2	NUMBERS: 21-25 -Recognition of Numbers: 21-25 -Tracing, Coloring and Scribbling - Place value introduction (tens and ones)	Number Recognition: i. The teacher introduces numbers 21-25 with flashcards. ii. The teacher demonstrates writing numbers 21-25. iii. The teacher introduces simple place value concept (2 tens and some ones). iv. The teacher provides dotted numbers for tracing. Writing Practice: i. The teacher guides pupils in writing numbers 21-25. ii. The teacher emphasizes two-digit number formation. iii. The teacher provides individual support. Place Value: i. The teacher uses bundles of 10 to show tens and ones. ii. The teacher counts by tens (10, 20) then adds	Recognition: i. Pupils identify numbers 21-25. ii. Pupils watch number writing demonstrations. iii. Pupils understand simple tens and ones concept. Writing: i. Pupils trace numbers 21-25. ii. Pupils practice writing 21-25. iii. Pupils color numbers 21-25. iv. Pupils copy numbers from board. Place Value: i. Pupils count bundles of 10. ii. Pupils understand $20 = 2 \text{ tens}$. iii. Pupils count tens and ones together.	Writing books Pencils Crayons Number flashcards 21-25 Dotted worksheets Bundles of sticks/straws Ten-frames Coloring sheets

		ones. iii. The teacher makes counting visual and concrete.		
3	NUMBERS: 0-28 -Counting Numbers Orally: 0-28 -Count objects orally: 0-28 - Learn number rhymes and songs - More shape recognition	Extended Counting: i. The teacher extends counting from 0-28. ii. The teacher practices counting to 28 multiple times daily. iii. The teacher uses various counting materials. iv. The teacher counts in groups (10s and 1s). Shape Review: i. The teacher reviews circle, square, triangle. ii. The teacher introduces rectangle and oval. iii. The teacher identifies shapes in environment. iv. The teacher counts shapes (how many circles?). Songs/Rhymes: i. The teacher teaches counting songs to 28. ii. The teacher uses shape songs. iii. The teacher	Counting: i. Pupils count from 0-28 with teacher. ii. Pupils count objects up to 28. iii. Pupils practice daily counting to 28. iv. Pupils count in tens and ones. Shapes: i. Pupils identify all learned shapes. ii. Pupils recognize rectangle and oval. iii. Pupils find shapes around them. iv. Pupils count different shapes. Rhymes: i. Pupils sing counting songs. ii. Pupils learn shape songs. iii. Pupils recite favorite rhymes.	Number cards 0-28 Counting materials Shape cards Shape manipulatives Number line 0-28 Song charts Shape sorting trays

		reviews previous rhymes.		
4	NUMBERS: 26-28 -Recognition of Numbers: 26-28 -Tracing, Coloring and Scribbling - Ordinal numbers introduction (1st, 2nd, 3rd)	Number Recognition: i. The teacher introduces numbers 26-28 with flashcards. ii. The teacher demonstrates writing 26-28. iii. The teacher provides practice materials. iv. The teacher prepares for mid-term assessment. Ordinal Numbers: i. The teacher introduces concept of position (first, second, third). ii. The teacher uses line of pupils to show ordinal positions. iii. The teacher uses picture cards showing order. Review: i. The teacher reviews all numbers 0-28. ii. The teacher conducts comprehensive counting practice. iii. The teacher prepares pupils for assessment.	Recognition: i. Pupils identify numbers 26-28. ii. Pupils write numbers 26-28. iii. Pupils trace and color 26-28. Ordinals: i. Pupils understand "first," "second," "third" ii. Pupils identify who is first in line. iii. Pupils recognize ordinal positions. Review: i. Pupils practice all numbers 0-28. ii. Pupils count confidently to 28. iii. Pupils prepare for mid-term test.	Writing books Pencils Crayons Number flashcards 26-28 Ordinal position cards Practice sheets Review materials

5	MID-TERM ASSESSMENT/TEST	Assessment Activities: i. The teacher administers mid-term numeracy assessment. ii. The teacher tests oral counting from 0-28. iii. The teacher assesses number recognition (0-28). iv. The teacher tests counting objects up to 28. v. The teacher evaluates number writing (0-28). vi. The teacher assesses place value understanding (tens and ones). vii. The teacher tests shape recognition (circle, square, triangle, rectangle, oval). viii. The teacher assesses ordinal number understanding. ix. The teacher records performance and provides feedback.	Assessment Tasks: i. Pupils count orally from 0-28. ii. Pupils identify numbers 0-28 randomly. iii. Pupils count objects presented (up to 28). iv. Pupils write/trace numbers 0-28. v. Pupils demonstrate understanding of tens and ones. vi. Pupils identify all shapes learned. vii. Pupils demonstrate understanding of first, second, third. viii. Pupils recite number rhymes. ix. Pupils show numeracy progress.	Assessment papers Number cards Counting objects Shape cards Pencils Crayons Ten-frames Mark book Assessment records
6	MID-TERM BREAK	-	-	-
7	NUMBERS: 0-30 -Counting Numbers Orally: 0-30 -Count objects orally: 0-30	Extended Counting: i. The teacher extends counting to 30. ii. The teacher	Counting: i. Pupils count from 0-30 confidently. ii. Pupils count objects up to 30.	Number cards 0-30 Counting objects Number line 0-30 Skip counting

	-Learn number rhymes and songs - Number patterns and skip counting	practices counting 0-30 multiple times. iii. The teacher uses various concrete materials. iv. The teacher emphasizes the milestone of reaching 30. Skip Counting: i. The teacher practices skip counting by 2s (0, 2, 4...30). ii. The teacher introduces skip counting by 5s (0, 5, 10...30). iii. The teacher uses number line for skip counting. Patterns: i. The teacher identifies number patterns. ii. The teacher creates simple AB patterns with numbers. iii. The teacher uses songs for pattern recognition.	iii. Pupils practice counting daily. iv. Pupils celebrate reaching 30! Skip Counting: i. Pupils attempt skip counting by 2s. ii. Pupils try skip counting by 5s. iii. Pupils use number line for skip counting. Patterns: i. Pupils identify number patterns. ii. Pupils create simple patterns. iii. Pupils sing pattern songs.	charts Pattern cards Song charts Manipulatives
8	NUMBERS: 29-30 -Recognition of Numbers: 29-30 -Tracing, Coloring and Scribbling - Addition concept introduction	Number Recognition: i. The teacher introduces numbers 29-30. ii. The teacher demonstrates writing 29-30.	Recognition: i. Pupils identify numbers 29-30. ii. Pupils write numbers 29-30. iii. Pupils trace and color 29-30.	Writing books Pencils Crayons Number flashcards 29-30 Counting objects Manipulatives

	(combining groups)	iii. The teacher provides practice materials. Addition Introduction: i. The teacher introduces concept of "putting together" or "combining" ii. The teacher uses concrete objects to show 1+1, 2+1, etc. iii. The teacher uses language "and" to show addition (2 apples and 1 apple). iv. The teacher makes addition visual and hands-on. Practice: i. The teacher provides extensive counting and writing practice. ii. The teacher uses manipulatives for addition activities.	Addition: i. Pupils understand "putting together" ii. Pupils combine groups of objects. iii. Pupils count total when groups are combined. iv. Pupils use "and" language (2 and 1 makes 3). Practice: i. Pupils practice counting and writing. ii. Pupils play addition games with objects.	for addition Picture cards showing groups
9	NUMBERS: 0-35 -Counting Numbers Orally: 0-35 - Count objects orally: 0-35 -Learn number rhymes and songs - Measurement concepts (long/short)	Extended Counting: i. The teacher extends counting to 35. ii. The teacher practices counting 0-35 daily. iii. The teacher uses different counting contexts.	Counting: i. Pupils count from 0-35. ii. Pupils count objects up to 35. iii. Pupils practice skip counting by 5s to 35. iv. Pupils count in various	Number cards 0-35 Counting objects Objects of different lengths Non-standard measuring tools Number line 0-35 Song charts

		iv. The teacher emphasizes counting by 5s to 35. Measurement: i. The teacher introduces concepts of long and short. ii. The teacher compares lengths of objects. iii. The teacher uses language: longer, shorter, longest, shortest. iv. The teacher measures using non-standard units. Songs/Rhymes: i. The teacher teaches counting songs to 35. ii. The teacher reviews all learned rhymes. iii. The teacher uses measurement songs.	contexts. Measurement: i. Pupils identify long and short objects. ii. Pupils compare lengths of objects. iii. Pupils use comparison language. iv. Pupils measure with blocks or paper clips. Rhymes: i. Pupils sing counting songs. ii. Pupils recite all rhymes learned. iii. Pupils enjoy measurement activities.	Comparison cards
10	NUMBERS: 31-35 -Recognition of Numbers: 31-35 - Tracing, Coloring and Scribbling - Review 0-35 - Data handling (simple pictographs)	Number Recognition: i. The teacher introduces numbers 31-35. ii. The teacher demonstrates writing 31-35. iii. The teacher provides extensive practice. iv. The teacher reviews all	Recognition: i. Pupils identify numbers 31-35. ii. Pupils write numbers 31-35. iii. Pupils practice all numbers 0-35. iv. Pupils demonstrate mastery. Data:	Writing books Pencils Crayons Number flashcards 31-35 Simple pictograph charts Picture stickers Review materials Celebration stickers

		numbers 0-35. Data Handling: i. The teacher introduces simple pictographs (favorite fruits, colors). ii. The teacher counts pictures in each category. iii. The teacher identifies which has more/less. iv. The teacher makes data collection fun and visual. Comprehensive Review: i. The teacher reviews all concepts from second term. ii. The teacher prepares pupils for revision week. iii. The teacher celebrates progress to 35!	i. Pupils look at simple pictographs. ii. Pupils count pictures in graphs. iii. Pupils identify more and less from graphs. iv. Pupils participate in data collection. Review: i. Pupils review all learned concepts. ii. Pupils prepare for revision. iii. Pupils celebrate reaching 35!	
11	REVISION OF SECOND TERM WORK Numbers 0-35	Comprehensive Revision: i. The teacher systematically reviews counting from 0-35. ii. The teacher revises number recognition and writing (0-35). iii. The teacher reviews place value (tens and ones).	Revision Activities: i. Pupils practice counting 0-35 multiple times. ii. Pupils identify and write all numbers 0-35. iii. Pupils demonstrate tens and ones understanding. iv. Pupils practice skip	All term's materials Number cards 0-35 Counting objects Shape cards Revision worksheets Mock test papers Measurement objects Skip counting

		iv. The teacher revises skip counting by 2s and 5s. v. The teacher reviews all shapes learned. vi. The teacher revises ordinal numbers (1st, 2nd, 3rd). vii. The teacher reviews addition concept (combining groups). viii. The teacher revises measurement concepts (long/short). ix. The teacher reviews simple data handling. x. The teacher conducts mock examination. xi. The teacher reviews all rhymes and songs. xii. The teacher builds examination confidence.	counting. v. Pupils identify all shapes. vi. Pupils show understanding of ordinal positions. vii. Pupils combine groups of objects (addition). viii. Pupils compare lengths of objects. ix. Pupils read simple pictographs. x. Pupils complete mock test. xi. Pupils recite all rhymes. xii. Pupils demonstrate readiness for examination.	charts Games materials
12	END OF TERM EXAMINATION	Examination Administration: i. The teacher administers comprehensive end-of-term examination. ii. The teacher tests oral counting from 0-35. iii. The teacher	Examination Tasks: i. Pupils count orally from 0-35. ii. Pupils identify all numbers 0-35. iii. Pupils count objects presented. iv. Pupils write/trace	Examination papers Number cards Counting objects Shape cards Pencils Crayons Measurement objects Pictograph

		assesses number recognition (0-35). iv. The teacher tests counting objects up to 35. v. The teacher evaluates number writing (0-35). vi. The teacher assesses place value understanding. vii. The teacher tests skip counting by 2s and 5s. viii. The teacher evaluates shape recognition. ix. The teacher tests ordinal number knowledge. x. The teacher assesses addition understanding (combining). xi. The teacher tests measurement concepts. xii. The teacher evaluates simple data reading. xiii. The teacher marks and prepares report cards.	numbers 0-35. v. Pupils demonstrate tens and ones. vi. Pupils skip count by 2s and 5s. vii. Pupils identify all shapes learned. viii. Pupils show ordinal understanding. ix. Pupils combine groups (addition). x. Pupils compare long and short objects. xi. Pupils read simple pictographs. xii. Pupils recite number rhymes. xiii. Pupils demonstrate second term progress.	charts Mark book Report cards
13	CLOSING & END OF TERM ACTIVITIES	Closing Activities: i. The teacher returns marked examination scripts. ii. The teacher discusses individual	Closing Activities: i. Pupils receive marked work and report cards. ii. Pupils listen to performance feedback. iii. Pupils	Report cards Marked scripts Certificates Awards/stickers Holiday practice sheets Celebration materials

		performance. iii. The teacher celebrates numeracy achievements and progress to 35. iv. The teacher awards certificates for excellence. v. The teacher distributes report cards. vi. The teacher provides holiday practice tips. vii. The teacher gives preview of third term (counting to 50!). viii. The teacher encourages continued counting practice. ix. The teacher prepares pupils for final term.	celebrate reaching 35! iv. Pupils receive awards and recognition. v. Pupils get holiday practice materials. vi. Pupils look forward to third term. vii. Pupils say goodbye with excitement for counting to 50!	

NURSERY 1 NUMERACY SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	NUMBERS: 0-40 -Review and extend: 0-35 to 0-40 - Counting Numbers Orally: 0-40 -Count objects orally: 0-40 - Learn number rhymes and songs	Review and Extension: i. The teacher reviews counting from 0-35 from second term. ii. The teacher extends counting from 36-40. iii. The teacher counts from 0-40 slowly and clearly. iv. The teacher uses concrete objects for counting to 40. v. The teacher emphasizes counting by 10s (10, 20, 30, 40). Counting Activities: i. The teacher practices daily counting to 40. ii. The teacher uses various counting contexts and materials. iii. The teacher celebrates the milestone of 40. Songs/Rhymes: i. The teacher reviews favorite counting songs. ii. The teacher introduces	Counting Practice: i. Pupils review counting 0-35 quickly. ii. Pupils learn to count from 36-40. iii. Pupils count from 0-40 with teacher. iv. Pupils count various objects up to 40. v. Pupils practice counting by 10s. Activities: i. Pupils count daily to 40. ii. Pupils use different counting materials. iii. Pupils celebrate reaching 40! Rhymes: i. Pupils sing familiar songs. ii. Pupils learn new counting rhymes. iii. Pupils count rhythmically to 40.	Number cards 0-40 Counting objects Number line 0-40 Song charts Beads/counters Ten-frames Skip counting chart

		counting rhymes to 40. iii. The teacher uses rhythmic counting activities.		
2	NUMBERS: 36-40 -Recognition of Numbers: 36-40 - Tracing, Coloring and Scribbling - Place value reinforcement	Number Recognition: i. The teacher introduces numbers 36-40 with flashcards. ii. The teacher demonstrates writing numbers 36-40. iii. The teacher emphasizes two-digit number formation. iv. The teacher provides dotted numbers for tracing. Place Value: i. The teacher reinforces tens and ones concept. ii. The teacher shows $40 = 4 \text{ tens and } 0 \text{ ones}$. iii. The teacher uses base-ten blocks or bundles. iv. The teacher counts by tens and adds ones. Writing Practice: i. The teacher guides extensive writing practice. ii. The teacher provides individual support.	Recognition: i. Pupils identify numbers 36-40. ii. Pupils watch writing demonstrations. iii. Pupils recognize two-digit patterns. Place Value: i. Pupils understand tens and ones. ii. Pupils recognize 4 tens = 40. iii. Pupils count using tens and ones. iv. Pupils group objects by tens. Writing: i. Pupils trace numbers 36-40. ii. Pupils practice writing 36-40. iii. Pupils color numbers 36-40. iv. Pupils demonstrate improved number writing.	Writing books Pencils Crayons Number flashcards 36-40 Base-ten blocks Bundles of sticks Dotted worksheets Ten-frames

		iii. The teacher celebrates progress.		
3	NUMBERS: 0-45 -Counting Numbers Orally: 0-45 -Count objects orally: 0-45 - Learn number rhymes and songs - Subtraction introduction (taking away)	Extended Counting: i. The teacher extends counting to 45. ii. The teacher practices counting 0-45 multiple times daily. iii. The teacher uses skip counting by 5s (5, 10, 15...45). iv. The teacher counts forward and backward. Subtraction Introduction: i. The teacher introduces concept of "taking away" ii. The teacher uses concrete objects to demonstrate subtraction. iii. The teacher shows $3 - 1 = 2$ with real objects. iv. The teacher uses language "take away" consistently. v. The teacher makes subtraction visual and hands-on. Songs/Rhymes: i. The teacher teaches counting	Counting: i. Pupils count from 0-45. ii. Pupils count objects up to 45. iii. Pupils skip count by 5s to 45. iv. Pupils try counting backward from 10. Subtraction: i. Pupils understand "taking away" ii. Pupils remove objects from groups. iii. Pupils count what's left after taking away. iv. Pupils use "take away" language. v. Pupils play subtraction games with objects. Rhymes: i. Pupils sing counting songs. ii. Pupils sing "taking away" rhymes. iii. Pupils act out subtraction stories.	Number cards 0-45 Counting objects Manipulatives for subtraction Number line 0-45 Song charts Picture cards showing subtraction

		songs to 45. ii. The teacher uses "taking away" rhymes (5 little ducks, 10 green bottles).		
4	NUMBERS: 41-45 -Recognition of Numbers: 41-45 - Tracing, Coloring and Scribbling - Simple addition and subtraction practice	Number Recognition: i. The teacher introduces numbers 41-45. ii. The teacher demonstrates writing 41-45. iii. The teacher provides practice materials. iv. The teacher prepares for mid-term assessment. Addition & Subtraction: i. The teacher reviews combining groups (addition). ii. The teacher reviews taking away (subtraction). iii. The teacher uses real objects for both operations. iv. The teacher plays number operation games. Review: i. The teacher reviews all numbers 0-45. ii. The teacher prepares pupils for	Recognition: i. Pupils identify numbers 41-45. ii. Pupils write numbers 41-45. iii. Pupils trace and color 41-45. Operations: i. Pupils combine groups (addition). ii. Pupils take away objects (subtraction). iii. Pupils count results of both operations. iv. Pupils play number games. Review: i. Pupils practice all numbers 0-45. ii. Pupils prepare for mid-term assessment.	Writing books Pencils Crayons Number flashcards 41-45 Manipulatives Practice sheets Review materials Games

		mid-term test.		
5	MID-TERM ASSESSMENT/TEST	Assessment Activities: i. The teacher administers mid-term numeracy assessment. ii. The teacher tests oral counting from 0-45. iii. The teacher assesses number recognition (0-45). iv. The teacher tests counting objects up to 45. v. The teacher evaluates number writing (0-45). vi. The teacher assesses place value understanding. vii. The teacher tests skip counting by 5s and 10s. viii. The teacher assesses addition understanding (combining). ix. The teacher tests subtraction understanding (taking away). x. The teacher records performance and provides feedback.	Assessment Tasks: i. Pupils count orally from 0-45. ii. Pupils identify numbers 0-45 randomly. iii. Pupils count objects presented (up to 45). iv. Pupils write/trace numbers 0-45. v. Pupils demonstrate tens and ones. vi. Pupils skip count by 5s and 10s. vii. Pupils combine groups of objects. viii. Pupils take away objects from groups. ix. Pupils recite number rhymes. x. Pupils show third term progress.	Assessment papers Number cards Counting objects Manipulatives Pencils Crayons Mark book Assessment records
6	MID-TERM BREAK	-	-	-
7	NUMBERS: 0-50 -Counting Numbers Orally: 0-50 - Count objects orally:	Extended Counting to 50: i. The teacher extends counting to the milestone of	Counting to 50: i. Pupils count from 0-50 excitedly! ii. Pupils	Number cards 0-50 Counting objects Number line 0-

	0-50 -Learn number rhymes and songs - Celebrating reaching 50!	50! - ii.The teacher practices counting 0-50 enthusiastically. iii. The teacher emphasizes $50 = 5$ tens. - iv.The teacher counts by 10s (10, 20, 30, 40, 50). - v.The teacher celebrates this achievement with pupils. Comprehensive Practice: i. The teacher uses various counting contexts. ii. The teacher counts objects in large groups to 50. - iii.The teacher uses number line to 50. Songs/Rhymes: - i.The teacher teaches special "counting to 50" songs. ii. The teacher reviews all counting rhymes from the year. iii. The teacher celebrates with number music.	practice counting to 50 daily. iii. Pupils understand $50 = 5$ tens. - iv.Pupils skip count by 10s to 50. - v.Pupils celebrate reaching 50! Practice: - i.Pupils count in different contexts. ii. Pupils count large groups of objects. iii. Pupils use number line to 50. Celebration: - i.Pupils sing "counting to 50" songs. ii. Pupils recite all rhymes learned. iii. Pupils celebrate their achievement!	50 - Base-ten blocks - Song charts - Celebration materials - Large quantity counters
8	NUMBERS: 46-50 -Recognition of Numbers: 46-50 - Tracing, Coloring and	Number Recognition: i. The teacher introduces numbers 46-50.	Recognition: - i.Pupils identify numbers 46-50. ii. Pupils write numbers 46-50.	- Writing books - Pencils - Crayons - Number flashcards 46-50

	Scribbling - Money introduction (coins)	ii. The teacher demonstrates writing 46-50. iii. The teacher emphasizes reaching the milestone of 50. iv. The teacher provides extensive practice. Money Introduction: i. The teacher introduces concept of money and coins. ii. The teacher shows different coin denominations. iii. The teacher discusses what money is used for (buying things). iv. The teacher lets pupils handle play coins. v. The teacher counts coins (simple amounts). Writing Practice: i. The teacher guides writing practice for 46-50. ii. The teacher celebrates completing numbers to 50!	iii. Pupils trace and color 46-50. iv. Pupils celebrate reaching 50! Money: i. Pupils learn about money and coins. ii. Pupils identify different coins. iii. Pupils understand money is for buying. iv. Pupils handle and count play coins. v. Pupils count simple coin amounts. Writing: i. Pupils practice writing 46-50. ii. Pupils master all numbers 0-50!	Play coins Real coins (for display) Dotted worksheets Money charts
9	NUMBERS: 0-50 -Comprehensive practice - All number concepts	Comprehensive Number Practice: i. The teacher conducts comprehensive	Number Practice: i. Pupils practice all numbers 0-50.	Number cards 0-50 Counting objects Clock

	review - Time introduction (o'clock)	practice of 0-50. ii. The teacher reviews counting, recognition, and writing. iii. The teacher practices skip counting (2s, 5s, 10s). iv. The teacher reviews place value to 50. Time Introduction: i. The teacher introduces concept of telling time. ii. The teacher shows clock and identifies hour hand. iii. The teacher teaches "o'clock" times (1 o'clock, 2 o'clock). iv. The teacher relates time to daily activities. All Concepts: i. The teacher reviews addition and subtraction. ii. The teacher reviews shapes and measurement. iii. The teacher prepares for comprehensive revision.	ii. Pupils count, recognize, and write confidently. iii. Pupils skip count effectively. iv. Pupils demonstrate place value understanding. Time: i. Pupils learn about telling time. ii. Pupils identify hour hand on clock. iii. Pupils recognize o'clock times. iv. Pupils relate time to their activities. Review: i. Pupils practice addition and subtraction. ii. Pupils review all shapes and concepts. iii. Pupils prepare for revision week.	(demonstration) Play clocks Time charts Comprehensive materials Shape cards Manipulatives
10	NUMBERS: 0-50 - Mastery of 0-50 - Year-end	Mastery Activities: i. The teacher conducts final	Mastery: i. Pupils demonstrate mastery of 0-50.	All year's materials Number cards 0-50

	comprehensive activities - Celebration of numeracy journey	mastery activities for 0-50. ii. The teacher assesses overall numeracy development. iii. The teacher reviews all concepts from the entire year. iv. The teacher celebrates year-long progress. Year Review: i. The teacher reviews first term concepts (0-20). ii. The teacher reviews second term concepts (21-35). iii. The teacher reviews third term concepts (36-50). iv. The teacher reviews all mathematical concepts taught. Celebration: i. The teacher celebrates pupils' numeracy achievements. ii. The teacher prepares pupils for final revision and examination. iii. The teacher recognizes individual progress.	ii. Pupils show overall numeracy competence. iii. Pupils review year-long learning. iv. Pupils celebrate their progress! Year Review: i. Pupils recall first term numbers. ii. Pupils recall second term numbers. iii. Pupils master third term numbers. iv. Pupils demonstrate all learned concepts. Celebration: i. Pupils celebrate numeracy achievements. ii. Pupils prepare for final revision. iii. Pupils feel proud of their progress!	Comprehensive resources Celebration materials Achievement certificates Games and activities
11	REVISION OF THIRD TERM &	Comprehensive Year-End	Comprehensive Revision:	All year's materials

	YEAR'S WORK Numbers 0-50 and all concepts	Revision: i. The teacher systematically reviews counting from 0-50. ii. The teacher revises all number recognition and writing (0-50). iii. The teacher reviews place value (tens and ones to 50). iv. The teacher revises all skip counting (2s, 5s, 10s). v. The teacher reviews all shapes learned during the year. vi. The teacher revises addition (combining groups). vii. The teacher reviews subtraction (taking away). viii. The teacher revises measurement concepts (long/short, big/small). ix. The teacher reviews ordinal numbers. x. The teacher revises time (o'clock), money (coins), and data handling. xi. The teacher conducts comprehensive	i. Pupils practice counting 0-50 fluently. ii. Pupils identify and write all numbers 0-50. iii. Pupils demonstrate place value mastery. iv. Pupils skip count by 2s, 5s, and 10s. v. Pupils identify all shapes learned. vi. Pupils combine groups (addition). vii. Pupils take away from groups (subtraction). viii. Pupils compare measurements. ix. Pupils demonstrate ordinal understanding. x. Pupils show time and money knowledge. xi. Pupils complete comprehensive mock test. xii. Pupils recite all number rhymes. xiii. Pupils demonstrate year-long numeracy growth. xiv. Pupils	Number cards 0-50 All manipulatives Comprehensive revision sheets Mock examination papers Shape cards Clock, coins, measurement tools All games and resources

		mock examination. xii. The teacher reviews ALL number rhymes and songs from the year. xiii. The teacher builds strong confidence for final examination. xiv. The teacher celebrates complete numeracy journey!	celebrate their journey from 0 to 50!	
12	END OF YEAR EXAMINATION	Final Examination Administration: i. The teacher administers comprehensive end-of-year numeracy examination. ii. The teacher tests oral counting from 0-50. iii. The teacher assesses number recognition (0-50). iv. The teacher tests counting objects up to 50. v. The teacher evaluates number writing (0-50). vi. The teacher assesses place value understanding (tens and ones). vii. The teacher tests all skip counting patterns (2s, 5s, 10s).	Final Examination Tasks: i. Pupils count orally from 0-50 fluently. ii. Pupils identify all numbers 0-50 randomly. iii. Pupils count objects presented (up to 50). iv. Pupils write/trace numbers 0-50 accurately. v. Pupils demonstrate tens and ones to 50. vi. Pupils skip count by 2s, 5s, and 10s. vii. Pupils identify all shapes learned. viii. Pupils combine groups effectively (addition). ix. Pupils take	Comprehensive examination papers Number cards 0-50 Counting objects Shape cards Pencils Crayons Manipulatives Clock Play coins Measurement tools Pictographs Mark book Report cards

		viii. The teacher evaluates shape recognition (all shapes). ix. The teacher tests addition understanding (combining groups). x. The teacher assesses subtraction understanding (taking away). xi. The teacher tests measurement concepts. xii. The teacher evaluates ordinal number knowledge. xiii. The teacher tests basic time and money concepts. xiv. The teacher assesses simple data reading. xv. The teacher marks thoroughly and prepares comprehensive report cards.	away from groups (subtraction). x. Pupils compare measurements correctly. xi. Pupils demonstrate ordinal positions. xii. Pupils show time and money understanding. xiii. Pupils read simple pictographs. xiv. Pupils recite number rhymes. xv. Pupils demonstrate complete Nursery 1 numeracy mastery.	
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	Year-End Closing: i. The teacher returns marked examination scripts with detailed feedback. ii. The teacher discusses individual year-long numeracy performance.	Year-End Closing: i. Pupils receive marked work and comprehensive report cards. ii. Pupils listen to year-long performance review. iii. Pupils	Report cards Marked examination scripts Certificates Awards/medals Graduation materials Holiday practice workbooks Number charts

		iii. The teacher celebrates remarkable achievement of mastering 0-50! iv. The teacher awards certificates and prizes for numeracy excellence. v. The teacher distributes comprehensive end-of-year report cards. vi. The teacher provides recommendations for holiday practice. vii. The teacher prepares pupils for promotion to Nursery 2. viii. The teacher conducts numeracy graduation ceremony. ix. The teacher celebrates pupils' journey from 0 to 50! x. The teacher thanks pupils and parents for wonderful year. xi. The teacher encourages continued numeracy practice during holidays.	celebrate counting from 0 to 50 proudly! iv. Pupils receive certificates and awards for achievements. v. Pupils get holiday practice materials. vi. Pupils prepare excitedly for promotion to Nursery 2. vii. Pupils participate in graduation ceremony. viii. Pupils showcase numeracy skills to parents. ix. Pupils celebrate their amazing number journey! x. Pupils say goodbye with confidence and numeracy pride. xi. Pupils look forward to continued learning in Nursery 2.	0-50 Celebration decorations Parent feedback forms "I can count to 50!" badges

NURSERY 1

PRE-SCIENCE SCHEME OF WORK

FIRST TERM

WEEK	TOPIC	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	LIVING THINGS: PLANTS - Meaning of plants - Identification of plants - Examples of plants (e.g., flowers, grass, trees)	Introduction to Plants: i. The teacher takes pupils on a nature walk around the school compound to observe plants. ii. The teacher explains that plants are living things that grow in soil and need water and sunlight. iii. The teacher shows real plants and pictures of different plants. iv. The teacher demonstrates how to touch plants gently. Identification Activities: i. The teacher points out different parts of plants (leaves, stem, roots, flowers). ii. The teacher names various plants in the environment. iii. The teacher shows pictures and real samples of common plants. Examples:	Learning Activities: i. Pupils observe plants during nature walk. ii. Pupils listen and repeat "plants are living things" iii. Pupils look at and touch real plants gently. iv. Pupils observe plant parts pointed out by teacher. Identification: i. Pupils point to plants around them. ii. Pupils name plants they see (with teacher's help). iii. Pupils identify plants in pictures. Examples: i. Pupils look at different plant examples. ii. Pupils match picture cards of plants. iii. Pupils sing plant songs with	Real plants (potted) Picture cards of plants Chart showing parts of plants Flowers Grass samples Leaves Song charts Nature walk area

		i. The teacher presents examples: flowers (rose, sunflower), grass, trees (mango tree, palm tree). ii. The teacher uses picture cards to show variety of plants. iii. The teacher sings plant-related songs.	actions.	
2	LIVING THINGS: PLANTS (Continued) - Growing plants - Caring for plants - Drawing and coloring plants	Plant Care: i. The teacher demonstrates how to water plants properly. ii. The teacher explains that plants need water, sunlight, and soil to grow. iii. The teacher shows pupils how to care for classroom plants. iv. The teacher discusses what happens when plants don't get water (they die). Hands-on Activities: i. The teacher guides pupils in planting seeds in small pots or cups. ii. The teacher demonstrates gentle handling of plants. iii. The teacher organizes plant watering activities.	Plant Care: i. Pupils watch watering demonstration. ii. Pupils understand plants need water and sunlight. iii. Pupils help water classroom plants (with supervision). iv. Pupils observe healthy and unhealthy plants. Hands-on: i. Pupils plant seeds in small containers. ii. Pupils handle plants gently. iii. Pupils take turns watering plants. Creative: i. Pupils color plant pictures. ii. Pupils draw	Small pots/cups Soil Seeds (beans, maize) Watering can Real plants Coloring sheets Crayons Drawing paper Plant stickers Craft materials

		Creative Activities: - The teacher provides plant pictures for coloring. - The teacher guides pupils in drawing simple plants. - The teacher uses stickers and craft materials for plant activities.	simple plants (flowers, trees). Pupils create plant crafts with teacher's guidance.	
3	LIVING THINGS: FRUITS - Meaning of fruits - Identification of fruits - Examples of fruits - Fruits come from plants	Introduction to Fruits: - The teacher explains that fruits are parts of plants that we can eat. - The teacher shows real fruits (apple, banana, orange, mango). - The teacher allows pupils to touch, smell, and observe fruits. - The teacher explains that fruits come from plants/trees. Identification: - The teacher displays various fruits and names each one. - The teacher describes fruits by color, shape, and size. - The teacher uses picture cards for	Learning: - Pupils learn that fruits come from plants. - Pupils observe real fruits brought by teacher. - Pupils touch, smell, and feel different fruits. - Pupils understand fruits grow on plants. Identification: - Pupils identify and name different fruits. - Pupils describe fruits (red apple, yellow banana). - Pupils match fruit pictures. - Pupils observe cut fruits and seeds.	Real fruits (apple, banana, orange, mango, pineapple) Fruit pictures Flashcards Chart showing fruits Cutting board and knife (teacher use) Plates Fruit song charts Fruit models/toys

		fruit recognition. iv. The teacher cuts fruits to show inside (seeds, flesh). Activities: i. The teacher organizes fruit tasting activity (with permission). ii. The teacher plays fruit identification games. iii. The teacher teaches fruit-related songs and rhymes.	Activities: i. Pupils taste different fruits (if permitted). ii. Pupils play fruit games. iii. Pupils sing fruit songs enthusiastically.	
4	ANIMALS - Meaning of animals - Description of animals - Parts of animal bodies - Similarities between animals and humans	Introduction to Animals: i. The teacher explains that animals are living things that can move from place to place. ii. The teacher shows pictures and toy animals. iii. The teacher describes different animals (dog, cat, goat, cow, bird, fish). iv. The teacher makes animal sounds and encourages imitation. Body Parts: i. The teacher identifies animal body parts: head, eyes, ears, nose, mouth, legs, tail.	Learning: i. Pupils understand animals are living things. ii. Pupils observe animal pictures and toys. iii. Pupils listen to descriptions of animals. iv. Pupils make animal sounds (moo, bark, meow). Body Parts: i. Pupils identify animal body parts in pictures. ii. Pupils point to their own body parts (like animals). iii. Pupils understand similarities: we	Animal pictures Toy animals Animal flashcards Chart showing animal body parts Videos of animals (optional) Animal masks Song charts Story books about animals

		ii. The teacher compares animal parts with human parts. iii. The teacher shows that both animals and humans have eyes, ears, nose, mouth. iv. The teacher discusses differences (tails, four legs vs two legs). Activities: i. The teacher plays animal movement games (hop like a rabbit, walk like a dog). ii. The teacher uses videos or pictures showing animals. iii. The teacher sings animal songs.	both have eyes, ears, etc. iv. Pupils notice differences: animals have tails, four legs. Activities: i. Pupils imitate animal movements. ii. Pupils watch animal videos/pictures. iii. Pupils sing animal songs with actions.	
5	MID-TERM ASSESSMENT/TEST	Assessment Activities: i. The teacher administers comprehensive pre-science assessment. ii. The teacher tests knowledge of plants (identification, parts). iii. The teacher assesses fruit recognition and naming. iv. The teacher tests animal identification and sounds. v. The teacher	Assessment Tasks: i. Pupils identify plants in pictures and real samples. ii. Pupils name parts of plants shown. iii. Pupils identify and name fruits presented. iv. Pupils identify animals in pictures. v. Pupils make animal sounds when asked.	Assessment sheets Plant samples Fruit pictures Animal pictures Body parts chart Real objects Mark book Assessment checklist

		evaluates understanding of body parts (animals and humans). vi. The teacher uses oral questions, picture identification, and practical tasks. vii. The teacher observes pupils' responses and participation. viii. The teacher records individual performance and identifies areas needing support.	vi. Pupils point to animal body parts. vii. Pupils identify their own body parts. viii. Pupils demonstrate understanding of topics covered.	
6	MID-TERM BREAK	-	-	-
7	DOMESTIC ANIMALS -Meaning of domestic animals - Examples of domestic animals -Where domestic animals live - Caring for domestic animals	Introduction: i. The teacher explains that domestic animals are animals we keep at home. ii. The teacher lists examples: dog, cat, rabbit, chicken, goat, sheep, cow. iii. The teacher shows pictures of domestic animals. iv. The teacher discusses why we keep these animals at home (pets, food, help). Homes of Animals: i. The teacher shows where domestic animals live (kennel for dogs, coop for	Learning: i. Pupils understand domestic animals live with us. ii. Pupils name domestic animals: dog, cat, chicken, goat. iii. Pupils observe pictures of domestic animals. iv. Pupils learn we keep them for various reasons. Animal Homes: i. Pupils identify where animals live (kennel, coop).	Pictures of domestic animals Toy domestic animals Pictures of animal homes Flashcards Chart showing domestic animals Song charts Story books Videos (optional)

		chickens). ii. The teacher discusses how we care for domestic animals (feeding, cleaning, shelter). iii. The teacher demonstrates responsible animal care. Activities: i. The teacher organizes visit to see domestic animals (if possible). ii. The teacher plays domestic animal identification games. iii. The teacher teaches songs about domestic animals.	ii. Pupils understand animals need food and care. iii. Pupils learn to treat animals kindly. Activities: i. Pupils observe domestic animals (if available). ii. Pupils play animal identification games. iii. Pupils sing songs about domestic animals with enthusiasm.	
8	PARTS OF THE BODY: THE HEAD -Identification of the head - Parts on the head - Uses of the head	Introduction to the Head: i. The teacher points to their own head and asks pupils to touch theirs. ii. The teacher explains the head is the top part of our body. iii. The teacher shows pictures and charts of the head. iv. The teacher names parts found on the head: hair, forehead, eyes, ears, nose, mouth, chin.	Learning: i. Pupils touch their own heads. ii. Pupils understand the head is on top of the body. iii. Pupils observe head pictures and charts. iv. Pupils identify parts on the head. Parts Identification: i. Pupils point to their hair, eyes, ears, nose,	Large body chart Head diagram Mirror Pictures of heads Flashcards Helmet (for demonstration) Simon Says game materials

		Parts on the Head: i. The teacher identifies each part on their own head. ii. The teacher asks pupils to point to each part on their own heads. iii. The teacher uses a large diagram showing parts of the head. iv. The teacher plays "Simon Says" touching head parts. Uses of the Head: i. The teacher explains: the head holds our brain (for thinking), face (for seeing, smelling, eating, hearing). ii. The teacher demonstrates nodding (yes) and shaking head (no). iii. The teacher discusses protecting our heads (wearing helmets).	mouth. ii. Pupils touch each part when named by teacher. iii. Pupils observe large head diagram. iv. Pupils play "Simon Says" game with head parts. Uses: i. Pupils understand the head helps us think, see, hear, smell, eat. ii. Pupils practice nodding and shaking head. iii. Pupils learn to protect their heads.	
9	PARTS OF THE BODY: MOUTH AND TEETH -Identification of the mouth - Identification of the teeth -Uses of mouth and teeth - Care of mouth and	The Mouth: i. The teacher points to their mouth and asks pupils to point to theirs. ii. The teacher shows pictures of mouths. iii. The teacher opens mouth to show inside: teeth,	The Mouth: i. Pupils point to their mouths. ii. Pupils observe mouth pictures. iii. Pupils open their mouths to see teeth and tongue. iv. Pupils look at their mouths	Mirrors Pictures of mouth and teeth Toothbrush and toothpaste Dental chart Flashcards Healthy food pictures Tooth brushing song chart

	teeth	tongue, gums. iv. The teacher uses a mirror so pupils can see their own mouths. The Teeth: i. The teacher identifies teeth inside the mouth. ii. The teacher explains teeth help us chew food. iii. The teacher shows picture of healthy teeth. iv. The teacher discusses baby teeth and adult teeth (simply). Uses and Care: i. The teacher explains: mouth is for eating, talking, singing, drinking. ii. The teacher explains: teeth are for biting and chewing food. iii. The teacher demonstrates proper tooth brushing. iv. The teacher emphasizes brushing teeth twice daily. v. The teacher discusses healthy foods for strong teeth.	in mirrors. The Teeth: i. Pupils identify their teeth. ii. Pupils understand teeth help us chew. iii. Pupils observe pictures of teeth. iv. Pupils count some of their teeth (with help). Uses and Care: i. Pupils understand mouth is for eating and talking. ii. Pupils understand teeth help us chew food. iii. Pupils watch tooth brushing demonstration. iv. Pupils practice brushing motion. v. Pupils learn to brush teeth daily.	
10	PARTS OF THE BODY: LIPS AND TONGUE	The Lips: i. The teacher points to their lips	The Lips: i. Pupils touch their lips.	Mirrors Pictures of lips and tongue

	- Identification of lips -Identification of tongue -Uses of lips and tongue - Importance of these organs	and asks pupils to touch theirs. ii. The teacher explains lips are the outer part of the mouth. iii. The teacher shows that lips can move (smiling, pouting, talking). iv. The teacher uses pictures showing lips. The Tongue: i. The teacher sticks out tongue and asks pupils to see theirs in mirror. ii. The teacher explains the tongue is inside the mouth. iii. The teacher shows pictures of the tongue. iv. The teacher demonstrates tongue movements. Uses: i. The teacher explains: lips help us talk, eat, drink, whistle, kiss, smile. ii. The teacher explains: tongue helps us taste food, talk, swallow, lick. iii. The teacher discusses how we taste different flavors (sweet, sour, bitter, salty). iv. The teacher conducts simple tasting activity (if	ii. Pupils understand lips are outside the mouth. iii. Pupils move their lips (smile, pout). iv. Pupils observe lip pictures. The Tongue: i. Pupils stick out their tongues safely. ii. Pupils see their tongues in mirrors. iii. Pupils observe tongue pictures. iv. Pupils move their tongues around. Uses: i. Pupils understand lips help us talk and eat. ii. Pupils understand tongue helps us taste food. iii. Pupils learn about different tastes. iv. Pupils taste safe foods (if permitted). v. Pupils learn to keep mouth parts clean.	Body parts chart Safe tasting samples (sugar-sweet, lemon-sour) Flashcards Song charts about body parts

		permitted). v. The teacher emphasizes keeping lips and tongue clean.		
11	REVISION OF FIRST TERM WORK All topics covered	Comprehensive Revision: i. The teacher systematically reviews living things: plants (identification, parts, care). ii. The teacher revises fruits (identification, examples, where they come from). iii. The teacher reviews animals (meaning, body parts, similarities with humans). iv. The teacher revises domestic animals (examples, where they live, care). v. The teacher reviews parts of the body: head, mouth, teeth, lips, tongue. vi. The teacher revises uses of each body part. vii. The teacher uses games, songs, and interactive activities for revision. viii. The teacher conducts mock examination activities. ix. The teacher	Revision Activities: i. Pupils identify plants and their parts. ii. Pupils name and identify various fruits. iii. Pupils identify animals and their body parts. iv. Pupils name domestic animals and their uses. v. Pupils identify all body parts learned: head, mouth, teeth, lips, tongue. vi. Pupils explain uses of body parts (with help). vii. Pupils participate in revision games and songs. viii. Pupils complete mock test activities. ix. Pupils ask questions about difficult areas. x. Pupils prepare confidently for	All term's materials Plant samples Fruit pictures Animal pictures Body parts charts Revision worksheets Mock test materials Games Song charts

		identifies areas where pupils need extra support. x. The teacher builds confidence for final examination.	examination.	
12	END OF TERM EXAMINATION	Examination Administration: i. The teacher administers comprehensive end-of-term examination. ii. The teacher tests plant identification and knowledge. iii. The teacher assesses fruit recognition and naming. iv. The teacher tests animal knowledge (identification, sounds, body parts). v. The teacher assesses domestic animal knowledge. vi. The teacher tests body parts identification (head, mouth, teeth, lips, tongue). vii. The teacher evaluates understanding of uses of body parts. viii. The teacher uses oral questions, picture identification, and practical demonstrations. ix. The teacher marks examination	Examination Tasks: i. Pupils identify plants in pictures and real samples. ii. Pupils name fruits shown in pictures. iii. Pupils identify animals and make appropriate sounds. iv. Pupils name domestic animals. v. Pupils point to and name body parts: head, mouth, teeth, lips, tongue. vi. Pupils explain uses of body parts (simply). vii. Pupils answer oral questions from teacher. viii. Pupils demonstrate practical knowledge. ix. Pupils complete all examination	Examination materials Plant pictures Fruit pictures Animal pictures Body parts chart Real samples Assessment sheets Mark book Report cards

		and records scores. x. The teacher prepares report cards with comments.	tasks. x. Pupils show understanding of first term topics.	
13	CLOSING & END OF TERM ACTIVITIES	Closing Activities: i. The teacher returns marked examination scripts. ii. The teacher discusses individual performance with pupils. iii. The teacher celebrates pupils' science learning achievements. iv. The teacher awards certificates/stickers for good performance. v. The teacher distributes report cards. vi. The teacher provides holiday tips (observing plants, animals at home). vii. The teacher gives preview of second term topics. viii. The teacher encourages continued observation of nature. ix. The teacher thanks pupils for active participation.	Closing Activities: i. Pupils receive marked work and report cards. ii. Pupils listen to teacher's feedback. iii. Pupils celebrate their science learning. iv. Pupils receive awards and recognition. v. Pupils get holiday observation tasks. vi. Pupils look forward to second term. vii. Pupils say goodbye to classmates and teacher.	Report cards Marked scripts Certificates Awards/stickers Holiday observation sheets Celebration materials

NURSERY 1 PRE-SCIENCE SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	THE FIVE SENSES: Introduction - What are senses? -The five senses overview - Sense organs introduction	Introduction to Senses: i. The teacher welcomes pupils back and reviews first term briefly. ii. The teacher explains that senses help us know about things around us. iii. The teacher introduces the five senses: sight, hearing, smell, taste, touch. iv. The teacher shows pictures of the five sense organs. Sense Organs: i. The teacher names sense organs: eyes (seeing), ears (hearing), nose (smelling), tongue (tasting), skin (touching). ii. The teacher asks pupils to point to each organ on their bodies. iii. The teacher explains each sense helps us in different ways. Activities: i. The teacher sings "Five Senses Song" ii. The teacher plays identification games	Learning: i. Pupils understand senses help us know things. ii. Pupils learn there are five senses. iii. Pupils observe pictures of sense organs. Identification: i. Pupils point to their eyes, ears, nose, tongue, and touch their skin. ii. Pupils name sense organs with teacher. iii. Pupils understand each sense does something different. Activities: i. Pupils sing five senses song. ii. Pupils participate in sense games. iii. Pupils observe and discuss sense	Five senses chart Pictures of sense organs Body diagram Flashcards Song charts Story books about senses

		with senses. iii. The teacher uses charts showing the five senses.	charts.	
2	THE SENSE OF SIGHT: EYES -The eyes as organs of sight - Uses of eyes - Caring for our eyes	The Eyes: i. The teacher explains eyes help us see things around us. ii. The teacher asks pupils to point to their eyes. iii. The teacher shows pictures of eyes and explains parts (eyelids, eyelashes, eyebrows). iv. The teacher uses mirrors so pupils can see their own eyes. Uses of Eyes: i. The teacher explains: eyes help us see colors, shapes, people, things, words, pictures. ii. The teacher demonstrates looking at various objects. iii. The teacher plays "I Spy" game using sight. iv. The teacher discusses what happens when we close our eyes (can't see). Eye Care: i. The teacher teaches: don't rub eyes with dirty hands, don't look at bright sun, visit eye doctor, eat healthy	The Eyes: i. Pupils understand eyes help us see. ii. Pupils point to their eyes. iii. Pupils observe eye pictures. iv. Pupils look at their eyes in mirrors. Uses: i. Pupils understand eyes help us see everything around us. ii. Pupils look at objects teacher points out. iii. Pupils play "I Spy" using their sight. iv. Pupils experience closing eyes and not seeing. Care: i. Pupils learn to keep hands away from eyes. ii. Pupils learn not to look at bright sun. iii. Pupils	Mirrors Eye pictures and charts Various colorful objects Pictures of healthy foods Glasses (for demonstration) I Spy game materials Eye care posters

		foods (carrots), rest eyes when tired. ii. The teacher demonstrates proper face washing including eyes. iii. The teacher discusses wearing glasses if needed.	understand importance of eye health. iv. Pupils learn about healthy foods for eyes.	
3	THE SENSE OF HEARING: EARS & THE SENSE OF SMELL: NOSE -Ears as organs of hearing -Nose as organ of smell - Uses and care	The Ears: i. The teacher explains ears help us hear sounds. ii. The teacher asks pupils to touch their ears. iii. The teacher makes different sounds (clapping, bell, whistle) for pupils to hear. iv. The teacher shows pictures of ears. Uses and Care of Ears: i. The teacher explains: ears help us hear voices, music, warnings, animals, nature sounds. ii. The teacher teaches: don't put things in ears, keep ears clean, protect from loud noise. iii. The teacher plays listening games. The Nose: i. The teacher explains nose helps us smell things. ii. The teacher asks pupils to touch their	The Ears: i. Pupils understand ears help us hear. ii. Pupils touch their ears. iii. Pupils listen to different sounds made by teacher. iv. Pupils observe ear pictures. Care: i. Pupils understand ears help us hear many things. ii. Pupils learn to keep ears safe and clean. iii. Pupils play listening games. The Nose: i. Pupils understand nose helps us smell. ii. Pupils touch their noses. iii. Pupils smell	Pictures of ears and nose Sound-making objects (bell, drum, whistle) Safe smelling items (perfume, orange, flower, soap) Tissues Body charts Listening game materials

		noses. iii. The teacher presents items with different smells (perfume, orange, soap). iv. The teacher guides safe smelling activities. Uses and Care: i. The teacher explains: nose helps us smell good and bad things, helps us breathe. ii. The teacher teaches: blow nose gently with tissue, keep nose clean. iii. The teacher plays smell identification games (if safe).	different safe items. iv. Pupils practice safe smelling. Care: i. Pupils understand nose helps us breathe and smell. ii. Pupils learn to keep nose clean. iii. Pupils identify smells in games.	
4	THE SENSE OF TOUCH: SKIN & THE SENSE OF TASTE: TONGUE -Skin as organ of touch - Tongue as organ of taste - Uses and care	The Skin (Touch): i. The teacher explains skin covers our whole body and helps us feel. ii. The teacher asks pupils to touch their skin (arms, face, hands). iii. The teacher presents objects with different textures (soft, hard, rough, smooth, hot, cold). iv. The teacher guides touching activities safely. Uses and Care: i. The teacher explains: skin helps us feel things,	The Skin: i. Pupils understand skin helps us feel. ii. Pupils touch their skin on different body parts. iii. Pupils touch objects with different textures. iv. Pupils identify soft, hard, rough, smooth objects. Care: i. Pupils understand skin protects us	Different textured objects (cotton, sandpaper, stone, fabric) Body diagram Safe tasting samples (if permitted) Soap and water Lotion Pictures of skin care Taste flashcards

		protects our body, shows when something is hot or sharp. ii. The teacher teaches: keep skin clean (bathing), use lotion, protect from sun, cover wounds. The Tongue (Taste): i. The teacher reviews tongue from first term. ii. The teacher explains tongue helps us taste flavors. iii. The teacher introduces four basic tastes: sweet, sour, salty, bitter. iv. The teacher provides safe tasting samples (if permitted). Uses and Care: i. The teacher explains: tongue helps us taste food, talk, swallow. ii. The teacher teaches: keep mouth clean, brush teeth, don't eat dirty things.	and helps us feel. ii. Pupils learn to keep skin clean and safe. iii. Pupils understand importance of bathing. The Tongue: i. Pupils recall tongue from first term. ii. Pupils understand tongue helps us taste. iii. Pupils learn about sweet, sour, salty, bitter. iv. Pupils taste safe foods (if permitted). Care: i. Pupils understand multiple uses of tongue. ii. Pupils learn to keep mouth and tongue clean.	
5	MID-TERM ASSESSMENT/TEST	Assessment Activities: i. The teacher administers mid-term assessment on the five senses. ii. The teacher tests identification of sense organs (eyes, ears, nose, tongue, skin).	Assessment Tasks: i. Pupils identify all five sense organs on their bodies. ii. Pupils name what each sense organ does (eyes-see,	Assessment sheets Five senses chart Sound objects Smelling items Textured objects Flashcards Mark book Assessment

		iii. The teacher assesses understanding of what each sense does. iv. The teacher tests matching senses to their uses. v. The teacher evaluates knowledge of sense organ care. vi. The teacher uses oral questions and practical demonstrations. vii. The teacher assesses through games (listening, smelling, touching, seeing activities). viii. The teacher records pupils' performance.	ears-hear, nose-smell, tongue-taste, skin-touch). iii. Pupils match senses to activities. iv. Pupils demonstrate understanding of sense organ care. v. Pupils participate in practical sense activities. vi. Pupils answer oral questions from teacher. vii. Pupils show understanding of five senses topics.	checklist
6	MID-TERM BREAK	-	-	-
7	AIR - Description of air - Air is invisible but can be felt - Air occupies space - Air is everywhere	Introduction to Air: i. The teacher explains that air is all around us but we cannot see it. ii. The teacher demonstrates feeling air by waving hand in front of face. iii. The teacher uses a fan to show moving air. iv. The teacher explains air is invisible but real. Properties of Air: i. The teacher	Learning: i. Pupils understand air is around us but invisible. ii. Pupils wave hands to feel air movement. iii. Pupils feel air from fan. iv. Pupils understand we can't see air but it's real. Air Properties: i. Pupils observe balloon	Balloons Fan Empty plastic bottle Bubble solution and wand Pictures showing air Chart about air Outdoor space for wind observation

		demonstrates air takes up space using balloon experiment. ii. The teacher blows up a balloon to show air filling space. iii. The teacher shows empty bottle is actually full of air. iv. The teacher explains air is everywhere: in room, outside, in balloons, in tires. Feeling Air: i. The teacher conducts activities where pupils feel air (blowing, fanning). ii. The teacher takes pupils outside to feel wind (moving air). iii. The teacher demonstrates breathing in and out (air going in our bodies). iv. The teacher makes air visible using bubbles or smoke (with supervision).	being inflated with air. ii. Pupils see air takes up space in balloon. iii. Pupils learn "empty" bottle has air. iv. Pupils understand air is everywhere. Feeling Air: i. Pupils blow on their hands to feel air. ii. Pupils go outside to feel wind. iii. Pupils breathe in and out, feeling air. iv. Pupils observe bubbles showing air movement.	
8	USES OF AIR -Breathing (most important use) - Cooling -Filling balloons and tires - Drying clothes	Uses of Air: i. The teacher explains the most important use: breathing (we need air to live). ii. The teacher demonstrates breathing in and out. iii. The teacher explains we breathe air all the time, even	Learning: i. Pupils understand breathing air keeps us alive. ii. Pupils practice breathing in and out. iii. Pupils understand we need air every	Balloons Hand fans Pictures of tires, balls Pictures of clothes drying Air conditioning/fan for demonstration Chart showing

		when sleeping. iv. The teacher discusses that all living things need air. Other Uses: i. The teacher explains air helps cool us (fanning, air conditioning, wind). ii. The teacher demonstrates using hand fan for cooling. iii. The teacher shows air fills balloons, tires, balls, swimming floats. iv. The teacher explains air helps dry wet clothes on the line. v. The teacher shows pictures of wind blowing clothes dry. Activities: i. The teacher inflates balloons with pupils. ii. The teacher demonstrates fanning motion for cooling. iii. The teacher discusses importance of fresh air.	moment. iv. Pupils learn all living things need air. Other Uses: i. Pupils understand air helps cool us down. ii. Pupils fan themselves and feel cooling. iii. Pupils see balloons filled with air. iv. Pupils understand air dries wet clothes. v. Pupils observe pictures of air drying things. Activities: i. Pupils help blow up balloons (with assistance). ii. Pupils practice fanning for cooling. iii. Pupils breathe fresh air outside.	uses of air
9	AIR TRANSPORTATION -Air as means of transportation -Vehicles that move through air	Air Transportation: i. The teacher explains some vehicles move through the air (not on ground or water). ii. The teacher shows pictures of airplanes,	Learning: i. Pupils understand some things move through air. ii. Pupils observe	Pictures of airplanes, helicopters, hot air balloons, kites Toy planes Videos of air transportation

	- Examples: airplane, helicopter, kite, hot air balloon - Smell travels through air	helicopters, hot air balloons, kites. iii. The teacher explains airplanes carry people and goods through the sky. iv. The teacher shows videos or pictures of air travel. Types of Air Transport: i. The teacher describes airplane: big, has wings, carries many people, flies high. ii. The teacher describes helicopter: has spinning blades on top, can hover. iii. The teacher describes hot air balloon: big balloon with basket, floats in air. iv. The teacher explains kites: toys that fly in the wind. Smell in Air: i. The teacher explains smells travel through air to our noses. ii. The teacher demonstrates with perfume or cooking smell traveling. iii. The teacher discusses how we smell things from far away because smell moves in air.	pictures of air vehicles. iii. Pupils learn airplanes fly in the sky. iv. Pupils watch videos of air transport. Types: i. Pupils identify airplanes in pictures. ii. Pupils recognize helicopters. iii. Pupils observe hot air balloons. iv. Pupils understand kites fly with wind. v. Pupils make airplane sounds and movements. Smell: i. Pupils understand smells move through air. ii. Pupils smell things from across the room. iii. Pupils learn about air carrying smells.	Paper to make paper airplanes Perfume for smell demonstration Chart showing air transport

10	WATER - Description of water - Properties of water -Clean and dirty water - Importance of clean water	Introduction to Water: - The teacher shows water in a clear container. - The teacher explains water is a liquid we can see and feel. - The teacher discusses properties: water is clear (transparent), has no color when clean, can pour, takes shape of container. - The teacher lets pupils touch water safely. Clean vs Dirty Water: - The teacher shows samples of clean water and dirty water. - The teacher explains clean water is clear, safe to drink. - The teacher shows dirty water has dirt, is not clear, not safe to drink. - The teacher emphasizes drinking only clean water. - The teacher discusses where we get clean water (tap, filtered, bottled). Importance: - The teacher explains we need clean water to stay healthy.	Learning: - Pupils observe water in container. - Pupils understand water is a liquid. - Pupils learn water is clear when clean, pours, takes shape of container. - Pupils touch water safely. Clean vs Dirty: - Pupils observe samples of clean and dirty water. - Pupils identify clean water as clear and safe. - Pupils recognize dirty water is not safe. - Pupils learn to drink only clean water. - Pupils identify sources of clean water. Importance: - Pupils understand importance of clean water for health. - Pupils learn	Clear containers Clean water samples Dirty water samples Pictures of water sources Drinking water Chart showing clean vs dirty water Water bottles

		ii. The teacher discusses dangers of dirty water (sickness). iii. The teacher emphasizes keeping water containers clean. iv. The teacher teaches not to play in dirty water.	dirty water makes us sick. iii. Pupils learn to keep drinking water clean. iv. Pupils avoid dirty water.	
11	SOURCES OF WATER & USES OF WATER -Sources: rain, tap, well, stream, river - Uses: drinking, cooking, bathing, washing, cleaning - Objects that float and sink	Sources of Water: i. The teacher explains where water comes from: rain from sky, tap in homes, wells, streams, rivers, ocean. ii. The teacher shows pictures of different water sources. iii. The teacher discusses which sources give us drinking water (tap, well, filtered rain). iv. The teacher explains rain is important source of water. Uses of Water: i. The teacher lists uses: drinking (most important), cooking food, bathing, washing hands/clothes/dishes, cleaning house, watering plants, for animals. ii. The teacher shows pictures of each use. iii. The teacher emphasizes not	Sources: i. Pupils learn water comes from rain, tap, well, river. ii. Pupils observe pictures of water sources. iii. Pupils identify safe drinking water sources. iv. Pupils understand rain gives us water. Uses: i. Pupils learn many uses of water: drinking, cooking, bathing, washing, cleaning, watering plants. ii. Pupils observe pictures of water uses. iii. Pupils understand importance of	Pictures of water sources Pictures of water uses Large water container/basin Objects for experiment (wood, stone, plastic, metal spoon, leaf, cork, key) Towels Chart showing uses of water

		wasting water. iv. The teacher discusses turning off taps when not using water. Float and Sink: i. The teacher conducts water experiment with objects. ii. The teacher explains some things float (stay on top of water), some sink (go down in water). iii. The teacher demonstrates with objects: wood floats, stone sinks, plastic bottle floats, metal spoon sinks, leaf floats. iv. The teacher lets pupils predict and observe.	not wasting water. iv. Pupils learn to turn off taps. Float and Sink: i. Pupils observe water experiment. ii. Pupils learn some things float, some sink. iii. Pupils watch objects floating and sinking. iv. Pupils predict what will float or sink. v. Pupils enjoy hands-on water activity.	
12	REVISION & END OF TERM EXAMINATION	Examination Administration: i. The teacher administers comprehensive end-of-term examination. ii. The teacher tests knowledge of five senses (identification, uses, care). iii. The teacher assesses understanding of air (properties, uses, transportation). iv. The teacher tests water knowledge (clean vs dirty, sources, uses).	Examination Tasks: i. Pupils identify all five sense organs and their uses. ii. Pupils explain how to care for sense organs. iii. Pupils answer questions about air and its uses. iv. Pupils identify air transportation vehicles. v. Pupils	Examination papers Five senses pictures Air and water pictures Float/sink objects Clean/dirty water samples Assessment sheets Mark book Report cards

		v. The teacher evaluates understanding of floating and sinking. vi. The teacher uses oral questions, picture identification, and practical tasks. vii. The teacher conducts practical demonstrations (identifying senses, float/sink activity). viii. The teacher marks examination and prepares report cards.	distinguish clean from dirty water. vi. Pupils name sources and uses of water. vii. Pupils identify which objects float or sink. viii. Pupils answer oral questions. ix. Pupils participate in practical demonstrations. x. Pupils show understanding of second term topics.	
13	CLOSING & END OF TERM ACTIVITIES	Closing Activities: i. The teacher returns marked scripts with feedback. ii. The teacher discusses individual performance. iii. The teacher celebrates science achievements. iv. The teacher awards certificates for excellence. v. The teacher distributes report cards. vi. The teacher provides holiday activities (observe senses, air, water at home). vii. The teacher previews third term	Closing Activities: i. Pupils receive marked work and report cards. ii. Pupils listen to feedback. iii. Pupils celebrate their science learning. iv. Pupils receive awards. v. Pupils get holiday activities. vi. Pupils look forward to third term. vii. Pupils say goodbye	Report cards Marked scripts Certificates Awards Holiday activity sheets Celebration materials

		topics. viii. The teacher encourages continued science curiosity.	happily.	

NURSERY 1 PRE-SCIENCE SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	SIMPLE MACHINES -Definition of simple machines - Introduction to machines - Machines help us do work	Introduction: i.The teacher welcomes pupils back and reviews previous terms briefly. ii.The teacher explains machines are things that help us do work easily. iii.The teacher explains simple machines are basic tools that make work easier. iv.The teacher shows examples of simple machines in the classroom and environment. Understanding Machines: i.The teacher demonstrates how machines help us: scissors help us cut, broom helps us sweep, wheelbarrow helps us carry. ii.The teacher shows that without machines, work would be harder. iii. The teacher introduces simple machines: lever, wheel, inclined plane (simple concepts).	Learning: i.Pupils understand machines help us work. ii.Pupils learn simple machines make work easy. iii. Pupils observe examples of machines. Understanding: i.Pupils see how scissors cut, brooms sweep, wheelbarrows carry. ii. Pupils understand machines make work easier. iii.Pupils learn about simple machines. Activities: i.Pupils observe real machines and pictures. ii.Pupils watch demonstrations of tools. iii. Pupils identify machines in	Pictures of simple machines Real tools (scissors, broom, rake) Toy wheelbarrow Simple machine chart Flashcards

		Activities: i. The teacher shows real simple machines or pictures. ii. The teacher demonstrates using simple tools. iii. The teacher plays games identifying machines.	games.	
2	SIMPLE MACHINES (Continued) -Identification of simple machines -Examples: scissors, broom, knife, spoon, wheelbarrow, door handle - Uses of simple machines	Identification: i. The teacher shows various simple machines one by one. ii. The teacher names each: scissors (for cutting), knife (for cutting), spoon (for eating/scooping), broom (for sweeping), rake (for gathering), wheelbarrow (for carrying), door handle (for opening), bottle opener. iii. The teacher lets pupils handle safe simple machines. iv. The teacher shows pictures of machines we use at home and school. Uses: i. The teacher demonstrates use of each machine: cutting paper with scissors, sweeping with broom, etc. ii. The teacher explains how each machine makes	Identification: i. Pupils observe various simple machines. ii. Pupils name machines with teacher: scissors, knife, spoon, broom, rake, wheelbarrow. iii. Pupils handle safe machines carefully. iv. Pupils recognize machines in pictures. Uses: i. Pupils watch demonstrations of each machine. ii. Pupils learn what work each machine does. iii. Pupils understand safety with machines. iv. Pupils learn machines are tools, not toys.	Real simple machines (scissors, broom, spoon, rake) Pictures of machines Toy wheelbarrow Door handle Bottle opener Matching cards Safety posters Song charts

		specific work easier. iii. The teacher discusses safety when using machines (especially sharp ones). iv. The teacher emphasizes machines are tools that help us, not toys. Activities: i. The teacher organizes safe hands-on activities (sweeping, scooping with spoon). ii. The teacher plays matching games (machine to its use). iii. The teacher sings songs about tools and machines.	Activities: i. Pupils practice using safe machines (sweeping, scooping). ii. Pupils match machines to their uses. iii. Pupils sing songs about tools.	
3	COLOURS -Identification of colors -Primary colors: red, blue, yellow - Other colors: green, orange, purple, black, white, brown	Introduction to Colors: i. The teacher shows objects of different colors one by one. ii. The teacher names each color clearly: red, blue, yellow, green, orange, purple, black, white, brown. iii. The teacher explains colors make our world beautiful. iv. The teacher shows that objects have colors. Primary Colors: i. The teacher introduces red, blue, yellow as primary	Learning: i. Pupils observe different colored objects. ii. Pupils learn color names: red, blue, yellow, green, orange, purple, black, white, brown. iii. Pupils understand colors are everywhere. iv. Pupils see that everything has color. Primary Colors: i. Pupils learn	Colored objects (balls, blocks, toys) Colored paper Paint (red, blue, yellow) Crayons of all colors Coloring sheets Color flashcards Color sorting trays Color song charts

		(main) colors. ii. The teacher shows objects of each primary color. iii. The teacher explains these colors can mix to make other colors (simple introduction). Color Activities: i. The teacher conducts color identification games (color hunt in classroom). ii. The teacher shows how to sort objects by color. iii. The teacher demonstrates simple color mixing with paint (red + yellow = orange). iv. The teacher provides coloring activities. v. The teacher sings color songs.	red, blue, yellow are primary colors. ii. Pupils observe objects of each primary color. iii. Pupils see colors can mix (simple concept). Activities: i. Pupils play color identification games. ii. Pupils sort objects by color. iii. Pupils watch color mixing demonstration. iv. Pupils color pictures with crayons. v. Pupils sing color songs enthusiastically.	
4	COLOURS (Continued) - Uses of colors - Colors in nature - Recognizing and naming colors - Favorite colors	Uses of Colors: i. The teacher explains colors help us identify things (red apple, yellow banana, green grass). ii. The teacher discusses colors make things beautiful (clothes, houses, flowers, paintings). iii. The teacher explains some colors have meanings: red (stop), green (go), yellow (caution) -	Uses: i. Pupils understand colors help us know things. ii. Pupils learn colors make things pretty. iii. Pupils learn about traffic light colors (simple). iv. Pupils use colors in art activities.	Nature pictures Pictures of traffic lights Colored flashcards Painting materials Drawing paper Crayons Craft materials Outdoor observation area

		traffic light introduction. iv. The teacher shows how we use colors in drawings and art. Colors in Nature: i. The teacher shows pictures of nature with colors: blue sky, green trees, brown soil, colorful flowers, rainbow. ii. The teacher discusses animals have different colors too. iii. The teacher takes pupils outside to observe colors in nature. Activities: i. The teacher conducts color naming activities with flashcards. ii. The teacher asks pupils their favorite colors. iii. The teacher provides creative activities with colors (painting, drawing, crafts). iv. The teacher prepares pupils for mid-term assessment.	Nature: i. Pupils observe colors in nature pictures. ii. Pupils learn about colorful flowers, sky, trees. iii. Pupils go outside to see colors around them. Activities: i. Pupils name colors when shown flashcards. ii. Pupils tell teacher their favorite color. iii. Pupils paint, draw, and create with colors. iv. Pupils prepare for mid-term test.	
5	MID-TERM ASSESSMENT/TEST	Assessment Activities: i. The teacher administers mid-term assessment. ii. The teacher tests	Assessment Tasks: i. Pupils identify simple machines in pictures and	Assessment sheets Simple machine pictures Real machines

		identification of simple machines. iii. The teacher assesses knowledge of uses of machines. iv. The teacher tests color identification (all colors taught). v. The teacher assesses ability to name colors shown. vi. The teacher evaluates understanding of color uses. vii. The teacher uses oral questions, picture identification, and practical activities. viii. The teacher records pupils' performance.	real objects. ii. Pupils explain what each machine does (with prompts). iii. Pupils name all colors shown: red, blue, yellow, green, orange, purple, black, white, brown. iv. Pupils identify colors of objects presented. v. Pupils match colors correctly. vi. Pupils explain uses of colors (simply). vii. Pupils answer oral questions. viii. Pupils demonstrate learning through practical tasks.	Colored objects Color flashcards Matching materials Mark book Assessment records
6	MID-TERM BREAK	-	-	-
7	SOIL - Meaning of soil - Where we find soil - Observation of soil - Soil supports plants	Introduction to Soil: i. The teacher shows samples of soil in containers. ii. The teacher explains soil is the earth/ground we walk on. iii. The teacher lets pupils touch and feel soil safely. iv. The teacher explains soil is found	Learning: i. Pupils observe soil samples. ii. Pupils understand soil is the ground we walk on. iii. Pupils touch and feel soil safely. iv. Pupils learn soil is everywhere on	Soil samples in containers Small spade Water Potted plants Pictures of soil Seeds for planting Small pots Magnifying glass (optional)

		on the ground, in gardens, farms, under our feet. Observation: i. The teacher guides pupils to observe soil: color (usually brown or black), texture (grainy, can be wet or dry). ii. The teacher shows that soil can be dug with spade. iii. The teacher demonstrates how soil holds water. Soil and Plants: i. The teacher reviews plants from first term. ii. The teacher explains plants grow in soil. iii. The teacher shows plants growing in soil. iv. The teacher explains soil gives food and support to plants. v. The teacher demonstrates planting in soil.	ground. Observation: i. Pupils observe soil's color and texture. ii. Pupils see how soil feels (grainy). iii. Pupils watch teacher dig soil. iv. Pupils see soil hold water. Soil and Plants: i. Pupils recall plants from first term. ii. Pupils understand plants need soil to grow. iii. Pupils observe plants in soil. iv. Pupils learn soil feeds and holds plants. v. Pupils watch planting demonstration.	
8	SOIL (Continued) -Types of soil: clay, loam, sandy - Simple differences - Uses of soil	Types of Soil: i. The teacher shows three types of soil: clay (sticky, holds water), loam (good for planting, mixture), sandy (grainy, doesn't hold water well). ii. The teacher lets	Types: i. Pupils observe three types of soil: clay, loam, sandy. ii. Pupils touch and feel different soils (carefully). iii. Pupils notice	Three types of soil samples (clay, loam, sandy) Small containers Water Pictures of soil uses Seeds

		pupils touch and feel each type (if available). iii. The teacher explains differences simply: some soil is sticky, some is sandy, some is in between. iv. The teacher demonstrates how each feels different. Uses of Soil: i. The teacher explains soil is used for: growing plants and food, making bricks, making pottery, building (foundation of houses). ii. The teacher shows pictures of soil uses. iii. The teacher demonstrates simple activity with soil (planting seeds). iv. The teacher emphasizes not eating soil or putting in mouth. Activities: i. The teacher conducts soil sorting/observation activities. ii. The teacher guides pupils in planting activity. iii. The teacher discusses keeping soil clean (not littering).	some soil is sticky, some is sandy. iv. Pupils learn soils feel different. Uses: i. Pupils learn soil is for: growing plants, making bricks, making pottery. ii. Pupils observe pictures of soil uses. iii. Pupils participate in planting activity. iv. Pupils learn not to eat soil. Activities: i. Pupils observe and sort soil samples. ii. Pupils plant seeds with teacher's help. iii. Pupils learn to keep soil clean.	Small pots for planting Spades Pictures of bricks, pottery
9	CHEMICALS USED AT HOME	Introduction: i. The teacher	Learning: i. Pupils	Pictures of kerosene

	-Introduction to chemicals - Common household chemicals - Kerosene - Petrol - Safety with chemicals	explains chemicals are special liquids or powders we use at home for different purposes. ii. The teacher emphasizes chemicals can be dangerous if not used properly. iii. The teacher shows pictures of household chemicals (not real dangerous ones to pupils). iv. The teacher teaches that chemicals are for adults to handle. Kerosene: i. The teacher shows picture of kerosene stove/lamp. ii. The teacher explains kerosene is used for cooking in stoves and for lighting lamps. iii. The teacher emphasizes kerosene is not for drinking, very dangerous. iv. The teacher discusses that adults use kerosene carefully. Petrol: i. The teacher shows pictures of vehicles and generators. ii. The teacher explains petrol powers cars, motorcycles,	understand chemicals are special liquids/powders used at home. ii. Pupils learn chemicals can be dangerous. iii. Pupils observe pictures of chemicals (safely). iv. Pupils understand only adults use chemicals. Kerosene: i. Pupils see pictures of kerosene stove/lamp. ii. Pupils learn kerosene is for cooking and lighting. iii. Pupils understand kerosene is dangerous to drink. iv. Pupils learn adults must handle it. Petrol: i. Pupils observe pictures of vehicles. ii. Pupils learn petrol makes cars and generators work. iii. Pupils understand	stove/lamp Pictures of vehicles and generators Chemical safety posters Flashcards Safety warning signs Story book about safety

		generators. iii. The teacher emphasizes petrol is very dangerous, never touch or drink. iv. The teacher explains petrol smell is strong. Safety: i. The teacher emphasizes: never touch chemicals, never drink chemicals, tell adults if you see chemicals, keep away from chemical containers. ii. The teacher discusses dangers of chemicals (can burn, poison, make very sick). iii. The teacher teaches to ask adults for help with anything we don't know.	petrol is very dangerous. iv. Pupils recognize petrol has strong smell. Safety: i. Pupils learn important safety rules: never touch, never drink chemicals. ii. Pupils learn to tell adults about chemicals. iii. Pupils understand dangers of chemicals. iv. Pupils learn to ask adults for help.	
10	CHEMICALS USED AT HOME (Continued) - Detergent and soap - Disinfectants and antiseptics - Pesticides - Safety rules review	Detergent and Soap: i. The teacher shows pictures or containers (closed) of detergent and soap. ii. The teacher explains detergent is for washing clothes and dishes. iii. The teacher explains soap is for bathing and washing hands. iv. The teacher demonstrates hand washing with soap (practical, safe	Detergent and Soap: i. Pupils observe pictures of detergent and soap. ii. Pupils learn detergent washes clothes and dishes. iii. Pupils learn soap is for bathing and hand washing. iv. Pupils practice washing hands	Pictures of detergent, soap, disinfectants Real soap for hand washing demonstration Pictures of cleaning First aid pictures Pest control pictures Safety posters Hand washing station

		activity). v. The teacher emphasizes we use soap every day for cleanliness. Disinfectants and Antiseptics: i. The teacher explains (simply) that disinfectants kill germs on floors and surfaces. ii. The teacher explains antiseptics kill germs on our skin (like on cuts). iii. The teacher shows pictures of cleaning and first aid. iv. The teacher emphasizes these are also chemicals, only adults use them. Pesticides: i. The teacher explains pesticides kill insects and pests that harm us or plants. ii. The teacher shows pictures of pest control. iii. The teacher emphasizes pesticides are dangerous, never touch. Safety Review: i. The teacher reviews all chemical safety rules. ii. The teacher emphasizes:	with soap properly. v. Pupils understand soap keeps us clean. Disinfectants and Antiseptics: i. Pupils learn disinfectants clean and kill germs. ii. Pupils understand antiseptics are for cuts (first aid). iii. Pupils observe cleaning and first aid pictures. iv. Pupils remember only adults use these. Pesticides: i. Pupils learn pesticides kill harmful insects. ii. Pupils see pest control pictures. iii. Pupils understand pesticides are very dangerous. Safety: i. Pupils review all safety rules about chemicals. ii. Pupils	

		chemicals help us but can harm us if used wrongly. iii. The teacher teaches always ask adults, never put chemicals in mouth, keep chemicals away from eyes. iv. The teacher prepares pupils for revision week.	understand chemicals help but can harm. iii. Pupils remember: ask adults, never drink chemicals, keep away from eyes and mouth. iv. Pupils prepare for revision.	
11	REVISION OF THIRD TERM & YEAR'S WORK All topics from three terms	Comprehensive Year-End Revision: i. The teacher systematically reviews Third Term: simple machines (identification, uses), colors (all colors, uses), soil (types, uses), chemicals (kerosene, petrol, soap, safety). First Term Review: ii. The teacher briefly reviews First Term: plants, fruits, animals, domestic animals, body parts (head, mouth, teeth, lips, tongue). Second Term Review: iii. The teacher briefly reviews Second Term: five senses (eyes, ears, nose, tongue, skin), air (uses, transportation), water (clean/dirty,	Third Term Revision: i. Pupils identify simple machines and their uses. ii. Pupils name all colors learned. iii. Pupils explain types and uses of soil. iv. Pupils remember chemical safety rules. First Term Review: v. Pupils recall plants, fruits, animals, body parts from first term. Second Term Review: vi. Pupils recall five senses, air, and water topics from second term.	All year's materials Plant samples Fruit pictures Animal pictures Body parts charts Five senses materials Balloons (air) Water samples Simple machines Colored objects Soil samples Chemical safety posters Comprehensive revision worksheets Mock examination papers Celebration materials

		sources, uses, float/sink). Comprehensive Activities: iv. The teacher uses games, songs, demonstrations, and hands-on activities for fun revision. v. The teacher conducts comprehensive mock examination covering all three terms. vi. The teacher identifies areas needing extra support. vii. The teacher builds strong confidence for final examination. viii. The teacher celebrates year-long science learning journey.	Activities: vii. Pupils participate enthusiastically in all revision games and activities. viii. Pupils complete comprehensive mock examination. ix. Pupils ask questions about difficult areas. x. Pupils demonstrate readiness for final examination. xi. Pupils celebrate their amazing science learning!	
12	END OF YEAR EXAMINATION	Final Examination Administration: i. The teacher administers comprehensive end-of-year pre-science examination. First Term Topics: ii. The teacher tests: plant identification, parts, fruits, animal knowledge, domestic animals, body parts (head, mouth, teeth, lips, tongue).	Final Examination Tasks: First Term: i. Pupils identify plants, fruits, animals, domestic animals, body parts. Second Term: ii. Pupils identify five senses and their uses.	Comprehensive examination papers All pictures: plants, fruits, animals, body parts, senses, machines, colors Real samples: plants, fruits, soil, simple machines Colored objects Water and floating objects Assessment

		Second Term Topics: iii. The teacher tests: five senses identification and uses, air properties and uses, air transportation, water (clean/dirty, sources, uses), floating and sinking. Third Term Topics: iv. The teacher tests: simple machines identification and uses, color identification and naming, soil types and uses, household chemicals and safety. Assessment Methods: v. The teacher uses oral questions, picture identification, practical demonstrations, and simple written tasks (matching, coloring). vi. The teacher observes pupils' responses, understanding, and participation. vii. The teacher marks examination thoroughly. viii. The teacher prepares comprehensive end-of-year report cards with detailed comments.	iii. Pupils answer questions about air and water. iv. Pupils identify floating and sinking objects. Third Term: iv. Pupils identify simple machines and explain their uses. v. Pupils name all colors shown. vi. Pupils explain types and uses of soil. vii. Pupils demonstrate knowledge of chemical safety. Performance: viii. Pupils answer all oral questions. ix. Pupils complete practical demonstrations. x. Pupils show complete understanding of Nursery 1 Pre-Science topics. xi. Pupils demonstrate year-long learning and growth.	sheets Mark book Report cards

13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	Year-End Closing: i. The teacher returns marked examination scripts with detailed feedback and encouragement. ii. The teacher discusses individual year-long performance and growth. iii. The teacher celebrates remarkable pre-science achievements! iv. The teacher awards certificates and prizes for science excellence. v. The teacher distributes comprehensive end-of-year report cards. vi. The teacher provides holiday activities (observe nature, practice safety). vii. The teacher prepares pupils for promotion to Nursery 2. viii. The teacher conducts science showcase/graduation ceremony where pupils demonstrate what they learned. ix. The teacher thanks pupils for wonderful year of discovery and learning. x. The teacher encourages continued curiosity	Year-End Closing: i. Pupils receive marked work and comprehensive report cards. ii. Pupils listen to year-long performance review with pride. iii. Pupils celebrate their amazing pre-science learning journey! iv. Pupils receive certificates and awards for achievements. v. Pupils get holiday observation and safety activities. vi. Pupils prepare excitedly for promotion to Nursery 2. vii. Pupils participate in science showcase, demonstrating their knowledge to parents. viii. Pupils say goodbye with confidence and pride in their science knowledge. ix. Pupils look forward to	Report cards Marked examination scripts Certificates Science achievement awards Graduation materials Holiday activity workbooks Science showcase displays All learning materials from the year Celebration decorations Parent feedback forms "I Love Science!" badges

		about the world around them. xi. The teacher celebrates pupils' journey through plants, animals, body, senses, air, water, machines, colors, soil, and safety!	continued learning in Nursery 2. x. Pupils celebrate learning about: living things, senses, elements, machines, colors, soil, and safety!	

SOCIAL HABITS SCHEME OF WORK FIRST TERM

WEEK	TOPIC	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	SELF-AWARENESS - Talking about self - Knowing my name - Knowing my age - I am special	Introduction to Self: i. The teacher creates a welcoming environment and helps each child feel special. ii. The teacher asks pupils to say their names one by one. iii. The teacher teaches pupils to introduce themselves: "My name is..." iv. The teacher helps pupils understand they are unique and special. Personal Information: i. The teacher asks pupils how old they are and helps them	Self-Introduction: i. Pupils say their names when called. ii. Pupils practice saying "My name is..." iii. Pupils understand they are special and unique. iv. Pupils listen to classmates' names. Personal Information: i. Pupils show their age with fingers. ii. Pupils talk about what makes them special. iii. Pupils look at themselves in mirrors. iv. Pupils have	Mirrors Name tags Photos of pupils Drawing paper Crayons Name game materials Song charts "All About Me" worksheets Display board

		show with fingers. ii. The teacher discusses things that make each pupil special (hair, smile, talents). iii. The teacher uses mirror activities for self-recognition. iv. The teacher takes individual photos of pupils (if permitted). Activities: i. The teacher sings "What's Your Name?" song. ii. The teacher plays name games and recognition activities. iii. The teacher guides pupils to draw themselves. iv. The teacher creates "All About Me" displays.	their photos taken (if permitted). Activities: i. Pupils sing name songs. ii. Pupils participate in name recognition games. iii. Pupils draw pictures of themselves. iv. Pupils share about themselves.	
2	SIMPLE COURTESY: GREETINGS -Greeting with appropriate courtesy -Good morning, Good afternoon, Good evening - Hello and Hi - Importance of greetings	Teaching Greetings: i. The teacher demonstrates proper greetings with a smile. ii. The teacher teaches time-appropriate greetings: "Good morning" (before 12pm), "Good afternoon" (after 12pm), "Good evening" (after 6pm). iii. The teacher explains "Hello" and	Learning Greetings: i. Pupils watch greeting demonstrations. ii. Pupils learn "Good morning," "Good afternoon," "Good evening" iii. Pupils practice saying "Hello" and "Hi" iv. Pupils greet with smiles. Practice: i. Pupils watch role-play	Puppets Role-play materials Pictures of people greeting Chart showing different greetings Time of day pictures Song charts Flashcards

		"Hi" can be used anytime. iv. The teacher emphasizes greeting with a smile and eye contact. Practice: i. The teacher role-plays greeting scenarios with puppets. ii. The teacher practices greetings with each pupil individually. iii. The teacher demonstrates greeting elders with respect (adding "sir/ma"). iv. The teacher explains we greet teachers, parents, friends, visitors. Importance: i. The teacher explains greetings show we are friendly and respectful. ii. The teacher discusses how greetings make people happy. iii. The teacher encourages pupils to greet everyone at school. iv. The teacher sings greeting songs.	demonstrations. ii. Pupils practice greeting teacher and classmates. iii. Pupils learn to greet elders respectfully. iv. Pupils understand they should greet everyone. Understanding: i. Pupils understand greetings are important. ii. Pupils see how greetings make people smile. iii. Pupils greet teachers and friends at school. iv. Pupils sing greeting songs happily.	
3	SIMPLE COURTESY: SAYING	Teaching "Thank You": i. The teacher	Learning "Thank You": i. Pupils	Role-play props Gift boxes

	"THANK YOU" -When to say "Thank you" - Why we say "Thank you" - Being grateful - Appreciation	explains "Thank you" is a polite way to show we appreciate something. ii. The teacher demonstrates saying "Thank you" when receiving something. iii. The teacher lists situations: when someone gives us something, helps us, does something nice, shares with us. iv. The teacher emphasizes saying it with a smile. When to Say Thank You: i. The teacher gives examples: receiving a gift, getting help, being served food, someone opens door for you, teacher helps you. ii. The teacher role-plays various "thank you" scenarios. iii. The teacher demonstrates "Thank you very much" for extra politeness. iv. The teacher introduces "You're welcome" as response. Gratitude: i. The teacher discusses being thankful for what we have.	understand "Thank you" shows appreciation. ii. Pupils watch teacher demonstrate "Thank you" iii. Pupils learn when to say "Thank you" iv. Pupils say it with smiles. Practice: i. Pupils identify situations needing "Thank you" ii. Pupils watch and participate in role-plays. iii. Pupils learn "Thank you very much" iv. Pupils learn to respond "You're welcome" Understanding: i. Pupils feel grateful for things they have. ii. Pupils understand gratitude makes everyone happy. iii. Pupils practice saying "Thank you" in class. iv. Pupils listen to thank you stories.	(empty) Story books about gratitude Thank you cards Pictures of thank you scenarios Puppets Chart with "Thank you" phrases

		ii. The teacher explains gratitude makes us and others happy. iii. The teacher practices "thank you" with real classroom situations. iv. The teacher reads stories about saying thank you.		
4	SIMPLE COURTESY: SAYING "I AM SORRY" -When to say "I am sorry" -Why we apologize - Making things right - Forgiveness	Teaching "I Am Sorry": i. The teacher explains "I am sorry" is what we say when we make a mistake or hurt someone. ii. The teacher demonstrates apologizing sincerely. iii. The teacher lists situations: when we hurt someone, break something, make someone sad, do something wrong. iv. The teacher emphasizes meaning it when we say it. When to Apologize: i. The teacher gives examples: pushing someone, taking someone's toy, saying mean words, not sharing, breaking something. ii. The teacher role-	Learning "I Am Sorry": i. Pupils understand when they should say "I am sorry" ii. Pupils watch apology demonstrations. iii. Pupils learn situations requiring apologies. iv. Pupils understand sincerity matters. Practice: i. Pupils identify when "sorry" is needed. ii. Pupils watch apology role-plays. iii. Pupils practice saying "I am sorry" iv. Pupils learn to respond "It's okay" Understanding: i. Pupils understand sorry means trying to be	Puppets Role-play materials Story books about apologies Pictures of apologizing Forgiveness chart Sorry/forgiveness cards

		plays apology scenarios with puppets. iii. The teacher demonstrates saying "I am sorry" and making amends. iv. The teacher introduces "It's okay" or "I forgive you" as responses. Making Amends: i. The teacher explains saying sorry should be followed by being nice. ii. The teacher discusses not repeating the same mistake. iii. The teacher teaches about forgiveness when someone says sorry to us. iv. The teacher reads stories about saying sorry and forgiveness. v. The teacher prepares pupils for mid-term assessment.	better. ii. Pupils learn not to repeat mistakes. iii. Pupils learn to forgive others. iv. Pupils listen to forgiveness stories. v. Pupils prepare for mid-term test.	
5	MID-TERM ASSESSMENT/TEST	Assessment Activities: i. The teacher administers mid-term assessment on social habits. ii. The teacher tests self-awareness: pupils state their names and ages.	Assessment Tasks: i. Pupils state their full names and ages clearly. ii. Pupils greet teacher appropriately ("Good morning/afternoon")	Assessment checklist Role-play scenarios Observation forms Courtesy cards Mark book Assessment materials

		iii. The teacher assesses greeting skills: pupils demonstrate appropriate greetings for different times. iv. The teacher tests "Thank you": pupils identify situations and practice saying it. v. The teacher assesses "I am sorry": pupils identify when to apologize. vi. The teacher evaluates courtesy and politeness in interactions. vii. The teacher uses role-play, oral questions, and observation. viii. The teacher records pupils' social behavior and courtesy skills.	n"). iii. Pupils demonstrate saying "Thank you" in given scenarios. iv. Pupils show when to say "I am sorry" v. Pupils participate in courtesy role-plays. vi. Pupils demonstrate polite behavior. vii. Pupils interact courteously with teacher and classmates. viii. Pupils show understanding of courtesy topics covered.	
6	MID-TERM BREAK	-	-	-
7	MY FAMILY -Identifying members of the family -Father, Mother, Brother, Sister - Grandparents - Family love	Introduction to Family: i. The teacher explains what a family is: people who live together and love each other. ii. The teacher shows pictures of different families. iii. The teacher discusses immediate family members:	Learning About Family: i. Pupils understand what a family is. ii. Pupils observe pictures of families. iii. Pupils learn about immediate family members. iv. Pupils look at simple family	Family pictures Family tree chart Drawing paper Crayons Family story books Finger family props Song charts Photos of different

		father, mother, siblings. iv. The teacher uses family tree diagrams (simple). Family Members: i. The teacher identifies and names family members: father/daddy, mother/mummy, brother, sister, grandfather/grandp a, grandmother/grand ma. ii. The teacher shows pictures and asks pupils to identify family members. iii. The teacher asks pupils to talk about their own families. iv. The teacher discusses that families can be different sizes. Family Love: i. The teacher emphasizes families love and care for each other. ii. The teacher discusses what families do together. iii. The teacher encourages pupils to draw their families. iv. The teacher sings family songs ("Finger Family"). v. The teacher reads	trees. Identifying Members: i. Pupils learn names of family members: father, mother, brother, sister, grandparents. ii. Pupils identify family members in pictures. iii. Pupils talk about their own families. iv. Pupils understand families are different. Understanding: i. Pupils understand families love each other. ii. Pupils share what they do with families. iii. Pupils draw pictures of their families. iv. Pupils sing "Finger Family" song. v. Pupils listen to family stories.	families

		family story books.		
8	MY FAMILY (Continued) - Extended family - Uncles, Aunts, Cousins - Family gatherings - Respect for family members	Extended Family: i. The teacher introduces extended family: uncles, aunts, cousins. ii. The teacher explains these are relatives we see at gatherings. iii. The teacher shows pictures of extended family structures. iv. The teacher discusses how extended family supports us. Family Relationships: i. The teacher explains: uncle is father's or mother's brother, aunt is father's or mother's sister, cousins are uncle's or aunt's children. ii. The teacher uses simple relationship diagrams. iii. The teacher asks pupils to share about their relatives. Family Gatherings: i. The teacher discusses family gatherings: parties, celebrations, holidays, visits. ii. The teacher talks about activities at family events.	Extended Family: i. Pupils learn about uncles, aunts, cousins. ii. Pupils understand these are relatives. iii. Pupils observe extended family pictures. iv. Pupils learn family helps each other. Relationships: i. Pupils understand basic family relationships. ii. Pupils see relationship diagrams. iii. Pupils talk about their relatives. Gatherings: i. Pupils discuss family gatherings they've attended. ii. Pupils share what happens at family events. iii. Pupils learn to respect family members, especially elders. iv. Pupils practice greeting relatives. v. Pupils share family photos (if available).	Extended family pictures Family relationship chart Photos of family gatherings Drawing materials Pupils' family photos Story books about families

		iii. The teacher emphasizes being respectful to all family members, especially elders. iv. The teacher teaches greeting relatives properly. v. The teacher encourages sharing family photos (if brought).		
9	ROLES OF MEMBERS OF THE FAMILY - What father does - What mother does - What children do - Helping at home	Father's Role: i. The teacher discusses what fathers do: work to provide money, protect family, play with children, teach us, love us. ii. The teacher shows pictures of fathers at work and with families. iii. The teacher encourages pupils to share what their fathers do. Mother's Role: i. The teacher discusses what mothers do: cook food, take care of children, work, clean house, teach us, love us. ii. The teacher shows pictures of mothers doing various activities. iii. The teacher emphasizes both parents work hard for the family.	Father's Role: i. Pupils learn what fathers do for families. ii. Pupils observe pictures of fathers. iii. Pupils share about their fathers. Mother's Role: i. Pupils learn what mothers do for families. ii. Pupils observe pictures of mothers. iii. Pupils understand both parents work hard. Children's Role: i. Pupils understand they can help at home too. ii. Pupils learn to be obedient and respectful. iii. Pupils identify simple chores they can do. Cooperation:	Pictures of fathers at work Pictures of mothers Pictures of children helping Family roles chart Role-play props Story books about family cooperation

		Children's Role: i. The teacher discusses what children can do: be obedient, help with small chores, love parents, be respectful, do well in school. ii. The teacher emphasizes children should help at home. iii. The teacher lists simple chores: putting toys away, helping set table, tidying room. Family Cooperation: i. The teacher explains families work together. ii. The teacher discusses everyone has a role in making home happy. iii. The teacher encourages appreciation for what parents do. iv. The teacher role-plays family scenarios.	i. Pupils understand families work together. ii. Pupils learn everyone contributes to family happiness. iii. Pupils appreciate what parents do. iv. Pupils participate in family role-plays.	
10	ACTIVITIES AT HOME AND IN SCHOOL & SCHOOL AWARENESS -Activities at home - Activities at	Activities at Home: i. The teacher discusses things we do at home: eating, sleeping, playing, watching TV, helping parents, bathing. ii. The teacher	Home Activities: i. Pupils learn about daily home activities. ii. Pupils compare weekday and weekend. iii. Pupils share what they do at	Pictures of home activities Pictures of school activities School sign/logo Teachers' name cards

	school -Knowing school name - Knowing teachers' and friends' names	compares weekday and weekend activities. iii. The teacher asks pupils to share their home activities. Activities at School: i. The teacher discusses things we do at school: learning, playing, singing, eating snacks, making friends, listening to teacher. ii. The teacher compares home and school activities. iii. The teacher emphasizes school is for learning. School Awareness: i. The teacher teaches pupils the name of their school and helps them repeat it. ii. The teacher shows the school sign/logo. iii. The teacher reviews all teachers' names and helps pupils remember them. iv. The teacher conducts name recognition activities for classmates. v. The teacher emphasizes we are part of school	home. School Activities: i. Pupils identify school activities. ii. Pupils understand differences between home and school. iii. Pupils know school is for learning. School Awareness: i. Pupils learn and say their school name. ii. Pupils identify school sign/logo. iii. Pupils know and can name their teachers. iv. Pupils recognize classmates' names. v. Pupils feel part of school family. School Pride: i. Pupils learn school song. ii. Pupils understand importance of caring for school. iii. Pupils prepare for revision.	Pupils' name tags School anthem/song chart Comparison chart

		family. School Pride: i. The teacher teaches school anthem/song (if any). ii. The teacher discusses loving and taking care of school. iii. The teacher prepares pupils for revision week.		
11	REVISION OF FIRST TERM WORK All social habits topics	Comprehensive Revision: i. The teacher systematically reviews self-awareness: naming self, stating age. ii. The teacher revises all courtesy phrases: greetings (Good morning, afternoon, evening, Hello, Hi), "Thank you," "I am sorry" iii. The teacher reviews family: immediate family members, extended family, roles of family members. iv. The teacher revises activities at home and school. v. The teacher reviews school awareness: school name, teachers' names, friends' names. vi. The teacher uses role-plays, games,	Revision Activities: i. Pupils state their names and ages confidently. ii. Pupils practice all courtesy phrases: greetings, "Thank you," "I am sorry" iii. Pupils identify and name family members and their roles. iv. Pupils discuss home and school activities. v. Pupils state school name and teachers' names. vi. Pupils participate enthusiastically in revision games and role-plays. vii. Pupils complete mock assessment tasks. viii. Pupils demonstrate polite, courteous	All term's materials Family pictures Courtesy charts Role-play props Name cards School materials Revision worksheets Mock test materials Games

		songs for revision. vii. The teacher conducts mock assessment activities. viii. The teacher reinforces polite behavior and good manners. ix. The teacher identifies areas needing extra support. x. The teacher builds confidence for final examination.	behavior. ix. Pupils ask questions about difficult areas. x. Pupils show readiness for examination.	
12	END OF TERM EXAMINATION	Examination Administration: i. The teacher administers comprehensive end-of-term social habits examination. ii. The teacher tests self-awareness: pupils state names, ages clearly. iii. The teacher assesses greetings: pupils greet appropriately for different times of day. iv. The teacher tests courtesy: pupils demonstrate "Thank you" and "I am sorry" in scenarios. v. The teacher assesses family knowledge: pupils name family members and their roles.	Examination Tasks: i. Pupils state their full names and ages. ii. Pupils demonstrate appropriate greetings. iii. Pupils show when and how to say "Thank you" and "I am sorry" iv. Pupils identify family members in pictures and explain their roles. v. Pupils discuss activities at home and school. vi. Pupils state their school name and name teachers. vii. Pupils demonstrate polite, courteous behavior	Examination materials Family pictures Courtesy scenario cards Role-play props School materials Assessment checklist Observation forms Mark book Report cards

		vi. The teacher tests knowledge of home and school activities. vii. The teacher assesses school awareness: pupils state school name, identify teachers and friends. viii. The teacher evaluates overall courtesy, politeness, and social behavior. ix. The teacher uses oral questions, role-plays, and practical demonstrations. x. The teacher marks and prepares report cards with behavior comments.	throughout examination. viii. Pupils participate in all role-play scenarios. ix. Pupils answer oral questions. x. Pupils show complete understanding of first term social habits.	
13	CLOSING & END OF TERM ACTIVITIES	Closing Activities: i. The teacher returns marked work with positive feedback. ii. The teacher discusses individual behavior and social development. iii. The teacher celebrates pupils' courtesy and good manners. iv. The teacher awards certificates for exemplary behavior. v. The teacher distributes report cards. vi. The teacher provides holiday tips: continue	Closing Activities: i. Pupils receive marked work and report cards. ii. Pupils listen to behavior feedback. iii. Pupils celebrate their social development. iv. Pupils receive behavior awards/certificates v. Pupils get holiday courtesy reminders. vi. Pupils look forward to second term. vii. Pupils say polite goodbyes to teachers and	Report cards Marked work Behavior certificates Awards Holiday behavior tips sheets Celebration materials

		practicing courtesy at home, help parents, be respectful. vii. The teacher gives preview of second term topics. viii. The teacher encourages continued good behavior during holidays.	friends.	

NURSERY 1 SOCIAL HABITS SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	PERSONAL HYGIENE -Importance of cleanliness - Washing hands - Bathing daily - Brushing teeth	Introduction to Hygiene: i. The teacher welcomes pupils back and reviews first term courtesy briefly. ii. The teacher introduces personal hygiene: keeping our bodies clean. iii. The teacher explains cleanliness keeps us healthy and makes us look good. iv. The teacher discusses when we need to be clean. Hand Washing: i. The teacher demonstrates proper handwashing with soap and water. ii. The teacher explains when to wash hands: before eating, after toilet, after playing, when dirty. iii. The teacher teaches handwashing steps: wet hands, apply soap, scrub all parts, rinse, dry. iv. The teacher supervises practical	Learning Hygiene: i. Pupils understand importance of being clean. ii. Pupils learn keeping clean makes us healthy. iii. Pupils know cleanliness makes us look and feel good. Hand Washing: i. Pupils watch handwashing demonstration. ii. Pupils learn when to wash hands. iii. Pupils learn handwashing steps. iv. Pupils practice washing hands properly. Other Practices: i. Pupils understand importance of daily baths. ii. Pupils recall tooth brushing importance. iii. Pupils understand wearing clean	Hand washing station Soap Water Towels Hygiene charts Pictures of clean children Song charts Demonstration materials

		handwashing activities. Other Hygiene Practices: i. The teacher emphasizes bathing every day to stay clean and smell nice. ii. The teacher reviews tooth brushing from first term (pre-science). iii. The teacher discusses wearing clean clothes. iv. The teacher sings hygiene songs.	clothes. iv. Pupils sing hygiene songs.	
2	CLEANLINESS AND TIDINESS -Keeping our environment clean - Proper waste disposal -Tidying up toys and books - Clean classroom	Environmental Cleanliness: i. The teacher explains keeping our surroundings clean is important. ii. The teacher discusses clean environments: classroom, home, school compound. iii. The teacher demonstrates picking up litter and putting in bin. iv. The teacher emphasizes not littering. Waste Disposal: i. The teacher shows proper use of waste bins/trash cans. ii. The teacher demonstrates	Learning Cleanliness: i. Pupils understand importance of clean environment. ii. Pupils learn about clean spaces. iii. Pupils watch litter disposal demonstration. iv. Pupils learn not to litter. Waste Disposal: i. Pupils learn to use waste bins properly. ii. Pupils practice disposing waste correctly. iii. Pupils understand not	Waste bins Cleaning materials Toys Books Tidiness charts Before/after pictures Reward stickers Cleaning tools (child-safe)

		disposing of paper, food wrappers, etc. iii. The teacher teaches "don't throw things on the floor" iv. The teacher organizes classroom clean-up activities. Tidiness: i. The teacher teaches putting toys back after playing. ii. The teacher demonstrates organizing books on shelves. iii. The teacher emphasizes keeping personal space tidy. iv. The teacher assigns simple classroom tidying duties. v. The teacher rewards tidiness and cleanliness.	to throw things on floor. iv. Pupils participate in clean-up activities. Tidiness: i. Pupils learn to put toys away after use. ii. Pupils organize books properly. iii. Pupils keep their spaces tidy. iv. Pupils help with classroom tidying. v. Pupils enjoy being clean and tidy.	
3	SHARING AND CARING - Importance of sharing - Sharing toys and books - Caring for others - Being kind	Introduction to Sharing: i. The teacher explains sharing means letting others use what we have. ii. The teacher demonstrates sharing toys with classmates. iii. The teacher discusses why sharing is important: makes friends, makes others happy, shows kindness.	Learning Sharing: i. Pupils understand what sharing means. ii. Pupils watch sharing demonstrations. iii. Pupils learn why sharing is important. iv. Pupils listen to sharing stories. Practice: i. Pupils share	Toys for sharing Books Story books about sharing Sharing chart Reward stickers Pictures of children sharing Role-play props

		iv. The teacher reads stories about sharing. Practice Sharing: i. The teacher organizes sharing activities with classroom toys and books. ii. The teacher teaches taking turns when sharing. iii. The teacher demonstrates asking politely to share: "Can I share with you?" iv. The teacher addresses difficulties in sharing and encourages generosity. Caring for Others: i. The teacher explains caring means showing love and concern for others. ii. The teacher demonstrates helping someone who falls or is sad. iii. The teacher teaches checking on friends who are absent or unwell. iv. The teacher emphasizes being kind to everyone. v. The teacher rewards sharing and caring behavior.	toys and books with classmates. ii. Pupils learn to take turns. iii. Pupils ask politely to share. iv. Pupils try to be generous with their things. Caring: i. Pupils understand caring means showing concern. ii. Pupils help friends who need assistance. iii. Pupils show concern for absent or unwell classmates. iv. Pupils practice kindness to everyone. v. Pupils enjoy being caring and sharing.	

4	GOOD EATING HABITS - Eating properly - Table manners - Not wasting food - Healthy eating	Proper Eating: i. The teacher demonstrates eating properly: sitting down, using utensils correctly, chewing with mouth closed, not talking with mouth full. ii. The teacher emphasizes washing hands before eating. iii. The teacher teaches eating slowly and not rushing. iv. The teacher discusses eating at appropriate times. Table Manners: i. The teacher teaches basic table manners: saying "Please" and "Thank you," waiting turn to be served, not grabbing food, using napkin. ii. The teacher demonstrates proper use of spoon/fork. iii. The teacher teaches not playing with food. iv. The teacher emphasizes staying seated while eating. Food Appreciation: i. The teacher teaches not wasting food - eat what is served.	Proper Eating: i. Pupils learn to sit properly while eating. ii. Pupils practice using utensils correctly. iii. Pupils learn to chew with mouth closed. iv. Pupils understand importance of handwashing before meals. Table Manners: i. Pupils practice saying "Please" and "Thank you" at meals. ii. Pupils wait their turn to be served. iii. Pupils use spoons/forks properly. iv. Pupils learn not to play with food. v. Pupils stay seated while eating. Appreciation: i. Pupils learn not to waste food. ii. Pupils feel grateful for food. iii. Pupils learn about healthy foods. iv. Pupils prepare for mid-	Plates, spoons, forks Napkins Table setting materials Pictures of good eating habits Healthy food pictures Table manners chart Role-play materials

		ii. The teacher discusses being grateful for food. iii. The teacher introduces healthy eating simply (fruits, vegetables). iv. The teacher prepares pupils for mid-term assessment.	term test.	
5	MID-TERM ASSESSMENT/TEST	Assessment Activities: i. The teacher administers mid-term social habits assessment. ii. The teacher tests personal hygiene knowledge: when to wash hands, importance of bathing. iii. The teacher assesses cleanliness and tidiness: proper waste disposal, tidying toys. iv. The teacher tests sharing and caring: pupils demonstrate sharing, show kindness. v. The teacher assesses eating habits: table manners, proper eating behavior. vi. The teacher evaluates practical application of good habits. vii. The teacher uses observation, oral questions, and	Assessment Tasks: i. Pupils explain when to wash hands and demonstrate proper handwashing. ii. Pupils demonstrate proper waste disposal and tidying up. iii. Pupils show sharing toys and books with classmates. iv. Pupils demonstrate caring behavior. v. Pupils show proper eating habits and table manners. vi. Pupils apply all good habits learned. vii. Pupils participate in practical demonstrations. viii. Pupils show social development	Assessment materials Handwashing station Toys and books Eating materials Waste bins Observation checklist Mark book

		practical demonstrations. viii. The teacher records pupils' behavior and social development.	and good habits.	
6	MID-TERM BREAK	-	-	-
7	SAFETY AT HOME AND SCHOOL - Basic safety rules - Staying safe at home - Staying safe at school - Stranger danger (simple)	Safety Introduction: i. The teacher explains safety means keeping ourselves free from danger and harm. ii. The teacher discusses why safety is important. iii. The teacher introduces basic safety rules. Home Safety: i. The teacher teaches home safety rules: don't play with fire/matches, don't touch electrical outlets, don't play with knives/sharp objects, don't open door to strangers, stay away from hot stoves, don't climb dangerous places. ii. The teacher shows pictures of safe and unsafe behaviors. iii. The teacher emphasizes telling adults about dangers.	Safety Understanding: i. Pupils understand safety keeps us from harm. ii. Pupils learn importance of being safe. iii. Pupils learn basic safety rules. Home Safety: i. Pupils learn not to play with fire, electricity, sharp objects. ii. Pupils learn not to open doors to strangers. iii. Pupils observe safe and unsafe pictures. iv. Pupils understand to tell adults about dangers. School Safety: i. Pupils learn to walk carefully in school. ii. Pupils practice safe playground	Safety pictures Safe/unsafe behavior charts Role-play props Safety rules posters Pictures of trusted adults Story books about safety

		School Safety: i. The teacher teaches school safety: walk, don't run in classroom, be careful on playground, line up properly, stay with teacher during trips, tell teacher if hurt. ii. The teacher demonstrates safe behavior in class and playground. iii. The teacher practices safety rules. Stranger Awareness: i. The teacher introduces stranger danger simply: don't go with people you don't know, don't take things from strangers, don't talk to strangers when alone, stay close to trusted adults. ii. The teacher identifies trusted adults: parents, teachers, known family friends. iii. The teacher role-plays safe responses to strangers.	behavior. iii. Pupils stay with teachers during activities. iv. Pupils tell teacher when hurt. Stranger Safety: i. Pupils learn not to go with strangers. ii. Pupils understand not to take things from strangers. iii. Pupils identify trusted adults. iv. Pupils practice safe responses in role-plays.	
8	RESPECTING OTHERS -Showing respect to elders - Respecting teachers - Respecting classmates	Respect Introduction: i. The teacher explains respect means treating others well and showing we value	Understanding Respect: i. Pupils understand respect means treating others well.	Respect charts Pictures of respectful behavior Role-play materials Classroom

	- Respect for property	them. ii. The teacher demonstrates respectful behavior. iii. The teacher discusses why respect is important. Respecting Elders: i. The teacher teaches respect for parents, grandparents, older relatives: listen to them, obey them, greet them properly, help them, speak politely. ii. The teacher demonstrates respectful body language (no shouting, no talking back). iii. The teacher emphasizes elders deserve special respect. Respecting Teachers: i. The teacher discusses respecting teachers: listen when teacher talks, follow instructions, greet teacher, raise hand to speak, don't disturb class. ii. The teacher practices classroom respect rules. Respecting Peers and Property: i. The teacher	ii. Pupils observe respectful behavior. iii. Pupils learn why respect is important. Respecting Elders: i. Pupils learn to respect parents, grandparents, older relatives. ii. Pupils practice listening and obeying elders. iii. Pupils speak politely to elders. iv. Pupils understand elders deserve special respect. Respecting Teachers: i. Pupils show respect to teachers. ii. Pupils listen when teacher talks. iii. Pupils follow teacher's instructions. iv. Pupils maintain classroom respect. Respecting Peers: i. Pupils treat classmates kindly. ii. Pupils handle	rules poster Reward stickers Story books about respect

		teaches respecting classmates: be kind, don't hit or push, don't take others' things, listen when they speak, play nicely. ii. The teacher teaches respecting property: don't break toys, handle books carefully, take care of school materials. iii. The teacher rewards respectful behavior.	toys and books carefully. iii. Pupils take care of school materials. iv. Pupils enjoy being respectful.	
9	FEELINGS AND EMOTIONS - Identifying feelings - Happy, sad, angry, afraid - Expressing feelings appropriately - Understanding others' feelings	Identifying Feelings: i. The teacher introduces basic feelings: happy, sad, angry, afraid, surprised, excited. ii. The teacher shows pictures of facial expressions for each feeling. iii. The teacher demonstrates each feeling with facial expressions and body language. iv. The teacher helps pupils name feelings they experience. Expressing Feelings: i. The teacher teaches it's okay to have feelings. ii. The teacher demonstrates	Identifying Feelings: i. Pupils learn about basic feelings. ii. Pupils observe facial expressions for each feeling. iii. Pupils watch teacher demonstrate feelings. iv. Pupils name feelings they have experienced. Expressing Feelings: i. Pupils understand all feelings are okay. ii. Pupils learn to express feelings appropriately. iii. Pupils	Feelings flashcards Emotion face pictures Feelings chart Mirror Story books about emotions Feelings games Role-play props

		appropriate ways to express feelings: saying "I feel sad" instead of crying uncontrollably, saying "I feel angry" instead of hitting. iii. The teacher teaches asking for help when feeling overwhelmed. iv. The teacher practices using "feeling words" Understanding Others: i. The teacher teaches recognizing feelings in others by looking at faces and listening to voices. ii. The teacher demonstrates empathy: if someone is sad, ask "Are you okay?" or try to help. iii. The teacher discusses not hurting others' feelings. iv. The teacher reads stories about feelings. v. The teacher plays feelings identification games.	practice saying "I feel..." iv. Pupils learn to ask for help with big feelings. Understanding Others: i. Pupils recognize feelings in classmates. ii. Pupils show empathy when others are sad or hurt. iii. Pupils try not to hurt others' feelings. iv. Pupils listen to feelings stories. v. Pupils play feelings games.	
10	LISTENING AND FOLLOWING INSTRUCTIONS - Importance of listening	Importance of Listening: i. The teacher explains listening means paying attention when	Understanding Listening: i. Pupils understand what listening means. ii. Pupils learn	Listening games materials Instruction cards Simon Says

	-Listening to parents and teachers - Following instructions - Obeying rules	someone talks. ii.The teacher demonstrates good listening: looking at speaker, being quiet, thinking about what is said. iii. The teacher discusses why listening is important: to learn, stay safe, understand, be respectful. Listening Practice: i. The teacher teaches listening to parents at home and teachers at school. ii. The teacher demonstrates active listening behaviors. iii. The teacher plays listening games (Simon Says, following verbal instructions). iv. The teacher rewards good listening. Following Instructions: i. The teacher explains instructions are directions we should follow. ii. The teacher demonstrates following simple instructions: "Please sit down," "Line up," "Put books away"	good listening behaviors. iii. Pupils understand why listening is important. Practice: i. Pupils listen carefully to parents and teachers. ii. Pupils practice active listening. iii. Pupils play listening games. iv. Pupils enjoy listening activities. Following Instructions: i. Pupils understand instructions are directions. ii. Pupils follow simple instructions given by teacher. iii. Pupils practice one-step and two-step tasks. iv. Pupils do what they're told promptly. Obedience: i. Pupils understand importance of obeying rules. ii. Pupils follow classroom rules.	props Classroom rules chart Reward stickers Pictures of listening

		iii. The teacher practices one-step and two-step instructions. iv. The teacher emphasizes doing what we're told promptly. Obedience: i. The teacher teaches obeying rules at home and school keeps us safe and helps everything run smoothly. ii. The teacher reviews classroom rules. iii. The teacher prepares pupils for revision week.	iii. Pupils prepare for revision.	
11	REVISION OF SECOND TERM WORK All social habits topics	Comprehensive Revision: i. The teacher systematically reviews personal hygiene: handwashing, bathing, cleanliness. ii. The teacher revises cleanliness and tidiness: waste disposal, organizing toys/books. iii. The teacher reviews sharing and caring: sharing toys, being kind. iv. The teacher revises good eating habits: table manners, not wasting food.	Revision Activities: i. Pupils demonstrate proper handwashing and cleanliness practices. ii. Pupils show proper waste disposal and tidying. iii. Pupils demonstrate sharing and caring behaviors. iv. Pupils show good eating habits and table manners. v. Pupils recall and practice	All term's materials Handwashing station Safety pictures Feelings cards Respect charts Eating materials Sharing toys Revision worksheets Mock test materials Games and role-play props

		v. The teacher reviews safety rules: home safety, school safety, stranger danger. vi. The teacher revises respect: for elders, teachers, classmates, property. vii. The teacher reviews feelings and emotions: identifying, expressing appropriately. viii. The teacher revises listening and following instructions. ix. The teacher uses games, role-plays, demonstrations for revision. x. The teacher conducts mock examination. xi. The teacher reinforces all good social habits. xii. The teacher builds confidence for final examination.	safety rules. vi. Pupils demonstrate respectful behavior to all. vii. Pupils identify and appropriately express feelings. viii. Pupils demonstrate good listening and following instructions. ix. Pupils participate in all revision activities enthusiastically. x. Pupils complete mock examination. xi. Pupils show mastery of good social habits. xii. Pupils demonstrate readiness for examination.	
12	END OF TERM EXAMINATION	Examination Administration: i. The teacher administers comprehensive end-of-term examination. ii. The teacher tests personal hygiene: handwashing demonstration,	Examination Tasks: i. Pupils demonstrate proper handwashing technique. ii. Pupils show cleanliness and tidying skills. iii. Pupils	Examination materials Handwashing station Eating materials Toys for sharing Safety pictures Feelings cards Respect

		cleanliness knowledge. iii. The teacher assesses cleanliness and tidiness through observation and practical tasks. iv. The teacher tests sharing and caring: pupils demonstrate sharing and kindness. v. The teacher assesses eating habits: table manners demonstration. vi. The teacher tests safety knowledge: pupils explain safety rules for home and school. vii. The teacher assesses respect: pupils demonstrate respectful behavior. viii. The teacher tests feelings identification and expression. ix. The teacher evaluates listening skills and following instructions. x. The teacher uses oral questions, practical demonstrations, observation, and role-plays. xi. The teacher marks and prepares comprehensive report cards.	demonstrate sharing toys and caring for others. iv. Pupils show proper table manners during snack time. v. Pupils explain safety rules and identify safe/unsafe behaviors. vi. Pupils demonstrate respectful behavior to teacher and classmates. vii. Pupils identify feelings in pictures and express their own appropriately. viii. Pupils show good listening skills and follow multi-step instructions. ix. Pupils participate in all examination activities. x. Pupils demonstrate complete understanding of second term social habits.	scenarios Observation checklist Mark book Report cards
13	CLOSING & END OF	Closing Activities:	Closing	Report cards

	TERM ACTIVITIES	i. The teacher returns marked work with positive feedback and encouragement. ii. The teacher discusses individual social and behavioral development. iii. The teacher celebrates pupils' progress in good habits. iv. The teacher awards certificates for exemplary social behavior. v. The teacher distributes report cards with detailed behavior comments. vi. The teacher provides holiday reminders: practice hygiene, be safe, share, respect family, listen to parents. vii. The teacher gives preview of third term topics. viii. The teacher encourages continued practice of good social habits during holidays.	Activities: i. Pupils receive marked work and report cards. ii. Pupils listen to feedback about their social development. iii. Pupils celebrate their good habits and achievements. iv. Pupils receive behavior certificates and awards. v. Pupils get holiday social habits reminders. vi. Pupils look forward to third term. vii. Pupils say polite goodbyes using all courtesy learned. viii. Pupils leave with pride in their social development.	Marked work Behavior certificates Achievement awards Holiday reminders sheet Celebration materials Parent feedback forms

NURSERY 1 SOCIAL HABITS SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	MATERIALS
1	OUR ENVIRONMENT -Understanding our environment - Things in our environment - Taking care of our environment	Introduction to Environment: i. The teacher welcomes pupils back and briefly reviews second term. ii. The teacher explains environment means everything around us: home, school, neighborhood, nature. iii. The teacher discusses things in our environment: people, animals, plants, buildings, roads, air, water. iv. The teacher takes pupils on environment observation walk. Types of Environment: i. The teacher discusses different environments: home environment, school environment, neighborhood, natural environment (parks, forests). ii. The teacher shows pictures of various environments. iii. The teacher compares clean and dirty environments.	Learning Environment: i. Pupils understand environment is everything around us. ii. Pupils identify things in environment: people, animals, plants, buildings. iii. Pupils go on observation walk. Types: i. Pupils learn about different environments. ii. Pupils observe environment pictures. iii. Pupils compare clean and dirty environments. Care: i. Pupils understand importance of caring for environment. ii. Pupils learn not to litter and to keep environment	Environment pictures Clean/dirty environment comparison Waste collection bags Gloves for clean-up Plants Environment charts Nature walk area

		Caring for Environment: i. The teacher teaches we must take care of our environment. ii. The teacher demonstrates: don't litter, use waste bins, plant trees, don't destroy plants, keep surroundings clean. iii. The teacher organizes environmental clean-up activity. iv. The teacher emphasizes beautiful environments make us happy and healthy.	clean. iii. Pupils participate in clean-up activity. iv. Pupils appreciate beautiful, clean environments.	
2	OUR ENVIRONMENT (Continued) -Living and non-living things in environment -Animals in our environment -Plants in our environment - Protecting nature	Living and Non-Living: i. The teacher reviews living things (from pre-science): people, animals, plants - they grow, move, eat, breathe. ii. The teacher introduces non-living things: rocks, water, air, buildings, toys - they don't grow or move on their own. iii. The teacher helps pupils sort pictures into living and non-living. Animals and Plants: i. The teacher discusses animals in our environment:	Living and Non-Living: i. Pupils recall living things from pre-science. ii. Pupils learn about non-living things. iii. Pupils sort pictures into living and non-living categories. Animals and Plants: i. Pupils identify animals in environment. ii. Pupils identify plants around them.	Pictures of living and non-living things Sorting cards Pictures of animals and plants Nature protection posters Real plants Story books about nature

		pets, birds, insects, farm animals. ii. The teacher discusses plants around us: trees, flowers, grass, vegetables. iii. The teacher emphasizes both are important for our world. Protecting Nature: i. The teacher teaches being kind to animals: don't hurt them, feed pets, don't destroy nests. ii. The teacher teaches protecting plants: don't uproot, water plants, don't break branches. iii. The teacher discusses how plants and animals help us. iv. The teacher conducts nature appreciation activities.	iii. Pupils understand importance of animals and plants. Protection: i. Pupils learn to be kind to animals. ii. Pupils learn to protect plants. iii. Pupils understand how plants and animals help us. iv. Pupils appreciate nature.	
3	GOOD MANNERS -Review and reinforcement of courtesy -Polite behavior in public -Excuse me, May I, Please - Being well-behaved	Review of Courtesy: i. The teacher reviews all courtesy learned: greetings, "Thank you," "I am sorry" ii. The teacher emphasizes consistent use of polite words. iii. The teacher rewards pupils using courtesy naturally. Additional Polite	Review: i. Pupils review all courtesy phrases learned. ii. Pupils use polite words consistently. iii. Pupils enjoy being courteous. New Phrases: i. Pupils learn "Excuse me" and when to	Courtesy charts Role-play props Public places pictures Polite phrases flashcards Reward stickers Story books about manners

		Phrases: i. The teacher introduces "Excuse me": when passing by someone, when interrupting (politely), when you need attention, after burping/sneezing. ii. The teacher introduces "May I...?" for asking permission: "May I go to the toilet?", "May I have water?", "May I play with this?" iii. The teacher reinforces "Please" when asking for anything. iv. The teacher practices all polite phrases through role-plays. Public Behavior: i. The teacher discusses behaving well in public places: markets, church/mosque, parties, restaurants. ii. The teacher teaches: speak quietly, don't run around, stay close to adults, be respectful, don't touch things that aren't yours. iii. The teacher emphasizes good manners everywhere, not just at school. iv. The teacher role-plays various public	use it. ii. Pupils learn "May I...?" for asking permission. iii. Pupils practice saying "Please" when requesting. iv. Pupils participate in courtesy role-plays. Public Behavior: i. Pupils learn how to behave in public places. ii. Pupils understand public behavior rules. iii. Pupils know good manners apply everywhere. iv. Pupils participate in public scenario role-plays.	

		scenarios.		
4	GENDER FAIRNESS -Boys and girls are equal -Everyone can do things -No gender stereotypes - Respecting everyone	Gender Equality Introduction: i. The teacher explains boys and girls are equally important and valuable. ii. The teacher discusses we are different but equal. iii. The teacher emphasizes everyone deserves respect regardless of being boy or girl. Breaking Stereotypes: i. The teacher teaches both boys and girls can: play with any toys, do any activities, be good at different things, have any dreams. ii. The teacher shows pictures of men and women in various professions. iii. The teacher discusses: girls can play with cars, boys can play with dolls; girls can be doctors, boys can be nurses; anyone can cook, clean, or build. iv. The teacher emphasizes no job or activity is "only for boys" or "only for girls"	Understanding Equality: i. Pupils understand boys and girls are equally important. ii. Pupils learn we are different but equal. iii. Pupils respect everyone regardless of gender. No Stereotypes: i. Pupils understand both boys and girls can do anything. ii. Pupils see men and women in various jobs. iii. Pupils learn anyone can play with any toys. iv. Pupils understand no limits based on gender. Respect: i. Pupils treat everyone kindly. ii. Pupils play with both boys and girls. iii. Pupils don't	Pictures of men and women in various professions Diverse toy collection Equality posters Story books about gender equality Flashcards Activity materials

		Respect and Inclusion: i. The teacher teaches treating everyone kindly regardless of gender. ii. The teacher encourages boys and girls to play together. iii. The teacher addresses any gender-based teasing firmly. iv. The teacher celebrates diversity and equality. v. The teacher prepares pupils for mid-term assessment.	tease based on gender. iv. Pupils celebrate equality. v. Pupils prepare for mid-term test.	
5	MID-TERM ASSESSMENT/TEST	Assessment Activities: i. The teacher administers mid-term social habits assessment. ii. The teacher tests environment knowledge: identifying things in environment, living vs non-living. iii. The teacher assesses environmental care: pupils explain how to care for environment. iv. The teacher tests good manners: pupils demonstrate all courtesy phrases including "Excuse me" and "May I" v. The teacher assesses gender	Assessment Tasks: i. Pupils identify things in environment. ii. Pupils sort living and non-living things. iii. Pupils explain how to care for environment. iv. Pupils demonstrate all courtesy phrases learned. v. Pupils show polite behavior in role-play scenarios. vi. Pupils explain that boys and girls are equal and can do anything.	Assessment materials Environment pictures Living/non-living sorting cards Courtesy scenario cards Gender equality pictures Observation checklist Mark book

		fairness understanding: pupils explain boys and girls are equal. vi. The teacher evaluates respectful, inclusive behavior. vii. The teacher uses oral questions, picture identification, and practical demonstrations. viii. The teacher records pupils' understanding and behavior.	vii. Pupils demonstrate respectful, inclusive behavior. viii. Pupils show understanding of third term topics.	
6	MID-TERM BREAK	-	-	-
7	HELPING OTHERS -Importance of helping - Helping at home - Helping at school - Community helpers	Importance of Helping: i. The teacher explains helping means making things easier for others. ii. The teacher discusses why helping is important: shows love, builds friendships, makes work easier, makes helpers happy. iii. The teacher demonstrates various helping actions. iv. The teacher reads stories about helping. Helping at Home: i. The teacher discusses ways to help at home: putting toys away, helping set table, tidying room, helping younger siblings,	Understanding Helping: i. Pupils understand helping makes things easier for others. ii. Pupils learn why helping is important. iii. Pupils observe helping demonstrations. iv. Pupils listen to helping stories. Home Helping: i. Pupils learn ways to help at home. ii. Pupils understand they can be helpers. iii. Pupils share how they help at home.	Pictures of helping behaviors Story books about helping Community helpers pictures Helper badges/stickers Role-play props Charts about helping

		doing small chores. ii. The teacher emphasizes children can be helpers too. iii. The teacher asks pupils to share how they help at home. Helping at School: i. The teacher discusses ways to help at school: helping classmates who struggle, sharing materials, cleaning up, following instructions, being kind. ii. The teacher assigns classroom helper roles. iii. The teacher rewards helpful behavior. Community Helpers: i. The teacher introduces community helpers: teachers, doctors, nurses, police, firefighters, cleaners, drivers. ii. The teacher discusses how they help us. iii. The teacher shows appreciation for community helpers.	School Helping: i. Pupils learn ways to help at school. ii. Pupils help classmates and teachers. iii. Pupils take on classroom helper roles. iv. Pupils enjoy being helpful. Community Helpers: i. Pupils learn about community helpers. ii. Pupils understand how helpers serve us. iii. Pupils appreciate community helpers.	
8	PEOPLE AND THEIR PROFESSIONS	Introduction to Professions: i. The teacher explains professions	Learning Professions: i. Pupils understand	Pictures of various professions Career

	-Different jobs people do - Importance of all jobs - What I want to be	are jobs people do to earn money and help society. ii. The teacher shows pictures of people in various professions. iii. The teacher discusses different workplaces. Various Professions: i. The teacher presents professions: teacher, doctor, nurse, engineer, farmer, driver, chef, pilot, police officer, firefighter, artist, shopkeeper, banker. ii. The teacher discusses what each profession does. iii. The teacher shows tools/uniforms associated with each profession. iv. The teacher emphasizes all jobs are important and deserving of respect. Career Aspirations: i. The teacher asks pupils "What do you want to be when you grow up?" ii. The teacher encourages diverse career aspirations. iii. The teacher validates all career choices. iv. The teacher helps pupils draw themselves in their	professions are jobs people do. ii. Pupils observe pictures of various professions. iii. Pupils learn about different workplaces. Various Jobs: i. Pupils learn about many different professions. ii. Pupils understand what each profession does. iii. Pupils identify tools and uniforms for professions. iv. Pupils understand all jobs are important. Career Dreams: i. Pupils think about what they want to be. ii. Pupils share their career dreams. iii. Pupils feel their dreams are valued. iv. Pupils draw themselves in dream careers. v. Pupils understand education is important for	flashcards Professional tools/uniform pictures Drawing materials Career dress-up props (optional) Story books about professions

		dream profession. v. The teacher discusses that education helps us get good jobs.	careers.	
9	TRANSPORTATION IN MY NEIGHBOURHOOD & MEANS OF TRANSPORTATION - Vehicles around us -Land, water, air transportation - Road safety basics	Neighborhood Transportation: i. The teacher discusses vehicles commonly seen in neighborhood: cars, buses, motorcycles, bicycles, tricycles (keke), trucks. ii. The teacher asks pupils what vehicles they see daily. iii. The teacher discusses how people travel in the neighborhood. Means of Transportation: i. The teacher categorizes transportation: Land (cars, buses, trains, bicycles), Water (boats, ships), Air (airplanes, helicopters). ii. The teacher shows pictures of each type. iii. The teacher discusses which is fastest, which carries most people, etc. iv. The teacher asks pupils about their travel experiences. Basic Road Safety: i. The teacher introduces basic road	Neighborhood Vehicles: i. Pupils identify vehicles in their neighborhood. ii. Pupils share vehicles they see daily. iii. Pupils discuss how people travel around them. Transportation Types: i. Pupils learn about land, water, and air transportation. ii. Pupils observe pictures of various vehicles. iii. Pupils compare different transportation types. iv. Pupils share their travel experiences. Road Safety: i. Pupils learn basic road safety rules. ii. Pupils understand importance of	Pictures of various vehicles Land/water/air transportation charts Traffic light model Zebra crossing demonstration Road safety posters Toy vehicles Road safety games

		safety: look left and right before crossing, use pedestrian crossings/zebra crossings, hold adult's hand when crossing, obey traffic lights (red-stop, green-go), don't play on the road. ii. The teacher demonstrates safe road crossing. iii. The teacher shows traffic light colors and meanings. iv. The teacher emphasizes safety is most important. v. The teacher plays road safety games.	looking before crossing. iii. Pupils learn about traffic lights. iv. Pupils understand not to play on roads. v. Pupils play road safety games.	
10	OUR COUNTRY - NIGERIA - Name of our country - Nigerian flag - Being Nigerian - National pride	Introduction to Nigeria: i. The teacher teaches pupils the name of their country: Nigeria. ii. The teacher helps pupils say "I am Nigerian" or "I am from Nigeria" iii. The teacher shows map of Nigeria (simple introduction). iv. The teacher discusses what makes Nigeria special. Nigerian Flag: i. The teacher shows the Nigerian flag: green-white-green. ii. The teacher	Learning About Nigeria: i. Pupils learn Nigeria is their country. ii. Pupils practice saying "I am Nigerian" iii. Pupils observe map of Nigeria. iv. Pupils learn what makes Nigeria special. Nigerian Flag: i. Pupils identify Nigerian flag colors. ii. Pupils learn meaning of flag colors. iii. Pupils draw	Nigerian flag Map of Nigeria Pictures of Nigerian culture Nigerian foods pictures Traditional dress pictures National symbols pictures Drawing materials Green and white paper/crayons

		explains green represents agriculture/forests, white represents peace. iii. The teacher helps pupils draw and color Nigerian flag. iv. The teacher teaches flag respect. Being Nigerian: i. The teacher discusses Nigerian culture simply: foods, languages, festivals, dances. ii. The teacher shows pictures of Nigerian landmarks, traditional dress, foods. iii. The teacher teaches simple Nigerian greeting in local language (if appropriate). iv. The teacher discusses national symbols: flag, coat of arms (show picture). National Pride: i. The teacher encourages love for Nigeria. ii. The teacher teaches (simply) that we should be good citizens: obeying rules, being kind, keeping environment clean, respecting others. iii. The teacher prepares pupils for	and color Nigerian flag. iv. Pupils learn to respect the flag. Nigerian Culture: i. Pupils learn about Nigerian culture. ii. Pupils observe pictures of Nigerian things. iii. Pupils learn simple greeting in local language. iv. Pupils see national symbols. Pride: i. Pupils feel proud to be Nigerian. ii. Pupils understand being good citizens. iii. Pupils prepare for revision.	

		revision week.		
11	REVISION OF THIRD TERM & YEAR'S WORK All social habits from three terms	Comprehensive Year-End Revision: Third Term Review: i. The teacher reviews environment: caring for environment, living/non-living things. ii. The teacher revises good manners: all courtesy phrases. iii. The teacher reviews gender fairness: boys and girls are equal. iv. The teacher revises helping others and community helpers. v. The teacher reviews professions and career aspirations. vi. The teacher revises transportation and road safety. vii. The teacher reviews Nigeria: flag, being Nigerian, national pride. First Term Review: viii. The teacher briefly reviews: self-awareness, courtesy (greetings, thank you, sorry), family, family roles, school awareness. Second Term	Comprehensive Revision: Third Term: i. Pupils explain caring for environment. ii. Pupils demonstrate all courtesy phrases. iii. Pupils explain gender equality. iv. Pupils discuss helping others. v. Pupils name various professions. vi. Pupils identify transportation types and practice road safety. vii. Pupils show knowledge of Nigeria and flag. First Term: viii. Pupils recall self-awareness, courtesy, family topics from first term. Second Term: ix. Pupils recall hygiene, safety, respect, feelings topics from	All year's materials Environment pictures Courtesy charts Gender equality posters Helping pictures Profession flashcards Transportation pictures Nigerian flag Comprehensive revision worksheets Mock examination Celebration materials

		Review: ix. The teacher briefly reviews: hygiene, cleanliness, sharing, eating habits, safety, respect, feelings, listening. Comprehensive Activities: x. The teacher uses games, songs, role-plays, demonstrations for fun year-end revision. xi. The teacher conducts comprehensive mock examination covering all three terms. xii. The teacher celebrates year-long social development journey. xiii. The teacher builds strong confidence for final examination.	second term. Activities: x. Pupils participate enthusiastically in all revision activities. xi. Pupils complete comprehensive mock examination. xii. Pupils celebrate their amazing year-long social development! xiii. Pupils demonstrate readiness for final examination.	
12	END OF YEAR EXAMINATION	Final Examination Administration: i. The teacher administers comprehensive end-of-year social habits examination. Third Term Topics: ii. The teacher tests environment knowledge, good manners (all courtesy), gender	Final Examination Tasks: Third Term: i. Pupils explain environment care, demonstrate courtesy, explain equality, discuss helping, name	Comprehensive examination materials All pictures and charts from year Role-play props Nigerian flag Family pictures Courtesy cards Safety pictures Profession pictures Transportation

		fairness, helping others, professions, transportation, Nigeria. Second Term Topics: iii. The teacher tests hygiene, cleanliness, sharing, eating habits, safety, respect, feelings, listening. First Term Topics: iv. The teacher tests self-awareness, courtesy (greetings, thank you, sorry), family knowledge, school awareness. Assessment Methods: v. The teacher uses oral questions, role-plays, practical demonstrations, picture identification. vi. The teacher observes overall social behavior, courtesy, respect, kindness throughout examination. vii. The teacher assesses year-long social development and character growth. viii. The teacher marks thoroughly and prepares comprehensive end-of-year report cards with detailed	professions, identify transportation, show Nigeria knowledge. Second Term: ii. Pupils demonstrate hygiene practices, show respect, share appropriately, display good eating habits, explain safety, identify feelings. First Term: iii. Pupils state name/age, demonstrate all courtesy, identify family members, state school name. Performance: iv. Pupils answer all oral questions. v. Pupils participate in role-plays. vi. Pupils demonstrate year-long social development. vii. Pupils show excellent courtesy, respect, kindness throughout. viii. Pupils	pictures Observation checklist Mark book Report cards

		behavior comments.	demonstrate complete Nursery 1 social habits mastery!	
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	Year-End Closing: i. The teacher returns marked examination scripts with detailed, encouraging feedback. ii. The teacher discusses individual year-long social and character development. iii. The teacher celebrates remarkable growth in courtesy, respect, kindness, and all social habits! iv. The teacher awards certificates and prizes for exemplary social behavior and character. v. The teacher distributes comprehensive end-of-year report cards. vi. The teacher provides holiday reminders: continue all good habits learned, be courteous, help family, stay safe, be respectful. vii. The teacher prepares pupils for promotion to Nursery 2. viii. The teacher	Year-End Closing: i. Pupils receive marked work and comprehensive report cards. ii. Pupils listen to year-long social development review with pride. iii. Pupils celebrate their amazing character growth! iv. Pupils receive certificates and awards for social excellence. v. Pupils get holiday social habits reminders. vi. Pupils prepare excitedly for promotion to Nursery 2. vii. Pupils participate in social habits showcase, demonstrating courtesy and good manners	Report cards Marked examination scripts Character excellence certificates Social behavior awards Graduation materials Holiday social habits reminders Social habits showcase displays All year's learning materials Celebration decorations Parent feedback forms "I Have Good Manners!" badges

		conducts social habits showcase/graduation where pupils demonstrate courtesy, respect, and good habits to parents. ix. The teacher celebrates pupils' transformation into well-mannered, respectful, kind individuals. x. The teacher thanks pupils for wonderful year and encourages continued character development. xi. The teacher celebrates journey through: self-awareness, courtesy, family, hygiene, safety, respect, feelings, environment, equality, helping, professions, Nigeria!	to parents. viii. Pupils say polite, respectful goodbyes using all courtesy learned throughout the year. ix. Pupils feel proud of becoming well-mannered, kind, respectful individuals. x. Pupils look forward to continued growth in Nursery 2. xi. Pupils celebrate learning: courtesy, kindness, respect, safety, helping, equality, and being good citizens!	

NURSERY 2 SCHEME OF WORK

1. Literacy (Letter Work)
2. Literacy (Language Domain)
3. Numeracy
4. Basic science and technology
5. Health Habits
6. Social Habits
7. Civic Education
8. Physical and Health Education
9. Personal Development
10. Creativity
11. Songs and rhymes
12. Handwriting

LITERACY (LETTER WORK) SCHEME OF WORK
FIRST TERM

WEEK	TOPIC	CONTENT
1	SPEECH: ALPHABETS, RHYMES AND SONGS	- Introduction to lowercase letters a-e - Learning letter sounds (phonics) for a-e - Letter recognition and identification - Simple alphabet rhymes - Songs: "A is for Apple," "Baa Baa Black Sheep" - Sound-letter association - Picture-word matching for letters a-e
2	SPEECH: SIMPLE INSTRUCTION (VALUES). ALPHABETS	-Simple instructions (values): please, thank you, sorry, excuse me -Learning letter sounds and letters in lowercase: f-j - Phonics for letters f-j (/f/ as in fan, /g/ as in goat, /h/ as in hat, /i/ as in ink, /j/ as in jug) -Simple stories that portray honesty and transparency - Songs promoting good values - Following simple classroom instructions - Letter recognition f-j
3	READING AND WRITING: PICTURE READING AND MAKING FREE PATTERNS	-Picture reading: identifying objects, animals, and people in pictures - Making free patterns using crayons and pencils - Developing vertical lines (top to bottom) - Developing horizontal lines (left to right) -Pre-writing skills: tracing vertical and horizontal lines - Picture description and interpretation - Associating pictures with simple words
4	READING AND WRITING: PATTERN MAKING. LISTENING TO MUSIC & RHYMES	- Letter sounds for k-o -Learning letter sounds and letters in lowercase: k-o - Making free patterns with various materials - Making slant strokes (diagonal lines) - Listening to and reciting nursery rhymes - Listening to music and rhythm activities - Pattern tracing and copying - Sound recognition for k-o (/k/ as in kite, /l/ as in lion, /m/ as in mango, /n/ as in nest, /o/ as in orange)

5	MID-TERM ASSESSMENT/TEST	-Oral assessment: identifying lowercase letters a-o - Recognizing and naming letter sounds for a-o - Picture reading assessment -Pattern making evaluation (vertical, horizontal, slant lines) - Following simple instructions - Reciting rhymes learned - Letter-sound matching test - Identifying objects that start with letters a-o
6	MID-TERM BREAK	-
7	WRITING AND SPEECH: MAKING PATTERNS OF DIFFERENT SHAPES. PARTS OF THE BODY	-Learning names of body parts: head, eyes, ears, nose, mouth, hands, legs, fingers, toes - Identifying self as boy or girl - Making running curves from bottom to top - Making running curves from top to bottom - Pattern making with curved lines - Body parts songs and rhymes - Drawing simple body shapes
8	WRITING AND SPEECH: MAKING PATTERNS. BODY PARTS. ALPHABETS	-Learning letter sounds and letters in lowercase: p-t - Letter sounds: /p/ as in pen, /q/ as in queen, /r/ as in rat, /s/ as in sun, /t/ as in tap -Continued learning of body parts (arms, neck, shoulders, knees, back) - Identifying wavy lines - Tracing wavy lines and patterns - Body parts identification games - Letter recognition p-t
9	READING, WRITING AND SPEECH: PICTURE READING. ALPHABETS. MAKING PATTERNS	-Learning letter sounds and letters in lowercase: u-z -Letter sounds: /u/ as in umbrella, /v/ as in van, /w/ as in water, /x/ as in box, /y/ as in yam, /z/ as in zebra - Describing simple stories with pictures - Pattern making with various strokes - Picture sequencing activities - Completing the alphabet a-z - Review of all lowercase letters
10	WRITING AND SPEECH: DOMESTIC ANIMALS. OBJECTS IN THE HOME	-Learning names of domestic animals: dog, cat, goat, sheep, cow, chicken, duck, rabbit - Identifying objects in the home: bed, chair, table, cup, spoon, plate

	AND SCHOOL. MAKING PATTERNS	-Identifying objects in school: desk, board, chalk, book, pencil, bag - Pattern making with horizontal strokes - Animal sounds and movements - Object-name association
11	REVISION OF FIRST TERM WORK	-Comprehensive review of all lowercase letters a-z - Review of letter sounds (phonics) for all letters - Picture reading revision -Pattern making revision: vertical, horizontal, slant, curved, wavy lines - Body parts identification review - Domestic animals and objects revision - Rhymes and songs review - Simple instructions and values review - Mock examination exercises
12	END OF TERM EXAMINATION	-Oral test: identifying and naming all lowercase letters a-z - Letter sounds test for a-z - Picture reading examination - Pattern making assessment (all pattern types) - Body parts identification test - Naming domestic animals - Identifying home and school objects - Rhyme recitation - Following instructions test - Overall literacy skills evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of marked examination scripts - Distribution of report cards - Review of term's achievements - Award ceremony for excellent performance - Holiday literacy practice tips - Celebration activities - Farewell songs and rhymes - Preview of second term topics

NURSERY 2 LITERACY (LETTER WORK) SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	READING AND WRITING: PICTURE READING. MAKING PATTERNS	- Picture reading of objects and animals - Describing pictures in simple sentences -Pattern making in slant form from left to right (/) - Naming objects in pictures -Pattern making in slant form from right to left () - Picture-word association - Review of lowercase letters a-z
2	SPEECH AND WRITING: MUSIC AND POEMS. ALPHABETS. MAKING PATTERNS	- Listening to music and songs - Reciting poems and rhymes -Pattern making: horizontal with vertical lines (crosses +) - Reciting alphabets a-z in sequence -Identifying all alphabets a-z when shown randomly - Learning new nursery rhymes - Musical rhythm activities
3	READING AND WRITING: ALPHABETS (UPPERCASE AND LOWERCASE) Aa-Bb. MAKING PATTERNS	-Introduction to uppercase letters A and B - Recognition and pronunciation of uppercase and lowercase Aa and Bb -Tracing uppercase and lowercase letters Aa and Bb - Writing letters Aa and Bb - Making curves from left to right -Matching uppercase with lowercase: A-a, B-b - Words starting with A and B (Apple, Ball)
4	READING AND WRITING: IDENTIFYING LETTERS OF ALPHABETS Cc-Dd. MAKING PATTERNS	-Recognition and pronunciation of uppercase and lowercase Cc and Dd - Tracing letters Cc and Dd (uppercase and lowercase) - Writing letters Cc and Dd - Making curves from right to left -Matching uppercase with lowercase: C-c, D-d - Words starting with C and D (Cat,

		Dog) - Curved line patterns
5	MID-TERM ASSESSMENT/TEST	-Recognition test for uppercase and lowercase letters A-D - Writing assessment for Aa, Bb, Cc, Dd -Matching uppercase with lowercase letters -Pattern making evaluation (curves, slants, crosses) - Picture reading and naming test - Recitation of poems and rhymes - Letter sounds test for A-D - Identifying words that start with A-D
6	MID-TERM BREAK	-
7	READING AND SPEECH: IDENTIFYING LETTERS OF ALPHABETS Ee-Ff. NURSERY RHYMES AND SONGS. GREETINGS	-Greeting at school: Good morning madam/sir, Good afternoon -Greeting at home: Good morning daddy, Good morning mummy -Simple instructions at school: sit down, stand up, line up, be quiet - Simple instructions at home: welcome, come here, good night -Recognition and writing of letters Ee and Ff (uppercase and lowercase) - Tracing letters Ee and Ff - Nursery rhymes about greetings
8	READING AND WRITING: IDENTIFYING LETTERS Gg-Hh. MAKING PATTERNS	-Recognition and pronunciation of uppercase and lowercase Gg and Hh - Tracing alphabets Gg and Hh - Writing letters Gg and Hh - Intersecting lines patterns - Slanting lines patterns -Matching uppercase with lowercase: G-g, H-h - Words starting with G and H (Goat, Hat)
9	READING AND WRITING: IDENTIFYING LETTERS Ii-Jj. STORYTELLING. DAILY ROUTINE	- Learning daily routine: greetings, prayers, bathing, brushing teeth, eating breakfast, going to school -Recognition and writing of letters Ii and Jj (uppercase and lowercase) - Tracing letters Ii and Jj - Coloring letters and objects

		- Simple storytelling activities - Sequencing daily activities - Time concepts (morning, afternoon, evening, night)
10	READING AND WRITING: IDENTIFYING LETTERS Kk-Ll. PATTERN MAKING	-Recognition and pronunciation of uppercase and lowercase Kk and Ll - Tracing and writing letters Kk and Ll -Making different patterns (combination of lines learned) -Pre-writing skills development through scribbles - Free drawing and pattern creation - Matching K-k, L-l - Words starting with K and L (Kite, Lion)
11	REVISION OF SECOND TERM WORK	-Comprehensive review of uppercase and lowercase letters A-L -Review of all pattern making techniques - Picture reading and description revision -Greetings and simple instructions review - Daily routine activities revision -Writing practice for all letters A-L (uppercase and lowercase) -Matching uppercase with lowercase A-L - Rhymes, poems, and songs review - Mock examination practice
12	END OF TERM EXAMINATION	-Recognition test for uppercase and lowercase letters A-L - Writing examination for letters Aa-Ll -Matching uppercase with lowercase letters A-L -Pattern making comprehensive assessment - Picture reading and description test - Greetings and instructions practical test - Daily routine sequencing test - Storytelling assessment - Rhyme recitation - Overall literacy progress evaluation
13	CLOSING & END OF TERM	- Return of marked examination scripts

	ACTIVITIES	- Distribution of report cards - Celebration of literacy achievements - Awards for excellent performance - Holiday practice materials distribution - Review of term's progress - Fun literacy games and activities - Preview of third term topics - Farewell and holiday wishes

NURSERY 2 LITERACY (LETTER WORK) SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	READING AND WRITING: IDENTIFYING LETTERS Mm- Nn. SCRIBBLING	-Recognition and pronunciation of uppercase and lowercase Mm and Nn - Tracing and writing letters Mm and Nn - Tracing pictures of objects - Slanting strokes practice - Free scribbling and creative drawing - Matching M-m, N-n - Words starting with M and N (Mango, Nest)
2	READING AND WRITING: IDENTIFYING LETTERS Oo-Tt	-Identification of uppercase and lowercase letters Oo, Pp, Qq, Rr, Ss, Tt - Tracing letters Oo-Tt (uppercase and lowercase) - Writing practice for letters Oo-Tt -Matching letters with objects that start with each letter - Letter sounds for O-T - Making circular patterns - Words beginning with O-T
3	READING AND SPEECH: IDENTIFYING LETTERS Uu- Ww. STORIES AND RHYMES. LINES	-Identification of uppercase and lowercase letters Uu, Vv, Ww - Tracing and writing letters Uu-Ww - Nursery rhymes and songs - Simple story listening and retelling -Recognition and tracing horizontal strokes - Matching U-u, V-v, W-w - Picture stories
4	READING AND WRITING: IDENTIFYING LETTERS Xx-Zz. MAKING PATTERNS: CIRCLE	-Identification of uppercase and lowercase letters Xx, Yy, Zz - Tracing and writing letters Xx-Zz -Completing the alphabet A-Z (uppercase and lowercase) - Making circular patterns and shapes - Drawing circles of different sizes - Words with X, Y, Z (Box, Yam, Zebra) - Review of entire alphabet A-Z
5	MID-TERM	- Recognition test for all uppercase and

	ASSESSMENT/TEST	lowercase letters A-Z - Writing assessment for letters M-Z - Matching uppercase with lowercase letters M-Z - Complete alphabet recitation A-Z - Letter sounds test - Pattern making evaluation (circles, slants, horizontal strokes) - Picture identification and naming - Rhyme recitation assessment
6	MID-TERM BREAK	-
7	SPEECH AND STRUCTURE: MATCHING UPPERCASE LETTERS WITH LOWERCASE. SIMPLE GREETINGS AND COMMANDS	- Comprehensive identification of all letters A-Z (uppercase and lowercase) - Matching all uppercase letters with lowercase A-Z - Greetings at school: Good morning teacher, Good afternoon sir/ma - Greetings at home: Good morning/evening daddy/mummy, welcome - Identifying names and titles: Mr., Mrs., Miss, Dr. - General greetings: Hello, Hi, How are you? - Polite responses: I'm fine thank you, You're welcome
8	SPEECH AND WRITING: MATCHING LETTERS Aa-Ee WITH PICTURES. WRITING 2- LETTER AND 3-LETTER WORDS. COPYING LETTERS Aa-Ee	- Associating pictures with corresponding words - Introduction to 2-letter words: at, an, am, as, it, in, is, if, or, on, ox, of - Introduction to 3-letter words: cat, bat, rat, mat, hat, sat, fat, pat, can, man, fan, pan, ran, van, etc. - Identifying words that start with A-E - Practicing correct writing skills - Copying letters Aa-Ee correctly - Beginning word formation
9	SPEECH AND WRITING: MATCHING LETTERS Ff-Jj WITH PICTURES. COPYING LETTERS Ff-Jj	- Associating pictures with words starting with F-J - Writing 2-letter words: up, us - Writing 3-letter words: fun, bun, sun, run, gun, fox, box, jam, jug, jet, jog, etc. - Picture-word matching activities

		- Copying letters Ff-Jj with correct formation - Simple word recognition
10	SPEECH: MATCHING LETTERS Kk-Oo WITH PICTURES. STORYTELLING, SONGS & RHYMES. COPYING LETTERS Kk-Oo	- Associating pictures with words starting with K-O - Writing 2-letter and 3-letter words: kit, kid, key, let, lot, leg, log, met, mat, mop, mug, net, not, nut, nap, etc. - Telling simple stories - Singing songs and nursery rhymes - Copying letters Kk-Oo correctly - Story sequencing activities
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Revision: - Review of letters M-Z (uppercase and lowercase) - Matching all uppercase with lowercase letters A-Z - 2-letter and 3-letter words revision - Picture-word association for all letters - Greetings, commands, and polite expressions Year-Long Revision: - Complete alphabet A-Z recognition (uppercase and lowercase) - All letter sounds (phonics) a-z - Pattern making comprehensive review - Picture reading and description - Simple word reading (2-letter and 3-letter words) - Body parts, domestic animals, home and school objects - Rhymes, songs, and poems from entire year - Writing practice for all letters - Mock examination covering all three terms
12	END OF YEAR EXAMINATION	Third Term Topics: - Letters M-Z recognition and writing test - Matching uppercase with lowercase A-Z - 2-letter and 3-letter words reading and writing - Picture-word matching for all letters - Greetings and commands practical test

		Complete Year Assessment: -Comprehensive alphabet recognition A-Z (uppercase and lowercase) - Letter sounds test for all letters a-z - Writing examination for all letters Aa-Zz - Reading simple 2-letter and 3-letter words - Picture reading and identification - Pattern making comprehensive test - Storytelling assessment - Rhyme and song recitation - Following instructions test - Overall Nursery 2 literacy mastery evaluation
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	-Return of marked examination scripts with feedback -Distribution of comprehensive end-of-year report cards - Celebration of literacy achievements (knowing A-Z, reading simple words) - Awards ceremony for literacy excellence - Certificate distribution - Holiday literacy practice materials -Preparation for promotion to Nursery 3/Primary 1 - Literacy showcase for parents (alphabet recitation, rhymes, simple reading) - Graduation ceremony activities - Farewell celebrations - Encouragement for continued literacy development

LITERACY (LANGUAGE DOMAIN) SCHEME OF WORK
FIRST TERM

WEEK	TOPIC	CONTENT
1	INTRODUCTION OF THE FIRST GROUP OF SOUNDS: s, a, t, i, p, n	-Introduction to letter sound /s/ as in sun, snake, sat -Introduction to letter sound /a/ as in apple, ant, cat - Introduction to letter sound /t/ as in tap, top, mat -Introduction to letter sound /i/ as in ink, insect, sit - Introduction to letter sound /p/ as in pen, pig, cap -Introduction to letter sound /n/ as in net, nut, pan -Sound recognition and pronunciation practice -Blending simple sounds: s-a-t (sat), p-i-n (pin), t-a-p (tap) - Basic word formation using sounds s, a, t, i, p, n - Reading simple CVC words: sat, pin, tap, nap, pit, tin, pan, sip
2	INTRODUCTION OF THE SECOND GROUP OF SOUNDS: c, k, e, h, r, m, d	-Introduction to letter sound /c/ as in cat, cup, cap -Introduction to letter sound /k/ as in kite, king, kit - Introduction to letter sound /e/ as in egg, elephant, pen -Introduction to letter sound /h/ as in hat, hen, hop -Introduction to letter sound /r/ as in rat, red, run -Introduction to letter sound /m/ as in mat, man, mum -Introduction to letter sound /d/ as in dog, dad, dip - Sound recognition and pronunciation - Blending sounds: c-a-t (cat), h-e-n (hen), r-a-t (rat), m-a-t (mat), d-a-d (dad) -Word formation combining first and second group sounds - Reading CVC words: cat, hen, red, mat,

		dad, kit, cap, pen, rat, rim
3	INTRODUCTION OF THE THIRD GROUP OF SOUNDS: g, o, u, l, f, b	-Introduction to letter sound /g/ as in goat, girl, got -Introduction to letter sound /o/ as in orange, octopus, pot -Introduction to letter sound /u/ as in umbrella, up, cup -Introduction to letter sound /l/ as in lion, leg, lip -Introduction to letter sound /f/ as in fan, fish, fun - Introduction to letter sound /b/ as in ball, bat, big - Sound recognition and pronunciation - Blending sounds: g-o-t (got), c-u-p (cup), l-i-p (lip), f-u-n (fun), b-i-g (big) -Word formation using all three groups of sounds - Reading CVC words: got, cup, lip, fun, big, bag, log, fog, bug, mud
4	REVIEW SOUNDS s-b	-Comprehensive review of all sounds learned: s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, b -Sound identification and pronunciation practice - Blending practice with all learned sounds -Word formation using combinations of learned sounds - Reading multiple CVC words - Sound-picture association - Dictation of simple sounds - Preparation for mid-term assessment
5	MID-TERM ASSESSMENT/TEST	-Sound recognition test for s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, b - Letter sound pronunciation test - Blending sounds assessment - Reading CVC words test - Sound-picture matching - Simple word formation evaluation - Identifying beginning sounds in words - Oral blending assessment
6	MID-TERM BREAK	-

7	INTRODUCTION OF THE FOURTH GROUP OF SOUNDS: ai, oa, ie, ee, or	-Introduction to digraph /ai/ as in rain, train, tail, pain -Introduction to digraph /oa/ as in boat, goat, coat, road -Introduction to digraph /ie/ as in pie, tie, lie, cried -Introduction to digraph /ee/ as in tree, bee, see, feed -Introduction to digraph /or/ as in fork, corn, horn, born - Understanding two letters making one sound -Sound recognition and pronunciation of digraphs -Blending with digraphs: r-ai-n (rain), b-oa-t (boat), t-ie (tie), b-ee (bee), f-or-k (fork) - Word formation using digraphs - Reading words with ai, oa, ie, ee, or
8	INTRODUCTION OF THE FIFTH GROUP OF SOUNDS: z, w, ng, v, oo	-Introduction to letter sound /z/ as in zebra, zoo, zip, buzz -Introduction to letter sound /w/ as in water, wet, wig, win - Introduction to digraph /ng/ as in ring, sing, king, long -Introduction to letter sound /v/ as in van, vet, vase, oven -Introduction to digraph /oo/ as in moon, soon, book, look (two sounds: long oo and short oo) - Sound recognition and pronunciation - Blending sounds: z-i-p (zip), w-i-n (win), r-i-ng (ring), v-a-n (van), m-oo-n (moon), b-oo-k (book) - Word formation with new sounds - Reading words: zip, win, ring, van, moon, book, zoom, wing, long
9	INTRODUCTION OF PURE VOWEL SOUNDS	- Review of vowel letters: a, e, i, o, u -Pure vowel sounds in short form: /a/ (cat), /e/ (pen), /i/ (pin), /o/ (pot), /u/ (cup) -Pure vowel sounds in long form: /ā/ (cake), /ē/ (Pete), /ī/ (kite), /ō/ (rope), /ū/ (cube) - Identifying vowels in words - Vowel sound recognition

		-Short vowel words: cat, pen, pin, pot, cup, hat, bet, sit, dot, nut - Introduction to long vowel concept - Blending with vowel sounds - Word formation emphasizing vowel sounds
10	VOWEL SOUNDS & ASSOCIATE SOUND WITH PICTURE (s-oo)	-Continued practice with short and long vowel sounds -Distinguishing between short and long vowels in words -Comprehensive review of all sounds learned: s through oo - Sound-picture association for all learned sounds - Matching pictures to beginning sounds - Matching pictures to ending sounds - Identifying middle sounds in CVC words - Blending practice with all sounds -Word formation using complete sound knowledge - Reading words with various sound combinations
11	REVISION OF FIRST TERM WORK	-Comprehensive review of all sound groups (First: s,a,t,i,p,n; Second: c,k,e,h,r,m,d; Third: g,o,u,l,f,b; Fourth: ai,oa,ie,ee,or; Fifth: z,w,ng,v,oo) - Review of pure vowel sounds (short and long) -Sound identification and pronunciation revision - Blending sounds revision - Word formation comprehensive practice - Reading CVC words and digraph words - Sound-picture association review - Mock examination exercises - Preparation for end of term examination
12	END OF TERM EXAMINATION	-Comprehensive sound recognition test (all sounds s through oo) - Letter sound pronunciation examination - Blending sounds assessment -Reading test: CVC words and simple digraph words - Sound-picture matching test - Word formation evaluation

		-Identifying beginning, middle, and ending sounds - Short and long vowel identification - Oral reading of simple words - Overall phonics progress evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of marked examination scripts - Distribution of report cards - Celebration of phonics achievements - Awards for reading excellence - Holiday phonics practice materials - Review of term's literacy progress - Fun reading games and activities - Preview of second term topics - Encouragement for continued practice at home

NURSERY 2 LITERACY (LANGUAGE DOMAIN) SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	REVIEW SOUNDS s-oo	- Comprehensive review of first term sounds -Review of sound groups 1-5 (s,a,t,i,p,n,c,k,e,h,r,m,d,g,o,u,l,f,b,ai,oa,ie,ee,or,z,w,ng,v,o o) - Sound recognition and pronunciation practice - Blending sounds revision - Word formation practice - Reading familiar CVC words and digraph words - Sound-picture association activities - Preparation for new sound introduction
2	INTRODUCTION OF THE SIXTH GROUP OF SOUNDS: y, x, ch, sh, th (Part 1)	-Introduction to letter sound /y/ as in yellow, yes, yam, yell -Introduction to letter sound /x/ as in box, fox, six, mix (ending sound) -Introduction to digraph /ch/ as in chair, chip, church, much - Sound recognition and pronunciation - Understanding /ch/ as two letters making one sound -Blending with new sounds: y-e-s (yes), b-o-x (box), ch-i-p (chip) - Word formation with y, x, ch - Reading words: yes, box, chip, chat, fox, such
3	INTRODUCTION OF THE SIXTH GROUP OF SOUNDS: y, x, ch, sh, th (Part 2)	- Introduction to digraph /sh/ as in ship, shop, fish, wish -Introduction to digraph /th/ as in this, that, thin, path (voiced and unvoiced th) - Sound recognition and pronunciation for sh and th - Understanding digraphs as two letters making one sound -Blending with new sounds: sh-i-p (ship), th-i-s (this), f-i-sh (fish), p-a-th (path) - Word formation with sh and th - Reading words: ship, fish, this, that, thin, with, bath - Review of all sixth group sounds: y, x, ch, sh, th
4	INTRODUCTION OF THE SEVENTH GROUP OF SOUNDS: qu, ou, oi, ue, er, ar (Part 1)	-Introduction to digraph /qu/ as in queen, quick, quit, quiz (qu always together) -Introduction to digraph /ou/ as in out, shout, house, mouse - Introduction to digraph /oi/ as in oil, coin, boil, soil - Sound recognition and pronunciation

		-Blending with new sounds: qu-i-ck (quick), sh-ou-t (shout), c-oi-n (coin) - Word formation with qu, ou, oi - Reading words: queen, quick, out, house, oil, coin, loud, point
5	MID-TERM ASSESSMENT/TEST	-Sound recognition test including sixth group (y, x, ch, sh, th) - Sound recognition test for qu, ou, oi - Pronunciation assessment for all new digraphs - Blending sounds test - Reading words with new digraphs - Word formation evaluation - Sound-picture matching - Identifying digraphs in words - Oral reading assessment
6	MID-TERM BREAK	-
7	INTRODUCTION OF THE SEVENTH GROUP OF SOUNDS: qu, ou, oi, ue, er, ar (Part 2)	- Review of qu, ou, oi - Introduction to digraph /ue/ as in blue, true, glue, clue - Introduction to digraph /er/ as in her, fern, term, verb - Introduction to digraph /ar/ as in car, far, star, park - Sound recognition and pronunciation -Blending with new sounds: b-l-ue (blue), h-er (her), c-ar (car), st-ar (star) - Word formation with ue, er, ar - Reading words: blue, true, her, term, car, far, star, park - Complete review of seventh group: qu, ou, oi, ue, er, ar
8	VOWEL SOUNDS	- Comprehensive review of all vowel sounds - Short vowels: a (cat), e (pen), i (pin), o (pot), u (cup) - Long vowels: ā (cake), ē (Pete), ī (kite), ō (rope), ū (cube) - Vowel digraphs: ai, oa, ie, ee, oo, ou, oi, ue - Identifying vowels in words - Vowel sound discrimination (short vs long) - Blending with various vowel sounds - Word formation emphasizing different vowel sounds - Reading words with different vowel patterns
9	CONSONANT SOUNDS (Part 1)	-Review of single consonant sounds: s, t, p, n, c, k, h, r, m, d, g, l, f, b, z, w, v, y, x - Consonant sound recognition and pronunciation - Identifying consonants at beginning of words - Identifying consonants at end of words - Understanding consonants vs vowels - Blending consonants with various vowels - Word formation using different consonants

		- Reading words emphasizing consonant sounds
10	CONSONANT SOUNDS (Part 2)	- Review of consonant digraphs: ch, sh, th, ng, qu - Understanding digraphs as special consonant combinations - Identifying digraphs in words - Distinguishing single consonants from digraphs - Blending practice with all consonant sounds - Word formation using consonant digraphs - Reading words with various consonant patterns - Comprehensive consonant sound practice
11	REVISION OF SECOND TERM WORK	- Comprehensive review of sixth group sounds (y, x, ch, sh, th) - Review of seventh group sounds (qu, ou, oi, ue, er, ar) - All vowel sounds revision (short, long, digraphs) - All consonant sounds revision (single and digraphs) - Sound identification and pronunciation comprehensive practice - Blending sounds revision - Word formation practice with all learned sounds - Reading practice with various word patterns - Mock examination exercises - Preparation for end of term examination
12	END OF TERM EXAMINATION	- Comprehensive sound recognition test (all sounds learned) - Vowel sounds identification and pronunciation test - Consonant sounds identification and pronunciation test - Digraphs recognition test (ch, sh, th, ng, qu, ai, oa, ie, ee, or, oo, ou, oi, ue, er, ar) - Blending sounds assessment - Reading test with various word patterns - Word formation evaluation - Sound discrimination test (vowels vs consonants, short vs long vowels) - Oral reading of words and simple sentences - Overall phonics and early reading progress evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of marked examination scripts with feedback - Distribution of report cards - Celebration of reading and phonics progress - Awards ceremony for literacy excellence - Holiday reading practice materials - Review of second term achievements - Fun phonics games and reading activities - Preview of third term topics (word formation, grammar)

		basics) - Encouragement for home reading practice

NURSERY 2 LITERACY (LANGUAGE DOMAIN) SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	REVIEW VOWEL AND CONSONANT SOUNDS (Part 1)	-Comprehensive review of all vowel sounds learned - Short vowels: a, e, i, o, u - Long vowels: ā, ē, ī, ō, ū -Vowel digraphs: ai, oa, ie, ee, oo, ou, oi, ue, er, ar - Review of all single consonant sounds - Vowel-consonant discrimination -Identifying vowels and consonants in words - Sound recognition and pronunciation practice - Blending revision - Reading words with various vowel and consonant combinations
2	REVIEW VOWEL AND CONSONANT SOUNDS (Part 2)	- Continued review of consonant sounds -Review of all consonant digraphs: ch, sh, th, ng, qu -Comprehensive vowel and consonant practice -Sound sorting activities (vowel vs consonant) - Blending consonants and vowels -Word formation using complete phonics knowledge - Reading fluency practice - Preparation for word formation focus
3	WORD FORMATION (Part 1)	-Building words by blending learned sounds -CVC word formation (consonant-vowel-consonant): cat, pen, dog, sit, run - CVCC word formation (adding ending consonant): hand, sent, mist, went -CCVC word formation (beginning consonant blend): flat, trip, stop, grab - Simple word building activities - Reading self-made words - Understanding word structure - Writing simple words from dictation

4	WORD FORMATION (Part 2)	- Continued word formation practice - Words with digraphs: ship, chat, that, king, rain, boat - Words with vowel digraphs: moon, feet, road, coin, blue - Building longer words - Word families: -at family (cat, bat, rat, mat, hat), -en family (pen, hen, ten, men), -ig family (big, dig, pig, wig) - Reading and writing word families - Creative word formation
5	MID-TERM ASSESSMENT/TEST	- Vowel and consonant identification test - Sound recognition comprehensive assessment - Word formation evaluation - Building words from given sounds - Reading words test (CVC, CVCC, CCVC) - Word families test - Writing simple words from dictation - Blending and segmenting sounds assessment
6	MID-TERM BREAK	-
7	USE OF 'a' and 'an' (Part 1)	- Introduction to articles 'a' and 'an' - Understanding when to use 'a' before consonant sounds: a cat, a dog, a pen, a book - Understanding when to use 'an' before vowel sounds: an apple, an egg, an orange, an umbrella - Rule: 'a' before words starting with consonant sounds - Rule: 'an' before words starting with vowel sounds (a, e, i, o, u) - Practice with picture-word matching using 'a' and 'an' - Reading simple phrases: a cat, an egg, a pen, an owl - Oral practice with 'a' and 'an'
8	USE OF 'a' and 'an' (Part 2) & WORD FORMATION WITH REPEATED LETTERS	- Continued practice with 'a' and 'an' - More examples and practice - Introduction to words with repeated consonant letters: ball, egg, hill, buzz, kiss,

		bell, grass, well -Introduction to words with repeated vowel letters: feet, moon, seen, book, sleep, green - Understanding double letters in words - Reading words with repeated letters -Writing words with double consonants and double vowels - Combining 'a'/'an' practice with repeated letter words: an egg, a bell, a book
9	CONSONANT BLENDS (Initial Blends)	-Introduction to initial consonant blends (two consonants at beginning of word) - L-blends: bl (blue, black), cl (clap, class), fl (flag, flip), gl (glad, glue), pl (play, plus), sl (slip, slap) -R-blends: br (bread, bring), cr (crab, cry), dr (drum, drop), fr (frog, from), gr (green, grab), pr (pray, print), tr (tree, trip) -S-blends: sc (scab), sk (skip, sky), sm (smile, smell), sn (snail, snap), sp (spin, spot), st (stop, star), sw (swim, swing) -Blending and reading words with initial blends - Word formation using initial blends
10	CONSONANT BLENDS (Final Blends) & REVIEW	-Introduction to final consonant blends (two consonants at end of word) - Final blends: -nd (hand, sand), -nt (tent, went), -nk (pink, tank), -st (first, best), -lt (belt, melt), -mp (jump, camp), -ft (gift, left), -pt (kept, slept) -Blending and reading words with final blends -Words with both initial and final blends: plant, spent, trust -Comprehensive review of all consonant blends - Reading sentences with blend words - Writing words with consonant blends
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Revision: - Review of articles 'a' and 'an' usage - Word formation comprehensive review -Words with repeated consonant and vowel letters - Initial consonant blends (l-blends, r-

		blends, s-blends) - Final consonant blends Year-Long Comprehensive Revision: - All sound groups (1st through 7th groups) - All vowel sounds (short, long, digraphs) -All consonant sounds (single and digraphs) - Blending and segmenting sounds - Word formation from sounds -Reading CVC words, digraph words, and blend words - Grammar basics: 'a' and 'an' -Mock examination covering all three terms - Preparation for final examination
12	END OF YEAR EXAMINATION	Third Term Topics: - Articles 'a' and 'an' test - Word formation assessment - Words with repeated letters test - Initial consonant blends reading test - Final consonant blends reading test Comprehensive Year Assessment: -Complete sound recognition test (all sounds a-z and digraphs) - Vowel and consonant identification -Blending and segmenting sounds assessment - Reading test: CVC words, digraph words, blend words - Word formation evaluation - Simple sentence reading test - Writing words from dictation - Grammar test: 'a' and 'an' usage -Overall Nursery 2 phonics and early reading mastery evaluation - Reading fluency assessment
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	-Return of marked examination scripts with detailed feedback - Distribution of comprehensive end-of-year report cards -Celebration of remarkable literacy achievements (mastering phonics, reading words and simple sentences)

		-Awards ceremony for reading and phonics excellence - Certificate distribution -Holiday reading materials and practice workbooks - Preparation for promotion to Nursery 3/Primary 1 -Literacy showcase for parents (reading demonstration, phonics display) - Graduation ceremony activities - Reading achievement celebration -Encouragement for continued reading development - Farewell and promotion celebrations

**NUMERACY SCHEME OF WORK
FIRST TERM**

WEEK	TOPIC	CONTENT
1	NUMBERS 1-50: MAKING PATTERNS	- Review of numbers 1-50 from Nursery 1 - Counting orally from 1-50 - Recognition of numbers 1-50 - Tracing numbers 1-50 - Writing numbers 1-50 - Counting objects from 1-50 - Making number patterns: 1,2,3,4,5...; 2,4,6,8...; 5,10,15,20... - Skip counting by 2s, 5s, and 10s up to 50 - Number sequences and identifying missing numbers - One-to-one correspondence with objects up to 50
2	NUMBERS 1-55: MAKING PATTERNS	- Counting orally from 1-55 - Recognition and identification of numbers 51-55 - Tracing numbers 51-55 - Writing numbers 51-55 - Counting objects from 1-55 - Number patterns up to 55 - Skip counting by 5s to 55 - Number sequences 1-55 - Before, after, and between concepts (e.g., what comes after 52?) - Comparing quantities (more, less, equal) up to 55
3	NUMBERS 1-60: MAKING PATTERNS	- Counting orally from 1-60 - Recognition and identification of numbers 56-60 - Tracing numbers 56-60 - Writing numbers 56-60 - Counting objects from 1-60 - Number patterns up to 60 - Skip counting by 2s, 5s, and 10s up to 60 - Number sequences 1-60 - Identifying missing numbers in sequences - Grouping objects in tens (6 groups of 10 = 60)
4	SHAPES	- Identification of common shapes: circle, square, triangle, rectangle, oval, diamond

		- Properties of shapes: counting sides and corners - Recognizing shapes in the environment - Sorting and classifying shapes - Counting shapes in a group - Coloring different shapes with specific colors - Drawing basic shapes - Creating patterns using shapes - Shape matching and recognition games - 3D shapes introduction: sphere (ball), cube (box), cone (ice cream cone), cylinder (can)
5	MID-TERM ASSESSMENT/TEST	- Counting orally from 1-60 - Number recognition test 1-60 - Writing numbers 1-60 from dictation - Counting objects test (up to 60) - Number patterns and sequences test - Skip counting assessment (by 2s, 5s, 10s) - Shape identification test - Counting sides and corners of shapes - Before, after, between concepts test - Comparing quantities assessment
6	MID-TERM BREAK	-
7	NUMBERS 1-65: MAKING PATTERNS	- Counting orally from 1-65 - Recognition and identification of numbers 61-65 - Tracing numbers 61-65 - Writing numbers 61-65 - Counting objects from 1-65 - Number patterns up to 65 - Skip counting to 65 - Number sequences 1-65 - Place value introduction: understanding tens and ones ($65 = 6 \text{ tens and } 5 \text{ ones}$) - Comparing numbers using greater than, less than concepts
8	NUMBERS 1-70: MAKING PATTERNS	- Counting orally from 1-70 - Recognition and identification of numbers 66-70 - Tracing numbers 66-70 - Writing numbers 66-70 - Counting objects from 1-70 - Number patterns up to 70 - Skip counting by 2s, 5s, and 10s up to 70

		- Number sequences 1-70 - Place value practice: tens and ones - Number line activities up to 70
9	NUMBERS 1-80: MAKING PATTERNS	- Counting orally from 1-80 - Recognition and identification of numbers 71-80 - Tracing numbers 71-80 - Writing numbers 71-80 - Counting objects from 1-80 - Number patterns up to 80 - Skip counting to 80 - Number sequences 1-80 - Identifying even and odd numbers (simple introduction) - Grouping in tens: 8 groups of 10 = 80
10	NUMBERS 1-90: MAKING PATTERNS	- Counting orally from 1-90 - Recognition and identification of numbers 81-90 - Tracing numbers 81-90 - Writing numbers 81-90 - Counting objects from 1-90 - Number patterns up to 90 - Skip counting by 2s, 5s, and 10s up to 90 - Number sequences 1-90 - Place value reinforcement: tens and ones - Comprehensive number recognition activities 1-90
11	REVISION OF FIRST TERM WORK	- Comprehensive counting practice 1-90 - Number recognition review 1-90 - Writing numbers 1-90 practice - Number patterns and sequences revision - Skip counting practice (2s, 5s, 10s) - Shapes identification and properties review - Before, after, between concepts revision - Comparing quantities review - Place value (tens and ones) review - Mock examination exercises
12	END OF TERM EXAMINATION	- Oral counting test 1-90 - Number recognition comprehensive test 1-90 - Writing numbers 1-90 examination - Counting objects test - Number patterns and sequences test - Skip counting assessment

		- Shapes identification and properties test - Place value test (tens and ones) - Before, after, between test - Comparing numbers test - Overall numeracy progress evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of marked examination scripts - Distribution of report cards - Celebration of numeracy achievements - Awards for mathematics excellence - Holiday numeracy practice materials - Review of term's progress - Fun mathematics games - Preview of second term topics - Encouragement for continued practice

NURSERY 2 NUMERACY SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	NUMBERS 1-100: MAKING PATTERNS	- Counting orally from 1-100 - Recognition and identification of numbers 91-100 - Tracing numbers 91-100 - Writing numbers 91-100 - Counting objects from 1-100 - Number patterns up to 100 - Skip counting by 2s, 5s, and 10s up to 100 - Understanding 100 as 10 tens - Number sequences 1-100 - Celebrating the milestone of counting to 100!
2	FRACTION - $\frac{1}{2}$ (ONE-HALF)	- Introduction to the concept of fractions (simple) - Understanding "half" as one of two equal parts - Identifying half of shapes: circle, square, rectangle - Dividing objects into two equal parts - Recognizing $\frac{1}{2}$ symbol - Half of quantities: half of 2, 4, 6, 8, 10 - Real-life examples: half an apple, half a glass of water - Coloring half of given shapes - Sharing equally between two people - Introduction to "whole" vs "half"
3	NUMBERS 1-100 (COMPREHENSIVE - PART 1)	- Recognition of figures 1-100 (comprehensive review) - Random number identification 1-100 - Counting objects 1-100 in various groupings - Tracing figures 1-100 - Writing figures 1-100 with proper formation - Place value: tens and ones for all numbers 1-100 - Number bonds to 10 (pairs that make 10: 1+9, 2+8, 3+7, etc.) - Counting forwards and backwards - Number line activities 1-100
4	NUMBERS 1-100	- Reading figures 1-100 - Introduction to reading numbers written in

	(COMPREHENSIVE - PART 2)	words: one, two, three, four, five, six, seven, eight, nine, ten -Reading number words: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty -Reading tens: twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred - Matching numbers to number words (1-20) -Writing simple number words (one through ten) - Number word recognition games
5	MID-TERM ASSESSMENT/TEST	- Counting orally 1-100 test - Number recognition test 1-100 - Writing numbers 1-100 assessment - Reading numbers 1-100 - Number words recognition test (1-20) - Fraction $\frac{1}{2}$ identification test - Place value test (tens and ones) - Counting objects test - Number patterns and sequences - Skip counting assessment
6	MID-TERM BREAK	-
7	ORDINAL NUMBERS: 1st to 5th (FIRST TO FIFTH)	-Introduction to ordinal numbers: 1st, 2nd, 3rd, 4th, 5th - Understanding ordinal numbers show position or order -Writing ordinal numbers: 1st, 2nd, 3rd, 4th, 5th -Reading ordinal words: first, second, third, fourth, fifth -Using ordinal numbers in sequences (who is first in line?) - Real-life applications: first day, second place, third floor - Identifying positions in pictures and queues - Ordinal number games and activities - Extension: 6th to 10th (sixth to tenth) - introduction only
8	ORDER OF NUMBERS: 1-10	-Understanding ascending order (smallest to largest): arranging numbers 1-10 -Understanding descending order (largest to smallest): arranging numbers 10-1 - Comparing numbers: greater than (>), less

		than (<), equal to (=) - Arranging numbers 1-10 in ascending order - Arranging numbers 1-10 in descending order - Ordering objects by quantity - Number sequencing activities - Identifying smallest and largest numbers in a group - Practicing with numbers 1-20 (extension)
9	ADDITION OF NUMBERS (PART 1)	- Introduction to the concept of addition (putting together, combining) - Understanding addition symbol: + (plus) - Understanding equals sign: = - Addition as "and" or "plus" - Addition of one-digit numbers (0-5): 1+1, 2+1, 3+2, etc. - Using concrete objects for addition - Addition with pictures and counting - Horizontal addition: $2 + 3 = 5$ - Vertical addition introduction - Addition stories (word problems): "I have 2 apples and get 3 more. How many do I have?"
10	ADDITION OF NUMBERS (PART 2)	- Continued addition of one-digit numbers (0-10) - Addition combinations to 10 - Number bonds: pairs that make 5, 6, 7, 8, 9, 10 - Addition with zero: $5+0=5$, $0+3=3$ - Commutative property (simple): $2+3 = 3+2$ - Addition using number line - Mental addition practice - Simple addition word problems - Addition games and activities - Preparing for addition with larger numbers
11	REVISION OF SECOND TERM WORK	- Numbers 1-100 comprehensive review - Number words review (1-20) - Fraction $\frac{1}{2}$ revision - Ordinal numbers revision (1st-5th) - Ascending and descending order practice - Addition comprehensive review - Place value revision - Reading and writing numbers review - Mock examination exercises - Preparation for final examination

12	END OF TERM EXAMINATION	- Counting and number recognition 1-100 test - Writing numbers 1-100 examination - Reading numbers and number words test - Fraction $\frac{1}{2}$ identification and application test - Ordinal numbers test (1st-5th) - Ascending and descending order test - Addition of one-digit numbers examination - Place value test - Word problems (simple addition) - Overall second term numeracy evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of marked examination scripts - Distribution of report cards - Celebration of reaching 100 and learning addition! - Awards ceremony for numeracy excellence - Holiday mathematics practice materials - Review of term's achievements - Fun addition games - Preview of third term topics (subtraction, weight, money) - Encouragement for continued numeracy practice

NURSERY 2 NUMERACY SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	SUBTRACTION (INTRODUCTION)	-Introduction to the concept of subtraction (taking away, removing, difference) - Recognition of subtraction symbol: - (minus) - Understanding subtraction as "take away" -Subtraction language: "minus," "take away," "less" - Using concrete objects for subtraction (removing items from a group) - Subtraction with pictures -Simple subtraction within 5: 5-1, 4-2, 3-1, etc. - Horizontal subtraction format: $5 - 2 = 3$ -Understanding zero in subtraction: $5-0=5$, $5-5=0$ - Subtraction stories: "I have 5 candies and eat 2. How many are left?"
2	SIMPLE SUBTRACTION OF NUMBERS (PART 1)	-Continued concept of subtraction as "take away" or "remove" - Subtraction of one-digit numbers (0-5) - Practicing subtraction facts within 5 -Using number line for subtraction (counting backwards) - Vertical subtraction format introduction - Subtraction with objects and counters - Mental subtraction practice - Simple subtraction word problems - Comparing addition and subtraction (inverse operations - simple introduction)
3	SIMPLE SUBTRACTION OF NUMBERS (PART 2)	- Subtraction of one-digit numbers (0-10) - Subtraction facts within 10 - Subtraction using fingers - Subtraction on number line - More subtraction word problems -Relating addition and subtraction: $5+3=8$, so $8-3=5$ - Missing number problems: $5 - ? = 2$ - Practical subtraction activities - Subtraction games

4	REVIEW OF ADDITION AND SUBTRACTION	- Comprehensive review of addition concepts -Comprehensive review of subtraction concepts - Mixed addition and subtraction problems -Understanding when to add and when to subtract in word problems -Addition and subtraction fact families: $3+2=5$, $2+3=5$, $5-2=3$, $5-3=2$ -Mental math practice (addition and subtraction) - Problem-solving activities - Preparation for mid-term assessment
5	MID-TERM ASSESSMENT/TEST	- Subtraction symbol recognition test -Subtraction concept test (take away, remove) - Simple subtraction problems test (0-10) - Addition and subtraction mixed test - Word problems (addition and subtraction) - Number line use assessment - Missing number problems - Fact families test - Mental math assessment
6	MID-TERM BREAK	-
7	WEIGHT (CONCEPT OF WEIGHT)	- Introduction to the concept of weight - Understanding that objects have weight -Heavy and light: comparing weights of different objects - Heavier, lighter, same weight (equal) - Using balance scale (simple demonstration) - Comparing weights by lifting objects -Ordering objects by weight (lightest to heaviest) - Estimating weight: which is heavier - a book or a feather? -Weight vocabulary: heavy, light, heavier, lighter, heaviest, lightest - Practical weight comparison activities
8	WEIGHT (CONTINUED)	- Continued weight comparison activities -Sorting objects by weight (heavy, medium, light) - Introduction to measuring weight (simple) -Weighing objects using non-standard units (e.g., blocks)

		-Understanding that larger doesn't always mean heavier -Weight in real life: weighing fruits, vegetables, toys - Weight estimation and checking -Drawing and identifying heavy and light objects - Weight problem-solving: "If an apple is heavier than a grape, which is lighter?"
9	MONEY (PAPER AND COIN, NAIRA AND KOBO)	- Introduction to money and its uses - Understanding we use money to buy things - Nigerian currency: Naira (₦) and Kobo (k) - Recognizing Nigerian coins: 50k, ₦1, ₦2 - Recognizing Nigerian paper money: ₦5, ₦10, ₦20, ₦50 (denominations children commonly see) - Identifying coin and note values - Counting money in ones: ₦1, ₦2, ₦3, ₦4, ₦5 -Understanding 100 kobo = ₦1 (simple introduction) - Money recognition games
10	MONEY (SIMPLE TRANSACTIONS)	- Continued money recognition -Counting money: adding coins and small notes - Simple shopping role-play - Buying and selling concept: "This costs ₦5" - Matching items to prices -Giving correct money for purchases (exact amount) - Understanding change (very simple): buying ₦3 item with ₦5 - Money word problems: "An orange costs ₦2. How many can you buy with ₦6?" - Saving money concept - Practical money activities
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Revision: - Subtraction comprehensive review - Addition and subtraction mixed practice - Weight concepts revision - Heavy and light comparison review - Money recognition and counting revision - Simple transactions practice

		Year-Long Comprehensive Revision: -Numbers 1-100: counting, recognition, writing - Number patterns and sequences - Shapes identification - Fraction $\frac{1}{2}$ - Ordinal numbers (1st-5th) - Ascending and descending order - Place value (tens and ones) - Addition and subtraction - Weight comparison - Money recognition - Mock examination covering all three terms
12	END OF YEAR EXAMINATION	Third Term Topics: - Subtraction comprehensive test -Addition and subtraction mixed examination - Weight identification and comparison test - Money recognition and counting test - Simple transactions test
13	CLOSING	- Return of marked examination scripts with detailed feedback

BASIC SCIENCE AND TECHNOLOGY SCHEME OF WORK (NURSERY 2)
FIRST TERM

WEEK	TOPIC	CONTENT
1	DANGEROUS OBJECTS	- Simple meaning of dangerous objects - Understanding that some objects can hurt us -Examples of dangerous objects: broken bottles, broken plates/potties, razors, needles, pins, sharp sticks, knives, scissors, nails, glass pieces -Why these objects are dangerous: they can cut, pierce, or injure -Identifying dangerous objects in pictures and real samples - Dangers of playing with dangerous objects -Ways to avoid dangerous objects: don't touch, tell an adult, stay away - Safe behavior around dangerous objects - What to do if you see a dangerous object - Safety rules at home and school regarding dangerous objects
2	DANGEROUS LIQUIDS	- Simple meaning of dangerous liquids - Understanding that some liquids can harm us -Examples of dangerous liquids: hot water, boiling water, kerosene, petrol, methylated spirit, bleach, detergent, insecticide, acid -Why these liquids are dangerous: can burn, poison, harm skin, cause illness -Identifying dangerous liquids and their containers -Dangers of playing with or drinking dangerous liquids - Safety signs and warnings on containers -Ways to avoid dangerous liquids: don't touch, don't drink, don't play with, tell an adult -What to do if you touch or swallow a dangerous liquid - Keeping dangerous liquids away from children - Safety rules for liquids at home and school
3	PLANTS: OBSERVING PARTS OF A PLANT	- Introduction to plants in our environment -Observing plants and trees around the school and neighborhood - Identification of a plant -Parts of a plant: root, stem, leaf, flower, fruit, seed

		- Functions of each part (simple explanation): * Root: holds plant in soil, takes in water * Stem: holds plant upright, carries water * Leaf: makes food for plant, green in color * Flower: beautiful part, becomes fruit * Fruit: contains seeds * Seed: grows into new plant -Observing a real plant sample and identifying parts - Drawing and labeling parts of a plant -Importance of plants: food, shade, oxygen, beauty - Caring for plants: watering, not destroying
4	TECHNOLOGY: INTRODUCTION TO MACHINES	-Simple meaning of technology: things that help make work easier - Simple meaning of machines: tools and equipment that help us do work -Understanding that machines make work easier and faster - Examples of simple machines at home: broom, spoon, knife, scissors, hammer, bottle opener, wheelbarrow - Examples of simple machines at school: pencil sharpener, stapler, scissors, hole puncher - Identifying machines in pictures - Songs and rhymes about machines - How machines help us in daily activities -Differences between using machines and doing work without machines - Introduction to careful use of machines
5	MID-TERM ASSESSMENT/TEST	- Identification of dangerous objects test - Naming dangerous liquids assessment -Safety rules evaluation (dangerous objects and liquids) - Parts of a plant identification test - Labeling parts of a plant on diagram - Drawing a plant assessment - Definition of technology and machines -Identification of simple machines (home and school) - Oral questions on all topics covered - Picture identification test - Practical observation and safety awareness evaluation

6	MID-TERM BREAK	-
7	SIMPLE MACHINES: USES AT HOME	- Review of simple machines from week 4 - Detailed study of machines used at home: * Broom: for sweeping * Knife: for cutting (adults only) * Spoon and fork: for eating * Scissors: for cutting paper, cloth * Hammer: for hitting nails * Screwdriver: for tightening screws * Bottle opener: for opening bottles * Can opener: for opening cans * Wheelbarrow: for carrying heavy things - Demonstrating how each machine is used - Importance of careful use of machines - Safety precautions: some machines are for adults only - Dangers of misusing machines - Proper storage of machines after use - Respecting machines and tools
8	SENSE ORGANS: IDENTIFICATION	- Introduction to sense organs of the body - The five sense organs: * Eyes - for seeing * Ears - for hearing * Nose - for smelling * Tongue - for tasting * Skin - for touching/feeling - Identifying sense organs on a labeled diagram - Locating sense organs on own body - Understanding each organ helps us know about our environment - Touching and pointing to each sense organ - Songs and rhymes about sense organs and body parts - Importance of each sense organ - Taking care of our sense organs - What happens when a sense organ is not working properly
9	USES OF SENSE ORGANS: FUNCTIONS	- Detailed functions of each sense organ: Eyes (Sense of Sight): - Seeing objects in the environment - Identifying colors, shapes, sizes - Recognizing people and things - Reading and learning

		Tongue (Sense of Taste): -Tasting food: sweet (sugar, candy), bitter (bitter leaf, medicine), sour (lemon, orange), salty (salt) - Enjoying different flavors Skin (Sense of Touch): - Feeling textures: soft, hard, rough, smooth - Feeling temperature: hot, cold, warm - Feeling pain when hurt Nose (Sense of Smell): -Smelling pleasant things: flowers, perfume, food, talcum powder -Smelling unpleasant things: rotten food, dirt, smoke - Warning us of danger (smoke, gas) Ears (Sense of Hearing): - Hearing different sounds: loud, quiet, high, low - Hearing music, voices, warnings - Listening to teachers and parents -Practical activities: tasting, touching, smelling, listening, observing - Importance of all five senses working together
10	DRUG ABUSE	-Simple meaning of drugs: medicine that helps us when sick - Uses of drugs/medicine: * To cure sickness * To stop pain * To make us feel better when ill * To prevent diseases (vaccines) -Understanding drugs are given by adults (parents, doctors, nurses) -Simple meaning of drug abuse: using medicine in wrong way or taking medicine when not sick - Examples of drug abuse: * Taking medicine without adult permission * Taking too much medicine * Taking someone else's medicine * Eating sweet-coated medicine like candy -Dangers of drug abuse: can make you very sick, can harm your body, can cause death - Rules for medicine safety:

		* Never take medicine alone * Only take medicine given by parents/adults * Don't eat medicine like candy * Tell adults if you find medicine * Keep away from medicine cabinets - Staying safe from medicine and drugs
11	REVISION OF FIRST TERM WORK	-Comprehensive review of dangerous objects and liquids - Safety rules revision (objects and liquids) - Parts of a plant review and labeling practice - Drawing and identifying plant parts - Technology and machines revision -Identifying simple machines at home and school - Uses of machines review - Sense organs identification revision - Functions of all five sense organs review -Practical activities: tasting, touching, smelling, listening - Drug abuse concepts review - Medicine safety rules revision - Mock examination exercises - Question and answer sessions - Preparation for final examination
12	END OF TERM EXAMINATION	- Dangerous objects identification and safety test - Dangerous liquids identification and safety test -Parts of a plant examination (identification, labeling, drawing) - Functions of plant parts test - Definition of technology and machines -Identification of simple machines test (pictures and real objects) - Uses of machines examination - Sense organs identification test - Functions of sense organs comprehensive test - Matching sense organs to their functions -Practical test: identifying tastes, textures, smells, sounds - Drug abuse and medicine safety test - Overall safety awareness evaluation - Oral and practical assessments - Picture identification tests
13	CLOSING & END OF TERM	- Return of marked examination scripts with feedback

	ACTIVITIES	- Distribution of report cards -Celebration of science and technology learning achievements - Awards for excellent performance in Basic Science -Review of term's safety lessons and practical knowledge - Holiday safety tips and reminders -Encouragement to observe plants, machines, and practice safety at home - Fun science games and activities - Science showcase (if applicable) - Preview of second term topics - Farewell activities and holiday wishes

NURSERY 2 BASIC SCIENCE AND TECHNOLOGY SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	WATER: DEFINITION AND SOURCES	-Simple definition of water: clear liquid we drink and use - Understanding water is essential for life -Definition of 'source': where something comes from - Sources of water: * Rain (from the sky/clouds) * Tap (in homes and schools) * Well (dug in the ground) * River and stream * Borehole * Spring * Ocean/sea -Identifying sources of water in pictures and charts -Understanding rainwater is the primary source of all water - Sources of water in our community - Songs and rhymes about water - Importance of water sources
2	WATER: USES AND PROPERTIES	- Uses of water: * Drinking (most important) * Bathing and washing our bodies * Washing clothes and dishes * Cooking food * Cleaning the house and surroundings * Watering plants * For animals to drink * Swimming and playing - Properties of clean water: * Colorless (no color, clear) * Odorless (no smell) * Tasteless (no taste, pure) * Can flow and take shape of container - Difference between clean water and dirty water -Identifying clean water vs dirty water by observation - Importance of drinking only clean water - Water safety: boiling or filtering water - Not wasting water

3	LIVING AND NON-LIVING THINGS: MEANING AND EXAMPLES	-Simple definition of living things: things that have life, can grow, move, eat, and breathe -Simple definition of non-living things: things that do not have life, cannot grow, move by themselves, or eat - Examples of living things: * People/Humans * Animals (dog, cat, goat, bird, fish, etc.) * Plants (trees, flowers, grass) * Insects (butterfly, ant, bee) - Examples of non-living things: * Stones and rocks * Tables and chairs * Shoes and clothes * Books and pencils * Cars and bicycles * Water and air -Identifying living and non-living things in the environment - Observing living and non-living things around school and home - Sorting objects into living and non-living categories
4	LIVING AND NON-LIVING THINGS: DIFFERENCES	- Characteristics of living things: *They move by themselves (walk, run, fly, swim, grow) * They grow (babies grow to adults, seeds grow to plants) *They eat food (animals eat, plants take nutrients from soil) * They breathe (take in air) * They reproduce (have babies/young ones) * They respond to surroundings * They can die - Characteristics of non-living things: *They do not move by themselves (need to be pushed or carried) * They do not grow * They do not eat or drink * They do not breathe * They do not reproduce * They do not respond * They do not die (but can break or wear out) - Comparing living and non-living things - Classification activities: sorting objects

		-Songs and rhymes demonstrating characteristics of living things - Understanding both living and non-living things are important
5	MID-TERM ASSESSMENT/TEST	- Definition of water test - Sources of water identification - Uses of water assessment - Properties of clean water test - Identifying clean vs dirty water - Definition of living and non-living things - Examples of living things test - Examples of non-living things test - Characteristics of living things assessment - Characteristics of non-living things assessment -Classification test: sorting living and non-living things - Picture identification tests - Oral questions on all topics covered
6	MID-TERM BREAK	-
7	ANIMALS AS PETS	-Definition of pets: tame animals kept at home for friendship and companionship -Understanding pets are friendly animals we care for - Examples of animals used as pets: * Dog (puppy) * Cat (kitten) * Rabbit * Fish (in aquarium) * Parrot/bird (in cage) * Tortoise * Guinea pig * Hamster - Why people keep pets: * Friendship and companionship * Protection (dogs guard homes) * Beauty and entertainment * To teach responsibility - Ways to care for pets: * Feeding them regularly * Giving them clean water * Providing shelter/home * Bathing and grooming * Taking to veterinary doctor when sick * Playing with them

		* Showing love and kindness - Being responsible pet owners - Understanding pets depend on us for care
8	ANIMALS: DOMESTIC AND WILD ANIMALS	- Definition of domestic animals: friendly animals that live around or with humans, found at home or farms - Definition of wild animals: dangerous or harmful animals that live in forests, jungles, or far from humans - Examples of domestic animals: * Dog, cat, rabbit (pets) * Goat, sheep, cow, pig (farm animals) * Chicken, duck, turkey (poultry) * Horse, donkey (work animals) - Examples of wild animals: * Lion, tiger, leopard * Elephant, hippopotamus * Snake, crocodile * Bear, wolf * Monkey (some species) - Differences between domestic and wild animals: * Domestic animals are friendly; wild animals are dangerous * Domestic animals live near humans; wild animals live far away * We can touch domestic animals; we cannot touch wild animals - Why domestic animals are kept at home: safe, useful, provide food and help - Why wild animals live away from humans: dangerous, need special environment - Grouping animals: domestic vs wild - Respecting all animals
9	INSECTS: MEANING AND EXAMPLES	- Definition of insects: small living creatures (animals) with six legs - Understanding insects are everywhere in our environment - Characteristics of insects: * Very small in size * Have six legs * Have three body parts (head, thorax, abdomen) * Many have wings and can fly * Some crawl on the ground

		- Examples of common insects: * Butterfly (beautiful, flies) * Bee (makes honey, flies) * Ant (small, crawls, lives in colonies) * Mosquito (flies, bites, spreads diseases) * Housefly (flies, carries germs) * Cockroach (crawls, found in homes) * Grasshopper (jumps and flies) * Beetle (hard shell, crawls) * Termite (eats wood) * Ladybug/Ladybird (red with spots) - Observing real insects (safely) - Identifying insects in pictures and videos - Understanding insects are living things
10	INSECTS (CONTINUED), SOIL, AND SOUND	Insects Continued: - Classification of insects: *Flying insects: butterfly, bee, mosquito, housefly, dragonfly * Crawling insects: ant, cockroach, beetle, termite * Jumping insects: grasshopper, cricket -Harmful insects: mosquitoes (malaria), houseflies (carry germs), cockroaches (carry germs), termites (destroy wood) -Helpful insects: bees (make honey, pollinate flowers), butterflies (pollinate flowers), ladybugs (eat harmful insects) - Safety around insects: some bite or sting -Keeping environment clean to avoid harmful insects Soil: -Simple definition of soil: the top layer of earth where plants grow -Understanding soil is on the ground under our feet -Observing soil: color (brown, black, red), texture (grainy) - Feeling and touching soil -Importance of soil: plants grow in soil, provides food for plants Sound: - Simple definition of sound: what we hear with our ears

		- Understanding sounds are all around us - Types of sounds: * Loud sounds (shouting, drum, siren, thunder) * Soft/ Quiet sounds (whisper, rustling leaves, ticking clock) - Things that make sound: people talking, animals, music, vehicles, bells - Making sounds with different objects - Pleasant vs unpleasant sounds
11	REVISION OF SECOND TERM WORK	- Comprehensive review of water: definition, sources, uses, properties - Living and non-living things revision: meanings, examples, differences - Animals as pets review: definition, examples, care - Domestic and wild animals revision: definitions, examples, differences - Insects comprehensive review: meaning, examples, flying vs crawling, harmful vs helpful - Soil revision: definition, observation, importance - Sound revision: definition, types (loud and soft), sources - Classification activities review - Question and answer sessions - Mock examination exercises - Picture identification practice - Practical observation activities - Preparation for final examination
12	END OF TERM EXAMINATION	- Water definition and sources test - Uses and properties of water examination - Clean vs dirty water identification - Living and non-living things definition test - Examples of living and non-living things - Characteristics/ differences test - Classification assessment (living vs non-living) - Animals as pets examination - Care of pets test - Domestic vs wild animals test - Examples and grouping of animals - Insects identification and classification test - Flying vs crawling insects - Harmful vs helpful insects - Soil identification test - Sound types and sources test

		- Picture identification comprehensive test - Oral and practical assessments - Overall second term science evaluation
13	CLOSING & END OF TERM ACTIVITIES	-Return of marked examination scripts with feedback - Distribution of report cards - Celebration of science learning achievements - Awards for excellent performance - Review of term's practical science knowledge -Holiday science observation tips: observe water sources, identify living/non-living things, watch animals and insects safely, observe soil, listen to different sounds - Fun science games and activities - Science quiz competition (optional) - Preview of third term topics -Encouragement for continued curiosity about nature - Farewell activities and holiday wishes

NURSERY 2 BASIC SCIENCE AND TECHNOLOGY SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	FLOATING OBJECTS IN WATER	-Understanding what "floating" means: staying on top of water, not sinking - Concept of floating: some objects stay on the surface of water - Examples of objects that float: * Wood and wooden objects * Plastic bottles (empty) * Cork * Leaves * Paper boats * Sponge * Styrofoam/foam * Balloons (inflated) * Oil * Some fruits (apple, coconut) - Why objects float: they are light or have air inside -Practical water experiment: testing objects to see which ones float -Observing floating objects in a basin/container of water - Predicting which objects will float before testing - Understanding boats and ships float on water - Safety around water
2	SINKING OBJECTS IN WATER	-Understanding what "sinking" means: going down to the bottom of water - Concept of sinking: some objects go down in water - Examples of objects that sink: * Stones and rocks * Metals (spoon, coin, key, nail) * Glass marble * Scissors * Pencil * Cup (when filled with water) * Sand * Most fruits (orange, mango when ripe) - Why objects sink: they are heavy or dense -Practical water experiment: testing objects to see which ones sink - Comparing floating and sinking objects

		-Understanding the difference between light and heavy objects in water - Sorting objects: will it float or sink? - Predicting and testing hypothesis - Fun water play activities with floating and sinking objects
3	AIR	-Simple definition of air: invisible substance all around us that we breathe -Understanding air is everywhere but we cannot see it - Properties of air: * Invisible (cannot be seen) *Can be felt (when wind blows, when we wave hand) * Has no color * Has no smell (pure air) * Takes up space * Can move - Ways to feel air: * Wind blowing * Fanning ourselves * Blowing on hands * Inflating balloon - Demonstrating air occupies space: * Blowing up a balloon * Air in an "empty" bottle * Bubbles in water - Uses of air: * Breathing (most important) * Filling balloons, tires, balls * Drying clothes * Flying kites * Wind turns windmills - Importance of fresh, clean air - Simple experiments showing air exists
4	WEATHER: MEANING	-Simple definition of weather: what the sky and air outside are like each day -Understanding weather is what is happening outside (hot, cold, rainy, sunny, windy, cloudy) - Weather changes every day - Weather tells us how to dress and what to do - Introduction to weather elements: * Sun (brings heat and light) * Rain (water falling from clouds) * Wind (moving air)

		* Clouds (in the sky) * Temperature (hot or cold) -Observing today's weather: What is the weather like today? - Weather affects our daily activities - Dressing according to weather -Understanding weather forecasts (simple introduction) - Weather songs and rhymes - Drawing different weather conditions
5	MID-TERM ASSESSMENT/TEST	- Floating objects identification test - Sinking objects identification test - Predicting which objects float or sink - Practical test: sorting objects (float vs sink) - Air definition and properties test - Uses of air assessment - Demonstrating that air exists - Weather definition test - Identifying weather elements - Describing today's weather - Picture identification: floating/sinking objects - Oral questions on all topics covered - Practical observation tests
6	MID-TERM BREAK	-
7	TYPES OF WEATHER	- Different types of weather conditions: 1. Sunny/Hot Weather: * Sky is clear and bright * Sun is shining * Feels hot * Good for drying clothes, playing outside * Need to wear light clothes, hats, drink water 2. Rainy Weather: * Rain falling from clouds * Sky is usually gray/dark * Can be light rain or heavy rain * Need umbrella, raincoat, boots * Roads and ground become wet * Good for plants to grow 3. Cloudy Weather: * Many clouds in the sky * Sky looks gray * Sun is hidden by clouds * Not very hot * May rain soon

		4. Windy Weather: * Strong wind blowing * Trees sway, leaves blow * Clothes on line dry fast * Good for flying kites * Can blow away light objects 5. Cold Weather: * Temperature is low, feels cool or cold * Need to wear warm clothes (sweater, jacket) * Harmattan season (in Nigeria) - Identifying weather types in pictures - Appropriate clothing for different weather - Activities suitable for each weather type - Weather observation and recording - Safety in different weather conditions
8	STONES	- Simple definition of stones: hard, solid objects found naturally on the ground - Understanding stones come from rocks - Characteristics of stones: * Hard and solid * Heavy * Different sizes (small pebbles to large rocks) * Different colors (brown, gray, black, white, red) * Different shapes (round, flat, rough, smooth) * Do not break easily * Non-living things - Where stones are found: * On the ground * In rivers and streams * On beaches * Mountains * Roads and paths - Types of stones (simple): * Pebbles (small, smooth stones) * Gravel (tiny stones) * Large rocks * Sand (very tiny stone particles) - Uses of stones: * Building houses and walls * Making roads * Decoration in gardens * Grinding food (grinding stone) * Children's play (but must be careful) - Observing and sorting stones by size, color, shape

		- Understanding stones sink in water (from week 2) - Safety: stones can hurt if thrown; don't throw stones
9	ANIMALS AND THEIR SOUNDS	-Understanding animals make different sounds to communicate - Learning sounds different animals make: Domestic Animals: * Dog - barks (bow-wow, woof-woof) * Cat - meows (meow, miaow) * Cow - moos (moo) * Goat - bleats (maa, maa) * Sheep - bleats (baa, baa) * Pig - oinks/grunts (oink, oink) * Horse - neighs (neigh) * Donkey - brays (hee-haw) Poultry/Birds: * Chicken/Hen - clucks (cluck, cluck) * Rooster/Cock - crows (cock-a-doodle-doo) * Duck - quacks (quack, quack) * Turkey - gobbles (gobble, gobble) * Bird - chirps/tweets (tweet, tweet) Wild Animals: * Lion - roars (roar) * Elephant - trumpets * Snake - hisses (ssss) * Frog - croaks (croak, croak) * Bee - buzzes (buzz, buzz) - Imitating animal sounds - Matching animals to their sounds - Animal sound songs and games -Understanding why animals make sounds (to communicate, warn, call babies) - Listening to animal sounds (recordings or videos) - Fun activities: "What animal am I?" guessing game by sounds
10	ANIMAL MOVEMENT	Animal Movement: - Understanding animals move in different ways - Types of animal movements: Walking/Running: *Humans, dogs, cats, goats, cows, horses, elephants Flying: * Birds, butterflies, bees, bats * Use wings to fly in the air

		Swimming: * Fish, whales, dolphins, ducks * Use fins, flippers, or webbed feet Crawling/Creeping: * Snakes, worms, snails, some insects * Move on their bellies Hopping/Jumping: * Frogs, rabbits, kangaroos, grasshoppers * Use strong back legs Climbing: * Monkeys, squirrels, goats (on rocks) * Use hands, feet, or claws - Demonstrating different animal movements - Matching animals to how they move - Movement games and activities
11	SIMPLE MACHINES	Simple Machines - Review of simple machines from first term - Simple machines make work easier - Examples: broom, scissors, spoon, knife, hammer - Uses of simple machines at home and school - Safety with machines
12	EXAMINATION	Third Term Topics: - Floating objects identification test - Sinking objects identification test - Sorting objects (float vs sink) practical test - Air properties and uses examination - Weather types identification test - Describing different weather conditions - Stones characteristics and uses test - Animals and their sounds matching test - Imitating animal sounds assessment - Animal movements identification and demonstration - Simple machines review test
13	CLOSING	Closing

HEALTH HABITS SCHEME OF WORK (NURSERY 2)
FIRST TERM

WEEK	TOPIC	CONTENT
1	GOOD GROOMING	-Meaning of good grooming: keeping our body clean, neat, and well cared for -Importance of good grooming: looking good, feeling good, staying healthy, making good impression -Elements of good grooming: clean body, neat hair, clean clothes, trimmed nails, clean teeth, pleasant smell -Daily grooming habits: bathing, brushing teeth, combing hair, wearing clean clothes -Understanding good grooming shows self-respect and respect for others - Looking neat and tidy for school and home
2	CARE OF THE NAILS	-Understanding what nails are: hard coverings at the tips of fingers and toes - Importance of clean nails: prevents dirt, germs, and infections -How to care for nails: keeping them short, clean, and trimmed - Washing under nails during hand washing -Why we should not bite nails: spreads germs, looks untidy, damages nails - Why long nails are not good for children: can scratch, collect dirt, break easily - Adults should cut children's nails with nail clippers - Checking nails daily for cleanliness
3	CARE OF THE HAIR	-Understanding hair is on our head and needs regular care -Importance of hair care: prevents lice, dandruff, tangling, keeps hair healthy and neat -How to care for hair: washing/shampooing regularly (at least twice a week), combing/brushing daily, keeping hair neat -Using appropriate hair products: shampoo, oil, cream - Different hair types and styles - Visiting barber or salon for haircuts -Not sharing combs, brushes, or hair accessories to prevent lice - Tying long hair neatly for school

4	CARE OF THE HANDS	-Understanding hands do many things and need special care -Importance of hand care: prevents spread of germs and diseases -When to wash hands: before eating, after using toilet, after playing, after touching dirt, when hands are dirty -Proper handwashing steps: wet hands, apply soap, scrub all parts (palms, back, between fingers, under nails), rinse, dry - Keeping hands clean throughout the day - Not putting dirty hands in mouth or on face - Using hand sanitizer when water not available - Protecting hands from injuries
5	MID-TERM ASSESSMENT/TEST	- Good grooming knowledge test - Nail care assessment - Hair care evaluation - Hand care and handwashing demonstration - Importance of cleanliness test - Practical handwashing assessment - Identifying clean vs unclean grooming - Oral questions on topics covered
6	MID-TERM BREAK	-
7	CARE OF THE LEGS	-Understanding legs carry us everywhere and need care -Importance of leg care: prevents injuries, infections, keeps legs healthy and strong - How to care for legs: washing daily (especially feet), drying properly (between toes), wearing clean socks, wearing proper footwear - Keeping toenails short and clean -Applying lotion/cream to prevent dryness and cracking - Checking for cuts, bruises, or injuries -Not walking barefoot in dirty places or where there may be sharp objects - Washing feet before going to bed
8	CARE OF THE SKIN	-Understanding skin covers our whole body and is the largest organ - Functions of skin: protects body, helps us feel things, controls body temperature -Importance of skin care: prevents rashes, infections, keeps skin healthy and glowing

		- How to care for skin: daily bathing with soap and water, drying properly, applying lotion/cream (especially after bathing), protecting from sun, wearing clean clothes - Drinking plenty of water for healthy skin - Not scratching skin with dirty nails - Telling adults about rashes, cuts, or skin problems - Understanding different skin colors are all beautiful
9	CARE OF THE EARS	- Understanding ears help us hear sounds -Parts of ear: outer ear (what we see), ear canal, eardrum (inside) -Importance of ear care: protects hearing, prevents infections, keeps ears clean -How to care for ears: washing outer ear gently during bath, drying ears after bath or swimming, not putting anything in ears (fingers, sticks, pencils, cotton buds deep inside) -Keeping ears clean but letting ear wax do its job (protects ear) - Adults clean ears safely if needed - Protecting ears from loud noises - Telling adults about earache or hearing problems
10	CARE OF THE NOSE	- Understanding nose helps us breathe and smell -Importance of nose care: keeps nose clean, prevents infections, ensures good breathing -How to care for nose: keeping nose clean, blowing nose gently with tissue/handkerchief when needed, not picking nose with fingers -Proper way to blow nose: one nostril at a time, gently - Not putting objects in nose - Breathing through nose (not mouth) when possible - Disposing of used tissues properly - Washing hands after touching nose - Telling adults about blocked nose or nosebleeds
11	REVISION OF FIRST TERM WORK	- Comprehensive review of good grooming - Care of nails, hair, hands, legs revision - Skin care review - Care of ears and nose revision - Importance of all hygiene practices - Practical demonstrations review - Daily grooming routine revision - Mock examination exercises

12	END OF TERM EXAMINATION	- Good grooming comprehensive test - Nail care assessment - Hair care evaluation - Hand care and handwashing practical test - Leg care test - Skin care assessment - Ear care evaluation - Nose care test - Overall hygiene knowledge evaluation - Practical demonstration assessments
13	CLOSING & END OF TERM ACTIVITIES	- Return of marked scripts - Distribution of report cards - Celebration of health habits learning - Awards for best grooming practices - Holiday health tips -Encouragement to maintain good grooming at home - Preview of second term topics

NURSERY 2 HEALTH HABITS SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	CARE OF THE MOUTH	-Understanding mouth is for eating, drinking, speaking, and tasting - Parts of mouth: lips, teeth, tongue, gums -Importance of mouth care: prevents tooth decay, bad breath, gum disease, keeps teeth healthy -How to care for mouth: brushing teeth twice daily (morning and night), using toothbrush and toothpaste, rinsing mouth after eating - Not eating too many sweets and sugary foods - Visiting dentist regularly - Not putting dirty objects in mouth - Keeping lips clean and moist
2	CARE OF THE MOUTH (PRACTICAL)	- Practical tooth brushing demonstration -Correct toothbrushing technique: up and down, circular motions, brush all surfaces (front, back, top), brush tongue gently, rinse mouth thoroughly - How much toothpaste to use (pea-sized amount) - Brushing for at least 2 minutes - Spitting out toothpaste, not swallowing - Rinsing toothbrush after use and storing upright - Not sharing toothbrushes -Practical session: pupils practice brushing with teacher's guidance - Understanding healthy teeth are white and strong
3	CARE OF THE EYES	-Understanding eyes help us see and are very important -Parts of eye: eyeball, eyelids, eyelashes, eyebrows, tears -Importance of eye care: protects vision, prevents infections, keeps eyes healthy - How to care for eyes: keeping clean, not rubbing with dirty hands, washing face daily, getting enough sleep, not looking at bright sun, reading in good light - Protecting eyes from dust, dirt, and chemicals -Eating foods good for eyes (carrots, fruits, vegetables) - Not poking or putting objects in eyes - Wearing glasses if prescribed by doctor

		- Telling adults about eye pain or vision problems
4	PERSONAL HYGIENE	-Meaning of personal hygiene: keeping our whole body clean and healthy -Importance of personal hygiene: prevents diseases, makes us look and feel good, shows self-respect -Complete personal hygiene routine: daily bathing, brushing teeth, washing hands, clean clothes, neat hair, trimmed nails, clean shoes -Understanding germs are everywhere and hygiene prevents illness - Hygiene at home, school, and play -Not sharing personal items: toothbrush, towel, comb, handkerchief - Covering mouth when coughing or sneezing - Using toilet properly and flushing - Overall cleanliness as a habit
5	MID-TERM ASSESSMENT/TEST	- Mouth care knowledge test - Practical tooth brushing assessment - Eye care evaluation - Personal hygiene comprehensive test - Identifying good hygiene practices - Demonstrating proper hygiene techniques - Oral questions on topics covered
6	MID-TERM BREAK	-
7	CLEANLINESS: DRESSING	-Importance of wearing clean clothes: prevents skin infections, makes us look neat, shows self-respect -Daily clothing hygiene: wearing fresh, clean clothes daily, changing clothes after bath, wearing appropriate clothes for different activities -Taking off dirty clothes and putting in laundry basket -Not wearing clothes that are torn, stained, or smelly - Folding or hanging clothes properly - Wearing school uniform neatly and proudly - Matching clothes appropriately -Keeping clothes clean during the day (not sitting on dirty surfaces, protecting from spills) - Understanding clothes protect and cover our bodies
8	CLEANLINESS: FOOTWEAR	-Importance of clean footwear: prevents foot infections, looks neat, protects feet - Types of footwear: shoes, sandals, slippers, boots

		-Wearing appropriate footwear: school shoes for school, play shoes for playing, slippers at home -Daily footwear care: cleaning/wiping shoes, checking for damage, wearing clean socks with closed shoes - Not sharing footwear (prevents fungal infections) -Wearing correct shoe size (not too big or too small) -Taking off shoes when entering home (depending on family rules) - Storing shoes properly - Not walking barefoot in dirty or dangerous places
9	PERSONAL SAFETY RULES	-Understanding safety means protecting ourselves from danger and harm -Safety rules at home: not playing with fire/matches, not touching electrical outlets, not playing with sharp objects, staying away from dangerous liquids and chemicals -Safety rules at school: walking (not running) in corridors, following teacher's instructions, playing safely, telling teacher if hurt -Road safety: holding adult's hand when crossing, looking left and right, using pedestrian crossings, obeying traffic lights - Stranger danger: not going with strangers, not accepting things from strangers, staying close to trusted adults, screaming and running if in danger - Knowing full name, parents' names, and home address - Knowing emergency contacts
10	FIRST AID (BASIC)	-Simple meaning of first aid: immediate help given when someone is hurt or sick -Understanding adults give first aid, but children should know basics - Common minor injuries: cuts, scrapes, bruises, burns, insect bites, nosebleeds -What to do when injured: stay calm, call for adult help immediately, don't touch wound with dirty hands - Basic first aid awareness: clean water for washing wounds, bandages for cuts, cold water for small burns, pressure for nosebleeds - Importance of first aid kit at home and school - Never trying to treat serious injuries alone - Comforting someone who is hurt

		- Emergency numbers and when to call adults
11	REVISION OF SECOND TERM WORK	- Mouth and teeth care review (theory and practical) - Eye care revision - Personal hygiene comprehensive review - Cleanliness in dressing and footwear revision - Personal safety rules review - First aid basics revision - Practical demonstrations review - Mock examination exercises
12	END OF TERM EXAMINATION	- Mouth care comprehensive test - Practical tooth brushing examination - Eye care assessment - Personal hygiene test - Cleanliness (dressing and footwear) evaluation - Personal safety rules test - First aid basic knowledge assessment - Practical demonstrations - Overall health habits evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of marked scripts - Distribution of report cards - Celebration of health achievements - Awards for best health practices - Holiday health and safety tips - Encouragement to practice hygiene and safety at home - Preview of third term topics

NURSERY 2 HEALTH HABITS SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	CARE OF OUR BELONGINGS	- Understanding belongings are things that belong to us: school bag, books, pencils, lunch box, toys, clothes -Importance of caring for belongings: makes them last longer, saves money, shows responsibility, keeps things clean and usable -How to care for belongings: keeping them clean, putting them in proper places, not throwing or mishandling, repairing when broken, not losing them - Organizing school bag daily -Keeping books clean and neat (not tearing, not writing on covers) - Washing lunch box after use -Taking care of toys and returning them to proper places - Respecting others' belongings too - Being responsible and organized
2	PERSONAL SAFETY RULES (EXPANDED)	- Review of safety rules from second term -Additional home safety: not playing in kitchen when adults are cooking, not climbing on furniture, not playing near staircases, being careful in bathroom (slippery floors) - School safety: staying in designated play areas, using playground equipment properly, not pushing classmates, lining up orderly -Water safety: not swimming alone, staying in shallow water, listening to adults around water, wearing floatation devices -Sun safety: wearing hats in hot sun, staying in shade during hottest hours, drinking plenty of water -Fire safety: knowing escape routes, not hiding if fire, stop-drop-roll if clothes catch fire - Digital safety (basic): limiting screen time, asking adults before using devices
3	FIRST AID (EXPANDED)	- Review of first aid basics from second term -More first aid awareness: recognizing when someone needs help (crying, bleeding, unconscious, difficulty breathing)

		- Calling for help: shouting "Help!", finding nearest adult, using phone to call emergency numbers (with adult supervision) - Understanding different types of injuries need different help - Never giving medicine without adult permission - Staying calm in emergencies helps everyone - Being a good helper: getting water, getting adult, comforting person, staying out of way when adults helping - Understanding prevention is better than treatment - First aid heroes: doctors, nurses, paramedics - Having home emergency contacts displayed
4	EXERCISE	- Meaning of exercise: physical activities that make our body move and work - Importance of exercise: keeps body strong and healthy, makes bones and muscles strong, helps heart and lungs, prevents obesity, makes us happy, helps us sleep well, gives energy - Types of exercise for children: running, jumping, skipping, dancing, swimming, playing football, riding bicycle, climbing (safely), playing active games - Exercise at school: PE lessons, sports, playground activities - Exercise at home: helping with chores, playing outside, dancing to music - Exercising safely: warming up, wearing proper clothes and shoes, drinking water, stopping if tired or in pain - Making exercise fun and regular - Understanding our bodies are made to move
5	MID-TERM ASSESSMENT/TEST	- Care of belongings test - Personal safety rules comprehensive assessment - First aid knowledge evaluation - Exercise importance and types test - Demonstrating safety awareness - Identifying safe vs unsafe behaviors - Oral questions on topics covered
6	MID-TERM BREAK	-
7	FOOD AND FRUITS	- Understanding food gives us energy and helps us grow

		- Importance of eating healthy food: strong body, healthy growth, fighting sickness, energy for play and learning - Different food groups (simple): body-building foods (proteins), energy-giving foods (carbohydrates), protective foods (vitamins and minerals) -Examples of healthy foods: rice, yam, beans, fish, chicken, eggs, milk, vegetables -Importance of fruits: provide vitamins, minerals, and fiber, keep us healthy -Common fruits: apple, orange, banana, mango, pineapple, watermelon, pawpaw, grape - Benefits of specific fruits (simple) - Eating variety of fruits and foods - Washing fruits before eating - Limiting sweets, candies, and soft drinks
8	FOOD: BREAKFAST	-Understanding breakfast means "breaking the fast" - first meal after sleeping - Importance of breakfast: most important meal, gives energy for morning, helps us concentrate in school, prevents hunger, helps us grow - Why we should never skip breakfast -Healthy breakfast options: bread and egg, cereal with milk, oatmeal, yam and egg, beans, fruits, tea/milk -Unhealthy breakfast: only sweets or sugary foods -Eating breakfast at home before coming to school -Taking time to eat breakfast properly (not rushing) - Including fruits or fruit juice with breakfast - Understanding good breakfast = good day
9	HEALTHY EATING HABITS	-Eating three meals daily: breakfast, lunch, dinner - Eating healthy snacks: fruits, nuts, yogurt (not just biscuits and sweets) - Drinking plenty of water daily (6-8 glasses) - Eating slowly and chewing food properly - Washing hands before eating - Sitting properly while eating - Not talking with mouth full - Eating variety of foods (not just one type) - Trying new foods

		- Not wasting food - Eating right portion sizes - Limiting junk food (chips, candy, soft drinks) - Understanding balance: sometimes treats are okay, but healthy food should be regular
10	REVIEW OF ALL HEALTH HABITS	-Comprehensive review of all health habits from the entire year: -First Term: Good grooming, care of nails, hair, hands, legs, skin, ears, nose -Second Term: Care of mouth (theory and practical), eyes, personal hygiene, cleanliness (dressing, footwear), personal safety rules, first aid -Third Term: Care of belongings, safety rules (expanded), first aid (expanded), exercise, food and fruits, breakfast, healthy eating -Understanding all habits work together for healthy life - Creating personal daily health routine - Commitment to practicing all health habits - Being healthy, safe, and responsible
11	REVISION OF THIRD TERM & YEAR'S WORK	- Care of belongings revision - Personal safety comprehensive review - First aid knowledge revision - Exercise importance and types review - Food, fruits, and breakfast revision - Healthy eating habits review -Complete year's health habits comprehensive revision
12	END OF YEAR EXAMINATION	Third Term Topics: - Care of belongings test - Personal safety rules comprehensive test - First aid assessment - Exercise knowledge test - Food, fruits, and breakfast evaluation - Healthy eating habits test Comprehensive Year Assessment: -All grooming and hygiene topics (nails, hair, hands, legs, skin, ears, nose, mouth, eyes) - Personal hygiene practices - Cleanliness (dressing and footwear) -Safety rules (home, school, road, water, sun, fire) - First aid basics

		- Care of belongings - Exercise and nutrition - Overall health habits mastery evaluation - Practical demonstrations - Overall healthy living knowledge assessment
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	-Return of marked examination scripts with feedback - Distribution of comprehensive end-of-year report cards -Celebration of health habits achievements throughout the year

SOCIAL HABITS SCHEME OF WORK (NURSERY 2)

FIRST TERM

WEEK	TOPIC	CONTENT
1	MY FAMILY	-Understanding what a family is: people who live together and love each other -Members of the nuclear family: father, mother, brothers, sisters -Extended family members: grandparents, uncles, aunts, cousins - Family relationships and how members are related - Different family sizes and structures - Love and care in families - Drawing and talking about own family - Family songs and activities
2	ROLES OF MEMBERS OF THE FAMILY	-Father's roles: provides for family, protects, works, teaches, plays with children - Mother's roles: cares for children, cooks, manages home, works, teaches -Children's roles: obey parents, help with chores, study well, respect family members -Grandparents' roles: give advice, share wisdom, care for grandchildren -Everyone working together makes family happy - Appreciating what each family member does - Simple household chores children can help with
3	ACTIVITIES AT HOME AND	- Activities at home: eating meals together, playing, watching TV, sleeping, helping

	IN SCHOOL	parents, family prayers -Activities at school: learning, singing, playing with friends, eating snacks, listening to teacher, art and crafts - Weekend vs weekday activities -Differences and similarities between home and school - Importance of both home and school activities - Balancing play and learning
4	ADVANTAGES OF LIVING TOGETHER AS A FAMILY	-Love and care: family members love and support each other - Protection and safety: family keeps us safe - Learning: we learn from parents and elders -Sharing: sharing food, space, things, happiness, and problems -Help: family helps when we are sick or in trouble -Fun and happiness: playing, celebrating, and enjoying together -Sense of belonging: we have people who care about us - Growing up in a loving environment
5	MID-TERM ASSESSMENT/TEST	- Family members identification - Roles of family members test - Home and school activities assessment - Advantages of family living evaluation - Oral questions on topics covered - Drawing family assessment
6	MID-TERM BREAK	-
7	PLACES IN THE HOUSE	-Common rooms in the house: living room, bedroom, kitchen, bathroom, toilet, dining room - Functions of each room -Other places: compound/yard, garage, store room - Understanding privacy in certain rooms (bathroom, bedroom) - Keeping different rooms clean and tidy -Safety rules for different rooms (especially kitchen and bathroom) - Respecting family spaces

8	GREETINGS ON SPECIAL OCCASIONS	-Birthday greetings: "Happy Birthday," singing birthday songs -Holiday greetings: "Happy New Year," "Merry Christmas," "Happy Easter," "Happy Sallah" -Wedding greetings: "Congratulations," wishing couple happiness - Success/achievement greetings: "Congratulations," "Well done" -Get well wishes: "Get well soon" for sick people -Condolence (simple): showing care when someone is sad - Using appropriate greetings for different occasions
9	GOOD MANNERS	-Review of courtesy words: please, thank you, sorry, excuse me, you're welcome - Greetings: good morning, good afternoon, good evening -Table manners: eating properly, not talking with mouth full, using utensils - Polite behavior: not interrupting, waiting turn to speak, listening when others talk - Respect for elders and peers - Knocking before entering rooms - Saying goodbye when leaving - Being kind and considerate to everyone
10	GENDER FAIRNESS	-Understanding boys and girls are equally important and valuable - Both boys and girls can do any activity, play with any toys, have any dream -Everyone deserves equal respect and fair treatment regardless of gender - No job or activity is "only for boys" or "only for girls" -Treating classmates fairly regardless of whether they are boys or girls -Respecting everyone's choices and preferences -Understanding differences don't mean inequality - Celebrating diversity and equality
11	REVISION OF FIRST TERM	- Family and family roles review - Home and school activities revision

	WORK	- Advantages of family living review - Places in the house revision - Special occasion greetings review - Good manners comprehensive review - Gender fairness revision - Mock examination exercises
12	END OF TERM EXAMINATION	- Family knowledge comprehensive test - Roles of family members assessment - Home and school activities test - Advantages of family living evaluation - Places in the house identification - Special greetings test - Good manners assessment - Gender fairness concepts test
13	CLOSING & END OF TERM ACTIVITIES	- Return of marked scripts - Distribution of report cards - Celebration of social learning achievements - Awards for good behavior and manners - Holiday social behavior tips - Preview of second term topics

NURSERY 2 SOCIAL HABITS SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	CEREMONIES IN OUR CULTURE: MARRIAGE	-Understanding marriage: when man and woman become husband and wife - Why people get married: to start family, love and companionship -Marriage ceremonies: traditional and church/mosque weddings -Marriage celebrations: decorations, food, music, dancing, guests - Special clothes worn during weddings - Role of bride and groom - Children attending weddings with parents - Understanding marriage is for adults
2	CEREMONIES IN OUR CULTURE: NAMING CEREMONY	-Understanding naming ceremony: welcoming new baby and giving baby a name -When held: usually 7-8 days after baby is born (depending on culture/religion) - Who attends: family, friends, well-wishers -What happens: prayers, announcing baby's name, celebrations, gifts for baby - Traditional practices in naming ceremonies - Special foods and drinks served - Importance of names and meaning of names - Rejoicing over new life
3	CEREMONIES IN OUR CULTURE: FESTIVALS	-Understanding festivals: special celebrations in communities and cultures - Types of festivals: religious festivals (Christmas, Easter, Eid-el-Fitr, Eid-el-Adha), cultural festivals (New Yam Festival, Durbar, Eyo Festival, Argungu Fishing Festival) -Why we celebrate festivals: thanksgiving, remembrance, tradition, unity, joy -Activities during festivals: special foods, music, dancing, wearing traditional attire, visiting family -Learning about different cultures through festivals - Respecting different festivals
4	TRADITIONAL MUSICAL INSTRUMENTS	-Understanding traditional instruments: music tools from our cultures - Types of traditional instruments: drums (talking

		drum, bata drum), gong, shekere, thumb piano (molo), flute, xylophone -How instruments are played and sounds they make -Use in ceremonies, festivals, and traditional events - Songs and music with traditional instruments - Appreciating traditional music and instruments - Differences from modern instruments
5	MID-TERM ASSESSMENT/TEST	- Marriage ceremony knowledge test - Naming ceremony assessment - Festivals identification and understanding - Traditional instruments recognition - Cultural knowledge evaluation - Oral questions on topics covered
6	MID-TERM BREAK	-
7	TRADITIONAL RULERS AND FESTIVALS	-Understanding traditional rulers: kings, emirs, obas, chiefs who lead communities -Roles of traditional rulers: leading people, settling disputes, preserving culture, organizing festivals - Respecting traditional rulers and their authority -How traditional rulers connect to festivals and cultural celebrations - Traditional attire and symbols of authority - Palaces where traditional rulers live - Important traditional rulers in Nigeria (examples)
8	PEOPLE IN OUR COUNTRY	- Understanding Nigeria is our country -People in Nigeria: different ethnic groups (Yoruba, Igbo, Hausa, and many others) - Unity in diversity: different languages, cultures, foods, dressing, but one nation - Nigerian flag: green-white-green - Living together peacefully despite differences - Respecting all ethnic groups and cultures - Being proud Nigerians - National symbols and identity
9	SOCIAL DUTIES: COMMUNITY HELPERS	-Understanding community helpers: people who help make our community better -Examples: teachers (help us learn), doctors/nurses (treat sick people), police officers (protect us), firefighters (put out fires), cleaners

		(keep environment clean), drivers (transport people), shopkeepers (sell goods) - How each helper serves the community - Appreciating and respecting community helpers - Saying "thank you" to helpers - Understanding everyone's job is important
10	MY SCHOOL: PEOPLE IN THE SCHOOL	-People in school: head teacher/principal, teachers, pupils, librarian, cleaners, security guards, school nurse - Roles of each person in school -Head teacher: leads the school, makes important decisions - Teachers: teach and care for pupils - Pupils: learn, play, and obey school rules - Support staff: help keep school running smoothly - Respecting everyone in school - School as our second home and learning family
11	REVISION OF SECOND TERM WORK	-Cultural ceremonies review (marriage, naming, festivals) - Traditional instruments revision - Traditional rulers and festivals review - People in Nigeria revision - Community helpers review - School people revision - Mock examination exercises
12	END OF TERM EXAMINATION	- Marriage, naming, and festivals ceremonies test - Traditional instruments assessment - Traditional rulers knowledge test - People in Nigeria evaluation - Community helpers identification - School people test - Cultural awareness comprehensive assessment
13	CLOSING & END OF TERM ACTIVITIES	- Return of marked scripts - Distribution of report cards - Celebration of cultural learning - Awards for displaying good values - Holiday tips on respecting culture and helpers - Preview of third term topics

NURSERY 2 SOCIAL HABITS SCHEME OF WORK**THIRD TERM**

WEEK	TOPIC	CONTENT
1	OUR ENVIRONMENT	- Understanding environment: everything around us (home, school, neighborhood, nature) - Things in our environment: people, animals, plants, buildings, roads, air, water - Clean vs dirty environment - Importance of keeping environment clean: prevents diseases, looks beautiful, healthy living - Ways to care for environment: not littering, using waste bins, planting trees, not destroying plants - Environmental cleanliness at home, school, and community - Everyone's responsibility to protect environment
2	HELPING OTHERS	- Importance of helping others: shows kindness, makes others happy, builds friendships - Ways to help at home: helping parents with chores, helping siblings, tidying up - Ways to help at school: helping classmates, sharing materials, being kind, assisting teacher - Helping in the community: being polite to neighbors, not littering, respecting others - Helping those in need: sharing with less privileged, showing compassion - Understanding helping makes us feel good too - Being a helpful and caring person
3	VALUES: HONESTY AND TRUSTWORTHINESS	- Understanding honesty: always telling the truth, not lying - Why honesty is important: builds trust, shows good character, makes people respect us - Being truthful even when difficult or afraid - Consequences of lying: people won't trust you, punishment, guilt - Trustworthiness: being reliable, keeping promises, doing what we say - People trust honest children - Examples of honest behavior

		- Admitting mistakes instead of lying
4	VALUES: RESPONSIBILITY AND TOLERANCE	-Understanding responsibility: doing what we should do, taking care of duties -Being responsible: doing homework, keeping belongings safe, following rules, helping at home -Taking responsibility for our actions (accepting when we make mistakes) - Understanding tolerance: accepting and respecting people who are different from us -Tolerating differences: in opinions, cultures, abilities, appearances -Living peacefully with others despite differences -Not bullying or excluding others because they are different - Patience and understanding
5	MID-TERM ASSESSMENT/TEST	- Environment knowledge test - Helping others assessment - Honesty and trustworthiness values test - Responsibility and tolerance evaluation - Practical values demonstration - Oral questions on topics covered
6	MID-TERM BREAK	-
7	PEOPLE AND THEIR PROFESSIONS	-Understanding professions: jobs people do to earn money and serve society -Examples of professions: doctor, nurse, teacher, engineer, lawyer, farmer, driver, pilot, chef, artist, banker, soldier -What each profession does and how they help society -Importance of all professions: everyone contributes to society -Respecting all professions - no job is better than another -Understanding education helps us get good jobs - "What I want to be when I grow up" - career aspirations - Encouraging diverse career dreams
8	TRANSPORTATION IN MY NEIGHBORHOOD	-Understanding transportation: ways of moving from one place to another - Vehicles commonly seen in neighborhood:

		cars, buses, motorcycles (okada), tricycles (keke), bicycles, trucks -Why people use these vehicles: going to work, school, market, hospital -Understanding different vehicles serve different purposes - Observing transportation around us - Road users: drivers, passengers, pedestrians - Basic road safety: zebra crossing, traffic lights, holding adult's hand when crossing
9	MEANS OF TRANSPORTATION	- Types of transportation by location: *Land transportation: cars, buses, trains, motorcycles, bicycles, trucks *Water transportation: boats, ships, canoes, ferries * Air transportation: airplanes, helicopters -Understanding which is fastest, which carries most people -Choosing appropriate transportation for different journeys -Modern vs traditional means (e.g., canoe vs ship) - Safety rules for each type of transportation - Respecting transportation workers
10	OUR COUNTRY: NIGERIA	- Nigeria is our country - our home - Location: Nigeria is in West Africa -Nigerian flag: green-white-green (green=agriculture, white=peace) - Capital city: Abuja -Major cities: Lagos, Kano, Port Harcourt, Ibadan - Languages: English (official), Hausa, Yoruba, Igbo, and many others -Nigerian culture: diverse foods, music, dances, festivals -Being good Nigerian citizens: obeying rules, being kind, keeping environment clean, going to school - National pride and unity
11	REVISION OF THIRD TERM	- Environment care revision - Helping others review -Values comprehensive review (honesty, trustworthiness, responsibility, tolerance) - Professions and careers revision

		- Transportation types review - Nigeria knowledge revision
12	END OF YEAR EXAMINATION	Third Term Topics: - Environment test - Helping others assessment - Honesty and trustworthiness test - Responsibility and tolerance evaluation - Professions identification test - Transportation comprehensive test - Nigeria knowledge evaluation
13	CLOSING	- Return of marked examination scripts - Distribution of comprehensive report cards - Celebration of social development and good character - Awards for exemplary behavior, values, and citizenship

CIVIC EDUCATION SCHEME OF WORK (NURSERY 2)
FIRST TERM

WEEK	TOPIC	CONTENT
1	GREETINGS	- Importance of greetings in society -Time-appropriate greetings: Good morning, Good afternoon, Good evening, Good night -Greetings for different people: elders, peers, teachers, parents - Cultural greetings in local languages -Body language in greetings: smiling, eye contact, bowing/kneeling for elders (in some cultures) - Responding to greetings appropriately - Greetings show respect and friendliness
2	DRESSING	-Understanding appropriate dressing for different occasions -School dressing: wearing neat school uniform properly - Home dressing: casual, comfortable clothes -Special occasions: traditional attire, party clothes, religious wear -Weather-appropriate dressing: light clothes for hot weather, warm clothes for cold -Cultural dressing: traditional Nigerian attire (agbada, iro and buba, kaftan, etc.) - Importance of clean, neat, and modest dressing - Respecting different dressing styles and cultures
3	SOCIAL DEVELOPMENT: EATING	- Proper eating behavior in public and at home -Table manners: sitting properly, using utensils correctly, chewing with mouth closed - Washing hands before and after eating - Saying prayers before and after meals - Not talking with mouth full of food -Sharing food and eating together as family or community -Cultural eating practices: eating with right hand, communal eating - Appreciating and not wasting food
4	CULTURAL VALUES: HELPING OTHERS	-Understanding helping as a core cultural value in African societies - Ubuntu philosophy: "I am because we are" -

		community support -Ways to help: at home (chores, helping siblings), at school (helping classmates), in community -Helping elderly people: carrying loads, showing respect, listening -Helping those in need: sharing, showing kindness, compassion -Benefits of helping: builds community, makes everyone happy - Cultural saying: "A helping hand is better than a praying mouth"
5	MID-TERM ASSESSMENT/TEST	- Greetings demonstration and assessment - Appropriate dressing identification test - Eating behavior evaluation - Helping others knowledge test - Practical demonstration of cultural values - Oral questions on topics covered
6	MID-TERM BREAK	-
7	CULTURAL VALUES: RESPECT	-Understanding respect as foundation of African culture -Respect for elders: greeting properly, not interrupting, obeying, using respectful titles -Respect for peers: being kind, not bullying, sharing, playing fairly -Respect for parents and teachers: listening, obeying, being polite - Respect for cultural practices and traditions -Respect for different cultures, religions, and beliefs -Body language of respect: kneeling, bowing, prostrating (depending on culture) - Understanding respect earns respect
8	CULTURAL VALUES: FOLK SONGS	-Understanding folk songs as part of cultural heritage -Purpose of folk songs: teaching values, entertainment, preserving history, celebrating events -Types of folk songs: lullabies, work songs, festival songs, moral teaching songs -Learning simple Nigerian folk songs in local languages - Songs that teach values: respect, hard work,

		honesty, unity -Singing folk songs together as community activity - Preserving culture through music and songs
9	COMMUNITY VALUES	-Understanding community: group of people living together -Ubuntu values: cooperation, sharing, caring for each other -Community activities: market days, communal work, festivals, celebrations - Importance of living peacefully in community -Community support systems: neighbors helping each other -Responsibility to community: keeping environment clean, obeying rules, being respectful - "It takes a village to raise a child" - community responsibility for children
10	CULTURAL ACTIVITIES	-Understanding cultural activities preserve traditions and heritage -Types of cultural activities: festivals, ceremonies, traditional dances, storytelling -Festivals: New Yam Festival, Durbar, Eyo Festival, Argungu Fishing Festival - Traditional dances: cultural significance and occasions -Storytelling: moonlight stories, folktales with moral lessons - Traditional games and sports -Importance of participating in cultural activities - Learning from cultural activities
11	REVISION OF FIRST TERM WORK	- Greetings and appropriate responses review - Dressing for different occasions revision - Proper eating behavior review - Helping others as cultural value revision - Respect in African culture review - Folk songs and their meanings revision - Community values review - Cultural activities comprehensive review - Mock examination exercises
12	END OF TERM EXAMINATION	- Greetings practical and theory test - Appropriate dressing assessment

		- Eating behavior evaluation - Helping others test - Respect demonstration and knowledge test - Folk songs identification and singing - Community values assessment - Cultural activities comprehensive test
13	CLOSING & END OF TERM ACTIVITIES	- Return of marked scripts - Distribution of report cards - Celebration of civic learning - Awards for displaying good cultural values - Holiday civic responsibility tips - Preview of second term topics

NURSERY 2 CIVIC EDUCATION SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	CULTURAL ACTIVITIES: PRACTICAL	- Practical participation in cultural activities - Learning and performing traditional dances - Wearing traditional attire for cultural day - Practicing traditional greetings and gestures - Storytelling session: learning and telling folktales -Playing traditional games: ayo (oware), ten-ten, boju-boju - Singing folk songs learned previously - Creating simple traditional crafts - Cultural drama and role-play
2	SOCIAL INSTITUTIONS	-Understanding social institutions: important organizations in society -Family as primary social institution: where we learn first values -School: where we learn education and social skills - Religious institutions: churches, mosques, temples - teaching moral values -Market: economic institution where people buy and sell -Traditional councils: settling disputes, maintaining order -How institutions work together for society's benefit - Respecting all social institutions
3	NAMING CEREMONY	-Understanding naming ceremony as important cultural practice - Significance: welcoming new baby, giving identity, community celebration -When held: 7-8 days after birth (varies by culture/religion) -Who attends: family, friends, community members -Activities: prayers, announcing name, giving gifts, celebrations -Traditional practices: special foods, rituals, blessings - Different naming ceremonies: Yoruba, Igbo,

		Hausa, Christian, Muslim traditions - Understanding names have meanings and significance
4	KINSHIP	-Understanding kinship: family relationships and connections -Nuclear family: father, mother, children (immediate family) -Extended family: grandparents, uncles, aunts, cousins -Understanding family tree and how people are related -Kinship terms: brother, sister, cousin, nephew, niece - Family responsibilities and support system - Importance of family bonds and relationships - African concept: "blood is thicker than water" - family loyalty
5	MID-TERM ASSESSMENT/TEST	- Cultural activities practical demonstration - Social institutions identification test - Naming ceremony knowledge assessment - Kinship and family relationships test - Oral questions on topics covered - Practical cultural demonstrations
6	MID-TERM BREAK	-
7	CHIEFTAINCY	-Understanding chieftaincy in Nigerian traditional system - Traditional rulers: Oba, Emir, Igwe, Obi - leaders in communities -Roles of traditional rulers: settling disputes, preserving culture, leading community, organizing festivals -Chieftaincy hierarchy: paramount rulers, district chiefs, village heads - Symbols of authority: crown, staff, throne, regalia - Respect for traditional institution and rulers -How chieftaincy connects with modern government - Famous traditional rulers in Nigeria
8	RELIGIOUS INSTITUTIONS	-Understanding religion teaches moral values and gives spiritual guidance -Major religions in Nigeria: Christianity, Islam, Traditional religion

		-Religious institutions: churches, mosques, shrines, temples -Functions: worship, teaching values, helping community, celebrations -Religious leaders: pastors, imams, priests, traditional priests -Religious celebrations: Christmas, Easter, Eid-el-Fitr, Eid-el-Adha - Respecting all religions and religious practices - Religious tolerance and peaceful coexistence
9	PEACE EDUCATION	-Understanding peace: living together without fighting or violence - Importance of peace: in home, school, community, nation -Ways to promote peace: being kind, sharing, forgiving, respecting others -Conflict causes: misunderstanding, selfishness, anger, differences -Peace values: tolerance, patience, understanding, love -Being peacemaker: helping friends reconcile, not fighting, reporting problems to adults - "Peace begins with me" - personal responsibility for peace
10	RIGHTS AND RESPONSIBILITIES	-Understanding children have rights (things they deserve) - Children's rights: education, healthcare, protection, love and care, play, food, shelter, name and identity - Understanding rights come with responsibilities -Children's responsibilities: obey parents and teachers, study well, respect others, help at home, follow rules - Rights of others: respecting other people's rights - Balance between rights and responsibilities - Responsible citizenship from childhood
11	REVISION OF SECOND TERM WORK	- Cultural activities practical review - Social institutions revision - Naming ceremony review - Kinship and family relationships revision - Chieftaincy system review - Religious institutions revision - Peace education review - Rights and responsibilities revision

		- Mock examination exercises
12	END OF TERM EXAMINATION	-
13	CLOSING	-

NURSERY 2 CIVIC EDUCATION SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	CONFLICT RESOLUTION	-Understanding conflict: disagreement or fight between people - Common conflicts among children: sharing toys, playing games, misunderstandings -Effects of conflict: hurt feelings, broken friendships, unhappiness -Ways to resolve conflicts: talking calmly, saying sorry, forgiving, compromising, sharing - Role of adults in resolving conflicts -Avoiding conflicts: being patient, taking turns, being fair - Peaceful problem-solving skills - Making up after conflicts
2	EMOTIONAL DEVELOPMENT: CONFIDENCE	-Understanding confidence: believing in yourself and your abilities - Importance of confidence: helps us try new things, make friends, learn better -Building confidence: practicing skills, accepting mistakes as learning, positive thinking -Confident behavior: speaking up, trying activities, making eye contact - Overcoming shyness and fear - Encouraging words build confidence -Understanding everyone has strengths and weaknesses - "I can do it" attitude
3	SELF EXPRESSION	-Understanding self-expression: showing our feelings, thoughts, and ideas -Ways to express ourselves: speaking, drawing, singing, dancing, playing, writing -Importance of expressing feelings: helps others understand us, prevents frustration -Expressing appropriately: using words not violence, respectful communication - Creativity as self-expression: art, music, drama, storytelling - Listening when others express themselves - Understanding everyone expresses differently

		- Confidence in self-expression
4	PSYCHOSOCIAL VALUES: ATTITUDE	-Understanding attitude: how we think, feel, and behave towards things -Positive attitude: being happy, hopeful, kind, helpful, grateful -Negative attitude: complaining, being mean, ungrateful, unhelpful -Importance of positive attitude: makes us happy, makes others like us, helps us succeed -Attitude is a choice: we can choose to be positive - Positive attitude examples: smiling, saying thank you, being cheerful -Effect of attitude on learning and relationships - "Attitude determines altitude"
5	MID-TERM ASSESSMENT/TEST	- Conflict resolution knowledge test - Confidence demonstration assessment - Self-expression practical evaluation - Attitude concepts test -Oral questions on emotional and social development - Practical demonstrations
6	MID-TERM BREAK	-
7	PSYCHOSOCIAL VALUES: LOVE AND CARE	-Understanding love: deep affection and caring for others -Showing love: hugging, helping, sharing, being kind, spending time together -Love in family: parents love children, siblings love each other -Love in community: caring for neighbors, helping others - Understanding care: looking after someone's wellbeing -Caring behaviors: checking on people, helping when sick, sharing food - Love and care make strong relationships - "Love one another" - universal value
8	EMOTIONAL STATE: FEAR	- Understanding fear: feeling afraid or scared -Things children fear: darkness, loud noises, strangers, being alone, animals - Fear is normal: everyone feels afraid sometimes

		-Healthy vs unhealthy fear: fear keeps us safe vs fear that stops us -Managing fear: talking to trusted adults, deep breathing, facing fears gradually - Not teasing others for being afraid - Courage: being brave even when afraid - Adults can help with fears
9	EMOTIONAL STATE: SADNESS	-Understanding sadness: feeling unhappy or down -Things that make children sad: loss, disappointment, being hurt, seeing others hurt, being left out -Sadness is okay: it's normal to feel sad sometimes -Expressing sadness: crying is okay, talking about feelings -Dealing with sadness: talking to someone, doing fun activities, time heals -Comforting others who are sad: being kind, listening, giving hugs - Sadness doesn't last forever - Asking for help when very sad
10	EMOTIONAL STATE: HAPPINESS	-Understanding happiness: feeling joyful, pleased, content - Things that make children happy: playing, family time, friends, treats, achievements, praise - Importance of happiness: healthy emotion, makes life enjoyable -Spreading happiness: smiling, being kind, sharing joy - Gratitude increases happiness: being thankful for what we have -Happiness choices: choosing to focus on good things - Celebrating happy moments - Understanding happiness comes from inside, not just things
11	REVISION OF THIRD TERM	- Conflict resolution review - Confidence and self-expression revision - Attitude review - Love and care revision -Fear, sadness, and happiness emotional states review

12	END OF YEAR EXAMINATION	-
13	CLOSING	-

PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK (NURSERY 2)
FIRST TERM

WEEK	TOPIC	CONTENT
1	GENERAL BODY EXERCISE	-Introduction to physical exercise and its importance -Warm-up activities: stretching, shaking body parts - Simple movements: marching on the spot, walking, jogging in place -Moving different body parts: arms, legs, head, waist - Cool-down exercises and relaxation - Understanding exercise keeps us healthy and strong
2	TAMBOURINE MOVEMENT	-Introduction to tambourine as musical exercise tool - Moving to tambourine rhythm: fast and slow movements -Dancing and moving when tambourine plays - Freezing/stopping when tambourine stops -Marching, jumping, and dancing to tambourine beats - Coordination of movement with sound - Musical movement games
3	TIMING	-Understanding timing in movements and activities - Fast vs slow movements - Counting while exercising (1-10) -Timing exercises: holding positions, counting jumps - Starting and stopping on command - Following rhythm and beat in movements - Coordination and control of body movements
4	HOPPING EXERCISE	-Understanding hopping: jumping on one foot - Hopping on right foot, then left foot - Hopping forward, backward, and in place - Counting hops (how many can you do?) - Hopping games and activities - Balance and leg strength development

		- Safety: hopping in safe, open space
5	MID-TERM ASSESSMENT/TEST	- Practical demonstration of general exercises - Movement to tambourine assessment - Timing and coordination test - Hopping skills evaluation - Following instructions assessment - Physical fitness observation
6	MID-TERM BREAK	-
7	LEAPING EXERCISE	- Understanding leaping: big jump from one foot to the other - Difference between hopping and leaping - Practicing leaps: forward leaps, long leaps - Leaping over small objects or lines - Arm movements while leaping - Leg strength and coordination development - Fun leaping games and activities
8	SONG: "WHO IS IN THE GARDEN?"	- Learning the song "Who is in the Garden?" - Singing and performing actions to the song - Movement activities related to the song - Acting out garden activities: digging, planting, watering - Group singing and movement coordination - Creative expression through song and movement - Fun musical physical activity
9	NEURO MUSCULAR SKILL	- Understanding body control and coordination - Hand-eye coordination activities - Balance exercises: standing on one foot, walking on line - Fine motor skills: touching fingers, clapping patterns - Gross motor skills: running, jumping, climbing - Body awareness activities - Developing control over body movements
10	SWINGING OF ARMS	- Arm swinging exercises: forward and backward - Side to side arm swings - Large arm circles: forward and backward circles - Arm swinging while marching

		- Synchronized arm movements - Shoulder and arm muscle development - Coordination of arm movements with body
11	REVISION OF FIRST TERM WORK	- Review of general body exercises - Tambourine movement activities revision - Timing exercises review - Hopping and leaping practice - Song performance review - Neuro muscular coordination activities - Arm swinging exercises review - Mock practical assessment
12	END OF TERM EXAMINATION	- Comprehensive physical exercise demonstration - Movement to music/tambourine test - Hopping and leaping assessment - Song performance evaluation - Coordination and balance test - Following instructions evaluation - Overall physical development assessment
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessment results - Distribution of report cards - Celebration of physical achievements - Awards for physical excellence - Holiday exercise tips - Fun physical activity games - Preview of second term activities

NURSERY 2 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK
SECOND TERM

WEEK	TOPIC	CONTENT
1	MANIPULATIVE MOVEMENT (CATCHING A BALL)	- Introduction to ball catching skills - Starting with large, soft balls - Hand positioning for catching - Eye-hand coordination practice - Catching balls thrown gently from short distance - Gradually increasing distance - Pair activities: throwing and catching with partner - Safety rules when playing with balls
2	SIMPLE & FUN EXERCISE	- Variety of enjoyable exercises for children - Animal walks: bear walk, crab walk, frog jump - Simon Says exercise game - Follow the leader movements - Dance and freeze games - Balloon games and activities - Making exercise fun and engaging - Understanding exercise should be enjoyable
3	HEAD, SHOULDERS, KNEES AND TOES	- Learning the "Head, Shoulders, Knees and Toes" song - Touching body parts while singing - Fast and slow versions of the song - Body parts identification through song - Coordination of singing and movement - Bending and stretching exercises - Fun group activity for body awareness
4	JACK IN THE BOX	- Learning "Jack in the Box" song and movements - Crouching down low (box closed) - Jumping up high (Jack pops out) - Timing jumps with song rhythm - Creative jumping variations - Leg strength development through

		jumping - Fun musical jumping activity - Group performance and coordination
5	MID-TERM ASSESSMENT/TEST	- Ball catching skills assessment - Simple exercise demonstrations - Song performance: "Head, Shoulders, Knees and Toes" - "Jack in the Box" movement evaluation - Coordination and timing test - Following instructions assessment
6	MID-TERM BREAK	-
7	LONDON BRIDGE	- Learning "London Bridge is Falling Down" game - Understanding game rules and movements - Two children form bridge with arms - Others pass under while singing - Bridge falls and catches someone - Taking turns being the bridge - Cooperation and social interaction - Traditional game and physical activity
8	KANGAROO MOVEMENT	- Understanding how kangaroos move: jumping with both feet - Kangaroo hopping: jumping forward with feet together - Arm positioning like kangaroo paws - Hopping distances and directions - Kangaroo races and games - Leg strength and balance development - Creative animal movement activity
9	APART TOGETHER	- Exercise involving spreading and bringing together - Feet movements: apart-together (jumping jacks position) - Arm movements: out-in, up-down - Combining feet and arm movements - Counting while doing apart-together movements - Rhythm and coordination development

		- Basic jumping jack introduction
10	SOMERSAULTING	-Introduction to forward roll/somersault (basic, supervised) - Safety rules and proper supervision - Using mats or soft surfaces - Tucking head and rolling forward - Body control and spatial awareness - Building confidence gradually -Understanding not everyone can do it yet - that's okay - Teacher supervision essential
11	REVISION OF SECOND TERM WORK	- Ball catching practice - Fun exercise activities review -Song performances: Head Shoulders, Jack in the Box - London Bridge game review - Kangaroo movement practice - Apart-together exercises -Safe somersaulting review (if appropriate) - Mock practical assessment
12	END OF TERM EXAMINATION	- Ball manipulation skills test - Exercise demonstrations assessment - Song and movement performances - London Bridge game participation -Animal movements (kangaroo) evaluation - Coordination exercises test - Overall physical skills assessment
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessment results - Distribution of report cards - Celebration of physical development -Awards for improvement and excellence - Holiday physical activity tips - Fun games and activities day - Preview of third term activities

NURSERY 2 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK
THIRD TERM

WEEK	TOPIC	CONTENT
1	THERE IS FIRE ON THE MOUNTAIN	-Learning "There is Fire on the Mountain" game -Understanding game rules and movements - Running when song plays -Forming groups when song stops ("Run run run!") - Grouping by numbers called -Physical activity through running and grouping - Social interaction and quick thinking - Traditional Nigerian game
2	BENDING EXERCISE	- Forward bending: touching toes - Side bending: left and right -Backward bending: gentle backward stretch - Waist bending exercises - Flexibility development - Safe bending techniques -Understanding importance of stretching - Warm-up and cool-down bending
3	THROWING AND CATCHING OF BALLS	-Advanced throwing techniques: overhand and underhand -Throwing accuracy: aiming at targets - Catching balls from different heights -Partner throwing and catching activities -Increasing throwing distances gradually - Team ball games -Hand-eye coordination development - Safety: throwing only when clear
4	RACING IN PEERS	-Introduction to running races with classmates - Understanding starting positions and finish line - Waiting for "Ready, Set, Go!" - Running in lanes/designated paths

		- Fair play and sportsmanship -Celebrating all participants (winning isn't everything) - Different race types: straight, relay (simple) - Safety in racing activities
5	MID-TERM ASSESSMENT/TEST	-Fire on the Mountain game participation - Bending and flexibility assessment - Throwing and catching skills test -Racing participation and sportsmanship - Coordination and physical skills evaluation - Following rules and instructions test
6	MID-TERM BREAK	-
7	FILLING THE BASKET WITH SMALL BALLS	-Game activity: collecting small balls and putting in basket -Running to collect balls, returning to deposit in basket - Individual or team competition - Speed and coordination challenge - Counting balls collected -Hand-eye coordination and fine motor skills - Turn-taking and fair play - Fun competitive activity
8	KANGAROO HOP	-Review and advancement of kangaroo movement - Hopping with both feet together like kangaroo - Kangaroo hop races - Hopping over small obstacles - Hopping in different directions -Endurance building through continued hopping - Creative kangaroo games - Leg strength and balance
9	TAMBOURINE MOVEMENT (ADVANCED)	-Advanced tambourine movement activities - Complex rhythms and patterns -Creative movement to tambourine beats

		-Different movements for different beats -Group coordination with tambourine -Dance routines with tambourine music - Musical movement creativity - Performance and expression
10	FLYING OF KITES	-Introduction to kite flying (outdoor activity) - Understanding wind and how kites fly - Holding kite string safely - Running with kite to make it fly - Watching and controlling kite in air - Taking turns with kites - Outdoor exercise and fun -Safety: away from roads, power lines, and obstacles - Weather and space permitting
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Review: - Fire on the Mountain game - Bending exercises - Throwing, catching, and racing - Basket filling activity - Kangaroo hopping - Tambourine movements - Kite flying experience Year-Long Review: -All exercises, movements, and games from three terms - Song and movement performances -Ball skills and coordination activities - Mock comprehensive assessment
12	END OF YEAR EXAMINATION	Third Term Assessment: -Game participation and rules following - Flexibility and bending test - Ball throwing and catching skills - Racing and sportsmanship - Coordination activities

		Comprehensive Year Assessment: - Overall physical fitness evaluation - Coordination and balance skills - Game participation and social skills - Following instructions and rules - Physical development progress evaluation
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	- Return of assessment results -Distribution of comprehensive report cards -Celebration of year-long physical achievements -Awards for physical excellence and improvement

CREATIVITY SCHEME OF WORK (NURSERY 2)

FIRST TERM

WEEK	TOPIC	CONTENT
1	COLOURING A SHIRT	- Introduction to colouring within lines -Identifying shirt outline and parts (collar, sleeves, buttons) - Choosing appropriate colours for shirts - Using crayons or colour pencils - Staying within boundaries -Understanding patterns and designs on clothing - Creating own shirt design with colours
2	COLOURING A LEAF	- Observing real leaves and their colours - Understanding leaf shapes and veins - Using green and other natural leaf colours - Colouring techniques: light and dark shades - Learning about nature through art - Creating leaf patterns - Appreciation of natural colours
3	THUMB PRINT	- Introduction to thumb printing technique - Using washable paint or ink pads - Making thumb impressions on paper - Creating patterns with thumb prints -Making simple pictures: caterpillar, flowers, trees using thumb prints - Understanding each thumb print is unique - Cleaning hands after activity
4	FREE EXPRESSION	- Creative freedom in art making -Drawing and colouring own choice of subject - Using various materials: crayons, pencils, paint - Expressing feelings and ideas through art - No right or wrong in creative expression - Sharing and explaining artwork to class - Building confidence in creativity
5	MID-TERM ASSESSMENT/TEST	- Practical colouring assessment - Staying within lines evaluation - Colour choice and creativity test - Thumb printing skills assessment - Following instructions evaluation

		- Neatness and completion of work
6	MID-TERM BREAK	-
7	HAND PRINT	- Introduction to hand printing - Dipping hand in washable paint - Making hand impressions on paper - Creating pictures from hand prints: trees, flowers, birds, fish - Decorating hand prints with additional details - Understanding hand prints as art - Proper cleaning and hygiene after activity
8	COLOURING A RABBIT	- Identifying rabbit features: long ears, fluffy tail, whiskers - Choosing appropriate colours: white, brown, grey - Colouring rabbit outline carefully - Adding details: eyes, nose, fur texture - Understanding animals through art - Creating background for rabbit picture - Neat colouring practice
9	COLOURING A PIG	- Identifying pig features: snout, curly tail, round body - Using pink and other pig colours - Colouring within pig outline - Adding details: eyes, ears, hooves - Learning about farm animals through art - Creating muddy background (optional) - Careful and neat colouring
10	COLOURING AN UMBRELLA	- Identifying umbrella shape and parts: canopy, handle - Using bright, multiple colours for umbrella - Creating patterns: stripes, dots, sections - Understanding colour combinations - Adding raindrops or sun around umbrella - Creative design choices - Finishing work neatly
11	REVISION OF FIRST TERM WORK	- Review of colouring techniques - Practice with printing activities (thumb and hand prints) - Reviewing free expression concepts - Sample colouring exercises - Preparing portfolio of best works

		- Mock practical assessment - Cleaning and organizing art materials
12	END OF TERM EXAMINATION	- Comprehensive colouring test - Printing skills assessment (thumb or hand print) - Creative expression evaluation - Following instructions test - Neatness and completion assessment - Colour choice and creativity evaluation - Overall artistic development assessment
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessed artworks - Distribution of report cards - Art exhibition: displaying pupils' best works - Awards for creativity and improvement - Holiday art activity suggestions - Celebration of creative achievements - Preview of second term activities

NURSERY 2 CREATIVITY SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	TRACING AND COLOURING A SHOE	- Introduction to tracing technique - Tracing shoe outline carefully - Understanding shoe parts: sole, laces, tongue - Colouring traced shoe - Choosing shoe colours and designs - Adding patterns: stripes, dots, decorations - Developing fine motor skills through tracing
2	VEGETABLE PRINT	- Introduction to vegetable printing - Using vegetables as stamps: okra, carrots, potatoes (halved) - Dipping vegetables in paint - Creating patterns and pictures with vegetable prints - Understanding shapes vegetables make - Combining different vegetable prints - Learning about vegetables through art - Cleaning vegetables and hands after activity
3	PLASTICINE	- Introduction to plasticine/modelling clay - Learning to soften and shape plasticine - Making simple shapes: balls, snakes, coils - Creating simple objects: fruits, animals, flowers - Mixing colours by blending plasticine - Understanding 3D art (not flat like drawing) - Proper storage of plasticine after use
4	MAKING/DESIGNING A HAND FAN	- Introduction to hand fan making - Using paper, cardboard, or popsicle sticks - Decorating fan: colouring, drawing patterns, adding designs - Understanding purpose of fans - Creating unique fan designs - Assembling fan pieces (with teacher help) - Functional art project
5	MID-TERM ASSESSMENT/TEST	- Tracing skills assessment

		- Printing techniques evaluation - Plasticine modelling test - Hand fan creation assessment - Creativity and originality evaluation - Following instructions and neatness test
6	MID-TERM BREAK	-
7	COLOUR SPLASH	- Introduction to colour splash technique - Flicking or splashing paint on paper (controlled) - Creating patterns with colour splashes - Understanding abstract art - Mixing colours through splashing - Expressing emotions through colour - Using aprons and protecting work area - Fun and expressive art activity
8	SPIKY HEDGEHOG	- Creating spiky hedgehog art project - Drawing or using template for hedgehog body - Adding spikes: using fork prints, painted sticks, or cut paper - Colouring hedgehog brown/grey - Adding eyes, nose, and feet - Understanding hedgehog features - Creative texture making - Mixed media art project
9	PAPER COLLAGE	- Introduction to collage technique - Tearing and cutting coloured paper into pieces - Using glue to stick paper pieces - Creating pictures or patterns with paper pieces - Understanding composition and arrangement - Making pictures: flowers, houses, animals from paper pieces - Developing fine motor skills - Patience in creating detailed work
10	COLOURING A HOUSE	- Identifying house parts: roof, walls, windows, door, chimney - Choosing appropriate house colours - Colouring each part differently - Adding details: curtains, door handle, pathway

		-Creating background: sky, sun, trees, garden - Understanding buildings through art - Neat and careful colouring
11	REVISION OF SECOND TERM WORK	- Review of tracing and printing techniques - Plasticine work practice - Collage technique review - Colour splash and creative techniques - Reviewing completed projects - Preparing best works for exhibition - Mock practical assessment
12	END OF TERM EXAMINATION	- Comprehensive practical art test - Collage making assessment - Colouring and tracing evaluation - Plasticine modelling test - Creative techniques assessment - Overall artistic skills evaluation - Portfolio review
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessed artworks - Distribution of report cards - Art exhibition and gallery walk - Awards for creativity and effort - Holiday creative activities suggestions - Celebration of artistic growth - Preview of third term projects

NURSERY 2 CREATIVITY SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	FRIENDSHIP TREE	- Creating friendship tree project -Drawing or tracing tree trunk and branches -Making leaves from hand prints or paper -Writing or putting names of friends on leaves - Decorating tree with colours -Understanding friendship and community - Collaborative or individual project - Celebrating friendships through art
2	MAKING JEWELRIES	- Introduction to simple jewelry making -Using safe materials: beads, pasta, paper, straws, string - Threading beads to make necklaces or bracelets -Creating patterns with different coloured beads - Understanding patterns and sequences - Developing fine motor skills - Wearable art creation - Safety with small objects
3	RABBIT COLLAGE	- Creating rabbit using collage technique - Using cotton wool for fluffy texture -Adding paper pieces for rabbit body parts - Creating 3D effect with materials - Gluing materials carefully -Adding details: eyes, nose, whiskers, ears - Understanding texture in art - Mixed media creativity
4	SAND COLLAGE	- Introduction to sand art/collage -Applying glue on specific areas of picture - Sprinkling sand on glued areas - Creating textured pictures with sand - Using coloured sand for variety

		(optional) -Understanding texture and natural materials in art - Careful handling of sand - Unique artistic technique
5	MID-TERM ASSESSMENT/TEST	- Collage techniques assessment - Jewelry making skills evaluation - Creativity and originality test - Use of different materials assessment - Following instructions evaluation - Fine motor skills observation
6	MID-TERM BREAK	-
7	DESIGNING A PAPER PLATE	- Using paper plate as art canvas -Decorating plate: painting, colouring, adding patterns - Creating face designs, flower designs, or creative patterns -Using various materials: paint, markers, stickers, glitter - Understanding circular design space - Functional or decorative art - Creative use of everyday items
8	DESIGNING A CONE HAT	-Making cone hat from paper or cardboard - Rolling and shaping paper into cone -Decorating hat: colouring, painting, adding designs - Using ribbons, stickers, or drawings - Creating unique hat designs - Wearing created hats (hat parade) - 3D wearable art project - Celebration of creativity
9	MAKING CARDS	-Introduction to card making (greeting cards) - Folding paper to create card -Decorating card front: drawings, colours, stickers -Writing or copying simple messages inside (with help) - Understanding cards for different occasions: birthday, thank you, get well -Giving handmade cards to someone special

		- Meaningful art creation
10	FEATHER ART	- Introduction to using feathers in art - Creating pictures or designs with feathers - Combining feathers with drawing, colouring, gluing - Understanding texture and natural materials
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Review: - Collage techniques (rabbit, sand) - Jewelry and card making - Paper plate and cone hat designs - Friendship tree and free expression Year-Long Review: - All colouring techniques learned - Printing methods (thumb, hand, vegetable) - Collage and mixed media work - 3D projects (plasticine, jewelry, hats) - Creative expression throughout the year - Preparing comprehensive portfolio - Mock examination
12	END OF YEAR EXAMINATION	Third Term Assessment: - Collage work evaluation - Design projects assessment - Card and jewelry making test - Creative expression evaluation Comprehensive Year Assessment: - Overall artistic development - Mastery of techniques learned - Creativity and originality - Fine motor skills development - Following instructions and completion - Portfolio review of year's best works
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	- Return of all assessed artworks - Distribution of comprehensive report cards - Grand art exhibition: displaying year's best works for parents - Awards for creativity, improvement, and artistic excellence

PERSONAL DEVELOPMENT SCHEME OF WORK (NURSERY 2)
FIRST TERM

WEEK	TOPIC	CONTENT
1	WELCOMING AND GETTING TO KNOW EACH OTHER	- Welcome back to school activities - Introduction games and ice-breakers - Learning about new classmates - Sharing what we did during holidays - Making new friends and reconnecting with old friends - Understanding we are one class family - Creating friendly and welcoming classroom environment
2	NAME AND GREETINGS	- Importance of knowing and using names - Saying own name clearly and confidently - Learning to greet properly: Good morning, Good afternoon - Greeting teachers with respect: "Good morning, Ma/Sir" - Greeting classmates and visitors politely - Understanding greetings show respect and friendliness - Practice greeting activities
3	MY NAME, TEACHERS AND FRIENDS' NAMES	- Learning to say and spell own full name - Memorizing teachers' names and titles - Learning friends' names in class - Understanding importance of calling people by their names - Not using nicknames that hurt others - Name recognition and pronunciation practice - Building relationships through knowing names
4	SCHOOL AND CLASS RULES	- Understanding why we have rules - Important school rules: arriving on time, wearing uniform, respecting teachers, being kind - Classroom rules: raising hand before speaking, staying seated, listening when teacher talks, taking turns - Consequences of breaking rules - Benefits of following rules: safe and happy environment

		- Understanding rules help everyone - Commitment to following rules
5	MID-TERM ASSESSMENT/TEST	- Name recognition and speaking test - Greetings demonstration - School rules knowledge assessment - Behavior observation evaluation - Oral questions on topics covered - Social interaction assessment
6	MID-TERM BREAK	-
7	GOOD MANNERS (GENERAL)	-Understanding good manners make us pleasant people -Magic words: Please, Thank you, Sorry, Excuse me, You're welcome -Being polite to everyone: teachers, friends, visitors, support staff - Respecting others' property and space - Helping others when needed - Not interrupting when others are speaking - Practicing good manners daily
8	ANSWERING YOUR NAME	-Importance of responding when name is called -Proper responses: "Yes, Ma/Sir," "Present," "Here" -Speaking clearly and audibly when answering - Looking at the person calling your name - Not ignoring when name is called -Understanding answering shows respect and attention - Practice sessions for name-calling
9	SPEAKING UP AND ANSWERING QUESTIONS	- Building confidence to speak in class - Raising hand before speaking - Waiting to be called before answering -Speaking clearly and loud enough to be heard - Not being afraid to answer even if unsure -Understanding mistakes are part of learning - Respecting others when they speak - Encouraging each other
10	SILENCE TIME	- Understanding when silence is needed - Being quiet during: teacher's instruction,

		story time, rest time, exams -Benefits of silence: better concentration, respect, hearing clearly - Learning to control talking urge -Understanding difference between talking time and quiet time - Practicing silence periods - Respecting others' need for quiet
11	REVISION OF FIRST TERM WORK	- Review of names and greetings - School and class rules revision - Good manners comprehensive review - Answering name practice - Speaking up and silence time review - Behavior expectations review - Mock assessment activities
12	END OF TERM EXAMINATION	- Practical behavior assessment - Greetings and manners test - School rules knowledge test - Speaking and listening evaluation - Social skills observation - Overall personal development assessment
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessment results - Distribution of report cards -Celebration of good behavior and improvement -Awards for exemplary manners and conduct - Holiday behavior expectations - Review of term's growth - Preview of second term topics

NURSERY 2 PERSONAL DEVELOPMENT SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	CORRECT SITTING POSITION	-Understanding importance of sitting properly - Correct sitting: back straight, feet on floor, facing forward - Sitting in assigned seat -Not rocking chair or standing unnecessarily - Reasons for proper sitting: better learning, safety, health (good posture) -Adjusting sitting position when reminded - Practicing correct sitting throughout the day
2	LEARNING POSITION IN CLASS	-Understanding different learning positions - Sitting at desk for table work -Sitting on mat/carpet for story time or circle time -Standing for certain activities: songs, exercises - Maintaining appropriate position for each activity -Following teacher's instructions about positioning -Understanding positions help learning - Transitioning between positions quietly
3	PAYING ATTENTION DURING LEARNING TIME	-Understanding what paying attention means - Looking at teacher when teaching - Listening carefully to instructions -Not playing with objects during lessons - Asking questions when don't understand - Staying focused on task at hand - Not distracting classmates - Benefits of paying attention: learning

		better, not missing information
4	MAKING A STRAIGHT LINE	- Understanding when to form lines: going to assembly, going home, moving between classes - How to form a straight line - Standing behind person in front - Keeping appropriate space (arm's length) - Not pushing or playing in line - Walking quietly and orderly in line - Benefits: safety, orderliness, respect - Practice forming lines
5	MID-TERM ASSESSMENT/TEST	- Sitting position observation - Learning position compliance test - Attention and focus assessment - Line formation practical test - Following instructions evaluation - Behavior during lessons observation
6	MID-TERM BREAK	-
7	BULLYING AND FIGHTING ARE BAD HABITS	- Understanding what bullying is: hurting others with words or actions, taking things, excluding others - Why bullying is wrong: hurts feelings, not kind, against school rules - Understanding fighting doesn't solve problems - Effects of bullying: sadness, fear, injuries - What to do if bullied: tell teacher, tell parents, walk away - Being kind to everyone - Zero tolerance for bullying
8	REPORTING MATTERS TO YOUR TEACHER RATHER THAN FIGHTING	- Understanding importance of telling teacher about problems - When to report: if someone hurts you, takes your things, bullies you - How to report calmly without fighting back - Understanding teachers are there to help - Fighting makes problems worse - Using words instead of hitting - Peaceful problem-solving

		- Being a peace-maker
9	LAUGHING/CRYING UNNECESSARILY	-Understanding appropriate times to laugh -Not laughing at others' mistakes or misfortune -Controlling excessive laughter during serious moments -Understanding when crying is appropriate vs unnecessary - Managing emotions and reactions - Being respectful of different situations - Developing emotional maturity - Showing empathy to others
10	GOOD MANNERS: COMING TO SCHOOL EARLY	-Importance of arriving at school on time - Benefits of punctuality: not missing lessons, being organized, showing respect - Preparing for school the night before - Waking up early enough - Understanding lateness disrupts class - Respecting school start time - Developing good time habits early - Being responsible
11	REVISION OF SECOND TERM WORK	- Correct positioning review -Paying attention and line making practice - Anti-bullying messages review - Conflict resolution review - Emotional control revision - Punctuality importance review - Mock assessment activities
12	END OF TERM EXAMINATION	-Classroom behavior comprehensive test - Positioning and attention assessment - Conflict resolution knowledge test - Emotional control evaluation -Punctuality and responsibility assessment - Overall conduct evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessment results - Distribution of report cards - Celebration of improved behavior

		-Awards for punctuality, good conduct, and kindness - Holiday behavior reminders - Review of term's development - Preview of third term topics

NURSERY 2 PERSONAL DEVELOPMENT SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	DOING MY HOMEWORK	- Understanding what homework is and why it's important - Homework reinforces classroom learning - Taking homework home carefully - Finding quiet place to do homework at home - Doing homework neatly and completely - Returning homework on time - Asking parents for help when needed - Developing responsibility and discipline
2	ARRANGING PERSONAL BELONGINGS	- Keeping school bag organized - Arranging books and materials neatly - Putting things in designated places - Not mixing up own things with others' - Checking bag before leaving school - Taking care of personal items - Developing organizational skills - Being responsible for belongings
3	HOW TO HANDLE MATERIALS	- Proper handling of books: not tearing, bending pages, keeping clean - Using pencils, crayons, and scissors safely and carefully - Returning materials to proper places after use - Not wasting materials - Sharing materials with classmates - Asking permission before using others' materials - Respecting school property - Being careful and responsible
4	GOOD TABLE MANNERS	- Washing hands before eating - Sitting properly at table during snack/lunch - Using utensils properly - Chewing with mouth closed, not talking with food in mouth - Not playing with food - Cleaning up after eating - Saying please and thank you

		- Sharing and being polite during meals
5	MID-TERM ASSESSMENT/TEST	- Homework responsibility assessment - Organization skills evaluation - Material handling observation - Table manners practical test - Overall responsibility assessment - Practical demonstrations
6	MID-TERM BREAK	-
7	PLAYING SAFELY DURING BREAK	- Understanding break time rules - Playing in designated areas only - Not running in dangerous areas - Playing fair and taking turns - Not fighting or rough play - Including others in games - Reporting injuries to teacher immediately - Returning to class when break ends - Safety and fun together
8	SCHOOL FACILITIES AND PLAY EQUIPMENT	-Understanding school facilities: library, playground, toilets, water fountains -Proper use of play equipment: swings, slides, see-saw - Taking turns on equipment -Not breaking or damaging school property - Keeping facilities clean - Respecting school property - Understanding facilities are for everyone - Reporting damaged equipment
9	PROPER WAYS TO MAKE REQUESTS	-Using polite language when asking for something - Saying "Please" and "May I" -Raising hand to ask teacher for something - Not demanding or being rude - Accepting "no" gracefully -Saying "Thank you" when request is granted -Understanding polite requests get better responses - Practice making polite requests
10	SHOWING LOVE AND CARE TO	- Understanding love means caring about others' feelings

	OTHERS	-Ways to show love: being kind, helping, sharing, smiling -Caring for classmates: comforting when sad, celebrating when happy -Showing appreciation to teachers and parents - Including everyone in activities - Being gentle and considerate -Understanding love makes happy community - Practicing kindness daily
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Review: - Homework responsibility - Organization and material handling - Table manners and break safety - Proper requests and showing care Year-Long Review: -First Term: Names, greetings, rules, manners, speaking up, silence -Second Term: Positioning, attention, anti-bullying, punctuality -Third Term: Responsibility, safety, care for others -Complete personal development growth review - Mock comprehensive assessment
12	END OF YEAR EXAMINATION	Third Term Assessment: - Responsibility skills test - Safety knowledge evaluation - Social skills and caring assessment - Practical behavior demonstrations Comprehensive Year Assessment: - Overall behavior and conduct - Social and emotional development - Responsibility and organizational skills - Manners and respect demonstration - Following rules and instructions - Complete personal development evaluation
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	- Return of assessment results -Distribution of comprehensive report cards

		-Celebration of year-long personal growth and development -Awards for: Best Behaved, Most Improved, Most Helpful, Most Punctual, Best Manners - Certificate distribution -Reflection on personal development journey -Preparation for promotion to Nursery 3/Primary 1 - Character development showcase for parents - Graduation ceremony - Commitment to continued good behavior - Farewell and promotion celebrations

SONGS AND RHYMES SCHEME OF WORK (NURSERY 2)
FIRST TERM

WEEK	TOPIC	CONTENT
1	TWINKLE TWINKLE LITTLE STAR	- Learning the complete song with all verses -Understanding meaning: star in the sky, diamond bright -Hand movements: opening and closing fingers like twinkling stars - Singing together as a class - Night sky and stars discussion - Creating star shapes while singing - Practicing rhythm and melody
2	RAIN RAIN GO AWAY	- Learning the simple rain song -Understanding the lyrics: wanting rain to stop so children can play -Adding names of children in class: "Rain rain go away, [child's name] wants to play" - Hand movements mimicking rain falling - Discussion about rainy days and sunny days - Singing together - Weather connection
3	PAT-A-CAKE	- Learning the traditional clapping song - Understanding lyrics: baking a cake - Clapping patterns and hand movements - Partner activity: clapping with a friend - Actions: rolling, patting, marking with "B" - Rhythm and coordination development - Fun interactive singing game
4	OLD MACDONALD HAD A FARM	- Learning the classic farm song - Understanding farm animals and their sounds -Animal sounds: cow (moo), pig (oink), duck (quack), sheep (baa), horse (neigh) - E-I-E-I-O chorus - Repetitive verse structure - Acting out different animals - Taking turns choosing animals to sing about
5	MID-TERM ASSESSMENT/TEST	- Singing assessment: Twinkle Twinkle Little Star - Rain Rain Go Away performance - Pat-a-cake with actions test - Old MacDonald participation - Rhythm and melody evaluation

		- Actions and movements assessment
6	MID-TERM BREAK	-
7	HOT CROSS BUNS	- Learning the traditional hot cross buns song -Understanding lyrics: selling buns, one a penny, two a penny - Simple melody and rhythm -Discussion about hot cross buns (special Easter bread) - Counting in the song (one, two) - Singing in rounds (simple introduction) - Cultural connection to traditions
8	HEY DIDDLE DIDDLE	- Learning the classic nursery rhyme -Understanding the silly, imaginative lyrics: cat and fiddle, cow jumping over moon, dish and spoon - Acting out different characters -Developing imagination through nonsense rhyme - Rhythm and rhyming words - Group performance - Discussing how rhymes can be fun and silly
9	LITTLE JACK HORNER	- Learning the traditional nursery rhyme -Understanding the story: Jack sitting in corner, eating Christmas pie, pulling out plum - Acting out the rhyme - Discussion about good behavior and sharing -Rhyming words: corner/Horner, pie/I, thumb/plum - Simple actions while reciting - Cultural heritage learning
10	MARY HAD A LITTLE LAMB	- Learning the complete song -Understanding the story: Mary's lamb following her to school - Why the lamb followed Mary: "loved Mary so" - School connection in the song - Gentle melody and simple lyrics - Acting out Mary and the lamb - Discussion about kindness to animals - All verses practice
11	REVISION OF FIRST TERM WORK	- Review and singing of all term's songs - Twinkle Twinkle Little Star with actions - Rain Rain Go Away with different names

		- Pat-a-cake clapping practice - Old MacDonald with various animals - Hot Cross Buns, Hey Diddle Diddle, Little Jack Horner, Mary Had a Little Lamb - Group performances - Choosing favorite songs to perform
12	END OF TERM EXAMINATION	- Individual or group singing assessment - Song recall and lyrics test - Actions and movements evaluation - Rhythm and melody assessment - Participation and confidence evaluation - Performance of selected songs from term
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessment results - Concert/performance for parents (optional) - Singing celebration: all favorite songs - Awards for musical participation - Holiday song practice encouragement - Distribution of song lyrics sheets for home practice - Preview of second term songs

NURSERY 2 SONGS AND RHYMES SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	HEAD, SHOULDERS, KNEES AND TOES	- Learning the action song with body parts -Touching body parts while singing: head, shoulders, knees, toes, eyes, ears, mouth, nose - Starting slow, then faster versions - Body awareness and coordination - Following rhythm and increasing speed - Fun exercise and singing combined - Group activity
2	I HAVE TWO HANDS	- Learning the song about body parts -Understanding we have two hands, two feet, two eyes, two ears - Actions: clapping hands, stomping feet, blinking eyes - Counting body parts - Appreciating our bodies - Movement coordination - Singing with actions
3	JACK AND JILL WENT UP THE HILL	- Learning the classic nursery rhyme -Understanding the story: fetching water, Jack falling, Jill tumbling after -Rhyming words: hill/Jill, crown/down, after/laughter - Acting out climbing hill and falling down (safely) - Discussing helping each other - Traditional nursery rhyme heritage - Simple melody
4	IN A COTTAGE IN A WOOD	- Learning the narrative action song -Story: little man by window, rabbit running, fox coming, "Help me! Help me!" -Hand movements for cottage, window, rabbit ears, running - Understanding helping others - Sequential storytelling through song - Acting out the complete story - Empathy and kindness lesson
5	MID-TERM ASSESSMENT/TEST	- Body parts songs assessment (Head

		Shoulders, I Have Two Hands) - Jack and Jill performance - In a Cottage story song with actions - Actions and coordination evaluation - Song recall test - Participation assessment
6	MID-TERM BREAK	-
7	OLD MOTHER HUBBARD	- Learning the traditional nursery rhyme -Story: Mother Hubbard, bare cupboard, poor dog getting nothing - Multiple verses about the dog's activities - Rhyming pattern and rhythm - Acting out the story -Understanding disappointment and making do - Traditional rhyme appreciation
8	ONE LITTLE, TWO LITTLE, THREE LITTLE FINGERS	- Learning the counting finger song - Counting from one to ten using fingers - Holding up correct number of fingers - Rhythm and counting practice - Number recognition through song - Hand coordination - Making counting fun through music
9	WHERE IS THUMBKIN?	- Learning the finger family song -Finger names: Thumbkin, Pointer, Tall Man, Ring Man, Pinky - Hiding and showing each finger -Dialogue in the song: "How are you?" "Very well, I thank you" - Fine motor skills and finger isolation - Politeness in the song - Fun finger play activity
10	THE LITTLE PIG WENT TO MARKET	- Learning the toe/finger counting rhyme - Five verses for five toes/fingers -Story: market, home, roast beef, none, wee wee wee home - Touching each toe/finger with verses - Counting and sequence - Traditional nursery activity - Parent-child bonding rhyme
11	REVISION OF SECOND TERM	- Review of all body parts songs - Head Shoulders Knees and Toes with

	WORK	speed variations -Finger songs practice (One Little, Where is Thumbkin, Little Pig) - Story songs: Jack and Jill, In a Cottage, Old Mother Hubbard - Group performances - Acting out favorite songs - Mock examination practice
12	END OF TERM EXAMINATION	- Comprehensive singing assessment - Action songs with movements test - Finger play coordination evaluation - Story songs performance - Lyrics recall and melody test - Participation and expression assessment
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessment results - Distribution of report cards - Musical performance showcase - Awards for musical excellence - Holiday song practice materials - Family song singing encouragement - Preview of third term songs

NURSERY 2 SONGS AND RHYMES SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	LITTLE MISS MUFFET	- Learning the classic nursery rhyme -Story: Miss Muffet, tuffet, curds and whey, spider frightening her -Understanding rhyming: Muffet/tuffet, whey/away -Acting out sitting, eating, being frightened - Discussing fears (spiders) and reactions - Traditional nursery rhyme heritage - Simple actions and expressions
2	I SEE THE MOON	- Learning the gentle night-time song -Lyrics: seeing moon, moon seeing me, God bless the moon and God bless me - Understanding night sky and bedtime - Soft, calm singing voice - Connection to bedtime routine - Appreciating nature (moon and stars) - Gentle lullaby-style song
3	GOOSEY GOOSEY GANDER	- Learning the traditional nursery rhyme -Story: gander wandering upstairs, downstairs, lady's chamber -Understanding old nursery rhyme language - Acting out wandering and walking -Rhyming words: gander/wander, stairs/prayers - Discussion about old-fashioned rhymes - Cultural heritage appreciation
4	PUSSY CAT, PUSSY CAT, WHERE HAVE YOU BEEN?	- Learning the traditional dialogue rhyme -Conversation: cat going to London to visit the Queen - Frightening mouse under chair - Acting out dialogue between two groups -Understanding question and answer format - Royal connection (Queen) - Interactive performance rhyme
5	MID-TERM ASSESSMENT/TEST	- Little Miss Muffet performance

		- I See the Moon singing assessment - Goosey Goosey Gander test - Pussy Cat dialogue rhyme - Expression and acting evaluation - Song recall and melody test
6	MID-TERM BREAK	-
7	LITTLE BO-PEEP	- Learning the classic nursery rhyme -Story: Bo-Peep losing sheep, they'll come home wagging tails - Understanding shepherd and sheep -Rhyming: Peep/sheep, alone/home, tails/trails - Acting out searching for lost sheep - Patience and trust message - Traditional nursery rhyme
8	HOW MUCH IS THAT DOGGIE IN THE WINDOW?	- Learning the popular children's song -Story: wanting to buy the doggie with waggly tail -Understanding pet shops and wanting pets - Wagging motion and barking sounds - Melody and chorus - Discussion about caring for pets - Fun, catchy tune
9	DOH A DEAR (DO-RE-MI)	- Introduction to musical notes - Learning Do-Re-Mi-Fa-Sol-La-Ti-Do -Word associations: Doe (deer), Ray (sun), Me (myself), etc. - Simple melody practice - Understanding musical scales (basic) - Singing up and down the scale - Building musical foundation - Making music learning fun
10	I CAN DO ALL THINGS	-Learning the inspirational Christian song -Understanding message: "I can do all things through Christ" - Building confidence through song - Faith-based encouragement - Positive affirmation - Melody and rhythm - Personal empowerment message

		- Spiritual development
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Songs: - Little Miss Muffet, I See the Moon, Goosey Goosey Gander - Pussy Cat, Little Bo-Peep - How Much is That Doggie, Do-Re-Mi, I Can Do All Things Year-Long Review: - First Term favorites: Twinkle Twinkle, Old MacDonald, Mary Had a Little Lamb - Second Term body songs and finger plays - All learned songs comprehensive practice - Concert preparation - Group and solo performances
12	END OF YEAR EXAMINATION	Third Term Assessment: - Recent songs performance test - Do-Re-Mi musical notes assessment - Expression and confidence evaluation Comprehensive Year Assessment: - Overall singing ability - Song recall from all three terms - Actions and movements coordination - Rhythm and melody mastery - Participation and musical development - Performance of chosen songs from year
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	- Return of assessment results - Distribution of comprehensive report cards - Grand musical concert for parents: performing favorite songs from the year - Awards for musical excellence and participation - Certificate distribution - Celebration of musical journey - Song books or lyrics compilation for home - Encouragement to continue singing - Preparation for promotion to Nursery 3/Primary 1

		- Graduation ceremony with musical performances - Farewell celebrations with songs

HANDWRITING SCHEME OF WORK (NURSERY 2)

FIRST TERM

WEEK	TOPIC	CONTENT
1	GRIPPING OF PENCIL AND SCRIBBLING	-Correct pencil grip: tripod grip (thumb, index, and middle finger) - Proper sitting position for writing - Hand and finger exercises for flexibility - Free scribbling activities on paper - Controlling pencil movements - Making marks on paper with confidence -Understanding pressure control (not pressing too hard) - Building hand-eye coordination
2	TRACING OF VERTICAL AND HORIZONTAL LINES AND STROKES	-Understanding vertical lines (up and down, top to bottom) - Practicing vertical line tracing on worksheets - Understanding horizontal lines (left to right) - Practicing horizontal line tracing - Starting and stopping points - Maintaining straight lines - Line control and hand steadiness - Combined vertical and horizontal line patterns
3	TRACING OF RIGHT, LEFT AND DOWN FACING CURVES	- Introduction to curved strokes - Right-facing curves (like letter C opening right) - Left-facing curves (like letter C opening left) - Down-facing curves (like smile or rainbow) - Up-facing curves (like letter U) - Smooth curve tracing practice - Understanding direction of curves - Combining curves with straight lines
4	TRACING OF CIRCLES	- Understanding circular shapes - Clockwise circular movements - Counter-clockwise circular movements - Starting point for circles (usually at top) - Completing full circles without lifting pencil - Small and large circles - Multiple circles in sequence - Preparing for letters with circular shapes (o, a, d, g, q)
5	MID-TERM ASSESSMENT/TEST	- Pencil grip observation -Line tracing assessment (vertical and horizontal)

		- Curve tracing evaluation - Circle tracing test - Hand control and steadiness observation - Following directions assessment - Neatness and completion evaluation
6	MID-TERM BREAK	-
7	TRACING OF VARIOUS PATTERNS	- Introduction to pattern tracing - Simple repeating patterns: zigzag, waves, loops - Border patterns and designs - Combining lines and curves in patterns - Following pattern sequences - Developing rhythm in hand movements - Pre-writing pattern skills - Creative pattern tracing
8	TRACING AND DRAWING VARIOUS PATTERNS	- Advancing from tracing to independent drawing - Drawing patterns without templates - Creating own simple patterns - Repeating patterns consistently - Combining different pattern elements - Understanding sequence and repetition - Building confidence in drawing - Preparation for letter formation
9	TRACING OF NUMBERS 1, 4, 7, 9	- Introduction to number formation - Number 1: straight vertical line - Number 4: vertical, horizontal, and slant strokes - Number 7: horizontal and slant strokes - Number 9: circle and vertical line - Starting points and direction for each number - Tracing numbers multiple times - Understanding number shapes
10	TRACING OF NUMBERS 2, 3, 6, 8	- Number 2: curved top and slanted bottom - Number 3: two curves facing right - Number 6: curve down and around - Number 8: continuous S-curve forming two circles - Proper stroke sequence and direction - Practicing smooth curves in numbers - Multiple tracing practice - Number recognition through writing

11	REVISION OF FIRST TERM WORK	- Review of pencil grip and posture -Practicing all line types: vertical, horizontal, curves - Circle and pattern tracing review - Numbers 1-9 comprehensive tracing practice - Identifying weak areas for extra practice - Building speed and confidence - Mock examination preparation
12	END OF TERM EXAMINATION	- Pencil grip and sitting position assessment - Line tracing comprehensive test - Curve and circle tracing evaluation - Pattern completion test - Numbers 1-9 tracing assessment - Hand control and neatness evaluation - Overall handwriting development assessment
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessed work - Distribution of report cards - Celebration of handwriting progress - Awards for neatness and improvement - Holiday handwriting practice materials - Encouragement for home practice - Preview of second term topics (numbers and letters)

NURSERY 2 HANDWRITING SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	TRACING NUMBERS 1-5	-Comprehensive review and practice of numbers 1-5 - Number 1: vertical stroke - Number 2: curve and slant - Number 3: two right-facing curves - Number 4: three strokes combination - Number 5: horizontal, vertical, and curve - Correct formation sequence for each number - Multiple tracing exercises - Building number writing fluency
2	TRACING NUMBERS 6-10	- Number 6: curve down and loop - Number 7: horizontal and diagonal - Number 8: continuous S-curve - Number 9: circle and line - Number 10: vertical line and circle (1 and 0) - Proper stroke direction and sequence -Understanding teen number formation starts with 1 - Extensive tracing practice
3	TRACING NUMBERS 1-10 (COMBINED)	- Comprehensive practice of all numbers 1-10 - Number sequence recognition - Tracing numbers in order - Random number tracing - Comparing number formations - Identifying similar strokes in different numbers -Building confidence with all single-digit numbers - Preparation for independent number writing
4	TRACING AND WRITING SOUNDS: c, e, o, a, i, x, z (LOWER CASE)	- Introduction to letter formation (lower case) - Letter c: circle opening to right - Letter e: curve and horizontal line - Letter o: complete circle - Letter a: circle and vertical line - Letter i: vertical line and dot - Letter x: two diagonal crossing strokes -Letter z: horizontal, diagonal, horizontal (zigzag) - Letter sounds review while writing

		- Tracing and beginning independent writing
5	MID-TERM ASSESSMENT/TEST	- Numbers 1-10 tracing test - Letter formation assessment (c, e, o, a, i, x, z) - Stroke direction and sequence evaluation - Neatness and size consistency test - Following starting points assessment - Overall progress evaluation
6	MID-TERM BREAK	-
7	TRACING AND WRITING SOUNDS: p, g, y, q, l (LOWER CASE)	-Letter p: vertical line down below line, circle on top - Letter g: circle and tail going down -Letter y: two diagonal strokes meeting, tail down - Letter q: circle and vertical tail down on right - Letter l: tall vertical line -Understanding letters that go below the line (descenders: p, g, y, q) - Letter sounds practice - Tracing and writing practice
8	TRACING AND WRITING SOUNDS: k, t, d, f (LOWER CASE)	- Letter k: vertical line and two diagonal strokes - Letter t: vertical line and horizontal cross - Letter d: circle and tall vertical line (ascender) - Letter f: curve and two horizontal crosses - Understanding tall letters (ascenders: t, d, f, l, k) - Correct stroke sequence - Letter sounds review - Extensive tracing and writing practice
9	TRACING AND WRITING SOUNDS: n, m, w, v, h, s (LOWER CASE)	- Letter n: vertical line and hump - Letter m: vertical line and two humps - Letter w: four diagonal strokes (v-v) - Letter v: two diagonal strokes meeting at bottom - Letter h: tall vertical line and hump - Letter s: continuous S-curve - Understanding similar letter formations - Letter sounds practice - Tracing and writing exercises
10	TRACING AND WRITING a-i (LOWER CASE REVIEW)	- Comprehensive review of letters a through i - Alphabetical sequence practice - Tracing letters a, b, c, d, e, f, g, h, i - Understanding alphabetical order - Combining letters learned in previous weeks - Letter recognition and formation

		- Building towards independent writing - Phonics connection with letter writing
11	REVISION OF SECOND TERM WORK	- Numbers 1-10 comprehensive review - All lower case letters learned (a-i and others) - Stroke direction and formation review - Distinguishing between similar letters - Ascenders and descenders practice - Speed and neatness improvement - Mock examination exercises
12	END OF TERM EXAMINATION	- Numbers 1-10 writing assessment - Lower case letters (a-i and all learned) comprehensive test - Letter formation accuracy evaluation - Size consistency and neatness test - Stroke sequence and direction assessment - Overall handwriting progress evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessed work - Distribution of report cards - Celebration of writing achievements - Awards for excellent handwriting - Holiday practice materials (numbers and letters) - Encouragement for continued practice - Preview of third term (uppercase letters and higher numbers)

NURSERY 2 HANDWRITING SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	TRACING AND WRITING A-I (UPPER CASE)	- Introduction to uppercase/capital letters -Letter A: two diagonal lines and horizontal cross - Letter B: vertical line and two bumps on right - Letter C: large curve opening to right - Letter D: vertical line and large curve -Letter E: vertical line and three horizontal lines -Letter F: vertical line and two horizontal lines (top and middle) - Letter G: curve and horizontal line inside -Letter H: two vertical lines with horizontal connector -Letter I: vertical line with horizontal top and bottom - Understanding difference between upper and lower case
2	TRACING AND WRITING j-s (LOWER CASE)	-Letter j: vertical line down with hook, dot on top - Letter k: vertical line with two diagonal strokes - Letter l: tall vertical line - Letter m: vertical line with two humps - Letter n: vertical line with one hump - Letter o: complete circle - Letter p: vertical down and circle - Letter q: circle and vertical tail down - Letter r: vertical line with small curve on top - Letter s: S-curve - Completing lower case alphabet learning
3	TRACING AND WRITING J-S (UPPER CASE)	- Letter J: vertical line with curve at bottom - Letter K: vertical line and two diagonal strokes -Letter L: vertical and horizontal lines (L-shape) -Letter M: two vertical lines with two diagonal strokes meeting at top -Letter N: two vertical lines with diagonal connector - Letter O: large circle - Letter P: vertical line with bump on top right - Letter Q: circle with small tail

		- Letter R: vertical line, bump and diagonal leg - Letter S: large S-curve - Matching upper and lower case letters
4	TRACING AND WRITING s-z (LOWER CASE)	- Letter s: small S-curve (review) - Letter t: vertical line with horizontal cross - Letter u: curve down and up with short line - Letter v: two diagonal strokes meeting at bottom - Letter w: four diagonal strokes (double-v) - Letter x: two diagonal crossing strokes - Letter y: two diagonals with tail going down - Letter z: horizontal, diagonal, horizontal (zigzag) - Completing entire lower case alphabet - Alphabet sequence a-z practice
5	MID-TERM ASSESSMENT/TEST	- Upper case letters A-S writing test - Lower case letters j-z assessment - Matching upper and lower case letters - Alphabet sequence test - Letter formation accuracy evaluation - Neatness and consistency assessment
6	MID-TERM BREAK	-
7	TRACING AND WRITING S-Z (UPPER CASE)	- Letter S: large S-curve (review) - Letter T: horizontal line on top, vertical line down - Letter U: curve down and up - Letter V: two diagonal strokes meeting at bottom - Letter W: four diagonal strokes (large) - Letter X: two large diagonal crossing strokes - Letter Y: two diagonal strokes meeting, vertical line down - Letter Z: horizontal, diagonal, horizontal (large zigzag) - Completing entire upper case alphabet - A-Z sequence practice - Comparing upper and lower case formations
8	TRACING AND WRITING 11-20	- Understanding teen numbers formation - All teen numbers start with 1 - Number 11: two vertical lines (1 and 1) - Number 12: vertical line and curve (1 and 2) - Numbers 13-19: combining 1 with 3-9 - Number 20: combining 2 and 0

		- Understanding place value through writing - Consistent spacing between digits - Extensive tracing and writing practice
9	TRACING AND WRITING 21-30	- Understanding twenties formation - All start with 2 - Numbers 21-29: combining 2 with 1-9 - Number 30: combining 3 and 0 - Understanding number patterns - Consistent number formation - Digit spacing practice - Sequential number writing
10	TRACING AND WRITING 41-50	- Understanding forties formation - All start with 4 - Numbers 41-49: combining 4 with 1-9 - Number 50: combining 5 and 0 - Skipping 31-40 for now (will cover later or in higher class) - Building confidence with two-digit numbers - Number sequence understanding - Preparation for higher numbers
11	REVISION OF THIRD TERM & YEAR'S WORK: WRITING OF NUMBERS AND LETTERS TAUGHT	Third Term Review: - Upper case letters A-Z comprehensive practice - Lower case letters a-z comprehensive practice - Numbers 11-20, 21-30, 41-50 review Year-Long Comprehensive Review: - All numbers 1-50 (selected ranges) - Complete alphabet upper and lower case - Matching upper and lower case letters - Independent writing without tracing - Proper letter and number formation - Speed and neatness improvement - Mock examination preparation
12	END OF YEAR EXAMINATION	Comprehensive Assessment: - Numbers 1-10 independent writing - Numbers 11-20, 21-30, 41-50 writing test - Lower case alphabet a-z writing assessment - Upper case alphabet A-Z writing assessment - Letter-number formation accuracy - Pencil grip and posture evaluation - Neatness, size consistency, and spacing - Overall handwriting mastery assessment - Progress from beginning of year evaluation

13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	- Return of all assessed handwriting work - Distribution of comprehensive report cards -Handwriting exhibition: displaying best work samples from the year -Awards for: Best Handwriting, Most Improved, Neatest Work - Certificate distribution -Celebration of handwriting journey from scribbling to writing letters and numbers - Holiday handwriting practice books -Preparation for promotion to Nursery 3/Primary 1 - Handwriting portfolio for parents - Graduation ceremony -Encouragement for continued handwriting development - Farewell and promotion celebrations

NURSERY 3 SCHEME OF WORK

1. Literacy (Letter Work)
2. Literacy (Language Domain)
3. Numeracy
4. Basic science and technology
5. Health Habits
6. Social Habits
7. Civic Education
8. Physical and Health Education
9. Personal Development
10. Creativity
11. Songs and rhymes
12. Handwriting

LITERACY (LETTER WORK) SCHEME OF WORK (NURSERY 3)
FIRST TERM

WEEK	TOPIC	CONTENT
1	REVIEW OF ALPHABET: Aa - Ff	-Review of upper and lower case letters A-F - Identification and naming of letters Aa-Ff - Matching upper case to lower case - Letter sounds: /a/, /b/, /c/, /d/, /e/, /f/ - Tracing and writing letters Aa-Ff -Matching letters with pictures: A-apple, B-ball, C-cat, D-dog, E-egg, F-fan - Correct pronunciation of letter sounds - Initial sound recognition in words
2	REVIEW OF ALPHABET: Gg - Ll	-Review of upper and lower case letters G-L - Identification and naming of letters Gg-Ll - Matching upper case to lower case - Letter sounds: /g/, /h/, /i/, /j/, /k/, /l/ - Tracing and writing letters Gg-Ll -Matching letters with pictures: G-goat, H-hat, I-ink, J-jug, K-kite, L-lion - Pronunciation practice - Initial sound identification in words
3	REVIEW OF ALPHABET: Mm - Rr	-Review of upper and lower case letters M-R - Identification and naming of letters Mm-Rr - Matching upper case to lower case - Letter sounds: /m/, /n/, /o/, /p/, /q/, /r/ - Tracing and writing letters Mm-Rr -Matching letters with pictures: M-mat, N-net, O-orange, P-pen, Q-queen, R-rat - Correct pronunciation of sounds - Beginning sound recognition
4	REVIEW OF ALPHABET: Ss - Zz	- Review of upper and lower case letters S-Z - Identification and naming of letters Ss-Zz - Matching upper case to lower case - Letter sounds: /s/, /t/, /u/, /v/, /w/, /x/, /y/, /z/ - Tracing and writing letters Ss-Zz -Matching letters with pictures: S-sun, T-tap, U-umbrella, V-van, W-water, X-fox, Y-

		yam, Z-zebra - Pronunciation and sound practice - Completing alphabet review
5	MID-TERM ASSESSMENT/TEST	-Letter identification test: Aa-Zz (upper and lower case) - Letter sound recognition assessment - Matching letters to pictures test -Writing assessment: tracing and writing Aa-Zz - Pronunciation of letter sounds - Initial sound identification in words - Matching upper case to lower case letters - Oral alphabet recitation
6	MID-TERM BREAK	-
7	THREE-LETTER WORDS: CVC PATTERN (Part 1)	-Introduction to three-letter words (Consonant-Vowel-Consonant) - Word family -at: cat, bat, rat, mat, hat, sat -Word family -an: can, man, pan, ran, fan, van - Blending sounds to form words: c-a-t = cat - Reading simple CVC words - Writing three-letter words with guidance - Matching words to pictures - Understanding word formation
8	THREE-LETTER WORDS: CVC PATTERN (Part 2)	- More three-letter word families - Word family -en: pen, hen, ten, men, den - Word family -in: pin, tin, bin, win, fin, sin - Word family -og: dog, log, fog, hog, jog - Blending practice: p-e-n = pen - Reading and writing CVC words - Word-picture matching - Simple dictation of CVC words
9	THREE-LETTER WORDS: CVC PATTERN (Part 3)	- Additional three-letter word families - Word family -un: sun, bun, run, fun, gun - Word family -op: top, hop, mop, pop, cop -Word family -ug: bug, hug, mug, rug, jug, dug - Blending and reading practice - Writing words independently - Word recognition activities - Building reading fluency with CVC words

10	STORY TELLING AND LETTER WORK INTEGRATION	- Listening to simple stories - Identifying letters and sounds in story words - Story discussion and comprehension - Finding CVC words in stories - Retelling simple stories - Drawing story elements - Connecting letters to meaningful context - Oral expression and vocabulary development
11	REVISION OF FIRST TERM WORK	- Comprehensive review of alphabet Aa-Zz (upper and lower case) - Letter sounds revision (all 26 letters) - Letter-picture matching review - Three-letter words comprehensive practice (all CVC families covered) - Blending sounds revision - Reading CVC words fluently - Writing practice: letters and simple words - Mock examination exercises - Identifying weak areas for reinforcement
12	END OF TERM EXAMINATION	- Complete alphabet test: identification, naming, writing (Aa-Zz) - Upper and lower case matching assessment - Letter sounds comprehensive test (all 26 sounds) - Picture-letter association test - Three-letter words reading test - CVC words writing assessment - Blending sounds evaluation - Word-picture matching test - Pronunciation assessment - Overall letter work mastery evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of marked examination scripts - Distribution of report cards - Celebration of literacy achievements - Awards for reading and writing excellence - Display of pupils' best letter work and writing samples - Holiday reading and writing practice materials - Literacy games and activities - Preview of second term topics (more word

		families, simple sentences) - Encouragement for home reading practice - End of term celebrations

NURSERY 3 LITERACY (LETTER WORK) SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	REVIEW OF THREE-LETTER WORDS (CVC)	- Revision of CVC word families from first term - Word families: -at, -an, -en, -in, -og, -un, -op, -ug - Reading CVC words fluently - Writing CVC words independently - Blending sounds practice: c-a-t = cat - Matching words to pictures - Simple word dictation - Building reading confidence
2	FOUR-LETTER WORDS: CVCC PATTERN (Part 1)	- Introduction to four-letter words (adding ending consonant) - Words ending with -nd: hand, sand, land, band - Words ending with -nt: bent, sent, tent, went, rent - Words ending with -st: best, rest, test, west, nest - Blending four sounds together - Reading and writing CVCC words - Word-picture association - Understanding word structure
3	FOUR-LETTER WORDS: CVCC PATTERN (Part 2)	- More four-letter word patterns - Words ending with -mp: jump, lamp, camp, bump, damp - Words ending with -nk: bank, tank, pink, sink, wink - Words ending with -ft: left, gift, lift, soft - Blending practice with four-letter words - Reading sentences with CVCC words - Writing practice and dictation - Word recognition activities
4	FOUR-LETTER WORDS: CCVC PATTERN	- Introduction to words starting with two consonants (blends) - Initial blends with 'l': bl (blue, black), cl (clap, clip), fl (flag, flip), gl (glad, glue), pl (play, plug), sl (slap, slip) - Initial blends with 'r': br (brush, brick), cr (crab, crop), dr (drum, drip), fr (frog, from), gr (grip, grab), pr (pray, prop), tr (tree, trip)

		- Blending consonant clusters - Reading and writing CCVC words - Word family activities with blends
5	MID-TERM ASSESSMENT/TEST	- CVC words reading and writing test - CVCC words (four-letter) assessment - CCVC words (consonant blends) test - Blending sounds evaluation - Word-picture matching assessment - Simple word dictation test - Reading fluency observation - Letter formation and handwriting evaluation
6	MID-TERM BREAK	-
7	INTRODUCTION TO SIGHT WORDS (Part 1)	-Understanding sight words (words we see often and must recognize) -Common sight words: I, a, the, is, am, and, it, in, at, on -Reading sight words by recognition (not blending) -Using sight words in simple sentences: "I am a boy," "It is a cat" - Flash card activities with sight words - Matching sight words to pictures - Writing sight words - Memory games with sight words
8	INTRODUCTION TO SIGHT WORDS (Part 2)	-More common sight words: he, she, we, me, my, to, go, no, up, can - Reading and recognizing sight words quickly - Building simple sentences with sight words -Combining sight words with CVC words: "I can run," "We go up" - Flash card practice - Sight word bingo and games - Writing sentences using sight words - Developing reading fluency
9	SIMPLE SENTENCE READING AND WRITING	- Introduction to simple sentences -Sentence structure: Capital letter, spaces between words, full stop -Reading simple sentences: "The cat sat on the mat," "I can see a dog" - Writing simple sentences with guidance -Using sight words and CVC words in sentences - Understanding that sentences express

		complete thoughts - Matching sentences to pictures - Oral sentence construction
10	RHYMING WORDS AND WORD FAMILIES	-Understanding rhyming: words that sound the same at the end - Identifying rhyming words in songs and poems -Word families and rhyming patterns: cat/bat/rat, pen/hen/ten - Creating rhyming word lists - Rhyming games and activities - Listening for rhymes in stories - Making own rhymes - Connection between rhyming and reading
11	REVISION OF SECOND TERM WORK	-Comprehensive review of four-letter words (CVCC and CCVC patterns) - Consonant blends revision (bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr) -Sight words comprehensive review (all 20 words taught) - Simple sentence reading and writing practice - Rhyming words activities - Reading fluency practice - Word recognition games - Mock examination exercises
12	END OF TERM EXAMINATION	-Four-letter words reading test (CVCC and CCVC) - Consonant blends assessment - Sight words recognition and reading test - Writing sight words assessment - Simple sentence reading evaluation - Sentence writing test - Rhyming words identification - Word dictation (CVC and CVCC words) - Reading comprehension (simple sentences) - Overall literacy progress evaluation
13	CLOSING & END OF TERM ACTIVITIES	-

NURSERY 3 LITERACY (LETTER WORK) SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	REVIEW OF SIGHT WORDS AND SENTENCE CONSTRUCTION	-Revision of sight words learned in second term -Common sight words: I, a, the, is, am, and, it, in, at, on, he, she, we, me, my, to, go, no, up, can -Additional sight words: see, look, here, there, come, have, like, play, run, jump -Reading simple sentences using sight words - Writing simple sentences with guidance -Sentence structure: capital letter, spaces, full stop - Matching sentences to pictures
2	FIVE-LETTER WORDS AND LONGER WORDS	- Introduction to five-letter words -Words with consonant blends: plant, frost, brush, stamp, stand, drink, trend - Words with digraphs: think, chain, while, queen, sheep, three - Blending five sounds together - Reading and writing five-letter words - Word recognition activities -Building vocabulary through longer words - Using longer words in sentences
3	COMPOUND WORDS	-Introduction to compound words: two words joining to make one - Simple compound words: sun + set = sunset, rain + bow = rainbow, foot + ball = football -More examples: bedroom, classroom, breakfast, notebook, playground, outside, inside, cupcake - Breaking compound words into parts -Understanding meaning of compound words - Creating own compound words - Reading and writing compound words - Using compound words in sentences
4	STORY READING AND COMPREHENSION	-Reading simple short stories with familiar words - Understanding story elements: characters, setting, events

		-Answering simple comprehension questions: Who? What? Where? - Retelling stories in own words -Identifying beginning, middle, and end of stories - Finding familiar words and letters in stories - Drawing pictures about stories - Discussing favorite parts of stories - Connecting stories to personal experiences
5	MID-TERM ASSESSMENT/TEST	- Sight words recognition test (30+ words) - Five-letter words reading assessment -Compound words identification and writing - Simple story reading evaluation - Comprehension questions test - Sentence writing assessment -Word dictation (CVC, CVCC, and five-letter words) - Reading fluency observation - Overall literacy progress evaluation
6	MID-TERM BREAK	-
7	DESCRIPTIVE WORDS (ADJECTIVES - SIMPLE)	- Introduction to describing words -Color words: red, blue, green, yellow, black, white, brown, pink, orange, purple - Size words: big, small, tall, short, long, fat, thin -Quality words: good, bad, hot, cold, happy, sad, fast, slow -Using describing words in sentences: "The big dog," "A red ball" - Matching adjectives to pictures - Writing sentences with describing words - Vocabulary expansion through descriptive language
8	ACTION WORDS (VERBS - SIMPLE)	- Introduction to action/doing words -Common action words: run, jump, walk, sit, stand, eat, drink, sleep, play, read, write, draw -More action words: sing, dance, swim, fly, hop, skip, clap, throw, catch, kick - Demonstrating action words through

		movement -Using action words in sentences: "I can run," "She can jump" - Matching action words to pictures - Writing sentences with action words - Acting out action words
9	SIMPLE STORY WRITING	-Introduction to writing own simple stories - Using pictures as story prompts - Creating beginning, middle, and end - Writing simple sentences to tell a story -Using sight words, CVC words, and familiar words -Drawing pictures to match written stories - Sharing stories with classmates -Understanding that we can create our own stories - Building creative writing confidence
10	PUNCTUATION AND CAPITALIZATION	-Review and reinforcement of capital letters at start of sentences -Capital letters for names: own name, friends' names -Understanding full stops at end of sentences -Introduction to question marks (simple): "What is it?" - Introduction to exclamation marks (simple): "Look out!" - Proper spacing between words - Neat and legible writing - Applying punctuation rules in writing
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Review: -Sight words comprehensive practice (40+ words) - Five-letter words and compound words revision -Story reading and comprehension review -Descriptive words (adjectives) and action words (verbs) practice - Simple story writing review - Punctuation and capitalization rules

		Year-Long Comprehensive Review: -Complete alphabet recognition and sounds - CVC, CVCC, and CCVC words - Consonant blends and digraphs - Sight words mastery - Sentence reading and writing - Story comprehension - Mock examination exercises - Reading fluency practice
12	END OF YEAR EXAMINATION	Third Term Assessment: - Sight words comprehensive test -Five-letter words and compound words reading and writing - Story reading and comprehension test -Adjectives and verbs identification and usage - Simple story writing assessment - Punctuation and capitalization test
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	-

LITERACY (LANGUAGE DOMAIN) SCHEME OF WORK (NURSERY 3)
FIRST TERM

WEEK	TOPIC	CONTENT
1	VOWELS AND CONSONANTS	- Introduction to vowels: a, e, i, o, u - Understanding vowels as special letters -Vowel sounds: short and long (introduction) - Introduction to consonants: all other letters (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z) -Differentiating between vowels and consonants -Identifying vowels and consonants in words - Every word has at least one vowel - Sorting activities: vowel or consonant? - Building foundation for word formation
2	SINGLE SOUNDS: d, a, i, m	- Letter sound /d/ as in dog, doll, dad, dig -Letter sound /a/ as in apple, ant, cat, mat (short a) - Letter sound /i/ as in ink, insect, sit, pin (short i) -Letter sound /m/ as in mum, man, mat, milk -Recognizing and pronouncing each sound correctly -Blending sounds to form words: d-a-d (dad), m-a-d (mad), d-i-m (dim) - Writing letters d, a, i, m -Identifying sounds at beginning, middle, and end of words - Simple word formation using d, a, i, m
3	SIGHT WORDS: You, Me, Her, We	-Introduction to sight words (high-frequency words to recognize instantly) - Sight word: You - recognition, reading, writing -Sight word: Me - recognition, reading, writing -Sight word: Her - recognition, reading, writing -Sight word: We - recognition, reading, writing - Understanding meaning of each word

		-Using sight words in simple sentences: "You and me," "We see her" - Flash card activities and memory games - Reading sentences with sight words - Writing practice with sight words
4	SIGHT WORDS: I, Go, Car	-Sight word: I - recognition, reading, writing, always capital - Sight word: Go - recognition, reading, writing -Sight word: Car - recognition, reading, writing -Using new sight words with previous ones -Building simple sentences: "I go," "We go," "I see a car" - Combining sight words: "You and I," "I see her car" - Reading sentences fluently - Sentence construction activities -Writing simple sentences using all sight words learned - Review of sight words: You, Me, Her, We, I, Go, Car
5	MID-TERM ASSESSMENT/TEST	-Vowels and consonants identification test -Single sounds (d, a, i, m) recognition and pronunciation -Blending sounds to form words assessment - Sight words recognition test: You, Me, Her, We, I, Go, Car - Reading sight words fluently - Writing sight words assessment - Simple sentence reading test - Oral pronunciation evaluation - Word formation using learned sounds
6	MID-TERM BREAK	-
7	DIGRAPH: th, ck, wh	-Introduction to digraphs: two letters making one sound -Digraph 'th' (voiced and unvoiced): this, that, the, bath, with, three, think - Sound /th/ - pronunciation and recognition

		-Digraph 'ck': back, clock, duck, pick, stick, lock, black - Sound /ck/ as /k/ at end of words -Digraph 'wh': what, when, where, which, white, wheel - Sound /wh/ pronunciation - Reading words with th, ck, wh -Writing digraphs and words containing them - Identifying digraphs in words
8	SIGHT WORDS: The, This, They	-Sight word: The - most common word in English - Sight word: This - recognition and usage - Sight word: They - recognition and usage -Notice 'th' digraph in all three words (connecting to previous week) -Using these sight words in sentences: "The cat," "This is me," "They go" - Combining with previous sight words -Reading sentences: "This is the car," "They see me," "I go with them" - Flash card practice - Sentence writing with new sight words - Total sight words learned: You, Me, Her, We, I, Go, Car, The, This, They
9	DIGRAPH: ph, sh, ch	-Digraph 'ph' sounds like /f/: phone, photo, elephant, graph - Understanding 'ph' = /f/ sound -Digraph 'sh': ship, shop, fish, wash, she, shell, brush -Sound /sh/ - pronunciation and recognition -Digraph 'ch': chair, church, chat, chip, much, bench, lunch -Sound /ch/ - pronunciation and recognition - Reading words with ph, sh, ch - Writing words containing these digraphs - Distinguishing between different digraph sounds
10	SIGHT WORDS: Photo, She, Chart & CONSONANT BLENDS: Play, Fly, Greet	- Sight word: Photo (contains 'ph' digraph) - Sight word: She (contains 'sh' digraph) - Sight word: Chart (contains 'ch' digraph) - Connecting sight words to digraphs

		learned -Introduction to consonant blends: two consonants together, each sound heard - Blend 'pl': play, please, plant, plus - Blend 'fl': fly, flag, flip, flat - Blend 'gr': greet, green, grab, grass -Understanding difference between blends and digraphs - Sight words with blends: Play, Fly, Greet -Reading and writing words with consonant blends - Using all new sight words in sentences
11	REVISION OF FIRST TERM WORK	-Comprehensive review of vowels and consonants -Single sounds revision: d, a, i, m (and others learned) -All sight words review: You, Me, Her, We, I, Go, Car, The, This, They, Photo, She, Chart, Play, Fly, Greet (16 sight words) -Digraphs comprehensive review: th, ck, wh, ph, sh, ch - Consonant blends review: pl, fl, gr (and others introduced) - Word formation practice - Sentence reading fluency - Sentence writing practice - Mock examination exercises - Identifying areas needing extra practice
12	END OF TERM EXAMINATION	-Vowels and consonants comprehensive test - Single sounds recognition and blending assessment -All sight words recognition test (16 words) - Sight words writing assessment -Digraphs identification and pronunciation test - Reading words with digraphs - Consonant blends recognition and usage - Sentence reading fluency evaluation - Sentence construction and writing test -Word dictation (using learned sounds, digraphs, and blends) - Oral reading and pronunciation

		assessment - Overall language domain mastery evaluation
13	CLOSING & END OF TERM ACTIVITIES	-

NURSERY 3 LITERACY (LANGUAGE DOMAIN) SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	CAPITAL LETTERS	- Review of capital letters A-Z -Understanding when to use capital letters: at the beginning of sentences, for names (people, places), for the word "I" - Practicing capital letter formation -Identifying capital letters in words and sentences - Converting lower case to upper case and vice versa -Writing names with capital letters: own name, friends' names, family members -Writing sentences with correct capitalization -Days of the week (introduction): Monday, Tuesday, etc. start with capitals - Months of the year (introduction): January, February, etc. start with capitals
2	SIGHT WORDS: One, We, Some	-Sight word: One - number and word, recognition and usage -Sight word: We - recognition, reading, writing (review from first term) -Sight word: Some - recognition, reading, writing - Understanding meaning of each word -Using sight words in sentences: "One car," "We have some" - Counting connection with "one" -Plural concept with "some" (more than one) - Flash card activities and memory games -Reading sentences: "We see one," "Some are here" - Writing practice with new sight words
3	DOUBLE CONSONANTS	-Introduction to double consonants: two same consonants together -Common double consonants: bb, dd, ff, gg, ll, mm, nn, pp, rr, ss, tt, zz - Examples: rabbit, ladder, off, egg, bell, summer, dinner, happy, purr, dress, butter, buzz

		-Understanding double consonants often come after short vowels -Pronunciation: double consonants make one sound - Reading words with double consonants - Writing words with double consonants - Identifying double consonants in words - Word building activities
4	SIGHT WORDS: Egg, Add, Ink, Comb	-Sight word: Egg (contains double consonant 'gg') - Sight word: Add (contains double consonant 'dd') -Sight word: Ink - recognition, reading, writing -Sight word: Comb (silent 'b') - recognition, reading, writing -Connecting sight words to double consonants learned - Understanding silent letters in "comb" -Using sight words in sentences: "Add one egg," "The comb has ink" - Flash card practice - Sentence writing with new sight words - Review of all sight words learned so far
5	MID-TERM ASSESSMENT/TEST	-Capital letters identification and usage test -Writing names and sentences with correct capitalization -Sight words recognition: One, We, Some, Egg, Add, Ink, Comb - Double consonants identification test - Reading words with double consonants - Writing sight words assessment -Sentence reading with capital letters and sight words - Sentence construction test - Pronunciation and oral reading evaluation
6	MID-TERM BREAK	-
7	ALTERNATIVE SPELLINGS (Part 1): ai/ae/ay and ee/ea	-Introduction to alternative spellings: different letter combinations making same sound - Long 'a' sound /ay/: ai (rain, train,

		mail), ae (aerobics - less common), ay (play, day, say, tray) -Understanding ai usually in middle of words, ay at end -Long 'e' sound /ee/: ee (tree, bee, see, feet, sleep), ea (eat, sea, tea, read, dream) -Recognizing same sound, different spelling - Reading words with alternative spellings -Spelling practice: choosing correct pattern -Word families: rain/train, play/say, tree/see, tea/sea - Using words in sentences
8	ALTERNATIVE SPELLINGS (Part 2): igh/y/ie, oi/oy, ou/ow + SIGHT WORDS: Be, Was, Like, Here	-Long 'i' sound /eye/: igh (high, night, light, right), y (my, fly, cry, try), ie (tie, pie, lie) -/oy/ sound: oi (oil, coin, boil, soil), oy (boy, toy, joy, enjoy) - /ow/ sound: ou (out, shout, house, mouse), ow (cow, how, now, brown) -Understanding position rules: oi in middle, oy at end; ou in middle, ow at end -Reading and spelling words with alternative patterns - Sight word: Be - recognition and usage - Sight word: Was - past tense of "is/am" - Sight word: Like - recognition and usage -Sight word: Here - recognition and usage - Using new sight words in sentences
9	TRIGRAPHS: are, air, tch, ure + SIGHT WORDS: Hair, Match, Pure	-Introduction to trigraphs: three letters making one sound - Trigraph 'are' /air/: care, share, dare, bare, square -Trigraph 'air' /air/: hair, fair, pair, chair, stairs -Understanding 'are' and 'air' make same sound -Trigraph 'tch' /ch/: catch, match, watch, kitchen, pitch (comes after short vowel) -Trigraph 'ure' /oor/ or /yoor/: pure, cure, sure, picture, nature

		- Reading words with trigraphs - Sight word: Hair (contains 'air' trigraph) -Sight word: Match (contains 'tch' trigraph) -Sight word: Pure (contains 'ure' trigraph) - Connecting sight words to trigraphs - Writing and spelling practice
10	ARTICLES: THE USE OF 'a', 'an' AND 'some' + SIGHT WORDS: There, Live, Four, Do, They, Give	-Review of article 'a': used before consonant sounds (a cat, a dog, a book) - Review of article 'an': used before vowel sounds (an apple, an egg, an orange) -Article 'some': used with plural nouns or uncountable nouns (some eggs, some water) - Choosing correct article: a/an/some - Practice exercises with articles -Sight word: There - recognition and usage (different from "their") - Sight word: Live - recognition and usage - Sight word: Four - number word - Sight word: Do - recognition and usage -Sight word: They - recognition and usage (review) - Sight word: Give - recognition and usage -Using articles and sight words in sentences: "Give me an egg," "They live there," "Do we have some?" - Sentence construction with articles
11	REVISION OF SECOND TERM WORK	- Capital letters comprehensive review -All sight words review: One, We, Some, Egg, Add, Ink, Comb, Be, Was, Like, Here, Hair, Match, Pure, There, Live, Four, Do, They, Give (20+ sight words) - Double consonants revision -Alternative spellings review: ai/ae/ay, ee/ea, igh/y/ie, oi/oy, ou/ow - Trigraphs review: are, air, tch, ure - Articles usage practice: a, an, some -Reading fluency with all learned patterns -Sentence writing with correct capitalization, sight words, and articles - Mock examination exercises

		- Identifying areas needing reinforcement
12	END OF TERM EXAMINATION	- Capital letters usage test - Writing sentences with correct capitalization - All sight words recognition and writing test (20+ words) - Double consonants identification and spelling - Alternative spellings comprehensive test - Reading words with ai/ay, ee/ea, igh/y/ie, oi/oy, ou/ow - Trigraphs reading and spelling assessment - Articles usage test: choosing a, an, or some correctly - Sentence reading fluency evaluation - Sentence construction and writing test - Word dictation using learned patterns - Oral reading and pronunciation assessment - Overall language domain progress evaluation
13	CLOSING & END OF TERM ACTIVITIES	-

NURSERY 3 LITERACY (LANGUAGE DOMAIN) SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	READING REVIEW: BLENDS, DIGRAPHS, TRIGRAPHS + SIGHT WORDS: Shirt, Clock, Hair	- Comprehensive review of consonant blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw - Reading words with blends: flag, trip, skip, plant, green, dress - Review of digraphs: th, ck, wh, ph, sh, ch - Reading words with digraphs: shop, when, match, phone - Review of trigraphs: are, air, tch, ure - Reading words with trigraphs: chair, catch, pure, share - Sight word: Shirt (contains 'sh' digraph and 'ir' pattern) - Sight word: Clock (contains 'ck' digraph and 'cl' blend)

		-Sight word: Hair (contains 'air' trigraph - review) -Connecting sight words to phonics patterns -Reading sentences with blends, digraphs, and trigraphs - Fluency practice with mixed patterns
2	INTRODUCTION TO NOUNS + SIGHT WORDS: Old, Should, Young	-Understanding nouns: naming words for people, places, things, animals -Common nouns: people (boy, girl, teacher, man, woman), places (school, home, park, shop), things (book, pen, car, chair), animals (dog, cat, bird, fish) -Proper nouns: names of specific people and places (always start with capital letters) - Identifying nouns in sentences - Sorting words: noun or not a noun? -Singular and plural nouns (simple): cat/cats, book/books - Sight word: Old - recognition and usage (can describe nouns: "old man") -Sight word: Should - recognition and usage -Sight word: Young - recognition and usage (opposite of old: "young girl") -Using describing words with nouns: old man, young boy - Writing sentences with nouns
3	INTRODUCTION TO VERBS + SIGHT WORDS: Upon, Little, What	- Understanding verbs: action/doing words -Common action verbs: run, jump, walk, sit, eat, drink, sleep, play, read, write, sing, dance -More verbs: swim, fly, hop, skip, catch, throw, kick, clap - Identifying verbs in sentences -Understanding that verbs tell what someone/something does - Acting out verbs for better understanding -Present tense verbs: I run, She jumps, They play -Sight word: Upon - recognition and usage (similar to "on") -Sight word: Little - recognition and usage (describes size: "little cat") - Sight word: What - question word,

		recognition and usage -Using verbs in sentences: "What do you do?" "I jump" - Writing sentences with action verbs
4	NOUNS AND VERBS COMBINED + SIGHT WORDS: Yellow, There, Your	-Understanding that sentences need both nouns and verbs -Sentence pattern: Noun + Verb (The dog runs, The girl jumps) - Identifying nouns and verbs in sentences -Matching nouns to appropriate verbs: bird/flies, fish/swims, teacher/teaches - Creating sentences with nouns and verbs -Understanding subject (who/what) and action (what they do) -Sight word: Yellow - color word, recognition and usage -Sight word: There - recognition and usage (review) -Sight word: Your - possessive word, recognition and usage -Using all word types together: "Your yellow bird flies" - Sentence construction practice - Writing complete sentences with nouns and verbs
5	MID-TERM ASSESSMENT/TEST	-Blends, digraphs, and trigraphs reading test -Sight words recognition: Shirt, Clock, Hair, Old, Should, Young, Upon, Little, What, Yellow, There, Your (12 new words) - Sight words writing assessment -Nouns identification test: recognizing naming words - Verbs identification test: recognizing action words - Distinguishing nouns from verbs - Sentence reading with nouns and verbs - Simple sentence construction test - Using sight words in sentences - Oral reading fluency evaluation
6	MID-TERM BREAK	-
7	SENTENCE CONSTRUCTION WITH NOUNS AND VERBS +	- Advanced sentence patterns: Noun + Verb + Noun (The boy kicks the ball)

	SIGHT WORDS: Because, Them, Put	-Using describing words in sentences: The big dog runs fast -Compound sentences (simple): I run and I jump - Understanding word order in sentences - Expanding sentences with more details -Questions and statements with nouns and verbs: "What does the cat do?" "The cat sleeps" -Sight word: Because - conjunction, showing reason -Sight word: Them - pronoun, recognition and usage -Sight word: Put - verb, recognition and usage - Using "because" to extend sentences: "I sleep because I am tired" -Practice with pronouns replacing nouns: The boys → them - Writing longer, more complex sentences - Punctuation review: capital letters, full stops, question marks
8	ADVANCED READING PRACTICE	-Reading simple stories with familiar phonics patterns - Comprehension: understanding what is read -Answering questions about stories: Who? What? Where? When? Why? -Identifying main characters and events in stories - Finding nouns and verbs in story texts - Locating sight words in reading passages - Reading with expression and fluency - Retelling stories in own words - Predicting what happens next in stories -Making connections between stories and personal experiences - Drawing pictures about stories read - Discussing favorite parts of stories
9	CREATIVE WRITING AND EXPRESSION + SIGHT WORDS: Their, Want, Once	-Writing own simple stories using learned words - Story structure: beginning, middle, end - Using nouns and verbs in creative writing -Adding describing words to make stories interesting

		- Writing about personal experiences: "What I did," "My family," "My favorite toy" - Using sight words in writing -Sight word: Their - possessive pronoun (different from "there") - Sight word: Want - verb, expressing desire -Sight word: Once - time word, used in storytelling ("Once upon a time") - Understanding homophones: there/their - Using "once" to start stories -Writing sentences: "They want their toys," "Once I saw..." - Sharing written work with classmates - Building confidence in independent writing
10	COMPREHENSIVE READING, WRITING AND GRAMMAR	-Integration of all skills learned: phonics, sight words, nouns, verbs, sentence construction -Reading passages with mixed phonics patterns - Identifying all parts of sentences: nouns, verbs, describing words, sight words -Writing complete, grammatically correct sentences -Using capital letters, full stops, question marks correctly - Proofreading own work for errors - Reading own writing to others -Answering comprehension questions about passages read - Vocabulary development through reading - Understanding context clues in reading - Expressing ideas clearly in writing - Building reading stamina with longer texts
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Review: -Blends, digraphs, trigraphs comprehensive practice -All third term sight words: Shirt, Clock, Hair, Old, Should, Young, Upon, Little, What, Yellow, There, Your, Because, Them, Put, Their, Want, Once (18 new words) - Nouns and verbs identification and usage - Sentence construction with proper

		grammar - Reading comprehension practice - Creative writing review Year-Long Comprehensive Review: - Complete alphabet and letter sounds - All phonics patterns: single sounds, blends, digraphs, trigraphs, alternative spellings - Complete sight word vocabulary (50+ words from all three terms) - Parts of speech: nouns, verbs, articles, describing words - Capitalization and punctuation rules - Sentence reading and construction - Story comprehension - Creative writing - Mock examination exercises - Reading fluency practice
12	END OF YEAR EXAMINATION	Third Term Assessment: - Reading test: blends, digraphs, trigraphs in words and sentences - Sight words comprehensive test (all third term words) - Nouns identification and usage test - Verbs identification and usage test - Grammar test: combining nouns and verbs correctly - Sentence construction assessment - Reading comprehension test with questions - Creative writing assessment Comprehensive Year Assessment: - Complete phonics mastery test (all patterns learned) - All sight words recognition (50+ words from three terms) - Reading fluency evaluation - Grammar comprehensive test (nouns, verbs, articles, capitalization, punctuation) - Sentence writing with proper structure - Story reading comprehension - Independent writing assessment - Oral reading and pronunciation

		-Overall Nursery 3 Literacy mastery evaluation - Readiness for Primary 1 literacy assessment
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	-

NUMERACY SCHEME OF WORK (NURSERY 3)
FIRST TERM

WEEK	TOPIC	CONTENT
1	NUMBERS 1-110	- Recognition of figures 1-110 - Counting orally from 1-110 - Counting objects from 1-110 - Tracing and writing figures 1-110 - Reading figures written in words: one to one hundred and ten - Number sequence and pattern recognition - Identifying missing numbers in sequences - Understanding place value: hundreds, tens, ones
2	NUMBERS 1-120	- Recognition of figures 1-120 - Counting orally from 1-120 - Counting objects from 1-120 - Tracing and writing figures 1-120 - Reading figures written in words: one hundred and eleven to one hundred and twenty - Skip counting by 2s, 5s, and 10s up to 120 - Number sequences 1-120 - Before, after, and between concepts
3	NUMBERS 1-130	- Recognition of figures 1-130 - Counting orally from 1-130 - Counting objects from 1-130 - Tracing and writing figures 1-130 - Reading figures written in words: one hundred and twenty-one to one hundred and thirty - Number patterns up to 130 - Comparing quantities up to 130 - Grouping in tens and understanding 13 tens = 130
4	NUMBERS 1-140	- Recognition of figures 1-140 - Counting orally from 1-140 - Counting objects from 1-140 - Tracing and writing figures 1-140 - Reading figures written in words: one hundred and thirty-one to one hundred and forty - Number sequences and patterns 1-140 - Identifying even and odd numbers (introduction) - Understanding 14 tens = 140
5	MID-TERM ASSESSMENT/TEST	- Counting orally from 1-140 - Number recognition test 1-140 - Writing numbers 1-140 from dictation

		- Counting objects test - Reading number words assessment - Number sequences and patterns test - Before, after, between concepts test - Skip counting assessment
6	MID-TERM BREAK	-
7	NUMBERS 1-150 & ODD AND EVEN NUMBERS	- Recognition of figures 1-150 - Counting orally from 1-150 - Counting objects from 1-150 - Tracing and writing figures 1-150 - Reading figures written in words: one hundred and forty-one to one hundred and fifty - Introduction to odd and even numbers - Identifying odd numbers: 1, 3, 5, 7, 9... (numbers that cannot be divided equally by 2) - Identifying even numbers: 2, 4, 6, 8, 10... (numbers that can be divided equally by 2) - Sorting numbers as odd or even
8	TIME MEASUREMENT	- Introduction to telling time - Understanding clock: hour hand and minute hand - Telling time to the hour: o'clock (1 o'clock, 2 o'clock, etc.) - Introduction to half past the hour - Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday - Understanding sequence of days - Months of the year: January through December - Understanding 12 months make one year - Seasons and months connection (simple)
9	PLANE SHAPES	- Identification of plane shapes - Circle: understanding properties (round, no corners, no sides) - Triangle: understanding properties (3 sides, 3 corners) - Square: understanding properties (4 equal sides, 4 corners) - Rectangle: understanding properties (4 sides - 2 long and 2 short, 4 corners) - Recognizing shapes in the environment - Drawing basic shapes - Sorting and classifying shapes - Counting sides and corners of shapes

10	ROMAN NUMERALS: I-X AND I-XXX	- Introduction to Roman numerals - Understanding Roman numeral system (ancient way of writing numbers) - Roman numerals 1-10: I, II, III, IV, V, VI, VII, VIII, IX, X - Understanding I = 1, V = 5, X = 10 - Rules for writing Roman numerals: repetition, subtraction principle - Building Roman numerals 11-30: XI, XII, XIII, XIV, XV, XVI, XVII, XVIII, XIX, XX, XXI to XXX - Converting Arabic numbers to Roman numerals (1-30) - Converting Roman numerals to Arabic numbers (I-XXX) - Practical uses of Roman numerals (clocks, chapters, etc.)
11	REVISION OF FIRST TERM WORK	- Comprehensive counting practice 1-150 - Number recognition and writing review 1-150 - Reading number words revision - Odd and even numbers practice - Time telling review: o'clock and half past - Days of the week and months of the year revision - Plane shapes identification and properties review - Roman numerals I-XXX comprehensive practice - Mock examination exercises
12	END OF TERM EXAMINATION	- Counting and number recognition test 1-150 - Writing numbers 1-150 examination - Reading number words test - Odd and even numbers identification - Time telling assessment - Days and months sequence test - Plane shapes comprehensive test - Roman numerals conversion test (I-XXX) - Overall numeracy progress evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of marked examination scripts - Distribution of report cards - Celebration of numeracy achievements - Awards for mathematics excellence - Holiday numeracy practice materials - Preview of second term topics - End of term activities

NURSERY 3 NUMERACY SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	NUMBERS 1-160	- Recognition of figures 1-160 - Counting orally from 1-160 - Counting objects from 1-160 - Tracing and writing figures 1-160 - Reading figures written in words: one hundred and fifty-one to one hundred and sixty - Number sequences and patterns 1-160 - Skip counting by 10s to 160 - Understanding 16 tens = 160
2	NUMBERS 1-170	- Recognition of figures 1-170 - Counting orally from 1-170 - Counting objects from 1-170 - Tracing and writing figures 1-170 - Reading figures written in words: one hundred and sixty-one to one hundred and seventy - Number patterns up to 170 - Comparing and ordering numbers to 170 - Understanding 17 tens = 170
3	NUMBERS 1-180	- Recognition of figures 1-180 - Counting orally from 1-180 - Counting objects from 1-180 - Tracing and writing figures 1-180 - Reading figures written in words: one hundred and seventy-one to one hundred and eighty - Number sequences 1-180 - Place value understanding: hundreds, tens, ones - Understanding 18 tens = 180
4	NUMBERS 1-190	- Recognition of figures 1-190 - Counting orally from 1-190 - Counting objects from 1-190 - Tracing and writing figures 1-190 - Reading figures written in words: one hundred and eighty-one to one hundred and ninety - Number patterns and sequences 1-190 - Skip counting practice to 190 - Understanding 19 tens = 190
5	MID-TERM ASSESSMENT/TEST	- Counting orally test 1-190 - Number recognition assessment 1-190

		- Writing numbers 1-190 from dictation - Reading number words test - Number sequences and patterns assessment - Counting objects test - Skip counting evaluation - Place value understanding test
6	MID-TERM BREAK	-
7	NUMBERS 1-200	- Recognition of figures 1-200 (milestone!) - Counting orally from 1-200 - Counting objects from 1-200 - Tracing and writing figures 1-200 - Reading figures written in words: one hundred and ninety-one to two hundred - Understanding 200 as 2 hundreds or 20 tens - Comprehensive number work 1-200 - Celebrating the achievement of counting to 200
8	ORDINAL NUMBERS: 1st - 10th	- Introduction to ordinal numbers (showing position or order) - Writing and reading ordinal numbers: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th - Reading ordinal words: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth - Using ordinal numbers in real-life contexts: position in line, floors in building, days of month - Identifying positions: who is first? who is fifth? - Understanding difference between cardinal (counting) and ordinal (position) numbers
9	ORDERING OF NUMBERS: DESCENDING AND ASCENDING ORDER	- Understanding ascending order: arranging from smallest to largest (1, 2, 3, 4, 5...) - Practicing ascending order with numbers 1-50, 1-100, 1-200 - Understanding descending order: arranging from largest to smallest (10, 9, 8, 7...) - Practicing descending order with various number sets - Comparing numbers: greater than, less than - Ordering three or more numbers - Finding smallest and largest in a group of numbers - Number line activities
10	FRACTIONS: HALF (1/2) AND ONE-THIRD (1/3)	- Review of fraction $\frac{1}{2}$ (one-half): one of two equal parts - Understanding half of shapes and objects

		- Finding half of numbers: half of 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 - Introduction to fraction $\frac{1}{3}$ (one-third): one of three equal parts - Dividing objects and shapes into three equal parts - Understanding one-third means one out of three parts - Comparing $\frac{1}{2}$ and $\frac{1}{3}$ ($\frac{1}{2}$ is bigger than $\frac{1}{3}$) - Practical fraction activities - Real-life applications of fractions
11	REVISION OF SECOND TERM WORK	- Numbers 1-200 comprehensive review - Reading and writing numbers 1-200 - Number words revision - Ordinal numbers 1st-10th practice - Ascending and descending order exercises - Fractions ($\frac{1}{2}$ and $\frac{1}{3}$) revision - Mock examination exercises - Identifying areas needing reinforcement
12	END OF TERM EXAMINATION	- Numbers 1-200 comprehensive test - Writing and reading numbers assessment - Number words test - Ordinal numbers examination - Ordering numbers test (ascending and descending) - Fractions assessment ($\frac{1}{2}$ and $\frac{1}{3}$) - Place value test - Overall second term numeracy evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of marked examination scripts - Distribution of report cards - Celebration of reaching 200! - Awards for mathematics excellence - Holiday numeracy materials - Preview of third term (operations, money, measurement) - End of term celebrations

NURSERY 3 NUMERACY SCHEME OF WORK**THIRD TERM**

WEEK	TOPIC	CONTENT
1	REVIEW OF NUMBERS 1-200	- Comprehensive review of numbers 1-200 - Counting orally forward and backward - Recognition and writing of numbers 1-200 - Reading number words - Number sequences and patterns - Skip counting by 2s, 5s, and 10s - Place value review: hundreds, tens, ones - Preparation for new concepts
2	GREATER THAN AND LESS THAN: NUMBERS 1-30	- Introduction to comparison symbols: $>$ (greater than), $<$ (less than), $=$ (equal to) - Understanding "greater than" means bigger or more - Understanding "less than" means smaller or fewer - Comparing numbers 1-30 using symbols - Identifying which number is greater: $15 > 12$ - Identifying which number is less: $8 < 20$ - Finding equal numbers: $25 = 25$ - Practical comparison activities with objects
3	GREATER THAN AND LESS THAN: NUMBERS 1-50	- Extending comparison to numbers 1-50 - Using $>$, $<$, $=$ symbols with larger numbers - Comparing two-digit numbers: $45 > 32$, $28 < 41$ - Understanding comparison based on place value - Comparing tens first, then ones - Ordering three numbers using comparison - Word problems involving comparison - Games and activities with greater than/less than
4	PLACE VALUES OF NUMBERS: 1-99 (TENS AND UNITS)	- Understanding place value system - Identifying tens place and ones/units place - Understanding $45 = 4$ tens and 5 ones - Breaking down numbers into tens and ones: $67 = 6$ tens + 7 ones = $60 + 7$ - Building numbers from tens and ones - Expanded form: $82 = 80 + 2$ - Comparing numbers using place value - Understanding value of digits based on position - Place value games and activities
5	MID-TERM ASSESSMENT/TEST	- Numbers 1-200 review test - Greater than and less than assessment (1-50)

		- Using comparison symbols correctly - Place value test: identifying tens and ones - Writing numbers in expanded form - Comparison word problems - Overall understanding of concepts
6	MID-TERM BREAK	-
7	LENGTH MEASUREMENT	- Introduction to measurement concept - Understanding length: how long or short something is - Comparing lengths: longer, shorter, same length - Non-standard units of measurement: using hands, feet, pencils to measure - Introduction to standard units: centimeter (cm), meter (m) - Using rulers to measure objects (simple) - Measuring classroom objects - Ordering objects by length: shortest to longest - Estimating and measuring lengths
8	SIMPLE ADDITION OF NUMBERS (SUM LESS THAN 20)	- Review of addition concept: putting together, combining - Addition symbol: + (plus) and = (equals) - Addition facts within 10: $3+2=5$, $4+5=9$ - Addition facts within 20: $8+7=15$, $9+6=15$ - Using number line for addition - Addition with objects and pictures - Vertical and horizontal addition - Word problems: "I have 7 apples and get 5 more. How many do I have?" - Commutative property: $5+3 = 3+5$
9	SIMPLE SUBTRACTION OF NUMBERS (NOT MORE THAN 20)	- Review of subtraction concept: taking away, removing - Subtraction symbol: - (minus) - Subtraction facts within 10: $8-3=5$, $9-4=5$ - Subtraction facts within 20: $15-7=8$, $18-9=9$ - Using number line for subtraction (counting backwards) - Subtraction with objects - Relating addition and subtraction: $8+5=13$, so $13-5=8$ - Word problems: "I have 12 sweets and eat 5. How many are left?" - Missing number problems

10	SIMPLE ADDITION AND SUBTRACTION USING PLACE VALUES & MONEY: N1-N30	-Using place value understanding in addition and subtraction -Adding tens and ones separately: $23+14 = (20+10) + (3+4) = 37$ - Subtracting using place value understanding -Introduction to Nigerian currency: Naira (₦) and Kobo (k) - Recognizing coins and notes: ₦1, ₦2, ₦5, ₦10, ₦20, ₦50 (up to ₦30 for this level) - Counting money: $₦5 + ₦10 = ₦15$ - Simple addition with money: $₦12 + ₦8 = ₦20$ - Simple subtraction with money: $₦25 - ₦10 = ₦15$ - Shopping role-play and money activities
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Review: - Greater than and less than (1-50) - Place value (tens and ones) - Length measurement - Addition and subtraction (within 20) - Addition and subtraction using place values - Money (₦1-₦30) Year-Long Comprehensive Review: - Numbers 1-200 mastery - Odd and even numbers - Time, days, months - Shapes - Roman numerals - Ordinal numbers - Ascending and descending order - Fractions ($\frac{1}{2}$, $\frac{1}{3}$) - All operations and measurements - Mock examination exercises
12	END OF YEAR EXAMINATION	Third Term Assessment: - Comparison test ($>$, $<$, $=$) - Place value comprehensive test - Length measurement assessment - Addition facts test (within 20) - Subtraction facts test (within 20) - Place value addition and subtraction - Money recognition and calculation Comprehensive Year Assessment: - Numbers 1-200 complete mastery -All number concepts (odd/even, ordinal, fractions)

		- Time and shapes - Roman numerals - Ordering numbers - All mathematical operations - Measurement and money - Overall Nursery 3 numeracy mastery - Readiness for Primary 1 mathematics
13	CLOSING	-

BASIC SCIENCE AND TECHNOLOGY SCHEME OF WORK (NURSERY 3)
FIRST TERM

WEEK	TOPIC	CONTENT
1	OUR BODY	- Understanding the human body -Major external body parts: head, neck, trunk, arms, legs - Parts of the head: eyes, nose, ears, mouth, hair - Parts of the trunk: chest, stomach, back, waist -Parts of the limbs: shoulders, elbows, wrists, hands, fingers, hips, knees, ankles, feet, toes - Functions of major body parts - Understanding our body is special and unique - Body awareness activities
2	CARE FOR OUR BODY	-Importance of body care for health and wellbeing -Daily body care practices: bathing/washing regularly, brushing teeth twice daily, washing hands frequently - Hair care: washing, combing, keeping neat - Nail care: keeping short and clean - Wearing clean clothes daily - Eating healthy food and drinking clean water - Getting enough sleep and rest -Exercising and playing for strong, healthy body - Regular health check-ups
3	FIRST AID: FIRST AID BOX CONTENTS	-Understanding first aid: immediate help given to injured or sick person - Introduction to first aid box/kit -Contents of first aid box: plasters/band-aids, bandages, cotton wool, antiseptic liquid/cream, scissors, thermometer, safety pins, gloves -Other items: pain relief medicine, gauze, tape, tweezers - Importance of having first aid box at home and school - Only adults should use first aid box items - Keeping first aid box clean and well-stocked
4	FIRST AID: USES	- Uses of first aid box items -Plasters/band-aids: covering small cuts and scrapes -Bandages: wrapping wounds, supporting sprains

		-Cotton wool: cleaning wounds, applying medicine -Antiseptic: cleaning wounds to prevent infection - Thermometer: checking body temperature - Understanding when to call for adult help -Knowing emergency numbers (with adult supervision) - Importance of staying calm during emergencies
5	MID-TERM ASSESSMENT/TEST	- Body parts identification test - Body care practices assessment - First aid box contents identification - Uses of first aid items test - Safety and health awareness evaluation - Oral questions on topics covered
6	MID-TERM BREAK	-
7	BODY CARE FOR WOUNDS: MEANING, CAUSES & TYPES	-Understanding wounds: injuries that break the skin - Causes of wounds: cuts from sharp objects, falls and scrapes, burns, insect bites, animal scratches - Types of wounds: cuts (from knives, glass, sharp objects), scrapes/grazes (from falling), bruises (from bumping), burns (from hot objects), punctures (from nails, thorns) - Preventing wounds: being careful with sharp objects, not running in dangerous areas, staying away from hot things - Understanding some wounds are minor, some need doctor's care
8	BODY CARE FOR WOUNDS: CARE FOR WOUNDS	- First aid for minor wounds: wash hands first, clean wound with clean water, apply antiseptic, cover with plaster or bandage -When to call adult immediately: deep cuts, heavy bleeding, large burns, animal bites, puncture wounds - Never touch wounds with dirty hands - Don't pick at scabs (let them heal naturally) - Change bandages regularly -Watch for signs of infection: redness, swelling, pus - Understanding healing takes time

		- Prevention is better than treatment
9	SICKNESS: DEFINITION, TYPES AND SYMPTOMS	-Understanding sickness/illness: when body is not working properly, feeling unwell -Common childhood sicknesses: cold/cough, fever, stomach ache, headache, malaria, diarrhea, measles, chicken pox -Symptoms (signs of sickness): fever/high temperature, pain, coughing, sneezing, vomiting, weakness, loss of appetite, rashes -Understanding symptoms tell us something is wrong - Telling adults when feeling unwell - Thermometer use for checking fever
10	SICKNESS: CAUSES AND CARE FOR THE SICK	-Causes of sickness: germs (bacteria, viruses), dirty water/food, mosquito bites, not eating well, not sleeping enough, cold weather -Preventing sickness: washing hands, eating healthy food, drinking clean water, covering mouth when coughing, sleeping under mosquito net -Care for sick people: rest and sleep, taking medicine as prescribed by doctor, drinking plenty of fluids, eating nutritious food, staying warm - Visiting doctor when sick - Being kind to sick people - Understanding sickness is temporary, we get better
11	REVISION OF FIRST TERM WORK	- Our body parts comprehensive review - Body care practices revision - First aid box and uses review - Wound types and care revision -Sickness types, symptoms, causes, and care review - Health and safety awareness review - Mock examination exercises
12	END OF TERM EXAMINATION	- Body parts identification comprehensive test - Body care assessment - First aid knowledge test - Wound care evaluation - Sickness knowledge assessment - Health practices test - Overall health awareness evaluation

13	CLOSING & END OF TERM ACTIVITIES	- Return of examination scripts - Distribution of report cards - Health and safety awareness celebration - Awards for health consciousness - Holiday health tips - Preview of second term topics

NURSERY 3 BASIC SCIENCE AND TECHNOLOGY SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	ROCKS AND SOIL	Rocks: -Definition of rocks: hard, solid materials found naturally on earth - Formation of rocks: from cooling lava, compressed sediments, changed by heat and pressure - Types of rocks (simple): big rocks, small stones, pebbles, sand -Uses of rocks: building houses, making roads, decoration, tools Soil: -Definition of soil: top layer of earth where plants grow -Formation of soil: from broken down rocks, dead plants and animals - Types of soil: sandy soil (grainy, drains quickly), clay soil (sticky when wet, smooth), loamy soil (mixture, best for plants) - Importance of soil: plants grow in it, animals live in it, provides food
2	FOOD: DEFINITION AND WHY PEOPLE EAT	-Definition of food: anything we eat or drink that gives our body energy and helps us grow -Why people eat food: to get energy for work and play, to grow tall and strong, to stay healthy and fight sickness, to repair body when injured, to feel satisfied and happy - Understanding all living things need food -Different people eat different foods (cultural diversity) - Three main meals: breakfast, lunch, dinner

		- Healthy snacks between meals
3	FOOD: TYPES AND SOURCES	- Types of food by function: *Energy-giving foods (carbohydrates): rice, yam, bread, cassava, potatoes, sugar * Body-building foods (proteins): meat, fish, eggs, beans, milk, cheese *Protective foods (vitamins and minerals): fruits, vegetables, milk - Sources of food: * Plant sources: fruits, vegetables, grains, nuts * Animal sources: meat, fish, eggs, milk -Understanding balanced diet: eating variety of foods - Eating fruits and vegetables daily - Drinking plenty of water
4	LIVING THINGS: MEANING AND CHARACTERISTICS	- Meaning of living things: things that have life -Examples of living things: humans, animals, plants, insects, birds, fish - Characteristics of living things: * Movement: they can move or parts move * Growth: they grow bigger and change * Nutrition: they need food/water * Respiration: they breathe/take in air *Reproduction: they can have babies/young ones * Sensitivity: they respond to surroundings * Excretion: they remove waste -Difference from non-living things: stones, water, chairs don't have these characteristics - Observing living things around us
5	MID-TERM ASSESSMENT/TEST	- Rocks and soil knowledge test - Food types and sources assessment - Why we eat food evaluation - Living things identification test - Characteristics of living things assessment - Oral questions and practical observations
6	MID-TERM BREAK	-
7	GROWTH IN ANIMALS	-Understanding growth: change from small to big over time - Animal life cycles: baby → young → adult - Examples of growth in animals: * Humans: baby → child → teenager → adult * Chickens: egg → chick → hen/rooster

		* Dogs: puppy → adult dog * Cats: kitten → adult cat * Frogs: egg → tadpole → froglet → frog * Butterflies: egg → caterpillar → chrysalis → butterfly -Changes during growth: size increases, features develop, ability to reproduce - Understanding growth needs: food, water, air, shelter - Observing growth in pets or animals around
8	GROWTH IN PLANTS	-Understanding plant growth: change from seed to mature plant - Plant life cycle: seed → germination → seedling → young plant → mature plant → produces seeds - What plants need to grow: water, sunlight, air, soil/nutrients, space -Stages of plant growth: seed planted in soil, roots grow down, shoot grows up, leaves develop, stem becomes stronger, flowers bloom, fruits form, seeds produced -Changes during growth: size increases, more leaves, flowers appear, produces fruits -Simple plant growing experiment: planting beans/seeds - Caring for growing plants
9	WATER AND TRANSPORTATION	Water: -Importance of water: drinking, cooking, bathing, washing, plants need it, animals need it - Sources of water: rain, rivers, streams, wells, boreholes, taps - Understanding clean vs dirty water Transportation: -Definition of transportation: moving people and things from one place to another -Means of transportation: land (cars, buses, bicycles, motorcycles, trains), water (boats, ships, canoes), air (airplanes, helicopters) -Importance of transportation: going to school, work, market, hospital; moving goods - Safety in transportation: seatbelts, life jackets, following traffic rules

10	BONES	Bones: -Understanding bones: hard structures inside our body (skeleton) -Functions of bones: give body shape, support body, protect organs (skull protects brain, ribs protect heart and lungs), help us move (with muscles) -Major bones: skull (head), spine (back), ribs (chest), arm bones, leg bones - Keeping bones strong: drinking milk, eating calcium-rich foods, exercising, playing
11	TECHNOLOGY	Technology - Mobile Phones: -Understanding technology: tools that make life easier -Mobile phones: devices for talking to people far away -Uses: calling, sending messages, taking pictures, learning, emergencies - Phone safety: ask adults before using, not a toy, careful handling
12	END OF TERM EXAMINATION	- Rocks and soil comprehensive test - Food knowledge assessment - Living things and characteristics test - Growth in animals and plants evaluation - Water and transportation test - Bones and technology assessment - Overall science knowledge evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of examination scripts - Distribution of report cards - Science achievements celebration - Awards for scientific curiosity - Holiday science observation tips - Preview of third term topics

NURSERY 3 BASIC SCIENCE AND TECHNOLOGY SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	WATER: METHODS OF	- Understanding water purification: making dirty water clean and safe to drink

	PURIFICATION	-Why purify water: remove dirt, kill germs, prevent diseases - Methods of water purification: *Boiling: heating water until it bubbles, kills germs (most common method at home) * Filtration: passing water through filter to remove dirt *Adding chemicals: water purification tablets, chlorine (in treated water) *Settling and decanting: letting dirt settle, pouring clean water off top - Importance of drinking clean water only - Understanding tap water is usually treated
2	WATER: STORAGE	-Importance of proper water storage: keeps water clean, prevents contamination - Safe water storage containers: covered buckets, jerry cans, water tanks, bottles -Properties of good storage containers: clean, covered (to keep out dirt and insects), made of safe materials -Storage practices: washing containers before use, keeping containers covered always, storing in clean place, not touching water with dirty hands -Understanding stored water can become dirty if not protected - Regular cleaning of storage containers
3	WATER-BORNE DISEASES	- Understanding water-borne diseases: sicknesses caused by dirty water or germs in water -Common water-borne diseases: diarrhea, cholera, typhoid fever, dysentery -How diseases spread through water: drinking dirty water, eating food washed with dirty water, not washing hands -Symptoms: stomach pain, vomiting, diarrhea (frequent watery stool), weakness, fever -Prevention: drinking only clean/boiled water, washing hands with soap, keeping water covered, proper toilet use -Treatment: see doctor immediately, drink plenty of clean water (ORS - Oral Rehydration Solution) - Understanding prevention is better than cure

4	TECHNOLOGY: SECURITY GADGETS	-Understanding security: keeping people and property safe - Security gadgets: tools that help protect us - Types of security gadgets: * Locks and keys: secure doors and gates *Burglar alarms: make loud sound when intruder enters * CCTV cameras: record what happens, help catch thieves *Security lights: bright lights that come on at night * Smoke alarms: warn of fire -Importance of security gadgets: protect homes, schools, shops from thieves; keep us safe - Understanding to call adults if alarm sounds - Security personnel and their gadgets
5	MID-TERM ASSESSMENT/TEST	- Water purification methods test - Water storage practices assessment - Water-borne diseases knowledge test - Security gadgets identification and uses - Safety and health awareness evaluation - Practical knowledge assessment
6	MID-TERM BREAK	-
7	ANIMALS AND THEIR HOMES	-Understanding animals live in different places (habitats/homes) - Animal homes and their names: * Dog → kennel * Cat → cattery/house * Bird → nest * Bee → hive * Lion → den * Rabbit → burrow/warren * Fish → water/aquarium * Cow → barn/shed * Chicken → coop * Spider → web * Ant → anthill * Horse → stable -Wild animal homes: forests, caves, trees, underground - Domestic animal homes: made by humans - Understanding animals choose/build homes

		for shelter and safety
8	ANIMALS AND THEIR YOUNG ONES	-Understanding animals have babies/young ones - Animal babies and their names: * Dog → puppy * Cat → kitten * Cow → calf * Horse → foal * Sheep → lamb * Goat → kid * Chicken → chick * Duck → duckling * Frog → tadpole * Butterfly → caterpillar * Lion → cub * Elephant → calf * Bear → cub -Understanding baby animals look like parents (but some go through changes like frog) - Parent animals care for their young: feed, protect, teach - Matching animals to their young ones
9	TECHNOLOGY: SIMPLE MACHINES USED IN THE HOME	-Understanding machines: tools that make work easier - Simple machines used at home: * Broom → sweeping floors * Knife → cutting food * Scissors → cutting paper, cloth * Spoon and fork → eating * Bottle opener → opening bottles * Can opener → opening cans * Hammer → hitting nails * Screwdriver → tightening screws * Iron → pressing clothes * Fan → cooling air -How machines help: make work faster, easier, and better -Safety: some machines only for adults, be careful with sharp objects - Proper use and care of home machines
10	TECHNOLOGY: SIMPLE MACHINES USED IN SCHOOL	- Simple machines used at school: * Pencil sharpener → sharpening pencils * Scissors → cutting paper for art * Stapler → joining papers together

		* Hole puncher → making holes in paper * Ruler → measuring, drawing straight lines * Eraser → removing pencil marks * Bell/gong → signaling time * Dustpan and brush → cleaning classroom * Playground equipment → swings, slides (simple machines - levers, inclined planes) - How school machines help learning and activities - Taking care of school equipment - Sharing machines fairly with classmates - Proper use and safety
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Review: - Water purification, storage, and diseases - Security gadgets - Animals: homes and young ones - Technology: machines at home and school Year-Long Comprehensive Review: - First Term: body, body care, first aid, wounds, sickness, rocks, soil - Second Term: food, living things, growth, water, bones, technology - Third Term: all topics covered - Mock examination exercises - Practical science observations - Comprehensive review activities
12	END OF YEAR EXAMINATION	Third Term Assessment: - Water knowledge comprehensive test - Security gadgets test - Animals and young ones assessment - Simple machines identification and uses Comprehensive Year Assessment: - Body and health knowledge - Food and living things - Growth and development - Water, rocks, and soil - Technology and machines - Animals knowledge - Overall Nursery 3 science mastery - Practical science awareness - Safety consciousness evaluation

13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	-

HEALTH HABITS SCHEME OF WORK (NURSERY 3)
FIRST TERM

WEEK	TOPIC	CONTENT
1	EXERCISE: MEANING, TYPES AND IMPORTANCE	-Meaning of exercise: physical activities that make our body move and work -Types of exercise: running, jumping, skipping, dancing, swimming, playing football, riding bicycle, walking, stretching, sit-ups, push-ups -Indoor exercises: stretching, yoga for children, dancing in room - Outdoor exercises: running, playing, sports -Importance of exercise: makes body strong, keeps us healthy, helps us grow, makes heart and lungs strong, gives energy, helps us sleep better, makes us happy, prevents obesity - Understanding exercise should be fun
2	EXERCISE: WHERE TO EXERCISE AND IMPORTANCE	-Places where we can exercise: home (yard, room), school (playground, field, PE class), park, sports ground, gym (for older children/adults), beach, safe streets (with adult supervision) -Choosing safe places for exercise: away from roads, flat surfaces, enough space - Exercise at different times: morning exercise, break time at school, after school play -Reinforcing importance of regular exercise: daily exercise is best, at least 30 minutes of play/activity, making exercise a habit - Exercise safety: warming up, proper shoes, drinking water, stopping if tired or in pain
3	CARE OF THE BODY: HOW TO TAKE CARE AND IMPORTANCE	- How to take care of the body: bathing/washing daily with soap and water, brushing teeth twice daily (morning and night), washing hands frequently (before eating, after toilet, after playing), combing/brushing hair daily, trimming nails regularly, wearing clean clothes, eating healthy food, drinking clean water, getting enough sleep, exercising regularly -Importance of body care: prevents diseases, keeps us healthy, makes us look neat and smell good, shows self-respect, makes others comfortable around us, prevents skin infections, maintains good health - Understanding our body is precious and deserves

		good care
4	CARE OF THE TEETH	-Understanding teeth: used for biting and chewing food, help us speak clearly, give us nice smile -Types of teeth: milk teeth (baby teeth - will fall out), permanent teeth (adult teeth - stay forever) -How to care for teeth: brushing twice daily (morning and night), using toothbrush and toothpaste, brushing all surfaces (front, back, top), brushing for at least 2 minutes, rinsing mouth after eating, flossing (with adult help) -Foods good for teeth: milk, cheese, fruits, vegetables, water -Foods bad for teeth: too many sweets, candies, sugary drinks, sticky foods - Visiting dentist regularly - Consequences of poor dental care: tooth decay, cavities, toothache, bad breath, gum disease
5	MID-TERM ASSESSMENT/TEST	- Exercise knowledge test - Body care practices assessment - Dental care evaluation - Importance of hygiene test - Practical demonstration of good habits - Oral questions on health topics
6	MID-TERM BREAK	-
7	BEDTIME (SLEEP TIME): MEANING AND BENEFITS	- Meaning of sleep: natural rest period when body and mind relax, eyes close, become unaware of surroundings - Understanding everyone needs sleep -How much sleep children need: 10-12 hours per night for nursery/primary school children -Benefits of sleep: body grows during sleep, brain rests and learns better after sleep, gives energy for next day, keeps us healthy, helps us concentrate in school, improves mood and behavior, strengthens immune system (fights sickness), helps body heal when sick or injured -Signs of not enough sleep: tiredness, crankiness, difficulty learning, yawning, falling asleep in class - Good bedtime routine: bath, brush teeth, bedtime story, lights off at same time
8	CLEANLINESS: CARE OF SCHOOL UNIFORM	- Importance of clean school uniform: looks neat and smart, shows respect for school, prevents body odor, prevents skin infections, makes good

		impression -How to care for school uniform: washing after wearing (or at least weekly), drying properly in sun/air, ironing to remove wrinkles, folding or hanging neatly, checking for tears or missing buttons, repairing damage promptly -Keeping uniform clean during day: not sitting on dirty surfaces, being careful when eating, not playing in mud or dirt while in uniform -Wearing complete uniform: all required items, proper shoes and socks - Pride in appearance and representing school well
9	GOOD EATING HABITS	-Understanding good eating habits lead to good health -Good eating habits: washing hands before eating, eating three main meals daily (breakfast, lunch, dinner), eating variety of foods (balanced diet), eating fruits and vegetables daily, drinking plenty of water, chewing food properly, eating slowly, sitting properly while eating, not talking with mouth full, eating right portions (not too much, not too little), eating at regular times, having healthy snacks (fruits, nuts, not just sweets) - Saying prayers before and after meals (gratitude) - Not wasting food - Trying new healthy foods
10	BAD EATING HABITS	- Understanding bad eating habits harm our health -Bad eating habits: skipping meals (especially breakfast), eating too much junk food (chips, sweets, soft drinks), eating too fast, eating while playing or watching TV (not paying attention), not chewing properly, talking with mouth full, eating only one type of food, drinking too little water, eating too many sweets and sugary foods, eating dirty or unwashed food, eating with dirty hands, overeating - Consequences of bad eating habits: tooth decay, obesity (being overweight), malnutrition (not enough nutrients), stomach problems, poor growth, lack of energy, sickness - How to change bad habits: making conscious effort, parents' help, choosing healthy alternatives
11	REVISION OF FIRST	- Exercise comprehensive review - Body care practices revision

	TERM WORK	- Dental care review - Sleep importance and bedtime routine - Uniform care and cleanliness - Good vs bad eating habits review - Importance of all health habits - Mock examination exercises
12	END OF TERM EXAMINATION	- Exercise knowledge comprehensive test - Body and dental care assessment - Sleep importance test - Cleanliness and uniform care evaluation - Eating habits assessment (good and bad) - Practical health habits demonstration - Overall health consciousness evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of examination scripts - Distribution of report cards - Health habits celebration - Awards for best health practices - Holiday health tips and reminders - Preview of second term topics - End of term activities

NURSERY 3 HEALTH HABITS SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	DISPOSAL OF REFUSE: SAFE AND UNSAFE WAYS	-Understanding refuse: waste materials we throw away, garbage, rubbish - Safe/clean ways of disposing refuse: using waste bins/trash cans, putting refuse in designated places, tying refuse in bags before disposal, taking refuse to collection points, burning in safe incinerators (adults only), burying biodegradable waste in proper pits -Unsafe/dirty ways: throwing refuse anywhere (littering), dumping in drains/gutters (causes blockage and flooding), throwing in rivers/streams (pollutes water), leaving refuse uncovered (attracts flies, rats, mosquitoes), burning in open areas (air pollution, fire hazard) -Consequences of improper disposal: diseases, bad smell, dirty environment, blocked drains, flooding - Everyone's responsibility to dispose refuse properly
2	DISPOSAL OF WASTE: MEANING AND TYPES	-Meaning of waste: unwanted or unusable materials, things we no longer need - Understanding waste comes from homes, schools, markets, industries -Types of waste: Solid waste - paper, cardboard, cartons, plastic bottles, cans, food scraps, leaves, wood, broken items, cloth; Liquid waste - urine, dirty water from washing, drainage water, waste oil, chemical liquids - Other waste types: biodegradable (can rot/decompose - food, leaves, paper) and non-biodegradable (cannot rot - plastic, glass, metal) - Proper disposal for each type - Reducing waste: using less, reusing items, not wasting
3	DISPOSAL OF ANIMAL WASTE	-Understanding animal waste: droppings/feces from animals, dead animals -Types of animal waste: cow dung, chicken droppings, goat/sheep droppings, dog/cat waste, pig waste -Proper disposal methods: burying animal waste in pits away from water sources, using for

		compost/fertilizer (with proper treatment), designated areas for animal waste, washing hands after handling - Uses of animals: food (meat, milk, eggs), work (farming, transportation), companionship (pets), clothing (leather, wool) -Uses of animal waste: fertilizer for farms/gardens (manure), biogas production (fuel), compost for plants - Importance of proper disposal: prevents diseases, reduces bad smell, protects environment, prevents water pollution
4	COMPOSTING OF WASTE: MEANING, BENEFITS AND MATERIALS	-Meaning of composting: controlled rotting/decomposing of biodegradable waste to make fertilizer (compost) -Understanding compost: natural fertilizer made from waste, looks like dark soil -Benefits of composting: turns waste into useful product, provides nutrients for plants, helps plants grow better, reduces amount of waste, good for environment, saves money (free fertilizer), improves soil quality -Compost materials: green materials (fresh grass, vegetable scraps, fruit peels, leaves, tea bags), brown materials (dry leaves, paper, cardboard, sawdust, straw), water and air - What NOT to compost: meat, bones, oils, diseased plants, pet waste - Simple composting process: pile materials, keep moist, turn regularly, wait (becomes compost after few months)
5	MID-TERM ASSESSMENT/TEST	- Refuse disposal methods test - Types of waste assessment - Animal waste disposal knowledge - Composting understanding test - Environmental health awareness evaluation - Oral questions on waste management
6	MID-TERM BREAK	-
7	RECYCLING: DEFINITION, EXAMPLES AND IMPORTANCE	-Definition of recycling: using waste materials to make new products instead of throwing them away - Understanding "Reduce, Reuse, Recycle" principle - Examples of objects that can be recycled: Paper -

		newspapers, cardboard, magazines, books; Plastic - bottles, containers, bags; Glass - bottles, jars; Metal - cans, tins, aluminum foil; Cloth - old clothes, fabric scraps -Methods of recycling: collecting recyclable materials separately, taking to recycling centers, processing into new products (e.g., plastic bottles → new bottles, clothes, bags; paper → new paper) - Importance of recycling: saves natural resources, reduces waste in landfills, protects environment, saves energy, creates jobs, reduces pollution, saves money
8	TOILET: TYPES OF TOILETS	-Understanding toilets: places for urinating and passing feces (waste) -Traditional toilets: Pit latrine - hole dug in ground with structure over it; Dung-site - open area for waste; Bucket toilet - removable container -Characteristics: simple, no water needed, common in rural areas, can smell bad, attracts flies -Modern toilets: Water system (flush toilet) - uses water to flush waste away, connected to sewage or septic tank; Septic tank system - waste goes to underground tank where it decomposes; Soakaway - liquid waste drains into ground through special pit -Mobile toilet - portable, used at events, construction sites - Modern toilets: cleaner, less smell, more hygienic - Importance of using proper toilets (not open defecation)
9	MATERIALS FOR CLEANING TOILETS AND IMPORTANCE	- Materials used for cleaning toilets: toilet brush (scrubbing bowl), toilet cleaner/detergent (removes stains and germs), disinfectant (kills germs), water, bucket, mop, broom, dustpan, cleaning cloth/sponge, gloves (protect hands), air freshener - How to clean toilet: flush first, apply toilet cleaner, scrub with brush, flush again, wipe seat and surfaces, clean floor, dispose dirty water, wash hands thoroughly - Importance of cleaning toilet: kills germs and bacteria, prevents diseases, removes bad smell, makes toilet pleasant to use, shows respect for others, prevents stains and damage, attracts fewer flies and insects

		-Regular cleaning: daily or after use in homes, multiple times daily in schools - Adults should supervise toilet cleaning for children
10	GOOD AND BAD TOILET HABITS	Good toilet habits: -Flushing after use, using toilet paper properly, washing hands with soap after, keeping toilet clean, not playing in toilet, closing lid when flushing, not littering in toilet, telling adults if toilet is blocked or dirty, using toilet only for intended purpose Bad toilet habits: -Not flushing after use, not washing hands, throwing paper/ objects in toilet bowl (causes blockage), urinating outside toilet bowl, leaving toilet dirty, playing with water in toilet, staying too long in toilet, not closing door for privacy, open defecation (using bush instead of toilet) - Consequences of bad habits: spreads diseases, bad smell, blocked toilet, disrespect to others, health hazards - Developing good toilet habits from young age
11	REVISION OF SECOND TERM WORK	- Waste disposal comprehensive review - Animal waste and composting revision - Recycling knowledge review - Types of toilets revision - Toilet cleaning and materials review - Good and bad toilet habits review - Environmental health awareness review - Mock examination exercises
12	END OF TERM EXAMINATION	- Waste disposal methods comprehensive test - Composting and recycling assessment - Types of toilets test - Toilet hygiene evaluation - Good and bad toilet habits assessment - Environmental health knowledge test - Overall health and sanitation evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of examination scripts - Distribution of report cards - Environmental health celebration - Awards for cleanliness and hygiene - Holiday health and hygiene tips

		- Preview of third term topics - End of term activities

NURSERY 3 HEALTH HABITS SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	SANITATION: MEANING AND IMPORTANCE	-Meaning of sanitation: keeping our environment clean and free from dirt, germs, and diseases - Understanding sanitation involves proper disposal of waste, clean water supply, clean toilets, drainage -Importance of sanitation: prevents diseases, makes environment beautiful, reduces bad smell, prevents breeding of flies and mosquitoes, promotes good health, shows good citizenship, prevents water pollution, makes us feel comfortable and happy - Personal sanitation vs environmental sanitation - Everyone's responsibility to maintain sanitation - Understanding cleanliness is next to godliness
2	SANITATION: PLACES THAT NEED TO BE SANITISED	-Places that need regular sanitation: Home - bedroom, bathroom, toilet, kitchen, living room, compound/yard; School - classrooms, toilets, playground, dining hall, corridors; Public places - markets, bus stops, hospitals, churches/mosques, parks, streets - How to sanitize different places: sweeping, mopping, washing, disinfecting, proper waste disposal, drainage cleaning - Frequency of sanitation: daily (toilets, kitchens), weekly (general cleaning), monthly (deep cleaning) - Community sanitation days -Understanding clean environment prevents diseases like cholera, typhoid, malaria - Taking pride in keeping everywhere clean
3	HOT WEATHER: HOW TO CARE FOR ONESELF	-Understanding hot weather: when temperature is high, sun is very strong, feels very warm -What to eat and drink: drink plenty of water (at least 6-8 glasses daily), eat fruits (watermelon, oranges, pineapple - lots of water in them), eat light meals, avoid heavy/fatty foods, drink fresh fruit juice, eat vegetables -What to wear: light-colored clothes (reflect heat), cotton clothes (allow air), loose clothes, hats or caps (protect head from sun), sunglasses (protect eyes) -Where to go/activities: stay in shade during hottest hours (12pm-3pm), play in morning or evening, go to cool places, swim (with supervision), stay indoors

		in afternoon - Other care: use umbrella or hat when outside, apply sunscreen (for some children), take cool baths, rest when tired, avoid too much running in hot sun
4	COLD WEATHER: HOW TO CARE FOR ONESELF	-Understanding cold weather: when temperature is low, feels chilly or very cold, common during harmattan or rainy season -What to eat and drink: eat warm foods (soup, porridge, hot meals), drink warm drinks (tea, hot chocolate, warm water), eat energy-giving foods (keep body warm), drink enough water (even in cold weather), eat fruits for vitamins (prevent cold/flu) - What to wear: warm clothes (sweaters, jackets, cardigans), long sleeves and long trousers, socks and covered shoes, scarves (cover neck), caps/hats (cover head and ears), layering clothes (wearing multiple layers) - Where to go/activities: stay indoors when very cold, close windows at night, use blankets when sleeping, play during warmer parts of day, exercise to keep warm - Other care: protect from cold wind, dry body properly after bathing, avoid staying wet, seek warmth if shivering
5	MID-TERM ASSESSMENT/TEST	- Sanitation knowledge comprehensive test - Hot weather care assessment - Cold weather care evaluation - Health awareness in different conditions - Practical knowledge of caring for self - Oral questions on health topics
6	MID-TERM BREAK	-
7	HAND WASHING: BENEFITS OF WASHING HANDS REGULARLY	-Understanding hand washing: cleaning hands with soap and water -When to wash hands: before eating/cooking, after using toilet, after playing outside, after touching animals, after coughing/sneezing into hands, when hands look dirty, before and after treating wounds -How to wash hands properly: wet hands with clean water, apply soap, rub hands together (palms, back of hands, between fingers, under nails, wrists) for at least 20 seconds, rinse thoroughly with clean water, dry with clean towel or air dry - Benefits of regular hand washing: kills germs and

		bacteria, prevents diseases (diarrhea, flu, cholera, typhoid, worms), stops spread of infections, keeps hands clean and healthy, prevents eye infections, protects from food poisoning -Hand washing is one of the best ways to stay healthy - Using hand sanitizer when soap and water not available
8	DISEASE AND SICKNESS: MEANING AND EXAMPLES	-Meaning of disease: illness or sickness that affects how body works, makes us feel unwell -Understanding difference between disease (specific illness) and sickness (general feeling unwell) - Examples of common diseases: Skin diseases - rashes, ringworm, scabies, eczema; Stomach diseases - diarrhea, cholera, dysentery, typhoid fever; Parasitic diseases - malaria (from mosquitoes), guinea worm (from contaminated water); Infectious diseases - measles, chicken pox, mumps, whooping cough, tuberculosis; Other diseases - headache, toothache, fever, cough, cold/catarrh -Symptoms vary by disease: fever, pain, weakness, rashes, vomiting, diarrhea, cough - Understanding diseases make us feel bad and need treatment
9	WATER-BORNE DISEASES	- Understanding water-borne diseases: diseases caused by drinking dirty/contaminated water or contact with dirty water -Common water-borne diseases: Cholera - severe diarrhea and vomiting, dehydration; Typhoid fever - high fever, stomach pain, headache; Dysentery - bloody diarrhea, stomach cramps; Diarrhea - frequent watery stool, stomach pain; Guinea worm - worm in body from drinking contaminated water; Hepatitis A - liver disease, yellow eyes and skin -How diseases spread: drinking dirty water, eating food washed with dirty water, not washing hands, swimming in contaminated water -Symptoms: diarrhea, vomiting, fever, stomach pain, weakness - Prevention: drink only clean/boiled water, wash hands with soap, keep water covered, use clean water for cooking, proper toilet use - Treatment: see doctor immediately, drink plenty of

		safe water (ORS), take prescribed medicine
10	AIR-BORNE DISEASES & PREVENTION AND TREATMENT	Air-borne diseases: -Understanding air-borne diseases: spread through air when sick person coughs, sneezes, or breathes -Common air-borne diseases: Common cold - runny nose, cough, sneezing; Influenza (flu) - fever, cough, body ache, headache; Tuberculosis (TB) - persistent cough, chest pain, weight loss; Measles - fever, rash, cough, red eyes; Chicken pox - fever, itchy spots/blisters; Whooping cough - severe coughing fits; Mumps - swollen cheeks and jaw - How diseases spread: breathing same air as sick person, coughing/sneezing without covering mouth, close contact with sick person Prevention and Treatment: -Prevention: covering mouth when coughing/sneezing, washing hands frequently, avoiding close contact with sick people, keeping environment clean, good ventilation (fresh air), immunization/vaccination, eating healthy food (strong immune system), getting enough rest - Treatment: seeing doctor, taking prescribed medicine, resting, drinking plenty of fluids, eating nutritious food, staying away from others to prevent spread, completing medication course
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Review: - Sanitation comprehensive review - Hot and cold weather care - Hand washing importance and technique - Diseases, water-borne and air-borne - Prevention and treatment strategies Year-Long Comprehensive Review: -First Term: exercise, body care, teeth care, sleep, eating habits -Second Term: waste disposal, composting, recycling, toilet hygiene, sanitation - Third Term: weather care, hand washing, diseases - All health habits and practices - Mock examination exercises - Reinforcing importance of good health habits
12	END OF YEAR	Third Term Assessment: - Sanitation knowledge test

	EXAMINATION	- Weather care assessment - Hand washing technique and benefits - Diseases identification test - Water-borne and air-borne diseases - Prevention and treatment knowledge Comprehensive Year Assessment: - Personal hygiene and body care - Exercise and sleep importance - Eating habits (good and bad) - Waste management and environmental health - Toilet hygiene and sanitation - Disease prevention and health protection - Overall health consciousness - Practical health habits demonstration - Complete Nursery 3 health habits mastery
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	-

SOCIAL HABITS SCHEME OF WORK (NURSERY 3)
FIRST TERM

WEEK	TOPIC	CONTENT
1	MY RIGHTS: CHILDREN'S RIGHTS	-Understanding rights: things every child deserves and should have -Basic children's rights: right to life, right to education (go to school), right to healthcare (see doctor when sick), right to food and shelter, right to love and care from parents, right to play and rest, right to protection from harm and abuse, right to express opinions, right to name and identity, right to clean water and environment - Understanding rights come with responsibilities -Everyone has same rights regardless of gender, tribe, or religion -Understanding adults must respect and protect children's rights - Knowing who to tell if rights are violated
2	CHILD ABUSE	- Meaning of child abuse: when someone hurts or harms a child physically, emotionally, or in other ways - Understanding abuse is wrong and harmful -Types of people who might abuse: can be anyone - family members, strangers, neighbors, even other children - Understanding abuse is never the child's fault -Basic understanding that abuse violates children's rights - Difference between discipline and abuse -Understanding children should feel safe at home, school, and everywhere - Knowing abuse should be reported to trusted adults
3	FORMS OF CHILD ABUSE	-Physical abuse: hitting, beating, burning, shaking, causing physical injury - Emotional/psychological abuse: constant shouting, threatening, making child feel worthless, calling bad names - Neglect: not providing food, clothes, shelter, medical care, education, love -Sexual abuse: inappropriate touching or actions (age-appropriate explanation) -Child labor: making children do dangerous or excessive work instead of going to school

		- Bullying: repeated hurting by other children - Understanding all forms of abuse are wrong - Recognizing signs of abuse in self or others - Understanding difference between appropriate and inappropriate touch
4	PREVENTION OF CHILD ABUSE	- How to protect yourself: knowing and using your name, knowing parents' names and phone numbers, not going with strangers, not accepting gifts from strangers, telling trusted adults if someone makes you uncomfortable, saying "NO" to inappropriate touch, running away and shouting if in danger - Safe and unsafe touches: safe touches (handshake, pat on back, hug from family) vs unsafe touches (touching private parts, hurting touches) - Private parts are private: only parents/doctors (with parent present) should see/touch for health reasons - Trusted adults: parents, teachers, school counselor, police, relatives you know well - Understanding it's okay to tell even if someone says it's a secret - No one should tell you to keep "bad secrets" - Role-playing safety scenarios
5	MID-TERM ASSESSMENT/TEST	- Children's rights identification test - Understanding of child abuse assessment - Forms of abuse recognition test - Prevention strategies evaluation - Safety awareness assessment - Oral questions on protection and rights
6	MID-TERM BREAK	-
7	STIGMATIZATION: MEANING AND EFFECTS	- Meaning of stigmatization: treating someone badly or differently because of something about them (appearance, health condition, background, ability) - Examples of stigmatization: making fun of children with disabilities, avoiding children with certain illnesses, treating orphans differently, rejecting children because of their tribe or religion, bullying children who look different - Why people stigmatize: lack of understanding, fear, ignorance, prejudice - Effects of stigmatization on victims: sadness, loneliness, low self-esteem, feeling rejected, not wanting to go to school, anger, health problems from stress

		-Understanding stigmatization is wrong and hurts people - Everyone deserves respect regardless of differences - We should be kind to everyone
8	EQUALITY AND FAIRNESS: MEANING AND IMPORTANCE	-Meaning of fairness: treating everyone in the same right way, being just -Meaning of equality: everyone having same rights, opportunities, and treatment -Understanding equality: boys and girls are equal, all children deserve same respect, no tribe or religion is better than another, children with disabilities have same rights -Examples of fairness: sharing equally, taking turns, following same rules for everyone, giving everyone chance to participate - Examples of unfairness: favoritism, discrimination, giving some children more than others without reason -Importance of fairness and equality: makes everyone happy, creates peace, prevents conflicts, shows respect, follows God's teaching, builds strong community - Practicing fairness in daily life: at home, school, and play
9	TRADITIONAL PRACTICES	- Understanding traditional practices: customs, beliefs, and behaviors passed down from ancestors/elders -Examples of good traditional practices: greetings and respect for elders, traditional festivals and celebrations, traditional music and dances, traditional foods and recipes, traditional marriages and naming ceremonies, traditional crafts and arts, traditional medicine (some helpful remedies), communal living and helping neighbors -Importance of preserving good traditions: connects us to our heritage, teaches values, maintains cultural identity, brings community together -Understanding traditions vary by tribe, region, and religion - Respecting different traditions while maintaining our own
10	HARMFUL TRADITIONAL	Harmful Traditional Practices: - Understanding some old practices are harmful and should stop

	PRACTICES	- Examples of harmful practices: child marriage (children are too young to marry), female genital mutilation (FGM), preferring boys over girls, widowhood practices that harm women, denying girls education, child labor in name of tradition - Why these are harmful: hurt children, violate rights, cause health problems, prevent education and growth - Understanding harmful practices should be stopped even if "traditional" - Modern laws protect children from harmful practices
11	PUBLIC PLACES	Public Places: - Understanding public places: areas used by everyone in community - Examples: markets, parks, hospitals, churches/mosques, bus stops, libraries, community centers, streets - These places belong to everyone - Importance of respecting public spaces
12	END OF TERM EXAMINATION	- Children's rights comprehensive test - Child abuse knowledge assessment - Prevention strategies test - Stigmatization understanding evaluation - Equality and fairness assessment - Traditional practices test - Overall social awareness evaluation - Safety consciousness assessment
13	CLOSING & END OF TERM ACTIVITIES	- Return of examination scripts - Distribution of report cards - Social awareness celebration - Awards for kindness and fairness - Holiday safety tips - Reminders about reporting abuse - Preview of second term topics

NURSERY 3 SOCIAL HABITS SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	GOOD BEHAVIOUR IN PUBLIC PLACES	- Importance of good behavior in public places: shows respect, makes places pleasant for everyone,

		shows good upbringing, represents family and school well - Good behaviors in different public places: Markets - staying with adults, not touching everything, speaking politely; Parks - not littering, taking turns on equipment, not destroying plants; Churches/Mosques - being quiet, showing respect, following rules; Hospitals - being quiet, not running, showing care; Bus stops/vehicles - queuing properly, giving seats to elderly/pregnant women, not pushing; Streets - using pedestrian crossings, not littering, greeting people politely - General good behaviors: saying please and thank you, not shouting, queuing properly, respecting others' space, being clean and neat, helping others when possible
2	PEACE EDUCATION: HOW TO LIVE PEACEFULLY WITH OTHERS	-Understanding peace: living together without fighting, violence, or conflicts -How to live peacefully: being kind and friendly, sharing with others, respecting differences (tribe, religion, culture), helping those in need, forgiving when someone wrongs you, using words instead of fighting, taking turns, listening to others, obeying rules and authority, controlling anger -Resolving conflicts peacefully: talking about problems, saying sorry when wrong, asking adults to help settle disputes, compromising (both sides giving a little) -Reasons for living in peace: happiness for everyone, safety and security, better learning and growth, stronger friendships, good health (less stress), community development, showing love for God -Understanding peace starts with each person's choices - "Blessed are the peacemakers"
3	ENDURANCE AND TOLERANCE	-Meaning of endurance: ability to bear difficult situations patiently without giving up -Meaning of tolerance: accepting and respecting people who are different from us (different opinions, cultures, religions, appearances) -Understanding tolerance is NOT accepting wrong behavior, but respecting differences - Examples of endurance: staying calm when

		provoked, completing difficult tasks, waiting patiently, bearing with others' weaknesses -Examples of tolerance: playing with children of all tribes, respecting different religions, accepting children with disabilities, listening to different opinions -How endurance and tolerance lead to peaceful co-existence: fewer conflicts, better understanding, stronger relationships, united community, reduced violence - Practicing endurance and tolerance daily
4	OUR NEIGHBOURS: MEANING AND PEACE WITH NEIGHBOURS	-Meaning of neighbour: people living near us (next house, same street, same community) -Understanding "neighbour" also means anyone near us or needing help - Types of neighbours: those living in same compound, same street, same neighborhood, classmates at school, people we meet regularly -Why we should be at peace with neighbours: we live close together, we see each other often, we may need help from each other, conflicts affect everyone, peace makes community better, God commands us to love our neighbors, emergency situations need cooperation -How to live peacefully with neighbours: greeting them respectfully, not making too much noise, respecting their property, being helpful, resolving conflicts quickly, not gossiping, celebrating together, sharing when possible - Good neighbor parable/story
5	MID-TERM ASSESSMENT/TEST	- Public behavior knowledge test - Peace education assessment - Endurance and tolerance understanding - Neighborliness evaluation - Practical scenarios test - Social skills observation
6	MID-TERM BREAK	-
7	EMOTIONS: MEANING, TYPES, AND REASONS	-Meaning of emotions: feelings we experience, how we feel inside - Understanding emotions are normal, everyone has them -Types of emotions: Positive emotions - happiness/joy, love, excitement, pride, gratitude,

		peace, hope; Negative emotions - sadness, anger, fear, worry, jealousy, loneliness, shame -Reasons for different emotions: happy when good things happen (birthday, passed exam, made friends), sad when bad things happen (lost something, failed, someone died), angry when treated unfairly or frustrated, afraid when in danger or facing unknown, excited when anticipating something good, worried when facing problems or uncertainty -Understanding emotions change and don't last forever - It's okay to have negative emotions but must express appropriately -Healthy ways to express emotions: talking to trusted adults, crying when sad (not shameful), exercising, drawing, playing - Unhealthy ways: hitting others, breaking things, hurting self
8	PERSONAL BEAUTIFICATION: HAIRSTYLING	-Understanding personal beautification: making ourselves look neat, clean, and attractive -Importance of neat appearance: shows self-respect, makes good impression, shows discipline -Types of hairdo for girls: ponytails, braids (single, double, multiple), cornrows, twists, buns, afro puff, weaving (with extensions), loose hair (combed neatly), decorated with ribbons/clips -Types of haircut for boys: low cut, high cut, skin cut, crew cut, fade, natural afro (shaped), shaped designs -Hair care: washing regularly, combing daily, oiling/moisturizing, keeping neat and tidy, appropriate styles for school vs special occasions - Understanding hairstyles vary by culture - School usually requires simple, neat hairstyles - Beauty is not just outward appearance but also character
9	STATES AND THEIR CAPITALS	-Understanding Nigeria has 36 states plus Federal Capital Territory (FCT) - States and capitals (by geopolitical zones): South-West: Lagos-Ikeja, Ogun-Abeokuta, Oyo-Ibadan, Osun-Oshogbo, Ondo-Akure, Ekiti-Ado-Ekiti South-East: Abia-Umuahia, Anambra-Awka, Ebonyi-Abakaliki, Enugu-Enugu, Imo-Owerri

		South-South: Akwa Ibom-Uyo, Bayelsa-Yenagoa, Cross River-Calabar, Delta-Asaba, Edo-Benin City, Rivers-Port Harcourt North-Central: Benue-Makurdi, Kogi-Lokoja, Kwara-Ilorin, Nasarawa-Lafia, Niger-Minna, Plateau-Jos, FCT-Abuja North-East: Adamawa-Yola, Bauchi-Bauchi, Borno-Maiduguri, Gombe-Gombe, Taraba-Jalingo, Yobe-Damaturu North-West: Jigawa-Dutse, Kaduna-Kaduna, Kano-Kano, Katsina-Katsina, Kebbi-Birnin Kebbi, Sokoto-Sokoto, Zamfara-Gusau - Federal Capital Territory: Abuja - Understanding capital cities are centers of government - Map of Nigeria showing states
10	STATE LEADERS	State Leaders: - Understanding each state has leaders who govern - State Governor: chief executive of state, makes laws with State House of Assembly - Deputy Governor: assists governor - State House of Assembly: makes laws for state - Local Government Chairmen: lead local government areas - Traditional rulers in states: Obas, Emirs, Chiefs
11	NIGERIA, MY COUNTRY	Nigeria, My Country: - Identification of Nigeria: our country, in West Africa, most populous African country - National symbols: flag (green-white-green), coat of arms, national anthem, pledge - Description of Coat of Arms: black shield, two white horses, eagle on top, red flowers, Y-shaped band (rivers Niger and Benue) - Motto: "Unity and Faith, Peace and Progress" - Understanding coat of arms represents our nation - Pride in being Nigerian
12	END OF TERM EXAMINATION	- Public behavior test - Peace and tolerance assessment - Emotions knowledge test - Personal grooming evaluation - States and capitals comprehensive test - State leaders identification - Nigeria knowledge assessment - Overall social studies evaluation

13	CLOSING & END OF TERM ACTIVITIES	- Return of examination scripts - Distribution of report cards - Social studies excellence celebration - Awards for peacemaking and good citizenship - Nigerian culture appreciation day - Preview of third term topics - Holiday activities and tips

NURSERY 3 SOCIAL HABITS SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	PARENTAL CARE: MEANING AND FORMS	- Meaning of parental care: love, protection, guidance, and provision that parents/guardians give to children - Understanding parental care is essential for children's development - Forms of parental care: Physical care - providing food, shelter, clothes, medical care; Emotional care - showing love, affection, encouragement, spending time together; Educational care - sending to school, helping with homework, providing school needs; Spiritual care - teaching about God, praying for children, taking to religious services; Social care - teaching good behavior, manners, how to relate with others; Protection - keeping children safe from harm, abuse, danger; Discipline - correcting wrong behavior with love, teaching right from wrong; Financial provision - providing money for needs - Different caregivers: parents, grandparents, foster parents, adoptive parents, guardians
2	PARENTAL CARE: REASONS CHILDREN NEED IT & CAUSES OF LACK	- Reasons children need parental care: children cannot care for themselves, need guidance to grow properly, need love for emotional health, need protection from danger, need education for future, need spiritual guidance, need socialization skills, develop better with parental care - What happens without parental care: poor health and nutrition, emotional problems, involvement in crime, dropping out of school, exploitation and abuse, low self-esteem, difficulty relating with others - Causes of lack of parental care: death of parent(s), parents working far away, poverty (parents too busy working), parental neglect/irresponsibility, divorce/separation of parents, parental illness, parental addiction (drugs/alcohol), imprisonment of parents, parents not knowing importance of care

		-Understanding some children lack proper care through no fault of their own - Community and government should help such children
3	VIOLENCE: PHYSICAL VIOLENCE AGAINST CHILDREN	-Meaning of violence: use of force to harm or hurt someone - Meaning of physical violence against children: hurting children's bodies through beating, hitting, slapping, kicking, pushing, burning, etc. -Forms of physical violence: excessive corporal punishment, beating with dangerous objects, slapping faces, burning with hot objects, pushing down stairs, shaking babies/small children, denying food as punishment, locking in dark rooms, tying up children -Understanding discipline $\neq$ violence: appropriate discipline is correction with love, doesn't cause injury or trauma - Effects of physical violence: physical injuries (bruises, broken bones, burns), pain and suffering, fear and trauma, health problems, poor school performance, aggressive behavior, low self-esteem, running away from home, death (in extreme cases) - Violence is wrong and illegal - Children should report physical violence to trusted adults
4	VIOLENCE: MENTAL/EMOTIONAL VIOLENCE AGAINST CHILDREN	-Meaning of mental/emotional violence: hurting children's feelings, mind, and emotions through words or actions -Forms of mental violence: constant shouting and yelling, calling children bad names (stupid, useless, worthless), comparing unfavorably with others, threatening to abandon or kill, showing no love or affection, ignoring children's needs, excessive criticism, ridiculing in public, making children feel unwanted, blaming children for adult problems, exposing to scary situations deliberately -Effects of mental violence: low self-esteem, depression and sadness, anxiety and fear, difficulty trusting others, poor academic performance, social withdrawal, behavioral problems, anger issues, difficulty forming relationships, long-term psychological damage

		-Understanding words can hurt as much as physical violence - Some effects last into adulthood - Children deserve encouragement and love - Reporting emotional abuse
5	MID-TERM ASSESSMENT/TEST	- Parental care knowledge test - Understanding of violence assessment - Effects of violence evaluation - Child protection awareness test - Identifying forms of abuse - Safety and reporting mechanisms
6	MID-TERM BREAK	-
7	ORPHANS AND VULNERABLE CHILDREN	-Understanding orphans: children who have lost one or both parents -Types of orphans: paternal orphan (lost father), maternal orphan (lost mother), double orphan (lost both parents) -Understanding vulnerable children: children at high risk of abuse, neglect, or exploitation -Who are vulnerable children: orphans, children with sick parents, street children, children with disabilities, children in extreme poverty, refugee children, abandoned children, children living with elderly caregivers -Challenges faced: lack of basic needs, no education, exploitation, abuse, discrimination, emotional trauma, lack of guidance - How to help: showing kindness, not discriminating, government support programs, orphanages, adoption/foster care, community support, NGO interventions, sponsorship programs -Understanding orphans and vulnerable children deserve same rights and opportunities - Being kind to vulnerable children in school and community
8	CHILDREN WITH SPECIAL NEEDS	- Understanding children with special needs: children with physical, mental, or developmental challenges that require extra support -Types of special needs: Visually impaired - cannot see well or at all, may use white canes, braille, guide dogs; Hearing impaired - cannot

		hear well or at all, may use hearing aids, sign language; Physically handicapped - difficulty moving, may use wheelchairs, crutches, prosthetic limbs; Autistic children - difficulty with communication and social interaction, may have repetitive behaviors; Learning disabilities - difficulty learning like other children; Speech impairment - difficulty speaking clearly -Understanding these children are still valuable and capable -How to treat children with special needs: with respect and kindness, not mocking or staring, offering help when needed, including them in activities, not using hurtful words (e.g., "blind," "cripple" as insults), being patient, treating as equals - Special schools and inclusive education - Many successful people have disabilities
9	CARE FOR SICK PEOPLE	- Identification of sick people: showing symptoms (fever, coughing, weakness, pain), lying down often, not eating well, looking pale or tired, vomiting, having rashes, moving slowly -Understanding sickness is temporary, person will get better -How to care for sick people: Practical care - helping them rest, getting them water or food, fetching their medicine (with adult supervision), keeping environment quiet, opening windows for fresh air; Emotional care - showing love and concern, visiting them, talking to them, praying for them, not complaining about them, being patient; Hygiene - washing hands before and after helping, not sharing eating utensils, covering mouth when near sick person; Getting help - telling adults if person gets worse, calling doctor if emergency, helping sick person to clinic/hospital -What NOT to do: disturbing their rest, making noise, giving them wrong medicine, being impatient - Understanding caring for sick people shows compassion
10	CARE AND RESPECT FOR OLD PEOPLE	- Identification of old people: elderly, aged, senior citizens, grandparents, great-grandparents

		- Physical signs: gray/white hair, wrinkled skin, walking slowly, may use walking sticks, may have difficulty seeing/hearing - Understanding old people were once young and strong, deserve respect for their years - Why respect old people: they have wisdom and experience, they cared for others when young, African culture values elders, religious teachings command respect, they are vulnerable and need help, they are blessings to families - How to respect and care for old people: greeting them properly (kneeling/prostrating in some cultures), listening to their advice, speaking politely, not shouting at them, helping with tasks (carrying loads, fetching water), giving them seats, visiting them, not mocking their weakness, being patient, obeying them, protecting them from harm - Old people's homes for those without family care - Understanding: "Honor your father and mother that your days may be long"
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Review: - Parental care comprehensive review - Violence against children (physical and mental) - Vulnerable children and orphans - Children with special needs - Care for sick and old people Year-Long Comprehensive Review: - First Term: rights, abuse, stigmatization, equality, traditions - Second Term: public behavior, peace, neighbors, emotions, Nigeria - Third Term: all topics covered - Complete social habits and citizenship education - Mock examination exercises - Practical scenarios and role-playing
12	END OF YEAR EXAMINATION	Third Term Assessment: - Parental care test - Violence understanding and effects - Vulnerable children knowledge - Special needs awareness - Care for sick and elderly assessment

		Comprehensive Year Assessment: - Children's rights and protection - Peace and tolerance - Nigerian citizenship - Compassion and caregiving - Social responsibility - Overall Nursery 3 social habits mastery - Character and values assessment - Community awareness evaluation
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	-

CIVIC EDUCATION SCHEME OF WORK (NURSERY 3)
FIRST TERM

WEEK	TOPIC	CONTENT
1	GENDER ISSUES: IDENTIFICATION OF SELF AS MALE OR FEMALE	-Understanding gender: male (boy/man) and female (girl/woman) - Identifying self: "I am a boy" or "I am a girl" -Physical differences (age-appropriate): boys and girls have different body parts -Understanding both genders are equally important and valuable -Boys can become fathers/men, girls can become mothers/women - Understanding gender from birth, not a choice - Respecting both genders - Understanding everyone deserves respect regardless of gender
2	GENDER ISSUES: EQUALITY OF GENDERS	-Understanding boys and girls are equal in value and importance -Both genders can do most things: go to school, play, learn, work, lead - No job or activity is only for boys or only for girls -Girls can be doctors, pilots, leaders; boys can be nurses, teachers, cooks - Both should have same opportunities and rights -Understanding gender stereotypes are wrong: "boys don't cry," "girls can't play football" - Respecting and treating both genders fairly - Understanding God created both male and female in His image
3	GENDER ISSUES IN GAMES AND PLAYS: MALE AND FEMALE CHILDREN PLAYING TOGETHER	-Understanding boys and girls can and should play together -Games for everyone: football, hide and seek, tag, skipping, dancing, singing - No game is only for boys or only for girls -Benefits of playing together: making more friends, learning from each other, developing social skills, having more fun, breaking stereotypes, learning teamwork -Playing fairly with everyone regardless of gender - Including everyone in games

		- Not bullying or excluding based on gender - Understanding cooperation between genders is important
4	FOLK TALES FOR MALE AND FEMALE: MEANING AND IMPORTANCE	- Meaning of folk tales: traditional stories passed down from ancestors, usually with moral lessons - Understanding folk tales are for everyone: boys and girls, men and women - Examples of Nigerian folk tales: Tortoise and his cunning ways, Why the Sky is Far Away, The Greedy Lion, Anansi the Spider stories - Folk tales featuring both male and female characters - Importance of folk tales: teach moral lessons (honesty, kindness, wisdom), preserve culture and traditions, entertain and educate, teach consequences of actions, connect us to our heritage, teach values to children - Learning from characters regardless of their gender - Understanding folk tales teach everyone important lessons
5	MID-TERM ASSESSMENT/TEST	- Gender identification test - Gender equality understanding assessment - Inclusive play knowledge test - Folk tales understanding evaluation - Moral lessons from stories test - Oral questions on gender and culture
6	MID-TERM BREAK	-
7	LOVE FOR ONE'S COUNTRY (NIGERIA)	- Understanding what it means to love your country: feeling proud, caring about it, wanting it to be better - How to love Nigeria: respecting national symbols (flag, anthem, coat of arms), obeying laws and rules, keeping environment clean, not littering, paying attention in school (education builds the nation), respecting leaders and elders, being peaceful and not fighting, helping others in community, not destroying public property, speaking well of Nigeria, learning about Nigerian culture and history - Understanding patriotism: love and devotion to one's country

		- Nigeria is our home, we must care for it -Understanding we are all Nigerians regardless of tribe or religion - "Unity and Faith, Peace and Progress"
8	NATIONAL COLOURS & NATIONAL SONG (ANTHEM)	National Colours: - Official colours of Nigeria: Green and White -Description of Nigerian flag: two green stripes on sides, one white stripe in middle (vertical stripes) - Meaning of colours: Green represents agriculture/forests (rich land), White represents peace and unity -When flag is displayed: government buildings, schools, national events, Independence Day, international events -Respecting the flag: standing when raised, not tearing or destroying National Song: -Nigeria National Anthem (first verse): "Arise, O compatriots, Nigeria's call obey To serve our fatherland, With love and strength and faith The labour of our heroes past, Shall never be in vain To serve with heart and might, One nation bound in freedom, peace and unity" -When anthem is sung: national events, school assembly, competitions - Standing at attention during anthem - Understanding anthem's message: serve Nigeria, unity, freedom
9	RESPONSIBILITIES AS CHILDREN: THINGS WE MUST DO	-Understanding responsibilities: duties, things we should do -Children's responsibilities: obeying parents and teachers, doing homework and schoolwork, helping with house chores (age-appropriate), keeping self and environment clean, being honest and truthful, respecting elders and peers, taking care of belongings, eating healthy food, sleeping early, going to school regularly, playing safely, reporting danger to adults, being kind to others, following rules -Understanding responsibilities prepare us for adulthood

		- Everyone has responsibilities regardless of age - Doing responsibilities without being forced - Understanding rights come with responsibilities
10	CHILDREN'S RIGHTS & BASIC AMENITIES	Children's Rights: -Review of rights from Social Habits: education, healthcare, food, shelter, protection, love, play, name/identity, expression - Understanding rights are what we deserve - Adults must protect children's rights - Balance between rights and responsibilities Basic Amenities: -Understanding basic amenities: essential services and facilities needed for comfortable living -Examples: clean water, electricity, good roads, schools, hospitals/clinics, toilets, drainage systems, waste disposal, security, recreational facilities (parks, playgrounds) -Importance: make life easier, keep us healthy, help development, improve quality of life -Government's responsibility to provide amenities - Citizens should not destroy public amenities - Using amenities properly and responsibly
11	REVISION OF FIRST TERM WORK	- Gender issues comprehensive review - Gender equality and inclusive play - Folk tales and their importance - Love for Nigeria and patriotism - National colours, flag, and anthem - Children's responsibilities - Children's rights - Basic amenities understanding - Mock examination exercises - Singing national anthem practice
12	END OF TERM EXAMINATION	- Gender identification and equality test - Inclusive play assessment - Folk tales importance evaluation - Patriotism and love for Nigeria test - National symbols knowledge (flag, anthem) - Children's responsibilities comprehensive test - Rights and amenities assessment

		- Overall civic awareness evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of examination scripts - Distribution of report cards - Civic education celebration - Patriotic songs and activities - Awards for good citizenship - Holiday civic tips - Preview of second term topics

NURSERY 3 CIVIC EDUCATION SCHEME OF WORK**SECOND TERM**

WEEK	TOPIC	CONTENT
1	REVIEW OF RESPONSIBILITIES	-Comprehensive review of responsibilities from first term - Understanding responsibilities in different places: home, school, community, religious places - Importance of fulfilling responsibilities -Understanding responsibilities show maturity and character - Linking rights and responsibilities - Preparing for specific responsibilities in different contexts
2	RESPONSIBILITIES AT HOME: THINGS CHILDREN SHOULD DO	-Understanding home responsibilities help family function well -Children's responsibilities at home: keeping room tidy, making bed after waking, putting away toys after play, helping set table for meals, helping clear table after eating, simple cleaning (sweeping with supervision), feeding pets (if any), putting dirty clothes in laundry basket, not wasting water/electricity, obeying parents, respecting siblings, doing homework, going to bed on time, taking care of younger siblings, running small errands - Understanding home chores teach life skills - Doing tasks without complaining - Helping makes parents' work easier - Building responsibility from young age
3	RESPONSIBILITIES IN SCHOOL: THINGS CHILDREN SHOULD DO	-School responsibilities: arriving on time (punctuality), wearing proper uniform, bringing required materials (books, pencils), paying attention in class, doing classwork and homework, respecting teachers and classmates, following school rules, keeping classroom clean, returning borrowed items, taking care of school property, participating in activities, staying in designated areas, lining up properly, asking questions when don't understand, helping classmates when appropriate, reporting problems to teachers - Understanding school is for learning - Good behavior helps everyone learn better

		- School responsibilities prepare for future success
4	RESPONSIBILITIES IN RELIGIOUS PLACES: CARE FOR PERSONAL BELONGINGS	-Understanding religious places: churches, mosques, temples -General responsibilities: arriving on time, dressing appropriately, being quiet and respectful, listening to teachings, participating in prayers/songs, following rules of worship place, greeting elders respectfully, not playing or running inside -How to take care of personal belongings at places of worship: keeping shoes/slippers together, holding onto bags properly, not leaving items scattered, keeping religious books (Bible, Quran) clean and respectful, putting belongings in designated places, not losing items, asking adults for help if can't find something, respecting others' belongings -Understanding religious places are sacred, deserve respect - Being responsible even in religious settings
5	MID-TERM ASSESSMENT/TEST	- Home responsibilities test - School responsibilities assessment - Religious place behavior evaluation - Personal belongings care test -Understanding of responsibilities in different contexts - Practical scenarios assessment
6	MID-TERM BREAK	-
7	REWARDS AND CONSEQUENCES & GOVERNMENT PROPERTY	Rewards and Consequences: -Rewards of performing responsibilities: praise and appreciation from parents/teachers, good grades in school, privileges (extra playtime, treats), developing good character, building self-confidence, learning life skills, respect from others, sense of achievement, preparing for adult life - Consequences of not performing responsibilities: punishment or discipline, poor grades, loss of privileges, disappointment from parents/teachers, poor character development, difficulty in life, others won't trust you, becoming irresponsible adult Government Property to Take Care Of:

		-Understanding government property belongs to all citizens -Examples: school buildings and furniture, hospitals and equipment, roads and bridges, street lights, public parks, water fountains, public toilets, government vehicles, traffic lights -How to care for them: not destroying, not writing on walls, not littering, using properly, reporting damage - Consequences of destroying: everyone suffers, government spends money to repair instead of building new things
8	GOOD BEHAVIOUR: PUNCTUALITY	-Meaning of punctuality: arriving early or on time for activities/appointments - Understanding punctuality means not being late -Examples of punctuality: arriving at school before bell rings, being ready for lessons on time, finishing work within given time, attending events at scheduled time - Importance of punctuality: shows respect for others' time, shows discipline and responsibility, prevents missing important information, shows good character, builds trust, prevents punishment, allows proper planning, professional behavior even as child, "time is precious" -How to be punctual: preparing things night before, waking up early, not wasting time, being organized, leaving early enough - Understanding "punctuality is the soul of business"
9	GOOD BEHAVIOUR: OBEDIENCE	- Meaning of obedience: doing what we are told by authority (parents, teachers, elders) without arguing or delay - Understanding obedience is not slavery but respect for authority -Who to obey: parents, teachers, school authorities, elders, police, government rules/laws, God's commandments -Importance of obedience: keeps us safe from danger, helps us learn, shows respect, brings blessings, prevents punishment, builds trust, develops good character, makes life easier, brings peace, "obedience is better than sacrifice" -When not to obey: if asked to do something wrong, harmful, or immoral (should tell trusted

		adult) - Understanding obedience to God is most important
10	GOOD BEHAVIOUR: RESPECT & SELF- CONTROL	Respect: -Meaning of respect: showing honor, consideration, and good manners to others -Who deserves respect: everyone - elders, parents, teachers, peers, younger ones, authority figures, people of all tribes/religions -How to show respect: proper greetings, using polite words, listening when others speak, not interrupting, obeying instructions, not mocking or insulting, respecting property, helping others -Importance: maintains peace, shows good upbringing, earns respect in return, builds relationships, shows maturity Self-Control: -Meaning: ability to control own emotions, actions, and desires -Examples: not fighting when angry, not taking others' things even when you want them, waiting your turn, not eating too much candy, stopping play when told, controlling temper - Importance: prevents problems, shows maturity, earns trust, keeps us out of trouble, helps make good decisions
11	REVISION OF SECOND TERM WORK	-All responsibilities review (home, school, religious places) - Rewards and consequences understanding - Government property care -Good behavior traits: punctuality, obedience, respect, self-control - Importance of each trait - Practical examples and scenarios - Mock examination exercises
12	END OF TERM EXAMINATION	- Responsibilities comprehensive test (all contexts) - Rewards and consequences assessment - Government property knowledge - Punctuality understanding test - Obedience evaluation - Respect and self-control assessment - Good behavior traits comprehensive test

		- Overall civic character evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of examination scripts - Distribution of report cards - Good character celebration - Awards for punctuality, obedience, respect - Character development recognition - Holiday behavior reminders - Preview of third term topics

NURSERY 3 CIVIC EDUCATION SCHEME OF WORK**THIRD TERM**

WEEK	TOPIC	CONTENT
1	ORDERLINESS AT HOME	- Meaning of orderliness: keeping things organized, neat, and in their proper places; doing things in proper sequence -Orderliness at home: keeping room tidy, arranging toys and books properly, putting clothes in wardrobe/drawer, shoes in shoe rack, keeping bed neat, helping keep house clean, putting things back after use, not scattering items around, washing dishes orderly (if helping), eating meals at proper times, following bedtime routine, organizing schoolwork -Importance: easy to find things, prevents accidents (tripping), shows discipline, makes home beautiful, reduces stress, shows respect for family, saves time, develops good habits - Understanding "cleanliness is next to godliness" - Orderliness is everyone's responsibility
2	ORDERLINESS AT SCHOOL	-Orderliness at school: arranging desk and books neatly, lining up properly, entering/leaving classroom orderly, keeping classroom clean, putting away learning materials after use, organizing school bag, turning in work on time, raising hand before speaking, taking turns, following instructions in sequence, putting waste in bins, keeping locker organized, wearing uniform properly -Importance: enhances learning, prevents confusion, shows discipline, maintains safety, creates pleasant environment, shows respect for teachers and classmates, develops organizational skills - Class prefects help maintain orderliness - Everyone must cooperate for orderly school
3	ORDERLINESS IN THE COMMUNITY	-Understanding community: neighborhood, village, town where we live - Orderliness in community: keeping streets clean, not littering, proper waste disposal, queuing at bus stops/shops, obeying traffic rules (as pedestrians), respecting public property, parking in designated areas (for adults), organized markets, peaceful

		behavior, respecting community rules, participating in community cleanup, organized events and programs - Importance: beautiful environment, prevents diseases, makes community pleasant, attracts development, shows civilization, maintains peace, reflects well on residents - Everyone's role in community orderliness - Understanding orderly community prospers
4	HONESTY AT HOME: HOW TO SHOW HONESTY	-Review of honesty meaning: always telling truth, not lying, cheating, or stealing -How to show honesty at home: telling truth always even when afraid of punishment, admitting mistakes, not blaming siblings for what you did, not stealing from parents or siblings, not taking money without permission, returning things borrowed, keeping promises, not hiding bad behavior, saying where you're going, honest about homework (did it or not), not exaggerating stories -Benefits at home: parents trust you, peace in family, good example to siblings, clear conscience, builds character, earns privileges, maintains harmony - Understanding honesty starts at home
5	MID-TERM ASSESSMENT/TEST	-Orderliness understanding test (home, school, community) - Honesty at home assessment - Practical scenarios evaluation - Character traits demonstration - Values understanding test
6	MID-TERM BREAK	-
7	HONESTY AT SCHOOL & IN THE COMMUNITY	Honesty at School: -How to show: not cheating in tests/exams, doing own work, admitting when you don't understand, returning borrowed items, not lying to teachers, honest about attendance, not stealing classmates' things, admitting mistakes, honest in group work, giving credit where due - Benefits: good grades reflect real ability, teachers trust you, good reputation, clear conscience, real learning happens Honesty in Community:

		- How to show: returning found items to owner or authority, not stealing from neighbors/shops, telling truth about what you saw, honest in business dealings (even as child buying things), admitting fault when damage something, keeping promises to friends - Advantages of honesty: people trust you, good reputation, peace of mind, attracts blessings, earns respect, stays out of trouble, develops integrity, "honesty is the best policy," God rewards honesty
8	COOPERATION AT HOME	-Meaning of cooperation: working together toward common goal, helping each other -Cooperation at home: helping parents with chores, assisting siblings, working together to keep house clean, sharing responsibilities, helping each other with homework, caring for younger siblings together, supporting each other, participating in family activities, resolving conflicts peacefully, team effort in family projects -Benefits: work gets done faster and easier, stronger family bonds, pleasant home atmosphere, everyone feels valued, develops teamwork skills, shows love, shares burden, teaches giving and receiving help - Understanding family is first team we belong to - "Two heads are better than one"
9	COOPERATION IN SCHOOL	-Cooperation in school: working well in group projects, helping struggling classmates (not cheating), sharing learning materials, taking turns, following class rules together, participating in class activities, helping keep classroom clean together, cooperating with teachers, group games and sports, respecting each other, collective responsibility for class behavior, supporting classmates, school teamwork activities -Benefits: better learning outcomes, pleasant classroom, fewer conflicts, develops social skills, achieves more together, builds friendships, makes learning fun, everyone succeeds - Understanding "unity is strength" - Cooperation is key to school success
10	COOPERATION IN THE COMMUNITY & IMPORTANCE OF	Cooperation in Community: - How to cooperate: participating in community cleanup, helping neighbors when needed,

	COOPERATION	community events and programs, youth organizations, respecting community leaders, collective security awareness, environmental care together, sharing community resources fairly, peaceful coexistence, supporting community development -Examples: "Age grade" systems, community work days, collective farming (in villages), neighborhood watch Importance of Cooperation: -Achieves goals no one can achieve alone, makes work easier and faster, builds unity and peace, develops relationships, shares skills and knowledge, multiplies success, reduces conflicts, promotes development, creates supportive environment, reflects ubuntu philosophy ("I am because we are"), biblical principle: "Can two walk together except they agree?" - Understanding cooperation is essential for human survival and progress
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Review: - Orderliness (home, school, community) - Honesty (home, school, community) - Cooperation (home, school, community) - Importance of all values Year-Long Comprehensive Review: -First Term: gender equality, patriotism, national symbols, responsibilities, rights -Second Term: specific responsibilities, good behavior (punctuality, obedience, respect, self-control) - Third Term: orderliness, honesty, cooperation - Complete civic values and character - Nigerian citizenship - Mock examination exercises
12	END OF YEAR EXAMINATION	Third Term Assessment: - Orderliness comprehensive test - Honesty understanding and application - Cooperation knowledge and practice - Values demonstration Comprehensive Year Assessment: - Gender and equality issues

		- National identity and patriotism - National symbols (flag, anthem, colours) - Children's rights and responsibilities - Good behavior traits (punctuality, obedience, respect, self-control) - Orderliness in all contexts - Honesty in all settings - Cooperation everywhere - Overall civic education mastery - Character and citizenship assessment - Values integration evaluation
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	-

**PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK (NURSERY 3)
FIRST TERM**

WEEK	TOPIC	CONTENT
1	EXERCISES AND GAMES: IMPORTANCE	-Understanding what exercise means: physical activities that make our body move and work -Understanding what games are: organized activities with rules, usually for fun and competition -Importance of exercises and games: keeps body strong and healthy, helps us grow properly, develops muscles and bones, improves flexibility and balance, gives us energy, helps heart and lungs work better, prevents obesity (being overweight), makes us happy and reduces stress, helps us sleep better, teaches discipline and focus, develops social skills through team games, improves coordination, builds confidence -Understanding regular physical activity is essential for children - Exercise should be fun, not punishment
2	GAMES: BASIC GAMES	- Introduction to simple competitive games -Egg and Spoon Race: balancing object (often bean bag or small ball) on spoon while racing, teaches balance and control, can't let object fall -Sack Race: jumping in sack/bag to finish line, teaches coordination and leg strength, fun competitive activity -Blindfold and Fill a Basket: blindfolded player tries to pick up objects and put in basket (with guidance from teammates), teaches trust, listening skills, spatial awareness -Other games: three-legged race (two people's legs tied together), musical chairs, freeze dance, obstacle course - Understanding rules of each game - Fair play and sportsmanship - Taking turns and encouraging others
3	BODY EXERCISE: STRETCHING, BENDING, RAISING ARMS AND LEGS, SKIPPING	-Stretching exercises: reaching for sky (arms up), touching toes, side stretches, neck rolls, arm circles, ankle rotations -Importance of stretching: warms up muscles, prevents injuries, increases flexibility - Bending exercises: bending forward, backward

		(carefully), side bends, knee bends (squats) -Raising arms and legs: arm raises (front, side, up), leg raises (marching, side leg lifts, back leg lifts), developing strength and control -Skipping: jumping with rope (forward, backward), jumping without rope, counting skips -Benefits: improves coordination, cardiovascular fitness, leg strength - Proper form and safety in all exercises
4	BODY EXERCISE: LEAPING AND HOPPING	-Leaping: big jumps from one foot to the other foot, covering distance, arm movements while leaping, leaping over small obstacles (lines, cones), leaping in different directions (forward, sideways) -Benefits: develops leg power, improves coordination, builds confidence -Hopping: jumping on one foot repeatedly, hopping on right foot, hopping on left foot, hopping forward and backward, hopping in place, counting hops -Benefits: strengthens individual legs, improves balance, develops control - Games incorporating leaping and hopping -Understanding difference between hopping (one foot) and jumping (two feet) - Safety: using appropriate space, not hopping on slippery surfaces
5	MID-TERM ASSESSMENT/TEST	- Practical demonstration of exercises learned - Stretching and bending assessment - Leaping and hopping skills evaluation - Participation in basic games - Following instructions assessment - Coordination and control observation - Sportsmanship and fair play evaluation
6	MID-TERM BREAK	-
7	BODY CONDITIONING AND BALANCING	-Understanding body conditioning: exercises that improve overall body fitness and control - Understanding balance: staying steady without falling -Standing on one leg: balancing on right leg, balancing on left leg, holding position for increasing durations, eyes open then eyes closed (more difficult), arms out for balance

		- Benefits: develops balance, strengthens stabilizer muscles, improves focus and concentration - Dancing and Freezing Game: dancing to music, freezing in position when music stops, holding freeze position (tests balance), creative movement, following rhythm -Benefits: improves balance, develops musicality, teaches body control, enhances listening skills - Other balancing activities: walking on line, standing on tiptoes, balance beam (low and safe)
8	SIMPLE MOVEMENT OF PARTS OF THE BODY	-Tambourine movement: moving to tambourine rhythms, fast movements when tambourine plays quickly, slow movements for slow rhythms, freezing when tambourine stops, different body parts moving to beats, coordinating movement with sound -Basic movements: Walking (normal, fast, slow, on tiptoes, on heels, backward), Jogging (light running in place or moving), Running (faster pace, proper form - arms pumping, knees lifting), Bending (at waist, knees, various directions), Turning and spinning, Jumping, Crawling - Understanding fundamental movement patterns -Moving different body parts: arms, legs, head, trunk - Coordinating movements - Following instructions for different movements - Moving safely in shared space
9	MANIPULATIVE MOVEMENTS: THROWING AND CATCHING	-Meaning of manipulative movements: controlling and moving objects using body parts -Understanding manipulative skills are essential for sports -Throwing: underhand throw, overhand throw, throwing at targets, throwing for distance, proper throwing form (step and throw), using different objects (bean bags, balls - soft) -Catching: catching with two hands, catching balls at different heights, catching thrown bean bags, hand-eye coordination, ready position (hands out), watching the object -Partner activities: throwing and catching with partner, gradually increasing distance, games like "catch" - Safety: using soft objects, awareness of

		surroundings, not throwing at people's faces
10	NEURO MUSCULAR SKILLS: DANCING	Neuro Muscular Skills: -Meaning: coordination between nervous system (brain) and muscles to produce movement -Dancing: moving body to music/rhythm, simple dance steps, following dance routines, creative movement, cultural dances (simple), coordination of arms and legs, rhythm and timing -Benefits: improves coordination, develops rhythm, enhances creativity, fun exercise, cultural appreciation
11	MANIPULATIVE MOVEMENT: SOMERSAULTING	Somersaulting: -Introduction to forward roll/somersault (with proper supervision and equipment) -Safety is CRITICAL: only on proper mats, adult supervision always, proper technique taught -Tucking chin, rolling forward smoothly, using hands for support - Some children may not be ready - that's okay - Alternative: log rolls (rolling sideways) - Building confidence gradually - Mock practical assessment
12	END OF TERM EXAMINATION	- Comprehensive practical examination -Exercise demonstrations: stretching, bending, leaping, hopping - Balance skills assessment - Movement patterns test - Throwing and catching evaluation - Participation in basic games - Dancing/rhythm coordination - Short race participation - Following instructions - Overall physical fitness observation - Sportsmanship and attitude evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessment results - Distribution of report cards - Physical education achievements celebration -Awards for athletic excellence, most improved, best sportsmanship - Fun physical activities and games day - Holiday exercise tips and activities - Encouragement for active holidays

		- Preview of second term activities

NURSERY 3 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK
SECOND TERM

WEEK	TOPIC	CONTENT
1	DEVELOPMENT THROUGH SPORT ACTIVITIES: PHYSICAL DEVELOPMENT	-Understanding how sports and physical activities help our bodies develop - Elements of physical development through sports: -Flexibility: ability to bend and stretch easily, improved through stretching exercises -Agility: ability to move quickly and change directions easily, developed through games and drills -Balance: staying steady without falling, improved through balance exercises -Coordination: using different body parts together smoothly, developed through various activities -Reaction: responding quickly to signals/situations, improved through games -Speed: how fast we move, developed through running activities -Strength: how strong muscles are, developed through exercise - Understanding regular sports/exercise develops all these elements - Age-appropriate development expectations
2	DEVELOPMENT THROUGH SPORT ACTIVITIES: EMOTIONAL DEVELOPMENT	-Understanding sports and games affect how we feel (emotions) -Elements of emotional development through sports: - Positive emotions: Zeal/enthusiasm (eagerness to play and try), Excitement (happiness about activity), Contentment (satisfaction with participation), Joy (happiness from playing), Confidence (believing in abilities), Pride (in achievements) -Negative emotions (and how to manage): Anxiety (nervousness - overcome through practice), Apathy (lack of interest - find enjoyable activities), Anger (frustration - learn self-control), Boredom (not interested - try variety), Hostility (aggression - learn peaceful competition), Disappointment (when losing - learn good

		sportsmanship) - Learning to manage emotions through sports - Understanding winning and losing are both part of games - Building emotional resilience through physical activities
3	DEVELOPMENT THROUGH SPORT ACTIVITIES: SOCIAL DEVELOPMENT	- Understanding sports help us learn to interact with others - Elements of social development through sports: - Cooperation: working together with team members, helping each other - Teamwork: playing together toward common goal, understanding everyone's role - Tolerance: accepting others' mistakes, being patient with different skill levels - Friendliness: being kind to teammates and opponents, making friends through sports - Fairness: playing by rules, not cheating, accepting referee decisions - Hospitality: welcoming new players, being inclusive - Respect: for coaches, opponents, teammates, equipment, rules - Communication: talking to teammates, listening to instructions - Leadership: sometimes leading, sometimes following - Understanding sports teach life skills - Building character through physical education
4	MARCHING EXERCISE: CONCEPT AND IMPORTANCE	- Concept of marching exercise: organized walking in rhythm and pattern, often in formation - Understanding marching combines physical activity with discipline - Basic marching skills: standing at attention (straight posture, arms at sides), marching in place (lifting knees, coordinated arms), marching forward (in time with others), turning while marching (left, right, about-face), starting and stopping on command, maintaining proper spacing, swinging arms rhythmically - Marching commands: "Attention," "Forward march," "Halt," "Left turn," "Right turn" - Importance of marching: develops discipline and focus, improves coordination, teaches following instructions, builds teamwork (moving together),

		develops good posture, prepares for organized activities/events, enhances listening skills, cultural significance (military, parades, ceremonies) - Simple marching drills and practice
5	MID-TERM ASSESSMENT/TEST	-Physical, emotional, and social development understanding test - Marching skills practical assessment - Following marching commands - Coordination and discipline evaluation - Teamwork observation - Attitude and behavior in sports assessment
6	MID-TERM BREAK	-
7	BODY EXERCISE: SWINGING AND TWISTING	-Swinging exercises: Arm swings (forward and backward, side to side, circles), Leg swings (forward and back, side to side - holding support), Combined arm swings (both arms together, alternate arms), Trunk swinging (gentle swinging from waist) -Benefits: loosens joints, improves flexibility, warms up muscles, develops rhythm -Twisting exercises: Trunk twists (left and right, hands on waist or arms extended), Hip twists, Neck turns (gentle), Ankle and wrist rotations, Full body twist -Benefits: improves flexibility, strengthens core muscles, enhances range of motion - Safety: movements should be controlled, not jerky, warm up before twisting exercises - Combining swinging and twisting in routines
8	BODY EXERCISE: JUMPING AND BENDING	-Jumping exercises: Jumping with two feet together, Jumping jacks (arms and legs out and in), Jump and turn (90°, 180°), Jumping forward and backward, Jumping side to side, Jumping over small objects, Jumping in patterns, High jumps (reaching up), Long jumps (forward distance) - Benefits: strengthens legs, improves cardiovascular fitness, develops power, enhances coordination - Bending exercises review: Forward bends (touching toes), Backward bends (careful, supervised), Side bends (left and right), Knee

		bends (squats), Combined bending (incorporating arms) -Benefits: increases flexibility, strengthens muscles, improves posture - Proper technique and safety in all movements
9	NEURO MUSCULAR SKILLS: CLIMBING	-Meaning of neuromuscular skills review: brain and muscles working together -Climbing: developing coordination and strength through climbing activities -Types of climbing (age-appropriate and supervised): Climbing playground equipment (slides, jungle gyms), Climbing stairs (various ways - forward, sideways, backward carefully), Climbing ladders (supervised), Climbing over obstacles (mats, benches - low height), Wall climbing (if available, with proper equipment) -Skills involved: hand-eye coordination, foot placement, body awareness, strength (arms, legs, core), problem-solving (planning route), confidence and courage - Benefits: full-body workout, develops strength, improves coordination, builds confidence, spatial awareness - Safety: proper supervision always, appropriate equipment, safe heights for age, teaching proper technique, spotting children, safe landing surfaces
10	TRACK EVENTS	Track Events: -Introduction to track events: running races on designated path/track -Short distance race (25m race): understanding race distance (about 25 meters), starting position (standing or crouching), listening for start signal, running straight to finish line, not stopping until past finish, proper running form - Race rules and sportsmanship - Celebrating all participants, not just winners -Running in pairs: understanding partner racing, coordinating with partner, staying together (or tied together in some formats), communication while running, teamwork in racing -Benefits: develops cooperation, adds challenge, teaches coordination with others
11	POSTURE	Posture: - Meaning of posture: position in which we hold our body

		-Good sitting posture: back straight, feet flat on floor, sitting back in chair, not slouching, head level, shoulders relaxed -Importance: prevents back pain, better breathing, easier concentration, looks confident - Good standing posture: standing straight, shoulders back, head up, weight distributed evenly on both feet, stomach in, not leaning to one side -Importance: prevents fatigue, looks confident, better for spine health, proper body alignment -Good reading posture: book at proper distance (not too close), adequate lighting, sitting with back support, book at eye level, not lying flat while reading, taking breaks -Importance: prevents eye strain, better reading, prevents neck pain -Good sleeping posture: sleeping on side (best) or back, proper pillow height, comfortable mattress, not sleeping on stomach (can strain neck), relaxed position -Importance: better sleep quality, prevents body aches, proper spine alignment, waking refreshed - Mock examination activities
12	END OF TERM EXAMINATION	- Comprehensive physical activities assessment - Marching skills test -Body exercises demonstration (swinging, twisting, jumping, bending) -Climbing skills evaluation (if equipment available) - Running activities assessment -Posture demonstration (sitting, standing, reading) - Understanding of development through sports - Teamwork and social skills observation - Overall fitness and coordination evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessment results - Distribution of report cards - Physical fitness celebration - Awards for excellence and improvement - Fun sports day activities - Holiday fitness tips -Preview of third term (indoor games, ball games, specific sports)

		- End of term celebrations

NURSERY 3 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	INDOOR GAMES	-Understanding indoor games: games played inside buildings, don't require large spaces - Why indoor games are important: can play when weather is bad, develops mental skills, different from outdoor sports, quieter activities - Examples of indoor games: -Chess (introduction - will be covered in detail later) -Ludo game: board game with dice, moving pieces around board, reaching home first -Card games: simple matching games, memory games, uno -Video games (introduction - will be covered in detail later) -Other indoor games: checkers/draughts, dominoes, puzzles, board games (Snakes and Ladders, Monopoly Jr.), table games -Benefits: develops thinking skills, patience, strategy, following rules, taking turns - Understanding balance between indoor and outdoor activities
2	SPORT FACILITIES AND EQUIPMENT	-Meaning of sport facilities: places and structures where sports are played - Examples of sport facilities: field/playground (for running, football, games), gym/gymnasium (indoor sports facility), swimming pool, basketball court, volleyball court, tennis court, track (for races) -Meaning of sport equipment: tools and items used to play sports - Examples of sport equipment: balls (football, basketball, tennis, etc.), stopwatch (timing races), whistle (referee's tool), bibs/vests (identifying teams), boots/cleats (for football, other sports), shin guards (protection), goalposts, nets, bats/rackets, cones (marking areas), ropes, mats -Importance of facilities and equipment: make sports possible, ensure safety, enhance performance, organize activities - Taking care of sport equipment: using properly,

		storing safely, not damaging, reporting broken items - Understanding not all schools have all facilities - making do with available resources
3	BALL GAMES AND EXERCISES: FOOTBALL (Part 1)	-Understanding football/soccer: most popular sport worldwide, played with round ball, two teams trying to score goals - Basic football skills: -Passing: kicking ball to teammate, inside of foot pass (most accurate), outside of foot pass, different power passes -Dribbling: moving ball forward while maintaining control, using both feet, keeping ball close, looking up while dribbling -Shooting: kicking ball toward goal to score, power and accuracy, different shooting techniques - Introduction to other skills: stopping/controlling ball, basic defending -Football equipment: ball (size 3 for young children), jersey/shirt, shorts, socks, boots/cleats (or trainers), shin guards, whistle (for referee), goalposts -Basic rules (simplified): no hands (except goalkeeper), score by putting ball in goal, offside (very basic concept), fouls and free kicks - Benefits: teamwork, cardiovascular fitness, coordination, strategic thinking
4	BALL GAMES AND EXERCISES: FOOTBALL (Part 2) & BASKETBALL	Football continued: - Practice and games - Simple football drills - Mini football matches -Positions (very basic): goalkeeper, defenders, midfielders, forwards - Sportsmanship in football Basketball: -Introduction to basketball: played with orange ball, two teams, scoring by throwing ball through elevated hoop/basket - Basic basketball skills: -Bouncing/Dribbling: bouncing ball continuously while moving, using fingertips not palm, alternating hands, keeping ball low, looking up - Throwing/Passing: chest pass (two hands from

		chest), bounce pass (ball bounces to teammate), overhead pass -Shooting: throwing ball toward basket to score, proper form (BEEF - Balance, Eyes, Elbow, Follow-through - simplified) -Basketball equipment: basketball (size 5 for children), hoops/baskets (lowered for children), jersey, shorts, basketball shoes/boots, whistle - Basic rules (simplified): dribble or pass (no running with ball), score in opponent's basket, no pushing/holding - Benefits: height development, jumping ability, hand-eye coordination, teamwork
5	MID-TERM ASSESSMENT/TEST	- Indoor games knowledge test - Sport facilities and equipment identification - Football skills practical assessment - Basketball skills evaluation - Dribbling, passing, shooting tests - Game participation and teamwork - Sportsmanship observation
6	MID-TERM BREAK	-
7	TABLE TENNIS	-Concept of table tennis (ping-pong): indoor racket sport, played on table with net, small ball, two or four players -Understanding it's called "table tennis" because it's like tennis but on table - Basic skills in table tennis: -Gripping: holding bat/paddle properly (shake-hand grip or pen-hold grip - simple version) -Serving: starting play by hitting ball so it bounces on own side then opponent's side, underhand serve -Stroking: hitting ball back and forth, forehand stroke (hitting on same side as grip), backhand stroke (hitting across body) -Returning: hitting ball back to opponent, proper positioning -Equipment needed: table tennis table (with net), ball (small, light, white or orange), bats/paddles/rackets (two), sometimes score board -Basic rules (simplified): serve must bounce on both sides, ball bounces once only, alternating serves, scoring (simple point system) -Benefits: improves reflexes, hand-eye coordination, concentration, quick thinking

		- Can be played indoors in any weather
8	CHESS	- Concept of chess: strategy board game, two players, different pieces with different moves, goal is to checkmate opponent's king - Understanding chess is a thinking game, not a physical game - Chess board: 64 squares (8x8), alternating light and dark colors - Chess pieces (introduction - very basic for nursery level): King (most important), Queen (powerful), Rook/Castle, Bishop, Knight, Pawns - Very basic introduction to how some pieces move (detailed learning comes later in primary school) - Understanding chess teaches: thinking ahead, planning, patience, concentration, problem-solving, decision-making - Benefits: develops intelligence, improves memory, teaches cause and effect, enhances creativity, improves focus - Understanding chess is popular worldwide - Famous chess players (brief mention) - Beginning chess: setting up board, identifying pieces - Note: Full chess rules typically taught in Primary school, this is just introduction
9	VIDEO GAMES	- Meaning of video games: games played on electronic devices (computers, tablets, game consoles, phones) - Understanding video games are indoor entertainment - Examples of video games (age-appropriate): - Solitaire: card game on computer - Super Mario: adventure game with character Mario - Soccer games (PES/FIFA): football simulation games - Temple Run: running and obstacle avoidance game - Educational games: math games, spelling games, learning games - Other mentions: Grand Theft Auto (note: this is NOT age-appropriate for nursery - should clarify), Brick breaker, Puzzle games - Understanding moderation: video games can be fun but shouldn't replace physical activity, screen

		time limits, importance of outdoor play, balancing video games with other activities -Benefits when used properly: hand-eye coordination, problem-solving, strategic thinking, entertainment -Concerns: too much screen time, reduced physical activity, eye strain - Rules for video game use: ask parents first, play age-appropriate games only, take breaks, limit time
10	REVIEW OF ALL BALL GAMES AND INDOOR ACTIVITIES	-Comprehensive review of football: skills, rules, equipment - Basketball review: skills, rules, equipment - Table tennis review: skills, equipment - Chess introduction review - Indoor games comprehensive review -Video games discussion and understanding moderation - Sport facilities and equipment review -Comparing different sports: similarities and differences - Understanding variety in sports and games - Choosing sports based on interest and ability - Practice sessions for all activities covered
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Review: - Indoor games comprehensive practice - Sport facilities and equipment - Ball games skills (football, basketball, table tennis) - Chess basics - Video games understanding and moderation Year-Long Comprehensive Review: -First Term: basic exercises, games, body movements, manipulative movements, track events -Second Term: development through sports, marching, body exercises, neuromuscular skills, posture -Third Term: indoor games, sport facilities, ball games - Complete physical and health education review - All physical skills practice - Understanding healthy active lifestyle - Mock comprehensive examination
12	END OF YEAR	Third Term Assessment: - Indoor games knowledge test

	EXAMINATION	- Sport facilities and equipment identification - Football and basketball skills practical test - Table tennis skills assessment (if equipment available) - Chess pieces identification - Video games understanding test Comprehensive Year Assessment: - Overall physical fitness evaluation - Various exercise demonstrations - Game participation and skills - Coordination and balance - Teamwork and sportsmanship - Sport knowledge (rules, equipment, facilities) - Understanding of healthy active lifestyle - Attitude toward physical education - Complete Nursery 3 physical education mastery
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	-

CREATIVITY SCHEME OF WORK (NURSERY 3)

FIRST TERM

WEEK	TOPIC	CONTENT
1	COLOURING A CAR	- Introduction to vehicle art -Identifying car outline and parts: body, wheels, windows, doors, headlights -Choosing appropriate colours for car (any colour is fine - creativity encouraged) - Colouring within lines neatly - Different car types: sedan, SUV, sports car -Adding details: windows (blue/black), wheels (black/grey), headlights (yellow) - Creating background: road, sky, trees - Understanding cars as means of transportation - Finishing work completely and neatly
2	FREE EXPRESSION	- Complete creative freedom in art making - Drawing and colouring own choice of subject - No restrictions on topic or style -Using various materials: crayons, pencils, markers - Expressing feelings, ideas, and imagination through art - Experimenting with colours and shapes - Creating original artwork - Sharing and explaining artwork to class - Building confidence and creativity - Understanding art has no "wrong" way
3	PLASTICINE	-Introduction to plasticine/modelling clay (review and advancement) - Warming and softening plasticine properly -Making 3D shapes: spheres, cylinders, cubes, coils - Creating more complex objects: animals, fruits, vehicles, people (simple figures) - Combining different colours - Using tools: plastic knives, rollers, cutters -Developing fine motor skills and hand strength - Understanding 3D art vs 2D drawing - Cleaning up and storing plasticine properly
4	THUMB PRINT ART	- Review of thumb printing technique - Using washable paint or ink pads - Creating more complex thumb print art

		-Making pictures: animals (caterpillar, butterfly, ladybug, fish), flowers, trees, people - Creating scenes with multiple thumb prints -Adding details with markers or pens after prints dry - Understanding each thumb print is unique - Developing creativity with simple technique - Proper hand washing after activity
5	MID-TERM ASSESSMENT/TEST	-Practical colouring assessment (car or similar vehicle) - Creative expression evaluation - Plasticine modelling test - Thumb print art project - Creativity and originality assessment - Neatness and completion evaluation - Following instructions test
6	MID-TERM BREAK	-
7	HAND PRINT ART	- Review and advancement of hand printing - Creating more elaborate hand print art -Hand print animals: turkey (fingers as feathers), fish, butterfly, octopus, peacock - Hand print flowers and trees - Creating family hand print art (different sizes) - Adding details and backgrounds - Using multiple colours on one hand - Developing creativity with hand prints - Understanding hands as art tools - Proper cleaning after activity
8	COLOURING BARNEY	- Introduction to character colouring - Identifying Barney (purple dinosaur character) - Understanding character features and colours -Colouring Barney: purple body, green belly/details - Staying within character outline - Adding background: playground, park, sky - Developing character recognition through art - Neat and careful colouring - Understanding characters in art and media
9	COLOURING A PIG	-Identifying pig features: snout, curly tail, round body, small ears, hooves -Choosing pig colours: pink (most common), brown, black, white - Colouring pig outline carefully

		- Adding details: eyes, nostrils, hooves - Creating background: farm, mud puddle, barn - Understanding farm animals through art - Learning about pigs - Neat colouring within lines
10	STRAW JEWELRY MAKING	- Introduction to jewelry making with straws -Materials: drinking straws (cut into small pieces), string/yarn, scissors -Cutting straws into bead-sized pieces (with supervision) - Threading straw pieces onto string -Creating patterns with different coloured straws - Making necklaces and bracelets - Tying secure knots (with help) - Understanding patterns and sequences - Developing fine motor skills - Wearing created jewelry - Wearable art appreciation
11	REVISION OF FIRST TERM WORK	- Review of all colouring techniques - Free expression concepts review - Plasticine work practice -Printing techniques review (thumb and hand prints) - Character colouring review - Jewelry making review - Preparing portfolio of best works - Mock practical assessment
12	END OF TERM EXAMINATION	- Comprehensive colouring test - Plasticine modelling assessment - Printing techniques evaluation - Jewelry making skills test - Creative expression project - Neatness and completion assessment - Overall artistic development evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessed artworks - Distribution of report cards - Art exhibition: displaying term's best works -Awards for creativity, neatness, and improvement - Holiday art activity suggestions - Preview of second term projects - Celebration of creative achievements

NURSERY 3 CREATIVITY SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	COLOURING AN UMBRELLA	-Identifying umbrella shape and parts: canopy, handle, spokes - Understanding umbrella function: protection from rain/sun - Choosing bright, vibrant colours for umbrella -Creating patterns: stripes, polka dots, sections with different colours, designs - Colouring within curved umbrella outline -Adding background: rain, raindrops, clouds, or sunshine - Developing colour combination skills - Neat and creative colouring
2	VEGETABLE PRINT ART	-Introduction to vegetable printing (review and expansion) -Vegetables as stamps: okra (star shape), carrots (circles), potatoes (carved shapes), bell peppers, cabbage, celery - Cutting vegetables safely (adult supervision) - Dipping in paint and stamping on paper -Creating pictures and patterns with vegetable prints - Combining different vegetable prints - Understanding shapes vegetables make - Creating greeting cards or art pieces - Connecting art with nature and food - Proper cleanup after activity
3	PLASTICINE (ADVANCED)	- Review and advancement of plasticine skills - Creating more detailed 3D objects -Making figures with multiple parts: people with movable limbs, detailed animals, vehicles with parts - Creating scenes with multiple objects - Mixing colours to create new shades -Using various techniques: rolling, flattening, pinching, coiling - Building structural creations - Developing spatial awareness and 3D thinking - Advanced fine motor skill development

4	MAKING/DESIGNING A HAND FAN	- Introduction to hand fan making -Materials: cardboard/thick paper, popsicle sticks, decorating materials - Types of fans: paddle fan, folding fan (simple version) -Designing fan surface: drawing, colouring, patterns, stickers - Cutting fan shape (with supervision) -Attaching handle (popsicle stick or folded paper) - Decorating with colours, glitter, stickers, drawings - Understanding fans keep us cool - Functional art creation - Testing fan by waving
5	MID-TERM ASSESSMENT/TEST	-Colouring assessment (umbrella or similar object) - Vegetable printing technique test - Plasticine advanced modelling evaluation - Hand fan creation and decoration - Creativity and originality assessment - Project completion test
6	MID-TERM BREAK	-
7	COLOUR SPLASH ART	-Introduction to colour splash/splatter technique - Safety measures: aprons, covering work area -Techniques: flicking paint, dropping paint from height, using brush to splash -Creating controlled splashes (not completely messy) - Understanding abstract art -Experimenting with colour mixing through splashing -Creating backgrounds or complete splash paintings -Expressing emotions through colour and movement -Jackson Pollock style art (age-appropriate introduction) - Cleanup procedures
8	SPIKY HEDGEHOG	- Introduction to hedgehog art project -Understanding hedgehog features: round body, pointed nose, many spikes

		-Creating hedgehog body: drawing/tracing or using template, colouring brown/grey -Making spikes: using fork dipped in paint to create spike texture, gluing on cut paper strips, using real (safe) twigs, drawing spikes - Adding features: eyes, nose, feet -Creating habitat background: leaves, grass, garden -Understanding hedgehogs and their characteristics - Mixed media art project - Texture creation techniques
9	FREE EXPRESSION & PAPER COLLAGE	Free Expression: - Midterm creative freedom project - Drawing/creating any chosen subject - Using various materials available - Personal artistic expression Paper Collage: -Introduction to collage: art made by gluing different materials - Materials: coloured paper, magazines, newspapers, tissue paper - Techniques: tearing, cutting, gluing - Creating pictures by arranging paper pieces - Making landscapes, animals, abstract designs - Layering for depth - Composition and arrangement skills - Developing fine motor skills - Understanding collage as art form
10	FRIENDSHIP TREE	Friendship Tree: - Creating friendship/class unity tree -Drawing large tree trunk and branches (or using template) - Making leaves: hand prints, paper cutouts, drawn leaves - Writing/adding names of friends on leaves - Can be individual or class project - Understanding friendship and community - Collaborative art appreciation
11	MAKING JEWELRIES	Making Jewelries: - Jewelry making with various materials

		-Using beads, pasta (painted), buttons, paper beads (rolled paper) - Threading on string or yarn - Creating patterns and designs - Making necklaces, bracelets, rings - Color coordination - Fine motor skill development
12	END OF TERM EXAMINATION	- Comprehensive colouring test - Advanced plasticine project - Collage creation assessment - Creative design project (fan or jewelry) - Free expression evaluation - Overall creativity assessment - Technical skills evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessed works - Distribution of report cards - Art exhibition and gallery walk - Awards for artistic excellence - Holiday creative activities ideas - Preview of third term projects - Celebration of artistic growth

NURSERY 3 CREATIVITY SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	PLASTICINE (MASTERY)	- Advanced plasticine work - Creating complex 3D structures - Making detailed figures and scenes - Combining multiple pieces into one artwork - Creating miniature worlds or dioramas - Advanced colour mixing - Using all techniques learned: rolling, coiling, pinching, sculpting - Creating final plasticine masterpiece - Understanding sculpture as art form - Building confidence in 3D art
2	RUBBER/FOAM COLLAGE	- Introduction to rubber/foam collage - Materials: foam pieces, rubber cutouts, craft foam sheets - Cutting foam shapes (with supervision) - Gluing foam pieces to create pictures - Creating textured artwork - Understanding 3D collage vs flat collage - Making animals, flowers, patterns with foam - Layering for dimension - Developing spatial awareness - Safe use of materials
3	SAND COLLAGE	- Introduction to sand art/collage - Materials: sand (natural or coloured), glue, paper/cardboard - Technique: applying glue to specific areas, sprinkling sand, shaking off excess - Creating textured pictures with sand - Using different coloured sand for sections (if available) - Making beach scenes, deserts, textured backgrounds - Understanding texture in art - Using natural materials in art - Careful handling of sand - Unique artistic medium
4	FREE EXPRESSION	- Major creative freedom project - Choosing own subject, materials, and techniques

		- Applying all skills learned throughout the year - Creating meaningful artwork - Expressing personal ideas and feelings - Experimenting with combinations of techniques - Working independently - Building artistic confidence - Showcasing individual creativity
5	MID-TERM ASSESSMENT/TEST	-Collage techniques assessment (rubber/foam or sand) - Plasticine mastery project - Free expression creativity evaluation - Technical skills comprehensive test - Artistic development observation - Independence in art making
6	MID-TERM BREAK	-
7	DESIGNING A PAPER PLATE	- Introduction to paper plate art - Understanding plate as canvas -Design options: face designs (animals, people, characters), flower designs, patterns and mandalas, seasonal themes - Decorating techniques: painting, colouring, gluing materials, adding tissue paper, creating 3D elements - Making masks or decorative plates -Using additional materials: ribbons, buttons, glitter, yarn - Creating functional or decorative art - Thinking creatively about everyday objects
8	DESIGNING A CONE HAT	- Introduction to cone hat making -Materials: paper/cardboard, decorating supplies -Creating cone shape: rolling paper into cone, securing with glue/tape/staples -Decorating hat: painting, colouring, adding patterns, gluing decorations -Making different themed hats: party hat, wizard hat, princess hat, clown hat - Adding ribbons, pom-poms, stars, streamers - Creating elastic or string to hold hat - Wearing created hats (hat parade) - 3D wearable art - Celebration of creativity

9	MAKING CARDS (GREETING CARDS)	- Introduction to card making -Types of cards: birthday, thank you, get well, holiday, congratulations, invitation - Folding paper to create card -Designing card front: drawing, colouring, collage, stickers -Writing or copying simple messages inside (with help) -Adding decorations: glitter, ribbons, cut-outs, stamps - Understanding cards express feelings and messages - Creating cards for specific people/occasions - Combining art and communication - Meaningful art creation
10	COLOUR SPLASH & FEATHER ART	Colour Splash (Review): - Advanced colour splash techniques - Creating more controlled splash art - Combining splash with other techniques Feather Art: - Introduction to using feathers in art -Materials: craft feathers (various colours), glue, paper -Creating pictures with feathers: birds, angels, Native American headdresses (cultural sensitivity), peacocks, decorative patterns - Combining feathers with drawing/painting - Understanding texture and natural materials - Creating 3D effects with feathers - Appreciating birds and nature through art - Gentle handling of feathers
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Review: - All collage types (paper, rubber, sand) - Plasticine mastery - Paper plate and cone hat designs - Card making - Feather art Year-Long Comprehensive Review: - All colouring techniques from three terms - All printing methods (thumb, hand, vegetable) - Plasticine development through the year - Collage techniques (paper, rubber, sand) - 3D projects (fans, hats, jewelry)

		- Free expression throughout year - Complete artistic journey review - Preparing comprehensive portfolio - Selecting best works from entire year - Mock examination
12	END OF YEAR EXAMINATION	Third Term Assessment: - Advanced collage work - Design projects (plate, hat, or card) - Feather art project - Creative application of techniques Comprehensive Year Assessment: - Overall artistic development - Technical skills mastery - Creativity and originality - Use of various materials and techniques - Fine motor skills development - Independence in art making - Expression and communication through art - Portfolio review of year's best works - Complete Nursery 3 creativity mastery evaluation
13	CLOSING	-

PERSONAL DEVELOPMENT SCHEME OF WORK (NURSERY 3)
FIRST TERM

WEEK	TOPIC	CONTENT
1	INFORMATION ABOUT ONESELF	- Knowing and stating full name clearly - Knowing age and birthday - Knowing gender (boy or girl) - Knowing home address (at least street or area) - Knowing names of siblings - Understanding personal identity - Being able to describe self (physical appearance, likes, dislikes) - Knowing favorite things (food, color, toy, activity) - Understanding we are all unique and special - Building confidence in self-knowledge - Importance of knowing personal information for safety
2	INFORMATION ABOUT PARENTS/GUARDIANS AND TEACHER	- Knowing parents'/guardians' full names - Knowing what parents do (occupation/job) - Knowing parents' phone numbers (at least one) - Understanding parents care for and protect us - Knowing teacher's name and title - Understanding teacher's role in helping us learn - Respecting parents/guardians and teachers - Knowing emergency contacts - Understanding to tell parents or teachers if in trouble - Building relationship with authority figures
3	INFORMATION ON COUNTRY AND SCHOOL	- Knowing name of country: Nigeria - Knowing Nigeria is in Africa - Knowing national colors: green and white - Basic knowledge of Nigerian flag - Knowing school's full name - Knowing school address or location - Understanding class name (Nursery 3) - Knowing school colors/motto (if applicable) - Pride in country and school - Belonging to Nigerian community - Understanding school is second home
4	PUNCTUALITY & DOING MY HOMEWORK	Punctuality: - Meaning: arriving on time or early - Importance of coming to school early - Getting ready on time for activities

		- Not wasting time - Preparing things the night before - Benefits: doesn't miss lessons, shows responsibility, respects others' time Doing My Homework: - Understanding what homework is - Why homework is important - Taking homework home carefully - Finding quiet place to do homework - Asking for help when needed - Doing homework neatly and completely - Returning homework on time - Developing responsibility and good study habits
5	MID-TERM ASSESSMENT/TEST	- Personal information recall test - Parents and teacher information assessment - Country and school knowledge test - Punctuality understanding evaluation - Homework responsibility assessment - Oral questions on topics covered
6	MID-TERM BREAK	-
7	CORRECT LEARNING POSITION	Correct Learning Position: - Proper sitting position: back straight, feet on floor, facing forward - Sitting at appropriate distance from desk - Position for different activities: sitting for writing, sitting on mat for story time, standing for songs - Not rocking on chair or standing unnecessarily - Importance: better learning, good posture, safety
8	PROPER WAY OF ANSWERING QUESTIONS	- Raising hand and waiting to be called before answering - Not shouting out answers - Speaking clearly and loudly enough to be heard - Standing when answering (if required by teacher) - Looking at teacher when answering - Thinking before answering - It's okay to say "I don't know" and asking for help - Not interrupting when others are answering - Respecting others' attempts to answer - Understanding mistakes are part of learning - Encouraging others when they answer - Being confident when speaking
9	PROPER WAY TO	- Sneezing: covering nose and mouth with tissue

	SNEEZE, YAWN AND COUGH	or elbow (not hands), turning head away from people, disposing tissue properly, washing hands after, saying "excuse me" - Yawning: covering mouth with hand or turning away, trying to yawn quietly, saying "excuse me," understanding yawning is natural when tired - Coughing: covering mouth with tissue or elbow, turning away from people, not coughing on food or others, washing hands, saying "excuse me," telling adults if cough persists - Understanding these actions spread germs if not done properly - Hygiene and consideration for others - Importance of tissues and handkerchiefs - Washing hands frequently
10	ORDERLINESS, BULLYING AND FIGHTING	Orderliness: - Meaning: keeping things organized and tidy - Keeping desk and belongings organized - Lining up properly - Following routines and schedules - Putting things in proper places - Doing things in proper sequence - Benefits: easy to find things, shows discipline, creates pleasant environment Bullying and Fighting: - Understanding bullying: repeatedly hurting others (words or actions) - Bullying and fighting are bad and wrong - Effects: hurt feelings, fear, injuries - What to do if bullied: tell teacher/parent, walk away, say "stop" - Not bullying others - Using words instead of fighting - Being kind to everyone - Reporting problems to adults
11	PROPER USE OF MATERIALS	Proper Use of Materials: - Handling books carefully (not tearing, not bending pages) - Using pencils, crayons, scissors correctly and safely - Sharing materials with classmates - Returning materials to proper places - Not wasting materials - Asking permission before using others' materials

		- Taking care of school property - Being responsible with learning tools
12	END OF TERM EXAMINATION	- Personal information comprehensive test - School and classroom behavior assessment - Homework responsibility evaluation - Proper positions and material handling - Hygiene practices test - Orderliness assessment - Understanding of bullying and appropriate behavior - Overall personal development evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of examination scripts - Distribution of report cards - Personal development achievements celebration - Awards for good behavior, punctuality, orderliness - Holiday behavior reminders - Preview of second term topics - End of term activities

NURSERY 3 PERSONAL DEVELOPMENT SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	GREETINGS IN THE MORNING AND AFTERNOON	-Importance of greetings: shows respect, friendliness, good manners - Morning greetings: "Good morning" (to everyone), "Good morning, Ma/Sir" (to teachers), "Good morning, Mummy/Daddy" (to parents), time for morning greetings (from waking until 12 noon) -Afternoon greetings: "Good afternoon" (to everyone), "Good afternoon, Ma/Sir" (to teachers), time for afternoon greetings (from 12 noon until evening) -Evening greetings: "Good evening" (from around 4-5pm onward) - Proper tone and body language when greeting - Responding to greetings appropriately - Greeting everyone: adults, peers, visitors - Cultural greetings in local languages - Understanding greeting makes people feel valued
2	CONGRATULATORY GREETINGS	Congratulatory Greetings: -Understanding congratulations: expressing happiness for someone's achievement - When to congratulate: birthdays ("Happy Birthday"), passing exams ("Congratulations," "Well done"), winning competitions, achievements, promotions, weddings, new babies - How to congratulate: saying congratulatory words, clapping, giving cards/gifts, smiling, showing genuine happiness - Being happy for others' success
3	AVOIDING BAD INFLUENCE & MAKING FRIENDS WITH GOOD PEOPLE	Avoiding Bad Influence: -Understanding influence: effect people have on our behavior - Bad influence: people who encourage wrong behavior (lying, stealing, fighting, disobedience, rudeness) - Recognizing bad influence: if someone makes you do wrong things -How to avoid: saying "no" to wrong things, walking away, choosing good friends, telling parents/teachers - Understanding peer pressure

		- Making own good decisions Making Friends with Good People: -Good people: kind, honest, respectful, obedient, helpful -Benefits of good friends: become better person, stay out of trouble, happiness -How to choose friends: look for good character, shared positive interests - Being a good friend yourself: kind, honest, loyal, helpful - Understanding "show me your friend and I'll tell you who you are"
4	SIMPLE COURTESY: "EXCUSE ME PLEASE"	Simple Courtesy - "Excuse Me Please": -When to use "Excuse me": getting someone's attention, passing through a crowd, interrupting politely, leaving table, getting past someone, before asking question, after burping/sneezing - Understanding it's polite way to get attention - Tone: saying it politely, not demanding - Waiting after saying it - Adding "please" makes it more polite
5	MID-TERM ASSESSMENT/TEST	- Greetings at different times test - Congratulatory and sympathy expressions - Friendship and influence understanding - Courtesy expressions usage - School rules knowledge test - Practical courtesy demonstrations
6	MID-TERM BREAK	-
7	PROPER WAYS OF ANSWERING YOUR NAME	- Importance of responding when name is called - Proper responses: "Yes, Ma/Sir," "Present," "Here" - Speaking clearly and audibly - Looking at person who called your name - Responding promptly (not ignoring) - Standing if required by teacher - Not shouting response -Understanding answering name shows respect and attention - Being alert and attentive during roll call - Practice sessions for name-calling - Cultural variations in responses - Understanding your name is important and personal

8	SIMPLE COURTESY: GREETING WITH APPROPRIATE COURTESY	- Review of greetings from earlier weeks - Cultural context of greetings in Nigeria -Traditional greetings: kneeling/prostrating for elders (depending on culture), shaking hands appropriately, bowing slightly - Modern greetings: handshake, verbal greetings -Age-appropriate greetings: to elders (more formal and respectful), to peers (friendly), to younger ones (kind) -Body language: smiling, eye contact (where culturally appropriate), pleasant expression - Time-appropriate greetings review -Special greetings: "Welcome," "How are you?" and appropriate responses - Greeting visitors to school/home -Understanding greeting customs may vary by culture - Showing respect through proper greetings
9	SIMPLE COURTESY: SAYING "THANK YOU"	-Understanding gratitude: being thankful and appreciating others -When to say "Thank you": receiving gifts, receiving help, after meals (to cook/parents), when served, receiving compliments, when someone does something for you, after borrowing and returning -How to say it: sincerely, looking at person, with smile, clearly -Other expressions of thanks: "Thanks," "Thank you very much," "I appreciate it" -Responding to "Thank you": "You're welcome," "It's my pleasure," "No problem" - Writing thank you notes (simple) - Understanding gratitude makes others feel valued - Being genuinely thankful - Not taking things for granted
10	SIMPLE COURTESY: SAYING "I AM SORRY" & "PARDON ME"	"I Am Sorry": -Understanding apology: saying sorry for mistakes or wrongs - When to apologize: hurting someone (physically or emotionally), breaking things, making mistakes, being late, disobeying, lying - How to apologize: sincerely, looking at person, meaning it, not making excuses, promising to do better -Accepting apologies: forgiving, saying "It's okay," "I forgive you"

		- Understanding apologizing shows good character - Making amends after apologizing "Pardon Me": - Similar to "Excuse me" but slightly different - When to use: didn't hear someone (asking them to repeat), made small mistake, need to interrupt, before disagreeing politely - Understanding it's polite expression - Tone and manner of saying it
11	REVISION OF SECOND TERM WORK	- All greetings comprehensive review - Congratulations and sympathy expressions - Friendship and influence choices - All courtesy expressions: excuse me, thank you, sorry, pardon me - Proper greeting with cultural courtesy - School rules review - Answering name properly - Mock examination exercises
12	END OF TERM EXAMINATION	- Greetings comprehensive test (all times) - Congratulatory and sympathy expressions - Good influence and friendship assessment - All courtesy expressions usage test - School rules knowledge - Proper responses evaluation - Practical courtesy demonstrations - Overall manners and behavior assessment
13	CLOSING & END OF TERM ACTIVITIES	- Return of examination scripts - Distribution of report cards - Courtesy and manners celebration - Awards for politeness and good behavior - Holiday courtesy reminders - Preview of third term topics (etiquette) - End of term activities

NURSERY 3 PERSONAL DEVELOPMENT SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	MAKING REQUEST POLITELY: "COULD YOU KINDLY..."	-Understanding polite requests: asking for things in respectful way - Polite request phrases: "Could you kindly...", "May I please...", "Would you mind...", "Can I please...", "Please could you..." -When to make requests: needing help, wanting something, asking permission, requesting service - How to make polite requests: using magic words (please, kindly), proper tone (not demanding), clear speech, patient waiting for response, accepting "no" gracefully - Difference between demanding and requesting -Examples: "Could you kindly help me?" "May I please have...?" "Would you mind opening...?" - Understanding polite requests more likely to be granted - Thanking person after request is granted - Building respectful communication skills
2	ETIQUETTE: MINDING YOUR LANGUAGE ALWAYS	-Understanding etiquette: good manners and proper behavior - Minding language: watching what we say and how we say it -Using appropriate words: no bad words, no insults, no name-calling, no cursing -Speaking respectfully to everyone: elders, peers, younger ones -Tone of voice: not shouting, not being rude, speaking kindly -When to speak and when to be quiet: not interrupting, not talking during serious moments, being quiet in certain places -Positive language: encouraging words, kind comments, compliments - Avoiding gossip and tale-bearing - Understanding words can hurt or heal - "Think before you speak" - Consequences of bad language: punishment, hurt feelings, bad reputation
3	ETIQUETTE:	- Understanding dressing reflects who we are - Appropriate dressing for different occasions:

	MINDING YOUR DRESSING	school (uniform), home (casual but decent), church/mosque (modest and respectful), parties (neat and appropriate), sports (sportswear) - School uniform: wearing complete uniform, properly worn (tucked in, buttoned), clean and neat, correct shoes and socks - Cleanliness: wearing clean clothes daily, bathing before dressing, clean shoes - Modesty: covering body appropriately, age-appropriate clothing - Neatness: clothes well-ironed, no torn clothes, matching clothes - Cultural considerations in dressing - Understanding dressing shows respect for self and others - Not judging others by their clothes - Pride in appearance without vanity
4	SCHOOL ETIQUETTE: HOW TO BEHAVE POLITELY IN SCHOOL	- Understanding school etiquette: proper behavior expected in school - In classroom: raising hand before speaking, not talking when teacher is teaching, paying attention, respecting classmates, keeping area clean, not eating during lessons (unless allowed) - In assembly: standing straight, being quiet, singing along, paying attention - In corridors: walking (not running), speaking quietly, giving way to others, not pushing - In dining area: queuing properly, table manners, not wasting food, cleaning up after eating - In playground: playing safely, sharing equipment, including others, following game rules - In library: being very quiet, handling books carefully, not running - In toilets: using properly, keeping clean, washing hands, not playing - General school etiquette: greeting all staff, respecting school property, following all school rules, being helpful - Representing school well always
5	MID-TERM ASSESSMENT/TEST	- Polite request making assessment - Language etiquette test - Dressing appropriately understanding - School etiquette comprehensive test - Practical etiquette demonstrations

		- Behavior observation evaluation
6	MID-TERM BREAK	-
7	ETIQUETTE IN PUBLIC PLACES: CHURCH/MOSQUE	-Understanding public places: places used by many people - Church etiquette: arriving on time, dressing modestly and respectfully, being quiet and attentive, not playing or running, singing along, sitting properly, not eating or chewing gum, turning off phones (for adults), greeting people politely, respecting sacred space, following church rules, listening to sermon/teaching -Mosque etiquette: removing shoes before entering, performing ablution if required, dressing modestly (covering appropriately), being quiet, men and women in separate areas (understanding), sitting properly, listening to Imam, not walking in front of those praying, respecting prayer times - Understanding religious places are sacred -Respecting all religions even if different from yours - General reverence and respect in worship places
8	ETIQUETTE IN PUBLIC PLACES: MUSEUM AND OTHER PUBLIC FACILITIES	-Museum etiquette: speaking quietly or whispering, not touching exhibits (unless "please touch" sign), following guide's instructions, walking carefully, no running, taking pictures only if allowed, learning and asking questions appropriately, not eating or drinking, respecting artifacts and displays -Library etiquette: complete silence or very quiet whispers, handling books carefully, returning books to proper places, not running, asking librarian for help quietly -Hospital/Clinic etiquette: being quiet (people are sick), sitting patiently, following nurses' instructions, not touching medical equipment, showing sympathy to sick people -Park etiquette: not littering, not destroying plants or equipment, sharing play equipment, playing safely -Shopping mall/market etiquette: staying with adults, not touching everything, queuing properly, being polite to shopkeepers -Public transport etiquette: giving seats to elderly/pregnant women, queuing properly, not

		being too loud - General public behavior: being respectful, following rules, considering others
9	HOW TO SHOW SYMPATHY	-Understanding sympathy: showing care when someone is sad or has problems -When to show sympathy: sickness, loss, sadness, accidents, disappointment -How to show sympathy: saying "I'm sorry," "I hope you feel better," comforting words, being gentle, not laughing at their problem, offering help, listening -Understanding sympathy shows kindness and empathy
10	SCHOOL RULES AND REGULATIONS	- Understanding rules: guidelines for behavior -Why schools have rules: safety, order, fairness, better learning - Common school rules: arriving on time, wearing uniform, obeying teachers, no fighting, no bullying, staying in designated areas, respecting property, completing work -Consequences of breaking rules: punishment, loss of privileges -Benefits of following rules: safe environment, good learning, good reputation - Respecting and obeying school rules
11	REVISION OF THIRD TERM'S WORK	Third Term Review: - Polite request making - Language and dressing etiquette - School etiquette - Public places etiquette
12	END OF YEAR EXAMINATION	Third Term Assessment: - Polite request making test -Etiquette comprehensive test (language, dressing, school, public places) - Behavior in various contexts
13	CLOSING	-

SONGS & RHYMES SCHEME OF WORK (NURSERY 3)
FIRST TERM

WEEK	TOPIC	CONTENT
1	THIS LITTLE PIG	- Learning the traditional finger rhyme -Five verses for five toes/fingers: "This little pig went to market," "This little pig stayed home," "This little pig had roast beef," "This little pig had none," "This little pig cried 'Wee, wee, wee' all the way home" - Touching each toe/finger with each verse - Understanding the story sequence - Actions: gentle tickling on last verse - Counting practice (five pigs) - Parent-child bonding activity - Fun and interactive performance
2	OLD MACDONALD HAD A FARM	- Learning the classic farm song - Understanding farm animals and their sounds -Animal sounds: cow (moo), pig (oink), duck (quack), sheep (baa), horse (neigh), chicken (cluck), dog (woof), cat (meow) - Repetitive chorus: "E-I-E-I-O" - Verse structure with animal names - Acting out different animals - Making appropriate animal sounds -Taking turns choosing which animal to sing about - Understanding farm life and animals
3	JACK AND JILL WENT UP THE HILL	- Learning the traditional nursery rhyme -Story: Jack and Jill going up hill to fetch water, Jack falling and tumbling, Jill tumbling after - Understanding the narrative -Rhyming words: hill/Jill, crown/down, after/laughter -Actions: pretending to climb, falling down safely, tumbling - Discussing helping each other - Simple melody - Traditional rhyme appreciation - Group performance
4	TWO FAT GENTLEMEN	- Learning the finger play rhyme -Characters: Two fat gentlemen (thumbs), Two tall policemen (index fingers), Two slim ladies (middle fingers), Two short nurses (ring fingers),

		Two little babies (pinky fingers) -Actions: introducing each pair, bowing to each other, walking away and coming back - Full rhyme with dialogue between fingers - Fine motor skill development - Character voices for different pairs - Understanding social interactions - Fun finger play activity
5	MID-TERM ASSESSMENT/TEST	- Singing assessment: This Little Pig with actions -Old MacDonald performance with animal sounds -Jack and Jill with actions and story understanding - Two Fat Gentlemen finger play - Melody and rhythm evaluation - Actions and coordination test - Participation and expression assessment
6	MID-TERM BREAK	-
7	HEY DIDDLE DIDDLE	- Learning the nonsense rhyme -Characters: cat with fiddle, cow jumping over moon, little dog laughing, dish and spoon running away - Understanding imaginative/silly rhymes - Rhyming words: diddle/fiddle, moon/spoon -Actions: playing fiddle, jumping, laughing, running - Discussing impossibility and imagination - Developing creativity through nonsense - Group acting out different characters - Traditional nursery rhyme heritage
8	GOOSY GOOSY GANDER	- Learning the traditional rhyme -Story: goose wandering upstairs, downstairs, lady's chamber - Understanding old-fashioned language - Actions: wandering, walking up and down - Rhyming pattern: gander/wander, stairs/prayers -Discussing what "chamber" means (old word for bedroom) - Cultural and historical context - Simple melody - Traditional heritage appreciation
9	LITTLE FISHES IN A BROOK & ONE TWO	Little Fishes in a Brook: - Learning about fish and water

	BUCKLE MY SHOE	- Swimming motions with hands - Counting fish - Understanding water habitats One Two Buckle My Shoe: - Counting rhyme from 1-10 (or 1-20) - "One, two, buckle my shoe; Three, four, knock at the door; Five, six, pick up sticks; Seven, eight, lay them straight; Nine, ten, a big fat hen" - Number recognition through song - Actions for each number pair - Rhythm and counting combination - Memory development
10	COBBLER COBBLER MEND MY SHOE & FIVE CURRANT BUNS	Cobbler Cobbler: - "Cobbler, cobbler, mend my shoe, Get it done by half past two" - Understanding cobbler (shoe repair person) - Learning about time (introduction) - Actions: hammering, sewing shoe Five Currant Buns: - Counting down from 5 to 1 - "Five currant buns in a baker's shop, round and fat with sugar on top" - Subtraction concept through song - Actions: holding up fingers, buying buns - Role-play: baker and customer - Understanding shops and buying
11	REVISION OF FIRST TERM WORK	- Review all songs learned: This Little Pig, Old MacDonald, Jack and Jill, Two Fat Gentlemen, Hey Diddle Diddle, Goosy Goosy Gander, Little Fishes, One Two Buckle My Shoe, Cobbler Cobbler, Five Currant Buns - Singing with actions for all songs - Group performances - Individual singing opportunities - Choosing favorites to perform - Mock examination practice
12	END OF TERM EXAMINATION	- Comprehensive singing assessment - Individual or group performance of selected songs - Actions and movements evaluation - Melody and rhythm test - Lyrics recall assessment

		- Expression and confidence evaluation - Participation throughout term observation
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessment results - Concert/performance for parents (optional) - Singing all favorite songs from term - Awards for musical participation and improvement - Holiday song practice encouragement - Distribution of song lyrics sheets - Preview of second term songs - Celebration activities

NURSERY 3 SONGS & RHYMES SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	YANKEE DOODLE	- Learning the American folk song - "Yankee Doodle went to town, riding on a pony, Stuck a feather in his cap and called it macaroni" - Understanding the story and historical context (simplified) - Catchy melody and rhythm - Actions: riding horse, putting feather in cap - Learning about different cultures through songs - Marching rhythm - Fun, energetic performance
2	HUSH LITTLE BABY	- Learning the lullaby/promise song - Understanding lullabies: gentle songs to calm babies - Verses with promises: mockingbird, diamond ring, looking glass, billy goat, etc. - "And if that... doesn't..., Papa's gonna buy you..." - Pattern and repetition - Soft, gentle singing voice - Understanding parent-child love - Soothing melody - Connection to bedtime and comfort
3	HUMPTY DUMPTY	- Learning the classic nursery rhyme - Story: Humpty Dumpty (egg) sitting on wall, having great fall, unable to be put together again - Understanding the narrative - Rhyming: wall/fall, men/again - Actions: sitting high, falling down (safely), trying to fix - Discussion about being careful - Understanding consequences - Traditional rhyme appreciation
4	DINAH BLOW YOUR HORN	- Learning the folk song - "Dinah, Dinah, show us your horn, Show us your horn, show us your horn" - Understanding musical instruments (horn/trumpet) - Actions: blowing horn, making trumpet sounds - Rhythm and repetition - Musical appreciation - Group call and response

		- Energetic performance
5	MID-TERM ASSESSMENT/TEST	- Yankee Doodle singing with actions - Hush Little Baby soft singing assessment - Humpty Dumpty performance with story understanding - Dinah Blow Your Horn with actions - Melody and expression evaluation - Song recall test - Participation assessment
6	MID-TERM BREAK	-
7	ALL THE BIG SHEEP SAIL & TOUCH A FRIEND'S HANDS	All The Big Sheep Sail: - Learning the sailing song - Understanding ships and sailing - Actions: sailing motions, rowing - Ocean and sea themes Touch A Friend's Hands: - Interactive action song - "Touch a friend's hands, touch a friend's nose, touch a friend's shoulders, touch a friend's toes" - Body parts identification - Social interaction through music - Partner activity - Gentle touching and respecting personal space - Building friendships through song
8	FIVE BALLOONS	- Learning the counting song - "Five balloons in the sky so high, One went POP! and started to cry" - Counting down from 5 to 1 - Subtraction through song - Actions: holding up fingers, popping balloon (clapping), crying - Understanding balloons and celebrations - Loud "POP" sound - Number recognition and counting backwards - Fun, energetic song
9	THIS LITTLE PIG (REVIEW) & PIGGY ON THE RAILWAY	This Little Pig (Review): - Reinforcing the rhyme from first term - More confident performance Piggy on the Railway: - Learning the train song - "Piggy on the railway, picking up stones, Along came

		an engine and broke piggy's bones" - Understanding trains and railways - Train sounds and actions - Discussion about railway safety - Rhyming: stones/bones - Understanding consequences of unsafe behavior
10	FIVE LITTLE BIRDS	- Learning the bird counting song - "Five little birds without any home, Five little trees in a row, Come build your nest in our branches tall, We'll rock you to and fro" - Counting and nature theme - Understanding birds and nests - Actions: flying like birds, building nests, rocking - Gentle melody - Environmental awareness - Caring for nature theme
11	REVISION OF SECOND TERM WORK	- Review all second term songs: Yankee Doodle, Hush Little Baby, Humpty Dumpty, Dinah Blow Your Horn, All The Big Sheep Sail, Touch A Friend's Hands, Five Balloons, This Little Pig, Piggy on the Railway, Five Little Birds - Singing with actions - Group and individual performances - Favorite song selection - Mock examination practice
12	END OF TERM EXAMINATION	- Comprehensive singing assessment - Lullaby vs energetic song differentiation - Counting songs evaluation - Action songs with movements test - Interactive songs (Touch A Friend's Hands) - Melody, rhythm, and lyrics assessment - Overall musical development evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessment results - Distribution of report cards - Musical performance showcase - Awards for excellence and improvement - Holiday song materials - Family singing encouragement - Preview of third term songs - Celebration activities

NURSERY 3 SONGS & RHYMES SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	MARY HAD A LITTLE LAMB	- Learning the complete classic song -Story: Mary's lamb following her to school, making children laugh - "Its fleece was white as snow, And everywhere that Mary went, The lamb was sure to go" - Understanding loyalty and affection - Gentle melody - Actions: being Mary, being lamb following - Discussion about kindness to animals - All verses practice - School connection in the song
2	HERE WE GO ROUND THE MULBERRY BUSH	- Learning the action circle game song - "Here we go round the mulberry bush, mulberry bush, mulberry bush, Here we go round the mulberry bush, on a cold and frosty morning" -Verses about daily activities: "This is the way we wash our clothes/face/hands, brush our teeth, go to school" - Circle game with actions - Understanding daily routines - Group coordination - Acting out daily activities - Traditional singing game
3	OLD MOTHER HUBBARD	- Learning the traditional nursery rhyme -Story: Mother Hubbard and her dog, bare cupboard, dog's various activities -Multiple verses: dog doing unusual things (reading news, playing flute, dancing jig) - Understanding humor in rhymes - Rhyming pattern throughout - Actions: acting out dog's activities - Narrative rhyme - Traditional heritage appreciation
4	SING A SONG OF SIXPENCE	- Learning the classic nursery rhyme - "Sing a song of sixpence, a pocket full of rye, Four and twenty blackbirds baked in a pie" - Story: king, queen, maid, blackbirds - Understanding old-fashioned concepts - Verses about different characters -Actions: counting blackbirds, king eating, queen eating, maid hanging clothes, blackbird pecking

		nose - Rhyming words: rye/pie, honey/money, nose/clothes - Imaginative and whimsical narrative - Multiple verses to learn
5	MID-TERM ASSESSMENT/TEST	- Mary Had A Little Lamb singing and story - Here We Go Round the Mulberry Bush with actions - Old Mother Hubbard multiple verses - Sing A Song of Sixpence complete performance - Melody and lyrics assessment - Actions and coordination test - Expression evaluation
6	MID-TERM BREAK	-
7	DING DONG BELL	- Learning the cautionary rhyme - "Ding dong bell, pussy's in the well, Who put her in? Little Johnny Flynn, Who pulled her out? Little Tommy Stout" - Understanding the moral: "What a naughty boy was that, To try to drown poor pussy cat" - Rhyming: bell/well, in/Flynn, out/Stout - Discussion about being kind to animals - Actions: ringing bell, pulling up from well - Understanding right and wrong behavior - Moral lesson through song - Traditional rhyme with message
8	HICKETY PICKETY MY BLACK HEN	- Learning the short nursery rhyme - "Hickety, pickety, my black hen, She lays eggs for gentlemen, Gentlemen come every day, To see what my black hen doth lay" - Understanding farm life and chickens - Rhyming: hen/gentlemen, day/lay - Actions: being a hen, laying eggs, counting eggs - Simple melody - Appreciation for farm animals - Short but complete rhyme
9	CLAP CLAP HANDS	- Learning the action song - "Clap, clap, clap your hands, clap your hands together" - Multiple verses: stamp feet, shake your head, jump up high, turn around - Following action instructions in song - Developing body awareness

		- Coordination and rhythm - Energetic group activity - Simple instructions through music - Fun physical activity song
10	REVIEW OF ALL YEAR'S FAVORITE SONGS	-Comprehensive review of favorite songs from all three terms -Student choice: each child selects favorite song to perform - Group performance of most popular songs - Medley of multiple songs -Understanding growth in singing ability throughout year - Celebrating musical journey - Building confidence through performance - Preparing for graduation showcase
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Songs: -Mary Had A Little Lamb, Here We Go Round the Mulberry Bush, Old Mother Hubbard, Sing A Song of Sixpence, Ding Dong Bell, Hickety Pickety, Clap Clap Hands Year-Long Comprehensive Review: - First Term favorites - Second Term favorites - Third Term songs - All nursery rhymes and action songs - Counting and learning songs - Traditional heritage songs - Mock examination comprehensive practice - Concert rehearsal for graduation
12	END OF YEAR EXAMINATION	Third Term Assessment: - Recent songs performance - Action songs evaluation - Traditional rhymes test Comprehensive Year Assessment: - Overall singing ability from all terms - Song recall from entire year - Actions and movements coordination - Rhythm and melody mastery - Participation and enthusiasm - Musical expression and confidence - Performance of selected songs from year - Complete Nursery 3 musical development

		evaluation
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	- Return of assessment results - Distribution of comprehensive report cards -Grand musical concert for parents: performing favorite songs from the entire year -Songs and Rhymes showcase with actions and full performances -Awards for: Musical Excellence, Best Singer, Most Expressive, Most Improved, Participation Champion

HANDWRITING SCHEME OF WORK (NURSERY 3)
FIRST TERM

WEEK	TOPIC	CONTENT
1	TRACING AND WRITING LETTERS: a, b	- Review of proper pencil grip (tripod grip) - Correct sitting position for writing -Letter 'a': circle and short line, starting point, tracing multiple times, independent writing - Letter 'b': tall line down, circle on right, tracing and writing - Understanding lowercase letters - Letter sounds: /a/ as in apple, /b/ as in ball -Writing on lines (understanding baseline, midline) - Practice writing letters multiple times - Letter recognition while writing
2	TRACING AND WRITING LETTERS: c, d	-Letter 'c': curve opening to right, starting at top, tracing and writing -Letter 'd': circle and tall line up (ascender), proper formation - Letter sounds: /c/ as in cat, /d/ as in dog -Distinguishing between 'b' and 'd' (common confusion) - Consistent letter size and spacing - Multiple tracing and writing practice - Connecting letters to pictures/words
3	TRACING AND WRITING LETTERS: e, f	-Letter 'e': curve and short horizontal line, starting point - Letter 'f': tall line down, two short crosses (ascender and midline) - Letter sounds: /e/ as in egg, /f/ as in fish - Understanding 'f' as tall letter (ascender) - Proper stroke sequence - Tracing and independent writing - Building letter formation confidence
4	TRACING AND WRITING LETTERS: g, h	-Letter 'g': circle and tail going down (descender), careful formation -Letter 'h': tall line down and hump, ascender letter - Letter sounds: /g/ as in goat, /h/ as in hat -Understanding 'g' goes below line (descender) - Understanding 'h' is tall letter (ascender) - Differentiating letter heights

		- Extensive tracing and writing practice
5	MID-TERM ASSESSMENT/TEST	- Pencil grip and sitting position observation - Writing letters a-h from memory (no tracing) - Letter formation accuracy assessment - Size consistency evaluation - Proper starting points test - Stroke direction and sequence - Overall handwriting progress evaluation
6	MID-TERM BREAK	-
7	TRACING AND WRITING LETTERS: i, j, k	-Letter 'i': short line and dot on top, simple formation -Letter 'j': line down with hook (descender) and dot, careful formation -Letter 'k': tall line down and two diagonal lines - Letter sounds: /i/ as in ink, /j/ as in jug, /k/ as in kite - Understanding 'j' goes below line - Understanding 'i' and 'k' heights - Tracing and writing practice - Remembering dots on 'i' and 'j'
8	TRACING AND WRITING LETTERS: l, m, n	-Letter 'l': tall straight line (ascender), simple but tall -Letter 'm': line down with two humps, wider letter - Letter 'n': line down with one hump - Letter sounds: /l/ as in lion, /m/ as in mat, /n/ as in net - Understanding 'l' is tall letter - Distinguishing 'm' and 'n' (number of humps) - Proper formation and spacing - Extensive writing practice
9	TRACING AND WRITING LETTERS: o, p, q	- Letter 'o': complete circle, starting at top -Letter 'p': line down (descender) and circle on right -Letter 'q': circle and tail down on right (descender) -Letter sounds: /o/ as in orange, /p/ as in pen, /q/ as in queen - Understanding 'p' and 'q' go below line - Distinguishing 'p' and 'q' (mirror images) - Careful descender formation

		- Tracing and writing practice
10	TRACING AND WRITING LETTERS: r, s, t & u, v, w, x, y, z	r, s, t - Letter 'r': line down with small curve on top - Letter 's': continuous S-curve - Letter 't': line down with cross near top - Letter sounds and formation u, v, w, x, y, z - Letter 'u': curve down and up with short line - Letter 'v': two diagonal lines meeting at bottom - Letter 'w': double-v formation - Letter 'x': two crossing diagonals - Letter 'y': two diagonals with tail down (descender) - Letter 'z': horizontal-diagonal-horizontal (zigzag) - All letter sounds - Completing lowercase alphabet - Intensive practice
11	COMPLETE ALPHABET & WRITING NUMBERS 1-20	- Comprehensive review of all lowercase letters a-z - Writing complete alphabet in order - Identifying and writing tall letters (ascenders): b, d, f, h, k, l, t - Identifying and writing letters with descenders: g, j, p, q, y - Regular letters that stay on midline - Writing Numbers 1-20: proper formation of each number, correct starting points, consistent size, tracing and independent writing - Mock examination preparation
12	END OF TERM EXAMINATION	- Complete lowercase alphabet writing test (a-z) - Letter formation accuracy assessment - Size and spacing consistency evaluation - Ascenders and descenders proper formation
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessed handwriting work - Distribution of report cards - Handwriting exhibition: best work display - Awards for excellent handwriting and improvement - Holiday handwriting practice materials

		- Encouragement for continued practice - Preview of second term (copying words and sentences) - Celebration of alphabet mastery

NURSERY 3 HANDWRITING SCHEME OF WORK

SECOND TERM

WEEK	TOPIC	CONTENT
1	TRACING AND WRITING SOUNDS: a, b (REVIEW)	- Review of letters 'a' and 'b' from first term - Understanding letters represent sounds - Writing letters with sound awareness - Phonics connection: /a/ and /b/ sounds - Words beginning with 'a' and 'b' - Tracing and independent writing - Building phonics-handwriting connection - Fluent letter formation
2	LOOK AND COPY: "IN, AT, IS, IT"	-Introduction to copying simple two-letter words -Word: "IN" - copying carefully, letter spacing, understanding meaning - Word: "AT" - proper formation, spacing - Word: "IS" - copying accurately - Word: "IT" - completing two-letter words set -Understanding these are sight words (high-frequency) - Copying from model above -Consistent letter size and spacing between words - Reading words after writing
3	IDENTIFY AND COPY TALL SOUNDS (ASCENDERS): h, b, d, f	-Understanding tall letters/ascenders: letters that go above midline - Identifying tall letters in words -Letter 'h': tall line and hump, tracing and writing -Letter 'b': tall line and circle, careful formation -Letter 'd': circle and tall line, distinguishing from 'b' - Letter 'f': tall line with two crosses - Height consistency for all tall letters - Writing tall letters in words - Extensive practice with ascenders
4	IDENTIFY AND COPY SOUNDS WITH LEGS (DESCENDERS): g, p, j, q, y	-Understanding letters with descenders: letters that go below baseline - Identifying descenders in words - Letter 'g': circle and tail down - Letter 'p': line down with circle

		- Letter 'j': line down with hook and dot - Letter 'q': circle with tail on right - Letter 'y': two diagonals with tail down - Consistent descender length - Writing descenders in words - Practice with "letters with legs"
5	MID-TERM ASSESSMENT/TEST	- Copying simple words (2-letter words) - Tall letters (ascenders) writing test - Letters with legs (descenders) writing test - Letter formation accuracy - Spacing and size consistency - Reading and writing assessment - Overall progress evaluation
6	MID-TERM BREAK	-
7	READ AND COPY: "of, me, my, we"	- Copying two-letter words with focus on reading first - Word: "of" - understanding common word, careful copying - Word: "me" - personal pronoun, neat writing - Word: "my" - possessive pronoun, proper formation - Word: "we" - plural pronoun, accurate copying - Reading before writing (look-say-write method) - Understanding word meanings - Consistent handwriting - Sight word recognition and writing
8	READ AND COPY: "fat, dog, pig, box"	- Copying three-letter CVC (Consonant-Vowel-Consonant) words - Word: "fat" - reading and copying, letter spacing - Word: "dog" - with descender 'g', careful formation - Word: "pig" - with ascenders and descenders, height awareness - Word: "box" - with tall letter, neat copying - Understanding these are simple nouns - Connecting words to pictures/meanings - Consistent letter formation - Building word-writing confidence
9	LOOK AND COPY: 1-20	- Comprehensive review of numbers 1-20 from first term

	(NUMBERS REVIEW)	- Writing each number with proper formation - Number sequence 1-20 - Consistent number size - Proper starting points for each number - Writing numbers in order - Random number writing - Number-writing fluency development - Connecting to numeracy learning
10	REVIEW ALL SOUNDS: TALL, WITH LEGS, AND SHORT	-Review tall sounds (ascenders): b, d, f, h, k, l, t - identifying and writing -Review sounds with legs (descenders): g, j, p, q, y - practicing all descenders -Short sounds (regular letters): a, c, e, i, m, n, o, r, s, u, v, w, x, z - letters that stay on midline - Comprehensive letter classification practice - Writing words with mixed letter types - Understanding letter heights and proportions - Building complete handwriting mastery
11	REVISION OF SECOND TERM WORK	-Review of copying two-letter words: in, at, is, it, of, me, my, we -Review of copying three-letter words: fat, dog, pig, box - Tall letters comprehensive practice - Letters with legs extensive practice - Short letters review - Numbers 1-20 writing practice - Mock examination exercises - Preparation for final assessment
12	END OF TERM EXAMINATION	- Copying two and three-letter words test - Tall letters writing assessment - Letters with descenders evaluation - Short letters test - Numbers 1-20 comprehensive writing - Letter classification understanding - Spacing and size consistency - Overall handwriting progress evaluation
13	CLOSING & END OF TERM ACTIVITIES	- Return of assessed work - Distribution of report cards - Handwriting progress celebration -Awards for excellent copying and letter formation - Holiday practice materials (words to copy)

		- Encouragement for continued practice - Preview of third term (longer words and sentences) - End of term activities

NURSERY 3 HANDWRITING SCHEME OF WORK

THIRD TERM

WEEK	TOPIC	CONTENT
1	LOOK AND COPY: TALL SOUNDS	-Extensive practice with all tall letters (ascenders) - Letters: b, d, f, h, k, l, t - Writing tall letters individually - Writing words containing tall letters - Examples: bed, hill, fish, look, felt - Consistent height for all ascenders - Proper proportion and spacing - Building confidence with tall letters - Preparation for sentence writing
2	LOOK AND COPY: SOUNDS WITH LEGS	- Extensive practice with all descenders - Letters: g, j, p, q, y - Writing descenders individually - Writing words containing descenders - Examples: pig, jump, queen, playing - Consistent descender length - Proper below-line formation - Building confidence with descenders - Understanding complete letter formation
3	LOOK AND COPY: SHORT SOUNDS	-Extensive practice with regular letters (no ascenders or descenders) - Letters: a, c, e, i, m, n, o, r, s, u, v, w, x, z - Writing short letters individually -Writing words with only short letters: can, run, sun, cows - Understanding midline letters - Consistent size and spacing - Completing letter type mastery - Building foundation for longer words
4	LOOK AND COPY: THREE-LETTER WORDS	-Copying CVC (Consonant-Vowel-Consonant) words -Examples: cat, dog, sun, pen, hat, cup, map, bag, sit, run - Reading word before copying - Proper letter spacing within words - Consistent letter size - Understanding word as unit - Connecting to phonics and reading - Building word-writing fluency

		- Multiple word copying practice
5	MID-TERM ASSESSMENT/TEST	- Tall letters comprehensive writing - Letters with legs comprehensive writing - Short letters comprehensive writing - Three-letter words copying test - Letter formation and spacing - Size consistency evaluation - Overall handwriting quality assessment
6	MID-TERM BREAK	-
7	LOOK AND COPY: FOUR-LETTER WORDS	- Copying four-letter words (CVCC, CCVC patterns) - Examples: jump, hand, stop, frog, play, went, shop, duck - Understanding longer word structure - Maintaining consistent letter size - Proper spacing between letters - Reading before writing - Understanding word meanings - Building stamina for longer words - Multiple practice exercises
8	LOOK AND COPY: FIVE-LETTER WORDS	- Copying five-letter words - Examples: plant, house, brush, three, sweet, green, black - Managing longer words - Consistent letter formation throughout word - Proper spacing - Not lifting pencil unnecessarily - Understanding complex word structures - Reading and writing connection - Building confidence with word length
9	COPY SENTENCE: "THE DOOR IS SHUT" & "Mum can cook"	Sentence 1: "THE DOOR IS SHUT" - First sentence copying experience - Capital 'T' at beginning (introduction to capitals) - Spacing between words - Full stop at end - Reading complete sentence - Copying each word carefully Sentence 2: "Mum can cook" - Capital 'M' for name/beginning - Three words with proper spacing - Understanding sentence structure

		- Meaning comprehension - Neat copying
10	COPY SENTENCE: "I like mum and dad" & "Duck can swim"	Sentence 1: "I like mum and dad" - Capital 'I' (always capital) - Five words - longer sentence - Consistent spacing - Family vocabulary - Personal statement Sentence 2: "Duck can swim" - Capital 'D' at beginning - Simple subject-verb structure - Animal and action vocabulary - Neat sentence copying - Understanding complete thoughts
11	REVISION OF THIRD TERM & YEAR'S WORK	Third Term Review: - All letter types comprehensive practice - Three, four, and five-letter words - Sentence copying practice - Capital letters at sentence beginnings - Spacing and punctuation Year-Long Comprehensive Review: - Complete alphabet lowercase mastery - Numbers 1-20 - Letter classification (tall, descenders, short) - Word copying (2-5 letters) - Sentence structure basics - Complete handwriting journey review - Mock examination preparation - Portfolio of best work
12	END OF YEAR EXAMINATION	Third Term Assessment: - Four and five-letter words copying - Sentence copying with proper spacing and capitals - Punctuation awareness (full stops) Comprehensive Year Assessment: - Complete lowercase alphabet a-z - Numbers 1-20 - Letter classification mastery - Word copying (various lengths) - Sentence copying ability - Pencil grip and posture

		- Letter formation accuracy - Size and spacing consistency - Overall Nursery 3 handwriting mastery - Readiness for Primary 1 writing demands - Progress from beginning of year evaluation
13	CLOSING, PROMOTION & GRADUATION ACTIVITIES	- Return of all assessed handwriting work - Distribution of comprehensive report cards -Handwriting exhibition: displaying year's progress (first work vs final work) -Awards for: Best Handwriting, Most Improved, Neatest Work, Consistent Excellence

PRIMARY 1 SCHEME OF WORK

TABLE OF CONTENT

1. English Studies
2. Mathematics
3. Basic Science
4. Physical and Health Education
5. Christian Religious Studies
6. Islamic Studies
7. Nigerian History
8. Social and Citizenship Studies
9. Cultural and Creative Arts (CCA)

ENGLISH LANGUAGE (PRIMARY 1)
FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Pre-Reading Skills: Phonemic Awareness (Identifying Sounds)	• Production of individual sounds of the letters of the alphabet • Phonemic awareness concepts (sounds, segmentation, blending) • Recognition of individual sounds • Introduction to phoneme-grapheme correspondence (letter-sound relationship) e.g. c = /k/
2	Phonemic Awareness (Identifying Sounds) - Continued	• Word families: sat, cat, bat, rat, mat • Word families: bed, red, fed, led • Word families: pot, hot, got, lot • Word families: bag, rag, tag, wag • Practice with phoneme-grapheme correspondence
3	Phonemic Awareness (Songs and Rhymes)	• Songs and rhymes on keeping away from unsafe people and places • Songs and rhymes on empathy and teamwork • Songs and rhymes on work ethics (dependability, punctuality, dedication) • Identifying rhyming words in songs and rhymes
4	Phonemic Awareness (Songs and Rhymes) - Continued	• Songs and rhymes on leadership (motivating others, taking initiatives, guiding a team) • Creating simple rhymes • Word families practice through songs • Reciting rhymes with appropriate gestures
5	MID-TERM EXAMINATION	• Assessment of Weeks 1-4
6	MID-TERM BREAK	• Holiday/Rest
7	Phonological Awareness: Sounds of Animals	• Auditory perception and discrimination • Sounds of animals: cat, dog, cow, goat • Sounds of animals: horse, cock, lion • Identification and imitation of animal sounds
8	Phonological Awareness: Sounds of Things	• Sounds made by things: bell, clock • Sounds made by things: door, telephone • Sounds made by things: raindrops • Auditory discrimination activities

9	Sound Clusters	• Identification and pronunciation of initial consonant clusters (bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr) • Identification and pronunciation of final consonant clusters (nd, nt, st, ft, lt) • Breaking clusters into individual sounds
10	Sound Clusters - Continued	• Clear pronunciation of words with consonant clusters • Identification and pronunciation of digraphs (sh, ch, th, wh, ph) • Practice blending sounds to form words
11	REVISION	• Review of all topics: Phonemic awareness, phonological awareness, sound clusters
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 1 ENGLISH LANGUAGE

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Phonological Awareness (General)	• Identification of beginning sounds in words • Identification of middle sounds in words • Identification of ending sounds in words • Identification and pronunciation of words with similar sounds.
2	Phonological Awareness: Word Structure	• Blending sounds to form monosyllabic words • Syllabic blending • Word structure (syllables) • Skill: Blending sounds to form words.
3	Phonological Awareness: Syllable and Word Structure	• Identification and counting of syllables in words • Clapping syllables in words • Breaking simple words into syllables • Breaking compound words into parts and identifying word parts.
4	Concept of Print (Part 1)	• Recognition of text and image features • Identification of parts of a book • Differentiation between print and e-books • Book handling skills.
5	MID-TERM EXAMINATION	• Assessment of Weeks 1–4.
6	MID-TERM BREAK	• Holiday/Rest.
7	Concept of Print (Part 2)	• Features of a book: title, author, illustrator • Features of a book: pages, cover, text, images, headings • Understanding book structure and organization • Care for books.
8	Concept of Print (Part 3)	• Directionality of books (left to right, top to bottom) • Demonstration of reading from left to right and top to bottom • Upper case and lower case letters recognition • Differentiation between upper and lower case.
9	Listening and Speaking: Songs and Rhymes	• Simple songs and rhymes • Singing simple songs with appropriate gestures

		• Recitation of simple rhymes with actions • Creation of songs and rhymes.
10	Listening and Speaking: Simple Commands	• Recognition of simple commands • Giving and responding to simple commands • Commands at home: “Wake up!”, “Go to bed”, “Greet your daddy”, “Wash the dishes”, “Dress the bed”, “Turn off the tap” • Commands at school: “Copy your note”, “Stand up!”, “Put your hands up!”, “Come to the front of the class!”.
11	REVISION	• Review of all topics: Phonological awareness, concept of print, listening and speaking.
12	EXAMINATION	• End of Term Assessment.
13	CLOSING/VACATION	• Term ends.

PRIMARY 1 ENGLISH LANGUAGE

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Reading: Guided Reading	• Word reading and decoding • Reading high-frequency/sight words • Reading simple and short class-appropriate texts on interesting issues • Practice with CVC words and simple sentences.
2	Reading: Comprehension	• Making connections and responding to story themes, plots, and settings • Texts on: The value of hard work and integrity • Texts on: Benefits of savings and investment • Texts on: Importance of sanitation and hygiene.
3	Reading: Comprehension – Continued	• Texts on: Understanding disability and inclusion • Texts on: Consequences of bullying • Texts on: Promoting national values and national unity • Answering simple comprehension questions.
4	Reading: Identification of Common Objects	• Identification of home objects, school objects, and playground objects • Identification of common fruits • Major colours: white, red, blue, yellow, black in drawing objects • Description of things according to their colours and sizes (yellow bag, red bucket, green book).
5	MID-TERM EXAMINATION	• Assessment of Weeks 1–4.
6	MID-TERM BREAK	• Holiday/Rest.
7	Reading: Identification of Common Objects – Continued & Common Signs and Symbols	• Differentiating shapes and sizes: triangle, circle, square, rectangle • Identification of common signs and symbols (traffic signs, logos, icons) • Symbolic representation • Meaning and interpretation of emojis.

8	Reading: Common Signs and Symbols – Continued	• Meaning and interpretation of common abbreviations: Mr, Mrs, Dr, Rev, etc. • Meaning and interpretation of common symbols: ₦, K, -, +, =, ×, %, &, #, *, etc. • Understanding word endings: -s, -ed, -es, -ing • Practical application of signs and symbols.
9	Listening and Speaking: Making Polite Requests, Introduction of Self and Others	• Making requests at school, home, and community using words like “please”, “thank you”, “excuse me”, “sorry” • Use of magic words (please, thank you, excuse me) • Simple introductions: “Hello, my name is...”, “This is my friend. Her name is...” • Basic communication skills (eye contact, tone, volume).
10	Listening and Speaking: Common Greetings & Retelling Stories	• Greetings at home and appropriate times (Good morning, Good afternoon, Good evening) • Greetings at school with teachers and peers • Greetings in the community (neighbours, elders/clan heads, nurse, doctor). • Reading or listening to short stories on important issues (insecurity, human trafficking, climate change, gender equality) • Retelling short stories • Understanding story structure (beginning, middle, end).
11	REVISION	• Review of all topics: Reading, listening, and speaking.
12	EXAMINATION	• End of Term Assessment.
13	CLOSING/VACATION	• Term ends.

MATHEMATICS SCHEME OF WORK (PRIMARY 1)

FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Whole Numbers 1–5	- Counting objects from 1 to 5 - Recognition and identification of numbers 1–5 - Writing numbers 1–5 correctly - Matching numbers to quantities (1–5) - Ordering numbers 1–5 from smallest to largest
2	Whole Number 0 (Zero)	- Introduction to the concept of zero (nothing/empty) - Recognition and identification of the number 0 - Writing the number 0 correctly - Understanding zero as an empty set - Counting from 0 to 5
3	Whole Numbers 6–9	- Counting objects from 6 to 9 - Recognition and identification of numbers 6–9 - Writing numbers 6–9 correctly - Matching numbers to quantities (6–9) - Ordering numbers 1–9 from smallest to largest
4	Whole Number 10	- Introduction to number 10 - Counting objects from 1 to 10 - Recognition, identification and writing of number 10 - Understanding 10 as a complete set - Ordering numbers 0–10
5	MID-TERM EXAMINATION	Assessment of Weeks 1–4
6	MID-TERM BREAK	Holiday/Rest
7	Addition (Introduction)	- Understanding addition as "putting together" or "adding more" - Using objects to demonstrate addition (1+1, 2+1, etc.) - Introduction to the plus sign (+) and equals sign (=) - Simple addition within 5 (vertical and horizontal format) - Word problems on addition within 5
8	Addition (Continued)	- Addition within 10 using objects and pictures - Adding zero to any number - Addition facts for numbers 1–10

		• Word problems on addition within 10 • Practical activities: adding toys, fruits, pencils, etc.
9	Subtraction (Introduction)	• Understanding subtraction as "taking away" or "removing" • Using objects to demonstrate subtraction • Introduction to the minus sign (–) • Simple subtraction within 5 (vertical and horizontal format) • Word problems on subtraction within 5
10	Subtraction (Continued)	• Subtraction within 10 using objects and pictures • Subtracting zero from any number • Subtraction facts for numbers 1–10 • Word problems on subtraction within 10 • Practical activities with real objects
11	REVISION	• Review of all topics: Numbers 0–10, Addition and Subtraction
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 1 MATHEMATICS SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Whole Numbers 1–99 (Part 1: 11–20)	- Counting from 11 to 20 - Recognition and identification of numbers 11–20 - Writing numbers 11–20 correctly - Understanding place value: tens and ones (introduction) - Ordering numbers 11–20
2	Whole Numbers 1–99 (Part 2: 21–50)	- Counting from 21 to 50 - Skip counting by 10s (10, 20, 30, 40, 50) - Recognition and writing of numbers 21–50 - Number patterns within 50 - Ordering and comparing numbers within 50
3	Whole Numbers 1–99 (Part 3: 51–99)	- Counting from 51 to 99 - Skip counting by 10s to 90 - Recognition and writing of numbers 51–99 - Place value: tens and ones - Ordering numbers from 1–99 (ascending and descending)
4	Whole Numbers: Quantitative Aptitude on Ordering of Numbers	- Comparing numbers using "greater than" ($>$), "less than" ($<$), and "equal to" ($=$) - Arranging numbers in ascending order (smallest to largest) - Arranging numbers in descending order (largest to smallest) - Before, after, and between concepts - Number line activities (0–99)
5	MID-TERM EXAMINATION	Assessment of Weeks 1–4
6	MID-TERM BREAK	Holiday/Rest
7	Whole Numbers: Quantitative Aptitude on Addition and Subtraction	- Addition within 20 (no regrouping) - Subtraction within 20 (no regrouping) - Word problems involving addition and subtraction within 20 - Mental mathematics: quick addition and subtraction

		• Real-life application of addition and subtraction
8	Open Sentences (1)	• Understanding missing numbers in addition sentences: $3 + \_\_ = 5$ • Finding missing addends using objects • Filling gaps in simple addition number sentences • Using $\square$ or $\_\_$ to represent missing numbers • Solving simple open sentences within 10
9	Open Sentences (2)	• Understanding missing numbers in subtraction sentences: $5 - \_\_ = 2$ • Finding missing subtrahends using objects • Filling gaps in simple subtraction number sentences • Mixed open sentences (addition and subtraction) • Problem-solving with open sentences within 20
10	Money (Introduction)	• Identification of Nigerian coins: ₦1, ₦2 • Identification of Nigerian notes: ₦5, ₦10, ₦20, ₦50 • Understanding the value of different denominations • Counting money using coins and small notes • Simple money transactions: buying and selling with amounts within ₦50
11	REVISION	• Review of all topics: Numbers 1–99, ordering, open sentences, money
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 1 MATHEMATICS SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Fractions (Introduction)	- Understanding the concept of "half" ($\frac{1}{2}$) - Dividing objects and shapes into two equal parts - Identifying and shading half of shapes (circles, rectangles, squares) - Practical activities: sharing items equally between two people - Introduction to "quarter" ($\frac{1}{4}$) using folding and cutting
2	Length (Measurement)	- Understanding long and short - Comparing lengths: longer, shorter, longest, shortest - Measuring length using non-standard units (hand span, foot, pencil, stick) - Arranging objects by length - Introduction to standard units: metre and centimetre (basic awareness)
3	Weight	- Understanding heavy and light - Comparing weights: heavier, lighter, heaviest, lightest - Using balance scales to compare weights - Weighing objects using non-standard units (stones, blocks) - Practical activities: comparing weights of classroom objects
4	Time	- Understanding concepts: day, night, morning, afternoon, evening - Days of the week (Monday to Sunday) - Understanding yesterday, today, tomorrow - Introduction to clock: identifying the clock face - Reading time: o'clock times only (1 o'clock, 2 o'clock, etc.)
5	MID-TERM EXAMINATION	Assessment of Weeks 1–4
6	MID-TERM BREAK	Holiday/Rest
7	Three Dimensional Shapes	- Identification of 3D shapes: cube, cuboid, sphere, cylinder, cone - Properties of 3D shapes: faces, edges, corners - Sorting and classifying 3D shapes - Finding 3D shapes in the environment

		(ball, box, tin, etc.)
8	Two Dimensional Shapes	• Building with 3D shapes • Identification of 2D shapes: circle, triangle, square, rectangle, oval • Properties of 2D shapes: sides and corners • Drawing basic 2D shapes • Sorting and classifying 2D shapes • Finding 2D shapes in the environment and on objects
9	Two Dimensional Shapes (Continued) & Patterns	• Creating patterns with 2D shapes • Relationship between 2D and 3D shapes (faces of cubes are squares, etc.) • Combining shapes to make pictures • Symmetry: understanding same on both sides • Practical art activities with shapes
10	Data Collection (Introduction)	• Understanding data collection: gathering information • Collecting simple data about the class (favourite fruits, colours, pets) • Using tally marks to count and record • Organizing data in simple tables • Reading and interpreting simple pictographs (one picture = one object) • Creating simple bar charts using blocks or drawings
11	REVISION	• Review of all topics: Fractions, measurement (length, weight, time), shapes, data collection
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

BASIC SCIENCE SCHEME OF WORK (PRIMARY 1)
FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Exploring Our Environment (Part 1)	• Understanding what an environment is • Identifying our immediate surroundings (home, school, classroom) • Naming things we see in our environment • Describing our environment using our senses (what we see, hear, smell, touch, taste) • Taking a nature walk around the school compound
2	Exploring Our Environment (Part 2)	• Exploring the school environment: classrooms, playground, toilets, staff room • Exploring the home environment: bedroom, kitchen, living room, bathroom, compound • Identifying people in our environment: family, teachers, friends, neighbours • Understanding safety in our environment • Taking care of our environment (keeping it clean)
3	Exploring Other Parts of the Surrounding: Roads	• Identifying roads in our community • Types of roads: tarred roads, untarred roads, pathways • Uses of roads: for vehicles, walking, bicycles • Road safety: crossing the road safely, traffic lights (red, yellow, green) • People who work on roads: drivers, road safety officials, road construction workers
4	Colour Identification	• Identifying primary colours: red, blue, yellow • Identifying secondary colours: green, orange, purple • Identifying other common colours: black, white, brown, pink, grey • Colours in our environment: colour of sky, grass, sun, etc. • Sorting and grouping objects by colour • Mixing colours (practical activity with paints/crayons)
5	MID-TERM EXAMINATION	• Assessment of Weeks 1–4

6	MID-TERM BREAK	• Holiday/Rest
7	Shapes (Part 1)	• Identifying basic shapes: circle, square, triangle, rectangle • Properties of shapes: sides and corners • Finding shapes in our environment (windows, doors, wheels, balls) • Drawing and tracing basic shapes • Sorting objects by their shapes
8	Shapes (Part 2)	• Identifying more shapes: oval, diamond, star, heart • Comparing shapes: big and small, same and different • Creating patterns with shapes • Using shapes to make pictures and designs • Three-dimensional shapes: ball (sphere), box (cube), tin (cylinder)
9	Living Things (Part 1)	• Understanding what living things are • Characteristics of living things: they move, eat, grow, breathe, reproduce • Examples of living things: humans, animals, plants • Identifying living things in our environment • Differences between different living things
10	Living Things (Part 2)	• Animals as living things: pets (dog, cat, rabbit), farm animals (goat, cow, chicken), wild animals (lion, elephant, monkey) • Plants as living things: trees, flowers, grasses, vegetables • Parts of plants: roots, stem, leaves, flowers, fruits • What living things need to survive: food, water, air, shelter • Taking care of living things (plants and animals)
11	REVISION	• Review of all topics: Environment, roads, colours, shapes, living things
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 1 BASIC SCIENCE SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Non-Living Things (Part 1)	- Understanding what non-living things are - Characteristics of non-living things: they do not move on their own, do not eat, do not grow, do not breathe - Examples of non-living things: stones, water, air, chairs, tables, books - Identifying non-living things in our environment - Differences between living and non-living things
2	Non-Living Things (Part 2)	- Natural non-living things: rocks, water, soil, air, sand, mountains - Man-made non-living things: cars, houses, chairs, tables, toys, clothes - Uses of non-living things in our daily life - Sorting and classifying non-living things - How non-living things help living things (water for drinking, air for breathing, shelter from houses)
3	Exploring Other Parts of the Surroundings: Air	- Understanding what air is - Air is all around us (we cannot see it but we can feel it) - Feeling air: blowing, waving, fanning - Uses of air: breathing, drying clothes, flying kites, inflating balloons - Moving air is called wind - Clean air and dirty air (pollution – introduction)
4	Exploring Other Parts of the Surroundings: Soil	- Understanding what soil is - Where we find soil: ground, gardens, farms, pots - Types of soil: sandy soil, clay soil, loamy soil (basic observation) - Colours of soil: black, brown, red, yellow - Uses of soil: growing plants, making pots, building houses (mud) - Taking care of soil (not littering, planting trees)
5	MID-TERM EXAMINATION	Assessment of Weeks 1–4
6	MID-TERM BREAK	Holiday/Rest
7	Exploring Other Parts of the	- Understanding what water is - Sources of water: rain, river, stream, well,

	Surroundings: Water	borehole, tap • Forms of water: liquid (drinking water), solid (ice), gas (steam from boiling water) • Uses of water: drinking, cooking, bathing, washing, cleaning, watering plants • Clean water and dirty water
8	Water (Continued) & Water Safety	• Importance of clean water for health • Ways to keep water clean: covering water containers, not throwing dirt in water • Water safety: not playing near deep water, not drinking dirty water • Saving water: turning off taps, not wasting water • Water cycle (very simple introduction): rain falls, water flows to rivers, sun dries water, rain falls again
9	Energy (Part 1)	• Understanding what energy is (the ability to do work or make things happen) • Energy makes things work, move, or change • Sources of energy: sun, food, batteries, electricity • Energy from the sun: gives light, gives heat, helps plants grow, dries clothes • Energy from food: helps us run, jump, play, think
10	Energy (Part 2)	• Energy from batteries: makes toys work, torches give light, clocks work • Energy from electricity: lights our homes, powers television, charges phones, runs fans • Safety with electricity: not touching sockets, not playing with wires, telling adults about electrical problems • Saving energy: switching off lights when not in use, not wasting food • Renewable energy (simple awareness): sun, wind, water
11	REVISION	• Review of all topics: Non-living things, air, soil, water, energy
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 1 BASIC SCIENCE SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Technology (Part 1: Understanding Technology)	• What is technology? (using tools and machines to make work easier) • Technology in our homes: television, radio, telephone, electric iron, refrigerator, fan • How technology helps us: makes work easier, saves time, makes life comfortable • Simple technology vs. complex technology • Technology for communication: telephone, mobile phone, radio, television
2	Technology (Part 2: Technology Around Us)	• Technology in schools: computers, projectors, fans, lights, bells • Technology for transportation: cars, buses, motorcycles, bicycles, trains, airplanes • Technology in hospitals: thermometer, stethoscope, X-ray machines • Technology for farming: hoes, cutlasses, tractors, watering cans • How technology has changed over time (old vs. new): old phones vs. smartphones, letter writing vs. email (basic awareness)
3	Measuring Things (Part 1: Length and Size)	• Understanding measurement (finding out how long, how big, how heavy something is) • Measuring length: long and short, tall and short • Comparing lengths: longer, shorter, longest, shortest, same length • Non-standard units for measuring length: hand span, foot length, pencil, stick • Measuring activities: measuring desks, books, classrooms using non-standard units
4	Measuring Things (Part 2: Weight and Capacity)	• Measuring weight: heavy and light • Comparing weights: heavier, lighter, heaviest, lightest, same weight • Using hands to feel weight differences • Introduction to simple balance scales • Measuring capacity: full, half-full, empty

		Comparing capacity: holds more, holds less
5	MID-TERM EXAMINATION	Assessment of Weeks 1–4
6	MID-TERM BREAK	Holiday/Rest
7	Measuring Things (Part 3: Time and Temperature)	- Measuring time: day and night, morning, afternoon, evening - Understanding fast and slow, quick and long - Days of the week, months (awareness) - Introduction to clock: telling time (o'clock only) - Measuring temperature: hot and cold, warm and cool - Using our body to feel temperature differences
8	Simple Machines (Part 1: Introduction)	- What are simple machines? (tools that make work easier) - Why we use simple machines: to lift, move, cut, hold things - Identifying simple machines in our environment - Types of simple machines we will learn: lever, wheel and axle, inclined plane, pulley, wedge, screw - Simple machines at home and school
9	Simple Machines (Part 2: Types)	- Lever: seesaw, bottle opener, scissors, broom - Wheel and axle: bicycle, car wheels, door knob, wheelbarrow - Inclined plane: ramp, slope, slide, staircase - How each simple machine helps make work easier - Practical demonstrations with real objects
10	Simple Machines (Part 3: More Types and Uses)	- Wedge: knife, axe, needle, door stopper - Pulley: flag pole, well bucket, curtain rod, crane (simple observation) - Screw: bottle cap, jar lid, wood screw, light bulb - Finding simple machines in our classroom and home - How simple machines work together (compound machines – bicycle has wheels and levers) - Making simple machines: creating a

		simple lever with ruler and eraser
11	REVISION	• Review of all topics: Technology, measuring things, simple machines
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK (PRIMARY 1)
FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Motor Skills Development: Moving Our Body Parts 1	- Identifying and naming body parts: head, shoulders, arms, hands, fingers - Identifying and naming body parts: chest, back, waist, legs, feet, toes - Moving body parts individually: nodding head, shrugging shoulders, waving hands - Simple stretching exercises for each body part - Body parts song and movement activities
2	Motor Skills Development: Moving Our Body Parts 2	- Basic movements: sitting properly, standing upright, walking straight - Basic movements: bending (forward, backward, sideways) - Basic movements: running in place, jumping on the spot - Coordinating body movements: clapping while marching, jumping and clapping - Movement games combining different actions
3	Motor Skills Development: Daily Activities Movements	- Movements for daily activities: picking up objects correctly (bending knees) - Movements for daily activities: carrying light objects safely - Movements for daily activities: pushing and pulling correctly - Movements for daily activities: climbing stairs safely - Practice activities: obstacle courses, relay races with safe movements
4	Athletics: Running (Introduction)	- Understanding running as a sport - Difference between walking and running - Proper running posture: body position, arm swing, leg movement - Warm-up exercises before running - Running in straight lines and around cones
5	MID-TERM EXAMINATION	Assessment of Weeks 1–4 (Practical demonstrations)
6	MID-TERM BREAK	Holiday/Rest
7	Athletics: Running – 50m Dash	- Understanding what a dash is (short, fast run) - Starting position for running: crouching

		- start (simple introduction) - Running the 50-metre distance: starting, running, finishing - Rules of the 50m dash: staying in lane, running to finish line - Practice sessions and mini competitions
8	Athletics: Running – Shuttle Run	- Understanding what a shuttle run is (running back and forth) - Marking the shuttle run course (two points) - Techniques: running, turning, running back - Building speed and coordination in shuttle runs - Shuttle run games and relays
9	Sports Games: Local Games 1	- Understanding local games (traditional Nigerian games) - Introduction to “Suwe” (hopscotch) – drawing the pattern, rules, playing - Introduction to “Ten-Ten” (clapping game) – rhythm, patterns, coordination - Benefits of playing local games: fun, exercise, learning culture - Group practice and competitions
10	Sports Games: Local Games 2	- Introduction to “Oga” (hide and seek) – rules, boundaries, playing safely - Introduction to “Boju-Boju” (bluff/blind man’s bluff) – rules, safety, taking turns - Introduction to “Tinko-Tinko” (bouncing ball game) - Organizing mini tournaments with local games - Learning teamwork and fair play through games
11	REVISION	Review and practice of all topics: Body movements, running, local games
12	EXAMINATION	Practical assessment: Demonstrate movements, run 50m, play local games
13	CLOSING/VACATION	Term ends

PRIMARY 1 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK
SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Health and Wellness: Toilet Hygiene 1	• Understanding why we use the toilet • Types of toilets: water closet, pit toilet, squatting toilet • How to use the toilet correctly: boys and girls • Keeping the toilet clean: flushing, not littering, reporting problems • When to use the toilet: not waiting too long, asking permission in class
2	Health and Wellness: Toilet Hygiene 2	• Proper handwashing after using the toilet • Steps for washing hands: wet hands, use soap, scrub (20 seconds), rinse, dry • Why handwashing is important: removes germs, prevents diseases • Other times to wash hands: before eating, after playing, when hands are dirty • Practice session: correct handwashing technique
3	Health and Wellness: Health and Hygiene 1 (Personal Hygiene)	• Understanding cleanliness and hygiene • Bathing daily: morning and/or evening • Brushing teeth: morning and night, after meals • Washing hair regularly • Wearing clean clothes daily
4	Health and Wellness: Health and Hygiene 2 (Body Care)	• Keeping nails clean and trimmed • Cleaning ears carefully (with adult help) • Keeping nose clean: blowing nose properly, using tissue • Care of private parts: washing daily, wearing clean underwear • Why personal hygiene is important: staying healthy, smelling good, preventing diseases
5	MID-TERM EXAMINATION	• Assessment of Weeks 1–4 (Oral and practical demonstrations)
6	MID-TERM BREAK	• Holiday/Rest
7	Health and Wellness: Health and Hygiene 3 (Environmental Hygiene)	• Keeping our environment clean: home, school, community • Proper waste disposal: using dustbins, not littering • Cleaning our surroundings: sweeping, mopping, arranging

		• Keeping our classroom clean: tidying desks, picking up litter • Effects of dirty environment: diseases, bad smell, pests (flies, mosquitoes)
8	Safety and Emergency Preparedness: First Aid (Introduction)	• Understanding what first aid is (immediate help for injury or sickness) • When we need first aid: cuts, bruises, nose bleeding, insect bites, burns • Who can give first aid: adults, trained people, school nurse • Importance of first aid: prevents worse injury, helps until doctor comes • What to do when someone is hurt: stay calm, call for help, don't move injured person
9	Safety and Emergency Preparedness: First Aid Box Contents	• What is a first aid box (kit with medical supplies for emergencies) • Contents of first aid box: bandages (plasters), cotton wool, scissors • Contents of first aid box: antiseptic liquid/cream, thermometer, hand gloves • Contents of first aid box: pain relief tablets, safety pins, adhesive tape • Identifying each item and its use • Where to find first aid boxes: school clinic, home, car, office
10	Safety and Emergency Preparedness: Basic First Aid Skills	• Treating minor cuts: cleaning, applying antiseptic, bandaging • Treating bruises: ice pack, rest • What to do for nose bleeding: sit up, pinch nose, lean forward • What to do for insect bites: wash area, apply cream, tell adult • Burns: run under cool water, cover, get adult help • Practice with teacher supervision (using dolls or role-play)
11	REVISION	• Review of all topics: Toilet hygiene, health and hygiene, first aid
12	EXAMINATION	• Oral and practical assessment on hygiene practices and first aid knowledge
13	CLOSING/VACATION	• Term ends

PRIMARY 1 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Safety and Emergency Preparedness: Road Signs and Symbols 1	- Understanding why we need road signs (to keep us safe, guide us) - Types of road signs: warning signs, regulatory signs, information signs - Traffic light colours: red (stop), yellow/amber (get ready), green (go) - Zebra crossing/pedestrian crossing: what it is, how to use it - Importance of obeying road signs
2	Safety and Emergency Preparedness: Road Signs and Symbols 2	- Common road signs for pedestrians: “Stop”, “Go”, “Pedestrian Crossing” - Warning signs: “School Zone”, “Children Crossing”, “Speed Bump” - Direction signs: arrows, “One Way”, “No Entry” - Drawing and colouring road signs - Road sign matching games and activities
3	Safety and Emergency Preparedness: Road Safety Rules	- Looking left and right before crossing - Using pedestrian crossings and footbridges - Walking on the pavement/sidewalk, not on the road - Holding adult’s hand when crossing roads - Not playing on or near roads - Being visible: wearing bright colours, reflectors at night
4	Safety and Emergency Preparedness: Road Safety Continued	- Safety in vehicles: wearing seatbelts, sitting properly, not distracting driver - Getting in and out of vehicles safely - School bus safety: waiting for bus to stop, orderly boarding - Recognizing road safety officials: FRSC officers, traffic wardens - What to do if lost: stay calm, ask police/security for help, know parent’s phone number
5	MID-TERM EXAMINATION	Assessment of Weeks 1–4 (Road safety knowledge and demonstrations)
6	MID-TERM BREAK	Holiday/Rest
7	Aquatics: Swimming	Understanding swimming as a water

	(Introduction to Water)	sport • Benefits of swimming: exercise, fun, water safety skill • Water safety rules: never swim alone, adult supervision, no running near pool • Swimming facilities: pools, beaches, rivers (dangers of open water) • Swimming gear: swimsuit, goggles, towel, floatation devices
8	Aquatics: Water Familiarization	• Getting comfortable with water: splashing face, wetting body gradually • Overcoming fear of water through games • Blowing bubbles in water • Submerging face in water briefly (with support) • Walking in shallow water • Water games: catching, throwing ball in water
9	Aquatics: Floating on Water	• Understanding floating: body stays on water surface • Floating position: lying on back, arms and legs spread out • Floating with support: holding pool edge, teacher support, floatation devices • Relaxing in water: breathing calmly, trusting the water • Front float and back float (with assistance) • Practice sessions with safety equipment and supervision
10	Aquatics: Basic Swimming Movements & Water Safety	• Kicking legs while holding pool edge or floatation device • Arm movements in water (simple strokes) • Putting face in water and breathing out (bubbles) • Moving through water with support • Water exit: climbing out of pool safely • Emergency response: calling for help, throwing floatation device • Review of all water safety rules
11	REVISION	• Review of all topics: Road safety, signs and symbols, swimming basics
12	EXAMINATION	• Written (road signs identification) and practical (swimming demonstration where possible)

13	CLOSING/VACATION	• Term ends

CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK (PRIMARY 1)
FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	God the Creator (Part 1)	- Understanding who God is (God is the Supreme Being, the Almighty) - God created the world and everything in it - The creation story: Day 1 - Light and darkness (day and night) - Day 2 - Sky and clouds - Appreciating God's beautiful creation around us
2	God the Creator (Part 2)	- Day 3 - Land, seas, plants, trees, and flowers - Day 4 - Sun, moon, and stars - Day 5 - Fish in the sea and birds in the sky - Naming and identifying God's creatures - Songs and rhymes about creation
3	God the Creator (Part 3)	- Day 6 - Animals on land and human beings (man and woman) - God created us in His own image - Day 7 - God rested (importance of rest and worship) - We are special because God made us - Thanking God for creating us and everything around us
4	God, the Giver of Good Things (Part 1)	- Understanding that God gives us good things - God gives us life and breath - God gives us families: parents, siblings, relatives - God gives us homes to live in - Expressing gratitude to God for our families and homes
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Holiday/Rest
7	God, the Giver of Good Things (Part 2)	- God gives us food to eat: fruits, vegetables, rice, yam, etc. - God gives us water to drink - God gives us clothes to wear - God gives us schools and teachers to learn from - Thanking God for daily provisions
8	God, the Giver of Good Things (Part 3)	- God gives us friends to play with - God gives us health and strength - God gives us the sun, rain, and good

		weather • God protects us from danger • Learning to say "Thank you, God" in prayers
9	God's Gift of His Son (Part 1)	• God loves the world so much • God sent His Son Jesus to the world • The story of Jesus' birth: Mary and Joseph • Jesus was born in Bethlehem in a manger • Angels announced Jesus' birth to shepherds
10	God's Gift of His Son (Part 2)	• Jesus is God's greatest gift to us • Wise men brought gifts to baby Jesus: gold, frankincense, myrrh • Why God sent Jesus: to save us and show us God's love • Jesus came to teach us how to live • Celebrating Jesus' birth (Christmas story)
11	REVISION	• Review of all topics: God the Creator, God the Giver, God's Gift of Jesus
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 1 CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	God is Our Father (Part 1)	- Understanding God as our Heavenly Father - God loves us as a father loves his children - God cares for us and provides for our needs - Difference between earthly father and Heavenly Father - God's love is perfect and everlasting
2	God is Our Father (Part 2)	- God listens to us when we pray (prayer as talking to God) - God answers our prayers - God forgives us when we say sorry - God protects us like a father protects his children - Learning the Lord's Prayer: "Our Father who art in heaven..." (introduction)
3	God is Our Father (Part 3)	- We are all children of God (God's family) - God wants us to call Him "Father" - God knows everything about us: our names, our thoughts, our needs - God is always with us, we are never alone - Trusting God as our loving Father
4	Things We Must Do as Children of God (Part 1)	- Praying to God every day: morning prayers, night prayers, meal prayers - Thanking God for everything He gives us - Asking God for help when we need it - Saying sorry to God when we do wrong things - Learning simple prayers
5	MID-TERM EXAMINATION	• Assessment of Weeks 1-4
6	MID-TERM BREAK	• Holiday/Rest
7	Things We Must Do as Children of God (Part 2)	- Obedying our parents and elders - Respecting and honouring our parents - Being kind to our brothers and sisters - Helping with chores at home - The Bible says: "Children, obey your parents" (Ephesians 6:1)

8	Things We Must Do as Children of God (Part 3)	• Being truthful and honest (not telling lies) • Sharing our things with others • Being friendly and playing nicely with others • Forgiving those who offend us • Saying sorry when we hurt others
9	Things We Must Do as Children of God (Part 4)	• Going to church to worship God • Listening to Bible stories and learning about God • Singing songs of praise to God • Giving offerings to God (cheerful giving) • Keeping Sundays special for God (the Lord's Day)
10	Things We Must Do as Children of God (Part 5)	• Taking care of the things God created • Being kind to animals • Not destroying plants and trees • Keeping our environment clean • Showing love to everyone around us
11	REVISION	• Review of all topics: God as Father, things children of God must do
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 1 CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Discovering God Through Jesus Christ (Part 1)	• Jesus shows us what God is like • Jesus is God's Son who came to earth • Jesus teaches us about God's love • Jesus performed miracles to show God's power • Learning about Jesus helps us know God better
2	Discovering God Through Jesus Christ (Part 2)	• Jesus was a teacher who taught about God • Jesus taught using stories (parables) • Jesus was kind to everyone: children, adults, sick people, poor people • Jesus loved children and blessed them • Jesus said: "Let the little children come to me" (Mark 10:14)
3	Jesus Christ Our Saviour (Part 1)	• Understanding what a Saviour is (someone who saves/rescues us) • We all do wrong things (sin) that separate us from God • Jesus came to save us from our sins • Jesus died on the cross for us • Jesus' death shows how much God loves us
4	Jesus Christ Our Saviour (Part 2)	• Jesus rose from the dead after three days (Easter story) • Jesus is alive in heaven today • Because Jesus died and rose again, we can be God's children • Jesus saves us so we can live with God forever • Accepting Jesus as our Saviour
5	MID-TERM EXAMINATION	• Assessment of Weeks 1-4
6	MID-TERM BREAK	• Holiday/Rest
7	Jesus Christ Calls Us Brothers, Sisters and Friends	• Jesus calls us His friends • Jesus said: "I call you friends" (John 15:15) • We are brothers and sisters in God's family • Jesus wants us to love one another • We show we are Jesus' friends by obeying Him

8	Jesus Commands Us to Love (Part 1)	• Jesus' greatest commandment: Love God with all your heart • How to show love to God: praying, obeying, worshipping, thanking Him • Jesus' second commandment: Love your neighbour as yourself • Who is our neighbour? Everyone around us • Love is the most important thing Jesus teaches
9	Jesus Commands Us to Love (Part 2)	• Showing love to our family members • Showing love to our friends and classmates • Showing love to strangers and people who are different from us • Showing love through actions: helping, sharing, caring, being kind • Jesus said: "Love one another as I have loved you" (John 13:34)
10	Jesus Wants Us to Obey and Keep God's Commandments	• Understanding what commandments are (God's rules for living) • The Ten Commandments (simplified for children): Love God, respect parents, don't steal, don't lie, don't be jealous • Why we should obey God's commandments: because God loves us and knows what's best • Jesus obeyed God perfectly and wants us to do the same • Obeying God makes us happy and pleases Him • Asking Jesus to help us obey God every day
11	REVISION	• Review of all topics: Jesus our Saviour, Brother, Friend • Love and Obedience
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

ISLAMIC STUDIES SCHEME OF WORK (PRIMARY 1)

FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Arabic Alphabet (Part 1)	• Introduction to Arabic letters: أ ب ث ج ح خ • Pronunciation and recognition of letters • Writing practice of the first seven letters • Sound formation and articulation points
2	Arabic Alphabet (Part 2)	• Continuation: د ذ ر ز س ش ص • Pronunciation and recognition of letters • Writing practice • Differentiation between similar letters (د/ذ, ر/ز, س/ش)
3	Arabic Alphabet (Part 3)	• Continuation: ض ط ظ ع غ ف ق • Pronunciation and recognition of letters • Writing practice • Distinguishing between heavy and light letters
4	Arabic Alphabet (Part 4)	• Final letters: ك ل م ن ه و ي • Complete alphabet review • Connecting letters in words • Simple Arabic words formation
5	MID-TERM EXAMINATION	• - Assessment on Arabic Alphabet (Recognition, Writing, and Pronunciation)
6	MID-TERM BREAK	• -
7	Surat Al-Fatihah (Part 1)	• Introduction to Surat Al-Fatihah (الفاتحة) • Meaning and significance of the chapter • Recitation with proper Tajwid (verses 1-4) • Memorization of first four verses
8	Surat Al-Fatihah (Part 2)	• Recitation of complete Surah (verses 5-7) • Complete memorization • Translation and basic meanings • Application in daily Salah
9	Iman (Faith) - Part 1	• Definition and meaning of Iman • The Six Articles of Faith (Arkan al-Iman) • Belief in Allah (SWT) • Belief in Angels
10	Iman (Faith) - Part 2	• Belief in the Books of Allah • Belief in the Prophets of Allah • Belief in the Day of Judgment • Belief in Divine Decree (Al-Qadr)
11	REVISION	• Comprehensive review of all topics covered • Practice recitation of Surat Al-Fatihah • Review of Arabic Alphabet • Revision of the Six Articles of Faith
12	EXAMINATION	• End of Term Assessment
13	CLOSING	• Result distribution and vacation announcement

PRIMARY 1 ISLAMIC STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Surat An-Nas	• Introduction to Surat An-Nas (نزل قروس) • Meaning and significance • Recitation with proper Tajwid • Memorization and translation • Lessons on seeking protection from Allah
2	Surat Al-Falaq	• Introduction to Surat Al-Falaq (نزل قروس) • Meaning and significance • Recitation with proper Tajwid • Memorization and translation • Understanding protection from evil
3	Surat Al-Ikhlās	• Introduction to Surat Al-Ikhlās (نزل قروس) • Meaning and significance (Oneness of Allah) • Recitation with proper Tajwid • Memorization and translation • Understanding Tawhid (monotheism)
4	Review of Qur'anic Surahs	• Comprehensive recitation of all learned Surahs • Al-Fatihah, An-Nas, Al-Falaq, Al-Ikhlās • Group and individual recitation • Tajwid rules application
5	MID-TERM EXAMINATION	• - Assessment on Surahs learned and their meanings
6	MID-TERM BREAK	• -
7	Al-Wudu' (Ablution) - Part 1	• Definition and importance of Wudu • Prerequisites of Wudu (water purity, intention) • Obligatory acts (Fara'id) of Wudu • Steps 1-4: Intention, washing face, washing arms, wiping head
8	Al-Wudu' (Ablution) - Part 2	• Remaining steps of Wudu • Wiping ears and washing feet • Sunnah acts of Wudu • Things that nullify Wudu • Practical demonstration
9	Prophets of Allah (SWT) - Part 1	• Introduction to Prophethood (Nubuwwah) • Prophet Adam (AS) - The first Prophet • Prophet Nuh (AS) - The Ark and the Flood • Lessons from their lives
10	Prophets of Allah (SWT) - Part 2	• Prophet Ibrahim (AS) - Father of Prophets • Prophet Musa (AS) - Liberation of Bani Israel • Prophet Isa (AS) - Miracles and teachings • Prophet Muhammad (SAW) - The final Prophet • Key lessons from Prophets' lives
11	REVISION	• Review of all Surahs with Tajwid

		• Practical revision of Wudu steps • Stories of Prophets review • Q&A session
12	EXAMINATION	• - End of Term Assessment
13	CLOSING	• - Result distribution and vacation announcement

PRIMARY 1 ISLAMIC STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Moral Conduct - Obedience to Allah (Part 1)	• Definition of obedience (Ta'ah) • Importance of obeying Allah (SWT) • Ways of showing obedience to Allah • Performing Salah as obedience • Qur'anic verses on obedience
2	Moral Conduct - Obedience to Allah (Part 2)	• Obedience to parents (Birr al-Walidayn) • Obedience to teachers and elders • Following the Sunnah of Prophet Muhammad (SAW) • Rewards of obedience • Consequences of disobedience
3	Islamic Moral Values - Part 1	• Truthfulness (Sidq) • Honesty (Amanah) • Kindness (Ihsan) • Stories and examples from Prophet's life
4	Islamic Moral Values - Part 2	• Patience (Sabr) • Gratitude (Shukr) • Cleanliness (Taharah) • Good manners (Akhlaq) • Respect for others
5	MID-TERM EXAMINATION	• - Assessment on moral conduct and Islamic values
6	MID-TERM BREAK	• -
7	Comprehensive Review - Qur'an and Tajwid	• Recitation of all learned Surahs • Arabic Alphabet review • Tajwid rules application • Group recitation and individual assessment
8	Comprehensive Review - Tauhid and Fiqh	• Articles of Faith (Iman) review • Practical demonstration of Wudu • Q&A on purification • Importance of correct beliefs
9	Comprehensive Review - Sirah	• Stories of all Prophets learned • Lessons from Prophets' lives • Application to daily life • Role models in Islam
10	Comprehensive Review - Tahdhib	• All moral values review • Obedience to Allah, parents, and teachers • Islamic character building • Practical scenarios and role play

11	REVISION	• Complete syllabus review • Practice tests and mock examinations • Focus on weak areas • Final memorization checks
12	EXAMINATION	• - End of Term/Year Assessment
13	CLOSING	• - Result distribution and vacation announcement

NIGERIAN HISTORY SCHEME OF WORK (PRIMARY 1)
FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Meaning and Importance of History - Part 1	• Introduction to History: What is History? • History as a story of the past • Simple examples of history (yesterday, last week, last year) • Why we study history • History helps us know about our families
2	Meaning and Importance of History - Part 2	• History and family identity • Knowing where we come from • Learning from the past • History helps us make good decisions • Simple activities: Drawing family tree
3	Peoples and Places in the Community - Part 1	• Introduction to community • What is a community? • Different people in our community • Our neighbors and friends • People who help us in the community
4	Peoples and Places in the Community - Part 2	• Different ethnic groups in Nigeria • Major ethnic groups: Hausa, Igbo, Yoruba • Other ethnic groups in our community • Learning to respect different people • We are all Nigerians
5	MID-TERM EXAMINATION	• - Assessment on Meaning of History and Peoples in the Community
6	MID-TERM BREAK	• -
7	Places in the Community - Part 1	• Important places in our community • Schools, hospitals, and markets • Religious centers (Churches, Mosques) • Police stations and fire stations • Parks and playgrounds
8	Places in the Community - Part 2	• Traditional places in our community • The palace of traditional rulers • Community halls and meeting places • Historical monuments in our area • Field trip discussion or picture study
9	Living Together in Peace	• Importance of tolerance • Respecting people from other ethnic groups • Playing and learning together • Sharing and caring for one another • We are stronger together
10	National Unity and Diversity	• Nigeria: One country, many people

		• Different languages, one nation • Different foods, clothes, and cultures • Celebrating our diversity • The Nigerian flag and what it represents
11	REVISION	• Review of all topics covered • Meaning and importance of History • Peoples and places in the community • National unity and tolerance • Question and answer sessions
12	EXAMINATION	• - End of Term Assessment
13	CLOSING	• - Result distribution and vacation announcement

PRIMARY 1 NIGERIAN HISTORY SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Heroes and Heroines in the Community - Part 1	• Introduction: What is a hero/heroine? • Qualities of heroes and heroines • Bravery, kindness, and selfless service • Heroes help other people • Simple stories of helpful people
2	Heroes and Heroines in the Community - Part 2	• Local heroes in our community • Teachers as heroes (they help us learn) • Doctors and nurses as heroes (they heal the sick) • Police officers and firefighters • Parents and guardians as everyday heroes
3	Nigerian National Heroes - Part 1	• Introduction to Nigerian heroes • Herbert Macaulay (Father of Nigerian Nationalism) • Simple story of his contributions • Why we remember him • Picture study and discussion
4	Nigerian National Heroes - Part 2	• Dr. Nnamdi Azikiwe (Zik of Africa) • Simple story of his life and contributions • First President of Nigeria • His love for education and Nigeria • Lessons from his life
5	MID-TERM EXAMINATION	• - Assessment on Heroes and Heroines
6	MID-TERM BREAK	• -
7	Nigerian National Heroines - Part 1	• Introduction to Nigerian heroines • Queen Amina of Zazzau (Warrior Queen) • Simple story of her bravery • Women can be heroes too • Lessons from her life
8	Nigerian National Heroines - Part 2	• Funmilayo Ransome-Kuti (Women's rights activist) • Simple story of how she helped women • Margaret Ekpo and her contributions • Other notable Nigerian women

		• Celebrating our heroines
9	Developing the Attitude of Selfless Service - Part 1	• What is selfless service? • Helping others without expecting rewards • Being kind to classmates and friends • Sharing our things with others • Simple acts of kindness at home and school
10	Developing the Attitude of Selfless Service - Part 2	• Volunteering and helping in the community • Keeping our environment clean • Helping elderly people • Being a good citizen • Role-play activities on helping others
11	REVISION	• Review of all heroes and heroines learned • Stories and contributions review • Qualities of heroes and heroines • Selfless service and helping others • Interactive revision activities
12	EXAMINATION	• - End of Term Assessment
13	CLOSING	• - Result distribution and vacation announcement

PRIMARY 1 NIGERIAN HISTORY SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Traditional Rulers - Part 1	• Introduction to traditional rulers • Who is a traditional ruler? • The role of traditional rulers in our community • Traditional rulers as custodians of culture • Respect for traditional authority
2	Traditional Rulers - Part 2	• Different types of traditional rulers in Nigeria • Emirs (in the North) • Obas (in the Southwest) • Igwes and Ezes (in the Southeast) • Other traditional titles • Pictures and identification
3	Traditional Title Holders - Part 1	• Introduction to traditional title holders • Chiefs and their roles • How people become title holders • Traditional titles in different communities • Importance of traditional titles
4	Traditional Title Holders - Part 2	• Examples of traditional titles: Baale, Iyaloja, Otunba • Responsibilities of title holders • Helping the community • Working with traditional rulers • Respecting traditional institutions
5	MID-TERM EXAMINATION	• - Assessment on Traditional Rulers and Title Holders
6	MID-TERM BREAK	• -
7	The Local Government Chairperson - Part 1	• Introduction to Local Government • What is Local Government? • The Local Government Chairperson • Role of the Chairperson in our community • How Chairpersons are chosen (elected)
8	The Local Government Chairperson - Part 2	• Responsibilities of the LG Chairperson • Providing services: roads, schools, healthcare • Leadership qualities of a good Chairperson • Difference between traditional rulers and LG Chairperson

		• Both work together for the community
9	Leadership Qualities - Part 1	• What makes a good leader? • Honesty and truthfulness • Kindness and fairness • Listening to others • Being responsible and hardworking
10	Leadership Qualities - Part 2	• Leadership in our daily lives • Being a class monitor/prefect • Leading by example • Respecting others • Developing leadership skills early • Role-play and activities
11	REVISION	• Comprehensive review of the year's work • History: meaning and importance • Peoples, places, heroes, and heroines • Traditional rulers and government leaders • Leadership qualities • Interactive games and quizzes
12	EXAMINATION	• - End of Term/Year Assessment
13	CLOSING	• - Result distribution and vacation announcement

SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK (PRIMARY 1)

FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Leadership	- Understanding what leadership means (someone who guides others) - Leaders in our lives: parents, teachers, headteacher, class captain - Qualities of a good leader: kind, fair, honest, helpful - Why we need leaders: to guide us, keep order, help us - Respecting our leaders
2	Leadership at Home	- Parents as leaders at home: father and mother - Responsibilities of parents: providing food, shelter, education, love - Grandparents and elder siblings as leaders - How children can help at home: tidying up, running errands, caring for younger siblings - Obedying parents and family leaders
3	Community Mobilization (Part 1)	- Understanding what a community is (people living together in an area) - Our communities: village, town, neighborhood, street - Different people in our community: neighbors, shopkeepers, doctors, teachers - Community leaders: chiefs, imams, pastors, baale, community heads - Identifying our own community
4	Community Mobilization (Part 2)	- Working together in the community (cooperation) - Community activities: clean-up exercises, festivals, meetings - How communities help each other: sharing, supporting in times of need - Children's role in community: being respectful, not littering, greeting elders - Benefits of a strong community: safety, unity, progress
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Holiday/Rest
7	Civic Responsibilities (Part 1)	- Understanding responsibilities (things we must do) - Responsibilities at home: cleaning our

		- room, washing plates, helping with chores - Responsibilities at school: coming on time, doing homework, keeping classroom clean - Being responsible with our belongings - Consequences of not being responsible
8	Civic Responsibilities (Part 2)	- Respecting others: elders, peers, younger ones - Saying "please," "thank you," "sorry," "excuse me" - Not fighting or bullying others - Taking turns and sharing - Helping those in need
9	National Identity and Symbols (Part 1)	- Understanding Nigeria as our country - Nigeria is in Africa - Green, white, green: colors of Nigerian flag - Meaning of flag colors: Green = agriculture/forests, White = peace and unity - Respecting our national flag
10	National Identity and Symbols (Part 2)	- Nigerian National Anthem (first stanza - learning and understanding) - Nigerian Coat of Arms: eagle, horses, Y-shape - Nigerian currency: Naira (₦) - notes and coins - National Independence Day: October 1st - Being proud to be Nigerian
11	REVISION	Review of all topics: Leadership, community, civic responsibilities, national symbols
12	EXAMINATION	End of Term Assessment
13	CLOSING/VACATION	Term ends

PRIMARY 1 SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	People, Places and Objects to Respect (Part 1)	- Respecting elders: parents, grandparents, teachers, community leaders - How to show respect: greeting properly, listening, obeying, using respectful titles - Respecting people of all ages and backgrounds - Treating everyone with kindness - Why respect is important in society
2	People, Places and Objects to Respect (Part 2)	- Sacred places: churches, mosques, shrines, traditional sites - Respecting religious places: quiet behavior, proper dressing, no littering - Respecting national monuments and symbols - Objects to respect: flags, religious books, elders' belongings - Public places: schools, hospitals, government buildings - how to behave
3	Marriage	- Understanding what marriage is (when a man and woman become husband and wife) - Marriage creates families - Different types of marriage ceremonies: traditional, religious (church/mosque), court - Roles in marriage: husband and wife work together, love and respect each other - Children come from married parents (family structure)
4	Responsible Parenting	- Understanding parenting (taking care of children) - Responsibilities of parents: feeding, clothing, educating, loving children - What makes a good parent: caring, patient, provides for needs, teaches right from wrong - Children should obey and respect their parents - Appreciation for parents' efforts
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Holiday/Rest
7	Roles of Members of the Family	- Father's role: provides for family, protects, guides children - Mother's role: cares for children, cooks, manages home, teaches children - Children's role: obey parents, help with

		- chores, study hard, respect siblings • Grandparents' role: wisdom, advice, storytelling, cultural knowledge • Extended family members: uncles, aunts, cousins - support system
8	Culture (Part 1)	• Understanding culture (the way of life of people) • Nigerian culture is rich and diverse • Elements of culture: language, food, dressing, festivals, greetings • Different ethnic groups in Nigeria: Hausa, Igbo, Yoruba, and others • Learning about our own culture
9	Culture (Part 2)	• Traditional dressing: wrapper, buba, iro, gele, caftan, agbada • Nigerian foods: jollof rice, pounded yam, egusi soup, tuwo, akara, moi-moi • Traditional greetings: prostrating (Yoruba boys), kneeling (Yoruba girls), handshakes • Cultural festivals and celebrations in our community • Preserving our culture
10	Introduction to Nigeria	• Nigeria is our country (located in West Africa) • Nigeria has 36 states and Federal Capital Territory (Abuja) • Our national language: English • Major ethnic groups: Hausa, Igbo, Yoruba (and over 250 others) • Major religions: Christianity, Islam, Traditional religions • Nigeria's motto: "Unity and Faith, Peace and Progress" • Identifying our own state and local government
11	REVISION	• Review of all topics: Respect, marriage, family, culture, Nigeria
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 1 SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK**THIRD TERM**

Week	Topic	Breakdown (Subtopics)
1	Attitudes and Values	• Understanding attitudes (how we think and feel about things) • Understanding values (what we believe is important) • Good attitudes: positive thinking, cheerfulness, willingness to help • Bad attitudes: complaining, laziness, selfishness • Nigerian core values: honesty, hard work, respect, integrity, patriotism
2	Finding Help in Danger (Part 1)	• Understanding danger (situations that can harm us) • Types of danger: fire, accidents, getting lost, strangers, bad weather • Emergency situations: accidents, illness, natural disasters • People who can help: parents, teachers, police, doctors, firefighters • Importance of staying calm in dangerous situations
3	Finding Help in Danger (Part 2)	• Emergency numbers in Nigeria: 112 (emergency), 767 (police in Lagos), 199 (fire service) • What information to give: name, location, type of emergency • Trusted adults to run to for help • Safety rules: don't talk to strangers, don't follow strangers, don't accept gifts from strangers • Knowing your parents' phone numbers and home address • "Stranger Danger" awareness
4	Secure Environment (Part 1)	• Understanding a secure environment (a place where we are safe) • What makes a place secure: locks on doors, fences, lights, security guards • Feeling safe at home, school, and community • Dangers in our environment: open wells, busy roads, sharp objects, fire

		• How to stay safe: following rules, staying alert, reporting dangers
5	MID-TERM EXAMINATION	• Assessment of Weeks 1-4
6	MID-TERM BREAK	• Holiday/Rest
7	Secure Environment (Part 2) & Climate Change and the Environment	• Keeping our environment clean and safe: proper waste disposal, not littering • Reporting broken or dangerous things to adults • Understanding weather and climate (sun, rain, wind, hot, cold) • Climate change (simple introduction): changes in weather patterns • Effects of climate change: too much heat, floods, droughts • Our role: planting trees, not wasting water, keeping environment clean
8	Local Wildlife and Conservation	• Understanding wildlife (animals living in nature) • Nigerian animals: monkeys, antelopes, birds, lizards, snakes, butterflies • Where animals live: forests, rivers, grasslands • Why we should protect animals: they are part of nature, some are endangered • Conservation means protecting nature • Not harming animals, not destroying their homes • Visiting zoos to learn about animals
9	Money (Part 1)	• Understanding money (what we use to buy things) • Nigerian currency: Naira (₦) • Coins: ₦1, ₦2 (if still in circulation) • Notes: ₦5, ₦10, ₦20, ₦50, ₦100, ₦200, ₦500, ₦1000 • Identifying different denominations • Money has value - we work to earn money
10	Money (Part 2)	• Uses of money: buying food, clothes, toys, paying for school, transportation

		• Earning money: parents work to earn money • Spending wisely: buying what we need, not wasting money • Saving money: keeping money for future use (piggy bank, savings box) • Not stealing money - honesty with money • Simple buying and selling activities (role-play) • Appreciating what parents buy with money
11	REVISION	• Review of all topics: Values, safety, environment, wildlife, money
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

CULTURAL AND CREATIVE ARTS SCHEME OF WORK (PRIMARY 1)

FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Art: Introduction to Art	- Understanding what art is (creating beautiful things) - Different types of art: drawing, painting, coloring, crafts - Art materials: pencils, crayons, colors, paper, brushes - Looking at simple artworks and pictures - Expressing feelings through art
2	Scribbling and Drawing	- Free scribbling on paper (motor skill development) - Controlled scribbling (staying within boundaries) - Drawing simple lines: straight lines, curved lines, zigzag lines - Drawing basic shapes: circles, squares, triangles - Connecting dots to form pictures
3	Letters and Numbers (Artistic Writing)	- Drawing and decorating letters A-Z - Drawing and decorating numbers 1-20 - Creating patterns with letters and numbers - Coloring letter and number outlines - Making letter and number collages
4	Colours (Part 1)	- Meaning of colours - Types of colours - Identifying primary colours: red, blue, yellow - Identifying secondary colours: green, orange, purple - Other colours: black, white, brown, pink, grey - Colours in our environment: sky, grass, sun, flowers - Free painting/coloring activities
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4 (Practical art activities)
6	MID-TERM BREAK	Holiday/Rest
7	Colours (Part 2)	- Mixing primary colours to make secondary colours: Red + Yellow = Orange - Blue + Yellow = Green - Red + Blue = Purple - Experimenting with colour mixing - Creating colour charts

		• Painting with mixed colours
8	Crafts (Part 1)	• Understanding what crafts are (making things with our hands) • Types of crafts: paper crafts, clay modeling, bead work • Materials for crafts: paper, glue, scissors, cardboard, clay • Safety with craft tools: using scissors carefully • Simple paper folding (folding paper into halves, quarters)
9	Crafts (Part 2): Paper Crafts	• Tearing paper to create pictures • Cutting simple shapes from paper • Pasting cut shapes to make pictures (collage) • Making paper chains • Creating greeting cards with paper
10	Decorative Artwork	• Understanding decoration (making things beautiful) • Decorating classroom with artworks • Making decorative items: paper flowers, garlands • Creating patterns for decoration: dots, lines, shapes • Decorating borders of drawings • Making name tags with decorations
11	REVISION	• Review and practice: Drawing, colours, crafts, decorative art
12	EXAMINATION	• Practical assessment: Create artwork using learned skills
13	CLOSING/VACATION	• Term ends

PRIMARY 1 CULTURAL AND CREATIVE ARTS SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Lines (Part 1)	- Understanding lines in art - Types of lines: straight lines (horizontal, vertical, diagonal) - Drawing straight lines with and without rulers - Creating pictures using only straight lines - Line patterns and designs
2	Lines (Part 2)	- Curved lines: drawing curves, circles, spirals - Wavy lines and zigzag lines - Thick and thin lines - Combining different types of lines - Creating patterns with lines
3	Shapes and Texture (Part 1)	- Identifying basic 2D shapes: circle, square, triangle, rectangle, oval - Drawing shapes freehand and with templates - Combining shapes to create pictures (house, car, robot, etc.) - Coloring shapes - Shape patterns and arrangements
4	Shapes and Texture (Part 2)	- Understanding texture (how things feel: rough, smooth, soft, hard) - Creating texture in art: dots, lines, scribbles - Rubbing textures (placing paper over textured surfaces and rubbing with crayon) - Texture collage using different materials: sandpaper, cloth, leaves - Observing textures in environment
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Holiday/Rest
7	Art Materials and Tools	- Identifying art materials: pencils, crayons, colored pencils, markers, paints - Drawing tools: pencils, pens, charcoal - Coloring tools: crayons, colored pencils, paints, markers - Cutting and pasting tools: scissors, glue, tape

		- Modeling tools: clay, plasticine, play dough - Proper care and storage of art materials
8	Culture: Introduction to Nigerian Culture	- Understanding culture (the way of life of people) - Nigerian cultural diversity: many ethnic groups - Elements of culture: language, food, dressing, festivals, art - Major Nigerian ethnic groups: Hausa, Igbo, Yoruba (and others) - Appreciating our cultural heritage
9	Ceremonies in Nigeria (Part 1)	- Understanding ceremonies (special celebrations/events) - Naming ceremonies: welcoming babies into the family - How different ethnic groups celebrate naming ceremonies - Traditional items used: kola nut, palm wine, special foods - Role-playing a naming ceremony
10	Ceremonies in Nigeria (Part 2): Body Beautification	- Traditional body beautification in Nigerian cultures - Hairstyles: threading, cornrows, tribal marks (historical context) - Body decorations: henna/lalli designs, beads, jewelry - Traditional makeup: local black eyeliner (tiro/kwalli), camwood - Face painting activities (cultural patterns) - Creating bead necklaces/bracelets (craft activity)
11	REVISION	Review: Lines, shapes, textures, art materials, Nigerian culture and ceremonies
12	EXAMINATION	Practical and oral assessment
13	CLOSING/VACATION	Term ends

PRIMARY 1 CULTURAL AND CREATIVE ARTS SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Performing Arts: Introduction	- Understanding performing arts (acting, dancing, singing, storytelling) - Types of performing arts we'll learn: rhymes, folktales, songs - Importance of performing arts: entertainment, education, cultural preservation - Expressing ourselves through performance - Overcoming shyness: it's okay to perform!
2	Cultural Rhymes (Part 1)	- Understanding rhymes (words that sound similar at the end) - Learning Nigerian action rhymes: "Que Que" (clapping game) "Who stole my chicken?" "Tinko Tinko" - Reciting rhymes with actions - Clapping patterns in rhymes
3	Cultural Rhymes (Part 2)	- Learning more Nigerian rhymes and chants - Creating simple rhymes together as a class - Rhymes in different Nigerian languages (basic exposure) - Group recitation of rhymes - Rhyme competition/performance
4	Folktales (Part 1)	- Understanding folktales (traditional stories passed down through generations) - Importance of folktales: teaching lessons, entertainment, preserving culture - Listening to Nigerian folktales: "The Tortoise and the Birds" "Why the Sky is Far Away" - Identifying characters in folktales - Discussing the moral lessons
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Holiday/Rest
7	Folktales (Part 2)	- More Nigerian folktales: "The Lion and the Mouse" (African version) "Anansi the Spider" stories - Local folktales from pupils' ethnic groups

		• Retelling folktales in our own words • Acting out folktales (simple drama) • Drawing scenes from folktales
8	Songs (Part 1): Traditional Nigerian Songs	• Learning traditional Nigerian children's songs: "Agolo" (counting song) • "A ram sam sam" • Local songs from different Nigerian cultures • Singing in different Nigerian languages (basic) • Understanding meanings of songs • Singing with actions and movements
9	Songs (Part 2): Action Songs and Movement	• Learning action songs with body movements • Creating simple dance moves to songs • Group singing activities • Call and response songs • Learning about rhythm in songs (clapping, drumming) • Mini concert: performing songs for classmates
10	Creative Performance: Putting It All Together	• Combining rhymes, folktales, and songs • Creating a simple class performance: • Opening song • Rhyme recitation • Folktale dramatization • Closing song • Practice and rehearsal • Building confidence in performing • Class performance showcase for other classes or parents
11	REVISION	• Review and final rehearsals: Rhymes, folktales, songs, performances
12	EXAMINATION	• Performance assessment: Individual and group performances
13	CLOSING/VACATION	• Term ends - End-of-year performance (optional)

PRIMARY 2 SCHEME OF WORK

TABLE OF CONTENT

1. English Studies
2. Mathematics
3. Basic Science
4. Physical and Health Education
5. Christian Religious Studies
6. Islamic Studies
7. Nigerian History
8. Social and Citizenship Studies
9. Cultural and Creative Arts (CCA)

ENGLISH LANGUAGE SCHEME OF WORK (PRIMARY 2)

FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Revision and Review of Year One's Work	- Recall of sounds and simple words learnt in Primary 1 - Reading simple sentences aloud - Listening to and identifying rhyming words - Review of basic punctuation and capitalization - Oral exercises in simple present tense
2	Phonemic Awareness I (Identifying and Producing Sounds)	- Listening to and repeating consonant and vowel sounds - Blending and segmenting sounds in simple CVC words (cat, dog, sun) - Rhyming words and sound matching - Songs and activities for sound recognition
3	Using Sounds and Combinations of Sounds to Spell and Pronounce Words	- Short and long vowel sounds - Word families (cat, bat, mat; pen, hen, men) - Practice spelling and pronunciation drills - Sound games and tongue twisters
4	Comprehension I (Short Stories and Rhymes)	- Listening to short stories - Answering factual questions (who, what, where) - Retelling stories in own words - Identifying main idea and characters
5	MID-TERM EXAMINATION	Assessment of Weeks 1–4
6	MID-TERM BREAK	Holiday/Rest
7	Adjectives: Describing Words	- Introduction to adjectives - Describing people, animals, and objects (tall, short, big, small, red, blue) - Matching adjectives to pictures - Constructing sentences using adjectives
8	Phonics II (Consonant Blends and Digraphs)	- Two-letter blends (bl, cl, fl, tr, sp, st) - Digraphs (sh, ch, th, wh) - Reading and spelling words with blends - Dictation and oral blending exercises
9	Listening and Speaking: Asking and Answering Questions	Practice using “who,” “what,” “where,” “when,” “why” questions

		• Role-play conversations • Responding to simple oral comprehension • Forming and answering questions about daily activities
10	Simple Present and Past Tense of Common Verbs	• Introduction to action words • Simple present tense (I play, she sings) • Simple past tense (I played, she sang) • Oral practice and short written exercises
11	REVISION	• Review of phonics, comprehension, grammar, and speaking skills • Group reading activities • Oral language games and practice exercises
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 2 ENGLISH LANGUAGE SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Phonemic Awareness II (Sound Patterns and Word Families)	- Review of short vowel sounds - Long vowel sounds (a_e, i_e, o_e, u_e) - Word families: gate, late, mate; bike, like, hike - Phoneme blending and segmentation games
2	Listening to and Telling Stories	- Listening attentively to short folktales and moral stories - Identifying main characters and setting - Retelling stories using sequencing words (first, next, finally) - Discussing moral lessons from stories
3	Phonics Practice (Consonant Clusters and Word Building)	- Reading and writing words with blends (cr, dr, fr, gr, pl, sl) - Identifying beginning and ending blends - Building new words using given clusters - Word dictation and spelling practice
4	Comprehension II (Short Passages and Rhymes)	- Reading short passages aloud - Answering simple factual questions - Identifying new words and their meanings - Practice reading fluently and with correct intonation
5	MID-TERM EXAMINATION	• Assessment of Weeks 1–4
6	MID-TERM BREAK	• Holiday/Rest
7	Using Plurals of Nouns (Regular and Irregular Forms)	- Formation of plurals by adding -s, -es - Irregular plurals (child – children, man – men, tooth – teeth) - Using plurals in simple sentences - Oral and written exercises
8	Fluency and Reading Aloud (Short Paragraphs)	- Reading sentences and short paragraphs fluently - Observing punctuation marks while reading - Practicing stress and intonation - Paired reading and correction exercises

9	Songs, Rhymes and Simple Oral Games	• Reciting familiar songs and nursery rhymes • Identifying rhyming words • Acting out rhymes or chants • Using rhymes to improve pronunciation and rhythm
10	Introducing Adverbs (Action Describers)	• Understanding adverbs (quickly, slowly, loudly, quietly) • Difference between adjectives and adverbs • Using adverbs in sentences • Oral exercises and games using adverbs
11	REVISION	• Review of all phonics, reading, grammar, and oral lessons • Practice exercises and group discussions • Spelling and dictation activities
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 2 ENGLISH LANGUAGE SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Phonics (Consonant Digraphs: ch, sh, th, wh, ph)	- Introducing digraphs and their sounds - Word practice: chair, ship, thin, when, phone - Sorting words based on digraphs - Word building and spelling activities
2	Comprehension III (Short Stories and Poems)	- Reading and understanding short passages - Identifying characters, actions, and setting - Discussing the lesson/moral of the story - Answering comprehension questions orally and in writing
3	Asking and Answering Questions on Past and Future Actions	- Using simple past tense (went, played, danced) - Using simple future tense (will go, will play) - Practice forming questions and answers - Role-play: "What did you do yesterday?" "What will you do tomorrow?"
4	Use of Adjectives in Sentences	- Describing objects, people, and animals - Opposite adjectives: big/small, tall/short, hot/cold - Adjective-noun agreement - Writing short descriptive sentences
5	MID-TERM EXAMINATION	• Assessment of Weeks 1–4
6	MID-TERM BREAK	• Holiday/Rest
7	Listening Comprehension (Short Paragraphs)	- Listening carefully to short passages - Answering simple factual questions - Identifying main ideas and key words - Note-taking practice using keywords
8	Comprehension IV (Everyday Situations)	- Reading about daily routines (school, home, market) - Matching sentences with pictures - Identifying verbs and nouns in context - Summarizing passages in one or two

		sentences
9	Using the Present Continuous Tense	• Understanding -ing words (running, singing, eating) • Forming present continuous with “is/am/are” • Oral drills and sentence practice • Writing short paragraphs using the tense
10	Vocabulary Building and Spelling Practice	• Learning new words from familiar themes (school, food, animals, home) • Synonyms and antonyms (happy/sad, near/far) • Sentence construction with new words • Spelling games and competitions
11	REVISION	• Review of all phonics, comprehension, grammar, and speaking topics • Reading and spelling drills • Practice comprehension and grammar quizzes
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

MATHEMATICS SCHEME OF WORK (PRIMARY 2)

FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Whole Numbers (1–100)	• Revision of Primary 1 work • Counting numbers 1–100 • Reading and writing numbers 1–100 in figures and words • Comparing numbers using place values (tens and units) • Ordering numbers from smallest to largest and vice versa • Skip counting in 2s, 3s, 5s, and 10s • Identifying odd and even numbers
2	Whole Numbers (101–200)	• Counting, reading, and writing numbers 101–200 • Identifying place values (hundreds, tens, and units) • Writing expanded forms of numbers • Comparing numbers using $<$, $>$, $=$ symbols • Skip counting in 2s, 3s, and 5s up to 200
3	Fractions (Part 1)	• Meaning of fractions • Identifying $\frac{1}{2}$ and $\frac{1}{4}$ as parts of a whole • Dividing objects into two and four equal parts • Writing simple fractions ($\frac{1}{2}$, $\frac{1}{4}$) • Representing fractions with objects and pictures
4	Fractions (Part 2)	• Identifying $\frac{3}{4}$ of given objects • Practical activities on sharing items into four equal parts • Relating fractions to real-life situations (food, toys, etc.) • Comparing simple fractions ($\frac{1}{2}$ and $\frac{1}{4}$) • Word problems involving halves and quarters
5	MID-TERM EXAMINATION	• Assessment of Weeks 1–4
6	MID-TERM BREAK	• Holiday / Rest
7	Addition (Part 1)	• Meaning of addition • Identifying the addition sign (+) • Adding single-digit numbers (without carrying) • Addition using number lines and real objects • Word problems on addition • Real-life applications: total number of items
8	Addition (Part 2)	• Addition of 2-digit numbers (with and

		- without carrying) - Addition of three or more numbers - Mental addition of small numbers - Word problems on addition - Checking addition using subtraction
9	Subtraction (Part 1)	- Meaning of subtraction - Identifying subtraction sign (–) - Subtraction as “take away” and “difference between” - Subtracting single-digit and 2-digit numbers without borrowing - Real-life subtraction problems (items remaining)
10	Subtraction (Part 2)	- Subtracting 2-digit numbers with borrowing - Checking subtraction using addition - Word problems on subtraction - Real-life activities involving subtraction (money, distance, items)
11	REVISION	Review of: Whole numbers, fractions, addition, and subtraction
12	EXAMINATION	End of Term Assessment
13	CLOSING/VACATION	Term ends

PRIMARY 2 MATHEMATICS SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Multiplication (Part 1)	- Meaning of multiplication as repeated addition - Introduction to multiplication tables of 2, 3, 4, and 5 - Multiplying using groups and arrays - Solving simple multiplication problems - Real-life examples (2 bags of 5 oranges each)
2	Multiplication (Part 2)	- Multiplication tables of 6, 7, 8, 9, 10 - Commutative property of multiplication - Multiplying 2-digit by 1-digit numbers - Word problems involving multiplication - Practical multiplication games
3	Open Sentences (Algebraic Expressions)	- Meaning of open sentences - Finding missing numbers: $\square + 4 = 7$ - Using inverse operations to find missing values - Completing number sentences with +, -, $\times$, $\div$ - Word problems with missing numbers
4	Money (Part 1)	- Identifying Nigerian currency: coins and notes - Denominations of Naira and Kobo - Counting money (coins and notes) - Adding and subtracting money - Making change in buying and selling situations
5	MID-TERM EXAMINATION	Assessment of Weeks 1–4
6	MID-TERM BREAK	Holiday / Rest
7	Money (Part 2)	- Word problems involving money - Shopping activities and budgeting - Real-life applications of money handling - Understanding saving and spending
8	Length	- Meaning of length - Measuring length with non-standard and standard units (cm, m) - Tools for measuring length (ruler, tape) - Comparing lengths: longer, shorter, equal - Estimating and recording length
9	Time (Part 1)	- Reading time to the hour and half hour - Clock features: face, hands, numbers

		• Morning, afternoon, evening • Days of the week and months of the year • Activities related to time (daily schedule)
10	Time (Part 2)	• Reading and writing time to quarter past and quarter to • Identifying a.m. and p.m. • Simple duration problems (how long an activity takes) • Word problems on time
11	REVISION	• Review of: Multiplication, open sentences, money, length, time
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 2 MATHEMATICS SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Weight	- Meaning of weight (how heavy something is) - Units of weight: gram (g), kilogram (kg) - Measuring using a scale - Comparing objects: heavier, lighter, same weight - Real-life weight estimation activities
2	Capacity	- Meaning of capacity (how much a container holds) - Measuring capacity using cups, bottles, and jugs - Units of capacity: millilitre (ml), litre (L) - Comparing capacities: full, half-full, empty - Word problems on capacity
3	Area (Introduction)	- Meaning of area (space covered by a surface) - Measuring area using square units - Comparing areas of objects (bigger/smaller) - Practical activities: measuring table or book covers - Word problems on area
4	2-Dimensional Shapes	- Identifying and naming 2D shapes: circle, square, rectangle, triangle - Properties of 2D shapes (sides, corners) - Drawing and tracing shapes - Sorting and grouping shapes - Shapes in our environment
5	MID-TERM EXAMINATION	• Assessment of Weeks 1–4
6	MID-TERM BREAK	• Holiday / Rest
7	3-Dimensional Shapes	- Identifying and naming 3D shapes: cube, cuboid, cylinder, sphere, cone - Properties of 3D shapes: faces, edges, vertices - Relationship between 2D and 3D shapes - Finding 3D shapes in our environment
8	Data Collection (Everyday Statistics)	- Meaning of data (information) - Collecting and recording simple data - Using tally marks and pictograms - Reading and interpreting pictorial data

		• Word problems on data
9	Review of Geometry Concepts	• Comparing 2D and 3D shapes • Revision of weight, capacity, and area • Applying geometry concepts in real-life contexts • Hands-on measuring and drawing activities
10	Applied Problem Solving (All Concepts)	• Mixed operations with money, measurement, and time • Real-life scenarios combining different mathematical concepts • Solving practical quantitative reasoning problems
11	REVISION	• Comprehensive review of all third-term topics
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

BASIC SCIENCE SCHEME OF WORK (PRIMARY 2)
FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	The Senses (Part 1): Sense of Sight	• Understanding our five senses • The sense of sight: using our eyes • Parts of the eye: eyelids, eyelashes, eyeball, pupil • What we can see: colors, shapes, sizes, people, animals, objects • Taking care of our eyes: washing face, not rubbing with dirty hands, enough light when reading • Things that can harm our eyes: dust, sharp objects, too much sunlight • Activity: Identifying objects by sight
2	The Senses (Part 2): Sense of Hearing and Touch	• Sense of hearing: using our ears • Sounds we hear: loud, soft, pleasant, unpleasant • Taking care of our ears: cleaning gently, avoiding loud sounds, not putting objects in ears • Sense of touch: using our skin • What we feel: hot, cold, soft, hard, rough, smooth, wet, dry • Activity: Touch box - identifying objects by touch • Matching sounds to objects
3	The Senses (Part 3): Sense of Smell and Taste	• Sense of smell: using our nose • Things we smell: nice smells (flowers, food), bad smells (rubbish, smoke) • How smell helps us: knowing if food is good or bad, enjoying flowers • Sense of taste: using our tongue • Different tastes: sweet, sour, bitter, salty • Parts of the tongue that taste different things • Safety: Never taste unknown substances • Activity: Identifying foods by smell and taste (with safe items)
4	Soil Types (Part 1)	• Understanding what soil is: ground we walk on, where plants grow • Where we find soil: gardens, farms, roads, forests • Uses of soil: growing plants, making pots, building houses (mud) • Types of soil: sandy soil, clay soil, loamy soil • Sandy soil: rough, does not hold water well,

		feels grainy • Observing and touching different soil types • Activity: Collecting soil samples from different places
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Holiday/Rest
7	Soil Types (Part 2)	• Clay soil: smooth, sticky when wet, holds water well, cracks when dry • Making things with clay soil: pots, bricks • Loamy soil: mixture of sand and clay, best for growing plants, dark colored • Comparing the three soil types: color, texture, water holding • Which soil is best for farming: loamy soil • Activity: Simple experiment - pouring water through different soils • Drawing and coloring different soil types
8	Air (Part 1)	• Understanding air: all around us, we cannot see it but we can feel it • How we know air exists: we breathe it, we feel wind, balloons inflate • Air is important: we need it to breathe and live • Things that need air: people, animals, plants • Feeling air: waving hand, fanning, blowing • Moving air is called wind • Activity: Blowing balloons, making paper fans
9	Air (Part 2)	• Properties of air: has no color (transparent), has no smell, has no taste • Air has weight: can be felt when moving • Air occupies space: fills balloons, bubbles in water • Uses of air: breathing, flying kites, drying clothes, winnowing grains • Wind helps: moving windmills, sailing boats, spreading seeds • Clean air vs. dirty air (smoke, dust) • Activity: Observing bubbles in water, flying light objects with air
10	Water (Part 1)	• Understanding water: liquid we drink, use for washing, cooking • Where we get water: rain, rivers, streams, wells, boreholes, taps • Uses of water: drinking, cooking, bathing, washing clothes/dishes, watering plants, swimming

		•Clean water vs. dirty water: color, smell, particles • Importance of clean water for health •Activity: Observing clean and dirty water samples (looking only)
11	REVISION	Review: The five senses, soil types, air, water
12	EXAMINATION	End of Term Assessment
13	CLOSING/VACATION	Term ends

PRIMARY 2 BASIC SCIENCE SCHEME OF WORK**SECOND TERM**

Week	Topic	Breakdown (Subtopics)
1	Water (Part 2)	•States of water: liquid (water we drink), solid (ice), gas (steam from boiling water) • Water becomes ice when very cold (in freezer) • Ice becomes water when warm (melting) •Water becomes steam when boiled (evaporation - simple concept) • Water cycle (very simple): rain falls, forms rivers, sun dries water, rain falls again •Activity: Observing ice melting, watching steam from hot water (teacher demonstration)
2	Colours (Part 1)	•Understanding colors: what we see with our eyes •Primary colors: red, blue, yellow (cannot be made by mixing) •Identifying primary colors in the environment: red flower, blue sky, yellow sun • Naming objects by their colors: red apple, blue car, yellow banana •Activity: Coloring with primary colors, color sorting game
3	Colours (Part 2)	•Secondary colors: green, orange, purple (made by mixing primary colors) • Mixing colors: - Red + Yellow = Orange - Blue + Yellow = Green - Red + Blue = Purple • Other colors: black, white, brown, pink, grey • Colors in nature: rainbow colors •Activity: Mixing paint/water colors to make new colors
4	Plants (Part 1): Parts of a Plant	•Understanding plants: living things that grow from soil • Major parts of a plant: -Roots: under the ground, hold plant in soil, take in water - Stem: above ground, holds plant upright, carries water to leaves - Leaves: green parts, make food for plant -Flowers: colorful parts, some plants have them - Fruits: some plants have fruits with seeds inside

		•Activity: Observing real plants, drawing and labeling plant parts
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Holiday/Rest
7	Plants (Part 2): Types and Uses of Plants	•Types of plants: trees (big, tall, woody stem), shrubs (smaller than trees), herbs (small, soft stem) •Examples: mango tree, hibiscus shrub, tomato plant • Uses of plants: - Food: fruits, vegetables, grains - Shelter: wood for building houses - Clothing: cotton for clothes - Medicine: herbs for treating sickness - Oxygen: plants give us fresh air to breathe •Activity: Plant walk - identifying plants in school compound
8	Plants (Part 3): How Plants Grow	•What plants need to grow: soil, water, air, sunlight • Stages of plant growth: seed → young plant (seedling) → adult plant • Seeds come from fruits and flowers •Caring for plants: watering, removing weeds, protecting from animals •Activity: Planting seeds in pots (beans or maize), observing growth daily
9	Animals (Part 1): Types of Animals	•Understanding animals: living things that can move from place to place • Animals around us: pets, farm animals, wild animals, insects, birds, fish •Domestic animals (pets): dog, cat, rabbit, parrot •Farm animals: goat, sheep, cow, chicken, duck, pig •Wild animals: lion, elephant, monkey, snake, crocodile • Activity: Sorting animal pictures by groups, animal sounds game
10	Animals (Part 2): Body Parts and Uses of Animals	•Body parts of animals: head, eyes, ears, legs, tail, wings (for birds) • Different animals have different body parts: fish have fins, birds have wings, snakes have no legs • Uses of animals: - Food: meat, milk, eggs

		- Work: donkeys carry loads, oxen plow farms - Protection: dogs guard homes -Clothing: leather from cow skin, wool from sheep •Caring for animals: feeding, giving water, shelter, treating when sick •Activity: Matching animals to their uses, drawing favorite animal
11	REVISION	Review: Water states, colors, plants, animals
12	EXAMINATION	End of Term Assessment
13	CLOSING/VACATION	Term ends

PRIMARY 2 BASIC SCIENCE SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Clay (Part 1): What is Clay?	• Understanding clay: special type of soil that is sticky when wet • Where clay is found: near rivers, in some farms, clay pits • Properties of clay: - Soft and moldable when wet - Can be shaped into different forms - Becomes hard when dry - Smooth texture • Difference between clay and other soils • Activity: Touching and feeling wet clay, observing dry clay
2	Clay (Part 2): Uses of Clay	• What we make with clay: - Pots for cooking and storing water - Plates and bowls for serving food - Bricks for building houses - Tiles for floors and walls - Decorative items: vases, sculptures - Children's toys • People who work with clay: potters • Traditional pottery in Nigeria: different ethnic groups' pottery styles • Activity: Visiting a potter (if possible) or watching video of pottery making
3	Clay (Part 3): Working with Clay	• How to prepare clay for molding: adding water, kneading • Simple clay modeling techniques: - Rolling: making ropes and balls - Pinching: making small pots - Flattening: making flat shapes - Joining pieces together • Drying clay objects: leaving in sun or shade • Safety with clay: washing hands before and after, not eating clay • Activity: Simple clay modeling - making balls, ropes, simple pots, animals
4	Clay (Part 4): Clay Art and Projects	• Decorating clay objects: making patterns, adding textures • Painting dried clay objects • Creating clay models: fruits, animals, simple shapes • Appreciating traditional Nigerian pottery

		•Caring for clay objects: handling gently, keeping dry •Activity: Creating clay art project (individual or group), decorating clay objects
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Holiday/Rest
7	Forms of Energy: Sound (Part 1)	•Understanding energy: what makes things work, move, or change • Introduction to sound: what we hear with our ears •How sound is made: by vibrations (things shaking/moving quickly) • Sources of sound: - Our voice: vocal cords vibrate - Musical instruments: drums, bells, whistles - Animals: dogs bark, birds sing, cats meow -Things around us: doors closing, car engines, rain •Activity: Making sounds with our voices, identifying sounds
8	Forms of Energy: Sound (Part 2)	• Types of sounds: -Loud sounds: drum, thunder, car horn, shouting - Soft/quiet sounds: whisper, breeze, tiptoe - Pleasant sounds: music, singing, birds - Unpleasant sounds: noise, screaming, grinding •High and low sounds (pitch): bird singing (high), drum beating (low) • Fast and slow sounds •Activity: Creating loud and soft sounds, identifying pleasant and unpleasant sounds
9	Forms of Energy: Sound (Part 3)	•How sound travels: through air, can travel through water and solid objects • Sound travels from source to our ears • Sounds can be near (close) or far (distant) •Echo: hearing sound again (like in empty room or mountain) • Uses of sound: -Communication: talking, telephone, school bell - Warning: alarm, siren, car horn - Entertainment: music, songs, stories •Activity: Sound experiments - sounds through different materials
10	Forms of Energy: Sound (Part	• Making musical instruments:

	4) - Musical Instruments and Sound Safety	- Shakers: containers with beans/stones - Drums: containers with stretched material - Bells: metal objects that ring - Whistles: blowing instruments •Traditional Nigerian instruments: drums, gong, shekere, flute • Sound safety: - Very loud sounds can hurt our ears - Don't shout in people's ears - Cover ears when near very loud sounds •Activity: Making simple musical instruments from recycled materials, class orchestra
11	REVISION	Review: Clay (properties, uses, modeling), Sound (sources, types, uses, safety)
12	EXAMINATION	End of Term Assessment
13	CLOSING/VACATION	Term ends

PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK (PRIMARY 2)
FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Moving Our Body Parts (Part 1): Head and Upper Body	•Identifying body parts: head, neck, shoulders, arms, hands •Moving the head: nodding (yes), shaking (no), turning left and right, up and down •Moving shoulders: shrugging up and down, rolling forward and backward • Moving arms: swinging, stretching up, sideways, circling •Moving hands: waving, clapping, opening and closing fists • Simple coordination: head and arm movements together •Activity: "Simon Says" with upper body movements
2	Moving Our Body Parts (Part 2): Lower Body	•Identifying lower body parts: waist, hips, legs, knees, feet, toes •Bending at the waist: forward, sideways, backward (carefully) • Moving hips: side to side, circular motions •Moving legs: lifting knees, kicking gently, stepping •Moving feet: tiptoeing, stamping, standing on one foot • Moving toes: wiggling, curling •Balance activities: standing on one leg, walking on a line • Activity: Follow-the-leader movement game
3	Moving Our Body Parts (Part 3): Whole Body Movements	• Combining upper and lower body movements • Basic locomotor movements: - Walking: forward, backward, sideways - Running: in place, short distances -Jumping: two feet together, hopping on one foot - Skipping: combining step and hop - Galloping: like a horse •Stretching exercises: reaching high, bending low, stretching wide • Activity: Movement stations, obstacle course
4	Moving Our Body Parts (Part 4): Movement Patterns and Coordination	•Movement directions: forward, backward, sideways, up, down •Movement speeds: fast and slow, starting and stopping

		•Movement pathways: straight lines, curves, zigzag •Body shapes: tall/stretched, wide/spread, small/curled, twisted •Coordinating movements: marching (arms and legs together), crawling •Simple rhythmic movements: clapping to beat, moving to music •Activity: Movement to music, creative movement exploration
5	MID-TERM EXAMINATION	Practical assessment of body movements and coordination
6	MID-TERM BREAK	Holiday/Rest
7	Athletics: Running (Part 1)	•Understanding running: faster than walking, both feet off ground •Proper running posture: body slightly forward, arms swinging, looking ahead •Running techniques: lifting knees, landing on balls of feet •Starting position: ready position, listening for signal • Running in straight lines: staying in lane/path • Short-distance running: 20-30 meters • Activity: Running races, relay races (simple)
8	Athletics: Running (Part 2) and Jumping	•Running games: chase games, tag, "What's the time, Mr. Wolf?" • Starting and stopping on command •Introduction to jumping: taking off and landing on two feet • Types of jumps: jumping in place, jumping forward, jumping over low objects •Jumping techniques: bending knees, swinging arms, soft landing • Hopping: jumping on one foot •Activity: Jumping games, hopscotch, jumping rope (introduction)
9	Games: Traditional/Local Games (Part 1)	•Understanding games: activities with rules, played for fun • Nigerian traditional games: - "Suwe" (Hopscotch): drawing pattern, hopping in squares - "Catcher" (Tag): one person chases others - "Hide and Seek" (Oga): hiding and finding •Rules of each game: how to play, how to win, fair play • Taking turns and sharing

		•Activity: Playing traditional games in small groups
10	Games: Traditional/Local Games (Part 2)	• More Nigerian games: - "Ten-Ten" (Clapping game): rhythmic hand clapping - "Tinko-Tinko" (Ball bouncing game) - "Ayo" or "Ludo" (Board games - introduction) - Skipping rope games •Simple ball games: throwing and catching, rolling •Importance of playing games: exercise, fun, making friends • Being a good sport: not fighting, congratulating winners, trying again •Activity: Class game tournament, rotating through different games
11	REVISION	Review and practice: Body movements, running, jumping, local games
12	EXAMINATION	Practical assessment: Demonstrate movements, participate in games
13	CLOSING/VACATION	Term ends

PRIMARY 2 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK
SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Swimming: Water Safety and Introduction (Part 1)	• Understanding swimming: moving through water • Importance of swimming: exercise, water safety skill, fun • Water safety rules: - Never swim alone, always with adult - Only swim in safe places: pools, shallow areas - Don't run near water - Listen to lifeguard/adult instructions • Dangers of deep water • What to do if someone is drowning: call for help, don't jump in • Activity: Water safety posters, discussing safety rules
2	Swimming: Water Familiarization (Part 2)	• Getting comfortable with water (if pool available): - Splashing face with water - Wetting hair and body gradually - Walking in shallow water - Sitting in shallow water • If no pool: Simulating movements on land • Overcoming fear of water: gradual exposure, games • Water games: splashing gently, catching objects in shallow water • Floating aids: arm bands, kickboards, life jackets • Activity: Water play activities (supervised), land-based swimming movements
3	Swimming: Basic Water Skills (Part 3)	• Blowing bubbles: in water, making bubbles with mouth • Holding breath: taking deep breath, underwater for few seconds (if pool available) • Floating practice: lying on back with support, relaxing in water • Kicking movements: sitting on edge, kicking legs in water • Arm movements: paddling, scooping water • If no pool available: Practicing movements on benches/mats • Activity: Water confidence activities, movement practice
4	Swimming: Swimming	• Review of all water safety rules

	Safety Review and Fun (Part 4)	•Swimming pool rules: no pushing, no running, shower before entering • Recognizing dangerous situations near water •Emergency procedures: calling for help, throwing floatation device • Swimming as exercise: good for whole body • Fun water activities and games (supervised) •Activity: Water safety quiz, safe swimming practices demonstration
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4 (Written water safety, practical if pool available)
6	MID-TERM BREAK	Holiday/Rest
7	Health and Hygiene (Part 1): Personal Cleanliness	•Understanding hygiene: keeping our body clean and healthy • Daily hygiene practices: - Bathing daily: morning and/or evening -Washing hands: before eating, after toilet, after playing - Brushing teeth: morning and night, after meals - Washing face: morning and evening - Cutting nails: keeping them short and clean •Proper handwashing steps: wet, soap, scrub (20 seconds), rinse, dry • Activity: Handwashing practice, demonstrating hygiene routines
8	Health and Hygiene (Part 2): Body Care	•Hair care: washing regularly, combing, keeping tidy • Ear care: cleaning outer ear gently, not putting objects inside •Nose care: blowing nose with tissue, keeping clean • Clothing hygiene: wearing clean clothes daily, changing underwear •Foot care: washing feet, wearing clean socks, proper shoes •Why hygiene is important: staying healthy, smelling good, preventing diseases •Diseases from poor hygiene: stomach ache, skin infections, lice • Activity: Hygiene checklist, role-playing daily hygiene routines
9	Health and Hygiene (Part 3): Food and Environmental Hygiene	• Food hygiene: - Washing hands before eating - Eating clean, well-cooked food - Washing fruits and vegetables - Not eating food that has fallen on ground

		- Covering food from flies and insects • Drinking clean water: boiled or filtered water • Environmental hygiene: - Keeping surroundings clean - Using dustbins for rubbish - Not littering • Activity: Clean-up exercise in classroom/school compound
10	Health and Hygiene (Part 4): Toilet Hygiene and Healthy Habits	• Proper use of toilet: sitting properly, flushing, cleaning • Handwashing after using toilet (review and emphasis) • Keeping toilet clean: not throwing paper everywhere, telling adult if problems • Healthy habits: - Getting enough sleep: 9-10 hours for children - Eating healthy food: fruits, vegetables, balanced meals - Drinking enough water - Exercising/playing daily • Activity: Creating "Healthy Habits" poster, daily routine planning
11	REVISION	Review: Swimming safety, hygiene practices, healthy habits
12	EXAMINATION	Written and oral assessment on health and hygiene
13	CLOSING/VACATION	Term ends

PRIMARY 2 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	First Aid: Understanding First Aid	• What is first aid? Help given immediately when someone is hurt or sick • Why first aid is important: stops pain, prevents worse injury, helps until doctor comes • When we need first aid: cuts, bruises, nose bleeding, burns, insect bites, sprains • Who can give first aid: adults, trained people, teachers, school nurse • First aid rule: Always call an adult for help • Staying calm when someone is hurt • Activity: Role-play calling for help, discussing emergency scenarios
2	First Aid: The First Aid Box	• What is a first aid box? Box with items for treating injuries • Contents of first aid box: - Bandages and plasters (for covering cuts) - Cotton wool (for cleaning wounds) - Antiseptic liquid/cream (for cleaning cuts) - Scissors (for cutting bandages) - Thermometer (for checking temperature) - Safety pins • Where to find first aid boxes: school clinic, home, car • Never play with first aid items • Activity: Identifying first aid items, creating class first aid poster
3	First Aid: Treating Minor Injuries (Part 1)	• Treating small cuts and scrapes: 1. Tell an adult immediately 2. Clean with clean water 3. Apply antiseptic (adult does this) 4. Cover with plaster or bandage • Treating bruises: - Apply cold compress (ice pack or cold cloth) - Rest the hurt part • What NOT to do: - Don't touch wound with dirty hands - Don't remove bandage too soon • Activity: Demonstrating on dolls, practicing calling for help
4	First Aid: Treating Minor Injuries (Part 2)	• Treating nose bleeding: - Sit upright, don't lie down - Lean forward slightly

		- Pinch soft part of nose - Breathe through mouth - Get adult help • Treating insect bites/stings: - Don't scratch - Wash with soap and water - Apply cream (adult does this) - Tell adult if swelling or pain • Treating minor burns (from hot water, sun): - Run cool water over burn - Don't apply ice directly - Cover with clean cloth - Get adult help immediately • Activity: First aid scenarios, what would you do?
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4 (First aid knowledge and procedures)
6	MID-TERM BREAK	Holiday/Rest
7	Safety Education: Home Safety	• Safety in the home: -Kitchen: don't touch hot stove, sharp knives, don't play near fire - Bathroom: careful on wet floor, don't play with medicine -Bedroom: don't jump on bed, keep floor clear of toys -Living room: don't play with electrical sockets, careful with sharp corners •Dangers at home: fire, electricity, sharp objects, poisonous substances •What to do in emergency: call adult, know parents' phone numbers •Activity: Home safety picture identification, creating safety rules poster
8	Safety Education: School Safety	• Safety at school: -Classroom: sit properly, don't run, keep bags under desk - Playground: play gently, don't push, use equipment properly -Stairs: hold handrail, walk don't run, one step at a time -Toilets: careful on wet floor, close doors properly •Playing safely: no rough play, no fighting, take turns •Reporting dangers: broken equipment, spills, strangers

		• Assembly safety: walk in line, don't push • Activity: School safety walk, identifying hazards and solutions
9	Safety Education: Road Safety	• Understanding roads: where vehicles move • Dangers on roads: moving cars, motorcycles, bicycles • Road safety rules: - Always hold adult's hand near roads - Look left, right, left before crossing - Use pedestrian crossing (zebra crossing) - Walk on pavement/sidewalk, not on road - Never play on or near roads • Traffic lights: red (stop), yellow (get ready), green (go) • Activity: Road safety role-play, crossing practice (in safe area)
10	Safety Education: Personal Safety and Emergency Numbers	• Stranger danger: - Don't talk to strangers - Don't follow strangers - Don't accept gifts from strangers - Don't go anywhere with strangers - Scream and run if stranger tries to take you • Safe adults: parents, teachers, police, trusted family members • Getting lost: stay where you are, find police/security, know your name and parents' names • Emergency numbers in Nigeria: - 112 (general emergency) - 767 (police - in some states) - 199 (fire service) • Activity: Practicing emergency calls (pretend), memorizing important information
11	REVISION	Comprehensive review: First aid, home safety, school safety, road safety, personal safety
12	EXAMINATION	End of Term Assessment (Written and oral on safety and first aid)
13	CLOSING/VACATION	Term ends - End of Primary 2

CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK (PRIMARY 2)

FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	The Meaning of Prayer (Part 1)	• What is prayer? Talking to God • Prayer is like talking to our parent or friend • God listens when we pray • We can pray anywhere: home, school, church, playground • We can pray anytime: morning, afternoon, night • God loves it when we pray • Simple explanation: Prayer is our conversation with God • Activity: Discussing who we talk to and how prayer is talking to God
2	The Meaning of Prayer (Part 2)	• Different ways to pray: - Speaking out loud - Praying silently in our hearts - Singing songs to God - Reading prayers from the Bible • Prayer positions: standing, sitting, kneeling, bowing head • Folding hands and closing eyes helps us concentrate • God hears all our prayers, however we pray • Activity: Practicing different prayer positions, singing prayer songs
3	When to Pray (Part 1)	• We can pray anytime we want • Special times to pray: - Morning prayers: thanking God for the night, asking for protection - Before meals: thanking God for food (saying grace) - Night prayers: thanking God for the day, asking for peaceful sleep • The Bible says "Pray without ceasing" (1 Thessalonians 5:17 - simple) • Activity: Learning morning, meal, and bedtime prayers
4	When to Pray (Part 2)	• Other times to pray: - Before going to school: asking God for wisdom and safety - When we are happy: thanking God - When we are sad or afraid: asking God for help and comfort - When we need something: asking God

		- When someone is sick: praying for healing - Before exams/tests: asking for understanding • We should pray every day • Activity: Creating a daily prayer schedule, discussing when we pray at home
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Holiday/Rest
7	How to Pray (Part 1): The Lord's Prayer Introduction	• Jesus taught us how to pray • The Lord's Prayer: "Our Father who art in heaven..." • Learning the Lord's Prayer line by line (first part): - "Our Father who art in heaven" (God is our loving Father in heaven) - "Hallowed be thy name" (God's name is holy and special) - "Thy kingdom come" (We want God to rule) - "Thy will be done on earth as it is in heaven" (We want to obey God) • Simple explanation of each line • Activity: Memorizing first part of Lord's Prayer with actions
8	How to Pray (Part 2): The Lord's Prayer Continued	• Learning the Lord's Prayer (second part): - "Give us this day our daily bread" (Asking God for what we need) - "And forgive us our trespasses" (Asking God to forgive our sins) - "As we forgive those who trespass against us" (We must forgive others) - "And lead us not into temptation" (Help us not to do wrong) - "But deliver us from evil" (Protect us from bad things) - "For thine is the kingdom, the power, and the glory, forever. Amen" • Activity: Reciting complete Lord's Prayer, drawing prayer scenes
9	How to Pray (Part 3): Parts of Prayer	• Four main parts of prayer (ACTS): - Adoration: Praising God (God, you are great and wonderful!) - Confession: Saying sorry for wrong things we did - Thanksgiving: Thanking God for His blessings - Supplication: Asking God for what we need • We can pray for ourselves and for others • Being honest with God: He knows everything • Activity: Creating simple prayers using ACTS

		format
10	How to Pray (Part 4): Prayer in Action	• Examples of people who prayed in the Bible: - Jesus prayed often - David prayed and wrote psalms - Daniel prayed three times a day • God answers prayers: Yes, No, or Wait • We must have faith when we pray (believe God hears us) • Praying for others: family, friends, teachers, leaders • Activity: Writing simple prayers, class prayer time, prayer chain
11	REVISION	Review: Meaning of prayer, when to pray, how to pray, Lord's Prayer
12	EXAMINATION	End of Term Assessment
13	CLOSING/VACATION	Term ends

PRIMARY 2 CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Jesus' Power Over Natural Forces (Part 1): Jesus Calms the Storm	• Story: Jesus and disciples in a boat on the sea (Mark 4:35-41) • A big storm came: strong wind, big waves, boat filling with water • Disciples were afraid: "We are going to drown!" • Jesus was sleeping in the boat • They woke Jesus: "Teacher, don't you care that we are dying?" • Jesus stood up and said to the storm: "Peace! Be still!" • The wind stopped, the sea became calm • Jesus asked: "Why are you afraid? Do you have no faith?" • Lesson: Jesus has power over nature (wind and waves) • Activity: Acting out the story, drawing the scene, discussing what we learn
2	Jesus' Power Over Natural Forces (Part 2): Jesus Walks on Water	• Story: Jesus walks on water (Matthew 14:22-33) • Disciples in boat at night, Jesus on land praying • Jesus walked on the water toward the boat • Disciples were frightened: "It's a ghost!" • Jesus said: "It is I. Don't be afraid." • Peter wanted to walk on water too • Peter walked on water but got scared and started to sink • Jesus saved Peter • Lesson: Jesus can do what is impossible for us; we must have faith • Activity: Retelling story, discussing miracles, water experiments (things that float/sink)
3	Jesus' Power Over Natural Forces (Part 3): Jesus Feeds 5,000 People	• Story: Jesus feeds 5,000 people (John 6:1-14) • Many people followed Jesus to hear Him teach • It was late, people were hungry • A boy had 5 loaves of bread and 2 fish • Jesus took the food, prayed, and gave thanks to God • Jesus gave the food to disciples to share • Everyone ate and was satisfied • There were 12 baskets of leftovers! • Lesson: Jesus can multiply what we have; sharing is important • Activity: Counting exercise (5 loaves, 2 fish, 12 baskets), discussing sharing

4	Jesus' Power Over Diseases (Part 1): Jesus Heals the Sick	• Jesus healed many sick people • Story: Jesus heals a man with leprosy (Matthew 8:1-4) - Man with leprosy came to Jesus - He said: "Lord, if you want, you can make me clean" - Jesus touched him and said: "I am willing. Be clean!" - The man was healed immediately • Story: Jesus heals Peter's mother-in-law (fever) • Lesson: Jesus cares about sick people and can heal them • Activity: Role-playing healing stories, making get-well cards
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Holiday/Rest
7	Jesus' Power Over Diseases (Part 2): More Healing Miracles	• Story: Jesus heals a paralyzed man (Mark 2:1-12) - Four friends brought paralyzed man to Jesus - House was too crowded - They made a hole in the roof and lowered their friend - Jesus said: "Your sins are forgiven. Get up and walk!" - The man stood up, picked up his mat, and walked • Story: Jesus heals blind Bartimaeus (Mark 10:46-52) • Lesson: Faith in Jesus brings healing; good friends help each other • Activity: Discussing importance of friends, acting out stories
8	Jesus' Power Over Death (Part 1): Jesus Raises Jairus' Daughter	• Story: Jairus' daughter raised from the dead (Mark 5:21-43) • Jairus was a synagogue leader, his daughter was very sick • He asked Jesus to come and heal her • While they were going, news came: "Your daughter is dead" • Jesus said: "Don't be afraid, just believe" • They went to the house, people were crying • Jesus said: "She is not dead, she is sleeping" • Jesus said: "Little girl, get up!" and she got up • Lesson: Jesus has power over death; nothing is impossible for Jesus • Activity: Storytelling with pictures, discussing Jesus' power
9	Jesus' Power Over Death	• Story: Jesus raises Lazarus from the dead (John 11:1-

	(Part 2): Jesus Raises Lazarus	44) • Lazarus was Jesus' friend, he was very sick • Lazarus died and was buried for four days • Jesus came to Bethany • Martha and Mary were sad • Jesus said: "I am the resurrection and the life" • Jesus went to the tomb and said: "Lazarus, come out!" • Lazarus came out, alive! • Lesson: Jesus gives life; Jesus cares about our sadness • Activity: Retelling story, discussing how Jesus comforts us
10	Jesus' Power Over Evil People	• Story: Jesus cleanses the temple (Matthew 21:12-13) - People were buying and selling in God's temple - They were cheating people - Jesus was angry at the wrong behavior - He drove them out and said: "My house shall be called a house of prayer" • Jesus stood against evil and wrong behavior • Jesus was strong but also kind • Lesson: Jesus wants us to respect God's house; do what is right • Activity: Discussing right and wrong behavior, respecting church/places of worship
11	REVISION	Review: Jesus' power over nature, sickness, death, and evil
12	EXAMINATION	End of Term Assessment (Story retelling, questions on Jesus' miracles)
13	CLOSING/VACATION	Term ends

PRIMARY 2 CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Abraham (Part 1): God's Promise to Abraham	• Who was Abraham? A man who loved and obeyed God • Abraham lived in a place called Ur • God spoke to Abraham: "Leave your country and go to a land I will show you" • God's promises to Abraham: - "I will make you a great nation" - "I will bless you" - "You will be a blessing to others" - "I will give this land to your descendants" • Abraham obeyed God and left his home • Lesson: God makes promises and keeps them; we should obey God • Activity: Drawing Abraham's journey, map activity
2	Abraham (Part 2): The Birth of Isaac	• Abraham and Sarah had no children, they were old • God promised them a son • Sarah laughed because she was too old • But God said: "Nothing is impossible with God" • When Abraham was 100 years old, Isaac was born! • God kept His promise • Isaac means "laughter" - they were so happy • Lesson: God keeps His promises even when it seems impossible; God's timing is perfect • Activity: Discussing waiting for promises, celebrating with drawing/songs
3	Abraham (Part 3): God Tests Abraham's Faith	• Story: Abraham and Isaac (Genesis 22:1-18 - age-appropriate version) • God tested Abraham's faith • God asked Abraham to offer Isaac • Abraham loved Isaac but he loved and trusted God more • Abraham obeyed and took Isaac to the mountain • When Abraham was about to obey, God stopped him • God provided a ram instead • God said: "Now I know you fear God" • God blessed Abraham for his obedience • Lesson: True faith means obeying God completely; God provides what we need • Activity: Discussing obedience, trust in God
4	Deliverance from Egypt	• Abraham's family grew into a large nation

	(Part 1): The Israelites in Egypt	(Israelites) • They went to Egypt because of famine • At first, Egyptians were kind to them • Later, a new Pharaoh made them slaves • The Israelites worked hard: making bricks, building • They were treated badly • The Israelites cried to God for help • God heard their prayers and remembered His promise to Abraham • Lesson: God hears our prayers when we cry to Him • Activity: Discussing how God helps people in trouble, prayer time
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Holiday/Rest
7	Deliverance from Egypt (Part 2): Moses and the Burning Bush	• God chose Moses to deliver the Israelites • Moses was keeping sheep in the wilderness • He saw a bush on fire but it didn't burn up • God spoke to Moses from the bush • God said: "I have seen my people suffering in Egypt" • "I am sending you to Pharaoh to bring my people out" • Moses was afraid but God promised to be with him • Lesson: God calls people to help others; God is always with us • Activity: Acting out the burning bush scene, discussing being brave
8	Deliverance from Egypt (Part 3): The Passover and Crossing the Red Sea	• Moses went to Pharaoh: "Let my people go!" • Pharaoh refused many times • God sent plagues (troubles) on Egypt • The last plague: Passover (God protected Israelites) • Finally, Pharaoh let them go • The Israelites left Egypt (the Exodus) • Pharaoh changed his mind and chased them • They reached the Red Sea - trapped! • Moses stretched his hand, God parted the sea • The Israelites walked through on dry ground • The Egyptian army was defeated • Lesson: God delivers His people; God is more powerful than any enemy • Activity: Creating Red Sea crossing scene, retelling with actions
9	Entry into the Promised	• God led the Israelites through the wilderness

	Land (Part 1): Journey to Canaan	• They were going to Canaan, the Promised Land • God provided for them: - Manna (bread from heaven) every morning - Quail (birds) for meat - Water from a rock - Cloud by day, fire by night (God's presence) • The journey was long (40 years) because of disobedience • Moses led them but Joshua took over later • Lesson: God provides for His people; obedience is important • Activity: Discussing God's provision, creating wilderness journey poster
10	Entry into the Promised Land (Part 2): Crossing the Jordan and Entering Canaan	• Joshua became the new leader • God spoke to Joshua: "Be strong and courageous" • The Israelites reached the Jordan River • God made the water stop flowing • They walked across on dry ground (like the Red Sea) • They entered the Promised Land - Canaan! • God kept His promise to Abraham • Jerusalem became their special city later • Story: The walls of Jericho fell down (God's power) • Lesson: God always keeps His promises; be strong and trust God • Activity: Building and knocking down Jericho walls (blocks), celebrating God's faithfulness
11	REVISION	Review: Abraham, deliverance from Egypt, entry into Promised Land, God's promises
12	EXAMINATION	End of Term Assessment (Comprehensive assessment on all stories)
13	CLOSING/VACATION	End of Primary 2

ISLAMIC STUDIES SCHEME OF WORK (PRIMARY 2)

FIRST TERM

Week	Topic	Breakdown/Subtopics
1	Suratul-Lahab	• Introduction to Suratul-Lahab (Surah 111) • Story: Who was Abu Lahab? • Why Allah revealed this Surah • Learning and reciting verses 1-3 • Simple meaning of verses 1-3 • Pronouncing Arabic words correctly • Practice: Saying the verses together • - Lesson: Being kind even to unkind people
2	Suratul-Lahab	• Review verses 1-3 • Learning and reciting verses 4-5 • Simple meaning of verses 4-5 • Reciting complete Surah from memory • Main lesson: Money cannot buy Paradise • When to recite this Surah • Fun activity: Recitation in groups • - Writing practice: Key words from the Surah
3	Significance of the Names of Allah (11-20)	• Quick review: Allah's names 1-10 • Learning names 11-15 with meanings • Al-Qawiyy (The Strong One) • Al-Mateen (The Firm One) • Al-Waliyy (The Protector) • Al-Hameed (The Praised One) • Al-Muhsee (The Counter) • Simple stories showing Allah's power • Memory games with the names • - Saying short prayers using these names
4	Significance of the Names of Allah (11-20)	• Review names 11-15 • Learning names 16-20 with meanings • Al-Mubdi (The Beginner) • Al-Mu'eed (The Repeater) • Al-Muhyi (The Life Giver) • Al-Mumeet (The Death Giver) • Al-Hayy (The Ever-Living) • How Allah controls life and death • Matching games: Names and meanings • - Simple duas with Allah's beautiful names
5	Mid-Term Examination	• Assessment of Topics covered in Weeks 1-4
6	Mid-Term Break	• -
7	The Five Daily Prayers (Salat)	• What is Salat? (Prayer) • Why do Muslims pray? • The five prayers and their names • Fajr (morning), Zuhr (afternoon), Asr (late

		afternoon) • Maghrib (sunset), Isha (night) • When we pray each prayer • Number of rak'ats in each prayer • Listening to the Adhan (call to prayer) • - Why praying on time is important
8	The Five Daily Prayers (Salat)	• Prayer times using the sun • Praying together in the mosque • Praying at home with family • Benefits of praying five times daily • Friday prayer (Jumu'ah) - brief introduction • Making a prayer timetable • Stories about Prophets who loved to pray • - Practice: Saying "It's time for Salat!"
9	Ethics of Observance of Salat in Islam	• Getting ready for prayer • What is Wudu? (Washing before prayer) • Why we need to be clean for Salat • Simple steps of Wudu for children • Washing hands, mouth, nose, face, arms • Wiping head and ears, washing feet • Things that break Wudu • Using clean water and saving water • Wearing clean clothes for prayer • - Using a clean prayer mat
10	Ethics of Observance of Salat in Islam	• Facing the Qiblah (toward Makkah) • Why we all face one direction • How to behave during prayer • Standing still and quiet • Not talking or playing during Salat • Paying attention to Allah • Being quiet when others are praying • Simple duas after finishing prayer • Saying Subhanallah, Alhamdulillah, Allahu Akbar • - Asking Allah for good things
11	Revision	• Comprehensive review of all topics covered in First Term
12	Examination	• End of First Term Assessment
13	Closing	• -

PRIMARY 2 ISLAMIC STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown/Subtopics
1	Suratun-Nasr	• Introduction to Suratun-Nasr (Surah 110)

		• What does "Nasr" mean? (Help and Victory) • When this Surah was revealed • Learning and reciting verse 1 • Simple meaning: Allah's help and victory • Learning and reciting verse 2 • Simple meaning: People joining Islam • Pronouncing Arabic words correctly • - Practice: Reciting verses 1-2 together
2	Suratun-Nasr	• Review verses 1-2 • Learning and reciting verse 3 • Simple meaning: Praising Allah and asking forgiveness • Reciting complete Surah from memory • Main lessons: Thank Allah for victory, always say sorry to Allah • Stay humble when you win or succeed • When to recite this Surah • Recitation practice and competition • - Writing key words from the Surah
3	Brief History of Prophet Musa (AS)	• Who was Prophet Musa (Moses)? • The bad king: Fir'awn (Pharaoh) • Pharaoh was mean to the people • Baby Musa is born • Pharaoh wanted to kill baby boys • Musa's mother puts him in a basket • The basket floats on the river • Allah protects baby Musa • Pharaoh's wife finds the basket • She wants to keep baby Musa • Baby Musa goes back to his mother • - Allah's wonderful plan
4	Brief History of Prophet Musa (AS)	• Musa grows up in the palace • Musa leaves Egypt and goes to Madyan • Musa helps two girls at a well • Musa becomes a shepherd • Allah speaks to Musa from a burning bush • Allah tells Musa: "Go to Pharaoh" • Musa gets help from his brother Harun • Musa's special miracles: Staff turns into snake, shining hand • Musa goes to Pharaoh: "Let my people go" • Pharaoh says "No!" • The contest with magicians • - Magicians believe in Allah
5	Mid-Term Examination	• Assessment of Topics covered in Weeks 1-4
6	Mid-Term Break	• -

7	Brief History of Prophet Musa (AS)	• Musa leads people out of Egypt • Pharaoh chases them with his army • They reach the Red Sea • People are scared • Musa says: "Allah will help us" • The sea splits into two! • People walk through safely • Pharaoh tries to follow • The sea closes and Pharaoh drowns • Allah saves Musa and the people • - Lessons: Trust Allah, be brave, Allah helps good people
8	Brief History of Prophet Isa (AS)	• Who was Prophet Isa (Jesus)? • Maryam (Mary): A very good woman • Maryam loved to pray • Angel Jibreel visits Maryam • Allah gives Maryam a baby (miracle - no father) • Baby Isa is born • Allah sends dates and water for Maryam • People ask questions • Baby Isa speaks from the cradle! • Baby Isa says: "I am Allah's servant" • Everyone is amazed • - Lesson: Allah can do anything
9	Brief History of Prophet Isa (AS)	• Isa grows up as a good boy • Isa loves his mother Maryam • Isa becomes a Prophet • Isa's message: Worship only Allah • Isa's miracles (with Allah's permission): ○ Making clay birds come alive ○ Healing sick people ○ Helping blind people see • Many people believe in Isa • Some people didn't like Isa • Allah protects Prophet Isa • - Lessons: Be kind, help others, listen to Prophets
10	Brief History of Prophet Muhammad (SAW) - Birth	• Arabia before Prophet Muhammad (SAW) • The Year of the Elephant • Prophet Muhammad is born in Makkah • His father Abdullah (died before he was born) • His mother Aminah • Special signs on the night he was born • His grandfather Abdul-Muttalib • Baby Muhammad goes to live in the desert

		• His nurse Halima looks after him • Blessings come to Halima's family • - Young Muhammad returns to his mother
11	Revision	• Comprehensive review of all topics covered in Second Term
12	Examination	• End of Second Term Assessment
13	Closing	• -

PRIMARY 2 ISLAMIC STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown/Subtopics
1	Brief History of Prophet Muhammad (SAW) - Childhood	• Muhammad's mother Aminah dies (he is 6 years old) • Muhammad becomes an orphan • His grandfather takes care of him • Abdul-Muttalib loves Muhammad very much • Grandfather dies (Muhammad is 8 years old) • His uncle Abu Talib takes care of him • Abu Talib is kind and loving • Young Muhammad works as a shepherd • He looks after sheep and goats • Muhammad is honest and kind • Everyone trusts him • - People call him "Al-Ameen" (The Trustworthy)
2	Brief History of Prophet Muhammad (SAW) - Youth to Marriage	• Muhammad grows up to be a young man • He is known for being honest • He never lies or cheats • He helps people solve problems • Muhammad becomes a trader • He travels to buy and sell goods • A rich woman named Khadijah • Khadijah needs someone to trade for her • Muhammad works for Khadijah • He is very honest and hardworking • Khadijah is impressed by Muhammad • Khadijah wants to marry Muhammad • Muhammad marries Khadijah • They love each other very much • - They have children together
3	Suratul-Kafirun	• Introduction to Suratul-Kafirun (Surah 109) • What does "Kafirun" mean? (Those who don't believe) • Learning and reciting verses 1-3 • Simple meaning: "I don't worship what you worship" • Pronouncing Arabic words correctly • Understanding: We have our religion • Practice: Reciting verses 1-3 together • - Being respectful to others
4	Suratul-Kafirun	• Review verses 1-3 • Learning and reciting verses 4-6 • Simple meaning: "You have your religion, I

		have mine" • Reciting complete Surah from memory • Main lesson: Respect other people's beliefs • Stay firm in your own faith • Be kind to everyone • When to recite this Surah • Group recitation practice • - Writing key words from the Surah
5	Mid-Term Examination	• Assessment of Topics covered in Weeks 1-4
6	Mid-Term Break	• -
7	Moral Teachings of Islam	• What is truthfulness? • Always tell the truth • Don't tell lies • Story: Prophet Muhammad (SAW) never lied • Story: The boy who cried wolf • What happens when we lie? • People trust those who tell the truth • Being honest at home • Being honest at school • Allah loves truthful people • - Practice: Promising to always tell the truth
8	Moral Teachings of Islam	• Being kind to your parents • Why parents are special • Obeying your mother and father • Helping parents at home • Saying nice words to parents • Never shouting at parents • Respecting older people (grandparents, teachers, elders) • Saying "please" and "thank you" • Listening when adults speak • Stories about children who were kind to parents • - Allah rewards those who respect parents
9	Moral Teachings of Islam	• Being kind to everyone • Helping people who need help • Sharing your toys and food • Giving charity (Sadaqah) • Being a good friend • Not fighting or hurting others • Forgiving those who say sorry • Smiling at people • Good manners at school • Good manners in the community • Stories of kind people

		• - Practice: Doing one kind act each day
10	Moral Teachings of Islam	• Keeping yourself clean (body, clothes, teeth) • Washing hands before eating • Taking a bath regularly • Brushing teeth • Wearing clean clothes • Keeping your room tidy • Keeping the classroom clean • Throwing rubbish in the bin • Not littering outside • Cleanliness makes Allah happy • Being patient when things are hard • Not giving up easily • - Asking Allah for help
11	Revision	• Comprehensive review of all topics covered in Third Term and entire year
12	Examination	• End of Third Term/ Annual Assessment
13	Closing	• -

NIGERIAN HISTORY SCHEME OF WORK (PRIMARY 2)
FIRST TERM

Week	Topic	Breakdown/Subtopics
1	What is History?	• What is history? • History tells us about the past • Things that happened long ago • Learning about people who lived before us • Why we study history • History helps us understand today • Learning from the past • Stories of our ancestors • Activity: Sharing family stories • - Discussion: What do we want to know about the past?
2	Sources of History	• What are sources of history? • How we learn about the past • Oral sources (stories told by elders, songs, poems) • Written sources (books, letters, newspapers) • Physical sources (old buildings, monuments, artifacts) • Pictures and photographs • Museums and what we find there • Visiting historical places • Activity: Bringing old family photos to class • - Creating a simple class timeline
3	Our Personal History	• Everyone has a history • My birth and birth certificate • Growing from baby to now • Important events in my life • My family's history • Where my parents come from • My family tree (simple) • Remembering special occasions • Activity: Creating "My Life Story" book • - Drawing pictures of important moments
4	Early People in Nigeria	• Long ago, people lived in Nigeria • How early people lived • Living in caves and under trees • Hunting animals for food • Gathering fruits and vegetables • Making fire for cooking and warmth • Making simple tools from stone and wood • Living in groups for safety • Activity: Drawing pictures of early people • - Story: A day in the life of early people

5	Mid-Term Examination	• Assessment of Topics covered in Weeks 1-4
6	Mid-Term Break	• -
7	How People Came to Nigeria	• People moved from place to place • Migration (moving to new places) • Why people migrated (looking for food, water, safety) • People settled in different parts of Nigeria • The Nok people (very old civilization) • They made beautiful clay pots • They knew how to use iron • Where people settled (near rivers, forests, grasslands) • Activity: Simple map showing movement of people • - Creating clay models like Nok people
8	Major Ethnic Groups in Nigeria	• Nigeria has many ethnic groups • Three major ethnic groups: Hausa-Fulani, Igbo, Yoruba • Hausa-Fulani people (mostly in the North) • Igbo people (mostly in the East) • Yoruba people (mostly in the West) • Other ethnic groups (Ijaw, Tiv, Kanuri, Ibibio, Edo, and many more) • Over 250 ethnic groups in Nigeria • Each group has its own language and culture • Activity: Learning "hello" in different languages • - Discussion: Celebrating our diversity
9	Early Kingdoms and Empires	• Long ago, people formed kingdoms • What is a kingdom? (a place ruled by a king or queen) • The Kanem-Bornu Empire (in the North) • The Oyo Empire (Yoruba land) • The Benin Kingdom (Edo land) • The Sokoto Caliphate (Hausa land) • Kings and queens ruled the people • Kingdoms were powerful and rich • Activity: Drawing pictures of kings and palaces • - Story time: Tales from ancient kingdoms
10	Traditional Occupations	• What people did for work long ago • Farming (growing yam, cassava, millet, corn) • Fishing (in rivers and seas) • Hunting (for animals in the forest) • Trading (selling and buying goods in markets) • Crafts (pottery, weaving, blacksmithing, carving) • Each group was good at different things • Trading between different groups

		• Activity: Role-play of traditional market • - Drawing people doing traditional work
11	Revision	• Comprehensive review of all topics covered in First Term
12	Examination	• End of First Term Assessment
13	Closing	• -

PRIMARY 2 NIGERIAN HISTORY SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown/Subtopics
1	Heroes and Heroines in Nigeria: What is a Hero/Heroine?	• Who is a hero or heroine? • Someone who does something brave and good • People who help their community • People who fight for what is right • Heroes can be men, heroines can be women • Why we remember heroes and heroines • They make our country proud • We learn from their good examples • Activity: Drawing "My Hero" • - Discussion: Who are heroes in our lives?
2	Heroes and Heroines in Nigeria: Queen Amina of Zazzau	• Who was Queen Amina? • A brave Hausa warrior queen • She lived in Zazzau (now Zaria) long ago • She was a great fighter and leader • She led her army to many victories • She expanded her kingdom • She built strong walls around cities • Queen Amina was strong and fearless • Activity: Drawing Queen Amina • - Story: Queen Amina's brave deeds
3	Heroes and Heroines in Nigeria: Moremi of Ile-Ife	• Who was Moremi? • A brave Yoruba woman • She lived in Ile-Ife long ago • Her people were attacked by enemies • Moremi sacrificed herself to save her people • She learned the enemies' secrets • She helped her people win the war • Moremi was brave and selfless • Activity: Acting out Moremi's story • - Discussion: Sacrificing for others
4	Heroes and Heroines in Nigeria: Oba Ewuare of Benin	• Who was Oba Ewuare? • A great king of Benin Kingdom • He made Benin Kingdom very strong • He built beautiful palaces • He encouraged art and culture

		• The famous Benin Bronzes • He was wise and fair • Activity: Looking at pictures of Benin art • - Creating simple bronze-like artwork
5	Mid-Term Examination	• Assessment of Topics covered in Weeks 1-4
6	Mid-Term Break	• -
7	Heroes and Heroines in Nigeria: Usman dan Fodio	• Who was Usman dan Fodio? • A great Islamic scholar and leader • He lived in Hausa land • He was very learned and religious • He started the Sokoto Caliphate • He promoted education and Islam • He wrote many books • People respected his knowledge • Activity: Drawing books to represent learning • - Discussion: Importance of education
8	Heroes and Heroines in Nigeria: Nana of Itsekiri	• Who was Nana? • A powerful Itsekiri leader and trader • He controlled trade in the Niger Delta • He was very wealthy and influential • He fought against British control • He defended his people's rights • He was brave and strong • Activity: Drawing trading activities • - Story: Nana's resistance
9	Heroes and Heroines in Nigeria: Funmilayo Ransome-Kuti	• Who was Funmilayo Ransome-Kuti? • A brave woman who fought for rights • She fought for women's rights • She led protests against unfair taxes • She wanted education for all girls • She traveled to many countries • She was fearless and strong • Activity: Discussing fairness and rights • - Drawing women doing important work
10	Heroes and Heroines in Nigeria: Herbert Macaulay	• Who was Herbert Macaulay? • Known as the "Father of Nigerian Nationalism" • He fought for Nigerian people's rights

		• He spoke against unfair treatment • He started the first political party in Nigeria • He used newspapers to speak the truth • He wanted Nigeria to be free • Activity: Creating a simple newspaper page • - Discussion: Standing up for what is right
11	Revision	• Comprehensive review of all topics covered in Second Term
12	Examination	• End of Second Term Assessment
13	Closing	• -

PRIMARY 2 NIGERIAN HISTORY SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown/Subtopics
1	Political Developments: Colonial Period in Nigeria	• What does "colonial" mean? • When another country rules your country • The British came to Nigeria • They came to trade at first • Later they took control of Nigeria • Nigeria became a British colony • British ruled Nigeria for many years • Nigerians were not happy being ruled • Activity: Looking at old colonial pictures • - Discussion: How people felt
2	Political Developments: Nigerian Leaders Who Fought for Freedom	• Many Nigerians wanted freedom • Leaders fought against British rule • Dr. Nnamdi Azikiwe (Zik of Africa) • Chief Obafemi Awolowo • Sir Ahmadu Bello (Sardauna of Sokoto) • Sir Abubakar Tafawa Balewa • They asked for Nigeria's independence • They used words, not weapons • Activity: Drawing our founding fathers • - Learning their names
3	Political Developments: Nigeria's Independence	• What is independence? • Being free to rule yourself • Nigeria gained independence on October 1, 1960 • We celebrate Independence Day every year • Princess Alexandra came from Britain • The British flag was lowered • The Nigerian flag was raised • People celebrated with joy • Nigeria became a free country • Activity: Making Nigerian flags • - Singing the national anthem
4	Political Developments: First Leaders of Independent Nigeria	• Sir Abubakar Tafawa Balewa (first Prime Minister) • Dr. Nnamdi Azikiwe (first President) • They led the new Nigeria

		• They worked to build the country • Nigeria had many states • People were proud to be Nigerian • Challenges of a new nation • Activity: Drawing our first leaders • - Creating independence day cards
5	Mid-Term Examination	• Assessment of Topics covered in Weeks 1-4
6	Mid-Term Break	• -
7	Political Developments: Nigerian Symbols and Identity	• Our national flag (green-white-green) • Green means agriculture and forests • White means peace and unity • Our national anthem • Our national pledge • Our coat of arms • The eagle represents strength • The black shield represents good soil • These symbols unite all Nigerians • Activity: Coloring national symbols • - Memorizing anthem and pledge
8	Political Developments: Unity in Nigeria	• Nigeria has many ethnic groups • We speak different languages • We have different cultures • But we are all Nigerians • Unity means being together • Working together for progress • Respecting all tribes and religions • One Nigeria, one people • Activity: Unity poster making • - Holding hands in unity circle
9	Political Developments: Important Places in Nigerian History	• Places where important things happened • Independence House (Lagos) - where independence was declared • Aso Rock (Abuja) - where our President lives • National Museum (Lagos) - keeps historical items • Old palaces and monuments • These places remind us of our history • We should protect historical places • Activity: Looking at pictures of historical places • - Drawing our favorite historical place
10	Political Developments: Being a Good Nigerian Citizen	• We are all Nigerians • Being proud of our country

		• Respecting our flag and anthem • Learning about our history • Loving all Nigerians regardless of tribe • Obeying our country's laws • Helping to make Nigeria better • We are the future of Nigeria • Activity: "I am Nigerian" presentation • - Pledging to be good citizens
11	Revision	• Comprehensive review of all topics covered in Third Term and entire year
12	Examination	• End of Third Term/Annual Assessment
13	Closing	• -

SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK (PRIMARY 2)
FIRST TERM

Week	Topic	Breakdown/Subtopics
1	Being a Good Citizen	• What does it mean to be a citizen? • We are all citizens of Nigeria • Being a good person in our community • Understanding our rights: Right to learn, play, be safe, be treated fairly • Understanding our responsibilities: Being kind, helping others, following rules, respecting everyone • Making good choices every day • Treating everyone fairly (social justice) • Speaking up when something is wrong • Taking care of our community • Being proud to be Nigerian • Activity: "What makes a good citizen?" class discussion • - Drawing: "Me as a good citizen"
2	Our Community	• What is a community? • People living and working together • Our community is part of who we are (identity) • Types of communities: Urban (city/town) - busy, many buildings, markets • Rural (village) - farms, quiet, close to nature • How communities are different but connected • Appreciating diversity in communities • How different communities help each other • Our role in making community better • Community values: Sharing, helping, cooperating • Social responsibility in our community • Activity: Drawing and describing our community • Discussion: What makes our community special? • - Sharing: Special things about our community
3	Leaders in our Community	• What is leadership? • Leaders help guide and serve people • Qualities of good leaders: Honest, kind, fair, brave, helpful, good listener • Types of community leaders: Traditional leaders (Oba, Emir, Chief, Village Head) • Religious leaders (Pastor, Imam) • Community leaders (Baale, Chairman) • School leaders (Head Teacher, Class Captain, Prefects) • Family leaders (Parents, Grandparents)

		• How leaders serve the community (civic responsibility) • Respecting and supporting our leaders • Everyone can be a leader in small ways • Leadership skills for children: Speaking clearly, listening to others, being fair, helping solve problems • Activity: Class leadership roles assignment • - Practice: Leading a group activity
4	Understanding Our World	• Learning about people and places • Understanding ourselves and others • Why we study about communities and cultures • Learning about our environment • Learning about families and relationships • Understanding our country Nigeria • Nigeria has many cultures and languages • Learning about other countries too • We are all part of the world (global citizenship) • Appreciating differences and similarities • Building social skills and values • Critical thinking: Asking questions and finding answers • Activity: Exploring different cultures through pictures • - Discussion: What we want to learn about the world
5	Mid-Term Examination	• Assessment of Topics covered in Weeks 1-4
6	Mid-Term Break	• -
7	Our Physical Environment	• What is our physical environment? • Everything around us we can see and touch • Natural features: Mountains, rivers, trees, plants, animals • Man-made features: Houses, roads, schools, bridges, markets • How environment affects how we live • People adapting to different environments • Taking care of our environment (sustainability) • Not destroying trees and plants • Protecting animals and nature • What is sustainability? Using resources wisely so they last • Our actions affect the environment • Being responsible environmental citizens • Activity: Identifying natural and man-made things • - Project: Simple environment care plan for our class

8	Foods We Eat in our Culture	• What is culture? Our way of life and traditions • Food is part of our cultural identity • Nigerian foods we eat: Jollof rice, fried rice, beans, yam, plantain • Soups: Egusi, okro, ogbono, efo riro, pepper soup • Swallow foods: Eba, fufu, amala, tuwo, pounded yam • Breakfast foods: Akara, moi-moi, pap, bread and tea • Snacks: Chin-chin, puff-puff, plantain chips, groundnut • Fruits: Orange, mango, banana, pawpaw, watermelon • Different foods from Nigerian cultures (Yoruba, Igbo, Hausa, others) • Appreciating cultural diversity through food • Respecting others' food choices and cultures • Sharing meals brings people together • Activity: Sharing our family's special meals • - Discussion: How food connects us to our culture
9	Importance of Good Nutrition	• Why we need to eat good food • Food gives us energy to learn and play • Food helps us grow strong and healthy • Types of food nutrients (simple): Body-building foods (protein) - fish, meat, eggs, beans • Energy foods (carbohydrates) - rice, yam, bread, garri • Protective foods (vitamins) - fruits and vegetables • Making healthy food choices (decision-making) • Eating balanced meals • Drinking clean water for health • Consequences of poor eating habits • Global issue: Some children don't have enough food • Being grateful and not wasting food • Social responsibility: Sharing with those who need • Activity: Creating a balanced meal plate • - Sorting foods into nutrient groups
10	Greetings and Respect in our Culture	• Culture shapes how we interact with others • Social values: Respect, courtesy, kindness • Importance of greeting others • Greetings show respect and build relationships • Nigerian cultural greetings: Yoruba (prostrating for boys, kneeling for girls) • Igbo (bowing slightly with respect) • Hausa (handshake and bowing)

		• Other ethnic greetings in Nigeria • Using respectful words: "Sir", "Ma", "Please", "Thank you" • Why respecting elders matters in our culture • Interpersonal skills: Listening when others speak • Helping elders and being obedient • Appreciating cultural diversity in Nigeria • Respecting different cultures and traditions • Global citizenship: Respect is valued everywhere • Activity: Practicing greetings from different cultures • - Role-play: Showing respect in various situations
11	Revision	• Comprehensive review of all topics covered in First Term
12	Examination	• End of First Term Assessment
13	Closing	• -

PRIMARY 2 SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown/Subtopics
1	Keeping our Environment Clean	• What is our environment? • Home, school, and community surroundings • Why environmental cleanliness matters • Clean environment = healthy people • Sustainability: Taking care so environment lasts • Dirty environment causes diseases • Our civic responsibility to keep environment clean • Ways to maintain cleanliness: Using dustbins, sweeping, no littering • Proper waste disposal • Reducing waste (using less) • Reusing items when possible • Recycling materials • Working together for clean community • Leadership in environmental care • Activity: Classroom cleaning project organization • - Creating recycling bins for class
2	Environmental Health and Protection	• How dirty environment affects health • Diseases from unclean environment: Malaria, cholera, typhoid • How diseases spread in dirty places • Preventing diseases through cleanliness • Community sanitation and cooperation • Taking initiative in keeping things clean • Making our environment beautiful • Planting trees and flowers (sustainability) • Protecting water sources from pollution • Not throwing waste in drains and gutters • Global environmental issues (simple): Pollution, too much waste • Being responsible global citizens • Social justice: Everyone deserves clean environment • Activity: Environmental awareness poster making • - Project: "Keep it Clean" campaign planning
3	Safety at Home and School	• Understanding safety and why it matters • What are accidents? • Common accidents: Falls, burns, cuts, injuries • Identifying dangerous situations (critical thinking) • Accidents at home: Slippery floors, hot objects, sharp items, electricity • Accidents at school: Playground injuries, running in class, fighting

		• Causes of accidents: Carelessness, not following rules, not paying attention • Personal responsibility in staying safe • Making safe choices (decision-making skill) • Being aware of surroundings (mindfulness) • Looking out for others' safety (empathy) • Social responsibility: Warning others of danger • Activity: Safety inspection in classroom • - Identifying potential hazards
4	Accident Prevention and Response	• How to prevent accidents (problem-solving) • Safety rules at home: Walk don't run, be careful with heat, keep sharp things away, don't touch electrical outlets • Safety rules at school: Follow teacher's instructions, don't push or fight, play carefully and safely • Self-discipline in following safety rules • Taking care of ourselves and others • What to do when accidents happen: Stay calm (emotional control), call for help immediately, tell an adult, don't move injured person • Basic first aid awareness: Cleaning small cuts, applying bandages • Communication skills in emergencies • Being responsible and helpful in crisis • Compassion for accident victims • Activity: Creating classroom safety rules chart • - Practice: Emergency response role-play
5	Mid-Term Examination	• Assessment of Topics covered in Weeks 1-4
6	Mid-Term Break	• -
7	Understanding Medicines	• What are medicines/drugs? • Medicines help cure sickness and reduce pain • Types of medicines: Tablets, syrups, injections, capsules • Where medicines come from: Doctors, pharmacies, hospitals • Who gives us medicines: Doctors, nurses, parents • Common medicines children know: Paracetamol, cough syrup • Proper use of medicines • Following instructions carefully (discipline) • Only adults should give children medicine • Never taking medicine without permission • Trusting medical professionals • Decision-making: Asking when unsure • Social responsibility: Not sharing medicines

		• Activity: Identifying medicine containers safely • - Discussion: Why we need adult permission
8	Drug Abuse and Making Good Choices	• What is drug abuse? • Using medicines wrongly or dangerously • Taking medicine without permission • Taking too much medicine • Taking someone else's medicine • Understanding consequences (critical thinking) • Why drug abuse is very dangerous: Serious sickness, poisoning, death • Peer pressure: When friends ask you to do wrong things • Emotional intelligence: Recognizing dangerous situations • Self-control and making good choices • Assertiveness: Saying "No" confidently • Being brave to refuse wrong things • Reporting concerning behavior to adults • Social responsibility: Helping friends make good choices • Activity: "Just Say No" practice scenarios • - Building confidence in refusing
9	Identifying Harmful Substances	• What are harmful substances? • Dangerous things that can hurt or kill us • Types of harmful substances: Poisons (rat poison, insecticides), Cleaning products (bleach, detergent) • Chemicals (kerosene, petrol, spirits) • Unknown plants and berries • Expired or spoiled food and drinks • Understanding dangers (risk awareness) • Why accidents happen with harmful substances • Critical thinking: Identifying dangerous items • Warning labels and danger symbols • Skull and crossbones means poison • Consequences of taking harmful substances • Personal responsibility in safety • Being cautious and careful • Activity: Identifying warning symbols on products • - Creating safety warning posters
10	Avoiding Harmful Substances	• How to avoid harmful substances (decision-making) • Never eat or drink anything unknown • Always ask an adult first • Don't smell, taste, or touch chemicals • Stay away from cleaning products • Don't pick and eat unknown berries or plants • Wash fruits and vegetables before eating

		• Check food expiry dates with adults • Drink only clean, safe water • What to do if you swallow harmful substance: Tell adult immediately (don't hide it), Go to hospital quickly, Stay calm • Communication skills in emergencies • Courage to speak up when scared • Social responsibility: Helping siblings stay safe • Leadership: Teaching younger children safety • Activity: Safety rules poster competition • - Role-play: Responding to dangerous situations
11	Revision	• Comprehensive review of all topics covered in Second Term
12	Examination	• End of Second Term Assessment
13	Closing	• -

PRIMARY 2 SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown/Subtopics
1	Understanding Danger and Security	• What is security? Being safe and protected • What is danger? Things that can harm us • What is insecurity? When we are not safe • Understanding personal safety (critical thinking) • Sources of danger at home: Fire, electricity, sharp objects, hot things, strangers • Sources of danger at school: Bullies, broken equipment, unsafe play areas • Sources of danger in community: Bad roads, open gutters, fast vehicles, crime • Natural dangers: Floods, storms, lightning • Emotional intelligence: Recognizing when you feel unsafe • Trusting your instincts about danger • Civic responsibility: Reporting dangers to adults • Activity: Creating a danger awareness map • Discussion: What makes us feel safe or unsafe?
2	Personal Safety Strategies	• How to stay safe (problem-solving skills) • Fire safety: Don't play with matches, know exit routes, "stop-drop-roll" if clothes catch fire • Electrical safety: Don't touch outlets, keep away from wires • Stranger danger awareness: Never follow strangers, Don't accept gifts from strangers, Don't enter stranger's car or house, Scream "Help!" and run if approached • Road safety: Look left-right-left before crossing, Use zebra crossings, Don't play on the road • Dealing with bullies (conflict resolution): Tell a teacher or parent, Don't fight back, Stay with friends, Walk away calmly • Emotional intelligence: Managing fear appropriately • Assertiveness: Speaking up for yourself • Decision-making under pressure • Knowing important information: Full name, parents' phone numbers, home address • Activity: Safety scenario practice • Role-play: What to do in emergencies
3	People Who Protect Us - Police	• Understanding security agencies • People whose job is to keep us safe • Why we need people to protect us

		• The Nigeria Police Force • Police uniform: Black or blue • What police do: Catch criminals and thieves, Protect people and property, Control traffic and maintain order, Help people in danger and emergencies • Police maintain law and order • Police stations in our community • Police emergency numbers: 112, 767 • When to call the police • Social values: Respecting police officers • Civic responsibility: Cooperating with police • Obeying laws and rules • Being honest with police • Activity: Drawing police officers at work • Discussion: How police help our community
4	People Who Protect Us - Armed Forces	• Nigerian Army: Uniform (camouflage - green and brown) • Army duties: Protect our country from enemies, Defend Nigeria's borders, Fight wars if needed, Help during emergencies and disasters • Nigerian Navy: Uniform (white) • Navy duties: Protect our seas and rivers, Stop pirates and criminals on water, Patrol coastlines • Nigerian Air Force: Uniform (blue-grey) • Air Force duties: Protect our skies, Fly military planes, Watch over Nigeria from the air • Understanding national security • Why protecting our country matters • Courage and sacrifice of military personnel • Appreciating those who serve (gratitude) • National pride and patriotism • Social justice: Everyone deserves to be safe • Activity: Matching uniforms to agencies • - Discussion: Why people serve their country
5	Mid-Term Examination	• Assessment of Topics covered in Weeks 1-4
6	Mid-Term Break	•
7	People Who Protect Us - Safety Services	• Nigerian Civil Defence Corps (NSCDC): Uniform (green), Duties: Protect government buildings, Help during disasters, Protect important facilities • Federal Road Safety Corps (FRSC): Uniform (white and green), Duties: Keep roads safe, Control traffic on highways, Check vehicles for safety, Help accident victims, Teach road safety

		• Our responsibility as road users • Following traffic rules as pedestrians • Being careful on the road • Civic duty in promoting safety • Cooperation with safety officials • Respect for authority and rules • Understanding rules protect everyone • Activity: Road safety role-play • - Creating road safety awareness materials
8	People Who Protect Us - Emergency Services	• Fire Service: Uniform (yellow or red), Duties: Put out fires, Rescue people from burning buildings, Teach fire safety, Respond to disasters • Fire safety education • What to do if there's a fire: Get out quickly, Call for help, Don't go back inside • Ambulance/Emergency Medical Services: Help sick and injured people, Take people to hospital quickly, Provide emergency medical care • Importance of emergency response • How to call for help: Stay calm, Speak clearly, Give correct location, Explain the emergency • Working together in emergencies (teamwork) • Social responsibility in emergencies • Compassion for people in danger • Activity: Mock emergency call practice • - Discussion: How we can help during emergencies
9	Understanding Money	• What is money? • Money is what we use to buy things • Nigerian currency: Naira (₦) and Kobo • Nigerian coins: 50 kobo, ₦1, ₦2 • Nigerian notes: ₦5, ₦10, ₦20, ₦50, ₦100, ₦200, ₦500, ₦1000 • Why we need money: To buy food, clothes, pay for school, buy things we need • Where money comes from: Parents work to earn money • Different jobs people do to earn money • Simple buying and selling: Going to the market, paying for items, receiving change • Being careful with money • Not wasting money on unnecessary things • Saving money for future needs • Financial responsibility (life skill) • Activity: Identifying Nigerian currency • Simple money counting games

		• - Role-play: Buying and selling in a pretend shop
10	Using Money Wisely	• Making smart choices with money (decision-making) • Needs vs. wants: Things we need (food, clothes, books), Things we want (toys, sweets) • Prioritizing needs over wants • Saving money in a piggy bank or savings box • Why saving is important: For emergencies, For future goals, To buy important things later • Not begging for everything we see • Being grateful for what we have • Sharing and giving to those in need (charity) • Introduction to digital money (simple): Some people use cards or phones to pay, Money can be kept in banks • Banks keep money safe • Financial literacy as life skill • Social responsibility with money • Global citizenship: Using resources wisely • Activity: Creating a simple savings goal • Making a "needs and wants" chart • Discussion: How to be responsible with money
11	Revision	• Comprehensive review of all topics covered in Third Term and entire year
12	Examination	• End of Third Term/ Annual Assessment
13	Closing	• -

CULTURAL AND CREATIVE ARTS SCHEME OF WORK (PRIMARY 2)
FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Shapes and Sizes	• Identification of basic shapes (circle, square, triangle, rectangle, oval) • Recognition of shapes in our environment • Drawing basic shapes freehand • Understanding big and small sizes
2	Shapes and Sizes (Continued)	• Comparing sizes: bigger, smaller, biggest, smallest • Sorting objects by shapes and sizes • Creating simple pictures using basic shapes • Cutting and pasting shapes
3	Colouring Functional Art Works	• Introduction to primary colours (red, yellow, blue) • Proper use of crayons and coloring pencils • Colouring within borders/lines • Colouring simple objects (balls, fruits, flowers)
4	Colouring Functional Art Works (Continued)	• Introduction to secondary colours (green, orange, purple) • Colour mixing activities • Colouring functional items (plates, cups, books, bags) • Creating colourful patterns
5	MID-TERM EXAMINATION	• Assessment of Weeks 1-4
6	MID-TERM BREAK	• Rest and Relaxation
7	Introduction to Craft Making	• Meaning of craft • Types of simple crafts children can make • Materials used in craft making (paper, glue, scissors, cardboard) • Safety rules when using craft materials
8	Introduction to Craft Making (Continued)	• Making simple paper fans • Creating paper hats • Making simple greeting cards • Decorating craft items with colours
9	Designing Patterns of Basic Shapes	• Understanding what patterns are • Creating repeating patterns with shapes (circle-square-circle-square) • Drawing border patterns using basic shapes

		• Stamping patterns using cut shapes
10	Designing Patterns of Basic Shapes (Continued)	• Creating patterns with different colours • Making checkerboard patterns • Designing patterns on paper strips • Decorating name tags with shape patterns
11	REVISION	• Review of all topics covered in First Term
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term Ends

PRIMARY 2 CULTURAL AND CREATIVE ARTS SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Paper Craft Making and Decorations	- Types of paper for craft (colored paper, cardboard, newspaper) - Tearing paper to create pictures - Paper folding activities (folding in half, quarters) - Making simple paper boats
2	Paper Craft Making and Decorations (Continued)	- Creating paper chains for decoration - Making paper flowers - Creating paper masks - Decorating the classroom with paper crafts
3	Pattern Making using Motifs and Colours	- Understanding motifs (repeated designs) - Identifying simple Nigerian motifs - Creating patterns with dots and lines - Using two colours to create simple motifs
4	Pattern Making using Motifs and Colours (Continued)	- Drawing and coloring simple traditional motifs - Creating border designs with motifs - Making patterned bookmarks - Decorating paper with motifs and colours
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Rest and Relaxation
7	Traditional Songs/Folk Songs	- Meaning of traditional/folk songs - Characteristics of traditional songs (passed down from ancestors) - Learning simple traditional children's songs - Singing traditional counting songs and game songs
8	Traditional Songs/Folk Songs (Continued)	- Learning traditional lullabies - Traditional songs from different Nigerian cultures - Actions and movements to traditional songs - Clapping and rhythms in traditional songs
9	Melodic Patterns of Traditional Songs	- Understanding high and low sounds in songs - Identifying when voices go up and down in songs - Singing simple melodies repeatedly - Echo singing (teacher sings, students repeat)
10	Melodic Patterns of Traditional Songs (Continued)	- Recognizing repeated melodic patterns in songs - Call and response in traditional songs

		• Creating simple melodic patterns with voices • Singing games with melodic patterns
11	REVISION	• Review of all topics covered in Second Term
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term Ends

PRIMARY 2 CULTURAL AND CREATIVE ARTS SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Traditional Dances	- Meaning of traditional dance - Why people perform traditional dances - Simple traditional dance movements (jumping, stamping, clapping) - Watching videos/demonstrations of traditional dances
2	Traditional Dances (Continued)	- Learning basic steps of a local traditional dance - Dance formations (circle, lines, pairs) - Costumes used in traditional dances - Practicing simple traditional dance routines
3	Traditional Dances (Continued)	- Music and instruments used in traditional dances - Dancing to traditional drum rhythms - Group dancing activities - Creating simple dance movements
4	Dramatization of Story Telling	- Meaning of dramatization - Difference between telling a story and acting it out - Simple acting exercises (showing emotions: happy, sad, angry) - Role-playing familiar characters (animals, family members)
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Rest and Relaxation
7	Dramatization of Story Telling (Continued)	- Acting out simple folktales (e.g., The Tortoise and the Birds) - Using voices to portray different characters - Simple costume creation for dramatization - Props and their uses in drama
8	Dramatization of Story Telling (Continued)	- Group dramatization activities - Creating simple dialogues for characters - Movement and gestures in storytelling - Presenting short dramatized stories to classmates
9	Traditional Festivals	- Meaning of traditional festivals - Examples of festivals in Nigeria (Durbar, New Yam Festival, Eyo Festival, Argungu Fishing Festival) - Why we celebrate festivals

		• Activities that take place during festivals
10	Traditional Festivals (Continued)	• Dresses and costumes worn during festivals • Food eaten during festivals • Songs and dances performed at festivals • Drawing and coloring festival scenes
11	REVISION	• Review of all topics covered in Third Term
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• End of Academic Session

PRIMARY 3 SCHEME OF WORK

TABLE OF CONTENT

1. English Studies
2. Mathematics
3. Basic Science
4. Physical and Health Education
5. Christian Religious Studies
6. Islamic Studies
7. Nigerian History
8. Social and Citizenship Studies
9. Cultural and Creative Arts (CCA)

ENGLISH LANGUAGE SCHEME OF WORK (PRIMARY 3)

FIRST TERM

Week	Theme / Focus Area	Topic & Content Breakdown
1	Phonemic Awareness & Listening	Identify beginning and ending sounds in words; recite rhymes and songs with correct pronunciation.
2	Phonics & Writing	Learn short vowel sounds (a, e, i, o, u); write simple CVC words correctly.
3	Reading & Grammar	Read simple sentences aloud; identify nouns (names of people, animals, things).
4	Speaking & Grammar	Introduce self and others using simple sentences (“My name is...”, “This is my friend...”); use of articles <i>a/an</i> .
5	Midterm Test	Assessment on phonics, reading, and sentence building.
6	Reading Comprehension & Writing	Read short stories; answer “who” and “what” questions; write two to three sentences about school.
7	Midterm Break	—
8	Listening & Grammar	Identify and use singular and plural nouns (boy/boys, child/children); pronounce clearly in speech.
9	Speaking & Writing	Common greetings and polite requests (“Good morning”, “Please”, “Thank you”); write short dialogues.
10	Reading & Grammar	Identify simple verbs (run, jump, eat, sing); form simple sentences using verbs.
11	Writing & Handwriting	Practice neat handwriting; write short sentences using correct punctuation.
12	Revision	Review of all topics covered in the term.
13	Examination / Closing	End-of-term assessment.

PRIMARY 3 ENGLISH LANGUAGE SCHEME OF WORK

SECOND TERM

Week	Theme / Focus Area	Topic & Content Breakdown
1	Reading & Phonics	Read aloud short passages; identify consonant blends (bl, cl, gr, st).
2	Listening & Grammar	Pronounce words with consonant clusters correctly; identify and use pronouns (he, she, it, they).
3	Writing & Speaking	Write about everyday activities using present tense (I go to school, I eat breakfast).
4	Reading & Comprehension	Read short comprehension passages and answer “where” and “when” questions.
5	Midterm Test	Assessment on reading fluency, grammar, and writing.
6	Speaking & Grammar	Use auxiliary verbs (is, am, are) correctly in sentences.
7	Midterm Break	—
8	Reading & Vocabulary	Identify new words in simple stories; use them in sentences.
9	Writing & Grammar	Write four sentences using past tense verbs (played, cooked, walked); use commas and full stops.
10	Listening & Speaking	Simple dialogues expressing present, past, and future actions (I am playing; I played; I will play).
11	Reading & Handwriting	Read fluently with correct punctuation; copy short sentences neatly.
12	Revision	General review of reading, grammar, and writing skills.
13	Examination / Closing	End-of-term tests and feedback.

PRIMARY 3 ENGLISH LANGUAGE SCHEME OF WORK**THIRD TERM**

Week	Theme / Focus Area	Topic & Content Breakdown
1	Reading & Grammar	Read a short story and identify verbs and nouns; practice using plural forms.
2	Speaking & Listening	Listen to short stories and retell them in your own words; identify stress in simple words.
3	Writing & Grammar	Write three sentences using the present continuous tense (I am reading, I am writing).
4	Reading & Comprehension	Identify main ideas and lessons from simple stories.
5	Midterm Test	Test on reading comprehension and grammar.
6	Grammar & Speaking	Express future actions using “will” and “shall”; e.g., “I will travel tomorrow.”
7	Midterm Break	—
8	Grammar & Writing	Use present perfect tense (“I have eaten”, “I have gone”); write short sentences using <i>since</i> and <i>for</i> .
9	Reading & Listening	Pronounce vowel and diphthong sounds (ow, ou, oi, ea); aural discrimination exercises.
10	Writing & Grammar	Write answers to comprehension questions in complete sentences; practice punctuation.
11	Reading & Concepts of Print	Identify parts of a book (title, author, cover page); arrange sentences in logical order.
12	Revision	Review all aspects: reading, writing, grammar, and speaking.
13	Examination / Closing	End-of-session test and feedback.

MATHEMATICS SCHEME OF WORK (PRIMARY 3)
FIRST TERM

Week	Topic	Content Breakdown
1	Whole Numbers up to 999	Reading and writing numbers up to 999; place value (hundreds, tens, and ones).
2	Whole Numbers up to 999	Comparing and ordering numbers; use of symbols (<, >, =) and number patterns.
3	Whole Numbers up to 999	Rounding numbers to the nearest ten and hundred; number sequences.
4	Fractions	Introduction to fractions as parts of a whole ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$). Identifying fractions in everyday objects.
5	Midterm Test	—
6	Fractions	Comparing and arranging simple fractions; addition and subtraction of fractions with the same denominator.
7	Midterm Break	—
8	Fractions	Word problems involving fractions in real-life situations.
9	Fractions	Fraction representation on number lines and shapes.
10	Revision	Review of whole numbers and fractions.
11–13	Examination / Closing	—

PRIMARY 3 MATHEMATICS SCHEME OF WORK**SECOND TERM**

Week	Topic	Content Breakdown
1	Addition	Addition of 2-digit and 3-digit numbers without carrying.
2	Addition	Addition of 2-digit and 3-digit numbers with carrying; solving addition word problems.
3	Subtraction	Subtraction of 2-digit and 3-digit numbers without borrowing.
4	Subtraction	Subtraction with borrowing; solving subtraction word problems.
5	Midterm Test	—
6	Multiplication	Multiplication as repeated addition; times tables ($2\times$, $3\times$, $4\times$, $5\times$).
7	Midterm Break	—
8	Multiplication	Multiplying 2-digit numbers by 1-digit numbers; solving multiplication word problems.
9	Division	Division as sharing equally; relationship between multiplication and division.
10	Division	Solving simple division problems with remainders.
11–13	Revision / Examination / Closing	—

PRIMARY 3 MATHEMATICS SCHEME OF WORK**THIRD TERM**

Week	Topic	Content Breakdown
1	Open Sentences	Completing missing numbers in addition and subtraction sentences (e.g., $12 + \underline{\quad} = 20$).
2	Money	Identifying Nigerian coins and notes; counting, adding and subtracting money.
3	Length I	Measuring objects using non-standard units (hand span, sticks).
4	Length II	Measuring using standard units (metres, centimetres); comparing lengths.
5	Midterm Test	—
6	Time	Reading time to the hour, half-hour, and quarter-hour on clocks.
7	Midterm Break	—
8	Weight	Measuring objects using standard units (grams, kilograms); comparing weights.
9	Capacity	Measuring liquids using standard units (litres, millilitres).
10	Symmetry	Identifying and drawing symmetrical shapes; folding to find lines of symmetry.
11	Pictograms	Collecting data, representing data using pictograms, interpreting simple pictographs.
12–13	Revision / Examination / Closing	—

BASIC SCIENCE SCHEME OF WORK (PRIMARY 3)**FIRST TERM**

Week	Topic	Content
1	Measurement of Length I	Introduction to measurement; Meaning of length; Importance of measuring length; Traditional units of measuring length (handspan, footstep, arm's length)
2	Measurement of Length II	Standard units of measuring length (centimeter, meter); Instruments for measuring length (ruler, tape measure, meter rule); Practical activities
3	Measurement of Mass I	Meaning of mass; Difference between mass and weight; Importance of measuring mass; Traditional ways of measuring mass (calabash, cup)
4	Measurement of Mass II	Standard units of measuring mass (gram, kilogram); Instruments for measuring mass (scale, balance, weighing scale); Practical activities
5	Midterm Examination	Assessment of weeks 1-4 topics
6	Midterm Break	
7	Measurement of Time I	Meaning of time; Importance of measuring time; Traditional ways of telling time (cock crow, sun position, shadows)
8	Measurement of Time II	Modern instruments for measuring time (clock, watch, timer, calendar); Units of time (second, minute, hour, day, week, month, year)
9	Measurement of Time III	Reading the clock; Telling time (o'clock, half past); Days of the week; Months of the year; Seasons
10	Soil I	Meaning of soil; Importance of soil; Where soil comes from; Different colors of soil (red, black, brown, grey)
11	Revision	Review of all topics covered in first term
12	Examination	End of first term assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

PRIMARY 3 BASIC SCIENCE SCHEME OF WORK**SECOND TERM**

Week	Topic	Content
1	Soil II	Types of soil (sandy, clay, loamy); Properties of different types of soil; Texture and color
2	Soil III	Uses of soil (farming, building, pottery); Animals that live in soil; Taking care of soil; Soil erosion and prevention
3	Air in Motion I	Meaning of air; Air is everywhere; Air occupies space; Air has weight; Simple experiments to show presence of air
4	Air in Motion II	Wind as air in motion; What causes wind; Types of wind (breeze, storm, hurricane); Uses of wind; Dangers of strong wind
5	Midterm Examination	Assessment of weeks 1-4 topics
6	Midterm Break	
7	Quality of Water I	Sources of water (rain, river, stream, well, borehole, tap); Importance of water; Water for drinking, cooking, washing, bathing
8	Quality of Water II	Clean water vs. dirty water; Characteristics of clean water (colorless, odorless, tasteless); Diseases from dirty water
9	Uses of Water	Domestic uses of water; Water in agriculture; Water in industries; Water for transportation; Water for recreation; Conservation of water
10	Plants I	What are plants? Parts of a plant (root, stem, leaf, flower, fruit, seed); Functions of each plant part
11	Revision	Review of all topics covered in second term
12	Examination	End of second term assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

PRIMARY 3 BASIC SCIENCE SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Plants II	Types of plants (herbs, shrubs, trees); Examples of each type; Differences between them
2	Plants III	Uses of plants (food, medicine, shelter, clothing, furniture); Importance of plants; Taking care of plants
3	Animals I	What are animals? Characteristics of animals (they move, eat, grow, reproduce); Differences between plants and animals
4	Animals II	Types of animals (domestic and wild); Examples of domestic animals (dog, cat, goat, cow, chicken); Examples of wild animals (lion, elephant, monkey)
5	Midterm Examination	Assessment of weeks 1-4 topics
6	Midterm Break	
7	Animals III	Uses of animals (food, work, companionship, clothing); Taking care of animals; Kindness to animals
8	Forms of Technology I	Meaning of technology; Technology in our homes (television, radio, telephone, computer, fan, iron); How technology makes life easier
9	Forms of Technology II	Technology in schools (computers, projectors, calculators); Technology in hospitals (X-ray machines, thermometers); Technology in transportation (cars, trains, airplanes)
10	Forms of Energy - Light I	What is light? Sources of light (sun, moon, fire, bulb, candle, torch); Natural and artificial sources of light; Importance of light
11	Revision	Review of all topics covered in third term and entire year
12	Examination	End of year assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

PHYSICAL & HEALTH EDUCATION SCHEME OF WORK (PRIMARY 3)
FIRST TERM

Week	Topic	Content
1	Introduction to Physical Education	Meaning of Physical Education; Importance of PE; Basic PE class rules and safety
2	Moving Our Body Parts I	Body parts identification; Head, neck, and shoulder movements; Simple warm-up exercises
3	Moving Our Body Parts II	Arms, hands, and fingers movements; Arm swings and circles; Hand coordination activities
4	Moving Our Body Parts III	Legs, feet, and toes movements; Leg stretches; Jumping and hopping
5	Midterm Examination	Assessment of weeks 1-4 topics
6	Midterm Break	
7	Moving Our Body Parts IV	Full body movements; Bending, stretching, twisting; Body coordination exercises
8	Athletics I - Running	Introduction to running; Proper running form; Short distance running; Running games
9	Athletics II - Jumping	Types of jumps (standing, running jump); Jump techniques; Jumping games
10	Ball Games I - Introduction	Types of balls; Ball handling; Throwing and catching basics
11	Revision	Review of all topics covered in first term
12	Examination	End of first term assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

PRIMARY 3 PHYSICAL & HEALTH EDUCATION SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Health and Hygiene I	Personal hygiene importance; Bathing and handwashing; Cleanliness benefits
2	Health and Hygiene II	Dental care; Teeth brushing; Hair and nail care
3	Athletics III - Throwing	Introduction to throwing; Throwing techniques; Bean bag and ball throwing
4	Athletics IV - Relay Races	What is a relay? Baton passing; Simple relay activities
5	Midterm Examination	Assessment of weeks 1-4 topics
6	Midterm Break	
7	Ball Games II - Football Basics	Introduction to football; Basic foot skills; Dribbling and kicking
8	Ball Games III - Basketball Basics	Introduction to basketball; Ball handling; Bouncing and chest pass
9	Ball Games IV - Volleyball Basics	Introduction to volleyball; Hand positioning; Simple serving and hitting
10	Swimming I - Water Safety	Importance of water safety; Pool rules; Floating aids; Overcoming fear of water
11	Revision	Review of all topics covered in second term
12	Examination	End of second term assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

PRIMARY 3 PHYSICAL & HEALTH EDUCATION SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Swimming II - Basic Skills	Entering and exiting water safely; Holding breath underwater; Blowing bubbles
2	First Aid and Safety I	Introduction to first aid; Common injuries; When to call for help
3	First Aid and Safety II	Basic first aid for cuts and bruises; Treating minor burns; Safety at home and school
4	Advanced Body Movements	Balance and stability; Walking on lines; Simple balancing activities; Combining movements
5	Midterm Examination	Assessment of weeks 1-4 topics
6	Midterm Break	
7	Ball Games V - Team Games	Introduction to team play; Passing in groups; Simple team games; Fair play
8	Athletics V - Combined Activities	Mini athletics competition; Running, jumping, throwing stations
9	Health Education I - Nutrition	Importance of good food; Food groups; Healthy eating habits
10	Safety Education - Road Safety	Crossing the road safely; Traffic lights and signs; Pedestrian rules; Safety tips
11	Revision	Review of all topics covered in third term and entire year
12	Examination	End of year assessment
13	Closing	Sports Day; Collection of results; Distribution of report cards; Closing ceremony

CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK (PRIMARY 3)

FIRST TERM

Week	Topic	Content
1	Introduction to the New Testament	Meaning of New Testament; Books of the New Testament; Difference between Old and New Testament
2	The Promise of the Saviour I	God's promise to send a Saviour; Prophecies about Jesus (Isaiah 7:14; Micah 5:2); Waiting for the Messiah; Memory Verse: John 3:16
3	The Promise of the Saviour II	Angel's announcement to Mary (Luke 1:26-38); The birth of Jesus (Luke 2:1-20); Jesus as the promised Saviour; Memory Verse: Luke 2:11
4	The Promise of the Saviour III	Jesus' mission on earth; Jesus saves us from sin; Why we need a Saviour (Luke 19:10); Jesus' death and resurrection; Memory Verse: Luke 19:10
5	Midterm Examination	Assessment of weeks 1-4 topics
6	Midterm Break	
7	The Promise of the Comforter I	Jesus' promise of the Holy Spirit (John 14:16-17, 26); Who is the Comforter?; Why we need the Comforter; Memory Verse: John 14:16
8	The Promise of the Comforter II	The coming of the Holy Spirit at Pentecost (Acts 2:1-4); Peter's sermon (Acts 2:14-41); The work of the Holy Spirit; Memory Verse: Acts 2:4
9	The Promise of the Comforter III	How the Holy Spirit helps us; Fruits of the Spirit (Galatians 5:22-23); Living by the Spirit; Memory Verse: Galatians 5:22
10	The Second Coming of Jesus I	Jesus' promise to return (John 14:1-3); What is the Second Coming?; Signs of His coming (Matthew 24:3-14); Being ready; Memory Verse: John 14:3
11	Revision	Review of all topics covered in first term
12	Examination	End of first term assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

PRIMARY 3 CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Jesus the Way to the Father I	Jesus said "I am the Way" (John 14:6); No one comes to the Father except through Jesus; Jesus our mediator (1 Timothy 2:5); Memory Verse: John 14:6
2	Jesus the Way to the Father II	How Jesus leads us to God; Following Jesus' example; Obeying Jesus' teachings (John 14:15); Prayer and worship through Jesus; Memory Verse: John 14:15
3	Jesus the Way to the Father III	Living according to Jesus' way; Jesus' love for the Father (John 14:31); Our relationship with God through Jesus; Memory Verse: Matthew 7:21
4	Jesus the True Good Shepherd I	Jesus said "I am the Good Shepherd" (John 10:11-16); Characteristics of a good shepherd; Jesus knows His sheep; Memory Verse: John 10:11
5	Midterm Examination	Assessment of weeks 1-4 topics
6	Midterm Break	
7	Jesus the True Good Shepherd II	The Good Shepherd protects His sheep (John 10:11-18); Jesus cares for us; The shepherd and the lost sheep (Luke 15:3-7); Memory Verse: Psalm 23:1
8	Jesus the True Good Shepherd III	Following Jesus the Shepherd; Listening to the Shepherd's voice (John 10:27); The Shepherd lays down His life; We are His sheep; Memory Verse: John 10:27
9	Jesus the Bread of Life I	Jesus said "I am the Bread of Life" (John 6:35, 48-51); Meaning of Bread of Life; Physical and spiritual food; Memory Verse: John 6:35
10	Jesus the Bread of Life II	Jesus feeds the 5,000 (John 6:1-15); Manna in the wilderness (Exodus 16:4-15); Jesus is better than manna (John 6:32-35); Believing in Jesus; Memory Verse: John 6:48
11	Revision	Review of all topics covered in second term
12	Examination	End of second term assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

PRIMARY 3 CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Showing Hospitality I	Meaning of hospitality; Abraham and the three visitors (Genesis 18:1-8); Being kind to strangers (Hebrews 13:2); Memory Verse: Romans 12:13
2	Showing Hospitality II	Welcoming visitors; The Shunammite woman and Elisha (2 Kings 4:8-10); Sharing with others; Hospitality in our homes; Memory Verse: 1 Peter 4:9
3	Showing Love I	What is love? God's love for us (1 John 4:7-11); Jesus' commandment to love (John 13:34-35); Loving God and neighbors (Matthew 22:37-39); Memory Verse: John 13:34
4	Showing Love and Unselfishness II	The Good Samaritan (Luke 10:25-37); Helping others in need; Putting others first; Sharing and caring; Memory Verse: Luke 10:27
5	Midterm Examination	Assessment of weeks 1-4 topics
6	Midterm Break	
7	Showing Unselfishness III	Being generous like Jesus; Selfishness vs. unselfishness; The widow's offering (Mark 12:41-44); Giving cheerfully (2 Corinthians 9:7); Memory Verse: Acts 20:35
8	Showing Desire for Peaceful Co-existence I	Meaning of peace; Jesus the Prince of Peace (Isaiah 9:6); Living peacefully with others (Romans 12:18); Blessed are the peacemakers (Matthew 5:9); Memory Verse: Matthew 5:9
9	Showing Desire for Peaceful Co-existence II	Resolving conflicts peacefully; Forgiveness and reconciliation (Matthew 18:21-22); Avoiding quarrels and fights (Proverbs 17:14); Joseph forgives his brothers (Genesis 45:1-15); Memory Verse: Ephesians 4:32
10	Showing Desire for Peaceful Co-existence III	Being a peacemaker; Unity among Christians (Psalm 133:1; Ephesians 4:3); Respecting others; Living in harmony; Love covers all wrongs (Proverbs 10:12); Memory Verse: Ephesians 4:3
11	Revision	Review of all topics covered in third term and entire year
12	Examination	End of year assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

ISLAMIC STUDIES SCHEME OF WORK (PRIMARY 3)

FIRST TERM

Week	Topic	Content
1	Introduction to Arabic Alphabet	Review of Arabic letters; Shapes of letters (beginning, middle, end); Importance of proper pronunciation
2	Introduction of Tanwin I	Meaning of Tanwin; Types of Tanwin (Tanwin Fath, Tanwin Kasr, Tanwin Damm); Signs and symbols (َ ُ ِ)
3	Introduction of Tanwin II	How to pronounce Tanwin; Difference between Tanwin and other vowels; Practice with simple words; Reading words with Tanwin
4	Introduction of Tanwin III	Identifying Tanwin in the Qur'an; Reading Qur'anic verses with Tanwin; Writing words with Tanwin; Practical exercises
5	Midterm Examination	Assessment of weeks 1-4 topics
6	Midterm Break	
7	Suratul-Kawthar I	Introduction to Surah Al-Kawthar (Chapter 108); Meaning and translation; Revelation of the Surah; Memorization: Verses 1-2
8	Suratul-Kawthar II	Meaning of Al-Kawthar (abundance); Tajweed rules in the Surah; Complete memorization; Benefits and lessons from the Surah
9	Suratul-Ma'un I	Introduction to Surah Al-Ma'un (Chapter 107); Meaning and translation; Revelation of the Surah; Memorization: Verses 1-4
10	Suratul-Ma'un II	Complete memorization of Surah Al-Ma'un (Verses 5-7); Tajweed application; Lessons about helping the needy and orphans; Warnings against neglecting prayer
11	Revision	Review of all topics covered in first term; Recitation practice
12	Examination	End of first term assessment (written and oral Qur'an recitation)
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

PRIMARY 3 ISLAMIC STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Suratul-Quraysh I	Introduction to Surah Al-Quraysh (Chapter 106); Meaning and translation; Historical background of Quraysh tribe; Memorization: Verses 1-2
2	Suratul-Quraysh II	Complete memorization of Surah Al-Quraysh (Verses 3-4); Tajweed rules; Lessons about gratitude to Allah; The blessings of trade and security
3	Belief in Angels I	Introduction to Angels (Malaikah); What are Angels? Angels are created from light; Characteristics of Angels (they obey Allah, never disobey, never sleep or eat)
4	Belief in Angels II	Names and duties of major Angels: Jibril (revelation), Mikail (rain/sustenance), Israfil (trumpet), Izrail (death); Angel Kiraman Katibin (recording deeds); Angel Malik (guardian of Hell)
5	Midterm Examination	Assessment of weeks 1-4 topics
6	Midterm Break	
7	Jinn and Shaytan I	What are Jinn? Creation of Jinn from fire; Types of Jinn (believers and disbelievers); Story of Iblis (Shaytan); Iblis refuses to bow to Adam
8	Jinn and Shaytan II	How Shaytan misleads people; Ways to protect ourselves from Shaytan (seeking refuge in Allah, reciting Qur'an, remembering Allah); Du'a for protection: A'udhu billahi minash-shaytanir-rajeem
9	Things that Spoil Salat I	Importance of valid prayer; Things that invalidate Salat: Talking during prayer, eating or drinking, turning away from Qiblah, laughing loudly
10	Things that Spoil Salat II	More things that invalidate Salat: Breaking Wudu during prayer, intentional movements, adding or omitting pillars; What to do if Salat is spoiled; Making up missed prayers
11	Revision	Review of all topics covered in second term; Qur'an recitation practice
12	Examination	End of second term assessment (written and oral)
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

PRIMARY 3 ISLAMIC STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Tayammum I	Meaning of Tayammum (dry ablution); When to perform Tayammum (no water, illness, extreme cold); Importance of Tayammum; Qur'anic evidence (Surah An-Nisa 4:43)
2	Tayammum II	How to perform Tayammum step by step; Materials used (clean earth, sand, stone); Intention (Niyyah); Practical demonstration; Difference between Wudu and Tayammum
3	Prophet Muhammad's Call to Prophethood I	Life of Prophet Muhammad (S.A.W) before Prophethood; His honesty and trustworthiness (Al-Amin); His retreat to Cave Hira; Angel Jibril's first visit
4	Prophet Muhammad's Call to Prophethood II	First revelation (Surah Al-Alaq 96:1-5); Prophet's fear and Khadijah's support; Beginning of secret Da'wah; First Muslims (Khadijah, Ali, Abu Bakr, Zaid)
5	Midterm Examination	Assessment of weeks 1-4 topics
6	Midterm Break	
7	Significance of Prophet Muhammad I	Prophet Muhammad as the last messenger; His role as teacher and guide; His excellent character (kind, truthful, patient, forgiving); Examples of his behavior
8	Significance of Prophet Muhammad II	Prophet's love for children and family; His treatment of neighbors and strangers; His humility despite being a Prophet; Why we should follow his example (Sunnah)
9	Human Relations in Islam I	Importance of good relationships with others; Rights of parents (respect, obedience, kindness); Rights of children (care, education, love); Rights of relatives (maintaining ties)
10	Mutual Cooperation in Islam II	Helping one another in good deeds (Surah Al-Ma'idah 5:2); Being kind to neighbors; Sharing with the poor and needy; Working together as Muslims (Ummah); Examples of cooperation from Prophet's life
11	Revision	Review of all topics covered in third term and entire year; Complete Qur'an recitation review
12	Examination	End of year assessment (written and oral Qur'an recitation)
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

NIGERIAN HISTORY SCHEME OF WORK (PRIMARY 3)

FIRST TERM

Week	Topic	Content
1	Meaning of History	What is history? History as study of the past; Importance of learning about the past; Sources of history (stories, pictures, objects, books)
2	Importance of History I	Why we study history; Learning from the past; Understanding our culture and traditions; History helps us make better decisions
3	Importance of History II	Family history and identity; Knowing our ancestors; Family tree; Oral tradition and storytelling; Preserving family history
4	Introduction to Nigerian Peoples	Nigeria as a country with many ethnic groups; Concept of ethnic groups; Unity in diversity; Respect for all ethnic groups
5	Assessment of weeks 1-4 topics	
6	Midterm Break	
7	Peoples and Places in the Community I	Major ethnic groups in Nigeria (Hausa, Igbo, Yoruba); Other ethnic groups; Where different groups live in Nigeria
8	Peoples and Places in the Community II	Ethnic groups in our local community; Languages spoken; Cultural practices; Living peacefully together
9	Peoples and Places in the Community III	Origins of our community; Migration stories; Settlement patterns; How our community was founded
10	Tolerance and National Unity	Importance of tolerance; Respecting other ethnic groups; National unity; We are all Nigerians; Celebrating diversity
11	Review of all topics covered in first term	
12	End of first term assessment	
13	Collection of results; Distribution of report cards; Closing ceremony	

PRIMARY 3 NIGERIAN HISTORY SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Introduction to Heroes and Heroines	Meaning of hero and heroine; Characteristics of heroes (brave, selfless, patriotic); Why we remember heroes; National heroes vs. community heroes
2	Heroes and Heroines in the Community I	Local heroes in our community; People who helped build our community; Community leaders who served selflessly; Stories of local heroes
3	Heroes and Heroines in the Community II	More community heroes; Their contributions to development; How they helped others; Lessons we can learn from them
4	National Heroes and Heroines I	Introduction to Nigerian national heroes; Dr. Nnamdi Azikiwe (First President); Chief Obafemi Awolowo (Nationalist leader); Sir Ahmadu Bello (Sardauna of Sokoto)
5	Assessment of weeks 1-4 topics	
6	Midterm Break	
7	National Heroes and Heroines II	Herbert Macaulay (Father of Nigerian Nationalism); Chief Anthony Enahoro (Nationalist); Funmilayo Ransome-Kuti (Women's rights activist); Margaret Ekpo (Women's leader)
8	National Heroes and Heroines III	More Nigerian heroes; Their contributions to Nigeria's independence and development; Stories of their selfless service; Why we celebrate them
9	Contributions of Heroes to Development	How heroes contributed to education; Contributions to politics and governance; Fighting for independence; Building unity; Developing infrastructure
10	Developing Attitude of Selfless Service	What is selfless service? Learning from heroes' examples; How we can serve our community; Being helpful to others; Developing patriotism
11	Revision	- Review of all topics covered in second term
12	Examination	- End of second term assessment
13	Closing	- Collection of results; Distribution of report cards

PRIMARY 3 NIGERIAN HISTORY SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Introduction to Traditional Authority	Meaning of traditional authority; Traditional rulers before colonialism; Importance of traditional rulers; Respect for traditional authority
2	Traditional Rulers I	Who are traditional rulers? Oba, Emir, Obi, Obong; Roles of traditional rulers (maintaining peace, settling disputes, preserving culture); Traditional rulers in our community
3	Traditional Rulers II	Examples of important traditional rulers in Nigeria; Ooni of Ife; Alaafin of Oyo; Sultan of Sokoto; Oba of Benin; Their roles and importance
4	Traditional Title Holders I	Meaning of traditional title holders; Types of traditional titles (chieftaincy titles); How titles are given; Importance of title holders in the community
5	Assessment of weeks 1-4 topics	
6	Midterm Break	
7	Traditional Title Holders II	Examples of traditional title holders; Their responsibilities; How they assist traditional rulers; Respect for title holders; Traditional titles in our community
8	The Local Government Chairperson I	Introduction to local government; What is a Local Government Area (LGA)? Role of the local government; The chairperson as the head
9	The Local Government Chairperson II	Responsibilities of the LG Chairperson; How chairpersons are chosen (election); Services provided by local government (roads, healthcare, schools, markets); Our local government area
10	Leadership Qualities	What makes a good leader? Qualities of good leaders (honest, fair, hardworking, caring, listening to people); Leadership in traditional and modern systems; How we can develop leadership qualities
11	Revision	Review of all topics covered in third term and entire year
12	Examination	End of year assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK (PRIMARY 3)

FIRST TERM

Week	Topic	Content
1	Introduction to Leadership	Meaning of leadership; Leaders in our lives; Why we need leaders; Qualities of a good leader
2	Leadership at Home I	Parents as leaders; How parents lead the family; Obeying parents; Helping at home
3	Leadership at Home II	Older siblings as leaders; Taking responsibility at home; Doing house chores; Being a good example
4	Community Mobilization I	Meaning of community; Our community; People in our community; Working together in the community
5	Assessment of weeks 1-4 topics	
6	Midterm Break	
7	Community Mobilization II	Community projects (sanitation, building, farming); How communities work together; Helping our community; Community meetings
8	Civic Responsibilities I	What are responsibilities? Our duties at home (cleaning room, washing plates, tidying toys); Being responsible
9	Civic Responsibilities II	Our duties at school (doing homework, being punctual, keeping school clean); Our duties in the community (respecting elders, not littering)
10	Civic Responsibilities III	Our duties to our country (respecting national symbols, obeying rules, being patriotic); Simple actions we can take
11	Review of all topics covered in first term	
12	End of first term assessment	
13	Collection of results; Distribution of report cards; Closing ceremony	

PRIMARY 3 SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	National Identity I	What is national identity? Nigerian flag (colors and meaning); Nigerian coat of arms; National anthem
2	National Identity and Symbols II	Nigerian pledge; National symbols (eagle, horse); Independence Day (October 1st); Democracy Day (June 12th)
3	People, Places and Objects to Respect I	Respecting our parents and elders; Respecting teachers; Respecting community leaders; Why respect is important

4	People, Places and Objects to Respect II	Respecting our school; Respecting places of worship (church, mosque); Respecting public property; Respecting national monuments
5	Assessment of weeks 1-4 topics	
6	Midterm Break	
7	Marriage	What is marriage? Types of marriage in Nigeria (traditional, religious, court); Why people get married; Respect for married couples
8	Responsible Parenting	Who are parents? Duties of parents (feeding, clothing, education, love, care); How parents care for children; Appreciating our parents
9	Roles of Members of the Family	Father's role in the family; Mother's role in the family; Children's role in the family; Grandparents' role; Extended family members
10	Culture I	What is culture? Our way of life; Food, clothing, language, festivals; Nigerian cultures are different but important
11	Revision	Review of all topics covered in third term and entire year
12	Examination	End of year assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

PRIMARY 3 SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Culture II	Cultural festivals in Nigeria; Traditional dressing; Traditional food; Traditional music and dance; Respecting all cultures
2	Introduction to Nigeria	Nigeria our country; Location of Nigeria (West Africa); States and capital cities; Abuja as Federal Capital Territory; Nigeria's neighbors
3	Attitudes and Values	Good attitudes (honesty, kindness, respect, obedience); Bad attitudes (lying, stealing, disobedience, rudeness); Developing good values
4	Finding Help in Danger I	Types of danger (fire, flooding, accident, getting lost); When to call for help; Emergency numbers (police, fire service, ambulance)
5	Assessment of weeks 1-4 topics	
6	Midterm Break	
7	Finding Help in Danger II	Safe and unsafe places; Stranger danger; Not accepting gifts from strangers; Telling trusted adults when in danger; Safety at home and school
8	Secure Environment	Clean environment vs. dirty environment; Keeping our surroundings clean; Proper waste disposal; Not littering; Planting trees
9	Local Wildlife and Conservation	Animals in our environment; Protecting animals; Not killing animals unnecessarily; Conservation of nature; Caring for pets
10	Money I	What is money? Nigerian currency (Naira and Kobo); Coins and notes; Uses of money (buying, saving, giving); Keeping money safe
11	Revision	Review of all topics covered in third term and entire year
12	Examination	End of year assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

CULTURAL AND CREATIVE ARTS SCHEME OF WORK (PRIMARY 3)

FIRST TERM

Week	Topic	Content
1	Introduction to Nature Drawing I	What is nature drawing? Observing things around us; Natural objects (trees, flowers, fruits, leaves); Difference between nature and man-made objects
2	Introduction to Nature Drawing II	Basic shapes in nature (circles, ovals, triangles); Drawing simple natural objects (sun, moon, clouds, mountains); Using pencils and crayons
3	Types of Flowering Plants I	What are flowering plants? Parts of a flowering plant (root, stem, leaves, flower, fruit); Common flowering plants (sunflower, hibiscus, rose, lily)
4	Types of Flowering Plants II	Drawing flowering plants; Observing and sketching flowers; Coloring flowers with crayons/paints; Creating a simple flower garden drawing
5	Assessment of weeks 1-4 topics	
6		
7	Use of Lines in Designs I	Types of lines (straight, curved, zigzag, wavy, dotted); Thick and thin lines; Horizontal, vertical, and diagonal lines; Drawing different types of lines
8	Use of Lines in Designs II	Using lines to create patterns; Simple geometric designs; Border designs using lines; Decorative patterns for greeting cards
9	Use of Lines in Designs III	Creating pictures using only lines; Line art (houses, trees, animals); Combining different line types; Creative line designs
10	Use of Lines in Designs IV	Traditional Nigerian patterns using lines (Adire, Aso-oke patterns); Cultural designs; Symmetry in designs; Practical project: Design a bookmark
11	Revision	Review of all topics covered in third term and entire year
12	Examination	End of year assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

PRIMARY 3 CULTURAL AND CREATIVE ARTS SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Introduction to Modelling	What is modelling? Materials for modelling (clay, plasticine, playdough); Properties of modelling materials (soft, moldable, flexible)
2	Methods of Modelling I	Basic techniques: Rolling (making balls, cylinders); Pinching; Flattening; Joining pieces together; Making simple shapes
3	Methods of Modelling II	Modelling fruits and vegetables (banana, orange,

		carrot, tomato); Step-by-step process; Smoothing and finishing; Displaying work
4	Methods of Modelling III	Modelling animals (simple animals like snail, tortoise, fish); Building with basic shapes; Adding details; Painting modelled objects
5	Assessment of weeks 1-4 topics	
6		
7	Introduction to Drama	What is drama? Acting and pretending; Elements of drama (character, action, dialogue); Importance of drama
8	Creating Drama from Stories I	Choosing a simple story or folktale; Identifying characters in the story; Understanding the story plot (beginning, middle, end)
9	Creating Drama from Stories II	Writing simple dialogue; Assigning roles; Practicing expressions and voice; Rehearsing the drama sketch
10	Staging a Drama	What is staging? Simple props and costumes; Stage directions (entrance, exit); Performing before an audience; Stage confidence
11	Revision	Review of all topics covered in third term and entire year
12	Examination	End of year assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

PRIMARY 3 CULTURAL AND CREATIVE ARTS SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Introduction to Traditional Fabrics	What are traditional fabrics? Importance of traditional fabrics; Nigerian traditional fabrics (Adire, Aso-oke, Akwete, George)
2	Traditional Fabrics and Their Origins	Adire (Yoruba tie-dye fabric); Aso-oke (Yoruba woven cloth); Akwete (Igbo woven cloth); Ankara/African print; Origins and ethnic groups
3	Traditional Dresses I	Traditional dresses for men (Agbada, Babariga, Isiagu, Sokoto and Buba); When they are worn; Drawing traditional male attire
4	Traditional Dresses II	Traditional dresses for women (Buba and Iro, Wrapper and Blouse, Kaftan, Gele); When they are worn; Drawing traditional female attire
5	Assessment of weeks 1-4 topics	
6		
7	Traditional Fashion Accessories I	What are fashion accessories? Traditional accessories for men (cap/fila, walking stick, beads, traditional shoes); Their cultural significance
8	Traditional Fashion Accessories II	Traditional accessories for women (beads, coral, bangles, earrings, Gele, hand fan); Cultural and social meanings; Occasions for wearing them
9	Making Simple Accessories	Creating paper beads; Making simple necklaces and bracelets; Decorating accessories; Using local materials creatively
10	Cultural Day Preparation	Appreciating Nigerian cultures; Dressing in traditional attire; Cultural fashion show; Celebrating diversity; Respect for all cultures
11	Revision	Review of all topics covered in third term and entire year
12	Examination	End of year assessment
13	Closing	Collection of results; Distribution of report cards; Closing ceremony

PRIMARY 4 SCHEME OF WORK

TABLE OF CONTENT

1. English Studies
2. Mathematics
3. Basic Science and Technology
4. Physical and Health Education
5. Christian Religious Studies
6. Islamic Studies
7. Nigerian History
8. Social and Citizenship Studies
9. Cultural and Creative Arts (CCA)
10. Basic Digital Literacy
11. Pre-vocational Studies
12. French

ENGLISH LANGUAGE SCHEME OF WORK (PRIMARY 4)
FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Conversations/Dialogues Using Modal Auxiliaries (Part 1)	• Meaning and uses of modal auxiliaries • Modal auxiliaries: can/could (ability, permission, possibility) • Examples: "I can swim", "Could you help me?" • Modal auxiliaries: will/would (future actions, polite requests) • Examples: "I will come tomorrow", "Would you like some water?" • Practice dialogues using can/could and will/would
2	Conversations/Dialogues Using Modal Auxiliaries (Part 2)	• Modal auxiliaries: shall/should (suggestions, obligations, advice) • Examples: "Shall we go?", "You should study hard" • Modal auxiliaries: may/might (permission, possibility) • Examples: "May I go out?", "It might rain today" • Observing conversation etiquette: turn-taking, listening, politeness • Practice dialogues using shall/should and may/might
3	Conversations/Dialogues Using Modal Auxiliaries (Part 3)	• Modal auxiliaries: must, ought to (strong obligation, necessity) • Examples: "You must obey your parents", "We ought to be grateful" • Modal auxiliaries: need to, used to, dare • Examples: "I need to finish my homework", "I used to live in Lagos", "How dare you!" • Engaging in conversations on national values using modal auxiliaries • Group dialogues and role-play activities
4	Conversations/Dialogues Using Modal Auxiliaries (Part 4)	• Creating conversations on various topics using modal auxiliaries: • Insecurity: "We should report suspicious activities" • Financial system: "We must save

		money for the future" • Corruption: "Leaders ought to be honest" • Observing conversation etiquette in group discussions • Class debates using modal auxiliaries • Assessment of modal auxiliary usage
5	MID-TERM EXAMINATION	• Assessment of Weeks 1-4
6	MID-TERM BREAK	• Holiday/Rest
7	Aural Discrimination in Vowels	• Discriminating between the sounds /ʌ/ and /ɜ:/ in words • Practice words: • cup/curb, luck/lurk, gull/girl, bust/burst • Listening exercises to identify sounds • Pronunciation practice • Using words in sentences • Spelling activities with these sound patterns
8	Aural Discrimination in Consonants	• Discriminating between pairs of consonants /tʃ/ and /ʃ/ • Practice words: chin/shin, chop/shop, catch/cash • Discriminating between /v/ and /f/ • Practice words: vest/first, very/ferry, have/half • Distinguishing between voiced and voiceless consonant sounds • Pronunciation drills and listening activities
9	Homophones and Homographs (Part 1)	• Understanding homophones: words that sound the same but have different meanings • Examples and practice: • to/too/two, their/there/they're • bare/bear, fair/fare, knight/night • Using homophones correctly in sentences • Spelling practice with homophones • Context clues to determine correct homophone
10	Homophones and Homographs (Part 2)	• Understanding homographs: words with same spelling but different meanings

		• Examples and practice: • bank (financial institution) / bank (riverbank) • bat (animal) / bat (sports equipment) • spring (season) / spring (coiled metal object) • Using context to understand homograph meanings • Creating sentences with homographs • Homophone and homograph games and exercises
11	REVISION	• Review: Modal auxiliaries, aural discrimination, homophones, homographs
12	EXAMINATION	• End of Term Assessment (Written and Oral)
13	CLOSING/VACATION	• Term ends

PRIMARY 4 ENGLISH LANGUAGE SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Using Past, Present and Future Tenses	- Understanding the three main tenses - Past tense: actions that already happened - Examples: "I ate yesterday", "She went to school" - Present tense: actions happening now or regularly - Examples: "I eat rice everyday", "He plays football" - Future tense: actions that will happen - Examples: "I will eat salad tomorrow", "We shall visit grandma" - Practice: Converting sentences between tenses
2	Nouns and Pronouns	- Identification of nouns: naming words (people, places, things, ideas) - Types of nouns: common, proper, collective, abstract - Understanding pronouns: words that replace nouns - Types of pronouns: personal (I, you, he, she, it, we, they), possessive (mine, yours, his, hers, ours, theirs) - Use of nouns and pronouns in sentences - Agreement between nouns and pronouns
3	Adjectives and Adverbs (Part 1)	- Meaning of adjectives: words that describe nouns - Types of adjectives: - Quantitative adjectives (describe quantity): many, few, some - Qualitative adjectives (describe quality): beautiful, tall, kind - Demonstrative adjectives: this, that, these, those - Interrogative adjectives: which, what, whose - Possessive adjectives: my, your, his, her, our, their - Using adjectives to enhance descriptions
4	Adjectives and Adverbs (Part 2)	- Comparative forms of adjectives - Examples: "Janelle is taller than her friend", "Bimpe is more intelligent than Ola"

		• Order of adjectives: opinion-size-age-shape-color-origin-material-purpose • Meaning of adverbs: words that describe verbs, adjectives, or other adverbs • Types of adverbs: manner, time, place, frequency, degree • Comparative forms of adverbs: "Ahmed walks more slowly than Eze" • Use of adjectives and adverbs in sentences
5	MID-TERM EXAMINATION	• Assessment of Weeks 1-4
6	MID-TERM BREAK	• Holiday/Rest
7	Vocabulary: Common Idioms	• Understanding idioms: expressions with meanings different from literal words • Common idioms and their meanings: • "A piece of cake" (very easy) • "Break a leg" (good luck) • "Hit the nail on the head" (exactly right) • "Cost an arm and a leg" (very expensive) • "Once in a blue moon" (very rarely) • Using idioms in sentences • Creating dialogues with idioms
8	Sense Relations: Synonyms and Antonyms	• Meaning of synonyms: words with similar meanings • Examples: happy/joyful, big/large, smart/intelligent, begin/start • Using synonyms to improve vocabulary • Meaning of antonyms: words with opposite meanings • Examples: hot/cold, happy/sad, big/small, fast/slow • Using synonyms and antonyms in sentences • Word games with synonyms and antonyms
9	Sense Relations: Homonyms and Hyponyms	• Meaning of homonyms: words that sound alike or are spelled alike but have different meanings • Examples: bank, bat, spring (as covered in homographs/homophones) • Meaning of hyponyms: specific words under a general category • Examples: Rose, lily, tulip are hyponyms of "flower" • Cat, dog, cow are hyponyms of "animal" • Using sense relations to expand vocabulary

		• Classification exercises
10	Vocabulary Associated with Various Fields (Part 1)	• Family vocabulary: nuclear family, extended family, father, mother, sister, brothers, nieces, nephews, cousins, grandfather, grandmother, mother-in-law, step-mother, etc. • School vocabulary: uniform, library, lessons, exams, school bag, playground, assembly, sports, writing, etc. • Sports vocabulary: team, coach, player, goal, score, win, brace, lose, draw, game, referee, kick, etc. • Using context-specific vocabulary in sentences
11	REVISION	• Review: Tenses, nouns, pronouns, adjectives, adverbs, vocabulary, sense relations
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 4 ENGLISH LANGUAGE SCHEME OF WORK**THIRD TERM**

Week	Topic	Breakdown (Subtopics)
1	Introduction to Stress	• Meaning of stress: emphasis placed on syllables or words • Types of stress: Word stress: emphasis on specific syllables (e.g., TAbLe, WRITing, BEAutiful) • Sentence stress: emphasis on certain words for meaning (e.g., "I DIDN'T say he stole it" vs. "I didn't say HE stole it") • Simple stress placement rules for two-syllable words • Practice identifying and marking stressed syllables
2	Introduction to Stress (Continued)	• Stress placement rules: • Two-syllable nouns/adjectives: stress first syllable (TAbLe, HAPpy) • Two-syllable verbs/prepositions: stress second syllable (arRIVE, beGIN) • Compound words: stress patterns (BLACKboard for nouns, overCOME for verbs) • Practice exercises with word and sentence stress • Pronunciation drills emphasizing correct stress
3	Introduction to Intonation	• Meaning of intonation: rise and fall of voice in speaking • Importance of intonation: • Expresses attitudes and emotions • Differentiates questions from statements • Clarifies meaning in sentences • Types of intonation: rising intonation and falling intonation • Practice: "You're coming." (statement) vs. "You're coming?" (question)
4	Dialogue Using Tag Questions	• Meaning of question tags: short questions at the end of statements • Basic rules: positive statement → negative tag • negative statement → positive tag • Positive examples: "Tomorrow is

		Monday, isn't it?", "You are a boy/girl, aren't you?", "She is quite attractive, isn't she?" • Negative examples: "You didn't come to school, did you?", "This book isn't yours, is it?" • Creating dialogues with tag questions • Practice conversations
5	MID-TERM EXAMINATION	• Assessment of Weeks 1-4
6	MID-TERM BREAK	• Holiday/Rest
7	Oral Composition: Narrative Composition	• Narration on various topics: • "A Visit to My Village" • "My First Day at School" • "A Visit to the Market" • Elements of narrative: beginning, middle, end • characters, setting, events • Practice oral storytelling • Group narration activities • Recording or presenting narratives to class
8	Oral Composition: Descriptive Composition	• Description of places, people, events • Using descriptive words: adjectives, sensory details • Practice describing: • A person (appearance, personality) • A place (school, market, village) • An event (birthday party, festival) • Oral presentations of descriptions • Peer feedback and improvement
9	Reading Comprehension: Using Contextual Clues	• Reading passages on various issues: • Taxation, achieving academic excellence • Skill acquisition, building good character/manners • Using contextual clues to get meanings of unfamiliar words • Literal, inferential, and critical questions on passages • Using unfamiliar words in sentences • Vocabulary building through context
10	Reading Comprehension: Main and Supporting Ideas	• Reading class-appropriate informational texts on: • Diet and nutrition, benefits of eating for healthy living • Pollution: types, causes, and purification

		• Charitable donations: importance of giving money to those in need • Identifying main ideas (what the passage is mostly about) • Identifying supporting ideas (details that support the main idea) • Practice summarizing passages
11	REVISION	• Review: Stress, intonation, tag questions, oral composition, comprehension
12	EXAMINATION	• End of Term Assessment (Written and Oral)
13	CLOSING/VACATION	• Term ends

MATHEMATICS SCHEME OF WORK (PRIMARY 4)

FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Whole Numbers (Part 1)	- Counting and writing numbers 1-1,000 - Place value: ones, tens, hundreds, thousands - Reading and writing numbers in words and figures - Expanded notation: $345 = 300 + 40 + 5$ - Comparing numbers using $>$, $<$, $=$ symbols - Ordering numbers in ascending and descending order
2	Whole Numbers (Part 2)	- Counting in 2s, 5s, 10s, 25s, 50s, 100s - Skip counting patterns and number sequences - Number patterns: identifying and continuing patterns - Odd and even numbers up to 1,000 - Rounding numbers to nearest 10 and 100 - Number line activities (0-1,000)
3	Whole Numbers (Part 3)	- Roman numerals: I, V, X, L, C, D, M - Reading and writing Roman numerals up to 100 - Converting between Roman numerals and Hindu-Arabic numerals - Factors and multiples (introduction) - Prime numbers (basic introduction: 2, 3, 5, 7, 11, 13) - Square numbers: $1^2, 2^2, 3^2, 4^2, 5^2$ (1, 4, 9, 16, 25)
4	Fractions (Part 1)	- Understanding fractions: parts of a whole - Identifying and naming fractions: $1/2, 1/3, 1/4, 1/5, 1/8, 1/10$ - Numerator and denominator - Representing fractions using shapes and diagrams - Equivalent fractions: $1/2 = 2/4 = 3/6$ - Comparing fractions with same denominator
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Holiday/Rest
7	Addition and Subtraction (Part 1)	- Addition of 2-digit and 3-digit numbers without regrouping - Addition with regrouping (carrying) - Addition of three or more numbers

		• Vertical and horizontal addition • Word problems on addition • Mental addition strategies
8	Addition and Subtraction (Part 2)	• Subtraction of 2-digit and 3-digit numbers without regrouping • Subtraction with regrouping (borrowing) • Subtraction across zeros: 500 - 237 • Vertical and horizontal subtraction • Word problems on subtraction • Mental subtraction strategies
9	Addition and Subtraction (Part 3)	• Mixed addition and subtraction problems • Addition and subtraction of money (Naira and Kobo) • Checking subtraction using addition • Multi-step word problems • Real-life applications: shopping, saving, spending • Problem-solving strategies
10	Multiplication (Part 1)	• Understanding multiplication as repeated addition • Multiplication tables: 2, 3, 4, 5, 10 times tables • Commutative property: $3 \times 4 = 4 \times 3$ • Multiplication by 10, 100 (pattern recognition) • Multiplication of 2-digit by 1-digit numbers (without regrouping) • Word problems on multiplication
11	REVISION	• Review of all topics: Whole numbers, fractions, addition, subtraction, multiplication
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 4 MATHEMATICS SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Multiplication (Part 2)	• Multiplication tables: 6, 7, 8, 9, 11, 12 times tables • Multiplication of 2-digit by 1-digit numbers (with regrouping) • Multiplication of 2-digit by 2-digit numbers (introduction) • Multiplication using grid method • Multiplication word problems • Real-life applications of multiplication
2	Division (Part 1)	• Understanding division as sharing and grouping • Division as inverse of multiplication • Division facts from multiplication tables • Division of 2-digit numbers by 1-digit numbers (no remainder) • Division with remainders • Recording division: $15 \div 3 = 5$ and $3 \overline{)15}$
3	Division (Part 2)	• Long division method (introduction) • Division of 3-digit numbers by 1-digit numbers • Checking division using multiplication • Division word problems • Real-life applications: sharing equally, grouping • Mixed operations problems
4	Estimation	• Understanding estimation: finding approximate answers • Rounding to nearest 10, 100, 1000 • Estimating sums and differences • Estimating products and quotients • When to use estimation (checking reasonableness of answers) • Real-life estimation situations
5	MID-TERM EXAMINATION	• Assessment of Weeks 1-4
6	MID-TERM BREAK	• Holiday/Rest
7	Open Sentences	• Understanding open sentences (equations with missing numbers) • Finding missing numbers in addition: $\_\_\_ + 5 = 12$

		- Finding missing numbers in subtraction: $15 - \underline{\quad} = 8$ - Finding missing numbers in multiplication: $4 \times \underline{\quad} = 20$ - Finding missing numbers in division: $\underline{\quad} \div 3 = 7$ - Using trial and error and inverse operations - Creating and solving open sentences
8	Money (Part 1)	- Identifying Nigerian currency: coins and notes - Naira and Kobo: ₦1 = 100k - Converting between Naira and Kobo - Counting money: notes and coins combinations - Addition and subtraction of money - Making change from purchases - Word problems involving money
9	Money (Part 2)	- Multiplication and division of money - Shopping calculations: total cost, change - Budgeting: planning how to spend money - Profit and loss (simple introduction) - Saving money: simple interest concept (awareness) - Real-life money problems and scenarios
10	Length	- Understanding length: how long something is - Units of length: millimeter (mm), centimeter (cm), meter (m), kilometer (km) - Conversions: $10\text{mm} = 1\text{cm}$, $100\text{cm} = 1\text{m}$, $1000\text{m} = 1\text{km}$ - Measuring length using rulers and tape measures - Estimating lengths - Addition and subtraction of lengths - Perimeter: measuring around shapes - Word problems on length
11	REVISION	Review: Multiplication, division, estimation, open sentences, money, length
12	EXAMINATION	End of Term Assessment
13	CLOSING/VACATION	Term ends

PRIMARY 4 MATHEMATICS SCHEME OF WORK**THIRD TERM**

Week	Topic	Breakdown (Subtopics)
1	Weight	• Understanding weight: how heavy something is • Units of weight: gram (g), kilogram (kg) • Conversion: 1000g = 1kg • Measuring weight using scales (kitchen, bathroom, market scales) • Estimating weights • Comparing weights: heavier, lighter, same • Addition and subtraction of weights • Word problems on weight
2	Time	• Telling time: o'clock, half past, quarter past, quarter to • 12-hour and 24-hour clock (introduction) • a.m. and p.m. • Reading timetables and schedules • Calculating duration: how long activities take • Days, weeks, months, years • Calendar activities: finding dates, counting days • Word problems on time
3	Area	• Understanding area: space inside a shape • Measuring area using square units (square cm, square m) • Counting squares to find area • Area of rectangles: length $\times$ width • Area of squares: side $\times$ side • Comparing areas of different shapes • Practical activities: measuring classroom, desk, book areas • Word problems on area
4	Capacity	• Understanding capacity: how much a container holds • Units of capacity: milliliter (ml), liter (l) • Conversion: 1000ml = 1l • Measuring capacity using measuring cups, jugs, bottles • Estimating capacity • Addition and subtraction of capacity • Real-life applications: cooking, filling

		- containers - Word problems on capacity
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4
6	MID-TERM BREAK	Holiday/Rest
7	Plane Shapes (2D Shapes)	- Identifying and naming 2D shapes: circle, triangle, square, rectangle, pentagon, hexagon, octagon - Properties of 2D shapes: sides, corners (vertices), angles - Regular and irregular shapes - Lines of symmetry in shapes - Drawing and constructing 2D shapes - Tessellation: shapes that fit together - Finding shapes in the environment
8	Three Dimensional Shapes (3D Shapes)	- Identifying and naming 3D shapes: cube, cuboid, sphere, cylinder, cone, pyramid - Properties of 3D shapes: faces, edges, vertices - Relationship between 2D and 3D shapes (faces of 3D shapes are 2D) - Nets of 3D shapes (folding flat patterns to make shapes) - Finding 3D shapes in the environment - Building and modeling 3D shapes
9	Bar Graphs (Part 1)	- Understanding data: information we collect - Collecting data: surveys, tallying, counting - Organizing data in tables - Introduction to bar graphs - Reading bar graphs: interpreting information - Parts of a bar graph: title, labels, scale, bars - Answering questions from bar graphs
10	Bar Graphs (Part 2)	- Constructing simple bar graphs (vertical and horizontal) - Choosing appropriate scales - Creating bar graphs from collected data - Comparing data using bar graphs - Real-life applications: class surveys (favorite food, sport, color) - Pictographs (introduction): using pictures to represent data - Interpreting and creating pictographs
11	REVISION	Review: Weight, time, area, capacity,

		shapes, bar graphs
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

BASIC SCIENCE & TECHNOLOGY SCHEME OF WORK (PRIMARY 4)
FIRST TERM

Week	Topic	Content
1	Changes in Nature	Observation of changes in nature - day and night, seasons, weather patterns; Recording daily weather conditions; Understanding natural cycles
2	Developmental Changes in Plants	Life cycle of plants; Germination process; Parts of a flowering plant; Growth stages from seed to mature plant
3	Growth and Developmental Changes in Animals	Life cycles of common animals; Stages of growth in humans; Changes from birth to adulthood; Comparing growth in different animals
4	Exploring Water in Our Environment	Sources of water; Uses of water; Water bodies around us; Importance of clean water; Simple water conservation methods
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Human Body: The Mouth	Parts of the mouth; Functions of different parts; The tongue and taste; Proper oral hygiene; Speaking and eating functions
8	Human Body: The Teeth	Types of teeth and their functions; Permanent and milk teeth; Dental care and hygiene; Common dental problems; Healthy eating for strong teeth
9	Non-Living Things: Rocks	Characteristics of rocks; Types of rocks; Uses of rocks in daily life; Rock formations in the environment
10	Properties of Living and Non-Living Things	Differences between living and non-living things; Movement, nutrition, respiration in living things; Comparing characteristics
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 4 BASIC SCIENCE & TECHNOLOGY SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Light Energy	Sources of light - natural and artificial; Properties of light; Light and shadows; Reflection of light; Importance of light
2	Basic Electricity	Sources of electrical energy; Electrical appliances in the home; Conductors and insulators; Safety with electricity; Simple circuits
3	Sound Energy	Sources of sound; How sound travels; Loud and soft sounds; Musical instruments; Noise pollution
4	Heat Energy	Sources of heat; Effects of heat on materials; Heat and temperature; Uses of heat; Safety with hot objects
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Air and Breathing	Composition of air; Importance of air; The breathing system; Keeping lungs healthy; Air pollution
8	Soil as Part of Our Environment	Types of soil; Properties of different soils; Uses of soil; Soil conservation; Organisms in the soil
9	The Solar System	The sun, moon and stars; Planets in the solar system; Day and night; The earth's movement
10	Weather and Climate	Elements of weather; Weather instruments; Seasons in Nigeria; Dressing for different weather conditions
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 4 BASIC SCIENCE & TECHNOLOGY SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Simple Machines	Types of simple machines - lever, pulley, inclined plane, wheel and axle; How simple machines make work easier; Examples in daily life
2	Shape Construction with Paper, Wood or Metal	Basic shapes and their properties; Constructing models with different materials; Tools for construction; Safety in using tools
3	Vehicles	Types of vehicles - land, water, air; Parts of a vehicle; How vehicles move; Transportation in our community; Road safety
4	Technology in Our Daily Lives	Simple technologies at home and school; Communication devices; Importance of technology; Responsible use of technology
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Food and Nutrition	Classes of food; Balanced diet; Food preservation; Healthy eating habits; Local and foreign foods
8	Health and Hygiene	Personal hygiene; Common diseases and prevention; First aid basics; Keeping the environment clean
9	Waste Management	Types of waste; Proper waste disposal; Recycling and reuse; Effects of poor waste management
10	Safety in Our Environment	Safety at home, school and on the road; Identifying hazards; Emergency situations; Helpful safety rules
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK (PRIMARY 4)
FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Moving Our Body Parts I - Part 1	• Simple warm-up activities • Moving and stretching the head and neck • Nodding head up and down • Turning head left and right • Moving shoulders up and down • Arm swinging exercises • Simple coordination games
2	Moving Our Body Parts I - Part 2	• Moving arms in circles • Clapping hands in different patterns • Bending and stretching the body • Twisting the waist • Lifting knees up and down • Kicking legs forward and backward • Simple movement songs and games
3	Moving Our Body Parts II - Part 1	• Walking in different ways: fast, slow, on tiptoes • Running and stopping on command • Hopping on one leg • Jumping with both feet • Skipping around the field • Simple running games like "catch me if you can"
4	Moving Our Body Parts II - Part 2	• Balancing on one foot • Walking on a line • Bending to touch toes • Stretching arms high above head • Twisting body left and right • Simple dance movements • Movement games with music
5	MID-TERM EXAMINATION	• - Simple practical tests of body movements learned
6	MID-TERM BREAK	• -
7	Personal Health - Part 1	• What is personal health? • Taking a bath every day • Washing hands with soap and water • When to wash hands: before eating, after toilet • Brushing teeth in the morning and at night • Cutting and cleaning fingernails

		• Combing hair every day
8	Personal Health - Part 2	• Wearing clean clothes every day • Washing dirty clothes • Wearing clean socks and underwear • Cleaning our shoes • Keeping our school uniforms neat • Why clean clothes are important
9	Personal Health - Part 3	• Eating good food to stay healthy • Foods that help us grow: rice, yam, bread, beans • Foods that make us strong: meat, fish, eggs, milk • Eating fruits like oranges, bananas, apples • Eating vegetables like carrots, tomatoes • Drinking clean water every day • Not eating too much sugar and sweets
10	Personal Health - Part 4	• Sleeping early at night • Waking up early in the morning • Playing and exercising every day • Sitting properly in class • Standing straight when we walk • Going to the hospital when sick • Telling adults when we don't feel well
11	REVISION	• Practice all body movements • Review personal health habits • Games and activities • Questions and answers • Demonstrations by students
12	EXAMINATION	• End of Term Assessment (Simple theory and practical)
13	CLOSING	• Result distribution and vacation announcement

PRIMARY 4 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK**SECOND TERM**

Week	Topic	Breakdown (Subtopics)
1	Relay Races - Part 1	• What is a relay race? • Running as a team (4 people) • The baton (stick we pass) • Holding the baton properly • Simple relay games without baton • Running and tagging your friend • Waiting for your turn
2	Relay Races - Part 2	• How to pass the baton to your friend • Giving with right hand, receiving with left hand • Running fast and passing carefully • Practicing baton exchange • Simple relay race games • Working together as a team • Not dropping the baton
3	Middle Distance Races	• Running longer distances (not sprinting) • Running around the field 2-3 times • Running at a steady pace (not too fast) • Breathing properly while running • Swinging arms when running • Not getting tired too quickly • Simple practice runs • Timing our runs
4	Long Distance Races	• Running even longer distances • Running around the field many times • Starting slowly and keeping the same speed • Drinking water before and after running • Building strength by running often • Not giving up when tired • Practice running with friends • Encouraging each other
5	MID-TERM EXAMINATION	• Simple running tests and relay games
6	MID-TERM BREAK	
7	Long Jump - Part 1	• What is long jump? • Running and jumping forward • Running fast before jumping • Taking off with one foot • Jumping as far as possible

		• Landing with both feet • Landing in the sand safely • Simple jumping games
8	Long Jump - Part 2	• Practicing the run-up • Counting steps before jumping • Swinging arms when jumping • Lifting knees high in the air • Landing without falling backward • Measuring how far we jumped • Trying to jump farther each time • Safety rules in long jump
9	High Jump - Part 1	• What is high jump? • Jumping over a rope or bar • Running toward the bar • Taking off with one foot • Lifting our body over the bar • Landing safely on a mat or soft ground • Simple high jump games • Starting with low heights
10	High Jump - Part 2	• Scissors jump technique (simplest method) • Running in a curve toward the bar • Jumping over the bar like scissors • Keeping our body straight • Not touching the bar • Landing on our feet safely • Practicing with different heights • Cheering for our friends
11	REVISION	• Practice all running and jumping activities • Relay games • Running races • Jumping competitions • Team activities and games
12	EXAMINATION	• End of Term Assessment (Simple practical tests)
13	CLOSING	• Result distribution and vacation announcement

PRIMARY 4 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Tennis	• What is tennis? • The tennis racket and ball • Holding the racket properly • Hitting the ball with the racket • Simple forehand hit (hitting from the side) • Bouncing the ball with the racket • Hitting the ball to a partner • Simple tennis games • Taking turns and playing fair
2	Table Tennis	• What is table tennis (ping pong)? • The small table, net, and paddle • The small white ball • Holding the paddle correctly • Hitting the ball gently • Bouncing the ball on the paddle • Hitting ball back and forth over net • Simple table tennis games • Scoring points (basic)
3	Soccer - Part 1	• What is soccer (football)? • The soccer ball and goal posts • Kicking the ball with our feet • Dribbling (moving with the ball) • Passing the ball to friends • Simple kicking games • Not using our hands (except goalkeeper) • Playing as a team
4	Soccer - Part 2	• Stopping the ball with our feet • Shooting at the goal • The goalkeeper stops the ball • Simple rules: not pushing others, staying in bounds • Playing small-sided games (3 vs 3 or 4 vs 4) • Being a good sport • Celebrating together when we score
5	MID-TERM EXAMINATION	• Simple tests on racket sports and soccer basics

6	MID-TERM BREAK	• -
7	Basketball	• What is basketball? • The basketball and hoop • Bouncing the ball (dribbling) • Catching and throwing the ball • Throwing ball into the basket • Using both hands to catch • Simple passing games • Not running with the ball without bouncing • Taking turns shooting
8	Volleyball	• What is volleyball? • The volleyball and high net • Hitting the ball over the net • Using our hands to hit ball up • Simple underhand serve • Hitting ball to teammates • Working together to keep ball in the air • Not catching or holding the ball • Simple rotation games
9	First Aid and Safety Education	• What is first aid? • Getting help when someone is hurt • Calling a teacher or adult • Simple cuts and bruises • Cleaning small cuts with water • Putting a plaster on cuts • What to do when someone falls • Ice for bumps and swelling • Not touching blood without adult help • When to get help immediately
10	Safety Precautions in Games and Sports	• Warming up before playing (stretching and jogging) • Wearing the right clothes and shoes for sports • Drinking water when thirsty • Playing carefully to avoid hurting others • Following the rules of the game • Stopping when we are hurt or very tired • Playing in safe areas only

		• Listening to the teacher or coach • Cooling down after playing
11	Recreation and Leisure / Drug and Alcohol Education	• Recreation and Leisure: • Having fun and relaxing • Playing games after school • Indoor games: cards, board games, drawing • Outdoor activities: playing in the park, riding bicycle • Hobbies: reading, singing, dancing • Resting and having fun is important • Drug and Alcohol Education: • Medicine helps when we are sick • Only take medicine from parents or doctor • Never take medicine alone • Some things are harmful: cigarettes, alcohol, drugs • Saying NO to strangers offering things • Telling parents or teachers if someone offers us something bad • Our body is important and we must keep it healthy
12	EXAMINATION	• End of Term/Year Assessment (Simple theory and practical)
13	CLOSING	• Result distribution and vacation announcement

CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK (PRIMARY 4)
FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	God Speaks to Us	• Introduction: How does God speak to us? • God speaks through the Bible (His Word) • God speaks through parents and teachers • God speaks through pastors and church leaders • God speaks through our conscience (inner voice) • God speaks through prayer • Listening to God's voice • Bible story: God speaks to Samuel (1 Samuel 3:1-10)
2	We are Children of One Father	• God is our Heavenly Father • We are all God's children • God created all people • We are brothers and sisters in Christ • Loving one another as God's children • Respecting all people regardless of tribe or color • Living as one family in God • Bible verses: John 1:12, 1 John 3:1
3	God Calls Us for a Purpose	• What does it mean to be called by God? • God has a special plan for everyone • God created us for a purpose • Using our talents and gifts for God • Obeying God's call • Being helpful at home, school, and church • Bible stories: God calls Moses (Exodus 3:1-12) • God calls young Samuel (1 Samuel 3:1-10)
4	God Gives His Law to Us - Part 1	• Introduction to God's law • Why God gave us laws (to guide and protect us) • The Ten Commandments introduction • Where God gave the law (Mount Sinai to Moses) • The first commandment: No other gods • The second commandment: No idols • The third commandment: Respect God's name • Bible reference: Exodus 20:1-17

5	MID-TERM EXAMINATION	• Assessment on topics covered
6	MID-TERM BREAK	• -
7	God Gives His Law to Us - Part 2	• The fourth commandment: Keep the Sabbath holy • The fifth commandment: Honor your parents • The sixth commandment: Do not kill • The seventh commandment: Be faithful in marriage • The eighth commandment: Do not steal • The ninth commandment: Do not lie • The tenth commandment: Do not covet • Why we should obey God's commandments
8	God Reveals Himself to Us - Part 1	• What does "reveal" mean? (God shows Himself) • God reveals Himself through creation (nature) • Looking at the sky, trees, animals - we see God's work • God reveals Himself through His power • God reveals Himself through miracles • Bible stories: Creation (Genesis 1-2) • God appears to Moses in burning bush (Exodus 3)
9	God Reveals Himself to Us - Part 2	• God reveals Himself through Jesus Christ • Jesus shows us what God is like • God reveals Himself through the Bible • God reveals Himself through the Holy Spirit • God reveals His love, mercy, and kindness • How we can know God better • Bible verse: John 14:9, Hebrews 1:1-2
10	God Reveals Himself to Us - Part 3	• God's attributes revealed to us • God is love (1 John 4:8) • God is powerful (Almighty) • God is everywhere (Omnipresent) • God knows everything (Omniscient) • God is holy and perfect • God is merciful and forgiving • Responding to God's revelation with worship and obedience
11	REVISION	• Review all topics covered in First Term • How God speaks to us • We are God's children • God's purpose and calling

		• The Ten Commandments • How God reveals Himself • Memory verses review • Q&A sessions
12	EXAMINATION	• End of Term Assessment
13	CLOSING	• Result distribution and vacation announcement

PRIMARY 4 CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Jesus' Power to Forgive Sins	• What is sin? (Disobeying God) • Everyone has sinned (Romans 3:23) • Jesus has power to forgive our sins • The story of the paralyzed man (Mark 2:1-12) • Jesus forgives the woman caught in sin (John 8:1-11) • How to receive forgiveness: confess and repent • Forgiving others as Jesus forgives us • Bible verse: 1 John 1:9
2	Jesus Loves All People - Part 1	• Jesus loves everyone - no exceptions • Jesus loves children (Mark 10:13-16) • Jesus loves the poor and the rich • Jesus loves the sick and the healthy • Jesus and the Samaritan woman (John 4:1-42) • Jesus loves people others reject • Jesus calls tax collector Zacchaeus (Luke 19:1-10)
3	Jesus Loves All People - Part 2	• Jesus loves all tribes and nations • Jesus heals the Roman centurion's servant (Luke 7:1-10) • The Good Samaritan story (Luke 10:25-37) • We should love all people like Jesus does • Not discriminating against anyone • Showing Jesus' love through our actions • Bible verse: John 13:34-35
4	Jesus Prayed to the Father - Part 1	• Jesus' example of prayer • Jesus prayed often to God the Father • Jesus prayed alone in quiet places • Jesus prayed early in the morning (Mark 1:35) • Jesus prayed before important decisions • Jesus prayed for His disciples • Jesus taught His disciples to pray (The Lord's Prayer - Matthew 6:9-13)
5	MID-TERM EXAMINATION	• - Assessment on topics covered

6	MID-TERM BREAK	
7	Jesus Prayed to the Father - Part 2	• Learning the Lord's Prayer • "Our Father in heaven" - God is our Father • "Hallowed be Your name" - God's name is holy • "Your kingdom come" - God's will be done • "Give us our daily bread" - asking for needs • "Forgive us our sins" - asking for forgiveness • "Lead us not into temptation" - asking for protection • Praying like Jesus taught us
8	Jesus Gives His Life for Us on the Cross - Part 1	• Why Jesus came to earth • Jesus came to save us from sin • Jesus was arrested and tried • Jesus was innocent but punished for us • The way to Calvary (carrying the cross) • Jesus was crucified on the cross • Jesus died for our sins • Bible references: Matthew 27, Mark 15, Luke 23, John 19
9	Jesus Gives His Life for Us on the Cross - Part 2	• Jesus' suffering on the cross • Jesus' last words on the cross • "Father, forgive them" - Jesus forgave His enemies • "It is finished" - Jesus completed His mission • Jesus' death brought salvation • Jesus was buried in a tomb • The sacrifice of love • Being grateful for Jesus' sacrifice
10	Jesus Gives Us a New Life - Part 1	• Jesus rose from the dead! (Resurrection) • The empty tomb (Matthew 28:1-10) • Jesus appeared to His disciples • Jesus appeared to Mary Magdalene • Jesus appeared to two disciples on the road to Emmaus • Victory over death and sin • Easter celebration - remembering Jesus' resurrection
11	REVISION	• Review all Second Term topics

		• Jesus' power to forgive sins • Jesus loves all people • Jesus' prayer life and the Lord's Prayer • Jesus' crucifixion and death • Jesus' resurrection • Memory verses and Bible stories review
12	EXAMINATION	• End of Term Assessment
13	CLOSING	• Result distribution and vacation announcement

PRIMARY 4 CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Jesus Gives Us a New Life - Part 2	• What is the "new life" in Christ? • Being born again spiritually • Old things pass away, all things become new (2 Corinthians 5:17) • Living differently as Christians • Turning away from sin • Following Jesus' example • Growing in faith and love • Bible verse: John 3:3, Romans 6:4
2	Jesus Gives Us a New Life - Part 3	• Changed behavior in the new life • Being kind and loving • Being honest and truthful • Obeying parents and teachers • Helping others • Reading the Bible and praying • Going to church regularly • Being a light to the world (Matthew 5:14-16)
3	The Holy Spirit Our Guide - Part 1	• Who is the Holy Spirit? • The Holy Spirit is God • The Trinity: Father, Son, and Holy Spirit • Jesus promised to send the Holy Spirit • The Day of Pentecost (Acts 2:1-4) • The Holy Spirit came with power • The disciples spoke in different languages • The Holy Spirit lives in believers
4	The Holy Spirit Our Guide - Part 2	• The work of the Holy Spirit • The Holy Spirit teaches us (John 14:26) • The Holy Spirit guides us in truth • The Holy Spirit comforts us • The Holy Spirit helps us pray • The Holy Spirit gives us power to witness • The Holy Spirit convicts us of sin • Listening to the Holy Spirit's leading
5	MID-TERM EXAMINATION	• Assessment on new life in Christ and the Holy Spirit
6	MID-TERM BREAK	•
7	The Holy Spirit Our Guide - Part 3	• Fruits of the Holy Spirit (Galatians 5:22-23) • Love, joy, peace • Patience, kindness, goodness

		• Faithfulness, gentleness, self-control • Growing these fruits in our lives • How the Holy Spirit helps us live for God • Obeying the Holy Spirit's promptings
8	Gifts of the Holy Spirit	• Introduction to spiritual gifts • God gives different gifts to believers • Gifts are for helping others • Examples of gifts: wisdom, knowledge, faith, healing • Using our gifts to serve God • Every Christian has a gift • Not being proud of our gifts • Bible reference: 1 Corinthians 12:4-11
9	Living as God's Children	• Review: We are children of God • Obeying God's commandments • Loving God with all our heart • Loving our neighbors as ourselves • Being witnesses for Christ at school • Sharing the good news of Jesus • Standing firm in our faith • Being proud to be Christians
10	The Christian Life and Values	• Christian values: honesty, integrity, kindness • Respect for authority (parents, teachers, leaders) • Hard work and diligence • Contentment and gratitude • Humility and service • Forgiveness and reconciliation • Living according to the Bible • Being examples to others
11	REVISION	• Comprehensive review of the entire year • God's plan for us (First Term) • Jesus, the way to the Father (Second Term) • The Holy Spirit our guide (Third Term) • All memory verses review • Key Bible stories revision • The Ten Commandments • The Lord's Prayer • Fruits of the Spirit • Q&A and group discussions
12	EXAMINATION	• End of Term/Year Assessment
13	CLOSING	• Result distribution and vacation announcement

ISLAMIC RELIGIOUS STUDIES SCHEME OF WORK (PRIMARY 4)

FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Suratul Humazah (قزمه قروس) - Part 1	• Introduction to Suratul Humazah (Chapter 104) • Meaning and context of the Surah • Learning to recite verses 1-5 • Tajwid rules: proper pronunciation • Memorization of first five verses • Basic meaning and message
2	Suratul Humazah (قزمه قروس) - Part 2	• Recitation of complete Surah with Tajwid • Memorization of remaining verses (6-9) • Translation and interpretation • Lessons: Warning against backbiting and slander • Warning against accumulating wealth • Application in daily life
3	Suratul Fil (فيل قروس) Part 1	• Introduction to Suratul Fil (Chapter 105) • Historical context: The Year of the Elephant • Story of Abraha's attack on the Kaaba • Recitation with proper Tajwid (verses 1-3) • Memorization of first three verses • Allah's protection of His sacred house
4	Suratul Fil (فيل قروس) Part 2	• Complete recitation of Suratul Fil • Memorization of remaining verses (4-5) • Translation and detailed meaning • The miracle of the birds (Ababil) • Lessons: Allah's power and protection • The importance of the Kaaba • Application to our lives
5	MID-TERM EXAMINATION	• Assessment on Suratul Humazah and Suratul Fil
6	MID-TERM BREAK	
7	Purposes of Man's Creation (Surah Adh-Dhariyat 51:56)	• Introduction: Why did Allah create us? • Recitation of Surah Adh-Dhariyat 51:56 • Translation: "I created jinn and mankind only to worship Me" • Understanding worship (Ibadah) • Worship is not just Salat

		• Living our entire life for Allah • Our responsibilities as Muslims • Being good Muslims in all we do
8	Salat (Prayer) - Part 1	• Importance of Salat in Islam • Salat is the second pillar of Islam • Five daily prayers and their times • Fajr (dawn), Dhuhr (noon), Asr (afternoon), Maghrib (sunset), Isha (night) • Prerequisites: Wudu, clean clothes, clean place, facing Qiblah • The Adhan (call to prayer) • Responding to the call to prayer
9	Salat (Prayer) - Part 2	• Steps of performing Salat • Takbiratul Ihram (opening Allahu Akbar) • Standing position (Qiyam) and recitation • Bowing (Ruku) • Prostration (Sujud) • Sitting positions • Tashahhud and Salam • Things that invalidate Salat • Importance of concentration (Khushu)
10	Hadith No. 2 from An-Nawawi's Collection	• Introduction to Hadith collection of Imam An-Nawawi • Hadith about Iman (Faith), Islam, and Ihsan • The Angel Jibril's questions to the Prophet (SAW) • Definition of Islam: Five Pillars • Definition of Iman: Six Articles of Faith • Definition of Ihsan: Worshipping Allah as if you see Him • Application in daily life • Reference: Sahih Muslim
11	REVISION	• Review all Surahs with Tajwid • Recitation practice • Purpose of creation revision • Salat steps and importance • Hadith No. 2 review • Memory work and Q&A sessions
12	EXAMINATION	• End of Term Assessment
13	CLOSING	• Result distribution and vacation

		announcement

PRIMARY 4 ISLAMIC RELIGIOUS STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Suratul Asr (رُصْعُ قُروس)	• Introduction to Suratul Asr (Chapter 103) • Recitation with proper Tajwid • Memorization of all verses (very short Surah) • Translation and meaning • Understanding "Time" (Al-Asr) • Four conditions for success: Faith, good deeds, enjoining truth, patience • Lessons about managing time wisely • Application in student life
2	Suratu at-Takathur (رُشَافُ قُروس)	• Introduction to Suratu at-Takathur (Chapter 102) • Recitation with Tajwid rules • Memorization of all verses • Translation and interpretation • Warning against competition in worldly gains • The reality of death and accountability • Hell-fire (Al-Jahim) • Living with the Hereafter in mind • Being content and grateful
3	Hadith No. 3 from An-Nawawi's Collection	• The Five Pillars of Islam • Shahada (Declaration of Faith) • Salat (Five daily prayers) • Zakat (Obligatory charity) • Sawm (Fasting in Ramadan) • Hajj (Pilgrimage to Makkah) • Understanding each pillar • Importance of the pillars • Reference: Hadith narrated by Abdullah ibn Umar
4	Sawm (Fasting) - Part 1	• Introduction to fasting (Sawm) • Sawm is the fourth pillar of Islam • Fasting in the month of Ramadan • The Islamic calendar and Ramadan • What is fasting? (No food, drink from dawn to sunset) • Who must fast? (Conditions) • Suhoor (pre-dawn meal) and Iftar (breaking

		- fast) - Simple rules of fasting
5	MID-TERM EXAMINATION	Assessment on Surahs and Hadith covered
6	MID-TERM BREAK	
7	Sawm (Fasting) - Part 2	- Spiritual benefits of fasting - Physical benefits of fasting - Things that break the fast - Things that don't break the fast - Fasting teaches self-control and patience - Empathy for the poor and hungry - Increased worship during Ramadan - Eid-ul-Fitr celebration after Ramadan - Voluntary fasting (Sunnah)
8	Prophet Muhammad (SAW) - Part 1	- Introduction to Ulul Azm (The Great Prophets) - Prophet Muhammad (SAW) - The Last Prophet - Birth in Makkah (Year of the Elephant) - Orphaned early: father died before birth, mother died when he was 6 - Raised by grandfather Abdul-Muttalib, then uncle Abu Talib - Known as Al-Amin (The Trustworthy) - Life before prophethood
9	Prophet Muhammad (SAW) - Part 2	- Receiving the first revelation at age 40 - Angel Jibril in Cave Hira - The beginning of prophethood - Preaching Islam in Makkah - Persecution of early Muslims - Patience and perseverance - Hijrah (Migration) to Madinah - Establishing the Islamic state in Madinah
10	Prophet Muhammad (SAW) - Part 3	- Life in Madinah - Building the first mosque - Spreading Islam peacefully - The Prophet's character: kindness, honesty, mercy - Treatment of family, companions, and even enemies - Final sermon and lessons - Death of the Prophet (SAW) - Following the Prophet's example (Sunnah)
11	REVISION	Review all Surahs learned in Second Term

		• Hadith No. 3 and the Five Pillars • Fasting (Sawm) rules and benefits • Biography of Prophet Muhammad (SAW) • Lessons from the Prophet's life • Memory work and storytelling
12	EXAMINATION	• End of Term Assessment
13	CLOSING	• Result distribution and vacation announcement

PRIMARY 4 ISLAMIC RELIGIOUS STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Zakat (Obligatory Charity)	• Introduction to Zakat • Zakat is the third pillar of Islam • Meaning: Purification and growth • Who must pay Zakat? (Conditions) • Types of wealth subject to Zakat • Who receives Zakat? (Eight categories) • Difference between Zakat and Sadaqah • Blessings and benefits of giving Zakat • Caring for the poor and needy
2	Hajj (Pilgrimage) - Part 1	• Introduction to Hajj • Hajj is the fifth pillar of Islam • Pilgrimage to the sacred city of Makkah • Performed in the month of Dhul-Hijjah • Who must perform Hajj? (Conditions: adult, sane, able, financially capable) • The Kaaba: The House of Allah • Ihram: Special clothing for Hajj • Once in a lifetime obligation
3	Hajj (Pilgrimage) - Part 2	• Major rituals of Hajj • Tawaf: Circling the Kaaba seven times • Sa'i: Walking between Safa and Marwah • Standing at Arafat (most important ritual) • Stoning the pillars at Mina • Sacrificing an animal (Eid-ul-Adha) • Shaving or cutting hair • Spiritual benefits and lessons from Hajj • Unity of Muslims from all over the world
4	Prophet Nuh (AS) - Noah	• Introduction to Prophet Nuh (AS) • One of the Ulul Azm (Great Prophets) • His people worshipped idols • Nuh called them to worship Allah alone • Preached for 950 years with patience • Very few people believed • Allah commanded him to build the Ark • The great flood and saving the believers • Lessons: Patience, perseverance, trust in Allah

5	MID-TERM EXAMINATION	Assessment on Zakat, Hajj, and Prophet Nuh (AS)
6	MID-TERM BREAK	
7	Prophet Ibrahim (AS) - Abraham - Part 1	- Introduction to Prophet Ibrahim (AS) - Father of Prophets, one of Ulul Azm - Born in a land of idol worshippers - Questioned idol worship from childhood - Breaking the idols and being thrown in fire - Allah saved him from the fire - His strong faith in Allah - Migration for the sake of Allah
8	Prophet Ibrahim (AS) - Abraham - Part 2	- Building the Kaaba with his son Ismail - The test: Commanded to sacrifice his son - Both Ibrahim and Ismail submitted to Allah's will - Allah replaced Ismail with a ram - Origin of Eid-ul-Adha sacrifice - Lessons: Complete submission to Allah, trust, obedience - Ibrahim as a role model for believers
9	Prophet Musa (AS) - Moses & Prophet Isa (AS) - Jesus	Prophet Musa (AS): - Birth during Pharaoh's persecution - Saved by Allah and raised in Pharaoh's palace - Called to prophethood at Mount Sinai - Sent to Pharaoh with message of Allah - The miracles: staff turning to snake, splitting of Red Sea - Receiving the Torah - Leading Bani Israel Prophet Isa (AS): - Miraculous birth to Maryam (Virgin Mary) - Born without a father by Allah's command - Given many miracles: healing the sick, raising the dead - Received the Injil (Gospel) - Not crucified - Allah raised him to heaven - Will return before the Day of Judgment
10	Moral Virtues in Islam - Part 1	Introduction to moral virtues (good

		character) • Truthfulness (Sidq): Always telling the truth • Honesty (Amanah): Being trustworthy • Patience (Sabr): Enduring difficulties • Gratitude (Shukr): Being thankful to Allah • Kindness (Ihsan): Being good to all • Justice (Adl): Being fair • Examples from Prophet Muhammad's life
11	Moral Virtues in Islam - Part 2 & Moral Vices	• More Virtues: • Humility (Tawadu): Not being proud • Generosity (Karam): Giving to others • Courage (Shuja'ah): Bravery in doing right • Forgiveness (Afw): Pardoning others • Moral Vices (Bad behaviors to avoid): • Lying (Kidhb) • Stealing (Sariqah) • Backbiting (Ghibah) • Pride and arrogance (Kibr) • Jealousy (Hasad) • Anger (Ghadab) • Laziness (Kasal) • Being a good Muslim by avoiding vices and practicing virtues
12	EXAMINATION	• End of Term/Year Assessment
13	CLOSING	• Result distribution and vacation announcement

NIGERIAN HISTORY SCHEME OF WORK (PRIMARY 4)**FIRST TERM**

Week	Topic	Content
1	Geography and Environment I	Location of Nigeria in Africa and the world; Nigeria's neighbors; Physical features - mountains, rivers, plateaus; Climate and vegetation zones
2	Geography and Environment II	Map reading basics; Major rivers in Nigeria - Niger, Benue, Cross River; Landforms and their importance; Natural resources in Nigeria
3	Nigerian Peoples I	Major ethnic groups in Nigeria - Hausa, Igbo, Yoruba; Location and traditional occupations; Simple greetings in different languages; Cultural diversity
4	Nigerian Peoples II	Other ethnic groups in Nigeria - Fulani, Ijaw, Kanuri, Tiv, Ibibio; Traditional dressing and food; Respect for all ethnic groups; Unity in diversity
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Nigerian Peoples III	Traditional occupations - farming, fishing, trading, craft-making; Market systems in different communities; Traditional economic activities; Barter trade
8	Traditional Rulers and Governance	Traditional rulers in Nigeria - Obas, Emirs, Chiefs; The role of traditional rulers; Respect for authority; Simple palace structures
9	Family and Community Living	The Nigerian family structure; Roles in the family; Community leaders; Living together peacefully; Helping in the community
10	Our Cultural Heritage	Traditional festivals in Nigeria; Why we celebrate festivals; Traditional music and dance; Preserving our culture
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 4 NIGERIAN HISTORY SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Early Settlements in Nigeria	How people lived in ancient times; Early settlements and kingdoms; Archaeological sites - Nok, Ife, Benin; Ancient artifacts and their importance
2	The Kingdom of Benin	Location and history of Benin Kingdom; The Oba of Benin; Benin bronze and art; Trade in the ancient Benin Kingdom
3	The Oyo Empire	Location and history of Oyo Empire; The Alaafin of Oyo; Political structure of Oyo; Trade and economy of Oyo Empire
4	Northern Emirates and Kingdoms	The Hausa states - Kano, Katsina, Zaria; The Kanem-Bornu Empire; Traditional leadership in the north; Trans-Saharan trade
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Coming of Europeans to Nigeria	Early European explorers; Portuguese traders; Reasons for European interest in Nigeria; First contact with coastal communities
8	The Trans-Atlantic Trade	What is trade; Types of goods traded; Effects on Nigerian communities; Why trade is important
9	Missionaries and Education	Coming of missionaries to Nigeria; Introduction of Western education; Early mission schools; Christianity and Islam in Nigeria
10	Transportation in Old Nigeria	Traditional means of transportation; Footpaths and waterways; Trade routes; Evolution of transportation
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 4 NIGERIAN HISTORY SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Traditional Festivals I	New Yam Festival (Igbo); Durbar Festival (Northern Nigeria); Purpose and significance; How festivals bring people together
2	Traditional Festivals II	Argungu Fishing Festival; Osun-Osogbo Festival; Eyo Festival (Lagos); Unity through festivals
3	Traditional Arts and Crafts	Pottery and sculpture; Weaving and cloth making; Wood carving; Leather work; Preserving traditional skills
4	Traditional Marriage Systems	Marriage customs in different ethnic groups; Traditional engagement ceremonies; Respect for marriage; Family values
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Historical Features and Sites in Nigeria I	The Olumo Rock, Abeokuta; Ogbunike Caves, Anambra; Osun-Osogbo Sacred Grove; Importance of historical sites
8	Traditional Religion and Beliefs	Traditional religious practices; Shrines and sacred places; Festivals and rituals; Religious tolerance; Comparison with modern religions
9	Games and Recreation in Traditional Nigeria	Traditional games - Ayo, Ludo, wrestling; Children's games; Sports in different communities; Cultural values in games
10	Being a Good Nigerian Child	Respect for elders; Honesty and integrity; Hard work; Patriotism; Good behavior at home and school
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK (PRIMARY 4)

FIRST TERM

Week	Topic	Content
1	National Values I	Meaning of values; Honesty and truthfulness; Respect for others; Hard work and dedication; Examples in daily life
2	National Values II	Patriotism and love for Nigeria; Unity and cooperation; Tolerance and peace; Discipline and self-control; Practising good values
3	Followership I	Meaning of followership; Qualities of a good follower; Obedience to rules and regulations; Following instructions at home and school
4	Followership II	Respecting leaders; Supporting good leadership; Speaking up against wrong; Being loyal and trustworthy; Balancing followership and thinking
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Healthy Family Relationships I	What is a family; Types of families; Love and care in the family; Roles of family members; Respecting parents and elders
8	Healthy Family Relationships II	Communicating with family; Solving family disagreements peacefully; Helping at home; Family values; Strong family bonds
9	People's Beliefs and Tradition I	Different religions in Nigeria; Respecting other people's beliefs; Religious tolerance; Common religious practices; Living peacefully together
10	People's Beliefs and Tradition II	Traditional beliefs and customs; Cultural practices in our community; Respecting traditions; Good and harmful traditions; Preserving good customs
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 4 SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Civic Activities	Meaning of civic activities; Keeping the environment clean; Obeying traffic rules; Helping others; Being a good citizen
2	Civic Activity (Volunteerism) I	What is volunteerism; Importance of helping without pay; Volunteer work at school; Helping neighbors and community; Benefits of volunteering
3	Civic Activity	Simple volunteer activities for children; Cleaning the

	(Volunteerism) II	school compound; Visiting the sick; Helping elderly people; Community service
4	The Value of Money	Meaning of money; Nigerian currency - Naira and Kobo; Coins and notes we use; Denominations of Nigerian money; Taking care of money
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Using Money Wisely	Needs and wants; Saving money; Spending wisely; Avoiding waste; Simple budgeting for children
8	Important Phone Numbers and Their Uses I	Emergency phone numbers in Nigeria; Police (emergency numbers); Fire service; Ambulance; When to call emergency numbers
9	Important Phone Numbers and Their Uses II	Calling for help safely; Giving clear information; Parents' phone numbers; School contact numbers; Stranger danger
10	Finding Help and Protection	Who can help you - parents, teachers, police; Places to find help; Right to protection; Speaking up when unsafe; Trusted adults
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 4 SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Neighbourhood Security I	What is security; Knowing your neighbors; Watching out for strangers; Reporting suspicious activities; Safety at home
2	Neighbourhood Security II	Community security measures; Vigilante groups; Neighborhood watch; Cooperating with security agents; Personal safety tips
3	Responding to Different Forms of Accident I	Types of accidents - home, school, road; First aid basics; Calling for help; Staying calm; Prevention is better than cure
4	Responding to Different Forms of Accident II	What to do when someone is hurt; Basic first aid - cuts, burns, falls; Do's and don'ts; Getting adult help immediately; Accident prevention
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Peer Behaviours and Decision Making I	Who are peers; Good and bad peer influence; Making good choices; Standing up for what is right; Saying no to wrong things
8	Peer Behaviours and Decision Making II	Choosing good friends; Positive peer pressure; Thinking before acting; Consequences of decisions; Being a good influence
9	Introduction to Drug Abuse	What are drugs; Good drugs (medicine) and bad drugs; Why people abuse drugs; Effects of drug abuse; Staying away from drugs
10	Prevention of Drug Abuse	Life coping skills - managing stress, anger, disappointment; Saying no to drugs; Healthy activities; Role models; Building self-confidence
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

CULTURAL AND CREATIVE ARTS SCHEME OF WORK (PRIMARY 4)

FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Introduction to Art	• Meaning of art • Importance of art in daily life • Different forms of art (drawing, painting, crafts) • Safety and cleanliness in art activities
2	Nigerian Arts	• Understanding Nigerian traditional art • Examples of famous Nigerian artworks and artists • Characteristics of Nigerian traditional designs • Relationship between culture and art
3	Drawing	• Meaning and types of drawing • Materials for drawing (pencils, crayons, erasers) • Drawing from imagination and observation • Simple still-life drawing (fruits, books, objects)
4	Printing	• Meaning of printing • Materials for printing (leaves, foam, fabric, paint) • Simple block and leaf printing • Producing patterns through printing
5	MID-TERM EXAMINATION	• Assessment of Weeks 1–4
6	MID-TERM BREAK	• Holiday/Rest
7	Modelling	• Meaning of modelling • Materials used: clay, plasticine, paper • Making simple models (pots, fruits, animals) • Importance of modelling in art
8	Crafts and Design	• Meaning of craft • Examples of crafts: beadwork, paper craft, mat making • Designing patterns and motifs • Practical: making a simple paper flower or mat
9	Weaving	• Meaning of weaving • Materials for weaving (raffia, paper strips, wool) • Steps in simple paper weaving • Importance of weaving in Nigerian culture

10	Art Tools and Equipment	• Identification of art tools • Proper care and storage of tools • How to use brushes, pencils, scissors safely • Classroom rules for art activities
11	REVISION	• Review of all topics: Art, Drawing, Crafts, Weaving
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 4 CULTURAL AND CREATIVE ARTS SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Elements of Art	• Meaning of art elements • Line, shape, colour, texture, space, form • Identifying elements in drawings • Creating art using different elements
2	Shading	• Meaning of shading • Tools for shading: pencils, crayons, charcoal • Techniques of shading (hatching, cross-hatching, smudging) • Shading simple drawings (apple, cup, leaf)
3	Principles of Design	• Meaning of design principles • Balance, contrast, rhythm, unity, proportion • Identifying principles in artworks • Applying principles to a simple drawing
4	Carving	• Meaning of carving • Materials used (soap, wood, clay) • Simple carving exercises • Importance of carving in Nigerian tradition
5	MID-TERM EXAMINATION	• Assessment of Weeks 1–4
6	MID-TERM BREAK	• Holiday/Rest
7	Art Professionals	• Meaning of art professions • Examples: painters, sculptors, designers, photographers • Tools and work of each art professional • Importance of art in the community
8	Colour Mixing	• Primary and secondary colours • Colour wheel practice • Warm and cool colours • Mixing paint to produce new colours
9	Pattern and Decoration	• Meaning of pattern • Types of patterns (natural, geometric) • Creating patterns using shapes and colours • Decorating classroom art materials
10	Collage	• Meaning of collage • Materials: paper, fabric, leaves, magazines • Making simple collages • Benefits of collage making
11	REVISION	• Review: Elements, Shading, Design, Colour, Pattern

12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

PRIMARY 4 CULTURAL AND CREATIVE ARTS SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Introduction to Music	• Meaning of music • Importance of music in daily life • Types of music (folk, gospel, traditional, pop) • Singing simple songs
2	Musical Instruments and Sounds	• Meaning of musical instruments • Types: string, percussion, wind • Examples: drum, flute, guitar • Producing sound with simple instruments
3	Drama	• Meaning of drama • Elements of drama (characters, setting, dialogue) • Simple classroom role-play • Importance of drama in communication
4	Introduction to Dance	• Meaning and types of dance • Traditional and modern dances • Steps and rhythm • Demonstration of a simple traditional dance
5	MID-TERM EXAMINATION	• Assessment of Weeks 1–4
6	MID-TERM BREAK	• Holiday/Rest
7	Culture	• Meaning of culture • Examples of Nigerian cultures • Features of cultural practices • Role of art and music in culture
8	Cultural Values in a Child	• Meaning of cultural values • Examples: respect, honesty, hard work • Importance of cultural values to a child • Ways of promoting good cultural values
9	Festival and Traditional Entertainment	• Meaning of festivals • Types of festivals in Nigeria (Argungu, New Yam, Durbar) • Role of music and dance in festivals • Benefits of participating in festivals
10	Appreciation of Art and Culture	• Meaning of appreciation • Respecting other people's art and culture • Cultural diversity and tolerance • How art promotes unity in Nigeria
11	REVISION	• Review: Music, Dance, Culture,

		Festivals, Values
12	EXAMINATION	• End of Term Assessment
13	CLOSING/VACATION	• Term ends

BASIC DIGITAL LITERACY SCHEME OF WORK (PRIMARY 4)
FIRST TERM

Week	Topic	Content
1	Introduction to Digital Devices	Understanding technology and digital devices. Types: computers, tablets, smartphones, smartwatches, cameras. Computer types: desktop, laptop, tablet. Basic parts: monitor, keyboard, mouse, CPU. Uses in daily life. Care and handling of devices. Computer lab safety rules.
2	History of Digital Devices	Evolution from abacus to modern computers. Five generations: vacuum tubes, transistors, integrated circuits, microprocessors, AI. Key inventors: Charles Babbage, Ada Lovelace. Changes in size, speed, and cost over time.
3	Parts of Digital Devices I	Hardware vs Software basics. Input devices: keyboard, mouse, microphone, scanner, webcam. Output devices: monitor, printer, speakers, headphones. Functions of each device. Proper use and care.
4	Parts of Digital Devices II	Internal parts: CPU (brain), RAM (temporary memory), Hard Drive/Storage (permanent memory), Motherboard (connects everything). Power supply and cooling systems. How parts work together.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Peripheral Devices	Definition: external devices connected to computer. Common peripherals: printer, scanner, external hard drive, USB flash drive, webcam, speakers. Connecting devices using USB, HDMI, Bluetooth. Uses of each peripheral device.
8	Input Devices	Detailed study of input devices. Keyboard: QWERTY layout, typing practice, special keys. Mouse: left/right click, scroll, drag and drop. Touchpad and touchscreen. Microphone for voice input. Scanner for documents and images.
9	Output Devices	Detailed study of output devices. Monitor: displaying information, screen resolution. Printer: types (inkjet, laser), printing documents. Speakers and headphones: audio output. Projector for presentations.
10	Computer Care and Safety	Proper handling: don't drop, keep away from water and food. Cleaning: dust removal, screen cleaning, keyboard cleaning. Virus protection basics. Power management: proper shutdown, using surge

		protectors. Ergonomics: proper sitting position, screen height, keyboard position. Lab safety rules review.
11	REVISION	Review of all topics covered in First Term. Practical identification of computer parts.
12	EXAMINATION	End of First Term Examination (Theory and Practical)
13	CLOSING	Report distribution and vacation

PRIMARY 4 BASIC DIGITAL LITERACY SCHEME OF WORK**SECOND TERM**

Week	Topic	Content
1	Interface Customization	Understanding computer interface. Desktop: icons, wallpaper, taskbar. Customizing wallpaper and background. Organizing desktop icons. Changing mouse pointer and cursor. Sound settings adjustment. Screen brightness control.
2	File Management I	Understanding files and folders. File types: documents, pictures, videos, music. Creating new folders. Naming and renaming files. Moving and copying files. Deleting files and Recycle Bin.
3	File Management II	Organizing files in folders. Creating folder structure. Searching for files. File properties: size, date, type. Sorting files: by name, date, size. Backup basics: saving important files. USB flash drive usage.
4	Digital Content Creation I	Introduction to creating digital content. Using Paint or drawing programs. Creating simple drawings and shapes. Using colors and brush tools. Saving artwork. Introduction to typing programs.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Digital Content Creation II	Introduction to word processing. Opening Microsoft Word or similar program. Basic formatting: bold, italic, underline, font size, colors. Typing simple documents. Saving documents with proper names.
8	Safety and Protection	Computer safety basics. Physical safety: handling devices carefully, electrical safety. Data safety: not deleting important files, saving work regularly. Password basics: creating strong passwords, not sharing passwords. Privacy awareness: personal information protection.
9	Safe Internet Use I	Introduction to the Internet. What is the Internet: global network. Uses: learning, communication, entertainment, information. Web browser basics: opening browser, typing web addresses. Educational websites for children. Rules for safe browsing.
10	Safe Internet Use II	Internet safety rules: never share personal information (name, address, phone, school), never meet online strangers, tell adults about uncomfortable content, use child-friendly websites only. Appropriate online behavior. Screen time limits. Parental supervision importance.

11	REVISION	Review of all topics covered in Second Term. Practical file management exercises.
12	EXAMINATION	End of Second Term Examination (Theory and Practical)
13	CLOSING	Report distribution and vacation

PRIMARY 4 BASIC DIGITAL LITERACY SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Phishing Awareness	Understanding phishing: tricking people to get information. Common phishing methods: fake emails, fake websites, suspicious links. Warning signs: spelling errors, urgent messages, asking for passwords. How to avoid phishing: don't click suspicious links, verify sender, ask adults for help. Reporting suspicious content.
2	Cyberbullying	What is cyberbullying: bullying using technology. Forms: mean messages, posting embarrassing content, excluding others online, spreading rumors. Effects: hurt feelings, fear, sadness. How to respond: don't respond to bullies, save evidence, tell trusted adults, block bullies. Being kind online. Not participating in cyberbullying.
3	Inclusivity in Digital Content Creation	Understanding diversity and inclusion online. Respecting everyone online regardless of differences. Creating content that includes everyone. Avoiding stereotypes in digital projects. Using respectful language. Celebrating diversity in digital work. Accessibility basics: content everyone can use.
4	Basics of Programming	Introduction to programming. What is programming: giving instructions to computers. Why learn programming: creates games, apps, websites, solves problems. Programming concepts: commands, sequence (order matters), algorithms (step-by-step solutions). Real-life algorithms: making sandwich, brushing teeth.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Introduction to Scratch	What is Scratch: visual programming for children, uses blocks instead of typing code. Opening Scratch: online or desktop version. Scratch interface: stage, sprites, blocks palette, scripts area. Creating account (with teacher supervision). Basic navigation.
8	Coding with Scratch I	Creating first Scratch project. Adding and choosing sprites. Using motion blocks: move, turn, go to position. Using looks blocks: say, change costume, show, hide. Event blocks: when green flag clicked, when key pressed. Building simple sequences.
9	Coding with Scratch II	Using control blocks: repeat, forever, wait. Sound blocks: playing sounds, music. Making sprite interact with each other. Creating simple animations. Testing and debugging code. Saving projects.

10	Sequence in Programming	Understanding sequence: order of instructions matters. Changing order changes results. Following step-by-step instructions. Creating sequences in Scratch. Debugging: finding and fixing mistakes. Planning before coding. Sharing simple projects.
11	REVISION	Review of all topics. Complete Scratch projects. Demonstrations and presentations.
12	EXAMINATION	End of Third Term/ Annual Examination (Theory and Practical)
13	CLOSING	Report distribution and vacation

PREVOCATIONAL STUDIES SCHEME OF WORK (PRIMARY 4)**FIRST TERM**

Week	Topic	Content
1	Concept of Agriculture I	Meaning of agriculture; Importance of agriculture to humans; Agriculture in our daily lives; Basic farming activities
2	Concept of Agriculture II	Scope of agriculture - crops, animals, forestry, fishery; Agriculture in Nigeria; Farmers and their work; Farm visits
3	Simple Agricultural Tools and Equipment I	Common farm tools - hoe, cutlass, rake, watering can; Uses of each tool; Identifying farm tools; Drawing farm tools
4	Simple Agricultural Tools and Equipment II	Spade, shovel, wheelbarrow, basket; Uses in farming; Differences between similar tools; Proper storage of tools
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Safety in Handling Agricultural Tools I	Meaning of safety; Why safety is important; Dangers of mishandling tools; Adult supervision needed
8	Safety in Handling Agricultural Tools II	Basic safety rules with farm tools; Wearing protective clothing; Safe storage; Reporting damaged tools; First aid basics
9	Basic Soil Study	What is soil; Importance of soil to plants; Different colors of soil; Soil in our environment; Observing soil
10	Introduction to Crop Production	What are crops; Common crops in Nigeria - maize, yam, cassava, rice; Food crops vs cash crops; How crops grow
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 4 PREVOCATIONAL STUDIES SCHEME OF WORK**SECOND TERM**

Week	Topic	Content
1	Concept of Home Economics I	Meaning of Home Economics; Importance of Home Economics; Areas of Home Economics - food, clothing, home management
2	Concept of Home Economics II	Home Economics in our daily lives; Home Economics at school; Skills learned in Home Economics; Benefits to the family
3	Personal Grooming I	Meaning of personal grooming; Importance of good grooming; Daily personal hygiene - bathing, brushing teeth; Clean hair and nails
4	Personal Grooming II	Wearing clean clothes; Neat appearance; Good posture; Self-confidence through grooming; Grooming routines
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Care of Personal Clothing I	Importance of clothing; Types of clothing; Keeping clothes clean; Washing simple items; Drying clothes properly
8	Care of Personal Clothing II	Folding and storing clothes; Hanging clothes; Simple repairs - sewing buttons; Ironing safety; Taking care of shoes
9	Introduction to Food	Food and its importance; Why we eat food; Healthy foods; Unhealthy foods; Balanced meals
10	Simple Home Economics Tools I	Identifying basic tools - broom, duster, mop, bucket; Uses of cleaning tools; Safe handling; Proper storage
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 4 PREVOCATIONAL STUDIES SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Introduction to Animal Husbandry	What is animal husbandry; Common farm animals - poultry, goats, sheep, cattle; Uses of farm animals; Animal products
2	Caring for Animals	Feeding animals; Providing water; Shelter for animals; Cleaning animal pens; Kindness to animals
3	Kitchen Safety I	The kitchen and its importance; Dangers in the kitchen; Hot surfaces and fire; Sharp objects; Adult supervision
4	Kitchen Safety II	Safe practices in the kitchen; Handling kitchen tools safely; Cleanliness in the kitchen; What to do in emergencies
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	School Garden Activities	Starting a school garden; Preparing the soil; Planting seeds; Watering plants; Weeding; Observing plant growth
8	Simple Vegetable Growing	Common vegetables - tomatoes, lettuce, spinach, pepper; Growing vegetables at home; Caring for vegetable plants
9	Nutrition Basics	What is nutrition; Importance of eating well; Eating fruits and vegetables; Drinking water; Avoiding junk food
10	Being Helpful at Home	Helping with simple chores; Tidying your room; Setting the table; Washing dishes; Sweeping and dusting
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

FRENCH LANGUAGE SCHEME OF WORK (PRIMARY 4)
FIRST TERM

Week	Topic	Breakdown (Subtopics)
1	Pourquoi apprendre le français? (Why learn French?)	• Importance of learning French: international language, career opportunities • French-speaking countries in Africa: Senegal, Côte d'Ivoire, Benin, Togo, Niger, Mali, etc. • French in Nigeria: neighboring countries, international relations, education • Basic French greetings: Bonjour, Bonsoir, Salut • Introduction to French alphabet and pronunciation • Motivating students: French songs, cartoons, famous French speakers
2	Saluer (Greetings) - Part 1	• Formal greetings: Bonjour (Good morning/day), Bonsoir (Good evening), Bonne nuit (Good night) • Informal greetings: Salut (Hi), Coucou (Hey) • Asking "How are you?": Comment allez-vous? (formal), Comment ça va? (informal) • Responses: Ça va bien (I'm fine), Très bien (Very well), Comme ci comme ça (So-so) • Practice dialogues with greetings
3	Saluer (Greetings) - Part 2	• Saying goodbye: Au revoir (Goodbye), À bientôt (See you soon), À demain (See you tomorrow) • Polite expressions: S'il vous plaît (Please), Merci (Thank you), De rien (You're welcome), Excusez-moi (Excuse me), Pardon (Sorry) • Role-playing greetings in different situations • Greeting songs and rhymes • Cultural note: French greeting customs (handshakes, "la bise")
4	Se présenter (Introducing Oneself) - Part 1	• Saying your name: Je m'appelle... (My name is...), Je suis... (I am...) • Asking someone's name: Comment tu t'appelles? (What's your name? - informal), Comment vous appelez-vous? (formal) • Stating nationality: Je suis nigérian(e) (I am Nigerian)

		- Basic personal pronouns: Je (I), Tu (You - informal), Vous (You - formal), Il (He), Elle (She) - Practice introducing yourself and asking others' names
5	MID-TERM EXAMINATION	Assessment of Weeks 1-4 (Oral and Written)
6	MID-TERM BREAK	Holiday/Rest
7	Se présenter (Introducing Oneself) - Part 2	- Stating age: J'ai ... ans (I am ... years old), Quel âge as-tu? (How old are you?) - Numbers 1-20 in French (for age): un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt - Gender: Je suis un garçon (I am a boy), Je suis une fille (I am a girl) - Practice complete self-introductions - Listening exercises with introductions
8	Prendre congé (Taking Leave) - Part 1	- Various ways to say goodbye: Au revoir, Adieu (Farewell), Salut (Bye - informal) - Time-specific farewells: À tout à l'heure (See you later - today), À ce soir (See you tonight), À la prochaine (Until next time) - Wishing well: Bonne journée (Have a good day), Bon week-end (Have a good weekend), Bonnes vacances (Have a good holiday) - Appropriate farewells for different times and situations
9	Prendre congé (Taking Leave) - Part 2	- Expressing gratitude when leaving: Merci beaucoup (Thank you very much), Merci pour tout (Thank you for everything) - Combined greetings and farewells in dialogues - Cultural differences in taking leave (French vs. Nigerian customs) - Role-play: complete conversations from greeting to farewell - Creating dialogues in pairs and groups
10	Review and Integration: Identity Theme	- Comprehensive review of all identity/identification topics - Creating personal identity cards in French (name, age, nationality) - Class presentations: students introduce themselves completely

		• Group dialogues: meeting, greeting, introducing, saying goodbye • French pronunciation practice and correction • French language games: "Je m'appelle" game, greeting relay
11	REVISION	• Review: Greetings, introductions, farewells, numbers 1-20, basic expressions
12	EXAMINATION	• End of Term Assessment (Oral and Written)
13	CLOSING/VACATION	• Term ends

PRIMARY 4 FRENCH LANGUAGE SCHEME OF WORK

SECOND TERM

Week	Topic	Breakdown (Subtopics)
1	Présenter les membres de la famille proche (Presenting Close Family Members) - Part 1	• Introduction to family vocabulary: - La famille (family), Le père/papa (father/dad), La mère/maman (mother/mom) - Le frère (brother), La sœur (sister) • Introducing family: Voici mon père (This is my father), C'est ma mère (This is my mother) • Possessive adjectives: mon (my - masculine), ma (my - feminine), mes (my - plural) • Simple sentences about family: J'ai un frère (I have a brother)
2	Présenter les membres de la famille proche (Presenting Close Family Members) - Part 2	• Extended family vocabulary: - Le grand-père (grandfather), La grand-mère (grandmother) - L'oncle (uncle), La tante (aunt), Le cousin/La cousine (cousin) - Les parents (parents), Les grands-parents (grandparents) • Talking about family members: Il s'appelle... (His name is...), Elle s'appelle... (Her name is...) • Numbers review and counting family members • Drawing and presenting family trees in French
3	Présenter les membres de la famille proche (Presenting Close Family Members) - Part 3	• Describing family members (basic): grand(e) (big/tall), petit(e) (small/short), jeune (young), vieux/vieille (old) • Family relationships: Mon père et ma mère sont mes parents (My father and mother are my parents) • Verb "avoir" (to have) - present tense: J'ai, Tu as, Il/Elle a • Creating family descriptions: J'ai deux frères et une sœur (I have two brothers and one sister)

4	Parler de l'école (Talking about School) - Part 1	• Family-themed songs and rhymes • School vocabulary: - L'école (school), La classe (classroom), Le/La professeur(e) (teacher) - L'élève (student), Le tableau (board), Le bureau (desk/office) - Le cahier (notebook), Le livre (book), Le stylo (pen), Le crayon (pencil) • Saying where you study: Je vais à l'école (I go to school), J'étudie à... (I study at...) • Simple school sentences: Voici mon école (This is my school)
5	MID-TERM EXAMINATION	• Assessment of Weeks 1-4
6	MID-TERM BREAK	• Holiday/Rest
7	Parler de l'école (Talking about School) - Part 2	• More school vocabulary: - La bibliothèque (library), La cour de récréation (playground) - La salle de classe (classroom), Le directeur/La directrice (headteacher) - Les matières (subjects): français, anglais, mathématiques, sciences • School subjects: J'aime le français (I like French), J'étudie les mathématiques (I study mathematics) • Verb "aller" (to go) - present tense: Je vais, Tu vas, Il/Elle va
8	Parler de l'école (Talking about School) - Part 3	• School activities vocabulary: - Étudier (to study), Lire (to read), Écrire (to write), Écouter (to listen) - Parler (to speak), Apprendre (to learn), Jouer (to play) • Days of the week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche • School schedule: Le lundi, j'ai français (On Monday, I have

		French) Describing school day: À l'école, je lis et j'écris (At school, I read and write)
9	Parler de l'école (Talking about School) - Part 4	- School locations and directions: - Où est...? (Where is...?), Voici/Voilà (Here is/There is) - À côté de (next to), Devant (in front of), Derrière (behind) - Colors in French: rouge (red), bleu(e) (blue), jaune (yellow), vert(e) (green), noir(e) (black), blanc(he) (white) - Describing school items: Mon cahier est rouge (My notebook is red) - Creating "Mon école" (My school) posters and presentations
10	Review and Integration: Immediate Environment Theme	- Comprehensive review of family and school vocabulary - Creating family presentations in French - School tour descriptions in French - Role-play: introducing family members to teachers/friends - Dialogues: talking about school experiences - French language games: family bingo, school vocabulary matching
11	REVISION	Review: Family members, school vocabulary, days of week, colors, verbs avoir and aller
12	EXAMINATION	End of Term Assessment (Oral and Written)
13	CLOSING/VACATION	Term ends

PRIMARY 4 FRENCH LANGUAGE SCHEME OF WORK

THIRD TERM

Week	Topic	Breakdown (Subtopics)
1	Compter de 0 à 20 (Counting from 0 to 20) - Part 1	- Numbers 0-10 review and practice: - zéro (0), un (1), deux (2), trois (3), quatre (4), cinq (5), six (6), sept (7), huit (8), neuf (9), dix (10) - Pronunciation practice for each number - Counting objects in classroom - Simple math in French: deux plus trois égale cinq ($2 + 3 = 5$) - Number songs and rhymes
2	Compter de 0 à 20 (Counting from 0 to 20) - Part 2	- Numbers 11-20: - onze (11), douze (12), treize (13), quatorze (14), quinze (15), seize (16), dix-sept (17), dix-huit (18), dix-neuf (19), vingt (20) - Counting from 0 to 20 fluently - Asking "Combien?" (How many?): Combien de livres? (How many books?) - Using numbers in context: J'ai quinze ans (I am 15 years old), Il y a dix élèves (There are 10 students) - Number games: counting relay, number bingo
3	Dire l'heure (Telling Time) - Part 1	- Introduction to time vocabulary: - L'heure (time/hour), Quelle heure est-il? (What time is it?) - Il est... heures (It is... o'clock) - Telling time on the hour: Il est une heure (It's 1 o'clock), Il est deux heures (It's 2 o'clock), etc. - Parts of the day: le matin (morning), l'après-midi (afternoon), le soir (evening), la nuit (night) - Simple time statements: Il est huit heures du matin (It's 8 o'clock in the morning)
4	Dire l'heure (Telling Time) - Part 2	- Telling time with half hours and quarters: - Et demie (half past): Il est deux heures et demie (It's 2:30) - Et quart (quarter past): Il est

		trois heures et quart (It's 3:15) - Moins le quart (quarter to): Il est quatre heures moins le quart (It's 3:45) • Asking and telling time in dialogues • Daily routines with time: Je me réveille à sept heures (I wake up at 7 o'clock) • Creating daily schedules in French
5	MID-TERM EXAMINATION	• Assessment of Weeks 1-4
6	MID-TERM BREAK	• Holiday/Rest
7	Identifier les aliments et les repas (Identifying Foods and Meals) - Part 1	• Meals vocabulary: - Le petit-déjeuner (breakfast), Le déjeuner (lunch), Le dîner (dinner) - Le repas (meal), Manger (to eat), Boire (to drink) • Common foods: - Le pain (bread), Le riz (rice), La viande (meat), Le poisson (fish) - Les fruits (fruits): la banane (banana), l'orange (orange), la pomme (apple) - Les légumes (vegetables): la tomate (tomato), la carotte (carrot) • Simple sentences: Je mange du pain (I eat bread)
8	Identifier les aliments et les repas (Identifying Foods and Meals) - Part 2	• More food vocabulary: - Drinks: l'eau (water), le jus (juice), le lait (milk), le thé (tea) - Other foods: les œufs (eggs), le fromage (cheese), le gâteau (cake) - Nigerian foods in French: le garri, le fufu, le jollof rice • Expressing likes and dislikes: J'aime... (I like...), Je n'aime pas... (I don't like...) • Meal times: Je prends le petit-déjeuner à sept heures (I have breakfast at 7 o'clock) • Food-related verbs: manger (to eat), boire (to drink), prendre (to take/have)
9	Identifier les aliments et les repas (Identifying Foods and Meals) - Part 3	• At the market/restaurant vocabulary: - Je voudrais... (I would like...), S'il vous plaît (Please)

		- Combien ça coûte? (How much does it cost?), C'est combien? (How much is it?) • Quantities: un peu de (a little), beaucoup de (a lot of), un kilo de (a kilo of) • Table manners vocabulary: Bon appétit! (Enjoy your meal!) • Role-play: ordering food, buying at market • Creating menus in French
10	Review and Integration: Human Activities Theme	• Comprehensive review of counting, time, and food vocabulary • Creating daily schedules with times and meals in French • Market/restaurant role-plays • Counting and shopping scenarios • Food preferences presentations: Mon repas préféré (My favorite meal) • French language games: time bingo, food matching, counting challenges • Songs about numbers, time, and food
11	REVISION	• Review: Numbers 0-20, telling time, meals, food vocabulary, likes/dislikes
12	EXAMINATION	• End of Term Assessment (Oral and Written) - Preparation for Primary 5
13	CLOSING/VACATION	• Term ends

PRIMARY 5 SCHEME OF WORK

TABLE OF CONTENT

1. English Studies
2. Mathematics
3. Basic Science and Technology
4. Physical and Health Education
5. Christian Religious Studies
6. Islamic Studies
7. Nigerian History
8. Social and Citizenship Studies
9. Cultural and Creative Arts (CCA)
10. Basic Digital Literacy
11. Pre-vocational Studies
12. French

ENGLISH LANGUAGE SCHEME OF WORK (PRIMARY 5)
FIRST TERM

Week	Topic	Content
1	Phonics I (Reading)	Consonant blends and digraphs (bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr, tw). Recognition and pronunciation of initial and final blends in words.
2	Structured Dialogues (Listening & Speaking)	Expression of ideas with appropriate stress and intonation patterns. Practice greetings, introductions, and simple conversations. Emphasis on word stress in multi-syllable words and sentence intonation.
3	Comprehension I (Reading)	Reading and understanding narrative texts. Identifying main ideas, characters, setting, and plot. Answering literal questions (who, what, when, where).
4	Guided Formal Letter Writing (Writing)	Introduction to formal letter format: sender's address, date, recipient's address, salutation, body, closing, and signature. Writing formal letters to the school principal or class teacher.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Phonics II (Reading)	Vowel combinations and diphthongs (ai, ay, ee, ea, ie, oa, ow, oo, ou, oi, oy, au, aw). Silent letters (kn, gn, wr, mb). Applying phonics rules to decode unfamiliar words.
8	Using the Telephone (Listening & Speaking)	Telephone etiquette: making calls, receiving calls, taking messages, appropriate greetings and closings. Role-play telephone conversations. Practice clarity and politeness in phone communication.
9	Comprehension II (Reading)	Reading factual/informative texts. Identifying topic sentences, supporting details, and conclusions. Answering inferential questions and making predictions.
10	Guided Narrative Composition (Writing)	Writing narrative composition on "The Day I Met the Federal Road Safety Corps Officials on the Road". Story structure: introduction, rising action, climax, resolution. Using descriptive language and dialogue.
11	REVISION	Review of all topics covered in First Term
12	EXAMINATION	End of First Term Examination
13	CLOSING	Report distribution and vacation

PRIMARY 5 ENGLISH LANGUAGE SCHEME OF WORK**SECOND TERM**

Week	Topic	Content
1	Vocabulary Development (Reading)	Word formation: prefixes (un-, re-, dis-, pre-, mis-) and suffixes (-ful, -less, -ness, -ment, -ly). Synonyms, antonyms, and homophones. Context clues for determining word meanings.
2	Oral Composition (Listening & Speaking)	Talking about self and family. Describing personal experiences, family members, hobbies, and daily routines. Using appropriate vocabulary and complete sentences. Building confidence in public speaking.
3	Comprehension III (Reading)	Reading instructional/procedural texts (recipes, directions, rules). Following sequential steps and understanding imperative sentences. Identifying key words and transition words (first, next, then, finally).
4	Descriptive Composition (Writing)	Writing descriptive composition on "Elements of Soil". Using sensory details (sight, touch, smell). Descriptive vocabulary and adjectives. Organizing information in logical paragraphs.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Debates on Simple Topics (Listening & Speaking)	Introduction to debate format. Simple debate topics (e.g., "Reading books is better than watching TV", "School uniforms should be compulsory"). Expressing opinions with supporting reasons. Listening to opposing views respectfully.
8	Comprehension IV (Reading)	Reading poetry and understanding literary devices (rhyme, rhythm, repetition, alliteration). Interpreting figurative language (similes, personification). Identifying themes and messages in poems.
9	Writing and Responding to Formal Invitations (Writing)	Format and language of formal invitations (wedding, graduation, official events). Writing formal invitations with proper details (date, time, venue, dress code, RSVP).
10	Responding to Formal Invitations (Writing)	Writing formal acceptance and regret responses. Appropriate tone and language for formal replies. Timing and etiquette in responding to invitations.
11	REVISION	Review of all topics covered in Second Term
12	EXAMINATION	End of Second Term Examination
13	CLOSING	Report distribution and vacation

PRIMARY 5 ENGLISH LANGUAGE SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Writing Letters of Congratulations (Writing)	Purpose and format of congratulatory letters. Appropriate expressions for different occasions (academic achievement, promotion, new baby, wedding). Warm and sincere tone in writing.
2	Writing Letters of Sympathy (Writing)	Purpose and format of sympathy letters. Expressing condolences with sensitivity and care. Appropriate vocabulary and phrases for difficult situations.
3	Responding to Letters of Congratulations (Writing)	Acknowledging congratulations with gratitude. Appropriate responses to congratulatory messages. Expressing appreciation for kind words.
4	Responding to Letters of Sympathy (Writing)	Acknowledging sympathy messages with grace. Expressing gratitude for support during difficult times. Appropriate tone and brevity.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Writing and Responding to Informal Invitations (Writing)	Difference between formal and informal invitations. Casual language for birthday parties, playdates, casual gatherings. Friendly and personal tone. Writing informal acceptance and regret responses.
8	Advanced Reading Comprehension (Reading)	Integrating all comprehension skills: main idea, details, inference, prediction, cause and effect, author's purpose. Reading longer and more complex passages.
9	Advanced Speaking Skills (Listening & Speaking)	Oral presentations on chosen topics. Storytelling with expression and gestures. Impromptu speaking exercises. Active listening and asking relevant questions.
10	Creative Writing and Language Review (Writing/Reading)	Creative story writing combining all learned skills. Review of grammar, punctuation, and spelling. Editing and proofreading practice. Vocabulary enrichment activities.
11	REVISION	Comprehensive review of all topics covered throughout the year
12	EXAMINATION	End of Third Term/ Annual Examination
13	CLOSING	Report distribution and long vacation

MATHEMATICS SCHEME OF WORK (PRIMARY 5)

FIRST TERM

Week	Topic	Content
1	Whole Numbers I (Numbers & Numeration)	Place value up to millions (reading, writing, and identifying place values). Comparing and ordering whole numbers up to 7 digits. Roman numerals (I-1000). Number patterns and sequences.
2	Addition and Subtraction I (Basic Operations)	Addition of whole numbers up to 5-6 digits without and with carrying. Subtraction of whole numbers up to 5-6 digits without and with borrowing. Word problems involving addition and subtraction. Estimation and approximation.
3	Use of Number Line (Basic Operations)	Representing numbers on a number line. Addition using number line (moving forward). Subtraction using number line (moving backward). Understanding positive and negative movements on number line.
4	Money I (Mensuration & Geometry)	Nigerian currency: Naira and Kobo conversion. Addition and subtraction of money in decimal notation. Shopping calculations and giving change. Profit and loss (simple problems).
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Length (Mensuration & Geometry)	Standard units of length (mm, cm, m, km). Converting between units of length. Measuring lengths using rulers and tape measures. Perimeter of rectangles, squares, and triangles. Word problems involving length.
8	Weight (Mensuration & Geometry)	Standard units of weight/mass (g, kg, tonne). Converting between units of weight. Weighing objects using scales. Addition and subtraction of weights. Word problems involving weight.
9	Time I (Mensuration & Geometry)	Reading time on analog and digital clocks (12-hour and 24-hour). Converting between 12-hour and 24-hour formats. Calculating duration and elapsed time. Calendar work: days, weeks, months, years.
10	Plane Shapes I (Mensuration & Geometry)	Properties of 2D shapes (triangle, square, rectangle, parallelogram, trapezium, rhombus). Identifying and classifying shapes. Drawing shapes with correct measurements. Symmetry in plane shapes.
11	REVISION	Review of all topics covered in First Term
12	EXAMINATION	End of First Term Examination
13	CLOSING	Report distribution and vacation

PRIMARY 5 MATHEMATICS SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Fractions I (Numbers & Numeration)	Understanding fractions: numerator and denominator. Types of fractions (proper, improper, mixed numbers). Equivalent fractions. Comparing and ordering fractions. Converting between improper fractions and mixed numbers.
2	Fractions II (Numbers & Numeration)	Addition of fractions with same denominators. Subtraction of fractions with same denominators. Introduction to addition and subtraction of fractions with different denominators (simple cases). Word problems involving fractions.
3	Multiplication I (Numbers & Numeration)	Multiplication tables (revision up to 12×12). Multiplication of 2-digit by 2-digit numbers. Multiplication of 3-digit by 1-digit and 2-digit numbers. Properties of multiplication (commutative, associative, distributive). Word problems involving multiplication.
4	Division I (Numbers & Numeration)	Division as inverse of multiplication. Division of 2-digit and 3-digit numbers by 1-digit numbers. Division with remainders. Checking division using multiplication. Word problems involving division.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Temperature (Mensuration & Geometry)	Understanding temperature and thermometers. Reading temperatures in degrees Celsius ($^{\circ}\text{C}$). Comparing temperatures (hotter, colder, warmer, cooler). Temperature in daily life (weather, body temperature, cooking). Addition and subtraction of temperatures.
8	Area I (Mensuration & Geometry)	Understanding area as the space covered by a surface. Standard units of area (cm^2 , m^2 , km^2). Finding area of rectangles and squares ($\text{length} \times \text{width}$). Finding area of triangles ($\frac{1}{2} \times \text{base} \times \text{height}$). Word problems involving area.
9	Volume I (Mensuration & Geometry)	Understanding volume as space occupied by an object. Standard units of volume (cm^3 , m^3). Finding volume of cubes and cuboids ($\text{length} \times \text{width} \times \text{height}$). Estimating and comparing volumes.
10	Capacity (Mensuration & Geometry)	Understanding capacity as the amount a container can hold. Standard units of capacity (ml, cl, l). Converting between units of capacity. Measuring capacity using measuring cylinders and containers. Word problems involving capacity.

11	REVISION	Review of all topics covered in Second Term
12	EXAMINATION	End of Second Term Examination
13	CLOSING	Report distribution and vacation

PRIMARY 5 MATHEMATICS SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Multiplication II (Numbers & Numeration)	Multiplication of 3-digit by 2-digit numbers. Multiplication of 4-digit by 1-digit numbers. Multiplication involving money and measurements. Multiple-step word problems involving multiplication.
2	Division II (Numbers & Numeration)	Division of 3-digit and 4-digit numbers by 2-digit numbers. Long division method. Division involving money and measurements. Multiple-step word problems involving division. Relationship between multiplication and division.
3	Fractions III (Numbers & Numeration)	Multiplication of fractions by whole numbers. Division of fractions by whole numbers (simple cases). Fractions of quantities (finding $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ of amounts). Real-life applications of fractions.
4	Open Sentences (Algebraic Processes)	Introduction to open sentences and unknowns. Using letters to represent unknown numbers. Simple equations: finding the value of unknowns (e.g., $n + 5 = 12$, $3 \times a = 15$). Number patterns and sequences using algebra. Word problems leading to open sentences.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Circle (Mensuration & Geometry)	Parts of a circle (center, radius, diameter, circumference, arc, chord, sector, segment). Relationship between radius and diameter ($d = 2r$). Drawing circles using compasses. Introduction to π (pi) and finding circumference. Practical applications of circles.
8	3-Dimensional Shapes (Mensuration & Geometry)	Properties of 3D shapes (cube, cuboid, cylinder, cone, sphere, pyramid, prism). Identifying faces, edges, and vertices. Drawing and constructing 3D shapes. Nets of 3D shapes. Real-life examples of 3D shapes.
9	Structure of Earth (Mensuration & Geometry)	Understanding Earth's spherical shape. Introduction to latitude and longitude. Cardinal points (North, South, East, West) and intermediate directions. Using simple maps and compass directions. Distance and location on Earth's surface.
10	Integrated Problem Solving (All Themes)	Mixed word problems combining multiple operations. Money problems with multiple steps. Measurement problems involving different units. Real-life mathematical investigations. Mathematical games and puzzles.
11	REVISION	Comprehensive review of all topics covered throughout the year

12	EXAMINATION	End of Third Term/Annual Examination
13	CLOSING	Report distribution and long vacation

BASIC SCIENCE & TECHNOLOGY SCHEME OF WORK (PRIMARY 5)
FIRST TERM

Week	Topic	Content
1	Living Things and Their Environment	Habitats and adaptations; Relationships between organisms; Food chains and food webs; Interdependence in nature
2	Plant Structure and Functions	Detailed study of roots, stems, leaves, flowers and fruits; Photosynthesis process; Transport in plants; Reproduction in flowering plants
3	Animal Classification	Vertebrates and invertebrates; Major animal groups; Characteristics of each group; Local examples of animals in each class
4	Human Body: The Circulatory System	The heart and blood vessels; Functions of blood; The circulation process; Keeping the heart healthy; Blood groups
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Human Body: The Digestive System	The alimentary canal; Digestion process; Functions of digestive organs; Absorption of nutrients; Digestive health
8	Human Body: The Skeletal System	Major bones in the body; Functions of the skeleton; Joints and movement; Bone health and care; Common bone problems
9	Matter and Materials	States of matter - solid, liquid, gas; Properties of materials; Changing states; Materials around us
10	Mixtures and Separation	Types of mixtures; Methods of separation - filtration, evaporation, sedimentation; Practical applications; Pure substances
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 5 BASIC SCIENCE & TECHNOLOGY SCHEME OF WORK**SECOND TERM**

Week	Topic	Content
1	Energy and Its Forms	Forms of energy; Energy transformation; Conservation of energy; Renewable and non-renewable energy sources
2	Electricity and Magnetism	Electric circuits - series and parallel; Electrical symbols; Magnetic materials; Uses of magnets; Electromagnets
3	Force and Motion	Types of forces; Effects of force; Friction; Speed and velocity; Measuring motion
4	Work, Energy and Power	Concept of work; Relationship between work and energy; Simple calculations; Efficiency of machines
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	The Earth and Its Resources	Structure of the earth; Natural resources; Minerals and mining; Conservation of resources; Sustainable use
8	Water Cycle and Conservation	The water cycle process; Importance of water; Water treatment; Water pollution; Conservation methods
9	Air Composition and Quality	Gases in the air; Importance of each gas; Air pollution causes and effects; Improving air quality
10	Weather and Climate Change	Weather recording and instruments; Climate zones; Climate change causes; Effects of climate change; What we can do
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 5 BASIC SCIENCE & TECHNOLOGY SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Machines in Our Lives	Complex machines; Mechanical advantage; Efficiency; Applications of machines in industry and agriculture
2	Technology and Innovation	History of technology; Modern inventions; Computer basics; Internet and communication; Coding fundamentals
3	Biotechnology and Agriculture	Modern farming methods; Crop improvement; Pest control; Organic farming; Food security
4	Space Exploration	Planets and their characteristics; Space technology; Satellites and their uses; Famous space missions; Astronomy
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Health and Disease	Microorganisms - bacteria, viruses, fungi; Infectious diseases; Disease prevention; Vaccination; Antibiotics
8	Nutrition and Fitness	Detailed study of nutrients; Deficiency diseases; Balanced meal planning; Exercise and fitness; Healthy lifestyle
9	Reproduction in Living Things	Asexual and sexual reproduction; Human reproduction system; Growth and development; Puberty changes; Family life education
10	Environmental Conservation	Ecosystems and biodiversity; Endangered species; Conservation methods; National parks; Individual responsibility
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

**PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK (PRIMARY 5)
FIRST TERM**

Week	Topic	Content
1	Creative Rhythmic Activities I	Meaning of creative rhythmic activities; Elements of rhythm - beat, tempo, pattern; Body movements to music; Simple dance steps; Coordination exercises
2	Creative Rhythmic Activities II	Traditional Nigerian dances; Cultural rhythms; Creating simple dance routines; Group formations; Expression through movement; Music and dance integration
3	Creative Rhythmic Activities III	Aerobic dance movements; Rhythmic games; Using props - ribbons, balls, hoops; Freestyle creative movements; Rhythmic sequences; Performance skills
4	Ball Games I - Introduction	Types of ball games - football, basketball, volleyball, handball; Basic rules of each game; Equipment needed; Choosing appropriate games
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Ball Games II - Football Basics	Football field and markings; Positions in football; Basic skills - dribbling, passing, shooting; Ball control techniques; Simple football drills
8	Ball Games III - Basketball Basics	Basketball court layout; Basic rules of basketball; Dribbling techniques; Passing - chest pass, bounce pass; Shooting basics; Defensive stance
9	Nutrition I	Meaning of nutrition; Classes of food - carbohydrates, proteins, fats, vitamins, minerals, water; Sources of each nutrient; Functions in the body
10	Nutrition II	Balanced diet and meal planning; Food groups; Malnutrition - undernutrition and overnutrition; Nutritional deficiency diseases; Importance of eating breakfast; Healthy eating habits for children
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions; Practical demonstrations
12	EXAMINATION	End of term assessment - theory and practical
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 5 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK**SECOND TERM**

Week	Topic	Content
1	Measuring Physical Fitness - Endurance I	Meaning of physical fitness; Components of physical fitness; Cardiovascular endurance; Activities for building endurance - running, jogging, swimming, cycling
2	Measuring Physical Fitness - Endurance II	Testing endurance - 12-minute run/walk test, step test; Heart rate and pulse measurement; Recovery time; Improving endurance; Benefits of good endurance
3	Measuring Physical Fitness - Strength	Meaning of muscular strength; Types of strength; Strength training exercises - push-ups, sit-ups, squats, pull-ups; Testing strength; Building strength safely
4	Measuring Physical Fitness - Speed	Meaning of speed; Factors affecting speed; Sprint techniques; Reaction time; Speed tests - 50m dash, shuttle run; Improving speed through drills
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Field Events I - Jumping Events	High jump - techniques and rules; Long jump - approach, take-off, landing; Triple jump basics; Safety in jumping events; Measuring distances
8	Field Events II - Throwing Events	Shot put - grip, stance, throwing technique; Discus throw basics; Javelin throw introduction; Safety rules in throwing; Measuring distances and scoring
9	Drug Education I	Meaning of drugs; Types of drugs - medicinal and harmful; Prescription vs over-the-counter drugs; Drug abuse and misuse; Common abused drugs - alcohol, tobacco, cannabis
10	Drug Education II	Effects of drug abuse - physical, psychological, social; Reasons people abuse drugs; Consequences of drug abuse; Saying no to drugs; Drug-free lifestyle; Getting help
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions; Practical demonstrations
12	EXAMINATION	End of term assessment - theory and practical
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 5 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Ball Games IV - Volleyball	Volleyball court and net; Basic rules; Serving techniques; Passing - bump and set; Rotation system; Simple game play
2	Ball Games V - Handball	Handball court markings; Basic rules and positions; Dribbling and passing; Shooting techniques; Goalkeeping basics; Playing handball
3	Ball Games VI - Game Strategies and Sportsmanship	Teamwork in ball games; Basic tactics and strategies; Fair play and sportsmanship; Rules and officiating; Organizing mini-tournaments
4	Pathogens and Diseases I	Meaning of pathogens; Types of pathogens - bacteria, viruses, fungi, protozoa; How pathogens cause diseases; How diseases spread - airborne, waterborne, contact, vectors
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Diseases II - Common Communicable Diseases	Malaria - causes, symptoms, prevention; Typhoid fever; Cholera; Common cold and flu; Tuberculosis; Measles and chickenpox
8	Diseases III - Non-Communicable Diseases	Meaning of non-communicable diseases; Diabetes; Hypertension; Asthma; Sickle cell disease; Lifestyle diseases; Prevention strategies
9	Disease Prevention and Control	Personal hygiene and disease prevention; Environmental sanitation; Immunization and vaccination; Use of mosquito nets; Water treatment; Food hygiene; Hand washing importance
10	Physical Activity, Health and Wellness	Benefits of regular physical activity; Exercise and disease prevention; Mental health and physical activity; Creating a personal fitness plan; Active lifestyle choices; Lifelong fitness habits
11	REVISION	Comprehensive review; Practice examinations; Practical demonstrations; Clarification of concepts
12	EXAMINATION	End of term assessment - theory and practical
13	CLOSING	Report card distribution; Vacation assignment

CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK (PRIMARY 5)
FIRST TERM

Week	Topic	Content
1	God Supplies Our Needs I	God as our provider; The story of God providing manna in the wilderness (Exodus 16:1-36); God's provision for the Israelites; Trusting God for our needs; Matthew 6:25-34 - Do not worry
2	God Supplies Our Needs II	The story of Elijah and the widow of Zarephath (1 Kings 17:8-16); God's miraculous provision; Faith in God's provision; Our daily needs and God's faithfulness; Prayer and thanksgiving for provision
3	God Supplies Our Needs III	Jesus feeds the 5,000 (John 6:1-15); The boy's offering; Multiplication of resources; Sharing what we have; God uses what we offer; Philippians 4:19 - God will supply all our needs
4	God Supplies Our Needs IV	God provides for nature - Matthew 6:26-30 (birds and lilies); God's care for all creation; We are valuable to God; Contentment and gratitude; Avoiding greed and materialism
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	God Wants Us To Work I	Work in God's plan; God worked in creation (Genesis 1-2); Adam and Eve given work in the Garden (Genesis 2:15); Work is honorable; Diligence and responsibility
8	God Wants Us To Work II	The parable of the talents (Matthew 25:14-30); Using our gifts and abilities; Being faithful stewards; Consequences of laziness; Rewards for hard work; Excellence in all we do
9	God Wants Us To Work III	The example of Jesus as a carpenter; Paul the tentmaker (Acts 18:1-3); Working with our hands; Earning an honest living; 2 Thessalonians 3:10-12 - If anyone will not work, neither shall he eat
10	God Wants Us To Work IV	Different types of work and occupations; All work is valuable to God; Working unto the Lord (Colossians 3:23-24); Dignity of labor; Balancing work, rest and worship; Avoiding idleness
11	REVISION	Review of all topics covered; Scripture memorization; Discussion of key lessons; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment; Memory verses

PRIMARY 5 CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	God Saves Us From Danger I	God as our protector; Daniel in the lions' den (Daniel 6:1-23); Faith in times of danger; God's deliverance; Praying for protection
2	God Saves Us From Danger II	The three Hebrew boys in the fiery furnace (Daniel 3:1-30); Standing firm in faith; God's presence in trials; Courage to obey God; God fights for us
3	God Saves Us From Danger III	God saves the Israelites at the Red Sea (Exodus 14:1-31); Deliverance from enemies; God's power over impossible situations; Trusting God in difficult times; Psalm 46:1 - God is our refuge
4	God Saves Us From Danger IV	Peter's miraculous escape from prison (Acts 12:1-19); The power of prayer; Angels as God's messengers; Community prayer; God answers prayer; Modern examples of God's protection
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	God Shows Mercy To Us I	Understanding God's mercy; The prodigal son (Luke 15:11-32); God's forgiveness and love; Repentance and return; The father's compassion; We are all in need of mercy
8	God Shows Mercy To Us II	The woman caught in adultery (John 8:1-11); Jesus shows mercy instead of condemnation; Sin and forgiveness; Going and sinning no more; God gives second chances
9	God Shows Mercy To Us III	Jonah and God's mercy to Nineveh (Jonah 1-4); God's compassion for all people; Obedience to God's call; Repentance of Nineveh; Learning from Jonah's attitude; Showing mercy to others
10	God Shows Mercy To Us IV	The unmerciful servant (Matthew 18:21-35); Forgiveness - 70 times 7; We must show mercy to others; God's mercy toward us requires us to be merciful; Practicing forgiveness in daily life
11	REVISION	Review of all topics covered; Scripture memorization; Discussion of key lessons; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment; Memory verses

PRIMARY 5 CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	The Pentecost I	Promise of the Holy Spirit (John 14:15-17, 26); Jesus' ascension (Acts 1:6-11); The command to wait in Jerusalem; The disciples in the upper room; Prayer and unity while waiting
2	The Pentecost II	The Day of Pentecost (Acts 2:1-13); The coming of the Holy Spirit; Speaking in tongues; The crowd's reaction; Fulfillment of prophecy (Joel 2:28-32); The birthday of the Church
3	The Pentecost III	Peter's sermon at Pentecost (Acts 2:14-41); Bold preaching; 3,000 people saved; Repentance and baptism; Receiving the Holy Spirit; The power of the Spirit; The early church fellowship (Acts 2:42-47)
4	The Holy Spirit Keeps Us Faithful I	The Holy Spirit as our helper and guide; Fruit of the Spirit (Galatians 5:22-23) - love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; Growing in faithfulness
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	The Holy Spirit Keeps Us Faithful II	Stephen's faithfulness unto death (Acts 6:8-15, 7:54-60); Being filled with the Holy Spirit; Courage to witness; Forgiving enemies; Faithful in persecution; Standing for Jesus
8	The Holy Spirit Keeps Us Faithful III	Philip and the Ethiopian Eunuch (Acts 8:26-40); Following the Holy Spirit's guidance; Witnessing for Christ; Explaining the scriptures; Baptism and joy; Obedience to the Spirit's leading
9	The Rewards Of Working In The Holy Spirit I	Power to witness (Acts 1:8); The apostles' miracles; Peter heals the lame beggar (Acts 3:1-10); Boldness in preaching; Growth of the church; God working through believers
10	The Rewards Of Working In The Holy Spirit II	Spiritual gifts (1 Corinthians 12:4-11); Different gifts, one Spirit; Using our gifts for God's glory; Unity in diversity; Building up the church; Eternal rewards (1 Corinthians 3:11-15); Crown of life (James 1:12)
11	REVISION	Comprehensive review; Scripture memorization; Discussion of key lessons; Preparation for transition to Primary 6

12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment; Memory verses; Preparation for Primary 6

ISLAMIC STUDIES SCHEME OF WORK (PRIMARY 5)

FIRST TERM

Week	Topic	Content
1	Suratul-Alaq (Al-Qur'an) I	Introduction to Suratul-Alaq (Chapter 96); Circumstances of revelation; Arabic text reading (verses 1-5); Transliteration and pronunciation practice; The first revelation to Prophet Muhammad (SAW)
2	Suratul-Alaq (Al-Qur'an) II	Continuation of Suratul-Alaq; Complete Arabic text (verses 1-19); Translation and meaning in English; Emphasis on "Read in the name of your Lord"; The importance of knowledge and learning in Islam
3	Suratul-Alaq (Al-Qur'an) III	Memorization of Suratul-Alaq; Tafsir (explanation) of key verses; The significance of the pen and writing; Lessons from the Surah - seeking knowledge, reading, and learning; Application in daily life
4	Suratul-Qariat (Al-Qur'an) I	Introduction to Suratul-Qariat (Chapter 101); Meaning of "Al-Qariat" (The Striking Hour); Arabic text reading and pronunciation; The Day of Judgment description; Fear and preparation for the Hereafter
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Suratul-Qariat (Al-Qur'an) II	Complete Arabic text of Suratul-Qariat; Translation and meaning; Memorization of the Surah; The weighing of deeds; Those whose scales are heavy vs light; Lessons on good deeds
8	Ayat 12-19 of Suratul Luqman (Al-Qur'an) I	Introduction to Suratul Luqman (Chapter 31); Focus on verses 12-19; Arabic text reading; Transliteration; Luqman's advice to his son - wisdom and gratitude to Allah
9	Ayat 12-19 of Suratul Luqman (Al-Qur'an) II	Translation and explanation of verses 12-19; Lessons from Luqman's advice: prohibition of shirk, kindness to parents, accountability, establishing prayer, commanding good, forbidding evil, patience, humility in walking, moderation in speech
10	Ayat 12-19 of Suratul Luqman (Al-Qur'an) III	Memorization of verses 12-19; Practical application of Luqman's wisdom; Character building; Relationship with Allah and parents; Social etiquette from Islamic perspective; Tafsir and life lessons

11	REVISION	Review of all Surahs and verses covered; Recitation practice; Memorization check; Translation and meaning review; Question and answer sessions
12	EXAMINATION	End of term assessment - recitation, memorization, translation, and understanding
13	CLOSING	Report card distribution; Vacation assignment; Encouragement for daily Qur'an reading

PRIMARY 5 ISLAMIC STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Suratul-Tin (Al-Qur'an) I	Introduction to Suratul-Tin (Chapter 95); Meaning of "At-Tin" (The Fig); Arabic text reading; Transliteration and pronunciation; Allah's oaths by the fig, olive, Mount Sinai, and Makkah
2	Suratul-Tin (Al-Qur'an) II	Complete Arabic text of Suratul-Tin; Translation and meaning; Man created in the best form; Those who believe vs those who don't; The concept of human dignity; Memorization of the Surah
3	Suratul Ad-Duha (Al-Qur'an) I	Introduction to Suratul Ad-Duha (Chapter 93); Background - when revelation paused; Arabic text reading and transliteration; Allah's consolation to Prophet Muhammad (SAW); The morning brightness and the night
4	Suratul Ad-Duha (Al-Qur'an) II	Complete Arabic text and memorization; Translation and detailed meaning; Assurance of Allah's care; From orphan to honored; From poor to enriched; Being kind to orphans and beggars; Gratitude for Allah's blessings
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Significance of Belief in Life After Death (Tawhid) I	Concept of Yaumul-Qiyamah (Day of Resurrection); Yaum-Al-Akhirah (The Hereafter); Belief in the Last Day as an article of faith; Signs of the Day of Judgment; Physical and spiritual resurrection
8	Significance of Belief in Life After Death (Tawhid) II	The events of the Day of Judgment - the trumpet, gathering, accountability, scales of justice; Al-Jannah (Paradise) and An-Naar (Hellfire); How belief in the Hereafter affects our behavior; Living with purpose and accountability
9	As-Sawm (Fasting) and its Importance (Fiqh) I	Meaning of As-Sawm (fasting); Fasting as the fourth pillar of Islam; The obligation of Ramadan fasting; Who must fast and who is exempt; Pre-dawn meal (Suhoor) and breaking fast (Iftar)
10	As-Sawm (Fasting) and its Importance (Fiqh) II	Spiritual benefits of fasting - taqwa, self-discipline, empathy for the poor; Physical and social benefits; Things that break the fast; Fasting etiquette; Laylatul-Qadr (Night of Power); Eid-ul-Fitr celebration
11	REVISION	Review of all topics covered; Qur'an recitation; Understanding of Tawhid and Fiqh concepts; Question and answer sessions
12	EXAMINATION	End of term assessment - recitation, memorization, and

		understanding of Islamic teachings
13	CLOSING	Report card distribution; Vacation assignment; Preparation for Ramadan practice

PRIMARY 5 ISLAMIC STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Zakat (Almsgiving) and its Significance (Fiqh) I	Meaning of Zakat; Zakat as the third pillar of Islam; Difference between Zakat and Sadaqah; Types of wealth subject to Zakat; Nisab (minimum threshold); Recipients of Zakat (eight categories in Q9:60)
2	Zakat (Almsgiving) and its Significance (Fiqh) II	Spiritual significance of Zakat - purification of wealth, gratitude to Allah, social justice; Economic impact - wealth circulation, helping the poor; Building a caring community; Importance of giving; Blessings of generosity
3	Khulafau Rashidun - Uthman ibn Affan (Sirah) I	Introduction to the Rightly Guided Caliphs; Uthman's early life and acceptance of Islam; His generosity and service to Islam; Marriage to Prophet's daughters (Ruqayyah and Umm Kulthum); Title "Dhun-Nurayn" (Possessor of Two Lights)
4	Khulafau Rashidun - Uthman ibn Affan (Sirah) II	Uthman's caliphate (644-656 CE); Compilation and standardization of the Qur'an; Expansion of the Islamic state; Administrative reforms; His piety and humility; His martyrdom; Lessons from his life - generosity, patience, service
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Khulafau Rashidun - Ali ibn Abi-Talib (Sirah) I	Ali's early life; First male to accept Islam; His relationship with Prophet Muhammad (SAW); Marriage to Fatimah (Prophet's daughter); His knowledge and wisdom; His courage in battles - Badr, Uhud, Khaybar
8	Khulafau Rashidun - Ali ibn Abi-Talib (Sirah) II	Ali's caliphate (656-661 CE); Challenges during his leadership; His justice and piety; His knowledge and sayings; His assassination; Legacy and lessons - knowledge, courage, justice, devotion to Islam, family values
9	Women in the Qur'an - Lessons (Q66:10-12) (Sirah/Tahdib)	Introduction to righteous women in the Qur'an; Wife of Nuh (Noah) - example of disbelief despite close relationship with a prophet; Wife of Lut (Lot) - example of betrayal; Asiyah (wife of Pharaoh) - example of faith and courage; Maryam (Mary) - example of purity and devotion; Lessons on faith, character, and individual accountability
10	Islamic Rules of Conduct I (Tahdib)	Adab (Islamic etiquette) with Allah - proper worship, prayer etiquette, remembrance (dhikr); Adab with parents - obedience, respect, kindness (Q17:23-24); Adab with teachers and elders - respect, listening, learning; Good

		manners in speech - truthfulness, avoiding gossip and backbiting
11	Islamic Rules of Conduct II (Tahdib)	Adab with friends and peers - choosing good company, loyalty, forgiveness; Islamic greetings - "As-salamu alaykum"; Table manners - eating with right hand, saying Bismillah, not wasting food; Cleanliness and personal hygiene; Visiting the sick; Respecting neighbors; General Islamic character and behavior
12	EXAMINATION	End of term and comprehensive assessment
13	CLOSING	Report card distribution; Vacation assignment; Encouragement for continuous Islamic practice; Preparation for Primary 6

NIGERIAN HISTORY SCHEME OF WORK (PRIMARY 5)
FIRST TERM

Week	Topic	Content
1	Origins and Peopling of Nigeria	Migration theories; How different groups settled in Nigeria; Archaeological evidence of early settlement; The Nok Culture
2	Pre-Colonial Political Systems I	Centralized systems - Benin, Oyo, Kanem-Bornu; Structure of government in kingdoms; Role of kings and chiefs
3	Pre-Colonial Political Systems II	Non-centralized systems - Igbo, Tiv, Ibibio; Age grades and village councils; Decision-making in traditional societies
4	The British Exploration of Nigeria	Mungo Park and River Niger; Hugh Clapperton; Richard and John Lander; Impact of exploration
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Colonial Administrative Headquarters of the British Protectorate	Lagos Colony (1861-1906); Protectorate of Southern Nigeria; Protectorate of Northern Nigeria; Lord Lugard and the colonial administration
8	The Amalgamation of Nigeria (1914)	Meaning of amalgamation; Reasons for amalgamation; Sir Frederick Lugard; Effects of amalgamation; Formation of one Nigeria
9	Colonial Rule in Nigeria	Indirect rule system; Native authorities; Warrant chiefs; Resistance to colonial rule; Effects of colonial rule
10	The Early Regions in Nigeria	Creation of regional structure; Northern Region, Western Region, Eastern Region; Capital cities of regions; Regional governments
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 5 NIGERIAN HISTORY SCHEME OF WORK**SECOND TERM**

Week	Topic	Content
1	Nationalism and Independence Movement	Rise of nationalism; Early nationalist leaders - Herbert Macaulay, Nnamdi Azikiwe, Obafemi Awolowo, Ahmadu Bello; Political parties
2	The Road to Independence	Constitutional conferences; 1954, 1957, 1959 elections; Self-governance; October 1st, 1960 - Independence Day
3	Nigeria as an Independent Nation	First government; Prime Minister Tawafawa Balewa; Governor-General Dr. Nnamdi Azikiwe; Independence challenges; The Nigerian flag and anthem
4	Political Developments in Nigeria I	First Republic (1963-1966); Republican constitution; Regional politics; Political crises of the First Republic
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Political Developments in Nigeria II	Military rule in Nigeria; Major military coups; Military administrators; Effects of military rule
8	The Nigerian Civil War (1967-1970)	Causes of the civil war; Biafra secession; Major events of the war; Effects and reconciliation; Lessons learned
9	Return to Democracy	Transition programs; Second Republic (1979-1983); Third Republic attempts; Fourth Republic (1999-present); Democratic values
10	States Creation in Nigeria I	The 12 states (1967); 19 states (1976); 21 states (1987); Reasons for creating states; Benefits of states creation
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 5 NIGERIAN HISTORY SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	States Creation in Nigeria II	30 states (1991); 36 states (1996); Current states and their capitals; Memorizing states and capitals; Local government creation
2	Federal Capital in Nigeria	Lagos as Federal Capital (1914-1991); Reasons for moving the capital; Selection of Abuja; Development of Abuja; Abuja as FCT
3	The Structure of Nigerian Government	Federal system of government; Executive, Legislature, Judiciary; Three tiers of government; Separation of powers
4	Local Government System	Functions of local government; Local government chairman; Councillors; Services provided; Grassroots development
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Historical Features and Sites in Nigeria I	Sukur Cultural Landscape, Adamawa; Kano City Walls; Gidan Rumfa, Kano; National War Museum, Umuahia; Importance of preservation
8	Historical Features and Sites in Nigeria II	Idanre Hills, Ondo; Zuma Rock, Niger State; Yankari National Park; Calabar Slave History Museum; Tourism and heritage
9	Nigerian Symbols and Identity	The National Flag; The National Anthem; The National Pledge; The Coat of Arms; Nigerian Currency
10	Famous Nigerians in History	Queen Amina of Zaria; King Jaja of Opobo; Oba Ovonramwen; Mary Slessor; Funmilayo Ransome-Kuti; Their contributions
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

**SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK (PRIMARY 5)
FIRST TERM**

Week	Topic	Content
1	Leadership I	Meaning of leadership; Qualities of a good leader; Types of leaders; Leaders at home, school and community; Leadership by example
2	Leadership II	Leadership positions in school; Class prefects and their duties; School captain/head boy/girl; Leading group activities; Responsible leadership
3	Responsibilities and Social Justice I	Meaning of responsibility; Personal responsibilities; Responsibilities to family, school and community; Being accountable; Fulfilling duties
4	Responsibilities and Social Justice II	What is social justice; Fairness and equality; Treating everyone with respect; Standing against discrimination; Justice for all
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Community Mobilization I	Meaning of community mobilization; Bringing people together for development; Community projects; Working together for progress
8	Community Mobilization II	Youth participation in community development; Community town hall meetings; Fundraising for community projects; Benefits of mobilization
9	Effects of Family Values on Relationships I	Family values and their importance; How family values shape behavior; Integrity and honesty from family; Respect learned at home
10	Effects of Family Values on Relationships II	Personal values and relationships; Values in friendship; Values in school relationships; Maintaining good values; Conflict resolution through values
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 5 SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK**SECOND TERM**

Week	Topic	Content
1	Meaning and Importance of Good Governance	What is governance; Elements of good governance - transparency, accountability, rule of law; Why good governance matters; Effects of bad governance
2	Types of Government I	Democracy - government by the people; Features of democratic government; Monarchy; Military government; Differences between government types
3	Types of Government II	Federal system of government; Unitary system; Three tiers of government in Nigeria; Separation of powers; Checks and balances
4	Electoral Process I	Meaning of election; Importance of elections in democracy; Types of elections; Free and fair elections; Electoral offences
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Components of the Electoral Process	Voter registration; Electoral campaigns; Voting procedures; Vote counting; Announcing results; Electoral tribunal
8	Party Systems and Political Parties	What is a political party; Functions of political parties; Major political parties in Nigeria; Party symbols and logos; Multi-party system
9	Political Parties and Pressure Groups	Differences between political parties and pressure groups; Examples of pressure groups; How pressure groups influence government; Rights to association
10	Introduction to Financial System	What is the financial system; Banks and their functions; Savings accounts; Different types of banks; Central Bank of Nigeria
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 5 SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Advanced Money Management	Earning, saving and spending; Banking services for young people; ATM and online banking basics; Protecting your money; Financial planning
2	Characteristics of Drug Abusers I	Physical signs of drug abuse; Behavioral changes; Health deterioration; Social problems; Academic decline
3	Characteristics of Drug Abusers II	Psychological effects; Why early detection matters; Helping someone with drug problems; Treatment and rehabilitation centers
4	Prevention of Drug Abuse - Life Coping Skills I	Self-awareness and self-esteem; Managing emotions; Stress management; Problem-solving skills; Decision-making skills
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Prevention of Drug Abuse - Life Coping Skills II	Communication skills; Assertiveness; Peer resistance skills; Goal setting; Seeking help when needed
8	Neighbourhood Security - Advanced	Community policing; Reporting crimes; Security awareness; Vigilance; Cyber security basics
9	Child Rights and Protection	Rights of the child; Right to protection from abuse; Child helpline numbers; Speaking up about abuse; Organizations that protect children
10	Introduction to Human Trafficking	What is human trafficking; Difference between trafficking and migration; Forms of trafficking; Warning signs; How to stay safe
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

CULTURAL AND CREATIVE ARTS SCHEME OF WORK (PRIMARY 5)

FIRST TERM

Week	Topic	Content
1	Types of Drawings I	Classification of drawings - life drawing, still life, imaginative drawing, nature drawing; Materials for drawing - pencils (grades), paper types, erasers; Basic drawing techniques; Observation skills
2	Types of Drawings II	Drawing from observation; Proportions and measurements; Shading techniques - hatching, cross-hatching, stippling, blending; Light and shadow; Perspective basics; Practice exercises
3	Card Making and Decoration I	Types of cards - greeting cards, birthday cards, festive cards, invitation cards; Materials needed - cardboard, colored paper, glue, scissors, ribbons, decorative items; Design principles - balance, color harmony
4	Card Making and Decoration II	Techniques in card decoration - paper folding, pop-up cards, collage, embossing; Creating original card designs; Adding messages and sentiments; Making cards for different occasions; Presentation and display
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Introduction to Weaving using Paper I	Meaning of weaving; History of weaving in Nigeria; Materials for paper weaving - colored paper strips, mat, glue; Basic weaving patterns - plain weave (over-under); Preparing paper strips
8	Introduction to Weaving using Paper II	Different weaving patterns - twill weave, basket weave; Creating woven mats, bookmarks, and placemats; Color combinations; Finishing techniques; Mounting and displaying woven projects
9	Songs/Music with Nigerian Identity I	Nigerian traditional songs from different ethnic groups; Patriotic songs - National Anthem, Pledge; Children's folk songs; Call and response songs; Learning and performing Nigerian songs
10	Songs/Music with Nigerian Identity II	Creating simple Nigerian songs; Understanding song structure - verse, chorus, bridge; Incorporating Nigerian languages and themes; Group singing and harmony; Using traditional rhythms; Performance practice
11	REVISION	Review of all topics covered; Practice sessions; Completion of projects; Preparation of portfolios; Question and answer sessions

12	EXAMINATION	End of term assessment - theory and practical
13	CLOSING	Report card distribution; Vacation assignment; Exhibition of student works

PRIMARY 5 CULTURAL AND CREATIVE ARTS SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Mosaics I	Meaning and history of mosaics; Types of materials for mosaics - paper, seeds, beans, stones, broken tiles, bottle caps; Tools needed; Planning mosaic designs; Sketching the base design
2	Mosaics II	Creating mosaic art pieces; Cutting and arranging materials; Gluing techniques; Color schemes and patterns; Grouting basics; Finishing and sealing; Displaying mosaic artworks
3	Calabash/Wood Painting and Decoration I	Traditional uses of calabash and wood in Nigerian culture; Materials for painting - acrylic paints, brushes, varnish; Preparing surfaces - cleaning, sanding; Design planning - traditional motifs and patterns
4	Calabash/Wood Painting and Decoration II	Painting techniques on curved surfaces; Nigerian traditional patterns and symbols; Color application and layering; Decoration with beads, cowries, and other materials; Finishing and preservation; Functional and decorative uses
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Nigerian Traditional Architecture I	Traditional Nigerian building styles - Hausa (Tubali), Yoruba (Compound system), Igbo (Red earth/mud houses), Tiv (Circular huts); Materials used - mud, thatch, wood, bamboo; Climate adaptation in designs
8	Nigerian Traditional Architecture II	Features of traditional architecture - courtyards, decorative patterns, ventilation; Creating models of traditional houses; Comparing traditional and modern architecture; Preservation of architectural heritage; Drawing traditional buildings
9	Music Notes and Their Values I	Introduction to musical notation; The staff (stave) and clef; Treble clef basics; Whole note (semibreve), half note (minim), quarter note (crotchet); Time values and counting
10	Music Notes and Their Values II	Eighth notes (quavers) and sixteenth notes (semiquavers); Rests and their values; Time signatures - 2/4, 3/4, 4/4; Reading simple rhythms; Clapping and performing rhythmic patterns; Writing musical notation
11	REVISION	Review of all topics covered; Practice sessions;

		Completion of projects; Preparation of portfolios; Question and answer sessions
12	EXAMINATION	End of term assessment - theory and practical
13	CLOSING	Report card distribution; Vacation assignment; Exhibition of student works

PRIMARY 5 CULTURAL AND CREATIVE ARTS SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Creating Music with Solfa Notation I	Introduction to solfa notation (Tonic Sol-fa); The solfa syllables - doh, ray, me, fah, soh, lah, te, doh'; Hand signs for solfa; Singing simple melodies using solfa; Relationship between solfa and staff notation
2	Creating Music with Solfa Notation II	Creating simple melodies using solfa; Writing melodies in solfa notation; Singing in parts; Harmony basics; Composing short songs; Performing solfa compositions
3	Dance Motifs	Meaning of dance motifs; Basic movement motifs in Nigerian dances; Creating simple dance motifs; Repetition and variation; Combining motifs into sequences; Cultural significance of movement patterns
4	Components of Dance	Body awareness - shapes, levels, directions; Space - personal and general space, pathways; Time - fast, slow, rhythm, tempo; Energy - strong, light, smooth, sharp; Relationships - solo, partner, group
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Techniques in Dance	Warm-up and stretching exercises; Balance and coordination; Turns and jumps; Floor work; Partnering techniques; Cultural dance techniques from Nigerian ethnic groups; Choreography basics
8	Creating a Play - Honesty/Integrity/Right Attitude to Work I	Understanding themes - honesty, integrity, right attitude to work; Story development; Plot structure - beginning, middle, end; Character creation; Setting and conflict; Writing dialogue; Script format
9	Creating a Play - Honesty/Integrity/Right Attitude to Work II	Completing the script; Rehearsal techniques; Stage directions; Costume and props planning; Teamwork in production; Performing the play; Reflection and critique
10	Acting, Impersonation, and Role Play I	Difference between acting, impersonation, and role play; Voice control and projection; Facial expressions and body language; Character development; Emotions and motivations; Improvisation exercises
11	Acting, Impersonation, and	Deep character analysis; Backstory creation;

	Role Play II & Developing Character	Physicality of characters; Character relationships; Sustaining character throughout performance; Transforming into different characters; Performance practice
12	EXAMINATION	End of term assessment - theory and practical performance
13	CLOSING	Report card distribution; Vacation assignment; Final performance showcase

BASIC DIGITAL LITERACY SCHEME OF WORK (PRIMARY 5)

FIRST TERM

Week	Topic	Content
1	Advanced Computer Parts	Detailed study of CPU: processor speed, cores, brands (Intel, AMD). RAM: types, capacity (GB), importance for multitasking. Storage: HDD vs SSD, capacity, speed differences. Graphics card for gaming and design.
2	Operating Systems	Understanding operating systems: software that runs computer. Types: Windows, macOS, Linux, Android, iOS. Functions: managing hardware, running programs, file management. Desktop vs mobile operating systems. Booting process: turning on to ready state.
3	Advanced File Management	File extensions: .doc, .pdf, .jpg, .mp3, .mp4. Compressing files: ZIP files. Cloud storage introduction: Google Drive, OneDrive. Downloading and uploading files. File security: read-only, hidden files. Organizing files efficiently.
4	Word Processing I	Advanced Microsoft Word skills. Document formatting: alignment, line spacing, margins. Insert features: pictures, tables, shapes. Page layout: orientation, page breaks, headers/footers. Spell check and grammar tools.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Word Processing II	Creating multi-page documents. Table of contents basics. Bullet points and numbering. Inserting page numbers. Copy, cut, paste. Undo and redo. Printing documents: print preview, selecting printer. Saving in different formats.
8	Presentation Software I	Introduction to PowerPoint or similar software. Creating new presentation. Adding slides: title slide, content slides. Slide layouts. Adding text and formatting. Choosing themes and designs.
9	Presentation Software II	Inserting images and shapes. Adding transitions between slides. Basic animations. Presenting: slideshow mode, using presenter view. Tips for good presentations. Saving and sharing presentations.
10	Spreadsheet Basics	Introduction to Excel or Google Sheets. Understanding rows, columns, cells. Entering data: numbers, text. Basic formulas: SUM, AVERAGE. Creating simple tables. Formatting cells.
11	REVISION	Review of all topics. Complete practical projects in

		Word, PowerPoint, Excel.
12	EXAMINATION	End of First Term Examination (Theory and Practical)
13	CLOSING	Report distribution and vacation

PRIMARY 5 BASIC DIGITAL LITERACY SCHEME OF WORK**SECOND TERM**

Week	Topic	Content
1	Internet Safety Review and Email	Review of internet safety rules. Introduction to email. Email structure: address, subject, body, attachments. Creating email account (supervised). Sending and receiving emails. Email etiquette: polite language, clear subjects.
2	Advanced Phishing and Scams	Types of online scams: fake prizes, impersonation, tech support scams. Recognizing scam tactics: too good to be true, urgency, fear tactics. Verifying information sources. Reporting scams. Protecting personal and family information.
3	Digital Footprint)	Understanding digital footprint: information left online. Permanent nature of online posts. Thinking before posting or sharing. Privacy settings on platforms. Reputation management basics. Being responsible digital citizens.
4	Copyright and Digital Ethics	Understanding copyright: ownership of creative work. Respecting others' work: not copying without permission. Citing sources. Creative Commons basics. Plagiarism awareness. Fair use for education. Creating original work.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Block Coding with Scratch I	Review of Scratch basics. Advanced motion: gliding, bouncing, following mouse. Costume changes for animation. Creating interactive stories. Using backdrops effectively.
8	Block Coding with Scratch II	Variables: storing and changing values. Using operators: math operations, comparisons, logic. Creating simple games: score keeping, timers. User input: asking questions, responding.
9	Programming a Game Environment	Game design basics: characters, objectives, rules. Creating game sprites. Designing game backgrounds. Adding movement controls. Collision detection introduction. Game testing and improving.
10	Debugging and Problem Solving	Understanding bugs: errors in code. Types of errors: syntax, logic. Debugging strategies: testing step-by-step, checking logic, asking for help. Problem decomposition: breaking problems into smaller parts. Testing thoroughly.
11	REVISION	Review of all topics. Complete Scratch game

		projects. Testing and presenting games.
12	EXAMINATION	End of Second Term Examination (Theory and Practical)
13	CLOSING	Report distribution and vacation

PRIMARY 5 BASIC DIGITAL LITERACY SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Sequence in Programming	Deep dive into sequencing. Order importance in code. Sequential thinking exercises. Creating multi-step programs. Planning sequences before coding. Documenting steps.
2	Loops and Repetition	Understanding loops: repeating actions. Types of loops in Scratch: repeat, forever, repeat until. When to use loops. Efficiency: using loops vs repeating code. Nested loops introduction.
3	Conditionals (If-Then)	Understanding conditions: making decisions in code. If-then blocks in Scratch. If-then-else blocks. Comparison operators: equal, greater, less than. Creating responsive programs.
4	Basics of Robotics	Introduction to robotics. What are robots: machines that can be programmed to do tasks. Types of robots: industrial, service, entertainment, educational. Robot components: sensors, actuators, processors. Robots in daily life: vacuum cleaners, assembly lines, drones.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Robotics Applications	Robots in different fields: manufacturing, healthcare, space exploration, agriculture, education. How robots help humans: dangerous tasks, repetitive work, precision tasks. Educational robots: examples like Lego Mindstorms, simple robot kits. Robot programming basics.
8	Game Development with Pictoblox	Introduction to Pictoblox: Scratch-based platform with AI features. Setting up Pictoblox environment. Creating sprites and backdrops. Basic game mechanics: player control, obstacles, scoring. Adding sounds and effects.
9	Introduction to Artificial Intelligence	What is AI: machines that can learn and make decisions. AI vs human intelligence. AI in daily life: voice assistants (Siri, Alexa), recommendations (YouTube, Netflix), face recognition. Machine learning basics: computers learning from examples.
10	AI Applications and Ethics	AI applications: self-driving cars, language translation, medical diagnosis, games. Benefits of AI: efficiency, accuracy, solving complex problems. Concerns: privacy, job displacement, bias. Responsible AI use. Future of AI and robotics.
11	REVISION	Comprehensive review of all topics. Complete final projects combining programming, robotics concepts, and creativity.
12	EXAMINATION	End of Third Term/Annual Examination (Theory and Practical)

13	CLOSING	Report distribution and vacation

PREVOCATIONAL STUDIES SCHEME OF WORK (PRIMARY 5)**FIRST TERM**

Week	Topic	Content
1	Soil Classification I	Types of soil - sandy, clay, loamy; Characteristics of each soil type; Identifying different soils; Soil texture and feel
2	Soil Classification II	Soil structure and composition; Soil color and what it indicates; Topsoil and subsoil; Soil profile; Soil testing
3	Soil Enrichment I	Meaning of soil enrichment; Why soil needs enrichment; Organic matter and humus; Composting basics; Animal manure
4	Soil Enrichment II	Fertilizers - organic and inorganic; Green manuring; Crop rotation; Cover crops; Improving soil fertility
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Agricultural Tools and Equipment I	Hand tools - hoes, cutlasses, rakes, spades, shovels; Functions of each tool; Differences and similarities; Selection of appropriate tools
8	Agricultural Tools and Equipment II	Simple machines in agriculture - wheelbarrow, irrigation equipment, sprayers; Watering cans and hose pipes; Measuring tools; Modern vs traditional tools
9	Safety Measures in Agriculture I	Personal protective equipment (PPE) - gloves, boots, hats, overalls; Importance of PPE; When to use protective gear
10	Safety Measures in Agriculture II	Safety precautions when using tools; Preventing accidents; First aid on the farm; Safe storage of tools and chemicals; Farm safety rules
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 5 PREVOCATIONAL STUDIES SCHEME OF WORK**SECOND TERM**

Week	Topic	Content
1	Maintenance of Agricultural Tools and Equipment I	Meaning of maintenance; Importance of tool maintenance; Cleaning tools after use; Removing dirt and rust
2	Maintenance of Agricultural Tools and Equipment II	Sharpening tools; Oiling metal parts; Replacing broken handles; Proper storage to prevent damage; Regular inspection
3	Vocational Skills in Agriculture I	Meaning of vocational skills; Crop production skills - land preparation, planting, weeding, harvesting; Practical skills development
4	Vocational Skills in Agriculture II	Animal rearing skills; Processing agricultural products; Record keeping; Marketing farm produce; Farm management basics
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Food Classification and Functions I	Classification of food - carbohydrates, proteins, fats and oils; Sources of each food class; Functions in the body
8	Food Classification and Functions II	Vitamins and minerals; Water and roughage; Balanced diet; Food groups; Planning balanced meals
9	Basic Principles in Home Economics I	Principles of cooking - boiling, frying, roasting, steaming; Safety in food preparation; Hygiene in the kitchen
10	Basic Principles in Home Economics II	Principles of sewing - stitches, seams, hems; Basic hand stitching; Principles of cleaning; Home management principles
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 5 PREVOCATIONAL STUDIES SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Home Economics Tools and Equipment I	Kitchen equipment - pots, pans, knives, cutting boards, measuring cups; Sewing equipment - needles, thread, scissors, measuring tape
2	Home Economics Tools and Equipment II	Cleaning equipment - brooms, mops, vacuum cleaners, dusters; Laundry equipment - washing machine, iron, drying rack; Uses of each equipment

3	Safety in Handling Home Economics Tools I	Kitchen safety - knife handling, hot surfaces, electrical appliances; Prevention of cuts and burns; Fire safety
4	Safety in Handling Home Economics Tools II	Sewing safety - needle and scissors safety, iron safety; Electrical safety; Chemical safety - detergents and cleaning agents
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Maintenance of Home Economics Tools	Cleaning kitchen equipment; Sharpening knives safely; Caring for sewing equipment; Storing tools properly; Regular checks
8	Personal Grooming and Use of Basic Cosmetics I	Advanced personal grooming; Skin care basics; Hair care; Nail care; Age-appropriate grooming
9	Personal Grooming and Use of Basic Cosmetics II	Safe use of simple cosmetics; Natural beauty products; Personal hygiene products; Making informed choices; Self-esteem and appearance
10	Introduction to Entrepreneurship	Meaning of entrepreneurship; Young entrepreneurs; Turning skills into business; Agriculture and Home Economics businesses; Creativity and innovation
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

FRENCH LANGUAGE SCHEME OF WORK (PRIMARY 5)
FIRST TERM

Week	Topic	Content
1	Révision - Les Salutations et l'Alphabet	Review of greetings - Bonjour, Bonsoir, Salut, Au revoir; French alphabet pronunciation; Review of numbers 1-20; Simple introductions - Je m'appelle..., J'ai... ans
2	Compter de 21 – 60 (I)	Numbers 21-30 in French; Pronunciation practice; Writing numbers in words; Simple addition and subtraction in French; Asking "Combien?" (How many?); Counting objects
3	Compter de 21 – 60 (II)	Numbers 31-50 in French; Pronunciation and spelling; Age expressions - J'ai... ans; Telephone numbers; Prices and money expressions; Practice exercises
4	Compter de 21 – 60 (III)	Numbers 51-60 in French; Counting in tens; Complete mastery of 21-60; Games and activities with numbers; Dictation exercises; Mathematical operations in French
5	EXAMEN DE MI-TRIMESTRE	Assessment of topics covered in weeks 1-4
6	CONGÉ DE MI-TRIMESTRE	Rest and relaxation period
7	Présenter les Autres (I)	Introducing others - Voici..., C'est..., Il/Elle s'appelle...; Using third person pronouns - il, elle; Stating relationships - mon ami(e), mon frère, ma sœur; Describing people - Il/Elle est gentil(le)
8	Présenter les Autres (II)	Making formal introductions; Age and nationality of others - Il/Elle a... ans, Il/Elle est nigérian(e); Describing physical appearance - Il/Elle est grand(e), petit(e); Practice dialogues
9	Identifier les Parties du Corps Humain (I)	Parts of the head - la tête, les cheveux, les yeux, le nez, la bouche, les oreilles, les dents; Singular and plural forms; Basic sentences - J'ai deux yeux; Pronunciation practice
10	Identifier les Parties du Corps Humain (II)	Parts of the body - le corps, les bras, les mains, les doigts, les jambes, les pieds, le ventre, le dos; Describing pain - J'ai mal à la tête/au ventre; Simple body-related expressions
11	RÉVISION	Review of all topics covered; Number drills; Presentation practice; Body parts games; Question and answer sessions; Oral and written exercises
12	EXAMEN	End of term assessment - oral and written
13	CLÔTURE	Report card distribution; Vacation assignment; French songs and cultural activities

PRIMARY 5 FRENCH LANGUAGE SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Parler de la Grande Famille (I)	Extended family vocabulary - les grands-parents (le grand-père, la grand-mère), l'oncle, la tante, le cousin, la cousine; Possessive adjectives - mon, ma, mes; Family tree introduction
2	Parler de la Grande Famille (II)	More family members - le neveu, la nièce, le petit-fils, la petite-fille; Describing family members - Il/Elle est âgé(e), jeune; Talking about family size - J'ai une grande/petite famille; Creating a family tree in French
3	Parler de la Grande Famille (III)	Family relationships and activities; Visiting relatives - Nous visitons nos grands-parents; Family gatherings - la réunion de famille; Cultural aspects of Nigerian families; Comparing families
4	Parler des Voisins (I)	Neighborhood vocabulary - le/la voisin(e), les voisins, la maison voisine, le quartier; Introducing neighbors - Voici mon voisin; Describing neighbors - Il/Elle est sympathique, aimable
5	EXAMEN DE MI-TRIMESTRE	Assessment of topics covered in weeks 1-4
6	CONGÉ DE MI-TRIMESTRE	Rest and relaxation period
7	Parler des Voisins (II)	Good neighbor qualities; Neighborly activities - aider, partager, visiter; Describing the neighborhood - Mon quartier est calme/bruyant; Simple conversations with neighbors
8	Exprimer la Gratitude (I)	Expressing thanks - Merci, Merci beaucoup, Merci bien; Responding to thanks - De rien, Je vous en prie, Pas de quoi; Situations requiring gratitude; Polite expressions
9	Exprimer la Gratitude (II)	Formal and informal gratitude expressions; Written thank you notes; Appreciation phrases - C'est gentil, C'est très aimable; Cultural aspects of gratitude; Practice dialogues and role plays
10	Nommer les Jours de la Semaine	Days of the week - lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche; Using days in sentences - Aujourd'hui, c'est...; Quel jour sommes-nous?; Daily activities linked to days; Weekend vocabulary
11	RÉVISION	Review of all topics covered; Family vocabulary practice; Gratitude expressions; Days of the week exercises; Question and answer sessions; Oral and

		written practice
12	EXAMEN	End of term assessment - oral and written
13	CLÔTURE	Report card distribution; Vacation assignment; French cultural celebrations

PRIMARY 5 FRENCH LANGUAGE SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Les Activités Quotidiennes (I)	Daily routine vocabulary - se réveiller, se lever, se laver, s'habiller, prendre le petit déjeuner; Reflexive verbs introduction; Time expressions - le matin, l'après-midi, le soir
2	Les Activités Quotidiennes (II)	More daily activities - aller à l'école, étudier, déjeuner, dîner, se coucher; Describing routines - Je me réveille à...; Telling time basics; Practice with daily schedules
3	Les Sports et Les Loisirs (I)	Sports vocabulary - le football, le basketball, la natation, le tennis, la course; Expressing preferences - J'aime..., Je n'aime pas...; Playing sports - Je joue au football
4	Les Sports et Les Loisirs (II)	Hobbies and leisure activities - lire, regarder la télévision, jouer aux jeux, écouter de la musique, danser; Expressing ability - Je peux...; Inviting friends - Veux-tu jouer avec moi?
5	EXAMEN DE MI-TRIMESTRE	Assessment of topics covered in weeks 1-4
6	CONGÉ DE MI-TRIMESTRE	Rest and relaxation period
7	Les Activités à l'École (I)	School activities - étudier, écrire, lire, dessiner, chanter; School subjects - le français, les mathématiques, les sciences, l'anglais; Classroom expressions - Ouvrez vos livres, Écoutez
8	Les Activités à l'École (II)	School objects - le livre, le cahier, le stylo, le crayon, la gomme, la règle, le sac; Possession - C'est mon/ma...; Asking for items - Prête-moi ton stylo, s'il te plaît
9	Les Métiers et Professions	Common professions - le médecin, l'enseignant(e), l'infirmier/l'infirmière, le fermier, le chauffeur, le commerçant(e); Asking about professions - Quelle est ta profession?; Future aspirations - Je veux être...
10	Les Aliments et Les Repas	Food vocabulary - le pain, le riz, les fruits, les légumes, la viande, le poisson, l'eau, le jus; Meals - le petit déjeuner, le déjeuner, le dîner; Expressing hunger and thirst - J'ai faim, J'ai soif; Likes and dislikes
11	RÉVISION	Comprehensive review; Practice of all activities vocabulary; Oral presentations; Written exercises; Cultural activities; Preparation for transition to Primary 6
12	EXAMEN	End of term and comprehensive assessment - oral and written
13	CLÔTURE	Report card distribution; Vacation assignment; French culture celebration; Preparation for Primary 6

PRIMARY 6 SCHEME OF WORK

TABLE OF CONTENT

1. English Studies
2. Mathematics
3. Basic Science and Technology
4. Physical and Health Education
5. Christian Religious Studies
6. Islamic Studies
7. Nigerian History
8. Social and Citizenship Studies
9. Cultural and Creative Arts (CCA)
10. Basic Digital Literacy
11. Pre-vocational Studies
12. French

ENGLISH LANGUAGE SCHEME OF WORK (PRIMARY 6)

FIRST TERM

Week	Topic	Content
1	Reading: Phonics I & Concepts of Print I	Advanced phonics - complex consonant blends (str, spr, thr, scr); Digraphs and trigraphs review (ch, sh, th, ph, tch, dge); Print concepts - title page, table of contents, index, glossary; Understanding book organization; Text features - headings, subheadings, captions, labels; Using text features for comprehension
2	Writing: Writing Paragraphs - Introductory, Middle and Concluding	Structure of a paragraph - topic sentence, supporting details, concluding sentence; Types of paragraphs - narrative, descriptive, expository; Unity and coherence in paragraphs; Transition words and phrases; Indent and spacing; Writing well-developed paragraphs; Practice with different paragraph types
3	Listening & Speaking: Using Correct Intonation to Distinguish Between Commands, Questions and Statements	Intonation patterns - rising, falling, rise-fall; Commands - firm, falling intonation; Questions - rising intonation for yes/no questions, falling for wh-questions; Statements - neutral, falling intonation; Practice with sentences; Role of stress in meaning; Punctuation and intonation connection; Listening and speaking exercises
4	Grammatical Accuracy: Finding Words in Dictionary Using Alphabetical Order	Dictionary skills - guide words, pronunciation symbols, multiple meanings; Alphabetical order to third and fourth letters; Using context to choose correct meaning; Etymology and word origins; Abbreviations in dictionaries; Parts of speech labels; Practice exercises with various dictionaries
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Reading: Comprehension I - Main Ideas and Supporting Details	Identifying main idea vs supporting details; Topic sentences and thesis statements; Distinguishing between major and minor details; Summarizing passages; Inferring main ideas when not stated; Practice with various text types - narrative, expository, persuasive; Answering comprehension questions
8	Reading: Vocabulary I - Context Clues and Word Meanings	Types of context clues - definition, synonym, antonym, example, inference; Using context to determine unknown words; Multiple-meaning words; Connotation vs denotation; Academic vocabulary; Content-specific vocabulary; Building word consciousness; Vocabulary journals
9	Listening & Speaking: Aural	Short vs long vowels - minimal pairs practice;

	Discrimination of Vowels, Consonants and Diphthongs	Consonant discrimination - voiced/voiceless pairs (p/b, t/d, k/g, f/v, s/z); Diphthongs - /aɪ/, /aʊ/, /ɔɪ/, /eɪ/, /oʊ/; Listening exercises; Pronunciation drills; Phonetic transcription introduction; Identifying sounds in words
10	Grammatical Accuracy: Word Formation - Synonyms and Antonyms	Understanding synonyms - similar meanings with subtle differences; Finding appropriate synonyms for context; Antonyms - opposite meanings; Using thesaurus; Gradable antonyms vs complementary antonyms; Synonyms and antonyms in writing - avoiding repetition, creating contrast; Word banks and semantic fields; Practice exercises
11	REVISION	Review of all topics covered; Reading comprehension practice; Paragraph writing practice; Intonation exercises; Dictionary skills; Vocabulary building; Question and answer sessions
12	EXAMINATION	End of term assessment - reading, writing, listening, speaking, grammar
13	CLOSING	Report card distribution; Vacation assignment; Reading list for holidays

**PRIMARY 6 ENGLISH LANGUAGE SCHEME OF WORK
SECOND TERM**

Week	Topic	Content
1	Reading: Phonics II & Fluency	Advanced phonics patterns - silent letters (kn, gn, wr, mb, gh); Vowel combinations and diphthongs; Fluency development - accuracy, speed, expression; Reading rate appropriate for Primary 6; Prosody - rhythm and expression in reading; Repeated reading strategies; Partner reading; Performance reading
2	Writing: Writing Simple Compositions - Letters, Accounts, Stories (Consumer Protection Agencies)	Formal letter format - heading, salutation, body, closing, signature; Informal/friendly letters; Letter of complaint; Account writing - event reports, incident reports; Story writing - plot, characters, setting, dialogue; Writing about consumer protection agencies; Complaint letters to agencies; Proper formatting and conventions
3	Listening & Speaking: Reporting Incidents (Automobile Fire) & Listening Comprehension on Public Notices	Reporting incidents clearly and accurately; Who, what, when, where, why, how (5Ws and H); Chronological order in reporting; Emergency reporting - automobile fire scenario; Eyewitness accounts; Public notices - understanding and responding; Consumer education messages; Safety announcements; Active listening skills; Note-taking during listening
4	Grammatical Accuracy: Review of Verb Forms	Verb tenses review - present, past, future; Simple, continuous, perfect aspects; Regular vs irregular verbs; Subject-verb agreement; Action verbs vs linking verbs; Auxiliary/helping verbs; Modal verbs - can, could, may, might, must, should, will, would; Transitive and intransitive verbs; Voice - active and passive; Practice exercises
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Reading: Comprehension II - Making Inferences and Drawing Conclusions	Understanding inference - reading between the lines; Using evidence from text; Author's purpose - inform, persuade, entertain; Making predictions; Drawing conclusions based on text evidence; Implicit vs explicit information; Critical thinking questions; Inferential comprehension strategies
8	Reading: Vocabulary II - Prefixes, Suffixes, and Root Words	Common prefixes - un-, re-, pre-, dis-, mis-, over-, under-, sub-; Common suffixes - -ful, -less, -ness, -ment, -ly, -er, -est, -tion, -able; Root words and word families; Latin and Greek roots; Building words using affixes; Analyzing word structure; Expanding vocabulary through word parts

9	Listening & Speaking: Participating in Short Play (First Aider Drama)	Elements of drama - character, dialogue, plot, setting, stage directions; Script reading and analysis; Character development and portrayal; Memorizing lines; Voice projection and articulation; Movement and gestures; Working with others; First aid scenario dramatization; Performance techniques; Audience awareness
10	Grammatical Accuracy: Use of Idiomatic Expressions	Understanding idioms - figurative vs literal meaning; Common English idioms - "raining cats and dogs," "piece of cake," "break a leg," "hit the books"; Cultural context of idioms; Using idioms appropriately; Proverbs and sayings; Figurative language appreciation; Creating idiom dictionaries; Practice in context
11	REVISION	Review of all topics covered; Composition writing practice; Drama rehearsal; Verb exercises; Idiom practice; Inference questions; Question and answer sessions
12	EXAMINATION	End of term assessment - reading, writing, listening, speaking, grammar
13	CLOSING	Report card distribution; Vacation assignment; Drama performance

**PRIMARY 6 ENGLISH LANGUAGE SCHEME OF WORK
THIRD TERM**

Week	Topic	Content
1	Reading: Comprehension III - Author's Tone, Mood, and Point of View	Identifying author's tone - formal, informal, humorous, serious, sarcastic; Mood in literature - happy, sad, tense, mysterious; First person vs third person point of view; Narrator reliability; How point of view affects story; Recognizing bias; Author's attitude toward subject; Practice with various texts
2	Writing: Writing E-mails and Text Messages	E-mail format - subject line, greeting, body, closing, signature; Formal vs informal e-mails; E-mail etiquette - appropriate language, reply protocols; Text messaging - abbreviations and conventions; When to use formal vs informal communication; Digital citizenship; Safety in online communication; Practice writing e-mails for different purposes
3	Listening & Speaking: Intonation Practice Using Dialogues (National Values - Honesty) & Guided Speech Making	Dialogue reading with appropriate intonation; Emphasis and stress in conversations; Dialogues on honesty and integrity; Role-playing conversations; Speech preparation - choosing topic, organizing ideas, creating outline; Introduction, body, conclusion in speeches; Speech on honesty/national values; Delivery techniques - eye contact, posture, gestures, voice modulation; Confidence building
4	Grammatical Accuracy: Review of Direct and Indirect Speech	Direct speech - exact words in quotation marks; Punctuation in direct speech; Indirect/reported speech - reporting what someone said; Changes in pronouns, tenses, and time expressions; Reporting verbs - said, told, asked, replied, announced; Questions in reported speech; Commands in reported speech; Practice converting direct to indirect and vice versa
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Reading: Comprehension IV - Fact vs Opinion, Cause and Effect	Distinguishing facts from opinions; Signal words for opinions - think, believe, feel, should; Verifying facts; Cause and effect relationships; Signal words - because, since, therefore, as a result, consequently; Multiple causes and effects; Analyzing argumentative texts; Evaluating evidence; Critical reading skills
8	Writing: Writing Biographies and Autobiographies	Biography - writing about someone else's life; Autobiography - writing about your own life; Chronological organization; Important life events and achievements; Research skills for biographies; Interview techniques; First person vs third person in

		life writing; Writing engaging narratives; Including relevant details; Practice writing both forms
9	Reading: Comprehension V - Text Structure and Organization & Concepts of Print II	Text structures - sequence/chronological, compare/contrast, cause/effect, problem/solution, description; Signal words for each structure; Graphic organizers; Advanced print concepts - footnotes, endnotes, bibliography, citations; Using text structure to aid comprehension; Analyzing non-fiction texts; Reading complex texts
10	Reading: Comprehension VI - Critical Reading and Evaluation & Vocabulary III-V Integration	Evaluating sources - credibility, accuracy, bias; Author's credentials and expertise; Propaganda techniques; Advanced vocabulary - academic language, subject-specific terms; Vocabulary in context across subjects; Word relationships - analogies, semantic gradients; Etymology and word histories; Vocabulary for secondary school preparation; Building sophisticated vocabulary
11	Listening & Speaking: Pronunciation Practice & Speaking at Interviews + Grammatical Accuracy: Similes and Metaphors	Mono-syllabic, bi-syllabic, and poly-syllabic words; Word stress patterns; Syllable emphasis; Interview preparation - common questions, appropriate responses; Professional communication; Confidence and composure; Body language in interviews; Mock interview practice; Similes - comparisons using "like" or "as"; Metaphors - implied comparisons; Identifying and creating similes and metaphors; Figurative language in literature; Using figurative language in writing
12	EXAMINATION	End of term and final primary school assessment - comprehensive evaluation
13	CLOSING	Graduation ceremony; Report cards; Secondary school preparation briefing; Celebration of achievements; Final presentations

MATHEMATICS SCHEME OF WORK (PRIMARY 6)**FIRST TERM**

Week	Topic	Content
1	Whole Numbers I	Place value up to millions and billions; Reading and writing large numbers; Comparing and ordering whole numbers; Rounding off to nearest 10, 100, 1000; Roman numerals up to 1000
2	Whole Numbers II & Basic Operations	Addition and subtraction of large numbers; Word problems involving whole numbers; Estimation and approximation; Properties of operations - commutative, associative, identity; Mental mathematics strategies
3	Multiplication and Division	Multiplication of 3-4 digit numbers; Long division; Division with remainders; Word problems; Multiples and factors; Prime and composite numbers; HCF and LCM
4	Order of Operations & Indices (Powers)	BODMAS/PEMDAS rule - Brackets, Orders, Division/Multiplication, Addition/Subtraction; Solving mixed operations; Introduction to indices - meaning of powers (e.g., 2^3 , 5^2); Laws of indices basics; Squares and square roots; Cubes and cube roots
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Fractions I	Types of fractions - proper, improper, mixed numbers; Equivalent fractions; Simplifying fractions; Comparing and ordering fractions; Converting between improper fractions and mixed numbers
8	Fractions II	Addition and subtraction of fractions with different denominators; Multiplication of fractions; Division of fractions; Word problems involving fractions; Fractions of quantities
9	Ratios and Proportions I	Meaning of ratio; Writing ratios in different forms; Simplifying ratios; Equivalent ratios; Sharing in given ratios; Ratio of family size and resources (practical applications); Comparing quantities using ratios
10	Ratios and Proportions II	Direct proportion; Inverse proportion; Ratio of two populations; Ratio of prevalence of HIV/AIDS between two sexes, two states (demography); Real-life applications of ratios; Word problems
11	REVISION	Review of all topics covered; Practice exercises;

		Problem-solving strategies; Question and answer sessions; Past questions practice
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 6 MATHEMATICS SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Percentages I	Meaning of percentage; Converting fractions to percentages; Converting decimals to percentages; Converting percentages to fractions and decimals; Percentage of quantities
2	Percentages II	Calculating percentage increase and decrease; Profit and loss percentages; Discount and VAT; Simple interest; Ratio and percentage relationships; Word problems
3	Demography & Money I	Population - meaning and importance; Population growth and decline; Birth rate and death rate; Census; Population density; Economic consequences of population changes; Planning and resource allocation
4	Money II - Currency Conversion	Nigerian currency (Naira and Kobo); Foreign currencies (Dollar, Pound, Euro, etc.); Exchange rates; Converting between currencies; Buying and selling foreign currency; International trade basics; Travel money calculations
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Algebraic Processes - Open Sentences	Understanding variables; Simple equations with one unknown; Solving open sentences (e.g., $x + 5 = 12$); Using substitution; Forming simple equations from word problems; Introduction to algebraic expressions
8	Measurement - Length, Weight & Time I	Units of length - mm, cm, m, km; Converting between units; Measuring and estimating lengths; Units of weight - g, kg, tonne; Converting between units; Units of time - seconds, minutes, hours, days, weeks, months, years
9	Measurement - Time & Speed	Converting between time units; 12-hour and 24-hour clock; Time calculations - duration, timetables; Athletics time (recording race times); Speed - meaning and formula ($\text{Speed} = \text{Distance} \div \text{Time}$); Calculating speed, distance, and time; Average speed
10	Measurement - Perimeter, Area & Volume	Perimeter of rectangles, squares, triangles, and irregular shapes; Area of rectangles, squares, triangles, parallelograms, and circles; Volume of cubes and cuboids; Surface area basics; Capacity -

		litres, millilitres; Converting between capacity units; Relationship between volume and capacity
11	REVISION	Review of all topics covered; Practice exercises; Problem-solving strategies; Question and answer sessions; Past questions practice
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 6 MATHEMATICS SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Plane Figures and Properties	Classification of plane shapes - triangles (equilateral, isosceles, scalene), quadrilaterals (square, rectangle, parallelogram, rhombus, trapezium); Properties of shapes; Symmetry - lines of symmetry; Congruence and similarity
2	Angles	Types of angles - acute, right, obtuse, straight, reflex; Measuring angles with protractor; Drawing angles; Angles on a straight line; Angles at a point; Vertically opposite angles; Angles in triangles and quadrilaterals
3	Height and Distances	Measuring heights using indirect methods; Scale and proportion in measurement; Using similar triangles; Practical applications; Estimation techniques; Map reading and distance calculation
4	Polygons and Scale Drawing	Types of polygons - pentagon, hexagon, heptagon, octagon, etc.; Regular and irregular polygons; Properties of polygons; Interior and exterior angles; Scale drawing - meaning and uses; Drawing to scale; Reading scale drawings; Maps and plans
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Everyday Statistics - Population	Collecting and organizing population data; Population tables and graphs; Population pyramid; Birth and death statistics; Migration patterns; Population projection; Interpreting population data; Demographics and planning
8	Measures of Central Tendency I	Mean (average) - calculating and interpreting; Finding mean from data sets; Mean from frequency tables; Practical applications of mean; Weighted mean introduction
9	Measures of Central Tendency II	Median - finding the middle value; Median from ordered data; Mode - finding the most frequent value; Bimodal data; Range - measure of spread; Comparing mean, median, and mode; Choosing appropriate measures; Real-life applications
10	Comprehensive Problem Solving & Secondary School Preparation	Mixed problems combining multiple concepts; Multi-step word problems; Real-life mathematical applications; Problem-solving strategies; Critical thinking in mathematics; Calculator skills; Mathematics in secondary school - topics preview; Study skills and examination techniques

11	REVISION	Comprehensive review of Primary 6 topics; Integration of concepts; Practice examinations; Problem-solving practice; Secondary school entrance exam preparation; Question and answer sessions
12	EXAMINATION	End of term and final primary school assessment
13	CLOSING	Graduation ceremony; Report cards; Secondary school preparation; Celebration of achievements

BASIC SCIENCE & TECHNOLOGY SCHEME OF WORK (PRIMARY 6)
FIRST TERM

Week	Topic	Content
1	The Solar System I	Components of the solar system - Sun, planets, moons, asteroids, comets, meteors; The Sun as a star; Properties of the Sun; Importance of the Sun to life on Earth; Solar energy
2	The Solar System II	The eight planets - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune; Order from the Sun; Characteristics of each planet; Inner planets (terrestrial) vs outer planets (gas giants); Dwarf planets (Pluto); Exploration of space
3	The Earth and Its Movements I	Structure of the Earth - crust, mantle, outer core, inner core; Shape of the Earth (sphere/geoid); Rotation of the Earth; Day and night; Time zones; Rotation period (24 hours)
4	The Earth and Its Movements II	Revolution of the Earth around the Sun; Orbit and revolution period (365¼ days); Seasons - spring, summer, autumn, winter; Equinoxes and solstices; The Earth's axis tilt (23.5°); Why Nigeria has two seasons
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Changes in Our Climate I	Weather vs climate; Elements of weather and climate - temperature, rainfall, humidity, wind, air pressure, sunshine; Climate zones - tropical, temperate, polar; Nigeria's tropical climate; Climate change - meaning and causes
8	Changes in Our Climate II	Effects of climate change - global warming, melting ice caps, sea level rise, extreme weather, drought, flooding; Greenhouse gases; Deforestation and climate; Adaptation and mitigation strategies; Individual and collective action
9	The Human Body System: Blood Circulation I	Components of the circulatory system - heart, blood vessels (arteries, veins, capillaries), blood; Structure of the heart - chambers, valves; How the heart works as a pump; Heartbeat and pulse; Blood pressure
10	The Human Body System: Blood Circulation II	Composition of blood - red blood cells, white blood cells, platelets, plasma; Functions of blood - transport, protection, regulation; Blood types and groups; Blood donation; Keeping the circulatory system healthy - exercise, diet, avoiding smoking
11	REVISION	Review of all topics covered; Diagrams practice;

		Question and answer sessions; Practical demonstrations
12	EXAMINATION	End of term assessment - theory and practical
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 6 BASIC SCIENCE & TECHNOLOGY SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	The Human Body System: Reproduction I	Human reproductive system - male and female; Male organs - testes, penis, sperm; Female organs - ovaries, fallopian tubes, uterus, vagina; Eggs (ova); Puberty changes in boys and girls; Age-appropriate sex education
2	The Human Body System: Reproduction II	Fertilization process; Pregnancy and development of the baby; Birth process; Growth from baby to adult; Life cycle of humans; Responsible behavior; Respecting your body; Family life education
3	Air I	Composition of air - nitrogen (78%), oxygen (21%), carbon dioxide, noble gases, water vapor; Properties of air - has mass, occupies space, exerts pressure; Importance of air to living things; The atmosphere and its layers
4	Air II	Air pollution - causes and sources; Types of air pollutants - smoke, dust, gases; Effects of air pollution on health and environment; Acid rain; Preventing and reducing air pollution; Clean air initiatives; Air quality monitoring
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Force I	Meaning of force; Types of forces - push, pull, twist; Effects of force - change in motion, shape, direction; Measuring force - Newton (N); Gravity and gravitational force; Weight vs mass; Friction - useful and harmful
8	Force II	Balanced and unbalanced forces; Pressure - meaning and calculation; Pressure in liquids and gases; Atmospheric pressure; Applications of pressure; Magnetic force; Electrostatic force; Force in everyday life
9	Mineral Resources I	Meaning of minerals; Types of minerals in Nigeria - petroleum (crude oil), natural gas, coal, tin, limestone, iron ore, gold, lead, zinc; Locations of minerals in Nigeria; Mining processes; Uses of minerals
10	Mineral Resources II	Importance of mineral resources to Nigeria's economy; Petroleum industry - exploration, refining, products (petrol, diesel, kerosene, etc.);

		Environmental impact of mining; Conservation of mineral resources; Renewable vs non-renewable resources; Sustainable use
11	REVISION	Review of all topics covered; Diagrams and experiments; Question and answer sessions; Practical demonstrations
12	EXAMINATION	End of term assessment - theory and practical
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 6 BASIC SCIENCE & TECHNOLOGY SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Simple Machines: Levers I	Meaning of simple machines; Why we use simple machines - make work easier; Types of simple machines overview; Levers - definition and parts (fulcrum, effort, load); Types of levers - first class, second class, third class
2	Simple Machines: Levers II	Examples of first class levers - seesaw, scissors, pliers, crowbar; Examples of second class levers - wheelbarrow, nutcracker, bottle opener; Examples of third class levers - tweezers, fishing rod, broom; Mechanical advantage; Levers in the human body; Practical experiments
3	Simple Machines: Pulleys	Meaning of pulley; Parts of a pulley - wheel, rope/cable, axle; Fixed pulleys vs movable pulleys; Compound pulley systems; Uses of pulleys - flagpoles, cranes, elevators, wells; Mechanical advantage of pulleys; Making a simple pulley; Practical applications
4	Simple Machines: Inclined Plane	Meaning of inclined plane; How inclined planes work; Examples - ramps, slides, roads on hills, stairs, wedges, screws; Mechanical advantage of inclined planes; Effort vs load; Gradient and slope; Practical experiments; Applications in daily life and construction
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Primary and Secondary Colours I	Understanding colour; The colour spectrum; Primary colours - red, yellow, blue; Why they are called primary; Uses of primary colours; Secondary colours - orange, green, purple/violet; How secondary colours are formed
8	Primary and Secondary Colours II	Colour mixing experiments; Colour wheel; Complementary colours; Warm and cool colours; Tertiary colours introduction; Colours in nature; Colours in art and design; Psychological effects of colours
9	Use of Drawing Instruments (Board Practice)	Types of drawing instruments - T-square, set squares (45° and 60°), compass, divider, protractor, drawing board, drawing pins/clips; Uses of each instrument; Care and maintenance; Drawing parallel lines, perpendicular lines; Drawing angles; Constructing shapes - triangles, rectangles, circles
10	Introduction to Woodwork Hand Tools	Types of woodwork hand tools - saw (hand saw, tenon saw), hammer, chisel, plane, file, screwdriver, measuring tape, try square, marking gauge; Uses of each tool; Parts of tools; Safety precautions in woodwork; Proper handling and storage; Basic woodwork techniques

11	Maintenance and Safety on Our Roads	Road signs and their meanings - warning signs, regulatory signs, information signs; Traffic lights; Zebra crossing; Road markings; Road safety rules for pedestrians; Road safety for cyclists; Safety in vehicles - seatbelts, child safety; Causes of road accidents; Preventing accidents; Road maintenance importance; Responsibilities of road users
12	EXAMINATION	End of term and final primary school assessment - theory and practical
13	CLOSING	Graduation ceremony; Report cards; Secondary school preparation; Celebration of achievements

PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK (PRIMARY 6)
FIRST TERM

Week	Topic	Content
1	Physical Fitness and Body Conditioning I	Components of physical fitness - cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition; Assessing physical fitness levels; Importance of physical fitness for health; Setting fitness goals
2	Physical Fitness and Body Conditioning II	Cardiovascular exercises - running, jogging, swimming, skipping, cycling; Training principles - frequency, intensity, time, type (FITT); Monitoring heart rate and pulse; Progressive training; Recovery and rest importance
3	Physical Fitness and Body Conditioning III	Strength and muscular endurance training - push-ups, sit-ups, squats, lunges, planks; Proper form and technique; Core strengthening exercises; Upper and lower body exercises; Bodyweight training; Circuit training basics
4	Physical Fitness and Body Conditioning IV	Flexibility and stretching - static stretching, dynamic stretching; Major muscle groups stretching; Warm-up and cool-down routines; Preventing injuries; Balance and coordination exercises; Creating a personal fitness plan
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4 - theory and practical fitness tests
6	MIDTERM BREAK	Rest and relaxation period
7	Athletics I - Track Events I	Track athletics overview; Sprint techniques - starting position, acceleration, running form, finishing; 100m, 200m, 400m races; Starting blocks usage; Relay races - baton passing techniques; 4×100m relay
8	Athletics I - Track Events II	Middle-distance running - 800m, 1500m; Pacing strategies; Breathing techniques; Long-distance running basics; Cross-country running; Marathon introduction; Training for endurance events; Race tactics
9	Athletics I - Hurdles and Specialized Events	Hurdle races - 100m hurdles, 110m hurdles, 400m hurdles; Hurdling technique - approach, clearance, landing; Rhythm and stride pattern; Steeplechase introduction; Race walking basics; Rules and regulations
10	Personal and Environmental Health I	Personal hygiene - daily bathing, oral hygiene, hair care, nail care; Grooming and appearance; Puberty hygiene - menstrual hygiene for girls, body changes; Skin care; Hand washing importance;

		Disease prevention through hygiene
11	REVISION	Review of all topics covered; Fitness assessments; Athletics practice; Health discussions; Question and answer sessions
12	EXAMINATION	End of term assessment - theory and practical
13	CLOSING	Report card distribution; Vacation assignment; Fitness goals for holiday

PRIMARY 6 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Personal and Environmental Health II	Environmental health - clean surroundings, waste disposal, drainage systems, toilet facilities; Water sanitation; Food hygiene; Air quality; Noise pollution; Community health practices; Disease vectors control - mosquitoes, flies, rats
2	Personal and Environmental Health III	Common communicable diseases - malaria, typhoid, cholera, tuberculosis, COVID-19; Prevention strategies; Immunization importance; Non-communicable diseases - diabetes, hypertension, cancer; Lifestyle and health; Health screening and check-ups
3	Athletics II - Field Events: Jumping I	High jump - techniques (scissors, straddle, Fosbury flop), approach run, take-off, bar clearance, landing; Equipment and safety; Measuring and recording heights; Rules and regulations; Progressive training
4	Athletics II - Field Events: Jumping II	Long jump - approach run, take-off board, flight techniques (hang, hitch-kick), landing in sand pit; Measuring distances; Triple jump introduction - hop, step, jump phases; Pole vault basics; Safety considerations
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Athletics II - Field Events: Throwing I	Shot put - grip, stance (glide technique, spin technique), putting action, release, follow-through; Weight of shot for different ages; Safety circle and rules; Building strength for throwing; Practice drills
8	Athletics II - Field Events: Throwing II	Discus throw - grip, wind-up, spin, release, follow-through; Javelin throw - grip, approach run, throwing action, release angle; Hammer throw basics; Safety procedures; Sector lines; Measuring throws; Competition rules
9	Ball Games I - Football and Basketball	Football - advanced skills (dribbling variations, long passes, shooting techniques, heading); Positions and formations; Game strategies; Set pieces - corners, free kicks; Basketball - advanced dribbling, shooting (lay-up, jump shot), defensive techniques; Plays and strategies
10	Ball Games II - Volleyball and Handball	Volleyball - serving techniques (underhand, overhand, jump serve), setting, spiking, blocking, digging; Court positions and rotation; Game tactics; Handball -

		advanced techniques, fast breaks, shooting variations, goalkeeper skills; Team formations; Match play strategies
11	REVISION	Review of all topics covered; Athletics field events practice; Ball games tournaments; Question and answer sessions
12	EXAMINATION	End of term assessment - theory and practical
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 6 PHYSICAL AND HEALTH EDUCATION SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Ball Games III - Table Tennis and Badminton	Table tennis - grip, stance, basic strokes (forehand, backhand), serves, spin techniques, footwork; Singles and doubles rules; Badminton - grip, stance, strokes (clear, drop, smash), serves, net play; Court dimensions; Scoring system; Game strategies
2	Ball Games IV - Tennis and Others	Tennis basics - grip, groundstrokes, volleys, serves; Court layout; Scoring system; Introduction to squash; Introduction to hockey; Rules and basic techniques; Sportsmanship and fair play in all ball games; Organizing mini-tournaments
3	Indigenous Games I	Nigerian traditional games - Ayo (Oware), Ludo, Draft (Checkers), wrestling, stick fighting; Cultural significance; Rules and gameplay; Traditional sports - wrestling styles from different ethnic groups; Preservation of cultural heritage through games
4	Indigenous Games II	More traditional games - hide and seek variations, skipping rope games, hopscotch (Suwe), ten-ten, catcher; Regional games from Nigeria; Games from different cultures; Social benefits of traditional games; Creating new games; Community and team building
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Use of Medicine I	Understanding medicine and drugs; Types of medicines - prescription, over-the-counter, herbal/traditional; How medicines work in the body; Reading medicine labels; Dosage and instructions; Medicine safety - child-proof caps, storage; Expiry dates
8	Use of Medicine II	Appropriate use of medicines; When to take medicine; Following doctor's prescriptions; Dangers of self-medication; Medicine interactions; Allergies and side effects; When to seek medical help; The role of pharmacists; Responsible medicine use
9	Effects of Drug Abuse I	Understanding drug abuse and substance abuse; Types of commonly abused drugs - alcohol, tobacco, cannabis (marijuana), cocaine, heroin, inhalants; Prescription drug abuse; Why people abuse drugs - peer pressure, curiosity, stress, family problems, availability
10	Effects of Drug Abuse II	Physical effects of drug abuse - damage to organs (liver, lungs, brain, heart), addiction, overdose, diseases (HIV/AIDS, hepatitis), mental health issues; Social effects -

		family breakdown, poor school performance, crime, poverty; Psychological effects - depression, anxiety, paranoia; Economic costs
11	Effects of Drug Abuse III & Health and Wellness	Prevention strategies - saying no, choosing good friends, stress management, goal setting, seeking help; Treatment and rehabilitation; Support systems; Living a drug-free life; Comprehensive health review - nutrition, exercise, mental health, sleep, hygiene; Preparing for secondary school; Lifelong fitness and healthy habits
12	EXAMINATION	End of term and final primary school assessment - theory and practical
13	CLOSING	Graduation ceremony; Report cards; Secondary school preparation; Celebration of achievements

CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK (PRIMARY 6)
FIRST TERM

Week	Topic	Content
1	Paul's Early Life I	Saul's birth in Tarsus (Acts 22:3); Jewish heritage - tribe of Benjamin (Philippians 3:5); Roman citizenship; Education under Gamaliel; Pharisee background; Knowledge of Jewish law; Growing up in both Jewish and Greek cultures; Early zeal for Jewish traditions
2	Paul's Early Life II	Saul as a persecutor of Christians (Acts 8:1-3); Witnessing Stephen's stoning (Acts 7:54-60); Consenting to Stephen's death; Going from house to house arresting believers; Breathing threats against disciples; Journey to Damascus with authority to arrest Christians; The religious zeal that drove persecution
3	Paul's Conversion I	The Damascus Road experience (Acts 9:1-9); The bright light from heaven; Jesus appears to Saul - "Saul, Saul, why do you persecute me?"; Struck blind; Led to Damascus; Three days of blindness and fasting; God's sovereign choice and call
4	Paul's Conversion II	Ananias' vision and obedience (Acts 9:10-19); Healing of Saul's blindness; Baptism of Saul; Filled with the Holy Spirit; Immediate preaching in Damascus; Transformation from persecutor to preacher; God can change anyone; New identity as Paul
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Paul's Missionary Journeys - First Journey I	Paul and Barnabas sent from Antioch (Acts 13:1-3); Led by the Holy Spirit; Journey to Cyprus; Encounter with Elymas the sorcerer (Acts 13:6-12); Preaching in Pisidian Antioch (Acts 13:13-52); Opposition from Jews; Turning to Gentiles
8	Paul's Missionary Journeys - First Journey II	Iconium, Lystra, and Derbe (Acts 14:1-20); Healing of crippled man at Lystra; People trying to worship Paul and Barnabas; Stoning of Paul at Lystra; Strengthening the disciples; Return journey; Appointing elders in churches; Reporting to Antioch church (Acts 14:21-28)
9	Goals Setting I	Importance of setting goals in life; Biblical examples of goal-setting - Nehemiah rebuilding the wall (Nehemiah 1-2), Paul's goal to preach to Gentiles (Romans 15:20); Types of goals - spiritual, academic, personal, family; SMART goals - Specific, Measurable, Achievable, Relevant, Time-bound
10	Goals Setting II	Setting spiritual goals - prayer life, Bible study, character development; Setting academic goals for transition to secondary school; Setting personal development goals; Writing down goals (Habakkuk 2:2-3); Seeking God's

		guidance in goal-setting (Proverbs 3:5-6); Commitment and perseverance; Reviewing and adjusting goals
11	REVISION	Review of all topics covered; Scripture memorization; Discussion of Paul's transformation; Personal goal-setting exercise; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment; Memory verses; Goal-setting challenge

PRIMARY 6 CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Paul's Missionary Journeys - Second Journey I	The Jerusalem Council (Acts 15:1-35); Paul and Barnabas separate; Paul chooses Silas (Acts 15:36-41); Timothy joins the team (Acts 16:1-5); Vision of the man from Macedonia (Acts 16:6-10); Call to Europe; Following God's guidance
2	Paul's Missionary Journeys - Second Journey II	Lydia's conversion in Philippi (Acts 16:11-15); The slave girl with spirit of divination (Acts 16:16-18); Paul and Silas imprisoned (Acts 16:19-24); Earthquake and jailer's conversion (Acts 16:25-34); Preaching in Thessalonica, Berea, Athens, and Corinth; Opposition and success
3	Paul's Missionary Journeys - Third Journey	Strengthening disciples (Acts 18:23); Ephesus ministry - three years (Acts 19:1-20); Miracles and burning of magical books; Riot in Ephesus (Acts 19:21-41); Journey through Macedonia and Greece; Raising Eutychus from death (Acts 20:7-12); Farewell to Ephesian elders (Acts 20:17-38); Paul's dedication despite warnings
4	Paul's Journey to Rome and Imprisonment	Return to Jerusalem and arrest (Acts 21:17-36); Defense before Jewish council and Felix; Appeal to Caesar (Acts 25:1-12); Journey to Rome and shipwreck (Acts 27); Snake bite in Malta (Acts 28:1-6); Preaching in Rome under house arrest (Acts 28:16-31); Writing epistles from prison; Faithful to the end
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Decision Making I	Importance of good decision-making; Biblical examples - Joshua choosing to serve the Lord (Joshua 24:15), Daniel deciding not to defile himself (Daniel 1:8), Ruth choosing to stay with Naomi (Ruth 1:16-17); Factors affecting decisions - peer pressure, emotions, values, consequences
8	Decision Making II	Steps in making good decisions - identify the issue, gather information, consider alternatives, evaluate consequences, pray for guidance, seek wise counsel (Proverbs 15:22), make the decision, take action, evaluate results; Role of the Holy Spirit in decision-making; Avoiding hasty decisions (Proverbs 21:5); Learning from wrong decisions
9	Choosing a Career I	Understanding career and vocation; God's purpose for each person (Jeremiah 29:11); Discovering talents and gifts (Romans 12:6-8, 1 Corinthians 12); Different careers and their importance; Serving God through any career; Biblical examples - Joseph as administrator, Daniel as government official, Nehemiah as cupbearer, Luke as doctor, Paul as

		tentmaker
10	Choosing a Career II	Factors in choosing a career - interests, abilities, opportunities, needs of society, family expectations, God's calling; Education and preparation for careers; Careers in church ministry vs secular careers; Excellence in all work (Colossians 3:23); Work as worship; Planning for secondary school and beyond; Praying about career choices
11	REVISION	Review of all topics covered; Scripture memorization; Paul's journeys review; Decision-making scenarios; Career exploration activities; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment; Memory verses; Career reflection assignment

PRIMARY 6 CHRISTIAN RELIGIOUS STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	The Value of Hard Work I	God's design for work - Adam in the Garden (Genesis 2:15); Work is honorable and blessed by God; Biblical teaching on work (2 Thessalonians 3:10-12); The ant's example (Proverbs 6:6-11); Laziness and its consequences (Proverbs 24:30-34); Diligence brings prosperity (Proverbs 10:4, 12:24, 13:4)
2	The Value of Hard Work II	Examples of hard workers in the Bible - Jacob working for Rachel (Genesis 29), Ruth gleaning in the fields (Ruth 2), Nehemiah rebuilding the wall (Nehemiah 4-6), Paul working as tentmaker (Acts 18:3, 1 Thessalonians 2:9); Working heartily as unto the Lord (Colossians 3:23-24); Excellence in work; Rewards of hard work; Balancing work, rest, and worship
3	Moderation in Christian Life I	Meaning of moderation - balance, self-control, avoiding extremes; Biblical teaching on moderation (Philippians 4:5, 1 Peter 4:7); Temperance as fruit of the Spirit (Galatians 5:22-23); Moderation in eating and drinking (Proverbs 23:20-21); Moderation in entertainment and leisure; Avoiding addiction and excess
4	Moderation in Christian Life II	Moderation in speech (James 3:1-12, Ephesians 4:29); Moderation in sleep - neither too much nor too little; Balanced use of technology and social media; Moderation in spending and material possessions; Self-discipline (1 Corinthians 9:24-27); Wisdom in all things; Living a balanced Christian life; Setting healthy boundaries
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Temptation and Corruption I	Understanding temptation - meaning and sources; Temptation is not sin (Hebrews 4:15); Sources of temptation - the devil, the world, the flesh (1 John 2:15-17); Jesus' temptation in the wilderness (Matthew 4:1-11); Common temptations for young people - lying, cheating, stealing, disobedience, immorality, pride; How temptation works (James 1:13-15)
8	Temptation and Corruption II	Resisting temptation - prayer (Matthew 26:41), Word of God (Psalm 119:11), flee from temptation (1 Corinthians 6:18, 2 Timothy 2:22), accountability and fellowship; Joseph resisting Potiphar's wife (Genesis 39:7-12); God provides a way of escape (1 Corinthians 10:13); Victory through Christ; Building spiritual strength

9	Corruption I	Understanding corruption - meaning, types, forms; Biblical teaching against corruption - bribes (Exodus 23:8), dishonest gain (Proverbs 15:27), theft (Exodus 20:15); Examples of corruption in the Bible - Gehazi (2 Kings 5:20-27), Judas (Matthew 26:14-16), Ananias and Sapphira (Acts 5:1-11); Consequences of corruption
10	Corruption II	Integrity in Christian life - Daniel's example (Daniel 6:3-5), Joseph's honesty (Genesis 39:1-9); Standing against corruption; Being honest in all dealings; Reporting corruption; The cost of integrity; Long-term rewards of honesty; Building a reputation of trustworthiness; Being salt and light (Matthew 5:13-16); Preparing to face corruption in secondary school and society
11	Comprehensive Review and Christian Living	Review of Paul's life and lessons; Living out Christian values daily; Applying lessons on hard work, moderation, and integrity; Facing challenges as Christians; Growing in faith and character; Preparing for secondary school - maintaining faith, resisting peer pressure, being a witness; Life as a Christian student; Commitment to Christ; Testimonies and sharing
12	EXAMINATION	End of term and final primary school assessment
13	CLOSING	Graduation ceremony; Report cards; Awards for character and achievement; Commissioning and prayers for secondary school; Celebration of spiritual growth

ISLAMIC STUDIES SCHEME OF WORK (PRIMARY 6)

FIRST TERM

Week	Topic	Content
1	Suratul-Mulk (1-10) - Part I	Introduction to Suratul-Mulk (Chapter 67) - The Sovereignty; Meaning and significance of the Surah; Arabic text of verses 1-5; Transliteration and pronunciation practice; Allah's power over life and death; The seven heavens; Tadabbur (reflection) on creation
2	Suratul-Mulk (1-10) - Part II	Arabic text of verses 6-10; Translation and meaning in English; The fate of disbelievers; Angels as guardians of Hell; Regret of those who reject truth; Memorization of verses 1-10; Lessons on belief in the Hereafter; Fear of Allah (Taqwa)
3	Suratul-Mulk (1-10) - Part III	Tafsir (detailed explanation) of verses 1-10; Allah's absolute sovereignty; Blessings of reciting Suratul-Mulk; Protection from punishment of the grave; Life application - seeking forgiveness, contemplating creation; Memorization completion and recitation practice
4	Suratu Al-Imran (103-105)	Introduction to Suratu Al-Imran (Chapter 3) - The Family of Imran; Focus on verses 103-105; Arabic text, transliteration, and pronunciation; Translation and meaning - holding fast to Allah's rope; Unity in Islam; Avoiding division; Remembering Allah's blessings; Brotherhood in Islam
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4 - recitation, memorization, translation, understanding
6	MIDTERM BREAK	Rest and relaxation period
7	Suratu Al-Imran (103-105) Continued	Memorization of verses 103-105; Tafsir and practical applications; Islamic unity and its importance; Lessons on brotherhood and sisterhood; Avoiding sectarianism; Historical context - Aws and Khazraj tribes; Modern application of unity among Muslims
8	Suratu-Yasin (1-10) - Part I	Introduction to Suratu-Yasin (Chapter 36) - The Heart of the Qur'an; Virtues and benefits of reciting Yasin; Arabic text of verses 1-5; Transliteration and pronunciation; The wise Qur'an; Prophet Muhammad (SAW) as a messenger; Straight path
9	Suratu-Yasin (1-10) - Part II	Arabic text of verses 6-10; Translation and meaning; Warning to a heedless people; Consequences of rejection; Signs sealed; Barriers before and behind; Complete memorization of verses 1-10; Lessons on guidance and misguidance
10	Suratu-Yasin (1-10) - Part III	Tafsir of verses 1-10; The role of prophets; Guidance is from Allah; Human responsibility; Warning and glad tidings; When to recite Yasin; Benefits for the living and the dead; Practical applications in daily life; Recitation with Tajweed
11	REVISION	Review of all Surahs covered; Complete recitation practice;

		Memorization check; Translation and Tafsir review; Tajweed improvement; Question and answer sessions; Group recitation
12	EXAMINATION	End of term assessment - recitation with Tajweed, memorization, translation, understanding
13	CLOSING	Report card distribution; Vacation assignment - daily Qur'an recitation; Encouragement to maintain memorization

PRIMARY 6 ISLAMIC STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Suratu Al-Zilzilah (Q99) - Part I	Introduction to Suratu Al-Zilzilah (Chapter 99) - The Earthquake; Context and significance of the Surah; Arabic text reading - complete Surah (8 verses); Transliteration and pronunciation practice; Day of Judgment description; The earth shaking and giving up its burdens
2	Suratu Al-Zilzilah (Q99) - Part II	Translation and detailed meaning of all verses; Human beings coming forth in scattered groups; Deeds presented; Good deeds and bad deeds - even atom's weight; Complete memorization; Accountability on the Day of Resurrection; Encouragement to do good deeds
3	Asmau-Lahil-Husna (21-30) - Part I	Review of Beautiful Names of Allah (1-20); Names 21-25: Al-Basit (The Expander), Al-Khafid (The Abaser), Ar-Rafi (The Exalter), Al-Mu'izz (The Giver of Honor), Al-Mudhill (The Giver of Dishonor); Meaning, pronunciation, and understanding; Attributes of Allah; How names reflect Allah's nature
4	Asmau-Lahil-Husna (21-30) - Part II	Names 26-30: As-Sami (The All-Hearing), Al-Basir (The All-Seeing), Al-Hakam (The Judge), Al-'Adl (The Just), Al-Latif (The Subtle One); Meanings and implications; How these names affect our behavior; Calling upon Allah by His names; Du'a using Allah's names; Memorization and application
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Sadaqah (Charity) and Its Significance - Part I	Meaning of Sadaqah; Difference between Sadaqah and Zakat; Types of Sadaqah - voluntary charity, Sadaqah Jariyah (continuous charity); Qur'anic verses on charity (Q2:261-274); Hadith on charity; Benefits of giving Sadaqah - spiritual, social, economic
8	Sadaqah (Charity) and Its Significance - Part II	Forms of Sadaqah - money, food, knowledge, service, smile, removing harm from the road, etc.; Best practices in giving charity; Giving in secret vs public; Intentions in charity; Charity begins at home; Teaching children to give; Stories of generous companions; Practical charity projects for students
9	Faraid of Salat (Obligatory Acts)	Meaning of Faraid (obligatory pillars); The pillars of Salat that must be performed; Takbiratul-Ihram (opening Takbir); Standing (Qiyam) for those able; Reciting Surah Al-Fatihah; Ruku (bowing); Rising from Ruku; Sujud (prostration - twice); Sitting between two Sujud; Final

		sitting (Tashahud); Taslim (ending Salaam); Maintaining order; Consequences of missing Faraid
10	Sunan and Mustahab of Salat & Sujud-Sahw	Sunan (recommended acts) in Salat - Adhan, Iqamah, raising hands, placing right hand over left, reciting after Fatihah, various Dhikr, sitting for first Tashahud; Mustahab (preferred acts); Sujud-Sahw (prostration of forgetfulness) - when to perform; How to perform Sujud-Sahw; Mistakes that require Sujud-Sahw; Perfecting our prayer
11	REVISION	Review of all topics covered; Recitation of Zilzilah; Names of Allah practice; Understanding of charity; Salat components review; Question and answer sessions
12	EXAMINATION	End of term assessment - recitation, knowledge of Allah's names, understanding of Fiqh concepts
13	CLOSING	Report card distribution; Vacation assignment; Charity project planning

PRIMARY 6 ISLAMIC STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Women in Early Islam - Khadijah bint Khuwaylid (RA)	Life before Islam; Marriage to Prophet Muhammad (SAW); First person to accept Islam; Support during early persecution; Comfort during difficult times; Business acumen and independence; Children with the Prophet; Her death and Prophet's love for her; Lessons - faith, support, loyalty, strength
2	Women in Early Islam - Aishah bint Abu Bakr (RA)	Early life and marriage to the Prophet; Knowledge and intelligence; Role as scholar and teacher; Narrator of Hadith; Battle of the Camel; Her contribution to Islamic jurisprudence; Students and teaching; Lessons - seeking knowledge, teaching, wisdom, leadership
3	Women in Early Islam - Hafsa bint Umar (RA) & Fatimah bint Muhammad (SAW)	Hafsa - marriage to the Prophet, keeper of the Qur'an manuscript, her knowledge and piety; Fatimah - beloved daughter of the Prophet, marriage to Ali (RA), patience in poverty, children (Hasan and Husayn), her character and devotion; Lessons from both - patience, devotion, family values, sacrifice
4	The Four Schools of Law - Introduction & Hanafi School	Introduction to Madhahib (Schools of Jurisprudence); Why different schools exist; All are valid; Imam Abu Hanifah (80-150 AH) - early life in Kufa, business and piety; His methodology - emphasis on reasoning (Qiyas) and analogy; Famous students - Abu Yusuf, Muhammad al-Shaybani; Contributions to Fiqh; Geographic spread
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	The Four Schools of Law - Maliki, Shafi'i, and Hanbali Schools	Imam Malik ibn Anas (93-179 AH) - life in Madinah, Al-Muwatta; methodology based on practice of Madinah; Imam Muhammad ibn Idris al-Shafi'i (150-204 AH) - student of both Hanafi and Maliki schools, systematized Usul al-Fiqh, moderate approach; Imam Ahmad ibn Hanbal (164-241 AH) - Musnad Ahmad, strict adherence to Hadith, persecution; Contributions and geographic spread
8	Moral Lessons from the Life of Prophet Muhammad (SAW) - Part I	Trustworthiness (Al-Amin) - pre-prophethood reputation, returning items during Hijrah; Honesty (Sidq) in all dealings, even with enemies; Justice - treating everyone fairly regardless of status; Mercy and compassion - to humans, animals, environment; Forgiveness - conquest of Makkah; Humility despite being a Prophet

9	Moral Lessons from the Life of Prophet Muhammad (SAW) - Part II	Patience (Sabr) in trials - persecution in Makkah, deaths of loved ones, battles; Generosity - giving away all possessions; Gratitude to Allah; Consultation (Shura) with companions; Excellence in worship; Balance in life; Treatment of family - husband, father, grandfather; Leadership qualities
10	Moral Lessons from the Life of Prophet Muhammad (SAW) - Part III	Teachings on character - controlling anger, avoiding gossip, speaking truth, keeping promises; Social teachings - rights of neighbors, orphans, poor, women; Work ethic - working with his hands; Environmental care; Animal rights; Cleanliness and hygiene; Eating and drinking etiquette; Applying Sunnah in modern life; Being ambassadors of Islam
11	Comprehensive Review and Preparation for Secondary School	Review of all Primary 6 topics; Integration of Qur'an, Fiqh, and Sirah lessons; Practical applications of Islamic teachings; Living as young Muslims; Preparing for challenges in secondary school; Maintaining Islamic identity; Increasing knowledge; Prayer, fasting, and good character; Da'wah by example; Commitment to Islamic values
12	EXAMINATION	End of term and final primary school assessment - comprehensive evaluation
13	CLOSING	Graduation ceremony; Report cards; Awards for Qur'anic memorization and character; Du'a for success in secondary school; Commissioning as young Muslims; Celebration

NIGERIAN HISTORY SCHEME OF WORK (PRIMARY 6)**FIRST TERM**

Week	Topic	Content
1	Advanced Geography and Environment	Nigeria's position in Africa and the world; Latitude and longitude; Nigeria's six geopolitical zones; Characteristics of each zone
2	Political Developments in Nigeria I	Overview of Nigeria's political history; Colonial period to independence; First Republic to Fourth Republic; Major political events timeline
3	Political Developments in Nigeria II	Presidential system of government; Functions of the President; The National Assembly; The Judiciary; Checks and balances
4	Political Developments in Nigeria III	Electoral system in Nigeria; INEC and its functions; Voting process; Political parties; Rights and responsibilities of citizens
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	The Federal Structure of Nigeria	Federalism and its advantages; Federal government powers; State government powers; Concurrent list; Residual powers
8	Revenue Allocation in Nigeria	Sources of government revenue; Federal allocation; Derivation principle; Revenue sharing formula; Resource control debate
9	Inter-Ethnic Relations in Nigeria	Unity in diversity; Managing ethnic diversity; Inter-ethnic marriages; National integration efforts; Peace and conflict resolution
10	Nigeria and International Relations	Nigeria in Africa - ECOWAS, African Union; Nigeria and the United Nations; Nigeria's foreign policy; Nigeria's leadership role; International cooperation
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 6 NIGERIAN HISTORY SCHEME OF WORK**SECOND TERM**

Week	Topic	Content
1	Historical Features and Sites in Nigeria I	Nigerian UNESCO World Heritage Sites; Sukur Cultural Landscape; Osun-Osogbo Sacred Grove; Importance of world heritage status
2	Historical Features and Sites in Nigeria II	National monuments and museums; Slave history sites - Badagry, Calabar; Colonial buildings in Lagos and other cities; Archaeological sites
3	Historical Features and Sites in Nigeria III	Historical palaces - Oba's Palace Benin, Oba's Palace Ife, Shehu's Palace Sokoto; Ancient city walls; Historical battlegrounds; Preservation efforts
4	Nigerian Economy Through History	Pre-colonial economy; Colonial economy; Cash crops; Oil discovery; Modern Nigerian economy
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Nigeria's Natural Resources	Petroleum resources and oil-producing states; Solid minerals - tin, coal, limestone; Agricultural resources; Renewable resources; Resource management
8	Environmental Challenges in Nigeria	Deforestation and desertification; Oil spillage in Niger Delta; Erosion problems; Flooding; Climate change effects; Environmental protection
9	Nigeria's Industrial Development	Manufacturing industries; Industrial centers - Lagos, Kano, Port Harcourt; Agro-allied industries; Technology and innovation; Challenges and prospects
10	Transportation and Communication Development	Evolution of transport - roads, rail, air, water; Major highways and bridges; Communication systems; Digital transformation; Infrastructure development
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 6 NIGERIAN HISTORY SCHEME OF WORK**THIRD TERM**

Week	Topic	Content
1	Nigerian Legal System	Sources of law in Nigeria; Customary law; Islamic law; Common law; Court system hierarchy; Rule of law
2	Human Rights and Fundamental Freedoms	Nigerian Constitution; Fundamental human rights; Rights of the child; Responsibilities accompanying rights; Human rights violations
3	Democracy and Good Governance	Principles of democracy; Democratic institutions; Free and fair elections; Accountability and transparency; Role of citizens in democracy
4	Youth and Nation Building	Role of youth in development; Education and skill acquisition; Youth empowerment programs; Avoiding social vices; Leadership preparation
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Contemporary Issues in Nigeria	Security challenges; Economic development; Education system; Healthcare; Corruption and anti-corruption efforts
8	Science, Technology and Innovation	Nigerian scientists and inventors; Technology hubs in Nigeria; Space program; Innovation in agriculture; Digital economy
9	Nigeria's Cultural Diversity as Strength	Over 250 ethnic groups; Multiple languages; Religious tolerance; National integration policies; Celebrating diversity
10	Preparing for Secondary School and Citizenship	Transition to secondary school; Being responsible citizens; National service and patriotism; Vision for Nigeria's future; Personal role in national development
11	REVISION	Comprehensive review; Practice examinations; Clarification of concepts; Preparation for transition
12	EXAMINATION	End of term and final primary school assessment
13	CLOSING	Graduation ceremony; Report cards; Secondary school preparation

SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK (PRIMARY 6)**FIRST TERM**

Week	Topic	Content
1	Advanced Leadership Concepts	Leadership styles - democratic, autocratic, laissez-faire; Servant leadership; Transformational leadership; Leadership in different contexts; Developing leadership skills
2	Civic Responsibilities of Citizens	Constitutional responsibilities; Paying taxes; Obeying laws; Voting in elections; Community service; National development
3	Social Justice and Equality	Understanding social justice; Equality before the law; Gender equality; Fighting discrimination; Human dignity; Social inclusion
4	Active Citizenship and Participation	Meaning of active citizenship; Civic engagement; Youth participation in governance; Advocacy; Making your voice heard
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	National Culture and Identity	Nigerian cultural heritage; Unity in diversity; National symbols and their meanings; Cultural pride; National integration
8	Values, Norms and Social Cohesion	Core Nigerian values; Cultural norms and their evolution; Building social cohesion; Tolerance and peaceful coexistence; Modern vs traditional values
9	Advanced Good Governance Concepts	Accountability and transparency; Rule of law; Participation and representation; Effectiveness and efficiency; Anti-corruption measures
10	Citizen Oversight of Government	Ways citizens monitor government; Freedom of information; Civil society organizations; Media's role; Public accountability
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 6 SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Electoral Process in Depth	INEC and its independence; Voter education; Election monitoring; Electoral reforms; Electoral violence prevention; Credible elections
2	Advanced Financial Literacy	Understanding interest; Borrowing and lending; Credit and debt; Investment basics; Entrepreneurship; Financial goals
3	Digital Economy and Financial Services	Mobile money; Online payments; E-commerce; Digital banking; Cryptocurrency awareness; Online safety in financial transactions
4	Globalization and International Relations I	What is globalization; Effects of globalization on Nigeria; International trade; Nigeria's role in global affairs; Economic cooperation
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Globalization and International Relations II	United Nations and its agencies; African Union; ECOWAS; International human rights; Global citizenship
8	Historical Background of Trafficking in Persons	History of trafficking; Evolution of modern trafficking; International trafficking networks; Why trafficking exists; Global response
9	Causes and Purpose of Trafficking in Persons	Poverty and economic factors; Lack of education; Gender inequality; Conflict and displacement; Purpose - forced labor, exploitation
10	Elements of Trafficking in Persons	Recruitment methods; Transportation; Transfer; Harboring; Exploitation; Role of traffickers; Consent vs coercion
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 6 SOCIAL AND CITIZENSHIP STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Consequences of Trafficking in Persons I	Physical consequences - health issues, injuries, malnutrition; Psychological trauma; Emotional effects; Loss of dignity
2	Consequences of Trafficking in Persons II	Social consequences; Economic impact on victims; Effects on families; Community impact; National consequences
3	Prevention of Human Trafficking	Education and awareness; Economic empowerment; Legal frameworks; Border control; International cooperation; Reporting suspicious activities
4	Support for Trafficking Victims	Rescue operations; Rehabilitation centers; Counseling and therapy; Reintegration programs; Legal support; NAPTIP and other agencies
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Advanced Life Skills for Healthy Living	Critical thinking; Creative thinking; Interpersonal relationships; Coping with emotions; Resilience; Empathy
8	Making Safe and Healthy Choices	Risk assessment; Evaluating information; Resisting negative influences; Safe internet use; Sexual health education; Mental health awareness
9	Building a Better Nigeria	Youth as agents of change; Innovation and creativity; Entrepreneurship; Nation building; Vision for Nigeria's future; Personal commitment to national development
10	Preparing for Secondary School Citizenship	Transition preparation; Greater responsibilities; Advanced civic engagement; Becoming role models; Leadership opportunities; Life-long learning
11	REVISION	Comprehensive review; Practice examinations; Clarification of concepts; Preparation for transition
12	EXAMINATION	End of term and final primary school assessment
13	CLOSING	Graduation ceremony; Report cards; Secondary school preparation

CULTURAL AND CREATIVE ARTS SCHEME OF WORK (PRIMARY 6)

FIRST TERM

Week	Topic	Content
1	Introduction to Life Drawing I	Meaning of life drawing - drawing from real-life observation; Difference between life drawing and other forms of drawing; Benefits of life drawing - observation skills, proportion, realism; Materials needed - pencils, charcoal, paper, erasers; Setting up for life drawing - lighting, positioning, distance
2	Introduction to Life Drawing II	Basic principles of life drawing - observation, proportion, measurement; Human figure proportions - head as unit of measurement (7-8 heads tall); Gesture drawing - capturing movement and energy; Contour drawing - outline and edges; Shading and value - creating three-dimensional forms; Practice with still objects before moving to human subjects
3	Introduction to Life Drawing III	Drawing facial features - eyes, nose, mouth, ears; Portrait proportions and placement; Profile, three-quarter, and frontal views; Hands and feet drawing techniques; Drawing fabric and clothing; Common mistakes and corrections; Building confidence through practice; Creating a life drawing portfolio
4	Imaginative and Creative Drawing I	Meaning of imaginative drawing - creating from imagination not observation; Developing creativity and originality; Sources of inspiration - dreams, stories, nature, culture, emotions; Brainstorming and sketching ideas; Fantasy art and surrealism; Creating imaginary creatures, places, and scenarios; Combining real elements in new ways
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4 - practical drawing tests and theory
6	MIDTERM BREAK	Rest and relaxation period
7	Imaginative and Creative Drawing II	Storyboard creation - visual storytelling; Character design - creating unique personalities; Environment design - imaginary worlds; Composition in imaginative drawing - balance, focal point, flow; Color theory in creative expression - mood and emotion; Mixed media techniques - combining materials; Digital art introduction (if resources available)
8	Rhythmic Patterns I	Understanding rhythm in music and art; Elements of rhythm - beat, tempo, pattern, repetition; Clapping and body percussion; Creating simple rhythmic patterns; Nigerian traditional rhythms - Highlife, Afrobeat, Juju; Polyrhythm - multiple rhythms simultaneously; Rhythm notation basics; Cultural significance of rhythms
9	Rhythmic Patterns II	Complex rhythmic patterns; Call and response rhythms; Rhythm in dance - coordinating movement with beat; Using traditional instruments - talking drum, shekere, agogo, udu; Creating original rhythmic compositions; Group

		performances; Rhythm games and activities; Recording and performing rhythms
10	Care of Tools and Equipment in Arts I	Types of art tools - drawing instruments, painting supplies, sculpting tools; Proper handling and use; Cleaning procedures for different materials; Storage methods - organizing, protecting from damage; Maintenance routines - sharpening pencils, cleaning brushes, caring for paints; Preventing waste and damage; Responsibility and ownership
11	REVISION	Review of all topics covered; Drawing practice; Rhythm performance; Tool care demonstration; Portfolio preparation; Question and answer sessions
12	EXAMINATION	End of term assessment - theory and practical
13	CLOSING	Report card distribution; Vacation assignment; Art exhibition of student work

PRIMARY 6 CULTURAL AND CREATIVE ARTS SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Fabric Decoration by Tie and Dye Methods I	History of tie and dye in Nigeria - Adire; Cultural significance; Materials needed - white fabric, dyes, rubber bands, strings, wax; Safety precautions with dyes; Basic tie and dye techniques - binding, knotting, folding, pleating; Understanding color theory in dyeing - primary colors, mixing, color wheel
2	Fabric Decoration by Tie and Dye Methods II	Advanced tying techniques - spiral, bull's eye, stripes, circles; Creating patterns and designs; Multiple color dyeing - layering colors; Batik basics - using wax resist; Shibori (Japanese tie-dye) introduction; Dyeing process - preparation, dyeing, rinsing, drying; Fixing colors; Creating functional items - t-shirts, bags, wall hangings
3	Fabric Decoration by Tie and Dye Methods III	Design planning - sketching intended patterns; Experimental techniques - marbling, ombre effects; Natural dyes vs synthetic dyes; Environmental considerations; Marketing tie and dye products; Entrepreneurship opportunities; Completing a tie and dye project; Display and evaluation; Cultural preservation through textile arts
4	Choral Singing I	Definition of choral singing - group singing in harmony; Types of choirs - children's choir, mixed choir, church choir; Voice parts - soprano, alto, tenor, bass (SATB); Finding your voice range; Vocal warm-ups and exercises; Breathing techniques; Posture for singing; Building vocal confidence
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Choral Singing II	Harmony singing - melody and parts; Reading simple choral music; Dynamics - loud, soft, crescendo, decrescendo; Tempo variations; Diction and articulation; Blend and balance in choir; Nigerian choral songs - traditional and contemporary; Patriotic songs and national anthem in harmony; Conducting basics - following the conductor
8	Choral Singing III	Repertoire building - learning multiple songs; Stage presence and performance; Choir discipline and etiquette; Dealing with stage fright; A cappella singing - singing without instruments; Microphone technique; Choir performances - formal and informal; Organizing a choral concert; Audience engagement; Recording choir performances

9	Theatrical Elements and Personnel	Elements of theatre - plot, character, theme, dialogue, spectacle, music; Theatre spaces - proscenium, thrust, arena, black box; Stage areas - upstage, downstage, stage left, stage right, center stage; Theatre personnel and their roles - director, producer, actors, stage manager, costume designer, set designer, lighting designer, sound engineer, makeup artist, props master
10	Care of Tools and Equipment in Performing Arts	Musical instruments care - cleaning, storage, maintenance; Theatre equipment - props, costumes, stage equipment; Sound and lighting equipment basics; Safety with electrical equipment; Proper storage of fabrics and costumes; Maintaining performance spaces; Responsibility and respect for shared resources; Equipment checklist and inventory
11	REVISION	Review of all topics covered; Tie and dye display; Choral performance practice; Theatre terminology review; Question and answer sessions
12	EXAMINATION	End of term assessment - theory and practical
13	CLOSING	Report card distribution; Vacation assignment; Choir performance; Art and craft exhibition

PRIMARY 6 CULTURAL AND CREATIVE ARTS SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Casting and Rehearsal I	Meaning of casting - selecting actors for roles; Audition process - preparation, performance, evaluation; Character analysis for auditions; Types of roles - lead, supporting, ensemble; Casting considerations - suitability, ability, commitment; Callbacks and final casting; Dealing with rejection; Ensemble building and team work
2	Casting and Rehearsal II	The rehearsal process; Types of rehearsals - table reading, blocking, run-through, dress rehearsal; Director's role in rehearsals; Learning lines and memorization techniques; Blocking - stage movement and positioning; Character development through rehearsal; Rehearsal etiquette and discipline; Problem-solving during rehearsals; Technical rehearsals
3	Introduction to Play Production I	Stages of play production - pre-production, production, post-production; Selecting or writing a play; Script analysis; Production team formation and roles; Budgeting and resource allocation; Creating production timeline; Publicity and marketing - posters, programs, announcements; Ticket sales and audience building
4	Introduction to Play Production II	Set design and construction; Costume design and creation; Props collection and management; Lighting design basics; Sound design - music and effects; Makeup design for stage; Program design; Front of house operations; Stage management during performance; Post-production - evaluation, documentation, celebration
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Forms of Dance I	Categories of dance - social, ceremonial, recreational, theatrical; Traditional Nigerian dances - examples from different ethnic groups (Bata, Swange, Nkwa, Atilogwu, Ekombi); Dance elements - body, space, time, energy, relationship; Dance movements - locomotor and non-locomotor; Creating simple choreography; Cultural significance of dances
8	Forms of Dance II	Modern dance forms - contemporary, hip-hop, jazz, ballet basics; Fusion dance - combining traditional and modern; Dance notation basics; Group formations and patterns; Dance improvisation; Storytelling through dance; Music and dance integration; Costume in dance; Performance spaces for dance

9	Forms of Dance III & Dance Performance Project	Dance performance preparation; Warm-up and conditioning; Synchronization in group dance; Facial expressions and gestures; Dance and cultural identity; Creating a dance performance - choreography, music selection, costume, rehearsal, performance; Dance documentation - video recording; Evaluating dance performances; Dance as career option
10	Recycling in Arts and Crafts	Meaning and importance of recycling; Environmental benefits; Types of recyclable materials - paper, plastic, metal, fabric, glass; Safety in handling recyclable materials; Cleaning and preparing materials; Creative uses of recycled materials - sculptures, jewelry, decorative items, functional objects, costumes and props; Nigerian artists using recycled materials; Upcycling vs recycling
11	Comprehensive Review and Final Projects	Integration of all topics learned; Creating a comprehensive arts portfolio; Preparing final performances - choir, dance, drama; Exhibition preparation - displaying visual arts; Reflection on learning journey; Arts in secondary school - what to expect; Career opportunities in arts - fine artist, graphic designer, fashion designer, musician, dancer, actor, director, art teacher; Life skills from CCA - creativity, teamwork, confidence, cultural awareness
12	EXAMINATION	End of term and final primary school assessment - comprehensive theory and practical
13	CLOSING	Graduation ceremony; Final arts exhibition and performance showcase; Report cards; Awards for outstanding arts achievements; Celebration of creativity; Secondary school preparation

BASIC DIGITAL LITERACY SCHEME OF WORK (PRIMARY 6)**FIRST TERM**

Week	Topic	Content
1	Advanced Computer Systems	Computer architecture overview. Binary system basics: how computers use 0s and 1s. Bits and bytes: measuring data. Processing cycle: input, processing, output, storage. Computer performance factors: CPU speed, RAM, storage type.
2	Computer Networks	Understanding networks: connected computers sharing resources. Types: LAN, WAN, Internet. Network components: router, modem, switch, cables, WiFi. IP addresses basics. Benefits of networking: resource sharing, communication, collaboration.
3	Internet and Web	Internet vs World Wide Web difference. How internet works: packets, servers, browsers. URL structure: protocol, domain, path. Web browsers: Chrome, Firefox, Edge, Safari. Search engines: effective searching techniques. Web vs mobile apps.
4	Cloud Computing	Understanding cloud computing: using internet-based services. Cloud storage: Google Drive, Dropbox, OneDrive, iCloud. Benefits: access anywhere, backup, collaboration. Cloud applications: Google Docs, Office 365. Security considerations. Managing cloud storage.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Advanced Word Processing	Professional document creation. Advanced formatting: styles, themes, columns. Mail merge basics. Comments and track changes. Inserting citations and footnotes. Table of contents automation. Creating forms.
8	Advanced Presentations	Professional presentation skills. Master slides and templates. Multimedia integration: video, audio. Advanced animations and transitions. Hyperlinks within presentations. Presenter notes and timing. Recording presentations.
9	Advanced Spreadsheets	Complex formulas: IF statements, COUNT, MAX, MIN. Cell referencing: absolute vs relative. Creating charts and graphs. Data sorting and filtering. Conditional formatting. Using spreadsheets for budgets and planning.
10	Database Basics	Introduction to databases: organized information collection. Database structure: tables, records, fields.

		Creating simple databases. Sorting and filtering data. Queries basics. Databases vs spreadsheets. Practical applications.
11	REVISION	Review of all topics. Complete integrated projects using multiple applications.
12	EXAMINATION	End of First Term Examination (Theory and Practical)
13	CLOSING	Report distribution and vacation

PRIMARY 6 BASIC DIGITAL LITERACY SCHEME OF WORK**SECOND TERM**

Week	Topic	Content
1	Cybersecurity Fundamentals	Understanding cybersecurity: protecting systems and data. Common threats: viruses, malware, hackers, phishing, ransomware. Antivirus software importance. Strong passwords: complexity, uniqueness, password managers. Two-factor authentication. Software updates importance.
2	Social Media Safety	Social media platforms overview. Age restrictions and why they exist. Privacy settings mastery. Appropriate posting guidelines. Oversharing risks. Managing friend requests. Dealing with negativity online. Balance and time management.
3	Online Reputation Management	Digital reputation importance. Googling yourself. Managing privacy across platforms. Professional online presence basics. Impact on future opportunities. Fixing mistakes online. Positive online contribution. Building digital portfolio.
4	Critical Evaluation of Online Information	Fake news and misinformation. Evaluating sources: authority, accuracy, objectivity, currency. Fact-checking techniques. Lateral reading. Understanding bias. Media literacy. Responsible sharing.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Text-Based Programming Introduction	Transition from block to text-based coding. Introduction to Python: beginner-friendly language. Python environment setup. Basic syntax: print statements, comments. Variables: storing data, naming conventions. Data types: strings, integers, floats.
8	Python Programming I	User input: input() function. Arithmetic operations. String operations: concatenation, formatting. Type conversion. Simple calculator program. Interactive programs. Errors and debugging.
9	Python Programming II	Conditional statements: if, elif, else. Comparison and logical operators. Making decisions in programs. Creating interactive stories or quizzes. Nested conditionals. Program flow control.
10	Python Programming III	Loops in Python: for loops, while loops. Range function. Iterating through data. Loop control: break, continue. Creating patterns and games.

		Combining conditionals and loops.
11	REVISION	Review of all topics. Complete Python projects. Code presentations and peer review.
12	EXAMINATION	End of Second Term Examination (Theory and Practical)
13	CLOSING	Report distribution and vacation

PRIMARY 6 BASIC DIGITAL LITERACY SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Advanced Robotics Concepts	Robotic sensors: ultrasonic, infrared, touch, light, temperature. Actuators: motors, servos. Robot programming logic. Obstacle avoidance. Line following basics. Robot competitions overview.
2	Physical Computing	Introduction to microcontrollers: Arduino basics. Input and output pins. LED control. Button inputs. Simple circuits. Safety with electronics. Real-world physical computing applications.
3	Machine Learning Basics	Understanding machine learning: computers learning from data. Supervised vs unsupervised learning. Training models with examples. Image recognition, text classification. Bias in AI. Practical ML demonstrations.
4	AI in Pictoblox	Pictoblox AI extensions. Image recognition projects. Speech recognition. Text-to-speech. Pose detection. Creating AI-powered games. Combining AI with robotics simulations.
5	MIDTERM EXAMINATION	Assessment covering Weeks 1-4
6	MIDTERM BREAK	Holiday
7	Game Development Project I	Complete game development cycle. Game design document creation. Choosing game genre. Designing characters and levels. Planning game mechanics. Storyboarding. Asset creation or sourcing.
8	Game Development Project II	Implementing game in Scratch or Pictoblox. Programming game logic. Adding multiple levels. Score systems and lives. Game testing and debugging. Sound effects and music.
9	Technology and Society	Technology impact on daily life. Digital divide: access inequality. Technology careers overview. Ethical technology use. Environmental impact of technology. E-waste awareness. Sustainable technology practices.
10	Preparing for Digital Future (	Future technology trends: VR, AR, IoT, quantum computing. Skills for future: coding, creativity, critical thinking, collaboration. Continuous learning importance. Building digital portfolio. Resources for further learning. Transition to secondary school ICT.
11	REVISION	Comprehensive review of entire primary school

		digital literacy curriculum. Final capstone projects combining multiple skills. Presentations and demonstrations.
12	EXAMINATION	End of Third Term/ Annual Examination and Primary School Final Examination (Theory and Practical)
13	CLOSING/GRADUATION	Report distribution, awards ceremony, graduation to secondary school

PREVOCATIONAL STUDIES SCHEME OF WORK (PRIMARY 6)

FIRST TERM

Week	Topic	Content
1	Advanced Soil Management	Soil conservation methods; Preventing soil erosion - terracing, contour farming, mulching; Soil degradation and solutions; Sustainable soil management
2	Modern Agricultural Practices	Irrigation systems; Greenhouse farming; Hydroponics introduction; Mechanized farming; Precision agriculture; Technology in agriculture
3	Crop Production Systems	Monoculture vs mixed cropping; Crop rotation benefits; Intercropping; Organic farming; Commercial vs subsistence farming
4	Pest and Disease Management	Common crop pests; Plant diseases; Pest control methods - biological, chemical, cultural; Integrated pest management; Safe use of pesticides
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Advanced Animal Husbandry	Livestock management; Poultry production; Fish farming (aquaculture); Rabbit rearing; Snail farming; Animal health management
8	Agricultural Value Chain	From farm to market; Processing agricultural products; Storage and preservation; Transportation; Marketing strategies; Adding value to farm produce
9	Basic Entrepreneurial Skills in Agriculture I	Identifying business opportunities in agriculture; Record keeping and farm accounts; Costing and pricing; Profit calculation
10	Basic Entrepreneurial Skills in Agriculture II	Starting a small agribusiness; School farming projects; Cooperative farming; Access to capital; Agribusiness planning
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

**PRIMARY 6 PREVOCATIONAL STUDIES SCHEME OF WORK
SECOND TERM**

Week	Topic	Content
1	Advanced Food and Nutrition	Nutritional deficiency diseases; Food preservation methods; Food processing; Food safety and hygiene; Reading food labels
2	Meal Planning and Preparation	Planning balanced meals for different age groups; Budgeting for food; Shopping for food; Cooking methods; Table service and etiquette
3	Advanced Clothing Care	Fabric types and their care; Washing, ironing and storing different fabrics; Stain removal; Simple clothing repairs; Reading clothing labels
4	Basic Sewing Skills	Using a sewing machine; Sewing simple items - pillowcase, apron, simple skirt; Pattern reading; Taking measurements; Embroidery basics
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Advanced Home Management	Cleaning schedules; Organizing the home; Time management; Budgeting for household expenses; Consumer education
8	Child Development and Care	Stages of child development; Caring for younger siblings; Playing with children; Child safety; Responsibilities toward children
9	Job and Career Opportunities in Home Economics I	Careers in food and nutrition - chef, dietitian, nutritionist; Careers in fashion - fashion designer, tailor, stylist
10	Job and Career Opportunities in Home Economics II	Careers in hospitality; Interior decoration; Home management consultancy; Teaching Home Economics; Entrepreneurship in Home Economics
11	REVISION	Review of all topics covered; Practice exercises; Question and answer sessions
12	EXAMINATION	End of term assessment
13	CLOSING	Report card distribution; Vacation assignment

PRIMARY 6 PREVOCATIONAL STUDIES SCHEME OF WORK

THIRD TERM

Week	Topic	Content
1	Basic Entrepreneurial Skills in Home Economics I	Business opportunities in Home Economics; Catering business; Fashion and tailoring business; Cleaning services; Event planning
2	Basic Entrepreneurial Skills in Home Economics II	Costing and pricing in Home Economics businesses; Record keeping; Customer service; Marketing your services; Quality control
3	Integrated Agricultural Projects	School farm projects; Combining crop and animal production; Farm-to-table projects; Sustainable agriculture practices; Group farming projects
4	Food Security and Safety	What is food security; Causes of food shortage; Solutions to food insecurity; Safe food handling; Preventing food contamination
5	MIDTERM EXAMINATION	Assessment of topics covered in weeks 1-4
6	MIDTERM BREAK	Rest and relaxation period
7	Environmental Health and Sanitation	Keeping the environment clean; Waste management; Recycling and reuse; Sanitation and disease prevention; Community health practices
8	Advanced Personal and Family Living	Adolescent health; Personal hygiene during puberty; Family relationships; Responsible behavior; Building healthy relationships
9	Agriculture and Home Economics for Sustainable Development	Sustainable agriculture; Organic farming; Reducing waste at home; Conservation of resources; Environmental protection
10	Preparing for Secondary School	Advanced skills needed; Career pathways in Agriculture and Home Economics; Importance of practical skills; Life-long learning; Personal development
11	REVISION	Comprehensive review; Practice examinations; Clarification of concepts; Preparation for transition
12	EXAMINATION	End of term and final primary school assessment
13	CLOSING	Graduation ceremony; Report cards; Secondary school preparation

FRENCH LANGUAGE SCHEME OF WORK (PRIMARY 6)
FIRST TERM

Week	Topic	Content
1	Révision Générale	Review of Primary 5 topics - numbers 1-60, family members, body parts, days of week; Greetings and introductions; Basic verb conjugations (être, avoir, aimer); Simple present tense; Question formation; Pronunciation practice
2	Identité - Décrire Son Caractère et Sa Personnalité	Personality adjectives - gentil(le), méchant(e), timide, bavard(e), intelligent(e), paresseux/paresseuse, travailleur/travailleuse, généreux/généreuse; Describing yourself - Je suis...; Describing others - Il/Elle est...; Agreement of adjectives (masculine/feminine); Using "très" and "un peu"
3	Identité - Exprimer Les Sentiments et Les Émotions	Feelings and emotions vocabulary - heureux/heureuse, triste, en colère, fatigué(e), malade, content(e), nerveux/nerveuse, excité(e); Expressing how you feel - Je suis content(e), Je me sens...; Asking about feelings - Comment te sens-tu?; Reasons for emotions - parce que...; Empathy expressions
4	Identité - Dire L'Heure et Parler de Son Emploi du Temps	Telling time - Quelle heure est-il? Il est... heure(s); Quarter past, half past, quarter to; 24-hour clock; School schedule - l'emploi du temps; School subjects - les mathématiques, le français, les sciences, l'anglais, l'éducation physique; Using time expressions - à... heures, de... à...
5	EXAMEN DE MI-TRIMESTRE	Assessment of topics covered in weeks 1-4
6	CONGÉ DE MI-TRIMESTRE	Rest and relaxation period
7	Environnement - Décrire Sa Maison et Les Pièces	Rooms of the house - la chambre, la cuisine, le salon, la salle de bain, la salle à manger, le jardin; Furniture - le lit, la table, la chaise, l'armoire, le canapé, la télévision; Prepositions of place - dans, sur, sous, à côté de, devant, derrière; Describing location - La chambre est au premier étage
8	Environnement - Les Endroits Dans La Ville	Places in town - le marché, l'hôpital, l'école, la banque, le magasin, le restaurant, l'église, la mosquée, la poste, la gare; Asking for directions - Où est...? Pour aller à...; Giving directions - Allez tout droit, tournez à gauche/droite; Using "il y a" - Il y a un marché près de chez moi
9	Environnement - La Nature et Le Climat	Nature vocabulary - l'arbre, la fleur, la rivière, la montagne, la forêt, la mer, le soleil, la lune, les étoiles; Weather descriptions - Il fait chaud/froid, Il pleut, Il fait du soleil, Il y a du vent, Il neige; Seasons review - le printemps, l'été, l'automne, l'hiver; Climate in Nigeria
10	Compter de 61 à 100	Numbers 61-70, 71-80, 81-90, 91-100; Pronunciation and spelling; Using large numbers in sentences; Talking about age - J'ai... ans; Prices and money - Ça coûte...; Telephone

		numbers; Simple arithmetic in French
11	RÉVISION	Review of all topics covered; Speaking practice; Listening exercises; Written practice; Vocabulary games; Pronunciation drills; Question and answer sessions
12	EXAMEN	End of term assessment - oral and written
13	CLÔTURE	Report card distribution; Vacation assignment; French cultural activities

PRIMARY 6 FRENCH LANGUAGE SCHEME OF WORK

SECOND TERM

Week	Topic	Content
1	Activités - Les Loisirs et Les Passe-Temps Détaillés	Hobbies in detail - jouer au football/basketball, nager, dessiner, peindre, lire des livres, regarder des films, écouter de la musique, danser, chanter; Expressing frequency - toujours, souvent, parfois, rarement, jamais; Preferences - Je préfère..., Mon loisir préféré est...
2	Activités - La Routine Quotidienne Avancée	Extended daily routine vocabulary - se réveiller, se lever, se doucher, s'habiller, se brosser les dents, prendre le petit déjeuner, aller à l'école, rentrer à la maison, faire ses devoirs, se coucher; Using reflexive verbs; Time expressions; Describing a typical day
3	Activités - Les Actions du Passé (Introduction au Passé Composé)	Introduction to past tense - J'ai... (avoir + past participle); Common past participles - mangé, joué, regardé, écouté, visité; Talking about yesterday - Hier, j'ai...; Weekend activities - Le week-end dernier...; Simple past tense sentences; Irregular past participles introduction
4	Identité - Les Dates, Les Mois et Les Anniversaires	Months of the year - janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre; Ordinal numbers - premier, deuxième, troisième... trentième; Dates - C'est le... (date); Birthdays - Mon anniversaire est le...; Asking about birthdays - Quelle est la date de ton anniversaire?
5	EXAMEN DE MI-TRIMESTRE	Assessment of topics covered in weeks 1-4
6	CONGÉ DE MI-TRIMESTRE	Rest and relaxation period
7	Identité - Les Nationalités et Les Pays	Countries - la France, le Nigeria, l'Angleterre, les États-Unis, le Sénégal, le Ghana, le Cameroun, le Canada; Nationalities - français(e), nigérian(e), anglais(e), américain(e), sénégalais(e); Languages - Je parle français/anglais; Asking about nationality - Quelle est ta nationalité? D'où viens-tu?
8	Environnement - Les Matières Scolaires et L'École	School subjects in detail - les mathématiques, le français, l'anglais, les sciences, l'histoire, la géographie, l'informatique, la musique, l'art, l'éducation physique; Expressing likes/dislikes - J'aime/Je n'aime pas...; Opinions - C'est facile/difficile, intéressant/ennuyeux; Classroom objects revision
9	Activités - Au Marché et Les Achats	Market vocabulary - le vendeur/la vendeuse, l'acheteur, le prix, cher/bon marché; Food items - les fruits, les légumes, la viande, le poisson, le riz, le pain; Shopping expressions - Je voudrais..., Combien ça coûte? C'est combien?;

		Bargaining - C'est trop cher; Making purchases role plays
10	Activités - Les Transports	Modes of transportation - la voiture, le bus, le taxi, la moto, le vélo, l'avion, le train, le bateau; Travel vocabulary - voyager, partir, arriver; Using "en" and "à" with transportation - Je vais à l'école en bus/à pied; Questions - Comment vas-tu à...?; Journey descriptions
11	RÉVISION	Review of all topics covered; Past tense practice; Conversation practice; Market role plays; Transportation dialogues; Question and answer sessions
12	EXAMEN	End of term assessment - oral and written
13	CLÔTURE	Report card distribution; Vacation assignment

PRIMARY 6 FRENCH LANGUAGE SCHEME OF WORK

THIRD TERM

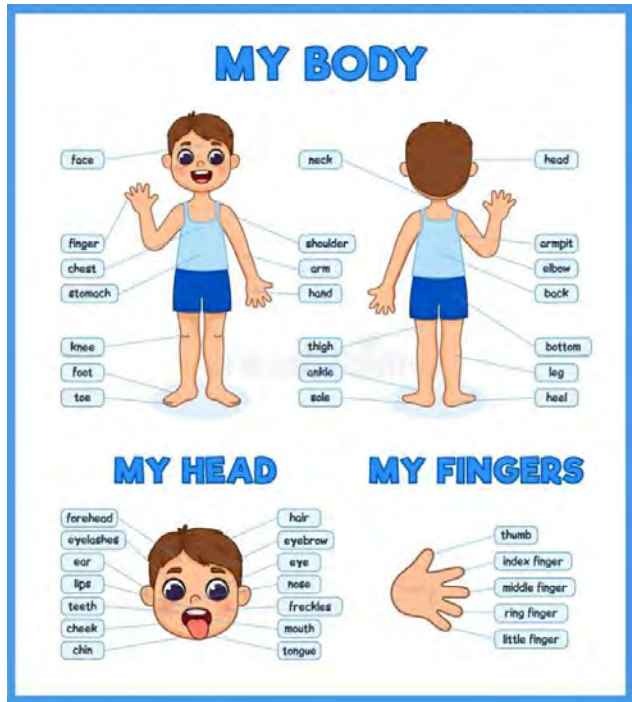
Week	Topic	Content
1	Activités - Les Métiers et Les Professions Détaillés	Professions vocabulary - le médecin, l'infirmier/l'infirmière, l'enseignant(e), l'ingénieur, l'avocat(e), le policier, le pompier, le pilote, le chauffeur, le cuisinier/la cuisinière, l'agriculteur/l'agricultrice, le commerçant(e); Asking about professions - Que fait ton père/ta mère? Qu'est-ce que tu veux devenir?; Future aspirations - Je veux être..., Je voudrais devenir...
2	Activités - Parler de Ses Projets Futurs (Introduction au Futur Proche)	Future tense introduction using "aller" - Je vais..., Tu vas..., Il/Elle va...; Expressing future plans - Demain, je vais..., La semaine prochaine...; Holiday plans - Pendant les vacances, je vais...; Projects and goals - Je vais étudier..., Je vais visiter...; Time expressions for future
3	Environnement - Les Animaux et Les Animaux de Compagnie	Animals - le chien, le chat, l'oiseau, le poisson, le lapin, le cheval, la vache, la chèvre, le mouton, le poulet; Wild animals - le lion, l'éléphant, le singe, le serpent; Describing animals - Il/Elle est grand(e)/petit(e), féroce/gentil(le); Pets - J'ai un chien, Je n'ai pas d'animal; Animal sounds and habitats
4	Identité - Décrire Les Vêtements et Les Couleurs Avancées	Clothing vocabulary - le pantalon, la chemise, la robe, la jupe, le pull, le manteau, les chaussures, les chaussettes, le chapeau, la cravate; Colors review and expansion - bleu clair/foncé, rose, violet, gris, marron, orange; Describing what you wear - Je porte..., Il/Elle porte...; Shopping for clothes - Je cherche un pantalon bleu
5	EXAMEN DE MI-TRIMESTRE	Assessment of topics covered in weeks 1-4
6	CONGÉ DE MI-TRIMESTRE	Rest and relaxation period
7	Environnement - La Géographie du Nigeria et de La France	Geography vocabulary - le pays, la capitale, la région, le fleuve, le lac, l'océan; Nigerian geography - Abuja (capitale), Lagos, le fleuve Niger, le golfe de Guinée; French geography basics - Paris (capitale), la Tour Eiffel, la Seine; Comparing Nigeria and France; Using "au Nigeria, en France"
8	Activités - Les Fêtes et Les Célébrations	Celebrations vocabulary - l'anniversaire, Noël, le Nouvel An, Pâques, l'Aïd, la fête nationale; Party vocabulary - la fête, le cadeau, le gâteau, les bougies, les invités; Celebrations in Nigeria and France; Describing celebrations - Nous célébrons..., On mange..., On danse...; Invitation phrases
9	Communication	Extended conversations; Telephone conversations - Allô,

	Avancée et Expression Orale	C'est... à l'appareil, Puis-je parler à...?; Letter writing basics - Cher/Chère..., opening and closing; Email format; Invitations; Expressing opinions - Je pense que..., À mon avis...; Agreeing and disagreeing - Je suis d'accord, Je ne suis pas d'accord
10	Révision Complète et Préparation au Collège	Comprehensive review of all Primary 6 topics; Integration of grammar concepts; Conversation practice on all themes; Reading comprehension; Dictation practice; Presentation skills; Preparing for secondary school French - what to expect; Study strategies; Confidence building; Cultural knowledge summary
11	RÉVISION FINALE	Final comprehensive review; Mock examinations; Oral presentation practice; Written composition practice; Grammar consolidation; Vocabulary review; Pronunciation refinement; Question and answer sessions; Secondary school readiness
12	EXAMEN	End of term and final primary school assessment - comprehensive oral and written
13	CLÔTURE	Graduation ceremony; Report cards; French awards and certificates; Secondary school preparation; Celebration of achievements; Au revoir et bonne chance!

SAMPLE LESSON NOTE ON PRE-NURSERY HEALTH HABITS (FIRST TERM)

WEEK 1: INTRODUCTION TO OUR BODY

Our body is everything that makes us. It has many parts and each part has a name.



Body Parts:

Head: This is at the top of our body. It is round. Our brain is inside our head. We wear caps and hats on our head.

Face: This is the front part of our head. Our eyes, nose, mouth, and ears are on our face. We use our face to smile and show our feelings.

Hands: We have two hands. Our hands help us hold things, eat food, play with toys, and wave hello and goodbye. Each hand has five fingers.

Legs: We have two legs. Our legs help us stand, walk, run, and jump. At the end of each leg is a foot with five toes.

Body: This means all of us together - from head to feet. Our body is special and we must take care of it.

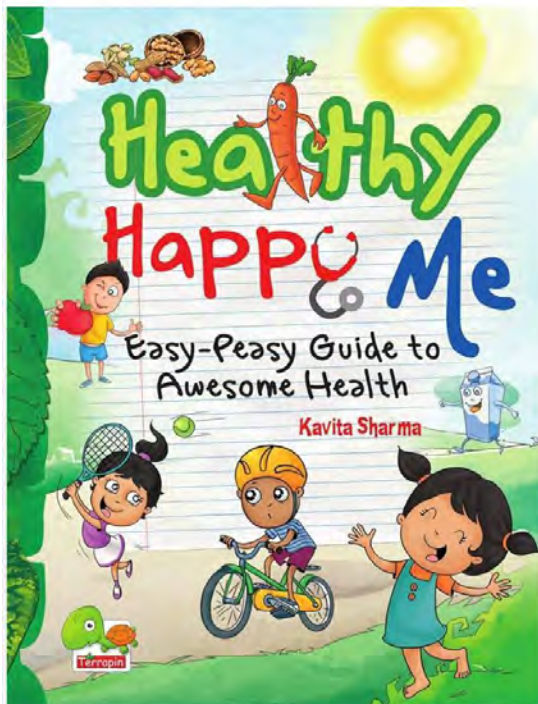
Why Our Body is Important:



Our body helps us do many things. We use our body to play, eat, learn, and grow. Each part works together to help us every day.

Taking Care of Our Body:

We must keep our body clean and healthy. We do this by bathing regularly, eating good food, drinking water, and resting well. When we take care of our body, we stay strong and healthy.



EVALUATION:

1. Point to your head
2. Where are your hands?

3. Touch your legs
4. Show me your face
5. Say "body" with teacher

ASSIGNMENT:

Dear Parents/Guardians,

Please help your child at home by:

- Singing body parts songs together
- Pointing to and naming body parts during bath time
- Playing "touch your head/hands/legs" game
- Letting your child look in the mirror to see their body parts

WEEK 2: CARE OF THE SKIN I - BATHING REGULARLY

Our skin covers our whole body. We must keep our skin clean by bathing every day.

What is Bathing?

Bathing means washing our body with water and soap. When we bathe, we clean all the dirt from our skin. We should bathe every day to stay clean and healthy.



Things We Use for Bathing:

Water: We use clean water to wash our body. Water helps remove dirt from our skin.

Soap: Soap makes foam and bubbles. It helps clean our skin and makes us smell nice. We rub soap on our body when bathing.

Sponge: A sponge is soft. We use it to scrub our body gently. The sponge helps the soap clean our skin better.

Towel: After bathing, we use a towel to dry our body. The towel soaks up the water from our skin.



How We Bathe:

First, we wet our body with water. Then we apply soap and use the sponge to wash all parts of our body - our arms, legs, chest, back, and everywhere. After washing, we rinse off the soap with clean water. Then we dry our body with a clean towel.

Why We Should Bathe Every Day:

- To remove dirt and germs from our skin
- To keep our body clean and fresh
- To smell nice
- To stay healthy and strong
- To feel comfortable and happy

When we bathe regularly, our skin is clean, we smell good, and we feel fresh. People like to be around children who are clean and smell nice.



EVALUATION:

1. Show how we wash our body (mime the action)
2. Point to the soap
3. What do we use to dry our body?
4. When should we bathe? (Every day)
5. Can you identify the sponge?

ASSIGNMENT:

Dear Parents/Guardians,

Please support your child by:

- Naming bathing materials as you use them during bath time
- Singing bathing songs while bathing your child
- Letting your child observe the bathing process
- Encouraging good bathing habits daily

WEEK 3: CARE OF THE SKIN II - APPLYING BODY CREAM

After we finish bathing, we must dry our body and apply cream. This keeps our skin soft and healthy.



Drying Our Body:

When we finish bathing and rinse off all the soap, our body is wet. We must dry it with a clean towel. We pat the towel gently on our skin - on our arms, legs, body, and everywhere until we are dry. A wet body can make us feel cold, so we must dry properly.

Applying Body Cream:

After drying, we apply body cream on our skin. Body cream is also called lotion. It is smooth and soft. We take some cream in our hands and rub it gently on our arms, legs, and body. The cream makes our skin soft, smooth, and shiny.

Applying Hair Cream:

We also apply cream on our hair. Hair cream keeps our hair healthy, soft, and neat. It makes our hair look nice and prevents it from being dry.

Why We Apply Cream:

- To keep our skin soft and smooth
- To prevent dry skin
- To make our body look healthy and shiny
- To keep our hair neat and healthy
- To smell fresh and nice



The Complete Routine:

After bathing, we follow these steps:

1. Dry our body with a clean towel
2. Apply body cream all over our skin
3. Apply hair cream on our hair

When we do this every day after bathing, our skin stays soft and our hair stays healthy. We look clean, neat, and well taken care of.

Materials We Use:

Towel: Soft cloth to dry our body after bathing

Body Cream/Lotion: Smooth cream to make our skin soft

Hair Cream: Special cream for our hair to keep it healthy

EVALUATION:

1. What do we use to dry our body? (Towel)
2. Show how to dry your body (mime the action)
3. When do we apply cream? (After bathing)
4. Pretend to apply cream on your arms
5. Point to the body cream

ASSIGNMENT:

Dear Parents/Guardians,

Please help your child by:

- Showing the drying and cream application process
- Naming the items: towel, body cream, hair cream
- Letting your child help apply cream with supervision
- Making this part of the daily bathing routine

WEEK 4: CARE OF THE SKIN III - MATERIALS USED

Today we will learn about all the materials we use to take care of our skin. These materials help us keep our body clean and healthy.

All Skin Care Materials:



1.Soap: Soap is what we use to wash our body. It can be bar soap or liquid soap. When we mix soap with water, it makes foam and bubbles. Soap removes dirt and germs from our skin. It makes us clean and smell nice. We use soap every time we bathe.

2.Sponge: The sponge is soft and absorbs water. We use the sponge to scrub our body when bathing. It helps spread the soap all over our skin and cleans better. Some sponges are soft and gentle on our skin. We squeeze the sponge to make foam with the soap.

3.Towel: The towel is made of soft cloth. We use it to dry our body after bathing. Towels absorb water from our wet skin. We should use a clean towel each time we bathe. After using the towel, we hang it up to dry.

4.Body Cream/Lotion: This is smooth cream that we apply on our skin after drying. It comes in bottles or containers. Body cream keeps our skin soft and prevents it from being dry and rough. It makes our skin smooth and shiny.

5.Hair Cream: This is special cream for our hair. It keeps our hair soft, healthy, and easy to comb. Hair cream makes our hair look neat and shiny. We apply it after bathing when our hair is still a bit damp.

How We Use These Materials:

For bathing, we use water, soap, and sponge to wash our body clean. After rinsing, we use the towel to dry. Then we apply body cream on our skin and hair cream on our hair. All these materials work together to keep us clean and healthy.

Keeping Materials Clean:

We must keep our bathing materials clean:

- Rinse the soap after using it
- Squeeze out water from the sponge and let it dry
- Hang the towel to dry after use
- Close cream containers after using them
- Keep all materials in a clean place



Complete Skin Care Routine:

1. Wet body with clean water
2. Apply soap and use sponge to wash all body parts
3. Rinse body with clean water to remove soap
4. Dry body with clean towel
5. Apply body cream on skin

6. Apply hair cream on hair

When we use all these materials properly, our skin stays clean, soft, and healthy. We look neat and feel good about ourselves.

EVALUATION:

1. Point to the soap when asked
2. Which material do we use to dry our body?
3. Match the sponge to its picture
4. What do we use to make our skin soft? (Body cream)
5. Name any material used for skin care

ASSIGNMENT:

Dear Parents/Guardians,

Please help your child by:

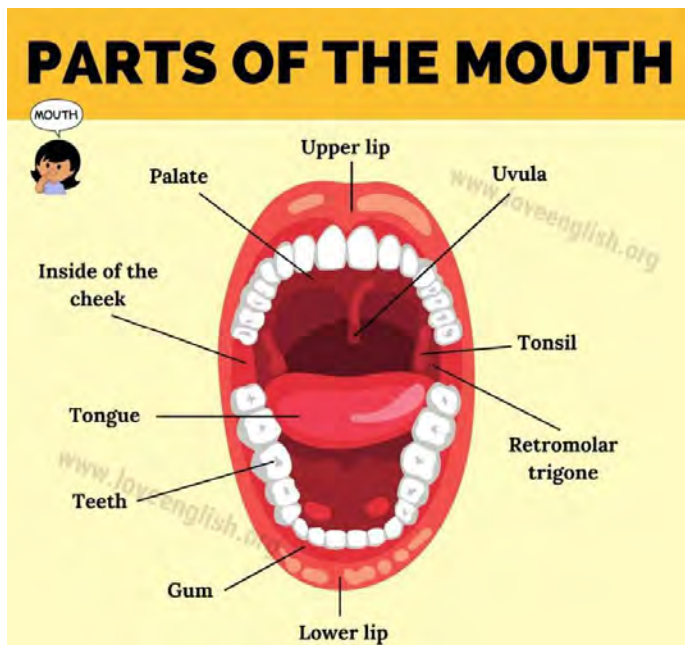
- Showing all bathing materials at home
- Asking your child to identify each item
- Playing "Find the soap/towel/sponge" game
- Letting your child help arrange bathing materials
- Praising correct identification

WEEK 7: CARE OF THE MOUTH AND TEETH I - INTRODUCTION

Welcome back! Today we begin learning about another important part of our body - our mouth and teeth.

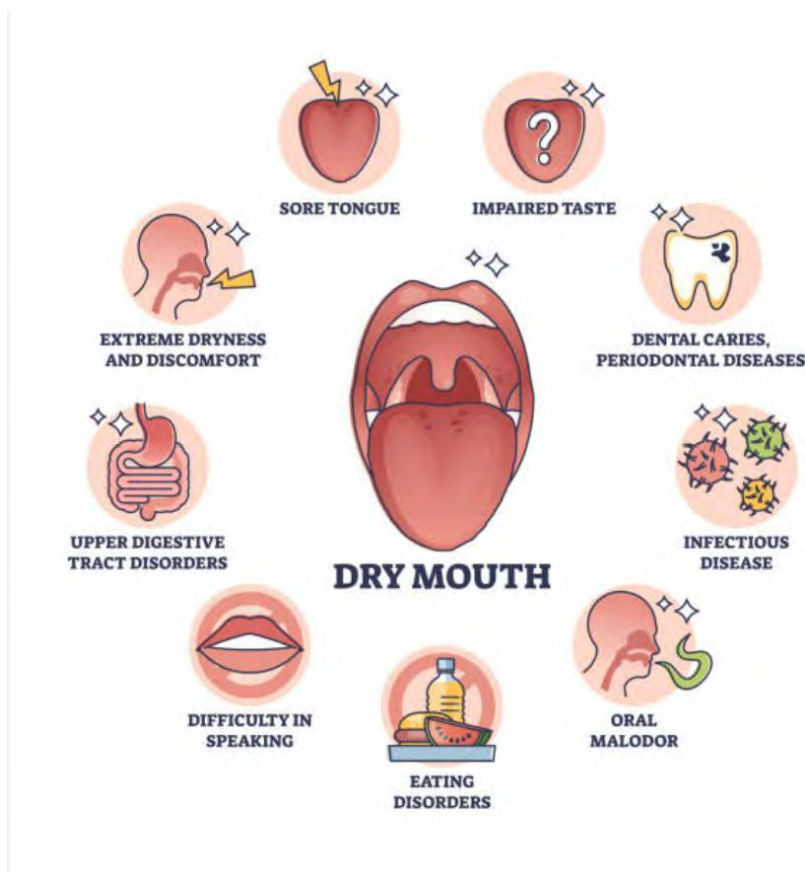
What is the Mouth?

The mouth is the opening on our face where we eat food and talk. It is below our nose. We open and close our mouth many times every day. Our mouth has lips on the outside and teeth, tongue, and gums inside.



What are Teeth?

Teeth are the hard, white things inside our mouth. When we open our mouth wide and look in a mirror, we can see our teeth. Teeth are very important. We have small teeth in the front and bigger teeth at the back of our mouth.



Why Are Teeth Important?

For Eating: Our teeth help us bite and chew our food. When we eat an apple, we bite it with our front teeth. When we chew our food, we use our back teeth. Without teeth, we cannot eat properly.

For Speaking: Our teeth help us talk clearly. They help us say certain words correctly. Try saying "tooth" - your tongue touches your teeth when you say it.

For Smiling: Our teeth make our smile beautiful. When we smile, people see our white, clean teeth. A good smile makes us look happy and friendly.

For Health: Healthy teeth mean a healthy body. When our teeth are clean and strong, we can eat well and stay healthy.

Types of Teeth:

We have different types of teeth in our mouth, but at your age, the important thing to know is that all our teeth are precious and we must take care of them.

Healthy Teeth vs Unhealthy Teeth:

Healthy teeth are clean, white, and strong. They do not hurt. Children with healthy teeth can eat all kinds of food without pain.

Unhealthy teeth may be dirty, have black spots, or cause pain. When we don't take care of our teeth, they can become unhealthy and hurt us.

How to Have Healthy Teeth:

To keep our teeth healthy, we must:

- Brush them regularly
- Keep them clean
- Eat good food
- Visit the dentist when needed

Our teeth are precious. We must learn to take care of them properly so they stay white, clean, and strong throughout our life.

EVALUATION:

1. Point to your mouth
2. Open your mouth and show your teeth
3. What do teeth help us do? (Eat, talk, smile)
4. Which picture shows healthy teeth? (Clean, white teeth)
5. Show how you chew food

ASSIGNMENT:

Dear Parents/Guardians,

Please help your child by:

- Letting them look at their teeth in a mirror
- Talking about how teeth help us eat and smile
- Pointing out healthy teeth when you see smiles
- Making dental health awareness fun and positive

WEEK 8: CARE OF THE MOUTH AND TEETH II - BRUSHING TWICE DAILY

Now that we know about our teeth, we must learn how to keep them clean and healthy. The best way to care for our teeth is by brushing them regularly.



What is Tooth Brushing?

Tooth brushing means cleaning our teeth with a toothbrush and toothpaste. When we eat food, small pieces can stick to our teeth. If we don't remove them, our teeth can become dirty and unhealthy. Brushing helps remove food and dirt from our teeth.

How Many Times Should We Brush?

We must brush our teeth TWO times every day:

1.Morning Brushing: We brush our teeth in the morning when we wake up. Some people brush before breakfast, others brush after breakfast. The important thing is to brush in the morning. This removes all the dirt that stayed on our teeth while we slept.

2.Night Brushing: We brush our teeth at night before going to bed. This is very important because it cleans our teeth before we sleep. When we sleep with clean teeth, they stay healthy.

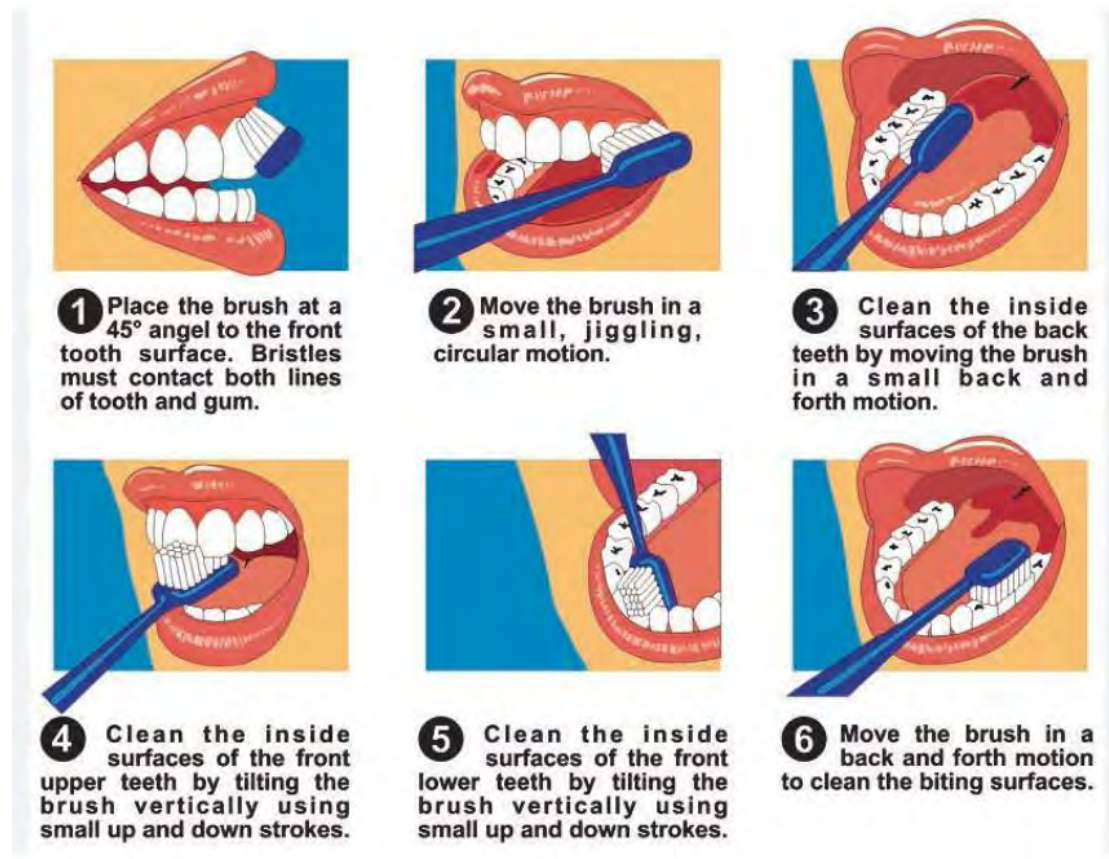
How to Remember When to Brush:

Think about the sun and the moon:

- When the sun comes up in the morning - brush your teeth!
- When the moon comes out at night - brush your teeth!

That makes TWO times every day. We can count: "One" (morning), "Two" (night).

How We Brush Our Teeth:



1. Wet the toothbrush with water
2. Put a tiny bit of toothpaste on the brush
3. Brush the front of your teeth - up and down
4. Brush the back of your teeth - up and down
5. Brush the top parts where you chew - back and forth
6. Brush gently - don't brush too hard
7. Brush for a little while - not too fast
8. Rinse your mouth with water
9. Spit out the water and toothpaste

Why Must We Brush Twice Daily?

- To remove food stuck between our teeth
- To keep our teeth white and clean
- To prevent teeth from hurting
- To keep our mouth fresh
- To prevent bad breath
- To make our smile beautiful
- To keep our teeth strong and healthy

What Happens If We Don't Brush?

If we don't brush our teeth regularly:

- Food remains on our teeth
- Teeth become dirty and yellow
- Teeth may start to hurt
- Our mouth may smell bad
- We may get tooth problems

But when we brush twice every day, our teeth stay clean, white, and healthy!

EVALUATION:

1. Show me how to brush your teeth (mime the action)
2. How many times do we brush? (Two times)
3. When do we brush in the morning? (When the sun is up)
4. When do we brush at night? (Before sleeping/when moon is out)
5. Sing the brushing song with actions

ASSIGNMENT:

Dear Parents/Guardians,

Please help establish good brushing habits:

- Brush your child's teeth twice daily (morning and night)

- Let your child watch you brush your teeth
- Make brushing a regular, fun routine
- Use the sun/moon reference to help them remember
- Praise your child for brushing regularly
- Be patient and encouraging

WEEK 9: CARE OF THE MOUTH AND TEETH III - USING MOUTHWASH

Besides brushing our teeth, there is another way to keep our mouth clean and fresh - using mouthwash.

What is Mouthwash?

Mouthwash is a special liquid that helps clean our mouth. It comes in a bottle. Mouthwash helps reach places in our mouth that the toothbrush may not clean completely. It makes our breath smell fresh and nice.



IMPORTANT SAFETY RULE:

Mouthwash should **ONLY** be used with the help of your parents or guardians. Never use mouthwash by yourself. Always ask an adult to help you.

How Mouthwash is Used (With Parent's Help):

1. Ask your parent or guardian to help you
2. Parent pours a little bit of mouthwash into a small cup
3. Take the liquid into your mouth (don't swallow it!)
4. Swish it around in your mouth - move it from side to side gently
5. Keep it in your mouth for a few seconds
6. Spit it out into the sink
7. **DO NOT SWALLOW** the mouthwash

What Does "Swish" Mean?

Swishing means moving the liquid around in your mouth. Your cheeks puff out a little and the liquid moves all around your teeth, gums, and tongue. This helps clean all parts of your mouth.

Why We Use Mouthwash:

- It cleans all parts of the mouth, including places the brush cannot reach
- It removes tiny pieces of food
- It makes our breath smell fresh
- It helps keep our mouth healthy and clean
- It makes our mouth feel fresh



When Do We Use Mouthwash?

Mouthwash is usually used after brushing our teeth. Some families use it in the morning after brushing, some use it at night, and some use it twice a day. Your parents will tell you when to use it.

Safety Rules to Remember:

- Never use mouthwash without an adult's help
- Never swallow mouthwash - always spit it out
- If mouthwash gets in your eyes, tell an adult immediately
- Never play with the mouthwash bottle
- Always ask: "Mom/Dad, please help me use mouthwash"

Practice Makes Perfect:

Before using real mouthwash, we can practice the swishing and spitting action with plain water. This helps us learn how to do it properly. Once we know how to swish and spit well, then parents can help us use real mouthwash.

EVALUATION:

1. Point to the mouthwash bottle
2. Show me how to swish (move your mouth like liquid is swirling)
3. Who should help you use mouthwash? (Parents/adults)
4. Can you practice spitting action?
5. Should we swallow mouthwash? (No, we spit it out)

ASSIGNMENT:

Dear Parents/Guardians,

Important information about mouthwash:

- Always supervise your child when using mouthwash
- Use child-friendly, alcohol-free mouthwash if introducing it
- Demonstrate proper swishing and spitting

- Practice with plain water first
- Teach your child never to swallow mouthwash
- Consider your child's readiness - it's okay to wait until they're older

WEEK 10: CARE OF THE MOUTH AND TEETH IV - MATERIALS USED

Today we will learn about all the materials we use to take care of our mouth and teeth. Each material has a special job in keeping our mouth clean and healthy.

All Dental Care Materials:



1. Toothbrush: The toothbrush is a small brush with soft bristles. The bristles are the tiny soft hairs at the top of the brush. We use the toothbrush to scrub our teeth clean.

Toothbrushes come in different colors and sizes. Children should use small toothbrushes with soft bristles that are gentle on teeth and gums. We should change our toothbrush when the bristles become old and bent.

2. Toothpaste: Toothpaste is a special paste we put on the toothbrush. It comes in a tube. When we squeeze the tube, toothpaste comes out. We only need a tiny bit of toothpaste - about the size of a small pea. Toothpaste has a nice taste and smell. It makes foam when we brush and helps clean our teeth properly. Toothpaste makes our teeth white, clean, and our breath fresh.

3.Cup: We use a small cup to hold water for rinsing our mouth. After brushing, we take water in the cup, put it in our mouth, swish it around, and spit it out. This washes away the toothpaste and any dirt from our teeth. We can also use the cup to hold water for wetting our toothbrush before brushing. The cup should be clean and used only for mouth care.

4.Mouthwash: This is a special liquid in a bottle that helps clean our mouth completely. We use it with our parent's help after brushing. Mouthwash reaches all the corners of our mouth and makes our breath very fresh. Remember, we must never use mouthwash without an adult's help, and we must never swallow it.

The Complete Mouth Care Routine:



Step 1: Take your toothbrush and wet it with water from the cup

Step 2: Put a tiny bit of toothpaste on the toothbrush

Step 3: Brush all your teeth - front, back, and top - up and down, back and forth, gently

Step 4: Take water in your mouth from the cup and swish it around

Step 5: Spit out the water and toothpaste into the sink

Step 6: Rinse your mouth again with clean water to make sure all toothpaste is out

Step 7: With parent's help, use mouthwash if needed - swish and spit

Step 8: Rinse your toothbrush and cup with clean water

Step 9: Put everything back in its place

Step 10: Smile and show your clean, healthy teeth!

Taking Care of Dental Materials:

We must take care of our dental care materials:

- Rinse the toothbrush after use and let it dry standing up
- Close the toothpaste tube after using it
- Wash the cup with clean water after use
- Keep the mouthwash bottle closed
- Store all materials in a clean, dry place
- Don't share your toothbrush with anyone

Remembering the Routine:

Remember to use these materials TWICE every day - in the morning and at night before bed. When we brush twice daily with these materials, our teeth stay white, strong, and healthy. Our smile becomes beautiful and our mouth stays fresh all day.

EVALUATION:

1. Point to the toothbrush
2. What do we put on the toothbrush? (Toothpaste)
3. Show me the cup
4. Match each material to its picture
5. Can you show the complete tooth brushing routine?
6. Which materials are used to care for teeth?

ASSIGNMENT:

Dear Parents/Guardians,

Please help reinforce this lesson:

- Review all dental materials with your child daily
- Let your child identify each item before use
- Practice the complete routine together
- Ask questions: "Where is your toothbrush?" "What is this?"
- Maintain the twice-daily brushing schedule

- Make dental care a positive family activity
- Praise your child's good dental hygiene habits

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