

UNIQUE CURRICULUM

FOR EARLY YEARS / NURSERY CLASSES

(NURSERY 2 : 4-5 YEARS. VOL.1)



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INTRODUCTION

WHAT IS EARLY YEAR EDUCATION?

Early year Education is a broad term used to describe any type of educational program that serves children in their pre-school years before they are old enough to enter primary or elementary school.

The contents of our curriculums are designed for children between the ages of 2 to 6 years.

The contents can be delivered to children in day care setting, structured school settings and at homes for home schooling or after school lessons.

This applies that the curriculum is a veritable teaching tool for teachers, parents and home lesson instructors.

WHY YOU NEED THIS CURRICULUM

Preschool or nursery is a time of rapid growth and development. Research has proven that 90% of a child's permanent foundation for brain development occurs in the early years.

As a school owner, you need a powerful content that will be delivered to your pupils in the early year classes through simple and straightforward approaches.

As a parent, you must augment what your child learns in school with additional information that sets your child on the pedestal of greatness and success.

Remember, the aim of sending our kids to school is not to pass examinations. The aim is for them to achieve greatness in whatever field they venture in.

This curriculum is designed keeping in mind the physical and intellectual development characteristics of 2- 6 years old.

This curriculum is designed to help them reach the basic milestone they should attend before primary.

This curriculum will help them to have little idea about everything- give them a strong foundation in variety of subjects and prepare them for higher grades

THE GOOD NEWS:

The good news about these curriculums is that they are simple, straightforward and easy to use.

You don't need additional materials or text books.

It is a complete package on its own comprising of:

- What to teach
- How to teach it
- All the materials needed to teach it
- Detailed explanation of every concept for the teacher's understanding
- Simplified definitions for the children's understanding.
- Class activities to hasten the children's understanding and sustain their interests

It fulfils current learning and curriculum standards for the age range they are designed for

The curriculum covers what the kids should be taught and the standard they should reach in each subject at any given year/ class

COVERAGE:

This curriculum satisfies the five critical components of high quality early education which are:

1. It provides a balance of play and structured activities including teacher and child –initiated exploration
2. The contents and activities are appropriate to the age of the children in each class and supports all their developmental domains
3. It reflects current research on child development and targets specific learning goals for the children

4. It outlines strategies for monitoring progress and re-evaluation mechanisms to ensure every child is carried along
5. The contents are broken down in child friendly language and structured in a way that even an inexperienced early year teacher can deliver it without any difficulty.

KEY SUBJECTS AREAS

The nursery 2 curriculum covers 7 key subject areas unlike the pre nursery and nursery 1 curriculums which cover 5 key subject areas.

The 7 key subject areas covered in this nursery 2 curriculum are:

Personal, Social and Emotional development

Knowledge and Understanding the World

Safety and Health Education

Mathematics / Numeracy

Communication, language and Literacy

Information, Communication Technology

Animal and soil science

The two additional subject areas introduced in this curriculum are;
Information and communication Technology and Animal and soil science.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)

The goals of this subject area are:

1. To help the children to develop positive feelings about themselves and people around them.
2. To build and nurture positive relationships and respect among the children
3. To develop positive skills, cultivate appropriate habits and build their self confidence
4. To help the children to manage feelings and behaviour

CONTENTS OUTLINE

(FIRST TERM COURSE WORK)

MY FAMILY AND I

TYPES OF FAMILY

MEANING OF NUCLEAR AND EXTENDED FAMILY

THE REAL AUNTS AND UNCLES

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BUILDING A HAPPY FAMILY

ROLE OF A CHILD IN BUILDING A HAPPY FAMILY

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MEANING OF TRANSPORTATION

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TRANSPORTATION BY AIR

MAKING A CARDBOARD HELICOPTER

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MEANING OF WATER TRANSPORTATION

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RESPONSIBLE ACTIONS IN SCHOOL

IMPORTANCE OF BEING RESPONSIBLE

THE CONCEPT OF GOAL SETTING

MEANING OF GOALS

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GOALS IN YOUR HOME

EMOTIONAL INTELLIGENCE:

MEANING OF EMOTIONS

DON'T BOTTLE UP YOUR FEELINGS, LET IT OUT IN POSITIVE WAYS

THIRD TERM COURSE WORK

HEALTHY EMOTIONAL HABITS

POSITIVE WAYS TO EXPRESS EMOTIONS

POSITIVE SELF IMAGE

BODY GRATITUDE- THE BEAUTY OF MY BODY

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GOOD COMMUNICATION SKILLS

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ONE UNIVERSE, MANY RELIGIONS

RELIGIONS IN NIGERIA AND THEIR BELIEFS

KNOWLEDGE AND UNDERSTANDING THE WORLD

This subject introduces the children to topics that will

1. help them make sense of their physical world
2. Understand their community and the people in it
3. Study about places, technology and the environment
4. Develop early scientific knowledge and explorative mindset

CONTENTS OUTLINE

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SECOND TERM COURSE WORK

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MEANING OF WEATHER

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3. Making healthy choices in relation to food
4. Improving a healthy lifestyle among the children

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FIRE SAFETY (fire prevention mechanisms)

FIRE SAFETY RULES

MEANING OF STOP, DROP AND ROLL

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NUMERACY/ MATHEMATICS

This subject helps the children to develop

1. Number sense and awareness
2. Problem solving skills
3. Understanding and using Shapes
4. Understanding basic measurements and operations
5. Developing spatial awareness
6. Recognising, creating and describing patterns
7. Simple additions and subtractions
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COMMUNICATION, LANGUAGE AND LITERACY

The aims of this subject are:

1. To encourage children to begin to read at early age
1. To help children cultivate appropriate listening skills
2. To help children develop good writing ability
3. To facilitate the children's quick understanding and attention skills
4. To build early communication skills

CONTENTS OUTLINE

FIRST TERM COURSE WORK

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INFORMATION COMMUNICATION TECHNOLOGY (ICT) CURRICULUM .**

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MORE ON ABBREVIATIONS

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ANIMAL AND SOIL SCIENCE

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FIRST TERM COURSE WORKS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

(P. S. E. D)

TOPIC: MY FAMILY AND I

The children have learnt so much about the family right from their pre nursery class down to nursery 1. They sure know that a family is a group of people related by blood or adoption. They sure also know the members of a family.

This topic will focus on other aspects of family like types of family, characteristics of a good family and the role of children in building a happy family.

LESSON 1: TYPES OF FAMILY

EXPLANATION: Explain to the children that there are two types of family. The difference between the two types of family is the category of people in the families. While the nuclear family is made up of the parents and their children, the extended family is made up of parents, their children, and their uncles, aunts, cousins, nieces, nephew, grand parents etc. you have to explain to the children that in nuclear family, all the children are from the same mummy and daddy. Though, they may have half brother or sister. But whatever it is, they share a parent in common. But in extended family, they may have some children who are not of the same parents- these are called cousins, nephews or nieces.

PROMPTING QUESTION: What are the two types of family?

RESPONSE: The two types of family are nuclear family and extended family.

LESSON 2: MEANING OF NUCLEAR AND EXTENDED FAMILY

PROMPTING QUESTION: Explain the meaning of nuclear and extended family?

RESPONSE: Nuclear family is made up of father, mother and their children.

Extended family is made up of father, mother, children, uncles, aunts, cousins, grand parents, nieces and nephew.

LESSON 3: THE REAL AUNTS AND UNCLES

It is a common practice for children to address grown up men as uncles and grown up women as aunts. This is often done as a show of respect. But this is wrong and must be corrected.

If you operate a school system where pupils and students call all the male teachers “uncle” and all the female teachers “aunty”, please change such system.

In family relationship lessons, we teach the children that an ‘uncle is your father or mother’s brother’ and an ‘aunty is your mother or father’s sister’.

You then turn around and ask the children to call every grown up man they encounter uncle and every grown up woman aunty. Are you telling them that every male is their father or mother’s brother and every female is their father or mother’s sister?

This is a contrast of knowledge for the children.

Most pedophiles capitalize on ‘I’m your uncle’ as a tactic to abuse some of the innocent children.

So, teach the children that anybody that is not your father or mother’s brother and sister is not your uncle or aunt. Let that knowledge sink in the children.

They can use titles like Mr., Miss or Mrs. along with the person’s name as a mark of respect.

PROMPTING QUESTION:

Who are your uncles and aunts?

RESPONSE:

My uncle is my daddy’s or mummy’s brother.

My aunt is my mummy’s or daddy’s sister

My teacher is not my uncle, my teacher is not my aunt

My neighbor is not my uncle, my neighbor is not my aunt.

If you are not my mummy or my daddy brother or sister, you are not my uncle, you are not my aunt.

TAKE HOME PRACTICAL QUESTION:

Mention the names of your three uncles and aunts

You will tell us how they are related to you?

LESSON 4: WHO ARE THE COUSINS?

Most children do not really know who qualifies to be a cousin. Most time, their elder cousins are often called aunts or uncles. It will be good to let the children understand the specific name for each family relation.

Explain to the children that their cousins are their aunts and uncles children.

PROMPTING QUESTION: Who are your cousins?

RESPONSE: My cousins are my uncles and my aunts' children.

My cousins and I have the same grand parents

TAKE HOME PRACTICAL QUESTION:

Men three of your cousins from your mother's side

And another three cousins from your father's side.

LESSON 5: BUILDING A HAPPY FAMILY

We use the term happy family to explain the qualities of a good family. Explain to the children the things that make a family happy. Also let them know that it is the responsibility of every family member to ensure the happiness of the entire family. As children, doing what they are asked to do will also lead to their family being happy.

To have a happy family, everyone has to be kind to one another,

A happy family is when every body feels safe and comfortable.

A happy family spends quality time together

A happy family reads together, plays together and prays together

A happy family is caring and loving.

PROMPTING QUESTION: What is a happy family?

RESPONSE: A happy family is a family where

There is love

There is peace

There is kindness

There is forgiveness

In a happy family, everyone is safe, caring and happy.

TAKE HOME PRACTICAL QUESTION:

Tell us how you showed love and kindness to any of your family member at home?

LESSON 6: ROLE OF A CHILD IN BUILDING A HAPPY FAMILY

Make the children understand that it is the responsibility of every family member to ensure the happiness of the entire family. As children, doing what they are asked to do will lead to their family being happy. Always disobeying their parents, doing the wrong things, getting into trouble and destroying things out of carelessness will make their parents angry and that will lead to their family being unhappy.

So, their conscious effort to do only good things will bring happiness to their family.

Also keeping secrets from their parents will also bring unhappiness to their family. Encourage the children to tell their parents everything that happens to them whether in school, in their place of worship, in their neighborhood, or right in their house.

In this age of increasing rate of child molestation, as a teacher, you have to use every opportunity to encourage children to always open up to their parents, and tell them everything that people say to them or what people do to them. If the child finds it hard to talk to his or her parents, the child should also be encouraged to speak to a teacher in his or her school.

Paint some illustrations to them. Example: if somebody touches their private parts, they will get disease and become sick. When they are sick, the whole family will not be happy. But if they tell their parents that somebody is touching their private parts, their parents will protect them so that they will not be sick. And their family will be happy.

PROMPTING QUESTION: How will you make your family happy?

RESPONSE:

I will make my family happy

1. By loving my parents, brothers and sisters
2. By doing only good things all the time

3. By telling my parents everything that happens to me in school, at home, in church or mosque
4. By studying very hard and having good result.
5. By being obedient and gentle.

TAKE HOME PRACTICAL QUESTION:

Mention all the things you did at home to make sure your family is happy?

TOPIC: TRANSPORTATION

The children were taught about transportation in their previous class. In this class, they will go farther into the concept of transportation by looking at the various vehicles used in the different modes of transportation.

Transportation is an important part of our everyday life. It is one topic that will not be difficult for the children to grasp. Apart from the fact that the children will be exposed to how different vehicles are used for transportation, they will also learn important concepts like safety when in a vehicle or when walking.

LESSON7: MEANING OF TRANSPORTATION

It is the various ways in which people move themselves and their goods from place to place. It is the movement of people, animals and goods from one location to another. When something or somebody moves from point A to point B, transportation has taken place.

PROMPTING QUESTION:

What is transportation?

RESPONSE:

Transportation is the movement of people and goods from one place to another.

CLASS ACTIVITY;

Ask a child to take a book from one place in the classroom to another place.
Then ask the children what the child did. (they will likely respond he carried a book)

Explain to the children that another way to explain the action is to say that the book was transported.

Ask the children how they were transported to school today
Mention the various ways people move around in the community.

What makes a car and taxi alike? How are they different?

Which form of transportation has motors?

Tell the advantages and disadvantages of different forms of transportation for carrying people and products.

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LESSON 8: HOW DO PEOPLE TRAVEL? (TYPES OF TRANSPORTATION)

Let the children know that there are myriad of vehicles that are suited to travel to various places. For example, you can go by land if there are roads and highways or you may go by air if the distance is far or even by water.

Ask the children where they have travelled to; how did they get there.

PROMPTING QUESTION: How do people travel?

RESPONSE: People travel by air

People travel by land

People travel by water

CLASS ACTIVITY:

Children can create their own transportation vehicles using scrap materials

Divide the children in pairs

Give each group a cardboard box

Provide pictures of different types of transportation

Let the children decide which one they would like to make

Give them art supplies like crayon, paint and markers

Assist the children to make cut outs in the cardboard boxes as needed to make their desired vehicle.

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LESSON 9: TRANSPORTATION BY AIR

Start the lesson by asking the children if any of them have ever entered an airplane or helicopter.

Ask them if the airplane or helicopter moved them from one place to another? These questions will help the teacher to know what knowledge the children have about air transportation.

Explain to the children that air transportation is the movement of people and goods from one place to another using airplane or helicopter.

Air transportation is the fastest means of transportation. It is the best means of transportation for long distance journeys and it saves time.

It is very expensive to travel by air. Poor people cannot afford the service.

Accidents are always fatal.

Air transportation consists of a vehicle travelling by air. Transportation by air can be done using Helicopter, airplane, rocket, spaceship, space shuttle.

Terms associated with air travel: Airport, aircraft, pilot, take off, landing, jet lag, terminal, boarding etc.

PROMPTING QUESTION:

What do you know about air transportation?

RESPONSE:

Air transportation is when people or goods move from one place to another by air.

We can travel by air using airplane, helicopter, rockets or spaceship.

Air transportation is the fastest means of transportation.

Air transportation is the best for travelling to far places

Air transportation is very expensive

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MAKING A CARDBOARD HELICOPTER

Cardboard helicopters are a fun activity to do with children

Steps:

Cut a strip of cardboard or card stock into a long rectangle 8 inch by 1 inch works well

Lightly label one end of the cardboard strip A and the other end B with a pencil

Cut a 1/3 inch slit 2 inches down from the A end on the right side

Cut a 1/3 inch slit 2 inches above the B end on the left side.

The cut should be on opposite sides

Hold the end of the cardboard and twist the cardboard strip in the centre to enable you to bring ends A and B together—slide the slits together.

Add a paper clip underneath the joined slits to keep them together and to provide weight for this rudimentary cardboard helicopter

Standard paper clips or butterfly paper clips can be used

Erase labels A and B from the helicopter wings

Bend the wings and slightly hold up the helicopter.

Drop to allow it to fly and twist to the ground

Adjust wings and paper clip as needed.

LESSON 10: LAND TRANSPORTATION

Land transportation is the movement of people and goods on land. It is usually by rail or road. It refers to all the vehicles that can transport people or objects by land. Means by which people travel on land are; train, Bicycle, car, bus, truck, van, taxi, motorcycle, Ambulance, etc

PROMPTING QUESTION?

Tell me about Land transportation?

RESPONSE;

Land transportation is when people and goods are moved from one place to another on land.

Land transportation can be done on roads or rail.

Cars, buses, motorcycles and trucks move on roads

Trains move on rail.

TOPIC: WATER TRANSPORTATION

Water transportation will explore a wide array of issues such as types of water, different vehicles used in water transportation and how they function, objects that float on water and why they float on water.

Water transportation refers to all transport made over a body of water such as lake, an ocean, a sea, a river, or a canal.

Water transportation is the movement of people and goods by ships, boat, canoe, sail boat, cruise ship, speedboat, submarine over a sea, river, ocean, lake, or canal.

It is the best way for moving large quantities of non perishable goods.

It is cheaper than air. But takes time

LESSON 11: MEANING OF WATER TRANSPORTATION

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PROMPTING QUESTION: What is water transportation?

RESPONSE:

Water transportation is when people travel on water using vehicles like ships, canoes, submarines, boats and yachts.

LESSON 12: TYPES OF WATER PEOPLE CAN TRAVEL ON

Explain to the children that people can travel on water without getting wet. Explain to them that it is not all water that can serve as means of transportation. For example, well, stream, boreholes are types of water but they cannot be used as means of transportation. Mention the different water that can be used for transportation such as lake, ocean, sea, river, or a canal.

PROMPTING QUESTION: What types of water are used for transportation?

RESPONSE: Water used for transportation are:

Lake, ocean, sea, river and carnal.

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KNOWLEDGE AND UNDERSTANDING THE WORLD

(K. U. W.)

TOPIC: THE ENVIRONMENT

This lesson will help the children to understand that the environment can be your home, your backyard or the country you live in.

They should know that the environment means everything around us which can affect our lives. The air, water, trees, plants, houses, animals, forests, stones, mountains, hills, and other human beings are all part of the environment. All the physical surrounding on earth are what constitute the environment. So, the environment includes all the living and non living things on earth.

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LESSON 1: MEANING OF ENVIRONMENT
PROMPTING QUESTION: What is environment?

RESPONSE: Environment means all the living things and
 Non living things we can see around us.

LESSON 2: TURNING TRASH INTO TREASURE (RECYCLING)

The essence of this lesson is for the children to understand the need to protect and preserve the environment. It is equally important for them to know how their activities impact on the environment.

EXPLANATION:

Recycling is the process of taking materials ready to be thrown away and converting them to reusable materials. It is the process of recovering scrap or waste and reprocessing the materials into useful products. In other words, recycling means changing used old materials into new ones that can be used again. It is a way of taking trash and turning it to treasure.

PROMPTING QUESTION:

What is recycling?

RESPONSE:

Recycling means, turning our waste materials into new products which we can use again.

ORAL HOME WORK:

When you get home, look at your trash can and find out the materials that are in it. Think of useful thing we can turn those materials into

LESSON 3: IMPORTANCE OF RECYCLING

The children should understand the need to reuse old materials. They should know that recycling saves the planet in so many ways. It saves the environment and at the same time, it offers people jobs. So recycling helps to solve the problem of unemployment.

If children understand how dangerous waste materials are to the environment, they will appreciate the need to recycle their papers, magazines, cans, plastic bottles, glass bottles, toys and electronics.

They will carry the good habit of recycling to their adult life. It is important they know that recycling helps to create a healthy environment.

EXPLANATION:

There are many benefits we can derive from recycling.

Recycling is good for us and the environment.

It reduces the use of new raw materials.

It reduces our energy consumption

It improves the quality of air and water

It helps to fight climate change

Landfills: recycling materials means less trash and saves spaces in dumps and landfills.

This is to say that recycling helps to reduce the garbage in dump sites that can take hundreds of years to break down. For instance, one aluminium can will stay in a landfill for over 500 years. But if it is recycled, it will not find itself in the dump site.

Therefore, recycling helps to reduce the volume of trash in the environment. Trash helps to pollute the earth's soil, water and air.

Resources: When we use materials again, this means we can take fewer resources from the earth. Recycling helps to preserve natural resources. That is, materials that occur naturally that are used in making products. For instance, we use trees to make paper. When we don't

recycle our papers, it means more trees will be cut down to produce papers. By so doing, we risk depleting our natural resources like the tree. We will use up the natural resources.

PRMPTING QUESTION: Why should we recycle our waste materials?

RESPONSE: We should recycle our waste materials because

1. Recycling makes our environment healthy
2. Recycling makes our air and water save
3. Recycling helps to protect our natural resources
4. Recycling helps us to save a lot of money
5. Recycling creates job for people.

ORAL HOME WORK:

How do you discard your waste?

Or how and where do you throw away your waste materials?

LESSON 4: MATERIALS AND THE RECYCLING PROCESS

All sorts of materials can be recycled. But the commonest materials that can be recycled today are plastic bags, glass, metals, paper, textiles, electronics, cans, cartons, newspapers, old books, plastic bottles etc.

EXPLANATION:

THE RECYCLING PROCESS:

Recycling cans: The cans will be cut into pieces. It will be melted. From there, it can be remoulded into a new can or a new item.

Plastic bottles: they are first sorted into their different chemical types. They are cleaned to get rid of any leftover food or waste. Then, the bottles are crushed or shredded into fine plastic chips. Then, the chips will be melted down to create new plastic or turned into a fibre for making carpets or clothing.

Paper: the recycling process of paper starts by being mixed with water and other chemicals to break it down. After that, it is shredded and heated up. This process turns the paper into a pulp or slurry. The pulp is strained in order to remove any glue. It is later cleaned and bleached to remove any left over ink or dyes. After that, the pulp is turned into a new paper.

PROMPTING QUESTION: What are the materials we can recycle?

RESPONSE: The materials we can recycle are paper, glass, bottles, nylon bags, toys, batteries, etc

ORAL HOME WORK:

Find out the names of old materials you have at home which can be Used to make new products.
You can ask each person to bring one material that can be recycled to school. This will aid their understanding on recyclable materials.

MATERIALS AND WHAT THEY CAN BE RECYCLED INTO

This lesson is all about the new products we can get from old or waste materials.

Start this lesson by reminding the children the meaning of recycling. Let them recall that recycling means changing old or waste materials into a new product. Then, they should also refresh their minds on the various materials that can be recycled. When these are achieved, you can then begin the lesson on new products the various materials can be turned into.

SOME BASIC FACTS:

Used paper can be recycled up to seven times. After seven times, the fibre gets too weak and soft and are filtered by the recycling process.

Glass is one of the best recycled materials. It can be recycled several times.

We can turn some of our waste materials into electricity by burning them in modern incinerators.

LESSON 5: AFTER THE JUICE WHAT NEXT?

(RECYCLING PLASTIC BOTTLES)

Children drink juice, water or soft drinks in plastic bottles. But, what can the bottles be turned into after the juice or soft drink has been consumed?

Ask the children what they do to the plastic bottles after drinking their juice. Most of them will tell you they throw it into the trash can.

Let the children know that those plastic bottles can be used to produce several other items.

The plastic bottles can be turned into T. Shirts, sweaters, jackets, sleeping bags, carpets and more bottles.

It takes about 10 plastic bottles to produce a new beautiful T. shirt

It takes about 63 plastic bottles to make a sweater.

PLASTIC BOTTLES CAPS

Plastic caps on bottles help to cover your juice or drink and keep nasty stuff like bugs and dirt away. They can be turned into batteries for the car, garden rakes, storage containers, shopping bags, ropes, and more bottle caps.

PROMPTING QUESTION: Plastic bottles can be used to produce what?

RESPONSE: Plastic bottles can be used to produce T.Shirts, sweaters, jackets, carpets and new plastic bottles.

TAKE HOME INSTRUCTION:

Stop throwing away your plastic bottles, nylon bags, empty cans. They can be useful.

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LESSON 6: COVERS OF OUR PLASTIC BOTTLES

PROMPTING QUESTION: What can bottle covers recycled into?

RESPONSE: My bottle cover can be recycled into
Batteries for the car
Rakes for our garden
Bags for shopping
And containers for storing things

CLASS ACTIVITIES ON RECYCLING

Activity 1:

MAKING A PENCIL HOLDER FROM ALUMINIUM CAN

Things you need:

1. An empty aluminium can
2. Can opener
3. Yarn
4. Glue
5. Scissors
6. Decorations like bead, pebbles, dried flowers or buttons

STEPS

Cut off the top of the can with a can opener

Turn the can upside down and stick the yarn around the container, starting from the bottom.

Keep the yarn close together so that the can does not show through.

Let the yarn fully cover the container

Use glue to apply on the yarn to hold it together

Decorate the body whichever you like once the glue dries.

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ACTIVITY 2: MAKING A PARACHUTE

Things you need:

A plastic bag or any fabric of light material

Scissors

String

A small object to act as weight

STEPS

Cut a large square from the plastic bag or the fabric you are using

Trim the edges of the square to make it look like an octagon

Cut a small hole on each side

Take 8 pieces of strings of equal size and attach to each hole

Tie the string pieces to the object being used as weight

Testing part- take the parachute to a high spot like a chair and drop it as slowly as you can.

The parachute will descend to the ground slowly, giving the weight a comfortable landing

TOPIC: POLLUTION

EXPLANATION:

Some of the things people do cause harm to the earth. Pollution happens when our environment is dirtied or contaminated by waste, chemicals and other harmful substances.

When huge quantities of harmful chemicals, substances, smoke, and gases are let out into the environment, it causes pollution

So, pollution is when we make our land, water and air dirty. Anything that makes the environment dirty and unhealthy is pollution.

These gases and chemicals are extremely damaging to human, plant, and animal life. Use this lesson to enlighten the children on the inevitable need to control pollution.

Most of the things we buy are packed in cartons or other packages. When we collect the item, we throw the package into our trash cans. When we pour our trash away, those packages end up in dumpsites or large underground dumps called landfills. The landfills make the land unhealthy for animals and human beings.

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LESSON 6: MEANING OF POLLUTION

PROMPTING QUESTION: What is pollution?

RESPONSE: Pollution is the presence of dirty and unhealthy substances in our environment.

LESSON 7: TYPES OF POLLUTION

PROMPTING QUESTION: Mention the types of pollution you know?

RESPONSE: Types of pollution are:
Air pollution, water pollution and land pollution

LESSON 8: AIR POLLUTION:

EXPLANATION: Air pollution occurs when large amounts of poisonous gases, dust particles, fumes or smoke, or odour are released into the atmosphere. These substances make the air dirty or contaminated, thereby becoming harmful to human beings, plants and animals.

The air is polluted when unwanted chemicals and other particles like gases, dust etc enter the atmosphere. Industrial release of gases, the burning of fossil fuels like oil, coal, petrol from automobiles, and the release of methane gasses from animal and landfill wastes are some of the major causes of air pollution.

When we drive our vehicles, they release some gases known as carbon monoxide through the exhaust into the air.

PROMPTING QUESTION: What is Air pollution?

RESPONSE: Air pollution is when chemicals, gases, dusts, odour and smoke enter the atmosphere and make the air dirty. The air becomes dangerous to human beings, plants and animals.

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LESSON 9: CAUSES OF AIR POLLUTION

There are two main causes of air pollution. These are Natural Causes of Air Pollution and human causes of air pollution.

The natural causes of air pollution include eruptions of volcanoes, dust storms, and forest fires.

The Human causes of Air Pollution are those activities of human beings that contaminate the air. Such activities are things like factories, power plants, cars, airplanes, chemicals, fumes from spray cans, and methane gas from landfills.

The biggest cause of air pollution is road transportation. The fumes from all the vehicles and motorcycles plying the road are a big risk to human, plants and animal's health.

The fumes or smoke from our generators also major causes of air pollution.

PROMPTING QUESTION: What are the things that cause air pollution?

RESPONSE: The things that cause air pollution are

Smoke from bush burning, generators, vehicles and motorcycles

Odour from chemicals and dead animals.

And dust that affect our breathing

LESSON 10: EFFECTS OF AIR POLLUTION

Air pollution has severe negative consequences to human beings, plants, animals and the environment.

When these dangerous gases, smoke and chemicals are released into the atmosphere, human beings breathe in those gases and they cause problem to our health. The effect of air pollution is such that it can lead to asthma, worsen existing respiratory problems, and develop chronic illnesses such as lung cancer, pulmonary diseases, etc.

A lot of fumes is released from vehicles on the road. When the fumes and fog is combined, it forms smog, which can cause serious respiratory diseases, including asthma. Smog in the city makes it hard to breathe and see and this is more dangerous to children in the cities.

According to the World Health Organization, 2.4 million people die each year from air pollution. Air pollution can be especially dangerous to children living in big cities with bad smog.

Air pollution also damages the natural cycles of the Earth.

It contributes greatly to global warming. The release of too much carbon dioxide into the atmosphere is one of the causes of global warming because it upsets the balance of the carbon cycle.

The release of certain gasses from livestock and spray cans help to deplete the ozone layer. As the ozone layer is getting depleted, it reduces its capacity to protect us from harmful sun rays.

Air pollution also leads to Acid rain. Acid rain is created when gasses such as sulfur dioxide get high into the atmosphere. The wind can blow these gasses for miles and then they get washed out of the air when it rains. This rain is called acid rain and can damage forests and kill fish.

Air pollution reduces agricultural crop and commercial forest yields by billions of dollars each year.

PROMPTING QUESTION: Why is air pollution very dangerous?

RESPONSE: Air pollution is very dangerous because

It makes people sick

It makes it difficult for people to breathe

It causes many diseases like cancer, heart disease, asthma and others

It causes global warming which makes the earth to be come too hot

It causes acid rain which destroys our forest and kills fish in rivers and seas

It makes crops not to grow well

LESSON 11: DOING OUR BIT IN REDUCING AIR POLLUTION

The previous lesson looks at the dangers of air pollution especially to human life. Looking at those grave dangers, what can we, as individuals and the children do to reduce air pollution as a way of reducing such effects of air pollution.

This lesson will help the children to know some of the things they can do to help reduce air pollution. The lesson will also motivate the children to talk to their parents on ways they can equally contribute in reducing pollution.

Let the children understand that every gesture in reducing air pollution, saves a life somewhere.

Let the children encourage their parents and adult family members to sometimes, use trains and buses since such vehicles carry more passengers, thereby reducing the number of cars on the roads.

Also, parents and children can trek if the distance is short instead of driving in cars.

Families and friends can also share same vehicles in certain outing, instead of every family going in their personal cars.

Explain to the children that all these gestures will help to reduce the number of vehicles on the road. The reduction of vehicles on the road means a reduced amount of smog in the environment which means less air pollution.

Air pollution can be reduced by turning off lights during the day and also all electrical appliances like T.V, computer, radio when not in use. Anytime you can use less energy, like electricity or gasoline, it can help reduce air pollution.

PROMPTING QUESTION: How can we help to reduce air pollution?

RESPONSE:

We can help to reduce air pollution by

Reducing the number of vehicles on the roads

We can trek sometimes and park the car at home

or share a ride with friends and family

We can travel on trains and buses as they carry more people than cars

We should turn off the light in the day and when not in use

We should switch off the TV. Computer and other electrical gadgets when not in use.

We should make sure our gas cylinders are not leaking

We should recycle our waste materials

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SAFETY AND HEALTH EDUCATION

TOPIC: MEDICAL EMERGENCIES (FIRST AID)

The goal of this topic is to help the children to understand that injuries do happen and that when it does, they should seek help from adults around. In discussing this topic, the children will also be taught how to prevent injuries as well as strategies for staying safe. This will help the children to develop sense of safety.

The topic will also help them to understand why adults treat them when they get injured or when they are sick. This knowledge will help to eliminate some of their fears.

The easiest approach to introduce first aid to the children is by asking them if they had ever sustained injuries. Ask them if they have ever been hurt; allow them to discuss what happened and how it happened.

When they are done, you can then introduce the topic properly by telling them all they need to know about first aid

LESSON 1: MEANING OF FIRST AID

EXPLANATION: Accidents do occur at home, in school in church/mosque, in parks, in many places. If an accident occurs and the person involved in the accident happens to sustain injury which leads to bleeding, the bleeding has to stop before the person can be taken to hospital.

Explain to the children that all those things that are been done to stop the bleeding and reduce the pain is called **first aid treatment**. Let them understand that first aid is the first treatment that is given to an injured or a sick person before taking the person to hospital or before full medical attention is provided.

PROMPTING QUESTION;

What is first aid?

RESPONSE:

First aid is the first treatment given to somebody that is sick or somebody that has injury before taking the person to hospital.

LESSON 2: FIRST AID BOX

The children already know what first aid means; they also need to know that there is a special box where all the items needed for administering first aid are packed in.

A first aid box or kit is a case containing all the supplies designed to be used on a sick or injured person in emergency situation.

First aid box contains the essential things we use in giving first aid. The children should be made to understand the importance of having first aid box in schools, in cars and at homes.

PROMPTING QUESTION:

What is a first aid box?

RESPONSE:

A first aid box is the box that contains all the things we use to give first aid treatment.

LESSON 3: ITEMS IN A FIRST AID BOX AND THEIR USES

EXPLANATION: There are several items contained in a first aid box. Each of the items serves a specific purpose in times of emergency.

Some of the basic items are:

Bandages: This is a piece of material used either to support a medical device like a dressing or sprain. They can also be used to support or to restrict the movement of a part of the body.

They are equally used to stop bleeding and cover wound.

Plasters: they are used to cover wound and protect the wound from dirt and infection

Cleaning wipes: they are used to clean the skin around the wound.

Adhesive tape: it is used to hold dressing in place or to hold the loose end of bandages.

Gloves: they are worn by the person administering the first aid to guard against infection

Painkillers to reduce pain and swelling

PROMPTING QUESTION: What are the items in a first aid box?

RESPONSE:

Items in a first aid
Bandage to stop bleeding
Plaster to cover wound
Cleaning wipes to clean the wound
Scissors for cutting
Iodine to prevent infection

TOPIC: SURVIVAL STRATEGIES/ FIRST AID SKILLS

There are certain first aid skills children of this age are expected to know. It may seem unnecessary teaching them such skills, but they are of utmost importance because no one knows when such skill will come handy.

Children are competent to administer basic first aid skills. Besides, some of the first aid skills are survival strategies which everybody is expected to know. Teaching children first aid skills can be fascinating if the right methods are adopted.

LESSON 4: FIRST AID FOR BURNS:

Burns are injuries that require immediate attention. There are three categories or degrees of burns that range from mild to major burn. The mild burn is the first degree burn which affects the outer layer of the skin and that is the burn this lesson focuses on.

When administering first aid to victim of burn, the first goal is to make the victim as comfortable as possible.

Rinse the burned body thoroughly with cold water to help cool the burning pain. Or, you can saturate a clean cloth with cool water and place it gently over the burned area. Do this for 15 minutes.

After that, remove any jewelry or item of cloth from the burned area . but do not remove it if it is stuck on the skin.

PROMPTING QUESTION: what do you do when someone has fire accident?

RESPONSE:

When someone has fire accident,

Pour cold water on the place

Or soak clean cloth with water and place it on the place

Remove any cloth from the place

Take the person to hospital.

TOPIC: LIFE SAVING SKILLS: CONCEPT OF EMERGENCY-

This topic is designed to introduce the children to the concept of emergency and preparedness.

Year 4 and 5 is the perfect time to teach children about emergency and what they should do in case of emergency.

Let the children know that when there is an emergency, they must seek for help immediately.

You have to brainstorm with the children for them to understand what are the situations considered as emergency. Help the children to know who should come and what will happen when they call for help.

LESSON 5: PERSONAL INFORMATION

There is a story of a family that was involved in an accident. All the adults were unconscious but one of the kids, a four year old was conscious and he gave the hospital all the detailed information of his parents through which the hospital contacted their family and relatives.

The child gave out his parents' full names, home address and phone numbers. These are vital information children should know.

Also, there are also cases where a child gets lost. If such a child knows this vital information, he or she can be easily re-united with his or her family through the information provided.

As a teacher, get this vital information from the parents and help the children to know them off hand.

The personal information lesson is a prelude to the lesson on emergency.

PROMPTING QUESTION: What is personal information?

RESPONSE: Personal information is that important information about me and my family that I must know at all time

LESSON 6: EXAMPLES OF PERSONAL INFORMATION

PROMPTING QUESTION: Mention the important information you must know?

RESPONSE: Information I must know are:
 My full names
 My parents' full names
 My home address
 My parents' phone numbers
 And the name of my school.

LESSON 7: DEMONSTRATION OF KNOWLEDGE ON PERSONAL INFORMATION

This lesson is to test how well the children have learnt their personal information. This lesson will be a continuous practice in the class everyday. Mind you, if the children don't practice saying their personal information consistently, they will be high tendency for them to forget it. So, let this exercise be a daily routine in the class room. It may take time, but the knowledge is worth the time it consumes.

PROMPTING QUESTION: Tell me about yourself and your parents?

RESPONSE: My name is-----
 The name of my father is-----
 The name of my mother is-----
 The phone number of my mother is-----

 My home address is-----
 The name of my school is-----

CLASS ACTIVITY:
WHEN I GET LOST GAME:

Materials

Get three medium sized cardboard picture frames,
Magazines, glue and scissors.

Instructions:

Cut out headshots of faces for 2 grown ups and 1 child

Glue the cut out faces from magazines to cover the cardboard picture frame

You can give one of the cardboard faces a title like 'the officer'.

Give the children a scenario and give them two different cardboard faces they can choose.

For example if they get lost, which of the faces should they give their parent's number?

Ask the children to tell you what they will say to the person they picked

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LESSON 8: MEANING OF EMERGENCY

Emergency is a serious, unexpected and often dangerous situation that requires immediate action or intervention. Emergency usually poses great risk to health, life, property or the environment. It is something serious or dangerous that happens suddenly.

Emergency is a serious, unexpected situation , usually requiring professional help.

An emergency is when an event causes some kind of risk which the person can not deal with, and therefore needs help.

An emergency can be when things change from fun to serious. A play can change from fun and becomes an emergency when something happens in the cause of the play.

PROMPTING QUESTION: What is an emergency?

RESPONSE: Emergency is when something dangerous happens. Something we can not handle by our

self. When there is an emergency, we should call for help.

LESSON 9: IT'S AN EMERGENCY (EXAMPLES OF EMERGENCY SITUATIONS)

It's important the teacher sends note home to parents when this lesson is introduced. The note is to explain to parents how important it is for them to follow up on this lesson. This is because some emergencies may occur at home. And so, the children should know how to get help whenever there is an emergency.

Ask the children to explain some emergency situations they have witnessed before like a fire outbreak, accident, suffocation, drowning, sudden illness, fall with severe injury, someone who is choking, when someone gets lost, etc. Ask them what happened when the event occurred.

PROMPTING QUESTION: Examples of emergency

RESPONSE: Examples of emergency
 Fire outbreak is an emergency
 Someone falls with blood rushing out is an emergency
 Choking is an emergency
 Drowning is an emergency
 Someone cannot talk or breathe again is an emergency

CLASS ACTIVITY

You can act out one of the emergency situations.

Example, a child can pretend to fall, her eyes closed and she would not be able to stand.

Let another child (rescue child) call her name severally
 The fallen child will not answer
 Let the rescue child run out and call for help
 Or, let the child pick a phone and call their parent

LESSON 10: EMERGENCY PREPAREDNESS

The children have learnt what emergency is and the various emergency situations that may arise. It is also important that they are taught the actions they should take when emergency occurs.

However, it is important to note that the nature of the emergency will determine the action the child should take. But one thing is certain, when there is an emergency, the children should call for help.

Nigeria does not have a reliable number like 911 to call in times of emergency. But if there is a phone around, the children should call either of their parents. But if the situation affected their parents, they should run out of the house or compound and shout for help.

PROMPTING QUESTION: What do you do when there is an emergency?

RESPONSE:

- When there is an emergency
- I should shout for help
- I should call my parents phone numbers
- I should call an adult around

LESSON 11: ACCIDENTS

Let the children know that accidents happen by chance or from unknown cause and that often cause injury or damage, loss or even death.

It is a happening that is not expected, foreseen or intended. Accident can also happen as a result of negligence or carelessness.

PROMPTING QUESTION:

What is accident?

RESPONSE:

Accident is something we do not expect which causes us injury, loss of property or death.

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MATHEMATICS/ NUMERACY

TOPIC: NUMBER SENSE

All through their pre nursery and nursery 1 classes, they have been encountering numbers in various ways. They will keep dealing on different aspects of numbers even as they move on to grade school.

The fact is, number sense encourages children to think flexibly and promotes their confidence with numbers. Children who lack a strong number sense have trouble developing the foundation needed for even simple arithmetic let alone complex mathematics.

Adequate number sense develops gradually through consistent exposure of the children to numbers by way of exploration of numbers, visualisation of numbers and relating to numbers in different ways.

LESSON 1: COUNTING OF NUMBERS 1-100

Test the children counting skills by asking them to count 1-100. Observe each child as they count to find out those who are skipping certain numbers.

Make counting of numbers a daily exercise so that the children can master the sequence.

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LESSON 2: START AND END NUMBERS

At this stage, the problem most of them will have is knowing the start numbers. Example, after 39, they may not know the next number will be 40. But once you mention 40 for them, they will count 40 to 49 and get hooked again on the next number to count.

To help them overcome this problem, break the start and end numbers for their daily exercise.

PROMPTING QUESTION: Start and end numbers

RESPONSE: Start and end numbers: 19, 20, 29, 30, 39,
40, 49, 50, 59, 60,
69, 70, 79, 80, 89,
90, 99, 100

LESSON 3: WRITING AND IDENTIFICATION OF NUMBERS

After the school have learnt how to count their umbers, they should focus on writing their numbers. The children should be writing 1-100 at this stage. But the fact remains that not all the children in the class would have reached this milestone.

So, you put them through writing. Mind you, once a child can write 1-10, writing 1-00 will be easy to teach. The focus will be on identification.

You can teach identification by writing numbers in scattered order and ask the children to circle given numbers.

For example, you ask the children to circle all the 34, 50 and 27.

You can also write numbers and skip certain numbers and ask the children to complete the missing numbers.

TOPIC: ASCENDING AND DESCENDING ORDER (SMALLEST AND LARGEST NUMBERS)

Explain to the children that ascending order means to arrange the numbers from smallest to the largest number. Before you do this, make sure they understand what is a small number and big number. Demonstrate to them that between 4 and 5, 4 is the small number while 5 is the bigger number. They should know that number at the back, when arranged in the correct order, is the small number while the number in front is the big number.

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LESSON 4: MEANING OF ASCENDING ORDER

Ascending order means the number is climbing up. This means the number starts from the smallest number and moves up to the largest number.

You can demonstrate this by asking the children to climb a staircase. As they are climbing, it means they are ascending.

You can also line up the children based on height. The short ones will come first, followed in that order. That means ascending order because the children are standing from the shortest (smallest) to the largest (tallest.)

PROMPTING QUESTION: What is ascending order?

RESPONSE: Ascending order means arranging numbers from the smallest to the biggest

ARRANGING NUMBERS IN ASCENDING ORDER

Draw steps on the board and ask the children to do the same. Or draw boxes and ask the children to do the same. Write numbers on a separate part of the board. Then ask the children to arrange the numbers inside the boxes or on the steps in ascending order. Do some class work for them and allow them to do others.

LESSON 5: DESCENDING ORDER

Descending order is the opposite of ascending. It means arranging numbers from the largest to the smallest. You start arranging from the largest number down to the smallest number. Using the staircase, you ask the children to walk down the stairs. You can also ask the children to come out. You line them up starting from the tallest down to the shortest.

PROMPTING QUESTION: What is descending order?

RESPONSE: Descending order means arranging numbers from the largest to the smallest.

PRACTICAL EXERCISES ON DESCENDING ORDER

You still carry out practical exercise on descending order following the guidelines on ascending order.

CLASS ACTIVITY ON ASCENDING AND DESCENDING ORDER

- a. Get all the numbers you want to arrange
- b. Let the children draw the numbers and colour them with different colours

Or you use coloured sheet and ask the kids to write on the sheets

- c. Cut out each number
- d. Give each child a plain paper

- e. Draw an arrow indicating going up
- f. Let the children stick the numbers on each paper in ascending order

OR

If you have a staircase in your school, the children can use the staircase, sticking each number on each staircase as they climb.

Do the same thing for descending order.

OR

BURST THE BALLOON GAME:

Blow several balloons and tie them on the wall

Write numbers and stick on each balloon in random order

Ask the children to burst the balloon in ascending or descending order using a toothpick.

Let every child burst a balloon—

If one child burst the balloon with number 7, the next child should decide the next balloon to burst.

If a child does not get the order, he or she will not be allowed to burst any balloon until the child can tell the right number based on the order you asked them to burst.

LESSON 6: CONCEPT OF MULTIPLICATION (REPEATED ADDITION)

It is very important for the children to understand the concept of multiplication. At this stage, the children know what simple addition means.

Teach them that multiplication means to do addition repeatedly. So, multiplication simply means repeated addition.

For instance, solving $3 + 2$

What this means is that, you draw two circles on the board.

On one circle, you write 3 dots inside it, and in the other circle, you write 2 dots inside it.

You ask the children to count the dots in the two circles. That is addition.

But in multiplication, 3×2 means:

You draw two circles and write 3 dots inside the two circles. Which means 3 into 2 places.

Add the dots together to get the answer.

ANOTHER METHOD OF TEACHING MULTIPLICATION

Let the children know that in multiplication, you write the first number into the number of times of the second number.

Example, 4×3 means, you should count 4 into three places and add them together.

You can use dots, strokes, counting sticks, etc.

Using stroke- $4 \times 3 = \text{////} \quad \text{////} \quad \text{////} = 12$

EXERCISES ON MULTIPLICATION

After you have explained the process of solving multiplication problems to the children, you will do several class work on that.

Remember that children are prone to forget easily. But when you engage them in series of class and home work on the concept, the knowledge sinks deeper.

LESSON 7: MEMORISATION OF MULTIPLICATION TABLE

After the children have learnt how to solve simple multiplication problems, they should learn how to memorise 2 and 3 times table off hand.

After that, they should also practice writing it on their own.

TOPIC: SHAPES

Teaching children about shapes is an important educational activity. The ability of a child to recognise and describe shapes is a fundamental skill that provides a foundation for more advanced skills.

The knowledge of shapes help to improve a child's verbal communication.

It helps them in sorting which in turn helps them in knowing the attributes of things.

The importance of teach shapes to early years cannot be over emphasised.

LESSON 8: TWO DIMENSIONAL SHAPES

In Nursery 1, they learnt the two dimensional shapes in detail. They equally learnt how to draw them.

This lesson is to refresh their minds on the 2 dimensional shapes before moving over to 3 dimensional shapes.

EXPLANATION:

In this lesson, the children should be taught the basic 2 dimensional shapes which are circle, triangle, square and rectangle.

They should also learn some objects in everyday life that have those shapes. Example, a slice of bread, cartons, tiles are square in shape; tyres, orange, ring are circle shaped; traffic signs, sandwich are triangle in shape; mobile phones, most nursery class tables are rectangle in shape. The knowledge of this will help them in identifying the shapes when ever they encounter them.

PROMPTING QUESTION: What are the shapes you know?

RESPONSE: The shapes I know are Circle, square, triangle and rectangle.

PROMPTING QUESTION: How many sides do the shapes have?

RESPONSE: A circle is round like a tyre and a ring

A square has four equal sides like a slice of bread and a carton

A triangle has three sides like traffic sign

A rectangle has four sides. Two sides are long and two sides are short like my mummy's phone.

CLASS ACTIVITY:

Give each child a straw and ask them to bend the straw into a particular shape of their choice. Or you indicate the shape you want them to make with the straw.

TAKE HOME PRACTICAL QUESTION:

Find out the things in your house that has circle shape, rectangle shape and square shape.

LESSON 9: THREE DIMENSIONAL SHAPES

Shapes that are 3 dimensional are all around us. 3D shapes are those shapes that pop at you. They are not flat. They take up space with how wide they are, how high or long they are and how deep they are. In summary, 3D shapes have length, breadth and height or depth.

3D shapes are made up of faces, edges and vertices. But, they will not be introduced to the parts of 3D shapes in this class.

Some things that have 3D shapes are pencil, ice cube, egg, ball, milk or cereal container, etc.

Names of the 3D dimensional shapes are cube, sphere, cylinder, pyramid, cone.

PROMPTING QUESTION: What are 3D shapes?

RESPONSE: 3D shapes are cube, cylinder, cone and sphere.

LESSON 10: IDENTIFICATION AND DRAWING OF 3D SHAPES

Explain some of the everyday objects that have 3D shapes. For example, the gas cylinder, milk or milo container have cylinder shapes; an ice cube, maggi cube are cube shaped; ball and egg have sphere shapes. Ice cream has a cone shape.

Draw the various shapes on the board and let the children learn how to identify them after which they learn how to draw each of them.

LESSON 11: NUMBERS IN WORDS AND FIGURES

This lesson is to help the children to understand how to read and write numbers in both figures and words.

The children are conversant with writing numbers in figures. They may also be conversant with reciting numbers in words. But they may not be able to write numbers in words at least up to twenty.

You have to explain to the children the difference between numbers in words and numbers in figures. When they hear, write in word, they should know what to do as well as when they hear write in figures.

You start by writing numbers in words-one to twenty for the children to memorise

PROMPTING: Numbers in words

RESPONSE: Numbers in words-----one 1, two 2, three 3, four 4, five 5, six 6, seven 7, eight 8, nine 9, ten 10, eleven 11, twelve 12, thirteen 13, fourteen 14, fifteen 15, sixteen 16, seventeen 17, eighteen 18, nineteen 19, twenty 20.

LESSON 12: WRITING NUMBERS IN WORDS AND FIGURES

When the children have mastered their numbers in words, the next is for them to master the usage.

Use words and figures interchangeably for the children for faster mastery of the difference.

For instance, you can say, write in words 13.

Write in figure 9.

You do that all through the week for different numbers.

COMMUNICATION, LANGUAGE AND LITERACY

(C. L. L.)

LESSON 1: IDENTIFICATION OF ALPHABETS AND THEIR SOUNDS

The major emphasis in this class is to develop the reading ability of the children. At this stage, they should have known the sounds of all the alphabets. They should have also started blending few letters.

You start the class by finding out the ability of each child based on their letters and sound awareness. When that is achieved, you then focus in teaching them phonetic sounds.

In this class, the teacher should de-emphasis letter name and focus on letter sound. Structure the children's mind in such a way that whenever you point at any letter, the children should tell you the sound rather than the name. This will hasten their speed in reading.

TOPIC: BLENDING OF SOUNDS

Blending is the ability of the children to build words from individual sounds by blending the sound together in sequence.

It is the ability of a child to string together the sound that each letter stands for in a word. Since the children know the sounds of all the alphabets, you teach them that whenever they see any word, they should pronounce the sound of each letter sound by sound. When they succeed in doing that, you now ask the child to say the sounds faster, as the child tries to say the sounds faster, he or she will succeed in pronouncing the words.

LESSON 2: BLENDING OF TWO SOUNDS (visual blending)

It is always good to start with fewer letters at the start of blending exercise. You write a word with two letters like: it, is, am, as, an etc.

NOTE: In teaching blending or reading, you can write words that do not make sense. Your goal is to teach the children how to join sounds to make out words. So, even if the word does not make meaning, it's not a problem so long the children can sound the letters that make up that word.

So, you can write two letter words like: af, ma, ba, be, cl, etc.

EXERCISE:

Pronunciation of 'at'

Write 'a' on the board.

Point to the letter and ask the children to say the sound /a/

Then write 't' on the board

Ask the children to say the sound /t:/

Then write 'at'

Ask the children to pronounce the two sounds together. You will hear /a t:/

Let the children keep saying it faster, the faster they pronounce the sounds, the clearer the word comes out.

Do several exercises with the children. Write variety of words. Mix up different letters.

LESSON 3: BLENDING OF 3 SOUNDS

The process is the same with two letters. The only difference is that the children have more letters to sound.

Let's sound these letters: m a n

Slide your finger under each letter as you say slowly and extend the sound that the letter stands for. /m/ /a/ /n/.

In this instance, don't allow the children to pause between sounds. You will hear /mmaaaann/

They should slowly compress the extended word----/mmaann/ further compressing gives you--- /man/

Compressing the sounds means they will say them faster which will bring out the word.

Introduce several 3 letter words.

Blending should be a daily exercise for the children. If you do this consistently, by second term, most of the children in your class will be reading simple words.

Remember never to introduce words that do not follow the phonological pattern.

Example: the, may: in 'may', the letter 'a' does not have the /a:/ sound. It has the letter name which is a. so, don't introduce such words so as not to confuse their young minds.

Such words will be introduced when they start learning sight words.

LESSON 4: PARTS OF SPEECH

There are 8 parts of speech in the English language. These 8 parts of speech is a way to describe the function of words in the English language.

The knowledge of the parts of speech is what will help the children to know how words are joined together to make sentences that are both grammatically correct and readable.

The eight parts of speech are: noun, pronoun, verb, adverb, adjective, preposition, conjunction and interjection.

In this lesson, the focus will be for the children to know the names of the 8 parts of speech. Give it a rhythm for easy and faster learning.

PROMPTING QUESTION: What are the 8 parts of speech?

RESPONSE: 8 parts of speech are: noun, pronoun, verb, adverb, adjective, preposition, conjunction, interjection.

LESSON 5: SENTENCES

Before going into treating the parts of speech, it is important the children understand what a sentence is and how to make sentences.

The children should know that letters make up a word and words make up a sentence.

As the children are beginning to learn how to read through blending of sounds practice, it is also very important for them to understand that those single words they sound can be joined together to get sentences. This idea will help them to develop the right attitude to fast reading.

PROMPTING QUESTION: What is a sentence?

RESPONSE: A sentence is a group of words that make a complete meaning.

LESSON 6: MAKING SENTENCES

At this stage, the children are not writing the sentences because they can not spell yet. The emphasis is on them making sentences. This is for them to really understand what a sentence is.

You can give a key word to the children and ask them to say something about the word.

Example: “class”: make a sentence with ‘class’?

Allow the children to explore and reason out what to say by themselves. It does not matter how silly the sentences are.

Give them several words.

Introducing the concept of subject, object and verb as major ingredients of a sentence will be too complex for them. So, just allow them to make sentences-----the thrust is for them to be able to join many words together to create a meaning.

LESSON 7: ALL ABOUT NAMES (NOUNS)

This lesson should help children to know what a noun is and how to find them in a sentence.

Before you introduce the lesson, ask the children to look around the class and tell you all the objects they can see. They will certainly tell you the names of the objects. Explain to them that those objects are nouns because they have names.

Explain to them that noun is the name of something. It could be a person, a place, a thing or an animal.

Go further to explain to them that every sentence must have a noun; which means every sentence must have the name of a person, place, animal or thing for that sentence to be correct.

For easy understanding, you can call noun : PAPT. People, animal, place and thing.

PROMPTING QUESTION: What is a noun?

RESPONSE: A noun is the name of a person, animal, place or thing.
Every sentence must have a noun for the sentence to be correct.

LESSON 8: IDENTIFYING NOUNS IN A SENTENCE

This will be a practical lesson that will further enhance the children's understanding of what a noun is.

Write sentences and ask the children to point the nouns in such sentences.

Vary the nouns-----person, place, animal, thing.

You can start by asking the children to mention names of people, places, animals, things.

After that, ask them to pick one noun and make sentence with it. Each child should be able to do that.

ACTIVITIES:

NOUN GAMES:

Write 10 simple sentences on the board.

Ask each child to identify the nouns in each sentence.

Let the child or another child explain why the word is a noun.

They should say because it is a place, or a person's name, or thing, or animal.

You can also ask the children to use either people's name, things, places or names of animals to compose sentences.

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SILLY SENTENCE ACTIVITY:

This is a fun noun activity that will help the children to categorise nouns. The children will have to think up nouns by themselves and place them in the right category.

To play the silly sentence activity, the teacher will first write a sentence with three blanks (one for a person, one for a place and one for a thing).

Example 1:

The -----brought the -----to -----

(first blank space is person, 2nd thing, 3rd place

The girl brought the book to the class

Rose brought the money to school

Example 2:

-----is taking the-----to the-----

Example 3:

if you see-----, collect the -----and take it to -----

After writing the sentences, you ask the children to provide a noun for each of the blanks to create the silly sentences.

The sentences may be silly.

For instance, you can hear things like:

The farmer brought the floor to the airport.

The essence is for the children to have fun while doing the exercises.

LESSON 9: PRONOUNS

INTRODUCTORY EXPLANATION:

Say we are writing a story about Graham Bell as the main character. How would you feel if you had to write Graham Bell over and over throughout the story? Obviously, the story will not be interesting to readers having to pronounce Graham Bell several times in the writing.

To avoid repeating the name of Graham Bell several times in the writing, Pronouns will help us out.

Pronouns are words we use to replace a noun in a sentence. They are used to prevent the writer from having to repeat the name of the noun over and over again. It is important that the noun you are replacing with a pronoun is already known to avoid confusion.

QUICKLY remind the children that a noun is the name of a person, animal, place or thing.

So, if you don't want to be repeating a particular noun, you use a pronoun where that noun would have been.

Example: Rita is a beautiful girl. Rita is very intelligent. Rita brings plenty snacks to school.

Rita is a beautiful girl. She is very intelligent. **She** brings plenty snacks to school.

Let the children understand that, we removed Rita in the two places and used 'she'. So, 'she' is a pronoun which we have used instead of the noun 'Rita'.

PROMPTING QUESTION: What is a pronoun?

RESPONSE: A pronoun is a word used instead of a noun

LESSON 10: EXAMPLES OF PRONOUN

Pronouns are categorised into: **personal pronouns, possessive pronouns, relative pronouns, demonstrative pronouns and reflexive pronouns**. But for this class, we will not talk about the different types of pronouns. The lesson will only focus on common examples of pronouns and how they are used to replace a noun in a sentence.

There are so many pronouns and we use them everyday. Some common examples are : I, He, she, we, us, it, they, them.

PROMPTING: Examples of pronouns:

RESPONSE: Examples of pronouns: I, he, she, we, us, them, her and him.

LESSON 11: HOW TO USE PRONOUNS

Let the children understand that the noun in question determines the choice of pronouns to be used. They should also know that pronouns are gender based as well as have both singular and plural. For example, if it's one boy, you use 'he' but if there are two or more boys you use 'them'.

PROMPTING: How to use pronouns:

RESPONSE: How to use pronouns

When I talk about myself, I use the pronouns: I, me, and mine

When I talk about a boy or a man, I use the pronouns: he, his and him

When I talk about a girl or woman, I use the pronouns she, her and hers

When I talk about a thing or animal, I use the pronoun it or them.

LESSON 12: MORE PRACTICE ON PRONOUNS AND HOW TO USE THEM

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INFORMATION, COMMUNICATION AND TECHNOLOGY

(I. C. T.)

LESSON 1: MEANING OF COMPUTER

EXPLANATION: A computer is a machine that performs any instruction you give to it. You can instruct it to accept data, store data and process data to produce meaningful information which we use to do other things. Computers

can process huge amount of data very quickly. It also stores huge amount of data.

PROMPTING QUESTION: What is a computer?

RESPONSE: A Computer is an electronic machine that accepts data, stores data, processes data and changes data into information.

LESSON 2: COMPUTER AS AN ELECTRONIC MACHINE

EXPLANATION; Electronic machines are those machines that work with electricity. They are usually given specific tasks which they perform.

Computer is therefore an electronic machine because it works with electricity.

PROMPTING QUESTION: Why is computer an electronic machine?

RESPONSE: Computer is an electronic machine because it uses electricity to work. Electricity gives it the power to perform all the tasks given to it.

LESSON 3: OTHER ELECTRONIC MACHINES

(Before you mention other examples of electronic machines, ask the children to mention some machines or devices they have at home that work with electricity)

There are several other electronic machines that the children encounter in

their daily lives. They need to know some of such machines. Some of them are television, radio, washing machine, toasters, air conditioner, mixer, water heater, refrigerator, mobile phones, ovens etc.

PROMPTING;

Examples of electronic machine

RESPONSE;

Electronic machines work with electricity. Examples are washing machine, television, refrigerator, toasters, water heater, mobile phones and air conditioners.

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LESSON 4: PARTS OF A COMPUTER

This will be a practical class where you teach the kids the parts of a computer and how to identify them. They should know the distinctive feature or features of each part and what they are used for. The major parts of a computer for their age level are: keyboard, monitor, mouse, CPU and printer, scanner, joystick.

PROMPTING QUESTION:

Mention the parts of a computer

RESPONSE:

Parts of computer are: keyboard, monitor, mouse, CPU, joystick, scanner and printer.

LESSON 5: THE KEYBOARD AND ITS USES

Keyboard is that part of computer where all the letters, numbers and other buttons are located. When you type on the keyboard, it appears on the monitor.

The Keyboard is a board that has many keys. The keys are used for typing in a computer. The keys are numbers, letters and symbols. The keyboard looks like a calculator.

PROMPTING QUESTION: What is a keyboard?

RESPONSE: A Keyboard is the part of computer used for typing.

A keyboard has many keys

The keys are numbers, letters and symbols.

When I type on a keyboard, it appears on the monitor.

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LESSON 6: MEET THE MOUSE

Computer mouse is a small device that looks like a rat. It fits into your palm and contains some buttons and wheel used in controlling the computer. When you move the mouse on a flat surface, it results in the movement of the cursor or pointer on the screen in corresponding direction.

The main function of the mouse is to position the pointer on the screen. You use the mouse to open a file by clicking on it.

The mouse also helps you to carry out a variety of commands through the mouse buttons and wheel.

But some modern computers can be operated without a mouse. The computers use touchpad or touch screen.

PROMPTING QUESTION: What is a mouse?

RESPONSE: A Mouse is the part of a computer that helps us to position the pointer or cursor in the right place on the screen. The mouse looks like a rat.

LESSON 7: THE MONITOR

Monitor is the screen that shows you what you are doing in the computer. It is a screen that displays what is in the computer or what is on the internet. It looks like a television screen. When you type with the keyboard, it displays on the monitor.

PROMPTING QUESTION: What does the monitor do?

RESPONSE: The monitor is like a television that shows you what you are doing in the computer.

LESSON 8: C.P.U AS THE BRAIN OF THE COMPUTER

EXPLANATION: The full meaning of CPU is Central Processing Unit. The CPU is the brain of the computer. Just as our brain controls all the different parts of the body and makes them work together, the CPU controls all the other parts of a computer and makes them work together. All the other parts of the computer are connected to the CPU.

PROMPTING QUESTION: Tell me about the CPU

RESPONSE: CPU means Central Processing Unit

The CPU is the brain of the computer

The CPU receives all the instructions we give to the computer and works on it

All the information in a computer is stored in the CPU

LESSON 9: USES OF COMPUTER

There are a whole lot of things we can do with computers. But this lesson will focus on what the children can do with computers considering their age bracket.

Computers can be used to type, play games, listen to music, watch videos, use the internet, send email, draw pictures and helps you to chat with friends.

PROMPTING QUESTION: What can you do with computers?

RESPONSE:

I can use the computer to type

I can use the computer to play games

I can use the computer to listen to music

I can use the computer to watch videos

I can use the computer to draw pictures

BASIC COMPUTER TERMS

LESSON 10: MEANING OF EMAIL

Email-----it means sending a message from one computer to another. You can also send email using the mobile phone. The 'E' in email stands for electronic mail.

PROMPTING QUESTION: What is email?

RESPONSE: Email means electronic mail. It is a message we send to some one from our computer to the person's computer.

We can also send email through mobile phones.

LESSON 11: MEANING OF DOWNLOAD

To download means to transmit a file from one computer system to another. From internet point of view, to download means to request a file from a web page and save it in the computer or phone you are using at that time.

In simple terms, download means to copy something from another computer or the internet and save it on another computer or phone.

PROMPTING QUESTION: What does it mean to download in computer?

RESPONSE: In computer, to download means to copy something from a computer or internet and save it in another computer or phone.

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ANIMAL AND SOIL SCIENCE

LESSON 1: MEANING OF PLANTS:

Plants are living things that use sunlight to make their own food. Plants provide food for human beings and other animals. Plants breathe in carbon dioxide and breathe out oxygen.

PROMPTING QUESTION: Tell me about plants

RESPONSE:

Plants are living things that use sunlight to make their own food

Plants provide food for themselves and other animals

Plants breathe in carbon dioxide and breathe out oxygen

LESSON 2: PARTS OF PLANTS

Plants are made up of 3 different parts. Each part has a role to perform to keep the plant healthy. The roots hold the plants into the soil and they absorb water and nutrients from the ground to keep the plants healthy.

The Stem carries water from the root to other parts of the plants.

The Flower helps the plants to reproduce, making seeds that will grow into new plants.

PROMPTING QUESTION : Mention the parts of plant

RESPONSE: Parts of plants are root, stem and flower.

LESSON 3: FUNCTIONS OF PARTS OF PLANTS

PROMPTING QUESTION: what are the Functions of parts of plants?

RESPONSE:

Root helps the plant to go into the soil and get water and food

Stem carries water from the root to other parts of the plants

Flower helps plants to make seeds that will produce new plant

LESSON 4: BASIC THINGS PLANTS NEED TO SURVIVE

Like all other living things, plants need some basic things to survive and thrive. These needs are—light, air, water, a source of nutrition, space to live and grow and optimal temperature. LAWNS-this is an acronym for the basic things plants need to grow.

Sunlight gives them energy, they get water from rain and they get carbon dioxide from breathing.

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PROMPTING QUESTION: What are the things plants need to survive?

RESPONSE:

Things plants need to survive are

Light, air, water, nutrition and space to grow

LESSON 5: MEANING OF INSECTS

The children must have learnt in their previous class that insects are small animals with six legs. In this lesson, you will go a bit deeper into explaining what an insect is by describing their body structure to the children.

Insects are small animals with hard covering over their body. Most insects have a body that is divided into three parts and most of them have three pairs of legs and one or two pairs of wings.

The body of an insect is divided into – the head, the thorax and abdomen.

PROMPTING QUESTION:

What is an insect?

RESPONSE:

An insect is a small animal that has six legs.

The body of an insect is divided into three parts- the head, the thorax and the abdomen.

Some insects are useful and some are dangerous.

LESSON 6: USEFUL FARM INSECTS

Insects get bad reputation. But without them, human beings will not survive. Some insects keep harmful pests away; some help to produce some food we love.

The usefulness of some insects lies in the significant role they play in agricultural practices.

Some of the insects help in the pollination process which leads to the growth of new plants; some provide food and medicine to us; some aerate the soil while some help to fight other pests from our farms. Some of the insects are food example crickets, locusts

Some of the useful farm insects are praying mantis which kill and eat farm pests like crickets, aphids; bees which produce honey and also helps in pollination; lady bugs or lady birds/lady beetle which destroy other farm pests; butterflies- they help in pollination; dragon fly; beetles- they act as scavengers, feeding on dead animals and trees thereby recycling nutrients back into the soil. Useful insects are also called beneficial insects.

PROMPTING QUESTION:

How do insects help us?

RESPONSE:

Insects help us in many ways

Some insects are eaten as food example locust

Some insects help to make the soil healthy example beetles

Some insects help new plants to grow example bees and butterflies.

Some insects kill pests in our farms example praying mantis

LESSON 7: PET ANIMALS

Pet or companion animals are animals that are kept at home for companionship, entertainment or as an act of compassion. You take care of pet animals and you play with them. These animals are kept for pleasure and not for commercial purposes.

PROMPTING QUESTION:

What are pet animals?

RESPONSE:

Pet animals are those animals we keep at home as our friends

We play with them and they make us happy.

LESSON 8: EXAMPLES OF PET ANIMALS

Two of the most popular pet animals are cats and dogs. Dogs are very desirable pets because they help with loneliness. Dogs love to be around their owners and love to please them. Dogs are also very loyal to their owners and they are described as man's best friend. Other examples of pets are: birds, horses, fish, rodents, turtles, etc.

PROMPTING QUESTION: Examples of pet animals

RESPONSE: Examples of pet animals are dog, cat, bird, fish, rodent and turtle .

LESSON 8: MEANING OF FARM ANIMALS

Farm animals are animals that are kept and used for agricultural purposes. By this it means that those animals are reared because of their economic importance and the commercial value they create for the farmer.

You have to differentiate farm animals from the pet animals. Note that a particular type of animal can be kept as pet or farm animal. For instance, a person may keep a dog as pet but another person can keep a dog too but for agricultural reasons like to kill it as food.

PROMPTING QUESTION: What are farm animals?

RESPONSE: Farm animals are those animals that people keep for agricultural purposes.

LESSON 9: REASONS FOR KEEPING FARM ANIMALS

Animals have special roles in the world of agriculture. Different farm animals are bred for specific reasons. Some animals provide food like meat, egg and dairy; some animals provide physical labour needed to keep the farm running;

Some of the farm animals provide wool and medicine for human beings.

Some animal's waste can be used as manure to make the soil rich and increases plants yield.

PROMPTING QUESTION: Why do people keep farm animals?

RESPONSE: People keep farm animals to get foods like meat, egg and milk.

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People keep farm animals to get wool for making our clothes.

People keep farm animals to get manure for growing crops

People keep farm animals to help them in doing farm work.

LESSON 10: FARM ANIMALS AND THEIR USES

This lesson is to specify what each farm animal provides for the farmer. Note that one particular farm animals can be kept for more than one reasons.

Chickens give us egg and meat; cows give us nutritious milk and beef, sheep give us wool which are used to produce clothes and also meat.

Some farmers use donkey to guard their farm because they protect other animals in the farm.

Pigs are raised for their pork.

PROMPTING QUESTION: Mention some farm animals and what we get from them?

RESPONSE: Farm animals and what we get from them:
Chickens give us eggs and meat
Cows give us milk and beef
Sheep give us wool for making clothes and meat for eating

Pigs give us meat which is called pork
Donkeys are used for guiding the farm

LESSON 11: SOME BASIC FACTS ABOUT FARM ANIMALS

PROMPTING QUESTION: Tell me what you know about some farm animals?

RESPONSE: What I know about some farm animals are:
Cow meat is called beef
Male cow is called bull
Pig meat is called pork

Female chicken is called hen

Male chicken is called cock or roaster

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SECOND TERM COURSE WORKS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (P.S.E.D.)

TOPIC: DUTIES AND RESPONSIBILITIES

Teaching responsibilities to children will help them to be successful in school and in life.

For children, responsibilities mean doing the things they are asked to do and accepting the (result) positive or negative outcome of their actions.

Ingraining responsibilities in children is one major life skills they need to achieve success in life.

Children who do not have responsibilities feel entitled and think people will always do things for them.

Responsibility is not just about completing a task, it is also about attitude, taking action and being proud of it; not just having people do things for you but doing certain things for yourself.

LESSON 1: MEANING OF RESPONSIBILITY

Before you can instill responsible behavior in the children, they need to understand what responsibility means.

Explain to them that responsibility is doing something you are expected to do. Responsibility might be a task. For example, you are expected to brush your teeth everyday; brushing your teeth is your responsibility.

If you are given home work, it is your responsibility to do the homework.

PROMPTING QUESTION: What is Responsibility?

RESPONSE: Responsibility means doing the things I am expected to do at all time.

LESSON 2: THE CONSEQUENCES OF OUR ACTIONS

EXPLANATION: Teach them not to blame others when things go wrong. For instance, when they forget their water bottle in school, they should not blame anybody but themselves. They should take responsibility for that.

Let the children know that result or consequence is the outcome of our action.
Consequence can be good (positive) or bad (negative)

Example, if you do all your house chores, the consequence is that you will be allowed to watch cartoon or your parents will reward you by getting a new toy for you. This is a positive or good consequence. But if you fail to do the chores, the consequence is that you will not watch cartoon. When others are watching television, you will be doing the work. Or your parent will not get a new toy for you. That is a bad or negative consequence.

Another example is that, if you keep your toy car carelessly and someone steps on it and breaks it, the consequence of your carelessness is that your toy is broken.

So, explain to the children that consequence is what happens as a result of our actions. If our actions are good, the consequence will be good but if our actions are bad, the consequence will be bad. Use the lesson to inspire the children to always strive towards taking good actions so as to enjoy good consequences.

PROMPTING QUESTION:

What is consequence?

RESPONSE:

Consequence is what happens because of my actions.

If my actions are good, the consequence will be good

if my actions are bad, the consequence will be bad.

It is good for me to always take good actions so that I can enjoy good consequences.

LESSON 3: EXAMPLES OF GOOD AND BAD ACTIONS AND THEIR CONSEQUENCES

You can adapt this lesson based on the common behaviours you observe in your children in the class. If a child is prone to fighting for example, tell him or her that the consequence is that one day he may get injured and may suffer severe pain from the injury as a consequence. Also, the child who fights all the time may not have friends because people will avoid him or her.

Also, a child who always makes noise or plays in the class while the teacher is teaching may not do well in his or her exam. For not doing well in exam, his parent may not get him a new toy or a new dress as a consequence of not doing well in school work.

However, a child who is always gentle, pays attention in class, does her home work and helps her parents at home will enjoy good consequences like- good grades in school which may earn him or her new toys and dresses, many people will want to be her friends etc.

PROMPTING QUESTION: Examples of bad actions and the consequences

RESPONSE: Examples of bad actions and their consequences

Fighting is a bad action; I may get injured as the consequence

Stealing is a bad action; I may be beaten and hated by people as the consequence

Playing rough is a bad action; I may get injured as the consequence

Not doing my home work is a bad action; I will have poor grades as the consequence

Paying attention in class is a good action,

LESSON 4: RESPONSIBLE BEHAVIOURS AT HOME

You have to make the children to be responsible in the classroom, at home and in the community. They must know the various behavior and tasks they will carry out at home that will make them responsible children.

We have outlined these tasks believing that the children in this class are 4 years and above.

PROMPTING QUESTIONS: What are your Responsible behaviors at home?

RESPONSE: My responsible behaviours at home are:

I should dress my bed when I wake up in the morning

I should clean the table and wash the plates after eating

I should put my dirty clothes in the dirty basket
(laundry basket)

I should do my home work all the time

I should sleep on time to wake up early for school.

TAKE HOME PRACTICAL:

When you come to school tomorrow, you will mention 5 responsible behaviours you did at home.

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LESSON 5: RESPONSIBLE ACTIONS IN SCHOOL

For adults, being responsible means working and earning money. You can create classroom jobs that the children will be responsible for through out the week. Each child can be assigned a job, like sharpening of a pencil, or turning off the light at close of school, arranging the chairs and tables in the class. Picking up pieces of paper from the floor;

PROMPTING QUESTION: Mention your responsible actions in school

RESPONSE: My responsible actions in school are

I should not throw paper, juice can or snacks nylon on the ground

I should put them in the trash can

I should not fight with anybody, fighting is not a responsible behaviour

I should not abuse my classmates and friends; use of abusive words is bad behaviour

I should not make noise when the teacher is teaching; noise making is bad behaviour

LESSON 6: IMPORTANCE OF BEING RESPONSIBLE

The children have learnt that there is consequence for every action they take or refuse to take. They know that responsible behavior attracts positive consequence and irresponsible behavior attracts negative consequence. They should also know that apart from the consequences, there are other benefits they enjoy for being responsible. For instance, when they are responsible, they will be liked by people, they will not get into trouble, they will not get into danger, they will be given freedom even to do certain things since they can be trusted, etc.

PROMPTING QUESTION: What will happen if you are responsible?

RESPONSE:

If I am responsible

People will love me

People will trust me

I will be happy at all time

I will be save from danger and trouble

TOPIC: THE CONCEPT OF GOAL SETTING

After the children have understood what responsibility is, you can introduce the concept of goal setting to them. They are never too young to set out goals for themselves. Let them know that when they set a goal, achieving that goal is also being responsible.

Children that start ahead, stay ahead. Teaching children goal setting is the best way to help them start ahead and secure their future.

Goal setting enhances a child's motivation, focus, self discipline and self esteem.

As teachers, our main goal is to help children to have a secured future. So, if we want our children to have a successful, satisfying and happy future, goal setting is one life skills they must learn early in life.

LESSON 7: MEANING OF GOALS

One of the easiest ways to explain the meaning of goal is to link it to something the children are familiar with. For instance, link it to a football. When your team scores into the opponent's post, you have achieved a goal. Good. So, explain goal to them as a target or something you aim for or desire to achieve. The thing you desire to achieve could be at home, in school or with your friends.

Goals are desires we have that are put into action through a plan.

PROMPTING QUESTION: what is a goal?

RESPONSE: A Goal is something I want to achieve within a particular time. When I have a goal, I need to work very hard to achieve it

LESSON 8: FORMULAR FOR GOAL SETTING:

You teach the children the formula for simple goal setting: goals usually start with "I will" it will have two parts---that is the thing you want to achieve and when you hope to accomplish it. That means goal setting must have a time frame.

In the classroom, you have to model setting and achieving a goal to help the children see the formula being applied successfully. It must not be a big goal. For example, you have lots of homework or class work you have not marked, you can say to the hearing of the

children, “I will mark all these books today before close of school”. When the children hear this, they will see goal setting in action.

Also encourage your parents to set goals for themselves at home in present of the children. Children model behaviours faster. So, modeling remains the best way to teach life skills such as goal setting.

Examples of common goals the children can set are:

Succeeding in reading the sounds of all the letters in a new word

Scoring high in a spelling test, doing their homework everyday by themselves;

To always listen when their teacher is teaching and don't play during class time

Encourage the children to set a goal by themselves.

As the class teacher, you know the areas you want the children to improve upon, set the goal for the children and see that they plan towards achieving such goals.

You can as well divide the class into two or more groups based on the strength and weaknesses of the children, then develop different goal for each group.

PROMPTING QUESTIONS: What are your goals in the classroom?

RESPONSE:

My goals in the class are:

I will arrange my school bags and lunch box neatly every morning.

I will always make sure my water bottles, plates and spoons are inside my lunch box after close of school

I will start reading very well before the end of this term.

I will listen very well when my teacher is teaching

LESSON 9: GOALS IN YOUR HOME

Parents will play the key role in this lesson. After the children have set their classroom goals and you make sure they pursue these goals; they have to also set goals they need to achieve at home.

You will communicate to parents to help their children and wards to set at least four goals they would achieve at home. When that is done, your duty as the teacher is to help the children to always say the goals in the class as a constant reminder. And you also ask them how far they have gone in achieving the goals.

You can as well ask for feedback from parents on how far the children have achieved the goals.

TAKE HOME PRACTICAL QUESTION:

Develop five GOALS you want to achieve this Month and come and share with us how you want to achieve them. It could be an academic goal, goal on house chores or goals on personal development.

ACTIVITY:

Allow every child to set a personal goal every week

It could be a goal for home chore or class chore

Monitor the child's progress in achieving the goal

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TOPIC: EMOTIONAL INTELLIGENCE:

Emotional intelligence is how children can manage their feelings and relationship with other people. Emotional intelligence is all about a child being able to function well to succeed. Remember the aim of learning or going to school is to achieve success in life. A child with high intelligent quotient with low emotional quotient may not achieve much success in life.

Let the children know that they are not alone on earth. They need to understand the emotions of others as well as their own emotions to prevent misunderstandings.

LESSON 10: MEANING OF EMOTIONS

Emotions are the way we feel at any given time. Emotion simply means feeling - you know, like being happy or mad or scared. You have particular emotions because of what you see, hear, remember, and do. Everybody experiences different type of emotions each day.s

Explain to the children that the feeling at any given time is as a result of the situation they find themselves at that time. They can have emotions like happiness, love, fear, anger, or hatred. Emotion is part of our character.

In teaching them emotions, it is important they also learn what makes you happy and sad. This will help you to correct them easily when they misbehave.

For instance, they should be able to read expressions on people's face. A straight face means anger

Let the children understand the meaning of emotion and different types of emotions people can have. Tell them that emotion is how someone feels at any given time. Let them understand that an emotion or feeling can last for a short time while some can last for a long time.

PROMPTING QUESTION: What is emotion?

RESPONSE: Emotion means how I feel at a particular time. I can have the feeling of love, happiness, fear, anger or hatred. Whatever feeling I have is my emotion.

LESSON 11: DON'T BOTTLE UP YOUR FEELINGS, LET IT OUT IN POSITIVE WAYS

This lesson is designed to help the children understand the need to express their feeling at all times in positive manners.

.

So, it is vital that as soon as possible, children should learn to put a name to what they are feeling. It helps them to verbally express their feelings instead of resorting to throwing things around or hitting other children.

If for instance, a child is sad because her friend left, telling the child not to be sad is not the best way for her to deal with such feeling. Feelings don't just go away like that. They need to be expressed one way or the other.

Example: Oh Joy has left, you love playing with Joy. Let's go to the window so you can wave her goodbye. We will make plans for you to see her again.

If a child is sad because what she asked for was not given to her, you don't scold the child for being angry. It is natural to be angry for being denied something. Rather, explain to the child why the thing was not given to her. Maybe she does not need it at that time based on her age; maybe the thing will cause harm to him or her etc. try to explain the reason for the denial to the child rather than asking the child not to be angry

PROMPTING QUESTION: Are they good and bad emotions?

RESPONSE: Every emotion is good

I should always talk about how I feel

If I feel sad, I should say 'I am sad'

If I feel scared, I should say 'I am scared'

If I feel happy, I should say 'I am happy'

If I feel bored, I should say 'I am bored'

Every emotion is good. I should always say how I feel

KNOWLEDGE AND UNDERSTANDING THE WORLD (K.U.W.)

LESSON 1: MEANING OF WEATHER

This lesson is treated in nursery one curriculum. The essence here is to refresh their minds. (Refer to nursery 1 curriculum for detailed explanation on the science of weather)

Weather is the daily state of the atmosphere in any given place. It means the condition of the atmosphere at any given time. If it is raining in Abuja right now, that is the weather in Abuja. If it is snowing in London, that is the weather in London as at that time.

So, what ever is happening in the air at any given time is the weather of that place.

PROMPTING QUESTION: What is weather?

RESPONSE: Weather is anything that is happening in the sky at a particular time.
The weather in one place may be different from the weather in another place

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LESSON 2: EXAMPLES OF WEATHER

A whole lot of things happen in the sky or atmosphere. But the fact is, what is happening in one place may be different from what is happening in another place. Use locations to explain to the kids the differences in weather. Remember, in senior classes, we define weather as the atmospheric condition of a place over a short period of time.

For instance, it may be raining in Abuja right now, but in Lagos, there could be very hot sun, in Kaduna, there could be wind, etc.

It may be snowing in America right now, while Europe may be having heavy rain or sunshine.

- **PROMPTING QUESTION:** What are the examples of weather?
- ✓ **RESPONSE:** Examples of weather are the things that can happen in the sky: these are:
Rain, sun, winds, lightening, storms, hurricanes, Tornadoes and snow.

LESSON 3: WHERE DOES THE RAIN COME FROM?

Rain is one of the examples of weather. The children know that rain is when water falls from the sky. But do they know where the water comes from?

This lesson will explain the concept of water cycle to the children in very simple way.

EXPLANATION:

Rain is droplets of water that fall from clouds. Rain is actually part of a bigger part of the weather called **precipitation**. Precipitation is any form of water that falls to the earth. It can come in form of rain, drizzle, hail, snow and sleet.

WHERE RAIN COMES FROM:

Water is always moving. The rain that falls where you are may have been water in the ocean a couple of days before.

Rain comes from rivers, oceans, seas, water on leaves, lakes etc. When the sun shines on water on ground, it draws the water into the atmosphere through a process called evaporation. The water gathers in the atmosphere and change into droplets which form clouds. This happens through a process called condensation. When the cloud becomes too heavy due to many droplets on it, it breaks loose through the force of gravity and the droplets fall back to the ground as rain.

Water can also fall on the ground as snow, drizzle, hail or sleet.

Water stays in some places longer than others. A drop of water may spend over 3,000 years in the ocean before moving back to the atmosphere.

On average a drop of water spends an average of 8 days in the atmosphere before falling back down to earth.

PROMPTING QUESTION:

Where does the rain come from?

RESPONSE;

Rain is the water on the ground that went back to the sky

The Sun draws water from rivers, seas, lakes, oceans and takes it to the sky

The water gathers in the sky to form cloud

When the cloud becomes too heavy, it breaks and the water falls back to the ground as rain

CLASS ACTIVITIES

Evaporation Activity:

Put about 2 teaspoons of water each in two different dishes.

Place one dish in the sunlight or directly under a light source and

Put the other dish in the shade.

Ask the children to check the dishes every 4 hours and make observations about how quickly the water evaporates from each one.

The children will discover that the water in sunlight will disappear faster than the water placed in a shade.

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 The disappearance means that the water has gone back to the sky Cloud in a Bottle

CONDENSATION

Add warm water to a 2-liter bottle until it's about a third of the way full.

After screwing on the cap, squeeze and let go of the bottle. Ask your students to record what happens.

Now, remove the cap. Light a match, and after blowing it out, place it into the bottle while still warm. Put the cap back on and then squeeze and let go of the bottle again. A cloud will form inside the bottle demonstrating condensation and cloud formation.

. CLASS ACTIVITY 2:

These simple class activities will explain the concepts of evaporation- water moving to the sky as gas; Condensation- water forming clouds in the sky- changing from gas to solid and Precipitation- water falling on earth as rain indicating water has changed from solid back to liquid.

WHAT YOU NEED

- Four cups
- Water
- Marker
- Ice cube
- Shaving cream
- Food coloring

EVAPORATION:

Place a full cup of water in front of a window with enough sunshine.

Use a marker to make a line to note the water level at the beginning.

Every one hour, mark the water level again to notice the drop in the water level

As the sun heats the water, it begins to evaporate.

If you are patient enough, you will notice that the whole water will evaporate into the sky.

(another simple illustration is when we spread wet clothe in the sun. after few minutes, the clothe becomes dry, showing that the sun has caused the water to evaporate into the sky)

CONDENSATION:

When the water vapor reaches the sky it cools to form clouds.

Fill a cup approximately two-thirds full of hot water.

Take another cup, turn it upside down, and place it on top of the cup with hot water.

Then place an ice cube on top of the upside down cup.

Condensation will begin to form at the top of the upside down cup, just like a cloud.

PRECIPITATION:

fill a cup almost full with water.

On top spray shaving cream as clouds.

Then, squirt several drops of food coloring on top of the shaving cream.

As the “cloud” becomes heavy, the food coloring will “rain” into the cup.

LESSON 4: MEANING OF TEMPERATURE:

EXPLANATION:

Children know if something is hot or cold. From an early age, they are told not to touch a hot stove or to wear a coat when it’s cold outside. This understanding of temperature is a good starting point to teach the difference in temperature.

Temperature is part of our everyday life.

Temperature is how much heat is in a thing. It simply means how hot or cold something is.

PROMPTING QUESTION:

What is temperature?

RESPONSE:

Temperature is how hot or cold something is. When the sun is shining, the weather can be hot. When rain is falling, the weather can be cold.

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LESSON 5: INSTRUMENT FOR MEASURING WEATHER

There are special instruments scientists use to measure the various factors of weather. The measurement of weather conditions help a great deal in our everyday life.

The information helps people to make important decisions about their day and their future activities.

For instance, it helps in determining an area’s climate.

When we know the weather condition, it can help us to determine things like clothes to wear, best time to travel, when it’s safe to fly an aeroplane etc.

Weather measuring help to provide warning signal to people which enable people to prepare for any bad weather that may come like heavy rainfall, dangerous wind, hurricanes etc.

Farmers use weather reports to plan their farming activities—to know the best time to plant and harvest.

Tourism companies use weather measurements to plan travels for their clients and which country to visit at specific time.

Pilots know what is happening in the atmosphere to keep their passengers safe in the sky.

The major instruments for measuring weather are: anemometer, wind vane, thermometer, hygrometer, rain gauge.

PROMPTING QUESTION: Mention the instruments for measuring weather

RESPONSE: The instruments for measuring weather are: thermometer, rain gauge, wind vane, anemometer and hygrometer.

LESSON 6: THERMOMETER

A thermometer is used for measuring and indicating temperature. Most thermometers are closed glass tube containing liquids such as alcohol or mercury. The liquid extends along the tube as it expands. Thermometers measure temperature in degrees, according to either the Celsius or Fahrenheit system.

PROMPTING QUESTION: What is thermometer?

RESPONSE: Thermometer is an instrument used for measuring temperature.

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LESSON 7: RAIN GAUGE

A rain gauge measures the amount of rain that has fallen over a specific time period. It is a cylinder that catches rain and measures the amount of accumulation through a scale.

PROMPTING QUESTION: What instrument do we use to measure rainfall?

RESPONSE: The instrument we use to measure rainfall is called rain gauge.

LESSON 8: WHICH WAY DOES THE WIND BLOW? (WIND VANE)

Wind vane is an instrument that helps us to determine the direction from which the wind is coming from. Knowing the direction of the wind helps meteorologists to determine in which direction a storm or weather system will travel.

Let the children understand the situations in which the wind can be harmful and cause damage.

Wind can sometimes cause damage when it gets very high such as tornadoes and hurricane. The force of the wind can cause damage to buildings, cars, or boats.

Wind vanes are often attached to the tops of buildings, where the wind isn't affected by the many objects close to the ground

PROMPTING QUESTION: What is a wind vane?

RESPONSE: Wind vane is the instrument we use to measure the direction of the wind. The direction of the wind means from where the wind is blowing.

ACTIVITY ON WIND DIRECTION

HOW TO MAKE A WIND VANE

You can make a simple wind vane as a science project to help you measure the direction of the wind. If you want a sturdier wind vane that you can use for several experiments, use cardboard, a can, and clay to build your wind vane.

MATERIALS

Paper

straw

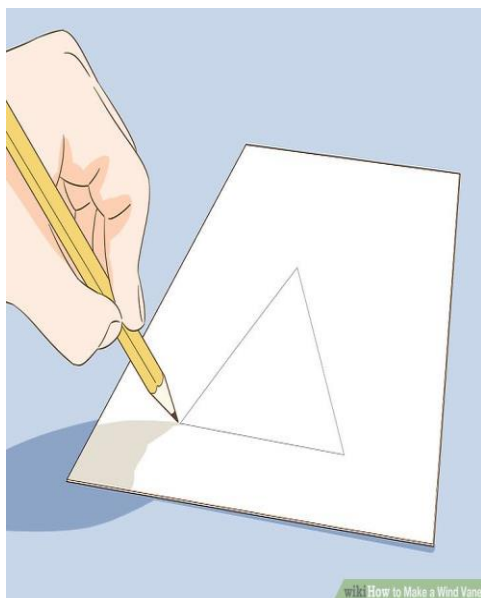
ruler

pencil or any drawing material

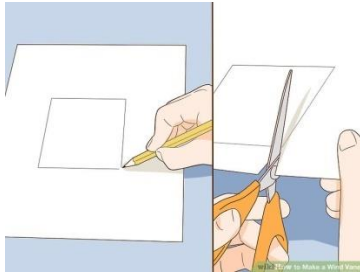
scissors

PROCEDURE:

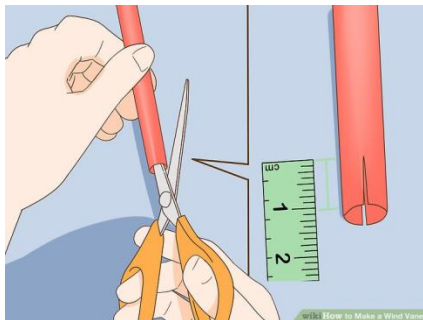
1. Draw a triangle onto thick paper, then cut it out.



2. Draw a square onto another thick paper, then cut it out



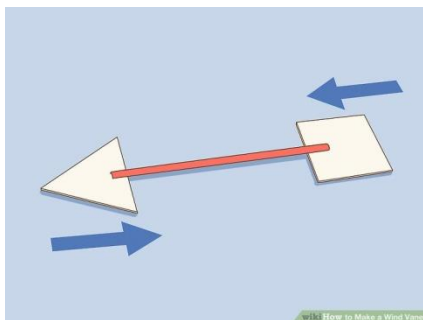
3. Cut a 1 cm (0.39 in) slit in each end of a drinking straw.



4. Stick the triangle and square into the slots on the straw to make an arrow.

Put the triangle on one end of the straw with the point facing out. Then, slide the square onto the other end. When you're finished, your straw will look like an arrow.

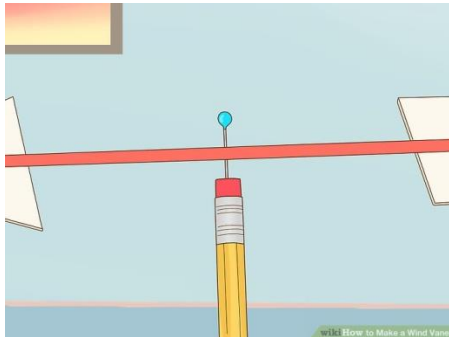
If the triangle and square won't stay in place, put a dab of glue onto the paper before you slide it into the straw. Hold the paper in place for about 1-2 minutes to let the glue dry. Alternatively, you can tape the triangle and square in place.



5. Put a pin through the center of the straw and into the pencil eraser. Find the center of the straw, and then push the point of a straight pin through it. Keep pushing until the pin exits the bottom of the straw. Then, push the point of the pin into the center of your pencil's eraser.

- Be careful when handling the stick pin because it could poke you. If you're having trouble getting the pin to go into the eraser, ask an adult to help you.

- Make sure the straw doesn't touch the eraser. The straw needs to spin freely in order for your wind vane to work.
- If the straw won't spin when you blow on the paper square or if it falls over, remove the pin and reposition it. Try sticking the pin closer to the center of the straw. If this doesn't help, trim the paper on the side of the arrow that's falling over. For instance, you might make the square smaller.



6. **Use a big piece of soft clay as a quick and easy base.** Roll the piece of clay into a ball. Then, press the point of your pencil into the clay. The clay will act as a weight to keep your wind vane in place.



7. **Write the 4 primary and 4 intermediate directions on a paper plate.** Write North (N) at the top of the plate. Then, go clockwise and write East (E) on the right side, South (S) on the bottom, and West (W) on the left side. If you'd like, add Northeast (NE) halfway between North and East, Southeast (SE) halfway between East and South, Southwest (SW) halfway between South and West, and Northwest (NW) halfway between North and West.
- Use abbreviations to mark the directions so that they're easier to fit on the plate.



8. Push the clay ball into the center of plate to keep it in place. Press the bottom of the clay ball onto the center of the plate. Then, use your fingers to push down the edges of the clay to root it in place. This will keep your wind vane in the center of your plate while you use it to measure the direction of the wind.

- If you like, you can add more clay around the base of the ball to help keep it in place.

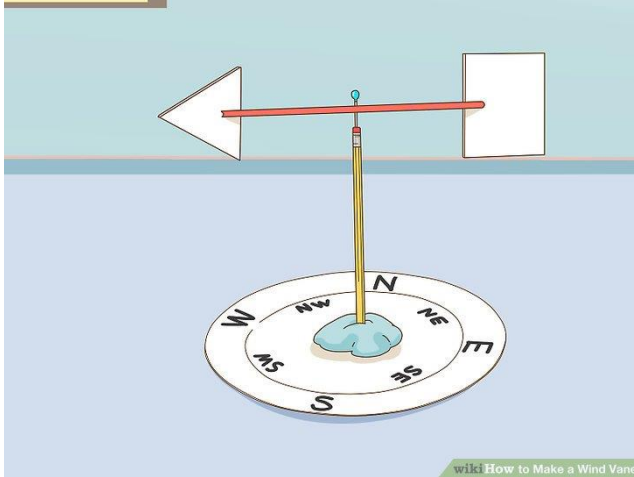
Variation: As another alternative, put the pencil through a foam cup to keep it in place. Turn the cup upside down, then poke the straw through the bottom of it. For added support, fill the cup halfway with rocks or sand, put a lid over it, then use masking tape to secure the lid.



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- 9 Take your wind vane outside to find the direction the wind is blowing.** Use your compass to find the direction of North, then point the North side of your weather vane in the correct direction. Stand away from walls and large objects that could block the wind. Next, watch for your wind vane to start spinning. It will point in the direction the wind is coming from.

Remember, if you move the container, you'll need to use a compass again so you can line the North side of the wind vane in the right direction.



TOPIC: TORNADO -THE DANGEROUS WIND

The importance of this lesson is to help the children understand some other severe weather conditions that cause severe damage to human existence. The children are very familiar to wind. They should also know that there is a more dangerous wind than the one they witness often. Though tornadoes are not common in Nigeria, but there are frequent occurrences in the Western world especially in United States of America.

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LESSON 9: MEANING OF TORNADOES

A tornado is a violent and destructive wind that rotates around on the ground. A tornado can last from a few minutes to a few hours. They are powerful winds which rotate in a funnel shaped cloud around a central point.

Sometimes, you may see a storm kicking up some dust. That is not really a tornado. For it to be a tornado, there has to be that wind rotating around.

Tornadoes are very dangerous and highly destructive. They can destroy everything in their path when they touch the ground. They've been known to literally lift up houses, cars and anything that gets in their way.

The air in a tornado is spinning around and around very fast. Air is invisible, but you can see tornadoes because the spinning air picks up dust, water, and other things from the ground.

PROMPTING QUESTION:

What is a tornado?

RESPONSE:

A tornado s a very heavy wind that rotates around on the ground. When there is a tornado, the wind spins around very fast picking everything on its way.

LESSON 10: MORE FACTS ABOUT TORNADOES

Tornadoes can uproot very big trees, they can pull down a big house, they can turn cars up side down.

Tornadoes are more frequent in the afternoon, but they can happen anytime, even at night. Tornadoes can occur almost anywhere in the world, but the United States is the country with the highest frequency of tornadoes. Over 1,000 tornadoes strike the US every year, and tornadoes have hit all 50 states. The part of the US where tornadoes are most common is called Tornado Alley. Tornado Alley includes parts of Texas, Oklahoma, Kansas, and Nebraska. *The Wizard of Oz* got that one thing right. Dorothy's home was right in Tornado Alley.

PROMPTING QUESTION: Tell me more about tornadoes?

RESPONSE: Tornadoes are very dangerous wind that happen on land
They can uproot very big trees, pull down houses and lift heavy vehicles
Tornadoes happen mostly during summer when the weather is hot
Tornadoes happen a lot in the United States of America.
Every year, there is up to 1,000 tornadoes in the USA.

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LESSON 11: CAUSES OF TORNADOES

Tornadoes happen mostly in a stormy spring or in summer when warm air and cold air bump together and the air basically becomes unstable. They can form out of many types of storms but the most common is called the Supercell where if the winds come from just the right direction with just the right strength, the storm begins to spin and can form a tornado. Tornadoes can spin clockwise and counter-clockwise.

Basically, tornadoes form when warm, humid air collides with cold, dry air. The denser cold air is pushed over the warm air, usually producing thunderstorms. The warm air rises through the colder air, causing an updraft. The updraft will begin to rotate if winds vary sharply in speed or direction.

As the rotating updraft, called a mesocycle, draws in more warm air from the moving thunderstorm, its rotation speed increases. Cool air fed by the jet stream, a strong band of wind in the atmosphere, provides even more energy.

Water droplets from the mesocyclone's moist air form a funnel cloud. The funnel continues to grow and eventually it descends from the cloud. When it touches the ground, it becomes a tornado.

PROMPTING QUESTION: What causes tornadoes?

RESPONSE: Tornadoes happen when hot air and cold air bump together. This makes the air to lose balance and a tornado will occur.

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TOPIC: SAFETY EDUCATION

Safety education is all about imparting the children with specific knowledge, skills and understanding they need in order to stay safe in certain situations. The essence of the topic is to prepare the children on possible risks they might encounter and how to react in such situations to avoid any harm or injury. The topic will help the children to know how to keep themselves and others protected in different situations. The topic will help prepare the children for emergency situations.

LESSON 1: FIRE SAFETY (fire prevention mechanisms)

Some fires are caused by children. And such fires could lead to loss of lives and destruction of properties. Let the children know that certain actions they take can cause fire outbreak and lead to them sustaining severe injury and can even die if they don't get help immediately. So, this lesson will help the children to know some of those actions that can cause fire and how to avoid such actions.

EXPLANATION:

The safest way to deal with fire is to prevent it. Teach them never to play with matches, lighters or any other source of fire. Let the children know that playing with any of those items can spark off fire and they will be the first victims because the fire is very close to them. Also educate the children on the need to stay away from candles, stoves, gas cookers, electric cookers and any other thing that brings out fire.

PROMPTING QUESTION:

How do you prevent fire outbreak?

RESPONSE:

How to prevent fire outbreak:

I should not play with matches and lighter
I should not go near stove, gas cooker, candles and electric cooker
I should not put on the gas or stove if I'm not asked to do so
I should use torchlight in the dark not candles

LESSON 2: FIRE SAFETY RULES

Talking about fire can be scary to children. But let them know that no body wishes to experience fire outbreak, but if they are prepared with the right skills on how to behave in the event of fire outbreak, they will not suffer much harm.

This lesson is geared towards helping the children to know what to do if firebreaks unexpectedly.

Explain to the children that they should know the ways out of every room in their house or classroom. Usually, the two way out of a room is the door and window. The first instinct children get when there is fire outbreak or any disaster is to hide. Explain to the children that they should not hide. Use the phrase, don't hide, go outside.

Let them know that in fire outbreaks, they use their hands, not their eyes.

PROMPTING QUESTION: What do you do when there is fire outbreak?

RESPONSE: When there is fire,
Go out, don't hide in the room
Use your hands to find your way, not your eyes.
When the smoke is much, go low, close your eyes
and crawl out
When your clothe catches fire, stop, drop and roll

LESSON 3: MEANING OF STOP, DROP AND ROLL

EXPLANATION: Stop, drop and roll is a simple fire safety technique that children are supposed to know as a component of safety and health education. This technique involves the three steps a fire victim should take when his or her clothes catches fire to minimize injury.

STOP: when the person's clothes catch fire, the person should not run, rather he or she should stop immediately.

DROP: This Means that when the clothes are on fire, the victim should drop to the ground immediately in a prone position

ROLL: The person should start rolling on the ground over and over, backward and forward. Keep doing that until the fire goes off. This will help to shut off the supply of oxygen and smother the flames.

Let the children know that their clothes can catch fire during fire outbreak, car accidents, when they get too close to a candle or gas cooker. Teach them that whenever such happens, they should apply 'stop, drop and roll technique'.

PROMPTING QUESTION: What is the meaning of 'Stop, drop and Roll'?

RESPONSE: stop, drop and roll means that
Whenever my clothe catches fire,
I should not run. I should fall on the ground and
begin to roll until the fire goes off.

CLASS ACTIVITIES:

Engage the children on different fire drills.

ACTIVITY 1: USING THEIR HANDS NOT THEIR EYES

This can be done as an obstacle course
Blindfold the children and ask them to feel their way to a designated area.
when they get to the designated end point
they should get something.

It could be their lunch or a gift item.

Or even a big hug from an important person in the school

ACTIVITY 2 ON 'GOING LOW AND CRAWLING OUT'

Create a play yard

Use red chalk to create a circle to designate an area of the play yard as the fire

Put on music and ask the children to dance around.

When they hear a signal, maybe a bell or shouting, which signifies fire outbreak

Let the children apply the 'go low and crawl out' technique.

Remember, the circle is the fire AREA with so much smoke, so they will have to crawl out of the area.

TOPIC: NUTRITION

Children are very curious by nature. Sometimes when you give them food or insist they eat certain food, they will want to know why.

So, teaching them about nutrition will help them understand why they are asked to eat certain foods and avoid some types of food.

Remember that food is an element of culture. Try to be culturally conscious while teaching this topic.

Explain to the children that nutrition means giving your body the right foods it needs for it to grow and be healthy.

LESSON 4: MEANING OF NUTRITION

Explain to the children that nutrition means giving your body the right foods it needs for it to grow and be healthy. So, nutrition is how the foods we eat affect the health of the body. Food is very essential. It provides vital nutrients to the body for survival. It helps the body to function very well and stay healthy.

PROMPTING QUESTION:

What is nutrition?

RESPONSE:

Nutrition means giving my body the right food it needs to grow healthy and strong.

LESSON 5: MEANING OF FOOD.

INTRODUCTION: Explain to the children that their bodies are like machines. And for machines to work, they need fuel. So also is our bodies; Our bodies need energy to work. We get energy from the food we eat. If we don't eat food, we won't have energy.

PROMPTING QUESTION:

What is food?

RESPONSE:

Food is any substance we take into our body, to give us energy and make us grow.
If I eat smart, I will grow smart.

LESSON 6: CLASSES OF FOOD

The children should know that the foods we eat belong to different groups and each of these groups plays important role in the body. The children should know all the six classes of food.

PROMPTING QUESTION:

What are the six classes of food?

RESPONSE:

Six classes of food: carbohydrate, protein, vitamins, fat and oil, mineral salt and water.

LESSON 7: EXPLANATION OF SOME CLASSES OF FOOD

This lesson will help the children to know the major function of some classes of food in the body. In this lesson, the focus is on carbohydrate, protein and vitamins. Explain to the children that carbohydrates are foods that give the body energy to carry out its activities; proteins are foods that help to repair our worn out tissues. Proteins help us to grow and look healthy vitamins are those foods that protect the body from diseases and infections.

PROMPTING QUESTION:

Tell me about Carbohydrate, protein and vitamins?

RESPONSE:

Carbohydrates are energy giving food
Proteins are body building food

Vitamins are body protective food

TOPIC: SWIMMING

This topic is designed to acquaint the children with all the necessary information they need to know about water.

The topic will expose them to the meaning of swimming, importance of swimming, drowning as a huge risk and how to stay safe in water.

LESSON 8: SWIMMING AS A SPORT

Swimming is an individual sport or team racing sport that requires the use of one's entire body to move through water.

Swimming means using your arms and legs to move through water.

Apart from being a sporting activity, people can also swim for fun and as a form of exercise.

PROMPTING QUESTION: What is swimming?

RESPONSE: Swimming means using your arms and your legs to move through water.
People swim for exercise,
People swim for fun
People swim as a sporting activity.

LESSON 9: IMPORTANCE OF SWIMMING

Swimming is the only sport that can save a child's life. Swimming is lots of fun for people of all ages and children generally love getting into water and enjoying themselves.

Swimming is fun and helps children to stay healthy and happy. It keeps the heart and lungs healthy and improves strength and flexibility; Increases stamina and posture. This is due to lots of movement involved in swimming.

Swimming is an excellent exercise that helps a child to maintain desired weight and fitness. It is a great way to prevent childhood obesity.

The three main reasons why children should engage in swimming are for: safety, social interaction exercise and health benefits.

Swimming enhances mental development; it helps to stimulate children's senses and also improves their brain and emotional development. This makes a child more intelligent.

Swimming helps children to develop confidence: by swimming, children can overcome the fear of water and this will boost their confidence level in other areas. It also boosts their social skills. Swimming relieves stress.

PROMPTING QUESTION: What are the importances of swimming?

RESPONSE:

Importance of swimming

Swimming keeps my body, heart and lungs healthy

Swimming helps me to maintain good body weight and prevent obesity

Swimming makes me more intelligent, more confident and more flexible

LESSON 10: SAFETY IN WATER (DROWNING)

Swimming is a good exercise that keeps the heart rate up.

Splashing, wading and paddling- these are great way to enjoy water in a hot day. Playing at the beach, at water parks, by a lake, in a pool can be a real treat on a hot day.

Swimming is a lot of fun but drowning is a real danger. Even kids who know how to swim can drown. So, it's important the children know how they can be safe in water.

Drowning is when someone dies as a result of suffocation when water or other liquids fill the lungs. Drowning is a respiratory impairment as a result of being in or under liquid (water) so, drowning occurs when a person struggles to breathe in water.

Fish are able to live and breathe in water but human beings need air to breathe. One can get drown when too much water get into their lungs. When that happens, the lungs can not put oxygen in the blood. Then too little oxygen gets to the brain and the rest of the body.

PROMPTING:

What is drowning?

RESPONSE:

Drowning is when someone dies inside water.

Somebody gets drowned when water entered inside the person's lungs

And the person could not breathe.

LESSON 11: WHERE DROWNING CAN OCCUR

PROMPTING QUESTION:

Where can people get drowned?

RESPONSE:

People can get drowned in a bathtub

People can get drowned in a drum or bucket of water

People can get drowned in a swimming pool
 People can get drowned in rivers, lakes and oceans

LESSON 12: HOW TO AVIOD GETTING DROWNED

Drowning can happen so fast. Sometimes in less than 2 minutes after a person's head goes under water. That leaves little time for someone to help.

Drowning can happen when someone accidentally falls into water-----a drum of water, bathe filled with water, swimming pool, river, even in a bucket of water.

PROMPTING QUESTION: How do you avoid getting drowned?

RESPONSE:

To avoid getting drowned

I should not put my head inside water.

I should not get inside the swimming pool alone

I should not enter any water if I cannot swim

I should not try to get something from inside a drum filled with water,

I may fall inside and get drowned

I should not play inside the bathtub.

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MATHEMATICS/ NUMERACY

TOPIC: ADDITION

The knowledge of addition helps children to master the relationships between numbers and also learn how quantities relate to one another. In teaching addition, you don't allow the children to memorise. Focus on using physical objects to help them understand and master the basics of addition.

Addition is the first mathematics operation they are introduced in early years. You start with single digit, using real life objects to aid their understanding, Introduce word problems on addition and then move to double digits.

LESSON 1: ADDITION OF SINGLE DIGITS

If you want them to solve 5 plus 5, you can simply say: five oranges plus five oranges? The simplest thing is for them to draw five oranges on one side of a book, then draw another five oranges representing the second, and count all of them together, and write the numbers.

When they have understood it that way, you can then write $5 + 5$ (which means five oranges plus five oranges) and ask them to solve. Engage the children in several class exercises as well as home works.

LESSON 2: KEY WORDS THAT MEAN ADDITION

Key words for addition are those words or phrases that represent addition. When ever the children hear or see such words, they should know it means addition. The understanding of such words is what will lead to their understanding of word problems in addition. The keywords in addition are: Sum, combine, altogether, how many in all, total.

PROMPTING QUESTION: what are the words that mean the same thing as addition?

RESPONSE: Words that mean the same thing as addition are: plus, sum, altogether, how many in all, total. Whenever I see these words, it means I should add.

LESSON 3: SIMPLE WORD PROBLEMS ON ADDITION

Word problem is any mathematical exercise in which the significant information is presented as text instead of in mathematical form.

Therefore, Word problems in addition are any situation where there is a gain or increase of something as a result of one or more numbers. The information is presented in text form. Explain to the children that in word problems, they add up all the parts to arrive at the answer.

Examples of word problems:

Your mummy bought **two** apples yesterday and put them the refrigerator.

Your daddy bought another **THREE** apples today and put them in the refrigerator.

How many apples are in your refrigerator all together?

In solving this problem, inform the children that all together means plus.

Then they should find out the two numbers to add.

Allow them to find out the numbers to add

EXAMPLE 2:

Grace brought 5 pencils to school

The teacher gave her 4 pencils again

What is the total number of pencil that Grace has?

The key word is 'total'

EXAMPLE 3:

What is the sum of 7 and 2?

The key word is 'sum'.

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LESSON 4: THE CONCEPT OF SUBTRACTION

EXPLANATION:

Subtraction simply means reducing something or removing something from something else.

You have to explain to the children that subtraction means to take away from a group or a number of things. When we subtract, the number of things in the group reduce or become less.

Let them know that subtraction is the opposite of addition. Addition combines or merges things but subtraction reduces or removes.

Every addition problem can be re-written as a subtraction problem.

It will be very helpful to introduce the concept of subtraction in a variety of formats. You try different techniques to see what works for your children.

Eight little blue bird sitting on a tree.

Five flew away and then there were three

$8 - 3$.

Give the children examples of subtraction problems and explain to them how to subtract.

LESSON 5: SUBTRACTION WORD PROBLEM

There are 8 oranges on the table, Michael ate 3 oranges. How many oranges are left?

You can explain the problem with a drawing.

Draw 8 oranges on the board or sheet of paper

Ask the children to count the oranges-----you may label each orange with a number.

As you explain that Michael ate 3 oranges

cross out or erase 3 of the oranges.

Ask the children how many oranges are left?

EXPLAIN WITH OBJECTS:

Place 8 oranges on the table and ask the children to count the oranges.

Remove 3 oranges from the table indicating the 3 Michael ate

Ask the children to count the number of oranges left on the table.

EXAMPLE 2: $7 - 4$ (seven minus four)

There were 7 stones in a bag

Sarah took 4 of the stones,

How many stones are left in the bag?

NUMBER SENTENCE:

You can represent this problem with a number sentence. You help the children in translating a word problem into a number sentence.

Using the first example----- $8 - 3$

Ask them how many oranges are on the table -----8 (you write 8 on the board

How many oranges did Michael eat? 3 (you write 3 on the same line where you wrote 8)

Is this an addition problem or a subtraction problem-----subtraction problem (you write subtraction sign in-between

$8 - 3$

What is the solution to $8 - 3 = 5$

LESSON 6: CONCEPT OF FACT FAMILIES

A fact family is a set of facts, or mathematical problems, that use the same numbers. They are always three numbers in each fact family. The three numbers can be added or subtracted in different ways. For example, 10, 3, and 7 form a fact family.

You can use these numbers to create two addition number sentences and two subtraction number sentences.

$$10 - 3 = 7$$

$$10 - 7 = 3$$

$$7 + 3 = 10$$

$$3 + 7 = 10$$

Fact families are used to reinforce or learn the connection between addition and subtraction. It also helps children to memorise some basic addition and subtraction facts.

SUBTRACTION WORD PROBLEM WITH THE FACT FAMILY

I have 10 candies

I eat 3 of the candies

How many candies do I have left?

Ask the children to write out the mathematical representation of the problem

That is $10 - 3 = ?$

Now, they should determine the third member of the family? Which is the answer to the problem.
That is $10 - 3 = 7$

MORE EXAMPLES ON FACT FAMILIES

You can write several fact families and ask the children to get 2 addition problems from them and 2 subtraction problems.

Example:

10, 3 AND 13

Addition problems

$$10 + 3 = \text{-----}$$

$$3 + 10 = \text{-----}$$

Subtraction problems:

$$13 - 10 = \text{-----}$$

$$13 - 3 = \text{-----}$$

More fact families :

9, 4 and 13,

5, 7 and 12

LESSON 7: INTRODUCTION OF FRACTION AS PART OF A WHOLE

EXPLANATION:

You start by helping them to develop fraction number sense. You create opportunities for them to play with fraction manipulatives, taking part in fraction games and listening to the vocabulary of fractions.

Explain to them that fraction means part of a whole.

Let them understand how to write fractions and what each of them means.

$\frac{1}{2}$ means =====half

$\frac{1}{3}$ means one third of a whole

$\frac{1}{4}$ means one fourth of a whole

Illustration of $\frac{1}{2}$ (You must make them understand that $\frac{1}{2}$ means half. Which means the item or object has to be divided into two equal parts)

Draw an orange on the board/ display a real orange or any fruit around
Tell the children that you want to give half of the orange to a child in the class
Use your marker to put a line at the centre of the orange

Or cut the orange into two

Explain to the children that each of it is half and when you join the two halves, it makes a whole (that is one orange)

Another example to illustrate $\frac{1}{2}$

Draw a square or any shape on the board

Divide the shade into two equal parts. Shade half of it and leave the other half un-shaded.

Explain to the children that shading one part means $\frac{1}{2}$

Give class works to the children to test their understanding of $\frac{1}{2}$

Class works/ home work

Shade $\frac{1}{2}$ of a circle

Shade $\frac{1}{2}$ of a triangle

Give half ($\frac{1}{2}$)of your paper (give them piece of papers) to a child in the class

LESSON 8: MORE ON FRACTIONS

Illustration of $\frac{1}{3}$ -----

Always make sure they pronounce what the fraction means.

In this case, $\frac{1}{3}$ Means one third.

Explain to them that $\frac{1}{3}$ means you should divide the item into 3 equal parts and give out one part of it away.

Or, that, $\frac{1}{3}$ means you divide your shape into three equal parts and shade one part of it.

ILLUSTRATION OF $\frac{1}{3}$

Show an apple to your children

Or draw a shape on the board

Divide your apple into three equal parts

Shade one part of the shape

Or give away one part of the apple.

Do several exercises on $\frac{1}{3}$ using both physical objects and drawings.

ILLUSTRATION OF $\frac{2}{4}$, $\frac{2}{3}$

Explain to the children that the number down, shows how many equal parts or places you will share the object into.

And the number up shows how many parts to give away out of the total number shared. Or how many parts to shade if you are using shades.

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(At this stage, introducing numerator and denominator may not be necessary considering their age. As they move up in class, they will come to understand that the number up is called numerator and that the number down is called denominator.)

$\frac{2}{4}$

Get an apple

Divide the apple into four equal parts (4 is the number down)

Give out two parts of the apple (2 is the number up)

OR

Draw a square on the board

Divide the square into four parts. That will give you four boxes inside the square

Shade 2 boxes indicating $\frac{2}{4}$

Do several exercises changing the numbers up and down to make sure the children understand the concept of fraction very well.

TOPIC: EXPLORING PATTERNS (COMPLEX PATTERN)

Refer to nursery 1 Unique curriculum for detail explanation on pattern. The simple pattern are extensively treated in there.

This class will be dealing on complex pattern.

Patterning is a basic mathematical skill upon which many mathematical concepts are based. For example, time tables, addition and skip counting are some of the maths concepts that require skill in patterning so as to understand the concepts better.

Remember a sequence becomes a pattern if it is repeated twice.

Simple and easy patterns are those ones that have only two variables. Example: red, blue; red blue; red blue.

LESSON 9: COMPLEX PATTERN

Patterns are repeated design or reoccurring sequence. It is a set of numbers, shapes or any objects arranged according to a rule.

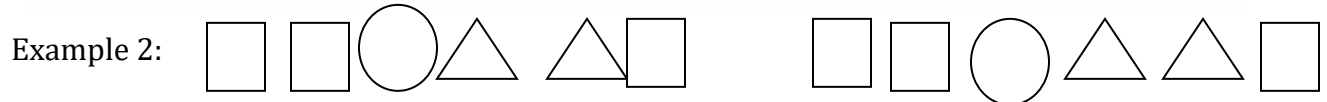
For the children to understand the pattern sequence, they have to study the first set of items and master the order in which they are arranged.

Examples of complex pattern

AABBDE, AABBDE, AABBDE

After writing these three sets, you can ask the children to continue with the pattern.

They have to understand that -----two A's come first, followed by two B's, and one D and E.



In the above example, the pattern is two squares, followed by one circle, two triangles and another square.

After doing like two sets of the same patter, you can then ask the children to continue with the pattern.

You can also write out the pattern and skip a particular item or figure or shape and ask the children to say what item should feel the missing space going by the sequence of the pattern.

Engage the children in several exercises.

TOPIC: SKIP COUNTING

EXPLANATION:

Skip counting is a way of counting in which you add the same number over and over. It simply means jumping some numbers on the order to count another number.

If for example you want the children to skip count in 3. It means when they count 1, they count 3, count 6, count 9, count 11, etc.

skip counting is very important in the development of fluency in calculation, number sense, multiplication and division.

Skip counting lays a mathematical foundation for developing the children's ability on other mathematical skill.

It is therefore very necessary for the children to learn this skill in their early numeracy class for quick positive and effective future mathematical experience.

PRACTICAL WAYS TO TEACH SKIP COUNTING

You can adopt practical ways in teaching skip counting.

LESSON 10: SKIP COUNTING BY 5

You ask the children to use their fingers to master skip counting by 5. There are five fingers on each hand. When they count the first five, they silently count all the fingers on their hand, starting from 6, that will give them 10, so after 5 is 10. They count the fingers again, starting from 11, and that will give them 15----

LESSON 11: SKIP COUNTING BY 10

They can memorise certain skip counting for further mathematical concepts. Example 10, 20, 30, 40, 50, 60, 70 etc.

LESSON 12: MORE PRACTICALS ON SKIP COUNTING OF DIFFERENT NUMBERS

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LESSON 1: REVISION PRACTICE ON PRONOUN

The last topic treated in the first term scheme of work is Pronouns. Start the term by refreshing the children's minds on what was learnt last term on pronoun. Ask them the meaning of pronoun and how to use pronouns. When that is achieved, you continue with the next topic on pronouns. Refer to the first term scheme for guide.

LESSON 2: CHANGING NOUNS TO PRONOUNS

This lesson is a practical exercise to test the children's understanding of the function of pronouns in a sentence. You will have to engage the children on different class activities to enhance their understanding.

Write out some pronouns on a colour paper and stick on one side of the board.

Write a sentence on the board with a noun and ask the children to choose the right pronoun from the colour paper that can replace the noun in the sentence.

Carefully read each sentence to the children. Underline the nouns you want them to change and read it loud to them. Ask them to choose the right pronoun to replace it. When they do that, they should say the sentence using the pronouns chosen.

Example:

John is not in school.

(let a child choose the right pronoun to replace with 'John'.

He is not in school.

The cup has fallen

It has fallen.

Do several examples with the children and then give them home work.

LESSON 3: VERBS

This is another grammar lesson that is aimed at enhancing the children's understanding of the different parts of speech.

Explain to the children that verbs are action words. When they see or hear a word that means an action, such a word is a verb.

Explain to them that whenever they hear the word 'verb' it means an action has to be performed. Let them also know that every sentence must have a verb for it to be complete.

PROMPTING QUESTION: What is a verb?

RESPONSE: A verb is an action word or a doing word.

Every sentence must have a verb.

LESSON 4: SPOT THE ACTION WORDS

Write some sentences on the board. Read them to the children and stress the verbs. Do this several times stressing the verbs.

FUN ACTIVITIES ON VERBS:

This activity will make the children to be active while spotting verbs in a sentence.

Write another set of sentences on the board.

Instruct the children to perform any action they hear while you read each sentence.

Sentence 1: Peter clapped his hands (let the children clap immediately they hear clapped)

Ask them, so what is the verb or action word in that sentence?

Sentence 2: the girl jumps over the fence (they should jump)

Ask them again to spot the verb in the sentence.

By the time you engage them in such exercise several time, they will begin to equate actions with verbs.

TAKE HOME PRACTICAL QUESTION:

You will mention 10 verbs in class tomorrow. The verbs must be the things you did at home all through the day.

LESSON 5: SINGULAR AND PLURAL NOUNS

EXPLANATION: Nouns can take several forms. Two of such forms are singular and plural. A singular noun names only one person, place, thing or idea. A plural noun names two or more people, places, things or ideas.

PROMPTING QUESTION: What is singular and plural noun?

RESPONSE: Singular is when something is only one.
Plural is when something is two or more.

LESSON 6: HOW TO FORM PLURALS

There are several ways of making a singular noun to become a plural noun. The easiest way of doing that is by adding 's' but not all plural nouns are formed that way.

At this class, there is no point mentioning regular and irregular nouns to the children. We will go straight to discussing easy strategies in changing the singular nouns to plural nouns.

Note, the lesson is changing singular noun to plural noun not singular words to plural words.

The reason is this-----singular verbs and plural verbs are the opposite of singular noun and plural noun. For instance, boy is singular, the plural is boys.

But in verb, run is plural the singular is runs.

The boys **run** to school everyday

The boy **runs** to school everyday.

Though, subject verb agreement can not be taught in this class, it is important you don't introduce wrong grammar to the children which may conflict with their future learning.

RULE ONE: Add 's' at the end of the word.

Explain to the children that they form plural of a word by adding 's' to the word. Give them several examples.

The children will learn many rules on forming plurals, the rules will be broken down into different lessons to avoid confusion. Each rule in a lesson.

PROMPTING QUESTION:

How do we form plural?

RESPONSE:

We form plural by adding 's' at the end of the word.

Examples: singular

plural

Cat

cats

Bag

bags

Book

books

Table

tables

Pencil

pencils

Mother

mothers

LESSON 7: FORMING PLURALS BY ADDING 'ES'

Singular nouns ending with s, ss, ch, sh, x, or, z get their plurals by adding "es".

PRMPTING QUESTION:

When do we add 'es' to form plurals.

RESPONSE:

When a word ends with "s, ss, ch, x or sh," we form the plural by adding 'es'

Examples:

Mass	masses
Bush	bushes
Brush	brushes
Fox	foxes
Dish	dishes
Beach	beaches

LESSON 8: MORE PRACTICE ON LESSON 7

Introduce sentences to further test their understanding.

Make sentences that will require the children to fill in missing gaps with either singular or plurals.

Example:

There are two -----in our house. (a. brush, brushes)

There are many -----in Lagos (beach, beaches)

I saw one -----on my way to school (fox, foxes)

LESSON 9: WORDS ENDING WITH 'Y'.

PROMPTING QUESTION:

How do we form plural of words that end with 'y'?

RESPONSE:

We form the plural of words that end with

y

by changing the 'y' to 'ies'

Examples:

Mummy mummies

Nanny nannies

Baby babies

Puppy puppies

Kitty kitties

Fly flies

Lady

ladies

LESSON 10: MORE PRACTICE ON LESSON 9

Test their understanding by making sentences as done in the previous lesson.

My mother has five----- (baby, babies)

There is only one -----in the basket (puppy, puppies)

Give them several examples and class work to enhance their understanding,

LESSON 11: WORDS THAT END WITH 'F' OR 'FE'.

PROMPTING QUESTION:

What do we do to words that end with f or fe?

RESPONSE:

When a word ends with f or fe
we change the f or fe to ves.

EXAMPLES:

Wife	wives
Knife	knives
Leaf	leaves
Calf	calves
Life	Lives
Thief	thieves

Shelf	shelves
Yourself	yourselves
Loaf	loaves
Half	halves

LESSON 12: MORE PRACTICE ON LESSON 11.

Note: There are some exceptions to these rules. Also, there are nouns whose singular and plural are the same. But, it is not safe to introduce such words to the children at this stage. In giving your examples, avoid such words that are exceptions to the rule explained.

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INFORMATION, COMMUNICATION & TECHNOLOGY
(I.C.T.)**

LESSON 1: COMPUTER ABBREVIATIONS

Computer abbreviations are certain short forms of writing computer related terms which the children will frequently encounter in their daily lives. The lessons that follow have some of the abbreviations. It is therefore pertinent to expose the children to some of the abbreviations and their meanings.

Ask the children their initials in their names. Initials are similar to abbreviations. Then explain to the children that abbreviations are shorter way to say something.

PROMPTING QUESTION: Meaning of Computer abbreviations

RESPONSE: Meaning of computer abbreviations

ICT means Information, Communication Technology.

GSM means Global system for mobile communication

S.M.S means short message services.

DM means direct messages

LESSON 2: MEANING OF COMMUNICATION

EXPLANATION: Communication is the act of giving, receiving and sharing information. This implies that reading, writing, listening to music are all acts of communication.

PROMPTING QUESTION: What is communication?

RESPONSE: Communication is when we send information to people, receive information from people or share information with people.

LESSON 3: MEANS OF COMMUNICATION

Means of communication are ways through which people send, receive or share information. It is the methods we apply in passing information from one person to another. Some means of information are faster than others.

PROMPTING QUESTION: What do you know about means of communication?

RESPONSE: Means of communication are the ways we can send information and receive information. ICT brought new ways of sending information in the world.

LESSON 4: TRADITIONAL MEANS OF COMMUNICATION

EXPLANATION: Explain to the children that in the olden days, people communicated through various means such as writing on stones, wood, metals. People also sent information through smoke and fires and town crying. Town crier is a way in which a person, usually a man, used a local instrument like the gong to pass information to an entire village or community. The town crier will beat the gong to arouse attention, and then used his mouth to shout out the information. He walked round the whole village or community sharing the same information.

This lesson is to help the children to appreciate the drastic change ICT brought into the world in the area of communication.

PROMPTING QUESTION : What were the olden ways of communication?

RESPONSE: In the olden days, people used fire and smoke to communicate.

In the olden days, people shared information by writing on stones, trees and metals

In the olden days, people received information through the town crier. (*You must explain the meaning of town crier to them*)

LESSON 5: MODERN MEANS OF COMMUNICATION

When the children have fully understood the old ways in which people sent and received information, you now introduce the present means of communication to them. Tell them that, in today's world, with the advent of computer and computer related devices, there are several new ways people share information. These new ways of sharing information are faster, cheaper, more reliable, more secured and more convenient than the old means of communication. Because of ICT, you can send information to someone in very far place and the person will get it immediately.

Some modern means of communication are: mobile phones, letters, email, S.M.S, Radio. Television, Email, Newspapers/magazines, Posts, Chats etc.

PROMPTING QUESTION: Mention the modern means through which people send and receive information?

RESPONSE: modern means through which people send and receive information are:

Through GSM Phones

Through email

Through S.M.S

Through chats

Through television

Through radio

Through newspapers and magazines

Through the internet

LESSON 6: MEANING OF VOICE CALL

The essence of this topic is to let the children understand the difference between a voice call and a video call. They should know that there are types of call in which the two persons involved in the communication see each other alone while there is another type of call in which the two people see and hear each other.

Voice call is a form of communication between two people who are in different locations. You cannot see yourselves. You can only hear yourselves.

PROMPTING QUESTION: What is voice call?

RESPONSE: Voice call is when two people who are in different places speak to each other in the phone. You can hear the person but you cannot see the person.

LESSON 7: MEANING OF VIDEO CALL

This is a communication mechanism which uses video to transmit live pictures of the person initiating the call. Video calls can be made using computers that have webcam or other electronic devices, with video capable camera.

In video call, the caller and the receiver can see and hear each other.

PROMPTING QUESTION: What do you know about video call?

RESPONSE: Video call is when two people who are in different locations are talking to each other and seeing each other in the phone or computer.

LESSON 8: DIFFERENCE BETWEEN VOICE CALL AND VIDEO CALL

The two types of calls require a phone or computer. They also need a speaker or headphone to hear each other. But there are certain features that differentiate one from another.

For a video call to take place, the person making the call and the receiver of the call must have good internet connection. The phone or computer must have a camera which must be turned on for the call to take place.

Video call lets you see and hear the person you are talking to on your phone and the person sees and hear you too. But voice call does not allow you to see the person.

In all, Video call requires camera, good internet connection, speakers and a bright or well lit room.

To make voice call, you need credit in your phone but you can make video call without credit in your phone.

Voice call is cheaper than video call.

PROMPTING: Differences between Video call and voice call

RESPONSE: To do video call, you need internet connection
But voice call, you need credit in your phone

To do video call, you need camera and speakers in your phone

But voice call, you need only speakers

To do video call, you need a bright place with light

But voice call, you can stay anywhere even in darkness

Video call is expensive but voice call is cheap

CLASS ACTIVITY:

The children are familiar with voice call but there are some who may not be familiar with video call

You can have a practical demonstration of the two

You do a voice call to a particular parent in the class, allow the children to talk to the parent

After that, do a video call to another parent, allow the children to see the parent. You can actually do a whatsapp video call if other facilities for video call are not available.

When you finish the two calls, ask the children to tell you the difference between the two calls.

LESSON 9: MORE N COMPUTER ABBREVIATIONS

PROMPTING QUESTION: Tell me the full meaning of CD, WWW and DVD

RESPONSE In computer, C.D means compact disk

WWW means World Wide Web

DVD means Digital versatile disk

LESSON 10: MORE ON ABBREVIATIONS

PROMPTING QUESTION: What is the full meaning of MB, GB, and UPS?

RESPONSE: MB means Megabyte

GB means Gigabyte

U.P.S means uninterrupted power supply

ANIMAL AND SOIL SCIENCE

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LESSON 1: FUN FACTS ABOUT SHEEP

This lesson is a continuation of the lessons on farm animals. The children already know that sheep are farm animals and they provide us with wool and meat. But there are also some interesting facts about sheep which the children should know. Note that a group of sheep is called a herd or flock. Sheep have 300 degree vision, so they can see their back without turning their head.

PROMPTING QUESTION: What do you know about sheep?

RESPONSE: Things I know about sheep:

Young sheep are called lambs

Sheep can see their back without turning their head

Adult male sheep are called rams

Adult female sheep are called ewes

Sheep are herbivores animals- they eat only grass

LESSON 2: MEANING OF SOIL

EXPLANATION: Soil is the loose upper layer of the earth's surface where plants grow. Soil is made up of organic materials like decayed plants and animals and broken bits of rock and minerals.

Soil is needed for plants to grow. It is soil that holds plants into the ground. There are several other things that live in the soil like insects and bacteria.

PROMPTING QUESTION: What is soil?

RESPONSE: Soil is the top part of the earth where plants grow.

Soil keeps plants into the ground

Soil is the home of many little organisms like earthworm and insects.

LESSON 3: TYPES OF SOIL AND THEIR CHARACTERISTICS

Teach the kids the different types of soil. Get samples of the different soil and allow the children to feel and compare them.

The major three types of soil are: sandy soil, clay soil and loamy soil.

Sandy soil feels rough and does not hold a lot of nutrients; clay soil is smooth when dry but very sticky when wet. It holds a lot of nutrients but does not

allow water and air to drain through. It does not make the best environment for plants to live. But it's fun to play with.

Loamy soil breaks up easily and it is the best soil for plants because it retains moisture and allows for drainage and aeration.

PROMPTING QUESTION: Mention the types of soil you know

RESPONSE: Types of soil I know are

Sandy soil: It is rough in the hand.

clay soil: It is smooth when dry but very sticky when it is wet.

Loamy soil: It is dark brown in colour and easily breaks up.

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LESSON 4: USES OF THE DIFFERENT TYPES OF SOIL

Each of the three types of soil is best used for different purposes. Let the children know that the best soil for farming is loamy soil while sandy soil is best for building because of its gritty texture. It allows water to drain away from a building site and will not shift or move.

Clay soil is the best soil for making pottery and construction products like bricks and floor tiles. Loamy soil is the best soil for agriculture.

PROMPTING QUESTION: what are the uses of soil?

RESPONSE: Uses of soil

Sandy soil is the best soil for building

Clay soil is the best soil for moulding

Loamy soil is the best soil for farming

LESSON 5: ALL ABOUT THE EARTHWORM

Earthworm is an animal that lives in the soil. It does not have legs, it does not have eyes, it does not have ears and it breathes through its skin. Earthworm is the farmer's best friend.

FACTS ABOUT EARTHWORM

Earthworms breathe through their skin

Each earthworm is both male and female producing both egg and sperm

They mate on the surface of the earth pressing their bodies together

They don't have eyes but they can detect light

They don't have ears but their bodies can sense when something moves nearby

They are invertebrate animal which means they do not have back bone.

PROMPTING QUESTION:

Tell me all you know about earthworms?

RESPONSE:

Earthworms do not have legs, they move with tiny stiff hair called bristles.

Earthworms do not have nose, they breathe through their skin.

Earthworms do not have eyes, but they can detect light.

Earthworms do not have ears but their bodies can sense when something moves close to them

Earthworms live in the soil and they are called farmer's best friend.

LESSON 6: EARTHWORM AS FARMER'S BEST FRIEND

EXPLANATION: Earthworms are legless creatures that live in the soil. They are called farmer's best friend because of the multitude of services they provide that improve soil and plant health.

The availability of much earthworm in the soil is an indicator of a healthy soil. This is because these creatures improve soil attributes like structure, water holding capacity and moisture content. They also help to prevent plant diseases.

Earthworms help to aerate the soil-----that is making it easy for air to get to the soil. Earthworms move through the soil, as they move, it causes the soil to open up and allow water to move into the soil better.

Earthworms help to break down organic matter-----organic matter are those parts of plants like leaves, stems, grass, that are left on the surface of the soil.

Worms feed on them, thereby breaking it down which the soil absorbs for nutrients.

Earthworms make small holes in soil which provides oxygen to the roots of plants

Earthworms release some amino acids which help to fight diseases in crops.

Earthworms improve the physical and chemical properties of soil.

Earthworms improve soil porosity by burrowing and mixing soil. They also help to decompose plants residue

PROMPTING QUESTION: Why are earthworms called farmer's best friend?

RESPONSE: Earthworms are called farmer's best friend because:
 They help to fight plant diseases
 They open up the soil for air to get to the root of plants
 They make it easy for water and nutrients to get into the soil
 They help to break down dead plants which make the soil healthy.

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LESSON 7: MEANING OF MANURE

If Farmers and gardeners want their plants to grow, they use manure and fertilizers for optimal result.

Tell the children that manure is the 'poopoo' (excreta) of animals, which farmers pour in their farm to make the soil rich in order to have good harvest.

Manure is an organic matter derived from the solid waste of animals which is used to improve soil quality and increase the yield of healthy crops. Manure is the natural form of fertilizer and is cost effective. Manure is all nature animal droppings. Examples of manure are; chicken, rabbit, cow, horse or goat dung.

Manure provides nitrogen to the soil. It smells and unsanitary but rich in content. Manure is better than fertilizer because it does not cause pollution and it is not harmful to the soil or environment.

PROMPTING QUESTION: What is manure?

RESPONSE: Manure is animal dung (poopoo) which farmers use to make their soil rich so that their crops will grow very well.

LESSON 8: MEANING OF COMPOST

What happens to all the garbage we generate in our homes and schools? Do you know that those wastes we generate at home can be very useful to the soil which then helps us to produce more food?

The left over kitchen scraps, newspapers, and yard trimmings can be of immense benefit to the society.

This lesson will help the children to understand the importance of garbage to farmers.

Composting is the process of controlling how natural wastes are decomposed. When something decomposes, it is broken into smaller parts.

When all the materials we put in our garbage decomposes, we get fertilizer which we use to grow our crops.

Compost is therefore decayed leaves, grass, papers and other garbage materials which are used to improve soil for growing crops.

CLASS ACTIVITY: MAKING COMPOST

MATERIALS

A wide-mouth glass jar for each child

Organic yard debris such as dead leaves, grass clippings and dirt

Old newspaper

Fruit and vegetable peels and scraps from the kitchen

one cup of rain water

A permanent marker

PROCEDURE

Have the kids to toss a handful of soil into their respective jars

After that, let them put in a bit of newspaper, kitchen scraps, dead leaves and grass clippings into the jars. Don't allow each jar to fill to the brim

Add rain water and cap the concoction.-

Add each child's name upon his or her lid and poke holes on the lid for oxygen.

Draw a line on each jar to note the level of the ingredients on the bottle

Place the jars on a sunny windowsill within view.

Every two weeks, mark a line to show how far the contents have risen

In about 6- 12 weeks, the organic matter will turn into a nutrient rich soil which can be used in the garden to grow crop.

There is a high possibility of seeing worms in the jar.

Remember in their lesson on earthworms, they were told that the quantity of worms in a soil shows how rich the soil is. More worms means richer soil.

PROMPTING QUESTION: What is compost?

RESPONSE: Compost is a mixture of leaves, plants, papers and all our kitchen waste which are allowed to

decay (rotten) and added to the soil to make it richer for crops.

LESSON 9: IMPORTANCE OF COMPOST

The children have been taught about recycling. This lesson emphasises more on the importance of recycling.

Composting helps waste to decompose into nutrients which are returned to the soil to support plant growth. It is therefore a great way to convert waste to rich soil.

Composting is a natural biological process of recycling organic materials such as food waste and leaves into dark brown crumbly soil that smells like a forest.

Compost helps to reduce waste and makes the environment healthier.

Compost provides many of the soil nutrients for plants growth.

It enriches the soil, helping retain moisture and suppress plant diseases and

Pests. It reduces the need for chemical fertilizers.

PROMPTING QUESTION: Mention the importance of compost?

RESPONSE: Importance of compost

Compost makes our soil rich

Compost helps our plants to grow well

Compost helps to keep the environment clean

Compost turns our waste to delicious food for crops.

TAKE HOME PRACTICAL ASSIGNMENT

What do you do to your kitchen garbage?

Explain to your mum how the kitchen garbage can become a very delicious food for the soil.

LESSON 10: LESSON: FISH AS AN AQUATIC ANIMAL

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This lesson is meant to distinguish fish from other aquatic animals by bringing out its unique characteristics. This lesson will also expose the kids to the meanings of vertebrate and invertebrate animals and basic facts about fish.

The children have treated aquatic animal in previous class. However, you can refresh their minds by telling them that aquatic animals are those animals that live in water.

PROMPTING QUESTION: What do you know about fish?

RESPONSE: Fish is an aquatic animal because it lives in water.
Fish is a vertebrate animal because it has backbone.

Fish breathe through their gills.

LESSON 11: AQUATIC MAMMALS (WHALES AND DOLPHINS)

EXPLANATION: Dolphins have teeth, but they do not use the teeth to chew. Rather, they use their teeth to catch their food and then swallow the food whole. Dolphins are mammals because they give birth to their young ones alive. They feed their young ones with breast milk. Dolphins are the only animals that give birth with the baby coming out tail first; the calf (baby dolphin) would drown if it comes out with the head like all other animals.

Dolphins have very smooth skin. This is because dolphins can shed their outer skin as often as every two hours and replace them with new skin cells. So because of this ability to regenerate their skins so often, dolphins stay smooth all the time.

Dolphins communicate with each other by clicking, whistling and other sounds.

Dolphins often display a playful attitude which makes them popular in human culture. They can be seen jumping out of the water, riding waves, play fighting and occasionally interacting with humans swimming in the water.

PROMPTING QUESTION: Tell me about dolphins

RESPONSE:

Dolphins are aquatic animals because they live in water.

Dolphins are mammals because they feed their young ones with breast milk.

Dolphins have very smooth skin because they shed off old skin and grow new skin several times in a day.

Dolphins are very intelligent and playful animals.

THIRD TERM COURSE WORKS

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (P.S.E.D)

TOPIC: HEALTHY EMOTIONAL HABITS

The children were taught the importance of expressing their emotions at all time in last term course work. They were also taught the different types of emotions they can have at any given time. The feelings of happiness, bitterness, love, fear etc.

This topic will help the children to know the right action to take when they feel a certain type of emotion.

LESSON 1: POSITIVE WAYS TO EXPRESS EMOTIONS

Remember, asking children to suppress their feelings is not good as it leads to lack of self confidence and feeling of worthlessness. Some people often say to a crying child “Be quiet and dry up your tears, it’s not a big deal”. That’s very wrong. Denying a child the chance to express themselves sends them a very negative message that their feelings are not worthy. The child will translate this to mean that *he or she* is not worthy and this results in a whole new set of problems.

As teachers, we should teach the children that it is good to express their feelings. But we should also teach them the best ways to express such feelings

Explain to the children that insulting a friend or class mate when they damage their property is not the best way to express the feeling of anger.

Do not insult a friend or classmate who spoil your thing rather say, I feel angry that you broke my toy, my pencil, etc.

This lesson will focus more on the feeling of anger, sadness or bitterness

PROMPTING QUESTION: what are the ways you can express your feelings?

RESPONSE: Ways to express my feelings

I can express my feelings by speaking to someone about how I feel

I can express my feelings by walking away

I can express my feelings by asking for help

I can express my feelings by reading a story book

Shouting, throwing things, abusing or hitting someone are not good ways to express my feelings.

LESSON 2: POSITIVE SELF IMAGE

Positive self image is all about boosting the Self-esteem and self confidence of the children. Children who have self esteem and confidence often have the courage to try new things and make new friends.

Self esteem is the feeling of good about oneself. It means loving yourself the way you are. Trusting in your abilities, believing in your skills and appreciating whom you are.

With high self-esteem, the children will believe in themselves and it helps them to accept mistakes when things go wrong and gives them the boost to try again, and possibly have the motivation to find a better way to do the same thing.

Self esteem and self confidence gives children the foundation for a successful adult life.

As a teacher, you have great role to play in nurturing the self esteem of the children. Good self esteem and confidence level help a child to perform better in class works. It gives them the push to always try new things no matter how challenging it may be.

You can nurture the self esteem of the children by making sure every child in the class participates in class activities

Do not allow other children to laugh at any child for not doing something right

Show equal love to every child irrespective of their abilities and strengths

Encourage every child in your class to try new things, finding things they're good at and being praised for things that are important to them.

This lesson is more practical. But, positive affirmation will also help the children build a positive self image.

PROMPTING QUESTION: Do you believe in yourself?

RESPONSE: Yes I believe in my self

I am wonderful and beautiful

I have super amazing skills to do great things

I am talented

I am very bold

I can do anything I set my mind on

I may make mistakes but I will get it right the next time I try

LESSON 3: BODY GRATITUDE- THE BEAUTY OF MY BODY

This topic is to help the kids appreciate their unique physical qualities.

We should teach these kids to talk about their bodies as an expression of gratitude. They should love everything about their body. They should never feel anything is wrong with their body no matter how it is. Even a child with any physical deformity should be made to love his or her body regardless of their challenges. Body shaming is one of the major causes of depression. The earlier the children are made to love their body, the faster they build self confidence and self esteem.

Remind the kids that they are unique and special. There is no one else like them in the world. They are unmatched, distinctive and extraordinary.

Children who have a healthy body image feel good about their bodies. They are happy with how they look, how their body moves and grows and what their body can do

Body image is part of a child's self image. Having a good body image helps kid feel confident and adds to their self esteem.

PROMPTING QUESTION:

How do you feel about your body?

RESPONSE:

I feel so good about my body

Everything in my body is so beautiful and wonderful

My face is amazing

My legs are great

My hands are excellent

God loves me so much

for giving me the best body in the world.

I love my body just the way it is

LESSON 4: CHARITY AS AN ESSENTIAL LIFE SKILL

EXPLANATION: Charity is simply an act of kindness. It means helping people in need. It involves giving money, food or other kinds of help to people who are poor, needy or sick.

Charity in totality means love for humanity, showing kindness and accepting people the way they are.

Teaching children about giving and helping others gives *them* a feeling of empowerment in an uncertain world where unexpected and sometimes frightening events happen every day.

Children have to realize that there are people who do not have food to eat; they are other children who do not have clothes to wear; they are sick children whose parents do not have money to take them to hospital.

You will use this lesson to encourage the act of giving among the children as well as build the spirit of gratitude in their minds. Realizing that some children can not go to school because their parents are poor will help the children to appreciate their parents and value all they do for them.

PROMPTING QUESTION: What is charity?

RESPONSE: Charity means helping the poor, the sick and the needy.

It also means being kind to people, being nice to people and giving assistance to people who need help.

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LESSON 5: ACTS OF CHARITY

This lesson focuses on ways children can demonstrate charitable acts. You can help build a foundation of charitable giving for the children and show them that their actions, no matter how small, can make a real difference. They must not give money, clothes or food before they show charity. They are seemingly insignificant things the children can do to help another person. For instance, smiling at a sick child or poorly looking child; holding doors open for people who need help like a physically challenged person; or helping their class mates to arrange things and tidy their desk are all charitable acts the children can engage in. Most children already do these things, but they will be pleased to learn that they're helping out

PROMPTING QUESTION: How do you show charity to people?

RESPONSE: I can show charity to people

By smiling at sick and poor people in the street

By holding the door for people who need help

By assisting my sick class mate to arrange their lunch box and school bag

By cleaning the room when messed up by other children

By giving my seat to a sick child to use

PRACTICAL HOME WORKS ON CHARITY:

Ask every child to set one goal on charity

Let the child choose one way he or she will render assistance to people

Let the explain how he or intends to go about it

It could be in their neighbourhood

It could be in school

Allow the children to decide by themselves.

Some children may have big ideas which might need either the school or their parent's assistance for actualisation.

TOPIC: SOCIAL SKILLS-RAISING SOCIALLY INTELLIGENT CHILDREN

Social skills are ways of dealing with others that create healthy and positive interactions. They are skills we use everyday to interact and communicate with others. A person has strong social skills if they know how to behave in social situations and understand both written and implied rules.

Social skills are one of the most important skills children need to develop at young age. This is because, they often serve as predictors of future success. They are important aspect of life.

Developing social skills in children prepares them for a life time of healthier interactions in all aspects of life.

Peer rejection, poor academic performance, social isolation, depression, bullying and anxiety may be signs of poor social skills. When these issues are addressed, it helps a child to feel better.

The essence of this topic is to help the children to develop their social skills. In teaching this topic, the teacher has to focus on desirable behavior. That is, the behaviors you want to see in the children not the ones they should not do.

LESSON 6: FEEL FREE AND TALK

Verbal or non verbal, children should learn to express, interact and respond to social stimulus.

Let the children know that they are free to talk, ask questions, and communicate their needs, desires, beliefs and ideas.

The main goal of this lesson is to raise children who converse courteously, who listen to what others say, and who are able to clearly express their own thoughts, ideas and opinions.

There are basic skills children should know while communicating. These are :

Making eye contact; taking turns and never interrupt; speaking clearly and listening very well.

Teach the children that it is right to pause, think and ask question when having a conversation with people or somebody. Doing this will help them to begin to see other people's view point and slow them down a bit to listen more effectively.

PROMPTING QUESTION: Is it good to talk?

RESPONSE: Yes, it is good for me to talk at the right time

It is good to say what is in my mind.

I should always ask questions when I feel like

Talking makes me smart, talking gives me confidence

I should never be afraid to talk.

Talking at the right time is very good

LESSON 7: GOOD COMMUNICATION SKILLS

This focuses on the basic skills children should develop while talking. Teach the children the importance of making eye contact with the person with whom they are speaking. Looking directly at the other person in the conversation shows interest and gives respect. Children need to be taught that looking away is a sign of disinterest and is not good manners.

Let the children understand that they don't need to rush their words while talking. They should speak gently, correctly and audibly.

Explain to the Children that they must not jump into a conversation just because they feel like talking. Teach them the need to have self-control and never interrupt people while talking.

Children also have the tendency to interrupt their parents while they are talking with someone or while they are on phone. Let the children know that such behavior is a bad habit which they must stop. Let them understand the importance of waiting for their turns to talk.

Encourage them to develop good listening skills as a good way to communicate. After they finish talking, they should listen to the other party in the conversation. Listening will sharpen their understanding and concentration skills.

PROMPTING QUESTION: What are the right ways to talk with people?

RESPONSE: The Right ways to talk with people are:

I should always look into people eyes while talking with them

I should always wait for my turn before talking

I should always ask questions when I don't understand

I should always listen very well when someone is talking

I should always speak gently and clearly

I should never rush my words when talking

CLASS ACTIVITY

ON TAKING TURNS USE TALKING STICK:

Use an object to teach the children how to take turns. Use a talking stick, when the child gets the stick, it means it is his or her turn to speak.

ON EYE CONTACT

Use games like staring contest:

Ask a child to talk to a toy

Ensure that the child looks into the toy's eyes

You can also tell the children stories

While doing that, look into the children's eyes

Make sure they are also looking into your eyes

LESSON 8: WHAT MAKES PEOPLE SPECIAL AND UNIQUE

(CULTURE)

EXPLANATION: Ask the children what makes them and their families special; what languages do they speak; what traditions and beliefs do they have; what are their special foods?

Let the children know that **Culture** is a pattern of behavior shared by a society, or group of people. Many different things make up a society's **culture**. These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.

The fact that there are several cultures in the world is what makes the world beautiful.

PROMPTING QUESTION: **What is culture?**

RESPONSE:

Culture is the way people do their things.
The way People greet, the way People dress
The food people eat, the language people speak
are their culture.
Different people have different ways of doing things.

Lesson 9: IMPORTANCE OF CULTURE

Explain to the children that there are a lot of things that make us unique and special. Let them know that everyone is different and that our differences make the world interesting and fun to be in. If everybody is the same, the world will be boring.

Ask the children to imagine what the world would be like if everyone looked the same, spoke the same language and dresses the same and eats the same type of food?

It is our uniqueness that gives spice to life. The importance of culture lies in the fact that it makes every group of people different from others.

Culture helps us to know ourselves better, boosts our self confidence and promotes our dignity. It helps us to be disciplined and it teaches us the true meaning of life.

Teaching **children** about **cultures** helps them to understand the world around them. It helps them to be more open-minded and have compassion and respect for people. It helps them to be more tolerant knowing that everybody has his or her own different ways of doing things

PROMPTING QUESTION: What are the importance of culture?

RESPONSE:

Importance of culture
Culture makes the world a Beautiful place
Culture makes us special
Culture makes me different
Culture helps me to know to identify my people
My culture is good, your culture is good.

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TAKE HOME QUESTION

What makes you special?

My local food is-----

The language I speak is -----

My culture makes me special.

I love my culture

The children are not expected to write down the answers.

They should learn the things that make their people special and unique and say it to the whole class.

TOPIC: RELIGION

Religion plays a significant role in human existence. Our meaning and understanding of life is hinged on the religious belief of each person. Religion is what shapes what we believe about human beings, our relationship with a higher Power/ God and the right way to conduct our lives here on earth.

Based on this significant role of religion in our lives, it is good the children at this age, understand the different faiths of different religions in the country.

This lesson will also help the children to develop religious tolerance and respect the faith of other people.

LESSON 10: MEANING OF RELIGION

The main point the children have to understand is that religion is the belief that there is a very powerful force which controls the universe. What ever the force is, depends on the religious faith of different people. So, let the children understand that religion is actually the belief people have about a power that is super natural.

PROMPTING QUESTION: What is religion?

RESPONSE: Religion is the belief that there is a God who controls the world. This God is very powerful and he is not a human being.

LESSON 11: ONE UNIVERSE, MANY RELIGIONS

The children already know that religion is the belief in a super natural power. This lesson will help the children to understand that there are many religions in the world. Each of these religions has their own ways and means of worship. They also have different names for their super natural forces.

There are over 4, 300 different religions in the world. This lesson will only list the five major religions of the world for the children.

The **five major religions** in the world are Christianity, Islam, Buddhism, Hinduism, and Judaism

PROMPTING QUESTION: Tell me about the religions in the World?

RESPONSE: There are over 4,000 different religions in the world

Every religion has its own belief

The most popular religions in the world are Christianity, Islam, Buddhism, Hinduism, and Judaism

LESSON 12: RELIGIONS IN NIGERIA AND THEIR BELIEFS

Religion is a set of beliefs and practices that explains the relationship between human being and a sacred powerful spiritual being

The three major religions in Nigeria are Christianity, Islam and Traditional religion.

Christianity is based on the life and teachings of Jesus Christ which is contained in their holy book called the Bible.

Islam is based on the teachings of Prophet Mohammed which is contained in their holy book called the Quran.

Traditional religion is based on magic, spirits, rituals and symbols as means of worship. The believers do not have any written book that guides their beliefs. They rely on oral traditions.

PROMPTING QUESTION: What are the three major religions in Nigeria?

RESPONSE: The three major religions in Nigeria are:

Christian religion, Islamic religion and Traditional religion.

Christian religion is based on the life and teachings of Jesus Christ

Islamic religion is based on the teachings of Prophet Mohammed

Traditional religion is based on rituals and symbols as their means of worship

KNOWLEDGE AND UNDERSTANDING THE WORLD

(K.U.W.)

TOPIC: THE SCIENCE OF CLOUD

In the lesson on water cycle, the children briefly learnt about clouds. But it was not so detailed. This lesson will explain in detail to the children the things they need to know about clouds for their age.

LESSON 1: MEANING OF CLOUDS

Have you ever looked at clouds? Clouds are fun to watch and think about. But, what are they, really? We see clouds nearly everyday. They float in the sky above us and block out the Sun. Sometimes clouds are white and puffy. Sometimes they are gray and cover the entire sky. Different kinds of clouds can mean different kinds of weather.

Clouds are water drops in the air. They are very tiny water drops that float in the air. These water drops are ice crystals if it is cold. So, clouds can be white or gray in colour. When the tiny drops of water in the air gather, they form clouds.

PROMPTING QUESTION: What are clouds?

RESPONSE: Clouds are tiny drops of water that float in the sky.
Clouds can be white or gray in colour.

LESSON 2: THE MISSING WATER (FORMATION OF CLOUDS)

Clouds are created when water vapor, which is an invisible gas, turns into liquid water droplets. Let's look at it this way. The water on the ground in rivers, oceans, streams, etc, is drawn into the sky by the heat of the sun. They change to gas and stay in the atmosphere. The water in gas form will mix with different particles in the air like dust, ash or even bacteria. When they mix, they mix with those particles in the air, the water changes again into solid form as water droplets. When many of such water droplets gather together, they form clouds.

Example: You hang up a wet towel and, when you come back, it's dry.

You put water in a bowl and keep in the sun, after some hours, the water is dried up. Where does the missing water go to? It has evaporated into the atmosphere where it stays and form clouds. . That means

some of the liquid water in the towel or bowl changed into an invisible gas called water vapor and drifted away into the atmosphere.

The same thing is constantly happening with oceans, lakes, rivers, swamps, swimming pools – and everywhere water is in contact with air.

The air can only hold a certain amount of water vapor, depending on the temperature and weight of the air – or atmospheric pressure – in a given area. The higher the temperature or atmospheric pressure, the more water vapor the air can hold. When a certain volume of air is holding all the water vapor it can hold, it is said to be “saturated.”

Condensation happens with the help of tiny particles floating around in the air, such as dust, salt crystals from sea spray, bacteria or even ash from volcanoes. Those particles provide surfaces on which water vapor can change into liquid droplets or ice crystals. A large accumulation of such droplets or ice crystals is a cloud.

PROMPTING QUESTION: How do clouds form?

RESPONSE: Clouds form when water on the ground goes back into the sky as vapour or gas

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The gas mixes up with particles like dust in the sky to form drops of water.

When so many drops of water gather together, they form clouds.

LESSON 3: FOG

EXPLANATION:

Fog is a cloud that forms on the ground. It is called a cloud at ground level.

They are basically tiny water drops hovering in the air near the ground level. Fog is like a cloud, but it is near the ground, not high in the sky. Thick fog makes it difficult to see the surrounding landscape. Fog forms from water vapour, which is water in the form of a gas. Water vapour in the air condenses, or turns back into liquid, when the air cools. Fog appears when this liquid gathers around bits of dust

When seen on a high speed camera, (a special camera that takes many frames and can view videos at very low speed) fog looks like hundreds of small water droplets moving through the air.

PROMPTING QUESTION: What is fog?

RESPONSE: Fogs are clouds that form on the ground.

Fogs are tiny drops of water floating in the air near the ground.

When there is fog, it is difficult for people to see well.

TOPIC: SEASONS IN THE YEAR

This lesson will depend on the programme you are running- whether a British curriculum or a mixture of both. But a point to note is that the world is becoming a global village and our children should be trained to be global citizens. So, it will be on point to let them know both the seasons in Nigeria and that of western world.

In year one, they were taught the two seasons in Nigeria and the four seasons in Western world.

Remember that the two seasons in Nigeria are Rainy season which starts in March and Dry season which starts in November. And the four seasons in Western world are----- spring, summer, autumn and winter.

LESSON 4: MEANING OF SEASON

(It is also important for the kids to know that seasons simply means the different weather conditions we experience in a particular place within a one year period.)

PROMPTING QUESTION: What is the meaning of season?

RESPONSE: Seasons are different times of the year when we have different weather.

LESSON 5: SEASONS IN A YEAR

A **season** is a part of a year. Most areas of the Earth have four seasons in a year: spring, summer, autumn (British English) or fall (US English), and winter.

In some areas there are a different number of seasons. For example in places which are tropical and subtropical, there are two seasons: the rainy (or wet season) and the dry season. This is

because the rain changes more than the temperature. Africa and Nigeria inclusive falls under the sub tropical regions that experiences just two seasons in a year.

PROMPTING QUESTION: What are the seasons in Nigeria

RESPONSE: There are two seasons in Nigeria.

The Rainy season, which starts in March
and the dry season which starts in November.

LESSON 6: SEASONS IN WESTERN WORLD

PROMPTING QUESTION: Mention the Seasons in Western countries

RESPONSE: The seasons in Western countries like USA and Britain are summer, winter, autumn and spring.

Summer is the hottest season
winter is the coldest season.

LESSON 7: REASON BEHIND THE SEASONS

EXPLANATION: The earth is always moving. There are two types of movement undertaken by the earth. These are rotation and revolution.

Every year, the Earth goes on a journey around the Sun. As the earth travels around the sun, it is tilted to one side. This means that the earth bends on one side as it moves around the sun.

The tilting of the earth affects the amount of daylight each part of the world will get. This in turn makes the temperature hotter or colder.

If your part of the earth is tilted away from the sun, you will have winter. This means the weather will be cold because you are not getting sunlight.

But if your part of the earth is tilted towards the sun, you will have summer during those periods because you are getting enough sunlight.

So, the reason we have seasons is because the earth is tilting one side as it travels around the sun.

PROMPTING QUESTION: Why do we have different seasons in a year?

RESPONSE: We have different seasons in a year because the earth is tilted to one side as it travels around the sun

The part of the earth that is tilted away from the sun will be winter because it is not getting sunlight

The part of the earth that is tilted towards the sun will be summer because it is getting enough sunlight.

TOPIC: RAINBOW

Refer to pre nursery and nursery 1 curriculum for detailed explanation on Rainbow, simplified definition of rainbow and the seven colours of rainbow.

A rainbow is formed when light is bent- (refraction means the bending of light) while entering a droplet of water . A rainbow is actually round. On the ground, the bottom part is hidden, but in the sky, like from a flying airplane, it can be seen as a circle.

The light that we see each day is sunlight. The sunlight is white in colour. But, the sun light is actually made up of the different colours that we see in the rainbow, but when the light is all travelling in one direction, it looks white.

So, when the sunlight hits on water droplet in the sky as it is travelling, it causes the light to bend. When it bends, all the colours in it will appear and that is the rainbow we see in the cloud.

In essence, rainbows are formed when light shines through water, like the sun shines through the rain. This light is bent and reflected, like reflection in a mirror. This reflection brings out all the amazing colours of the rainbow.

Rainbow can be seen in mist, fog, spray and dew.

If the sun is shining when the rain is falling, or immediately after the rain stops but there is still a lot of moisture in the air, the sun shines on water droplets. Water droplets act as prism. The sunlight bends as it passes through the water in the air. The bending motion causes the rainbow. Rainbows occur often in the morning or early evenings.

Rainbows are imaginary curved line with seven colours that appears in the cloud. This colourful natural phenomenon is only observed when it rains; moreover, it is shaped like an arc, similar to an archer's bow. This is the reason we call it a 'rainbow'.

LESSON 8: FORMATION OF RAINBOW

PROMPTING QUESTION:

How is rainbow formed?

RESPONSE:

Rainbows are formed when sunlight hits drops of water in the sky.

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The sunlight has all the colours of the rainbow

But when all the sun light travels together in one direction, the sun becomes white in colour

As the sun is travelling, if it hits a drop of water in the sky, the light will bend

When the light bends, all its colours will appear in the sky as rainbow.

That is how rainbow is formed.

The bending of light which causes rainbow is called refraction.

LESSON 9: MORE FACTS ABOUT RAINBOW

There is so much the children need to know about the rainbow other than the meaning, colours and how they are formed. These facts are summed up as 'facts about rainbow'.

PROMPTING QUESTION: tell me more about the rainbow

RESPONSE:

1. A rainbow appears immediately after rainfall or during rainfall when the sun is also shining
2. A rainbow is a light
3. A rainbow cannot be touched
4. A rainbow has seven colours
5. A rainbow usually appears in the morning before 9am or evening after 4pm
6. For a rainbow to appear there must be sun and water in the sky at the same time.
7. The scientist who discovered that a rainbow has seven colours is Sir Isaac Newton.

EXPERIMENTS

1. MIRROR IN WATER

Place a small mirror in a glass of water. Place the glass of water so the sun will shine on the mirror. Turn the glass until the rainbow is reflected against the wall. Find the colours of the rainbow.

Experiments 2

- a. Fill a bowl $\frac{3}{4}$ full with water.
- b. Set the bowl on a table.
- c. Shine a flashlight through the bowl
- d. you will see a rainbow appear.

CLASS ACTIVITY

RAINBOW ART -----materials

Wet coloured chalk

white construction paper.

Container of water

Procedure:

1. Soak pieces of coloured chalk for about 5 minutes in a container of water
2. Show the kids how draw with the ends and sides of the chalk
3. Invite them to draw a rainbow arc with each colour on the paper.
4. The order of the rainbow is-----red, orange, yellow, green, blue and violet.
5. After drawing the lines, they can fill in a portion of each section

6. Note that children of this age may tend to draw rainbows in the order they wish. That's okay.

TOPIC: CAMOUFLAGE

Camouflage simply means to disguise. That is, to appear to be what you are not. It is a visual disguise of something. Camouflage is a form of deception. The word camouflage comes from the French word *camoufler*, which means "to disguise."

Animal camouflage is when the natural colour of an animal makes it look like its surroundings. Without it, an animal would be recognised easily. Example, a tiger's stripes in the long grass disguises the tiger to look like the grass. The battledress of a modern soldiers make them to look like leaves in the forest. That is another form of camouflage.

LESSON 10: MEANING OF CAMOUFLAGE ANIMALS

Camouflage animals are those animals that blend with certain aspects of their surroundings or environment so they are not seen by other living things. Animals blend to look like their surround in several ways. But the two common ways animals camouflage are through concealing and disruptive coloration. They often change their colour, shape or movement so as not to be discovered.

which is an adaptation that allows animals to blend in with certain aspects of their environment. Camouflage increases an organism's chance of survival by hiding it from predators.

PROMPTING QUESTION:

What are camouflage animals?

RESPONSE:

Camouflage animals are those animals that can change their colour, shape or movement so as to look like their environment.

CLASS ACTIVITY TO DEMONSTRATE MEANING OF CAMOUFLAGE

- A. Gather the pupils in section of the class
- B. Select an object in the class room that matches one of the pupil's shirt. For instance, if a child is wearing a red shirt, take a red object from the class example, a red block or marker
- C. Call the child in a red shirt forward

- D. Hold the object near the child's shirt and ask the pupils to observe the two closely
- PHASE TWO**
- A. Select another colour of the same object-----that is blue block or marker
- B. Hold the blue object close the same red shirt
- C. Ask the kids to tell you-----which of the objects is harder to see when placed close to the red shirt
- D. They should be able to tell you that the red object was harder to see because it 'hid' against the red shirt.
- E. Use the red object to represent the animal and the red shirt to represent the environment.

LESSON 11: WHY ANIMALS CAMOUFLAGE

Explain to the children that the major reason animals camouflage is to increase their chances of survival. Either to get more food; not to be killed by predators or to be able to reproduce and nurture their young ones.

The reasons are broken down as thus:-

1. Camouflage increases an organism's chance of survival by hiding it from predators, thereby giving the organism higher probability of being able to successfully reproduce and carry on the species
2. Camouflage is also used by some animals, mostly predators, as means of hunting. For such predators, being able to blend in with their environment creates surprise and enhances their chances of obtaining food. Remember that predators are animals that hunt other animals for food.

Explain to them that camouflage is like a game of hide and seek. An animal changes its colour or shape so as hide well and not be found.

PROMPTING QUESTION: Why do animals camouflage?

RESPONSE: Animals use camouflage to stay safe and not to be eaten by other animals.

Animals use camouflage so that they can easily find food to eat.

Animals use camouflage to attract attention.

LESSON 12: EXAMPLES OF ANIMALS THAT CAMOUFLAGE AND HOW THEY CAMOUFLAGE:

Explain some common forms of camouflage among humans and selected animals for better understanding by the pupils

- a. Hunters often disguise as either leaves or other animals so as to have good catch.
- b. Soldiers' uniform is a camouflage. This is to help them ward off attack and capture their enemies.
- c. Some animals camouflage by looking like other animals which are more dangerous than them. Example a -kingsnake is harmless, but it can camouflage to look like coral snake, a very poisonous snake.
- d. Stone flounder is a flat fish which lies at the bottom of the ocean, disguising as sand or gravel so as to catch its prey or avoid being spotted.
- e. Snowshoe hare, also called varying hare or snowshoe rabbit, is a species of hare found in North America. Hares are a bit larger than rabbits. This specie of hare has taller hind legs, longer ears, large furry feet that help them move atop snow in winter. Its fur or skin turns white during winter to match the surrounding snow and during summer, its fur turns brown to match the surrounding foliage.
- f. Praying mantis can change to green or dark brown to look like tree bark or leaf. They can also stay very still so as to appear as a leaf or part of a tree.
- g. Leopards use their colouration and spots as a hunting tool because it enables them to blend in easily with the tall grasses as they stalk their prey
- h. Leaf insects or walking insects change to look like leaves. Example is the stick bug which resembles a twig

PROMPTING: Examples of animals that camouflage

RESPONSE: Examples of animals that camouflage

Praying mantis can change their colour to green and dark brown.

Chameleons change their colour to look like any surrounding they are.

Flat fish can stay at the bottom of the sea to look like sand

Snowshoe hare can change its skin to white during winter to look like snow and reddish brown during summer to look like dirt and rocks.

SAFETY AND HEALTH EDUCATION

LESSON 1: EATING HEALTHY

EXPLANATION:

An important aspect of helping children to eat healthy is making them know the foods that are healthy and those that are not.

The children have to understand the meaning of healthy eating. They need to know that every food they eat affects them. So, if they eat healthy food, it will affect them positively but if they eat unhealthy food, it will affect them negatively. Let the children also understand that it is not all about what they eat, but that the portion also matters.

PROMPTING QUESTION: What are healthy foods?

RESPONSE:

Healthy foods are those foods that have a lot of nutrients that make me healthy, smart and strong.

Fruits and vegetables are healthy foods. I should eat them always.

LESSON 2: UNHEALTHY FOOD:

EXPLANATION: unhealthy foods have things added to it like sugar, fat and preservatives. Preservatives are chemicals put into food to make them last long. Let the children know that though candy and cookies taste good, sugar can do their body more harm than good.

Tell them that too many sweets can make them feel yucky.

The essence is not for them never to eat unhealthy food. The essence is for them to cut down on the consumption of unhealthy food. Maybe twice a week

Some examples of unhealthy foods are:

1. Sugary drinks. They are harmful to the body so, they should be taken in moderation. Instead of sugary drinks, take water
2. Pizzas: commercial pizzas are usually not so healthy as they are produced with unwholesome ingredients.
3. Bottled fruit juice
4. Cakes
5. Ice cream
6. Candies
7. cookies,

PROMPTING QUESTION: What are unhealthy foods?

RESPONSE: Unhealthy foods are those foods that do not have nutrients.
Unhealthy foods have lots of sugar, fat and salt.
Unhealthy foods are not good for me.

LESSON 3: EXAMPLES OF UNHEALTHY FOOD

PROMPTING: Examples of unhealthy food

RESPONSE: Examples of unhealthy Foods:
Sweet, juice, cakes, ice cream, pizza
chocolates are unhealthy food.
I should not eat them all the time.

LESSON 4: BUILDING A HEALTHY ME

Explain to the children that eating healthy food alone will not make them completely healthy. Explain to them that there are other things they need to do to stay healthy. Let them know the importance of good rest and sleep, exercise and water to their body. If they do all of these, they will be very healthy and they will seldom fall sick.

PROMPTING QUESTION: Things you should do to stay very healthy?

RESPONSE: Things I should do to stay very healthy:
I should eat a lot of fruits and vegetables
I should drink a lot of clean water
I should have enough sleep
I should do exercise
I should stay out of danger

LESSON 5: BREAKFAST AS A HEALTHY START TO EACH DAY

Breakfast is the most important meal of the day. After a rejuvenating night rest, the brain and body will need fuel to function. Breakfast gives your body the energy to carry out the day's work. It keeps you energized, productive and active. A healthy breakfast every day helps the brain to function better and faster.

Research has shown that kids who eat breakfast perform better academically than kids who do not.

Use this study to explain to the children the importance of having a healthy breakfast every day.

PRMPTING QUESTION? What is breakfast?

RESPONSE: Breakfast is the food we eat in the morning.
It is good to take my breakfast everyday.
A healthy breakfast makes me active and intelligent.

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LESSON 6: RESCUE OR EMERGENCY VEHICLES

The children have treated first aid and how to respond to emergency situations in last term course work. This lesson will expose the children to certain kind of vehicles that are used by community helpers in emergency situations.

Before discussing emergency vehicles with the children, refresh their minds on the meaning of emergency and different emergency situations that could arise.

There are different types of emergency vehicles that help our communities to stay safe. In order to arrive quickly to where they are needed, most emergency vehicles have the authority to drive faster than the speed limit; they can beat traffic light and can even run on one ways if there is heavy traffic on the right road to follow.

Let the children know that emergency cars and trucks are designed in special ways to look different from normal cars.

PROMPTING QUESTION: What are emergency vehicles?

RESPONSE: Emergency vehicles are those vehicles that assist people to get help quickly when there is an emergency.
Emergency vehicles have loud sirens and flashing lights.

LESSON 7: EXAMPLES OF RESCUE OR EMERGENCY VEHICLES

Rescue vehicles are used by different emergency community workers. The police use the police van or police motorbike to get quickly to crime scene; firemen use the fire truck to respond quickly to the scene of fire outbreak; paramedics use the ambulance to get to an accident scene or to a house to convey injured or sick person or persons to a hospital.

Other rescue vehicles are helicopter, tow truck and rescue boat.

PROMPTING QUESTION: Examples of emergency vehicles

RESPONSE: examples of Emergency vehicles are: Police cars, fire trucks, ambulance, helicopters and rescue boats.

LESSON 8: AMBULLANCE

Ambulances can be scary to some young children especially if they have not been taught their use and functions. Some children may not have seen it and some can recognize ambulance by its siren and flashing lights. But most of them do not know what makes an ambulance a special vehicle. They do not also know about the inside of an ambulance.

Explain to the children that ambulances are driven by emergency helpers in the community.

Let them understand that an ambulance is a special vehicle that helps sick or injured people get to the hospital. Ambulances help injured or sick people to quickly get medical attention.

Tell them that there are medical workers called paramedics who are inside the ambulance to ensure that the sick or injured person get medical help on their way to the hospital.

Ambulance drivers drive very fast. They do not obey traffic rules and they can drive on one way because they must get quickly to the hospital to save the life of the injured or sick person or people in the ambulance.

PROMPTING QUESTION: What is an ambulance?

RESPONSE: Ambulance is an emergency vehicle that takes
Sick or injured persons quickly to a hospital.
Ambulance is a hospital on wheels.

LESSON 9: EQUIPMENT INSIDE AN AMBULANCE

Let the children think of an ambulance as a hospital emergency room on wheels. So, the equipment they can find in a hospital emergency room can also be found

inside an ambulance. Equipment like oxygen, heart monitor, drugs, stretcher, first aid box, masks, bandages etc.

The stretcher is a special bed that has wheels and legs that can move up and down. When medical workers pull the stretcher out of the ambulance, the legs go down to the ground.

PROMPTING: What are the things inside an ambulance?

RESPONSE: Things inside an ambulance are:
Stretcher, oxygen, first aid box, drugs, heart monitor

LESSON 10: MEANING OF STRETCHER

PROMPTING QUESTION: what is a stretcher?

RESPONSE: A stretcher is a special bed that has wheels and
Legs used for carrying sick or injured people.

CLASS ACTIVITY:

The children can use their fine motor skills to create an ambulance collage out of newspaper and magazine clippings.

You can schedule a visit to where the children can see actual ambulance.

You can invite paramedics who work on an ambulance to visit and give talks to the children.

TOPIC: REST AND SLEEP

‘Early to bed, early to shine’ is a good maxim to introduce the concept of rest and sleep to children. This topic is to help the children develop the culture of going to bed early as a way of having adequate rest. Explain to the children that a happy day should be rounded off with a happy sleep.

Start the lesson by asking the children what time do they sleep and how many times do they sleep in a day?

Explain the importance of rest and sleep to the children. Tell them that we sleep because our body needs time to rest; our body needs rest to give us more energy so as to be able to carry out our activities for the day.

It is important the children understand the difference between rest and sleep.

Rest is when we relax, not playing, our eyes are open and we know what is happening around us. Sleep is when we lie down; close our eyes, we do not know what is happening around us.

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LESSON 11: WHY DO WE SLEEP

After we have been thinking, playing, working, doing several things all through the day, we feel tired. Feeling tired is the brain way of telling us that it needs some time to catch up.

Regular sleep is an important health habit because:

It helps our body to repair itself after a hard day of work and play

Sleeps helps our minds to rest and relax

Sleep helps us to grow. Sleeping time is growing time.

PROMPTING QUESTION: Why do we sleep?

RESPONSE: sleep helps us to get more energy

Sleep helps our mind to relax and work well

Sleep helps us to learn fast

Sleep helps us to grow very well

Sleeping time is growing time.

LESSON 12: DISADVANTAGES OF NOT SLEEPING WELL

PROMPTING QUESTION: What will happen if we do not sleep well?

RESPONSE: If I do not sleep well

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I will not grow well

I will always be lazy

I will always be tired

I will always be angry

I will not do well in my school work

I need to sleep very well. Sleeping time is
growing time.

MATHEMATICS / NUMERACY

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LESSON 1: REVISION PRACTICE ON ADDITION

Practice simple addition with the children. Also introduce several word problems on addition. If not familiar with word problems, refer to the second term scheme.

LESSON 2: PRACTICE ON SUBTRACTION

TOPIC: CLOCK

This topic is aimed at introducing the children to the art of telling time. Before they can understand how to tell time, they must know what the different hands stand for.

Let them know that a clock has two main hands. The short hand which is the hour hand and the long hand which is the minute hand. When you draw a clock, let the children notice the difference between the two hands as regards their length.

At this age, we are particular about the child understanding the configuration of the clock.

Divide the clock into two parts-----the right hand side and the left hand side. Let the children understand the function of both hands. Remember in nursery one, they were taught that long hand is the minute hand while short hand is the hour hand.

LESSON 3: LET'S TELL THE TIME

You start the lesson on clock by teaching the children how to read the numbers on the clock. There are 12 numbers on the clock. 1-12. Before they do this lesson, they must be conversant with their skip counting in 5's.

So, explain to them that the distance between one number to another means 5 minutes. Inside the space, there are small dashes. Each dash stands for one.

Also, divide the clock into two parts.

The right side has 1-5

The left side has 11- 7

Teach them to count from 1- 5 (that is 5 minutes -25)

And then count 11- 7 (that is 5 minutes -25 minutes)

So, they should start counting from 1 as 5, 10, 15, 20, 25. This means

1= 5 minutes

2=10 minutes

3= 15 minutes

4= 20 minutes

5= 25 minutes

They stop

Start counting again from 11

11 = 5 minutes

10= 10 minutes

9= 15 minutes

8= 20 minutes

7= 25 minutes

For easy and quick understanding, the children should count that way.

If they know how to count the minutes, before you can move to the next stage of reading the clock.

LESSON 4: THE “AFTER” SIDE AND “TO” SIDE

In teaching this lesson, draw a clock on the board. Indicate the right side of the clock and the numbers on it. And also indicate the left side and the numbers on it.

The numbers on the right side are: 1 2 3 4 5
The numbers on the left side are: 11 10 9 8 7

6 AND 12 ARE AT THE CENTRE

Explain to the children that whenever the long hand is at the right side, it means ‘after’ and whenever the long hand is at the left side, it means ‘to’.

Go further to explain to them that where the short hand is, determines after what or to what.

Focus on after alone:

Explain the concept of after to the kids this way:

After means that it has passed that time. That is why the long hand is always slightly after the particular number.

Example: If the short hand is on 9 (slightly after 9) and the long hand is on 2, it means 10 minutes after 9. (Remember the previous lesson on how many minutes each number represents)

Example 2: draw a clock and let the long hand be on 5 and the short hand on 3. Ask the children to tell the time. (25 minutes after 3)

Do several examples with the children, followed by class work and home work.

LESSON 5: LET'S TELL THE TIME. FOCUS ON "TO"

The children have understood the "after side" and how to read the time when ever the long hand is at the "after side."

Now, you move to the "left side."

Whenever the long hand is at the left side it means "to".

When the long hand is on 10 and the short hand is on 1, it means 10 minutes to 1.

Emphasise to the children that in "to", the short hand is slightly close to the number. But in after, the short hand is slightly after the number. Do several examples and class works with the children.

LESSON 6: FOCUS ON 6 AND 12

When the children have thoroughly understood how to read the two sides of the clock, you then introduce 6 and 12.

Let the children know that whenever the long hand is on 6, it means half past the number where the short hand is. Or 30 minutes after (if the short hand is on the "right side.")

If the short hand is on a number on the left side, it means 30 minutes to the number where the short hand is.

Whenever the long hand is on 12, it means the exact time where the short hand is.

For example, if the long hand is on 12 and the short hand is on 5, it means 5 o'clock.

You have to be very practical and demonstrative in explaining these to the children so they don't get confused.

TAKE HOME PRACTICAL QUESTION:

Before going to bed today, check your clock and note what time it is.

Before leaving your house for school tomorrow morning, also check your clock and note the time.

You will tell the class, what time you went to bed last night and what time you left the house for school.

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TOPIC: EXPLORING CAPACITY

EXPLANATION: Capacity is how much a container can hold. It is the total amount of liquids that can be contained in a container. It is the amount that something can hold. Capacity is used for measuring liquids.

There are two ways in which we can measure capacity:

Metric system: in litres and millimetres

Customary system: in cups, pints, quarts and gallons.

In the metric system, 1,000 millimetres equal to 1 litre.

In the customary system,:

2 cups equal to 1 pint

2 pints equal to 1 quart

4 quarts equal to 1 gallon.

LESSON 7: MEANING OF CAPACITY

Prompting question: What is capacity?

Response: Capacity is the amount of liquid a container can hold.

CLASS ACTIVITY:

Get a cup, plate or bowl

Put water inside of it to the full

Explain to the children that the quantity of water in the cup is the capacity of that cup.

A big cup will have more capacity than a small cup

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LESSON 8: COMPARISON OF CAPACITY

They should be able to compare the capacity of different containers based on the container's attributes.

To compare capacity means looking at different containers and knowing the ones that can hold more water and the ones that can hold less water.

The ones that can hold more water has larger capacity while the ones that can hold less water has smaller capacity.

CLASS EXERCISES

Draw different sizes of different containers and give each container number.

Ask the children to arrange the numbers in order of the containers that can hold more water.

Draw another set of containers

Ask the children to arrange them based on the ones that will hold less water.

class work: Draw something that can hold more water than your water bottle

TOPIC: CONCEPT OF TENS AND UNITS

'Tens and units' are all about place value. Due to the age bracket of children in the class, tens and unit will be treated as simple as it can be.

Let the children understand what the T stands for and what the U stands for.

The next stage will be for them to learn how to arrange numbers under Tens and units. When they succeed in doing these before you move on to teach them how to add tens and unit problem.

LESSON 9: ADDITION OF TWO DIGIT NUMBERS

Explanation: The children are familiar with simple addition of single digits.

Now, they should begin to add two digits. Two digits simply means two numbers.

For example: $12 + 15$

This is a two digit addition problem.

In teaching them how to add two digits, you have to arrange the numbers in tens and units.

LESSON 9: MEANING OF TENS AND UNIT

Write Tens and units on the board as : T U

:

PROMPTING QUESTION: What is the meaning of T and U

RESPONSE: T stands for Tense, U stands for Units

LESSON 10: HOW TO ARRANGE NUMBERS UNDER TENS AND UNITS

First teach the children how to write the T and U. Emphasise the need for them to keep reasonable space between the T and U.

Then, explain to them that they will start with the first two numbers.

The first number is written under T and the second number is written under U.

From the second number, the first number is also written under T and the second number written under U.

Example: $23 + 41$

Solution

T 2 + 4 <hr/> <hr/>	U 3 1	(The first numbers are 23. And 2 is the first) so, (in the second set of numbers, 4 is the first) so, (remind them to always write the plus sign by the side) or you simply ask them to write 23 and write 41 under it.
-------------------------------------	--------------------	---

The emphasis is not in solving the problem. The focus is on them knowing how to arrange numbers under T and U.

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 LESSON 11: ADDITION OF TWO DIGIT NUMBERS USING TENS AND UNITS
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At this stage, the children have mastered how to arrange the numbers under tens and units.

This lesson will focus on addition of the two numbers.

Tell the children that they will add the two numbers under U, and write the answer inside the line under U.

When they are done with U, they then add the numbers under T, and write the answer inside the line under T.

It is always better to start with small numbers. Do not introduce addition with renaming at this stage. That may be too complex for them to grasp at their ages.

LESSON 12: MORE PRACTICE ON ADDITION OF TWO DIGIT NUMBERS

COMMUNICATION, LANGUAGE AND LITERACY (C.L.L.)

LESSON 1: REVISION PRACTICE ON SINGULAR AND PLURAL

Refresh the children's mind on the different rule on how to form plurals of nouns.

Give them different exercises and class work.

LESSON 2: USE OF 'IS' AND 'ARE'

'Is' And 'Are' are two common words children use all the time in their speech. It is important children understand when to use any of them in a sentence.

The children have just finished learning their singular and plural noun, teaching them the right use of 'is and are' is quite appropriate at this stage.

EXPLANATION: 'Is' is used when the noun is singular and 'are' is used when the noun is plural. Refresh the children's mind on how to spot a noun in a sentence. Then explain to them that it is the noun in a sentence that determines whether to use 'is' or 'are'.

Example;

The **cat** is eating-----one cat

The **cats** are eating-----more than one cat

One dog is barking

Many dogs are barking

The best way to get children never to forget is to always give them something to recite as a constant reminder to the rules in grammar.

PROMPTING QUESTION: When do we use 'is' and 'are'?

RESPONSE: We use 'is' with singular nouns

We use 'are' with plural nouns

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(NOTE: There are exceptions to the rule of using 'is' and 'are'.
Examples:

The rule does not apply with uncountable nouns-----

There is so much sand in the class = correct

There are so much sand in the class -wrong

There are many of such exceptions. But they will not be treated in this class.

)

LESSON 3: EXERCISES:

Fill in the spaces with either 'is or are'

The girl ----- coming

The girls -----coming

One boy -----running

Two boys -----running

My friend -----beautiful

My friends -----beautiful.

Give as many examples as you can. Also give several home work on this

LESSON 4: VOWELS AND CONSONANTS

The Essence of this lesson is not for the children's reading ability; the essence of the lesson is to prepare the children for the lesson on articles 'a and an'. For them to understand the right use of 'a' and 'an', they must know which alphabets are consonants and which ones are vowels.

At this stage, the children must be conversant with their five vowel sounds. So, this lesson is not expected to drag at all.

The English language has 26 alphabets. five of the alphabets are vowels while the remaining 21 alphabets are consonants.

So, once the children know their five vowel letters, they should be told that every other letter that is not a vowel is a consonant.

The five vowels are ; **a, e, I, o, u**

Write a-z for the children on the board.

Strike out the five vowels. Explain to them that all the other ones that are not struck out are consonants.

PROMPTING: How to know vowels and consonants.

RESPONSE: How to know vowels and consonants

The five vowels are a,e,i,o,u.

All other letters are consonants.

Exercise:

Write different letters on the board. Mix up both vowels and consonants

Ask the children to circle all the consonants

Write another group of letters

Ask the children to circle all the vowels in the group

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TOPIC: USE OF ARTICLES

EXPLANATION: Articles are words that modify a noun. They are used to point out or refer to nouns in conversation or while writing. They usually precede a noun. They come before the noun they modify.

In English language, there are only three articles. These are: 'the', 'a', and 'an'. The three articles are used in specific instances. They cannot be used interchangeably.

'The' is a definite article while 'a' and 'an' are indefinite articles.

In this class, we will dwell only on the two indefinite articles which are 'a' and 'an'. The reason is that: it might be a bit technical trying to explain the use of 'the' to the children. By the time they get to primary one, article 'the' will be introduced to them.

LESSON 5: THE USE OF ARTICLE 'A'.

'A' is an indefinite article just like 'an'. This means that they do not refer to a particular person or thing. If someone says: "get me a knife". It means he wants any knife. There is no specific knife he is asking of. So, any knife you can lay your hand on will be accepted.

Article 'a' is used before a noun or adjective that begins with a consonant.

Examples 1:

The boy needs a car

The noun it modifies is 'car'. And 'car' starts with a consonant which is letter 'c'.

Example 2:

The boy needs a new car.

The noun it modifies is 'new' and the first letter of 'new' is 'n' which is a consonant.

So, explain to the children that 'a' is used when the word it follows starts with a consonant.

PROMPTING QUESTION: How do we use article 'a'?

RESPONSE: We use article 'a' for words that starts with a consonant.

EXAMPLES:

My mother gave birth to a baby girl

I saw a bird

It is a book

I ate a plate of rice

LESSON 6: USE OF ARTICLE 'AN'.

'An' is also an indefinite article which implies it does not point to anything specific.

Article 'an' is used when the first letter of the word it follows is a vowel. That is, when the word it precedes starts with a vowel, an is used.

Examples:

My mummy bought **an apple** from the market

'apple' starts with 'a' which is a vowel

There is **an animal** across the road

'Animal' starts with a vowel.

I need **an egg** for breakfast

PROMPTING:

What is the right way to use article 'an'

RESPONSE:

Article 'an' is used when the word in front starts with a vowel.

The man bought **an old** car

There is **an ink** stain on my book

I need **an umbrella**

There is **an elephant** in the zoo

LESSON 7: PRACTICAL EXERCISES ON THE USE OF ARTICLE 'A' AND 'AN'

Write different sentences with blank spaces

Allow the children to fill in the right article.

Do several exercises to ensure the children understood the right use of the two articles.

LESSON 8: CONCEPT OF OPPOSITES

Understanding language is important for a child to communicate well with people. The concept of opposites helps children to learn how to compare two different things as well as help them to develop a more concrete understanding of a specific concept.

The concept of opposites is part of the basic concepts which children need to learn in the early year classes. The concept is one of the building blocks that children need in order to follow directions and provide descriptions,

Explain to the children that opposites are pairs of words that have different meanings.

As a way of explaining the meaning of opposites to the children, tell them that if the world is the opposite of what we have, the world will be weird.

In teaching them opposites, tell them that if a person is not tall, the person will be short.

So, short is the opposite of tall.

Use these and more examples

Front	back
Light	dark
Loud	quiet
Big	small
Tall	short
In	out
Up	down
Near	far

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INFORMATION, COMMUNICATION & TECHNOLOGY

(I.C.T)

LESSON 1: KEYBOARDING SKILLS

This is a practical lesson that will help the children to master the use of the keyboard. Keyboarding skills is the foundation for word processing and presentation skills as they go forward. Note that solid skills take time to develop. So, you begin to teach the kids typing by making them to master one key at a time.

When that is achieved, they move on to letter combinations, words, phrases and then complete sentences.

When they get to the stage of typing words, every child should type his or her name. As this stage, I expect every child in the class to know how to spell and write their names.

To make it fun, print out the names as they typed it and show to them. It boosts their confidence and inspires in them, the zeal to learn more.

This will be a continuous lesson. Take the children to the computer lab as often as your schedule permits.

LESSON 2: INPUT DEVICES:

EXPLANATION: The children have developed an understanding on the major parts of computers. They also know what the major parts are used for.

Explain to the children that some parts of the computer are used to send information into the computer which the computer processes while some parts are used to bring information out of the computer.

Tell them that those parts of computer we use to send something into a computer are called input devices.

PROMPTING QUESTION: What are input devices in computer?

RESPONSE: Input devices are those parts of computer we use to send something into the computer.

LESSON 3: EXAMPLES OF INPUT DEVICES

PROMPTING: Examples of input devices

RESPONSES: Examples of input devices are keyboard, mouse, scanner, digital camera and joystick.

CLASS ACTIVITY:

Explain to the children how some of these serve as input devices.

KEYBOARD AS AN INPUT DEVICE:

Get a book. Show the children some sentences in that book.

Tell the children that you want to send the sentences into the computer.

Ask the children -which part of the computer should you use to do that?

If they say keyboard, now remind them that because of that, keyboard is an input device.

Type the sentences.

Allow the children to compare the sentences on the book with the ones on the screen.

If they agree that they are the same, remind them again that the keyboard is an input device because that is what you used to send that sentences into the computer.

LESSON 4: MEANING OF SCANNER IN COMPUTER

The children have been told that scanner is an input device in the previous lesson but they do not know the function of a scanner.

EXPLANATION: A scanner is a device that scans a document or picture, by creating an electronic or soft copy version of that document or picture that can now be viewed on the computer.

Scanners have flat surface where the document or picture to be scanned is placed.

PROMPTING QUESTION: What is a scanner?

RESPONSE: A scanner is a machine we use to capture a document or picture that is on paper and send that document or picture into a computer.

LESSON 5: SCANNER AS AN INPUT DEVICE

Scanners capture images- something that is on paper and send that thing into a computer. It is therefore an input device because it is used to send something into a computer.

If we have an old picture that is on black and white. We can scan it and use computer to edit it. The picture will become coloured and finer.

So, the scanner helps us to send the information we have on a paper into the computer.

PROMPTING QUESTION: Why is scanner an input device?

RESPONSE: Scanner is an input device because we use it to send picture or document into the computer.

CLASS ACTIVITY:

Get a picture

Tell the children that you need to send the picture into the computer

Ask them how you should go about it.

Try using a keyboard; ask the children if it is possible to send the picture into the computer with the keyboard?

Then try to fix the picture on the screen and still repeat the question.

Now, explain to the children that the only way you can send that picture into the computer is by using a scanner.

Get a scanner

Scan the picture and show it to the children on the computer.

Bring out the hard copy and still show the children.

Ask them if the hard copy and the copy in the computer are the same?

LESSON 6: MOUSE SKILLS

The children have learnt in previous lesson that mouse is a point device which is used to point on something on the screen.

This lesson is now a practical lesson that will expose the children on how to use the mouse. The mouse performs key functions like pointing, clicking, double clicking and dragging.

You need to teach the kids how to do some of that with the mouse. You can start with pointing.

Show the children a particular icon on the desktop and ask each child to point at it using the mouse.

You must teach them how to place their palm on the mouse and how to move it.

It may take a long while for the children to master how to point with the mouse. When they succeed in pointing, you can move on to clicking and then dragging.

LESSON 7: OUTPUT DEVICES

The children are familiar with input devices. Tell them that output is the opposite of input. Input means to send something inside the computer while output means to bring something out of a computer.

So, output devices are those parts of computer we use to bring out information from a computer.

PROMPTING QUESTION: What are output devices?

RESPONSE: Output devices are those parts of computer we use to bring out information from a computer.

8: EXAMPLES OF OUTPUT DEVICES

PROMPTING: Devices we use to bring information out of a computer

RESPONSE: Devices we use to bring information out of computer are:

Monitors, printers, speakers, headphones and projectors.

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LESSON 9: MEANING OF PRINTER

Printer is a computer device that brings out information from the computer on a paper. Printers are used to turn a softcopy document into a hardcopy. When information is inside a computer and we want to read that information on a paper, printer will help us to achieve that.

Now, recall the children's mind to what they learnt about scanner. Scanner sends information on paper into the computer while printer brings out information from the computer on a paper. In essence, scanner changes a hard copy to softcopy while printer changes a soft copy to a hard copy.

PROMPTING QUESTION: What do we do with printer?

RESPONSE: We use printer to bring out information from a computer on a paper. Printer is an output device.

COMPUTER TERMS

LESSON 10: MEANING OF BACK-UP

In ICT, back up means to copy out information in your computer and store them elsewhere so that if something happens to the computer, you can still access your information through the back up files. Back- up is very important because it prevents loss of information stored in our computer or phone.

One can loose the files in a computer when there is virus attack, machine breakdown, software upgrade, power outage or human error.

So, back up simply means to create extra copy of a file, picture, video or documents in a computer and store the extra copy in another place.

PROMPTING QUESTION: What is back-up?

RESPONSE: Back up means to copy out the information in your computer or phone and save it in another place.

LESSON 11: IMPORTANCE OF BACK UP

PROMPTING QUESTION: Why should we back-up our computer or Phone?

RESPONSE: We should back up our computer or phone so that

If your computer breaks, you will not lose your information

If virus attacks your computer, you will not lose your information

If your computer is stolen, you will still get your information

If you mistakenly delete the information in your computer, you still have another copy.

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ANIMAL AND SOIL SCIENCE

LESSON 1: MEET THE WHALE

This is a continuation of the lesson on aquatic mammals. Whales are the largest animal on earth and they live in every ocean.

Whales are amazing creatures that live their entire life in water. Whales have the shape of fish but they are not fish; they are in the class of aquatic or marine mammals just like dolphins. They give birth to life babies, they feed their young ones with breast milk and they have a little bit of hair on their body. Whales travel alone or in groups known as pods each year. Most whales are quite active; diving deep or slapping the water with their fins.

They jump high with most of their bodies leaving the water and landing on their backs.

The blue whale is the biggest of all types of whale. One blue whale has the weight of 24 elephants put together. The tongue alone of a blue whale can weigh as much as one elephant and an entire football team could stand on it.

PROMPTING QUESTION: What do you know about whales?

RESPONSE: Whales are the largest animal on earth

Whales live in ocean all through their life

Whales look like fish but they are not fish

Whales are mammals because they feed their babies with breast milk

The blue whale is the biggest type of whale and it is the size of 24 elephants put together

LESSON 2: SOIL EROSION

EXPLANATION:

When something erodes, it means it wears away. Soil erosion is when dirt or soil wears or washes away, exposing the ground underneath.

Soil Erosion is the gradual removal and transportation of the top soil by natural processes. It is when natural forces like wind, water, ice or gravity wear away the top soil.

Soil erosion is very troubling for farmers because it strips away the fertile top soil that plants like to grow in.

PROMPTING QUESTION: What is soil erosion?

RESPONSE: Soil erosion is when the top soil is washed away by water, wind or ice taking away some nutrients from the soil.

LESSON 3: CAUSES OF SOIL EROSION

There are three main causes of soil erosion. These are rain, wind and ice.

RAIN: If there is heavy rain, the water gathers on the ground and starts to flow. As it flows, it carries the soil on the top with it. The flowing water has a lot of power and so it is the leading cause of soil erosion.

WIND: when wind is blowing, it picks up soil and blows it away.

ICE: Just like flowing water, flowing ice also carries particles from the top soil and deposit in another location.

PROMPTING QUESTION: What are the things that cause soil erosion?

RESPONSE: The things that cause soil erosion are:

Water, wind and Ice.

As water flows on the ground, it washes away the top soil.

As wind blows, it carries away some part of the top soil

Flowing ice also washes away the top soil.

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LESSON 4: DEFINITION OF A FARM

A farm is a piece of land used to grow crops or rear animals. People who grow the crops and raise the animals are called farmers.

Farmers are the people that provide the food we eat. The work farmers do is called farming. Farming is a very important occupation because everybody needs food.

PROMPTING QUESTION: What is a farm?

RESPONSE: A farm is a piece of land that is used for growing crops or raising animals.

LESSON 5: FARMERS AND FARMING

PROMPTING QUESTION; who is a farmer?

RESPONSE: farmers are the people who grow crops and raise animals. Farmers are the people that provide all the food we eat in the world.

The work farmers do is called farming.

LESSON 6: FARM TOOLS/ EQUIPMENT

Farm tools or equipment are any kind of machinery that is used on the farm to make farming easier and faster.

Farm tools improve what people get from the farm by helping planting and harvesting. Those tools help farmers to plant, grow and harvest more and healthy crops. They also help farmers to reduce the effort they put in their farming activities.

PROMPTING QUESTION: What are farm tools?

RESPONSE: Farm tools are those machines that farmers use to make their work easier and faster. Farm tools help farmers to grow and harvest more crops.

LESSON 7: EXAMPLES OF FARM TOOLS

There are different tools farmers use to enhance production. Some of them are simple tools which are operated by hand while some are advanced engine powered modern machines.

Some of the tools are; tractors, the tiller, rakes, machete, sprinkler, Hoe, sickle, axe, shovel, trowel, fork, spade, go-to-hell etc.

PROMPTING: Examples of farm tools

RESPONSE: Examples of farm tools - Hoe, shovel, cutlass, sickle, trowel, sprinkler, go-to-hell. Tractor is a farm machine.

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LESSON 8: MEANING OF GRAIN CROPS

Grain crops are small, hard dry seed which are eaten as food.

Grains are types of plants that produce seeds that can be eaten. Grains are also called cereals.

PROMPTING QUESTION: What are grain crops?

RESPONSE: Grain crops are those crops that are in form of small, dry seeds which we eat as food. Grain crops are also called cereals.

LESSON 9: EXAMPLES OF GRAIN CROPS

Any crop that is harvested in seed form is a grain or cereal. Some of them are wheat, rice, corn, soybean, barley, sorghum, oats, millet,

PROMPTING: Examples of grain crops

RESPONSE: Examples of grain crops are rice, maize, millet, wheat, soybean and oats.

LESSON 10: USES OF GRAIN CROPS

PROMPTING QUESTION: What are the uses grain crops?

RESPONSES: Uses of grain crops

Grain crops are eaten as food

Grain crops are used for feeding animals

Grain crops are used for making cooking oil

Grain crops are used for making cosmetics like soap and creams

THE END