



Republic of Zambia

## **WORKING DOCUMENT**

**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION**

# **Early Childhood Care, Development and Education (ECE) SYLLABUS REVIEWED DRAFT**



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# PREFACE

The development and review of the Early Childhood Education syllabus was necessitated by the need to provide a national age appropriate curriculum for children aged 3 to 6 years in order to provide quality education. This syllabus attempts to transmit to the young learners the knowledge, skills, positive attitudes and values that will allow them to live and grow into resourceful and useful members of their communities. The children will therefore be provided with opportunities and experiences necessary for the development of mental, physical, emotional, social, spiritual and moral abilities and potentialities. The syllabus will also provide young learners an opportunity to cultivate and develop desirable attitudes and values. It will enhance children's readiness for and performance in school as well as to build a foundation for lifelong learning. This syllabus aims at developing different dimensions of the whole child and the accomplishment of the child's developmental milestones. The syllabus has incorporated the emerging needs of society (cross cutting issues) to ensure children's safety and equip them with basic skills to enable them protect themselves from child abuse and subsequent infection with HIV. This syllabus emphasises hands-on experiences through manipulation of objects and models, interaction with nature through observation of living and non living things in their environment. The learning areas are inline with those offered at primary education to promote and support the linkage between the Early Childhood and primary education.

It is hoped that this syllabus will make learning in ECCDE centres more meaningful and enjoyable as it is highly activity oriented. It is also my sincere hope that this syllabus will allow for a smooth transition from home to the centre and from the centre to first grade.

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**Permanent Secretary**

**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION**

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# INTRODUCTION

In Early Childhood Education we do not aim at teaching children so that they are able to do certain things. Instead we expect children to achieve and acquire life skills that are useful in their later life. Therefore Early Childhood Care Development and Education is not only necessary but also vital for total development of the child. The ECCDE curriculum is important as it is not an end in itself but a means to an end. This syllabus attempts to transmit to the young children the LEARNING OUTCOMES through social studies, Environmental Science, Literacy and Languages, Mathematics and Expressive Arts as the learning areas at this level of education. The syllabus is divided into two sections. Section one provides syllabus for ages 3 to 4 years where as section two is syllabus for children aged 5 to 6 years. Children learn through play. Teachers and caregivers should provide adequate play opportunities for children to explore the environment.

# AIMS

One of the main aims of Early Childhood Education in Zambia is to provide services that are respectful of families and societies and their ability to transfer knowledge, skills, positive attitudes and values that will allow children to live and grow into resourceful and useful members of their communities. Early Childhood Education programmes will therefore offer opportunities for all children to succeed in an environment of care and feeling valued.

The other aims are to;

1. Acquire social knowledge and develop skills, values and positive attitudes
2. Develop children's intellectual and cognitive skills
3. Develop children's language and communicative skills
4. Develop children's emotional intelligence and self-regulation
5. Develop children's physical expressive arts and creative skills
6. Provide early intervention to children with special education needs

# KEY COMPETENCIES

Identification

Disposition and attitudes

Naming

Making relationships

Problem solving

Designing

Creativity

Imagination/ role play

Describing movement

Information and Communication

Self confidence and self- esteem

Exploration

Behaviour and self-control

Experimentation

Healthy and bodily awareness

Number and other mathematical activities

Sense of time

Imitation culture and beliefs

Writing and reading

Sense of community

# PROPOSED TEACHING METHODOLOGIES

## **Children learn through play.**

A child centred approach should always be adopted during the teaching and learning process at this level.

Teachers should provide stimulating environments that build on the child's existing knowledge, skills, values and experiences. These experiences should be enjoyable for effective learning. The activities at this level should lay a foundation for life-long learning.

Some of the suggested methods are:

Group work

Imitation

Role plays

Games/ quizzes

Exploration

Demonstration

Experimentation

Discussion

Drama

Field trips

Problem solving

## **SUGGESTED TIME ALLOCATION**

The time allocation for each period at this level is 30 minutes per learning area. However this may not be followed rigidly as learners at this level have influence on what to be learnt during each lesson. The role of teacher is largely that of a facilitator. Lesson plans are developed and integrated into a daily programme.

This syllabi covers work for children aged three to six years. Each learning area is divided into two sections i.e., there is work for the three to four years old and also for the five to six years old.

### **Assessments**

There is no formal teaching at this level; therefore there will be no formal written examinations set after finishing the work for each age group. Assessment through observation should be an integral part of the programme. Therefore, assessment at this level is to identify as early as possible areas of a child's development that need extra or specific attention. Assessment tools may be used not as diagnostic tools but rather to guide in the establishment of the developmental pattern in children.

**SECTION A:**  
**SYLLABUS FOR CHILDREN AGED 3 TO 4 YEARS**

# **SOCIAL STUDIES: Age 3-4 Years**

## **INTRODUCTION**

In ECCDE more emphasis is put on the development of child's understanding of his/her immediate environment.

The syllabus at this stage covers the following topics:-

1. Family,
2. Home,
3. Community
4. School,
5. Celebrations
6. Transport and
7. Communication

The personal and social development of the child is the primary focus of this syllabus. Social studies learning area is therefore designed to assist in the development of the child's social attitude, correct values, positive attitudes, patriotism and culture. It provides an opportunity for the child to develop basic skills to fit into society and interact with the environment.

## SOCIAL STUDIES Age 3-4 Years

### GENERAL OUTCOME(S).

- Develop an understanding of the interaction of human beings with social economic and physical environment
- Develop basic social skills to fit into the society and interact with the environment

### KEY COMPETENCES

- Identify members of the nuclear family and their relationships
- Carry out some responsibilities in the home
- Care for property in the community
- Communicate effectively with friends and teachers

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
<b>0.1.1 Family</b>	0.1.1.1 Nuclear family	0.1.1.1.1 Identify oneself	<ul style="list-style-type: none"> <li>• Self-identity: Name, Sex, Age</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Self-esteem</li> </ul>
		0.1.1.1.2 Describe oneself	<ul style="list-style-type: none"> <li>• Likes ,dislikes, friends,</li> <li>• gender roles</li> </ul>		<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> <li>• Relationship</li> </ul>
		0.1.1.1.3 Identify family members	<ul style="list-style-type: none"> <li>• Family members: Father, Mother, Brother, Sister</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of belonging</li> <li>• Love</li> </ul>
<b>0.1.2 Home</b>	0.1.2.1 Houses	0.1.2.1.1 Mention different types of houses	<ul style="list-style-type: none"> <li>• Types of houses: huts, flats, tinned houses, mud house, brick/block houses</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison</li> <li>• Identification</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> </ul>
		0.1.2.1.2 Identify rooms found in a house	<ul style="list-style-type: none"> <li>• Rooms: sitting room, bedroom, bathroom, toilets and Kitchen</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Classification</li> </ul>	<ul style="list-style-type: none"> <li>• Cleanliness</li> <li>• Appreciation</li> <li>• Respect</li> </ul>
		0.1.2.1.3 Identify items found in a home	<ul style="list-style-type: none"> <li>• Bed, chairs, stools, mats, kitchen utensils, radio, tv, cupboards</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Classification</li> </ul>	<ul style="list-style-type: none"> <li>• Care for things</li> <li>• Cleanliness</li> </ul>

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
		0.1.2.1.4 Discuss responsibilities in the home	<ul style="list-style-type: none"> <li>Responsibilities: cooking, sweeping, bathing babies, fetching water, slashing</li> </ul>	<ul style="list-style-type: none"> <li>Orderliness</li> </ul>	<ul style="list-style-type: none"> <li>Orderliness</li> <li>Responsibilities</li> </ul>
<b>0.1.3 Community</b>	0.1.3.1 My community	0.1.3.1.1 Mention things found in the community	<ul style="list-style-type: none"> <li>Trees, pets, houses, roads, clinic, market, shops, school</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Identification</li> </ul>	<ul style="list-style-type: none"> <li>Sense of belonging</li> <li>Awareness</li> <li>Appreciation</li> </ul>
		0.1.3.1.2 Identify ways of caring for property	<ul style="list-style-type: none"> <li>Caring for toys</li> <li>Cleaning own items</li> <li>Tiding up</li> <li>Keeping environment clean</li> </ul>	<ul style="list-style-type: none"> <li>Cleanliness</li> <li>Orderliness</li> </ul>	<ul style="list-style-type: none"> <li>Hygiene / cleanliness</li> <li>Respect for property</li> <li>Caring</li> </ul>
		0.1.3.1.4 Identify workers in a community	<ul style="list-style-type: none"> <li>Doctors, policemen, nurses, teachers, soldiers, bankers, marketers, pastors</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Respect for workers</li> </ul>
		0.1.3.1.5 Name important places in a community	<ul style="list-style-type: none"> <li>Clinic/hospital, School, police station, market, shop, church, bank, post office</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> </ul>	<ul style="list-style-type: none"> <li>Respect for places</li> <li>Appreciation</li> </ul>
<b>0.1.4 School / ECCDE centre</b>	0.1.4.1 My School	0.1.4.1.1 Mention things found in the school	<ul style="list-style-type: none"> <li>Classroom (desks, board, table, chairs, chalk, duster)</li> <li>Flag of Zambia</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Respect of property</li> <li>Sense of belonging</li> <li>Appreciation</li> </ul>
		0.1.4.1.2 Mention class and school rules	<ul style="list-style-type: none"> <li>Dos: punctuality, respect for others</li> <li>Don'ts: no fighting, no stealing</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Classification</li> </ul>	<ul style="list-style-type: none"> <li>Peace</li> <li>Obedience</li> <li>Cooperation</li> </ul>

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
<b>0.1.5 Celebrations</b>	0.1.5.1 Types of parties	0.1.5.1.1 Identify common parties	<ul style="list-style-type: none"> <li>• Birthdays, weddings, Christmas, Independence, New Year</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Critical thinking</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Patriotism</li> <li>• Working together</li> <li>• Generosity</li> </ul>
<b>0.1.6 Transport</b>	<b>0.1.6.1 Types of Transport</b>	0.1.6.1.1 Mention common types of transport in their locality	<ul style="list-style-type: none"> <li>• motor bike ,car, bus, scotch cart, train, boat, bicycle</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
		0.1.6.1.2 State ways of getting to different places.	<ul style="list-style-type: none"> <li>• By: foot , road, air, rail, water</li> </ul>		<ul style="list-style-type: none"> <li>• Safety</li> <li>• Appreciation</li> </ul>
<b>0.1.7 Communication</b>	0.1.7.1 Ways of Communicating	0.1.7.1.1 Mention common means of communication in their locality	<ul style="list-style-type: none"> <li>• Means of communication e.g., mobile phone, telephone, tv, letters</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> </ul>

# ENVIRONMENTAL SCIENCE

## INTRODUCTION:

Environmental Science is an area in which a child is expected to acquire scientific knowledge and develop skills, positive attitudes and values that will help him/her to explore and understand their immediate environment. A child is, therefore, expected to acquire and develop:

- a) Knowledge, skills, positive attitudes and values about human, plants and animals.
- b) An understanding of the importance and value of food
- c) Health and safety skills and values
- d) An understanding of different weathers

In order to achieve these, this syllabus has covered the following topics.

- a) Human body: Parts of the body
- b) Nutrition: Food; functions of food; food hygiene; eating
- c) Health and safety: Hygiene; safety
- d) Plants: Plants in the locality
- e) Animals: Domestic animals; wild animals; bird; and insects
- f) Environment: Weathers; water. This topic can be taught in all terms depending on the weather conditions of the term. For example, Term 1 rain weather and introduction of cold weather, term 2 cold weather and introduction of dry and hot weather and then term 3 hot weather and introduction of rain weather.

# Environmental Science: Age 3-4 Years

## UNIT 1.0 The Human body, Plants and Animals.

**GENERAL OUTCOME(S):** Acquire and develop knowledge, positive attitudes and values about human body, plants and animals.

**KEY COMPETENCES:**

- Demonstrate ability to identify the domestic animals by their sounds.
- Demonstrate ability to wash hands with water and soap
- Demonstrate ability to show an understanding of harmful objects, substances and plants in the locality.
- Demonstrate ability to produce good eating habits.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
<b>Human body</b>	0.1.1 Parts of the body	0.1.1.1 Name external parts of the body	<ul style="list-style-type: none"> <li>• Eyes, head, nose, mouth, hands, legs, ears</li> </ul>	<ul style="list-style-type: none"> <li>• Singing</li> <li>• Rhyming</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Self awareness</li> <li>• Appreciation</li> </ul>
		0.1.1.2 Explain functions of the external parts of the body.	<ul style="list-style-type: none"> <li>• Touching, Walking, Running, Jumping, Hearing, Smelling,</li> <li>• Eating &amp; talking</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Self appreciation</li> <li>• Care for body</li> </ul>
		0.1.1.3 Talk about ways of protecting parts of the body	<ul style="list-style-type: none"> <li>• Protection of eyes, nose, mouth,</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Critical thinking</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Self awareness</li> <li>• Self protection</li> </ul>
<b>Plants</b>	0.1.2 Plants in the locality	0.1.2.1 Name different types of plants in the locality.	<ul style="list-style-type: none"> <li>• Trees, flowers, grass, crops</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Care</li> <li>• Appreciation</li> <li>• Awareness</li> </ul>
		0.1.2.2 Talk about the uses of	<ul style="list-style-type: none"> <li>• Food, Medicine, Firewood,</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Resourcefulness</li> </ul>

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
		plants.	shelter, beauty.	• Identification	• Appreciation
		0.1.2.3 Mention some fruit trees in the locality.	• e.g. mango, banana, lemon, orange.	• Identification	• Appreciation
		0.1.2.4 Identify seeds of different of crops.	• E.g. Bean, Maize, Groundnut.	• Identification	• Appreciation • Awareness
<b>Animals</b>	0.1.3 Domestic and wild	0.1.3.1 Identify domestic animals by the sounds they make.	• Domestic Animals e.g. Cow moo-moo, Goat mee-mee, Cat meou-meou, Dog whoo-who,	• Grouping	• Appreciation
		0.1.3.2 Identify common wild animals.	• e.g. Lion, Elephant, Zebra, Buffalo	• Identification	• Appreciation
		0.1.3.3 Mention some dangerous wild animals	• E.g. Lion, Leopard, Buffalo, Elephant, Rhino.	• Identification	• Awareness
	0.1.4 Birds	0.1.4.1 Name familiar birds	• E.g. dove, chicken, eagle, duck.	• Identification	• Awareness
		0.1.4.2 Identify sounds of different birds	• Duck (quack) • Cock (kokoliko)	• Identification	• Awareness • Care
	0.1.5 Insects	0.1.5.1 Identify common insects found in the locality	• E.g. flies, grasshoppers, butterflies, cockroaches.	• Identification • observation	• Awareness

## UNIT 2.0: Nutrition and Health

### GENERAL OUTCOME(S):

- Develop an understanding of the nutrition and health.
- Acquire and develop knowledge, positive attitude, and values about nutrition and health.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
Nutrition	0.1.6 Food	0.1.6.1 Name different types of food	<ul style="list-style-type: none"> <li>• E.g. Nshima, chips, Meat, chicken, fish, Eggs, fruits, vegetables, bread.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
		0.1.6.2 Identify different sources of food.	<ul style="list-style-type: none"> <li>• Plant foods e.g. Fruits, cereals vegetables.</li> <li>• Animal foods: cow, goat, pig, chicken.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Sorting</li> <li>• Grouping</li> <li>• Matching</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
		0.1.6.4 Mention the functions of food	<ul style="list-style-type: none"> <li>• Growth</li> <li>• Protective</li> <li>• Energy giving</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
	0.1.7 Food hygiene	0.1.7.1 Explain importance of washing hands before eating food.	<ul style="list-style-type: none"> <li>• Removing germs.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
		0.1.7.2 Demonstrate washing of hands.	<ul style="list-style-type: none"> <li>• Hand washing with running water and soap.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Awareness</li> </ul>
		0.1.7.3 Demonstrate the covering of food.	<ul style="list-style-type: none"> <li>• Food covering</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Application</li> </ul>
	0.1.8 Eating habits	0.1.8.1 Demonstrate good eating habits	<ul style="list-style-type: none"> <li>• Meal times e.g.: Breakfast, Mid-morning, Lunch time, Afternoon, Supper.</li> <li>• Eating habits e.g.: Chewing properly, no talking with food in the mouth, brush teeth after meals.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Application</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Hygiene</li> <li>• Application</li> </ul>

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
Health and Safety	0.1.9 Personal hygiene.	0.1.9.1 Talk about ways of keeping body clean.	<ul style="list-style-type: none"> <li>Washing hands after using the toilet.</li> <li>Wearing clean clothes, bathing.</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Self awareness</li> </ul>
		0.1.9.2 Mention different items used to clean the body	<ul style="list-style-type: none"> <li>E.g. Bath Soap, tooth brush, comb, Water, Face towel, Bath towel, Nail cutter.</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> </ul>	<ul style="list-style-type: none"> <li>Cleanliness</li> <li>Cooperation</li> </ul>
		0.1.9.3 Demonstrate how to clean the body.	<ul style="list-style-type: none"> <li>Combing hair, Brushing teeth, Washing hands and face, Bathing</li> </ul>	<ul style="list-style-type: none"> <li>Combing</li> <li>Brushing</li> <li>Washing</li> </ul>	<ul style="list-style-type: none"> <li>Cleanliness</li> <li>Self awareness</li> </ul>
		0.1.9.4 Demonstrate how to use toilet facilities.	<ul style="list-style-type: none"> <li>Proper use of toilet</li> <li>Ability to use toiletries</li> <li>Flush toilet after use</li> <li>Washing hands</li> <li>Clean oneself after using toilet</li> </ul>	<ul style="list-style-type: none"> <li>Toileting</li> <li>Washing hands</li> <li>Flushing toilet</li> </ul>	<ul style="list-style-type: none"> <li>Self confidence</li> <li>Hygiene</li> </ul>
	0.1.10 Environmental Hygiene	0.1.10.1 Talk about ways of keeping the surrounding clean	<ul style="list-style-type: none"> <li>Waste disposal e.g. litter in the bin</li> <li>Keeping the home and school Environment clean</li> <li>Cleaning the place after eating</li> </ul>	<ul style="list-style-type: none"> <li>Sweeping</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Cleanliness</li> <li>Appreciation</li> <li>Co-operation</li> <li>Orderliness</li> </ul>
	0.1.11 Safety	0.1.11.1 Identify harmful and poisonous substances and objects, plants in the locality.	<ul style="list-style-type: none"> <li>E.g. Pins, knives, razor, nails, paraffin, medicines, poisonous plants and flowers.</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Sorting</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Safety consciousness.</li> </ul>
		0.1.11.2 Talk about road safety rules	<ul style="list-style-type: none"> <li>Traffic lights</li> <li>Crossing the road with and without the Zebra crossing.</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Awareness</li> <li>Application</li> <li>Safety</li> </ul>
		0.1.11.3 Name the sources of danger in the home and school	<ul style="list-style-type: none"> <li>Electric appliances</li> <li>Swimming pools</li> <li>Sharp wood</li> <li>Metal play instruments,</li> <li>Unprotected wells and ditches.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Problem solving</li> <li>Identification</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Safety</li> <li>Awareness</li> </ul>

## Unit 3.0 The Environment.

GENERAL OUTCOME(S): Develop an understanding of the environment.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
Environment	0.1.1 Season	0.1.1.1 Identify the three weathers in Zambia	Weathers: <ul style="list-style-type: none"> <li>• Rain, cold, hot.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> </ul>
		0.1.1.2 Identify types of weather patterns	<ul style="list-style-type: none"> <li>• Sunny, Windy, Cloudy, Rainy.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> </ul>
		0.1.1.3 Talk about types of clothes worn in different weather conditions	E.g. <ul style="list-style-type: none"> <li>• Rain season: gum boots, rain coats, shower caps</li> <li>• Cold season: jerseys, head socks, coat, jacket, socks, gloves, scuff boots.</li> <li>• Hot season: light clothes.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Safety</li> <li>• Consciousness</li> </ul>
	0.1.2 Water	0.1.2.1 Name sources of water	<ul style="list-style-type: none"> <li>• Rain, river, lakes, well, boreholes, rain.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
		0.1.2.2 Talk about the different uses of water	<ul style="list-style-type: none"> <li>• Washing drinking, watering, cooking, bathing</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Water conservation.</li> </ul>

# Literacy and Language: Age 3-4 Years

## INTRODUCTION

The primary focus of ECCDE Literacy and language syllabus is to develop listening, speaking, pre-reading and pre-writing skills. The ECCDE Literacy and Language syllabus covers:

- Listening and speaking (aural and oral)
- Pre-reading and
- Pre-writing

Children must manage the principles of sound, meaning, structure and everyday use of language in order to engage in effective verbal communication and linguistic accomplishment.

In ECCDE speech formation is very important. Whatever language the child has started using before he/she comes to the institution or learning centre should by all means be encouraged until that language is mastered before a second language is introduced to him or her.

### **GENERAL OUTCOME(S):**

Develop listening, speaking, pre-reading and pre-writing skills

### **Key competence(s):**

Show understanding of initial sounds of familiar languages.

COMPONENT	Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
<b>0.1 Listening and Speaking</b>	0.1.1 Names	0.1.1.1 Recognise own names and names of familiar things and people	Names e.g.: Own name, names of familiar people, animals and objects.	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Attentiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness.</li> </ul>
		0.1.1.2 Identify names of immediate family members	Names of Immediate family members. E.g. Mother, Father, Brother, Sisters.	<ul style="list-style-type: none"> <li>• attentiveness</li> <li>• communication</li> <li>• listening</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of belonging</li> <li>• Appreciation</li> </ul>
		0.1.1.3 Tell their own names and names of family members	<ul style="list-style-type: none"> <li>• Own names</li> <li>• Names of family members</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> </ul>
	0.1.2 Greetings	0.1.2.1 Demonstrate different forms of greetings.	<ul style="list-style-type: none"> <li>• Good morning, good afternoon, good evening.</li> <li>• Gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Courtesy</li> <li>• Appreciation</li> <li>• Awareness</li> </ul>
		0.1.2.2 Respond to greetings			
	0.1.3 Oral comprehension	0.1.3.1 Listen to simple stories and answer simple questions based on the stories.	<ul style="list-style-type: none"> <li>• Number of characters (names), source of story (place)</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Attentiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> </ul>
	0.1.4 Conservation	0.1.4.1 Express themselves in simple conversations	<ul style="list-style-type: none"> <li>• Turn taking</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Patience</li> </ul>
	0.1.5 Drama	0.1.5.1 Listen to short interesting plays (drama)	<ul style="list-style-type: none"> <li>• Introduction, apex, ending</li> <li>• Voice projection, posture, gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Attentiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Appreciation</li> </ul>
		0.1.5.2 Retell and dramatise short plays			
	0.1.6 Instruction	0.1.6.1 Respond to short and clear orders/Instructions	<ul style="list-style-type: none"> <li>• Following simple instructions</li> <li>• E.g. close the door, sit down, clean the board.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Attentiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> </ul>
0.1.7 Sounds	0.1.7.1 Identify simple familiar sounds	<ul style="list-style-type: none"> <li>• Different sounds e.g. moving vehicle, singing bird, crying baby</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Attentiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> </ul>	
	0.1.7.2 Recite simple poems.	<ul style="list-style-type: none"> <li>• Simple poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound identification</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Self expression</li> <li>• Appreciation</li> <li>• Awareness</li> </ul>	

COMPONENT	Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
					<ul style="list-style-type: none"> <li>• Confidence</li> </ul>
	0.1.8 Environment	0.1.8.1 Name objects from immediate environment (home, and school)	<ul style="list-style-type: none"> <li>• Objects found at home and school e.g. table, pots, chairs, ruler, books</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Identification</li> <li>• Classification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
	0.1.9 Rhymes	0.1.9.1 Recite four word rhymes.	<ul style="list-style-type: none"> <li>• Four word rhymes (at most)</li> </ul>	<ul style="list-style-type: none"> <li>• Attentiveness</li> <li>• Imitation</li> <li>• Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Self expression</li> <li>• Awareness</li> </ul>
	0.1.10 Simple stories	0.1.10.1 Retell simple stories. 0.1.10.2 Tell their own stories	<ul style="list-style-type: none"> <li>• Sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>• Attentiveness</li> <li>• Communication</li> <li>• Story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Self confidence</li> </ul>
	0.1.11 Talk about their likes and dislikes about things.	0.1.11.1 Talk about their likes and dislikes about things.	<ul style="list-style-type: none"> <li>• E.g. I like..... I don't like....</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Self expression</li> <li>• Assertiveness</li> </ul>
	0.1.12 Songs	0.1.12.1 Identify and sing simple songs	<ul style="list-style-type: none"> <li>• Simple songs e.g. (Christmas, birthday, independence ...)</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
	0.1.13 Events	0.1.13.1 Talk about simple events.	<ul style="list-style-type: none"> <li>• E.g. Birthday, Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> </ul>
	0.1.14 Body	0.1.14.1 Naming some parts of their bodies.	<ul style="list-style-type: none"> <li>• Parts of the body: Legs, Ears, Eyes, Mouth...</li> </ul>	<ul style="list-style-type: none"> <li>• identification</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Appreciation</li> </ul>
	0.1.15 Pictures	0.1.15.1 Identifying pictures	<ul style="list-style-type: none"> <li>• Pictures in a book, chart, picture stripe</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Appreciation</li> </ul>
	0.1.16 Activities	0.1.16.1 Talking about home activities	<ul style="list-style-type: none"> <li>• E.g. cooking, sweeping, washing plates/clothes.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>

COMPONENT	Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
	0.1.12 Alphabet	0.1.12.1 Recite alphabet songs	<ul style="list-style-type: none"> <li>• Letters of the alphabet</li> <li>• Sounds of letters of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Reciting</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Self – confidence</li> </ul>
<b>Pre-reading</b>	0.1.2 Books	0.1.2.1 Identifying parts of books.	<ul style="list-style-type: none"> <li>• Front, inside, back cover.</li> <li>• Turn book from left to right</li> <li>• Follow the book from left to right and from top to bottom on a printed page.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Appreciation</li> </ul>
		0.1.2.2 Identifying steps to reading.			
	0.1.3 Print	0.1.3.1 Demonstrate awareness of print	<ul style="list-style-type: none"> <li>• Eye left to right progression</li> <li>• Top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Appreciation</li> </ul>
	0.1.4 Forms of print	0.1.4.1 Recognising different forms of print.	<ul style="list-style-type: none"> <li>• E.g. labels, signs, pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
		0.1.4.2 Recite alphabet songs	<ul style="list-style-type: none"> <li>• Letters of the alphabet</li> <li>• Sounds of letters of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Reciting</li> </ul>	<ul style="list-style-type: none"> <li>• Self – confidence</li> </ul>
		0.1.4.3 Recognise some letters of the alphabet Sound out some of the alphabet	<ul style="list-style-type: none"> <li>• Letters of the alphabet</li> <li>• Letters of the alphabet</li> <li>• sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition</li> <li>• Identification</li> <li>• Recognition</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Appreciation</li> </ul>
<b>Pre-writing</b>	0.1.3 Handling writing tools.	0.1.3.1 Hold writing tools correctly	<ul style="list-style-type: none"> <li>• Media for writing and drawing :</li> <li>• Writing tools</li> <li>• Holding writing tools</li> <li>• Finger exercises e.g. writing in the air</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulation</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Self – confidence</li> <li>• Appreciation</li> </ul>
	0.1.4 Tracing	0.1.4.1 Trace and follow dotted lines	<ul style="list-style-type: none"> <li>• Pictures, numbers, letters, templates.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracing</li> <li>• Drawing</li> <li>• Creativity</li> <li>• Self confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Self confidence</li> </ul>
	0.1.5 Drawing	0.1.5.1 Draw some letters using different media	<ul style="list-style-type: none"> <li>• Handling tracing patterns (sand, paint, template...)</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing, painting, tracing, pasting,</li> <li>• Creativity</li> <li>• Aesthetic</li> </ul>	<ul style="list-style-type: none"> <li>• Self - Confidence</li> <li>• Self – expression</li> </ul>

# MATHEMATICS - AGE 3-4 YEARS

## INTRODUCTION:

A child in Early Childhood institution learns better when manipulating objects other than getting involved in hypothetical reasoning. This means therefore, that the concepts of classification, number, measurement and geometry should be done very practically. Children learn better using concrete objects and their day to day life experiences. When children are exposed to rich, informal mathematical activities, they acquire a solid foundation of mathematical concepts and skills. They also learn that mathematics is interesting, enjoyable and useful.

This syllabus covers.

- a) Classification: Matching; sorting; grouping and patterns.
- b) Numbers: Counting; number recognition, number value; Number sequencing; Addition; Subtraction; Number writing.
- c) Measurements: Weight; Time; Money; length and width
- d) Geometry: Lines and shapes.

**General Outcome(s):** Develop mathematical knowledge, skills and values  
Develop interest in mathematical for everyday use

Topic	Sub-topic	Specific Outcome	Content		
			Knowledge	Skills	Values
<b>0.1.1 Classification</b>	0.1.1.1 Sorting	0.1.1.1.1 Sort given objects by size, colour and shape.	<ul style="list-style-type: none"> <li>• Sorting objects by size, colour, shape or other similar characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Identification</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Curiosity</li> <li>• Application</li> <li>• Team work</li> </ul>
	0.1.1.2 Grouping	0.1.1.2.1 Group objects on the basis of some common characteristics 0.1.1.2.2 Match objects according to their similarity 0.1.1.2.3 Relate number of objects to numerals	<ul style="list-style-type: none"> <li>• Group objects on the basis of size, colour, shape or other similarity characteristic</li> <li>• Match objects from one set to the other according to their similarity (size, colour, shape)</li> <li>• Relating number of objects to numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Identification</li> <li>• Critical thinking</li> <li>• Comparison</li> <li>• Cognition</li> <li>• Discrimination</li> <li>• Counting</li> <li>• communication</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Curiosity</li> <li>• Application</li> <li>• Team work / cooperation</li> <li>• Appreciation</li> </ul>
	0.1.1.3 Patterns	0.1.1.3.1 Make patterns using objects of different characteristics	<ul style="list-style-type: none"> <li>• Making patterns in a sequential arrangement (colour, size, shapes)</li> </ul>	<ul style="list-style-type: none"> <li>• Logical thinking</li> <li>• Cognition</li> <li>• Identification</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Application</li> <li>• Aesthetics</li> <li>• Team work</li> </ul>
<b>0.1.2 Numbers</b>	0.1.2.1 Counting	0.1.2.1.1 Count orally up to ten (10) objects	<ul style="list-style-type: none"> <li>• Say number names</li> <li>• Use concrete objects to count up to 10 (employ songs, rhymes, games)</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Counting</li> <li>• Comparison</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Teamwork</li> <li>• Inquiry</li> </ul>
		0.1.2.1.2 Use numerals 1-5 to symbolise quantities of objects	<ul style="list-style-type: none"> <li>• Recognise numerals 1 - 5</li> <li>• Symbolic representation of numbers 1 – 5</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Discrimination</li> <li>• Logical thinking</li> <li>• Representation</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Teamwork</li> </ul>
	0.1. 2.2 Pre-writing	0.1.2.2.1 Write numbers from 1- 5.	<ul style="list-style-type: none"> <li>• Trace outlines of given numbers 1-5 in ascending order</li> </ul>	<ul style="list-style-type: none"> <li>• Tracing</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Patience</li> </ul>

Topic	Sub-topic	Specific Outcome	Content		
			Knowledge	Skills	Values
0.1.3 Geometry	0.1.3.1 Lines	0.1.3.1.1 Draw different types of lines	<ul style="list-style-type: none"> <li>Trace outlines of different types of lines (i.e. straight, curves, zigzag and wavy lines)</li> </ul>	<ul style="list-style-type: none"> <li>Psychomotor</li> <li>Modelling</li> </ul>	<ul style="list-style-type: none"> <li>Awareness</li> <li>Curiosity</li> </ul>
	0.1.3.2 Shapes	0.1.3.2.1 Identify the basic geometric shapes	<ul style="list-style-type: none"> <li>Basic shapes (only circle, square, rectangle and triangle)</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Comparison</li> <li>Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>Creativity</li> <li>Inquiry</li> <li>Awareness</li> </ul>
		0.1.3.2.2 Draw and colour basic shapes	<ul style="list-style-type: none"> <li>Trace outlines of given circle, square, rectangle and triangle</li> <li>Colour the given shapes (circle, square, rectangle and triangle)</li> </ul>	<ul style="list-style-type: none"> <li>Psychomotor</li> <li>Tracing/drawing</li> <li>Painting / colouring</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy</li> <li>Aesthetics</li> </ul>
0.1.4 Measurement	0.1.4.1 Length and width	0.1.4.1.1 Compare lengths and width of objects.	<ul style="list-style-type: none"> <li>Lengths and width of objects using non-standard units of measurements (i.e. taller, shorter, longer, same)</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Comparison</li> <li>Distinction</li> </ul>	<ul style="list-style-type: none"> <li>Team work</li> <li>Cooperation</li> <li>Awareness</li> </ul>
	0.1.4.2 Weight	0.1.4.2.1 Compare the weights of different objects	<ul style="list-style-type: none"> <li>Weights of different objects using non-standard measurements (heavier, lighter, same)</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Comparison</li> <li>Distinction</li> </ul>	<ul style="list-style-type: none"> <li>Team work</li> <li>Cooperation</li> <li>Awareness</li> </ul>
	0.1.4.3 Time	0.1.4.3.1 Tell different times of the day	<ul style="list-style-type: none"> <li>Telling time using non-standard units of measurement (day, night, morning, afternoon, evening)</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Observation</li> <li>Interpretation</li> <li>Comparison</li> </ul>	<ul style="list-style-type: none"> <li>Awareness</li> <li>Time consciousness</li> </ul>
		0.1.4.3.2 Tell days of the week	<ul style="list-style-type: none"> <li>Days of the week (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday.)</li> <li>Game, rhymes e.g. Seven days make a week.</li> </ul>		
	0.1.4.4 Money	0.1.4.4.1 Identify small denominations of money	<ul style="list-style-type: none"> <li>Currency denominations (coins and notes not exceeding Kr 1)</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Observation</li> <li>Comparison</li> </ul>	<ul style="list-style-type: none"> <li>Awareness</li> <li>Prudence</li> <li>Generosity</li> </ul>

# Expressive Arts

## INTRODUCTION:

Expressive Arts as a learning area is based on the integration of subjects namely physical Education, Music and Art. This syllabus covers the following topics:-

- Motor Development (Gross/Fine motor skills)
- Music games and dances
- Drama, Art and Crafts
- Computer

The focus of expressive arts syllabus in an early childhood institution is to promote creativity, critical thinking, problem solving, positive interpersonal relationships, health and well-being, self-expression, self-confidence, awareness of space and assertiveness

Children learn to explore different media and respond to a variety of sensory experiences. The child's creative work expresses his/her feelings. The work produced may not mean anything to an adult but may mean a lot to the child. Therefore, the effort that the child puts in an activity should be appreciated and commended.

# EXPRESSIVE ARTS – Ages 3 and 4

## GENERAL OUTCOME:

- Develop skills in movement, manipulation, coordination, correlation, observation and self-expression

## Key Competences:

- Demonstrate ability to physically interact at play
- Show knowledge and ability to hold drawing and colouring tools firmly.
- Demonstrate ability to make and trace lines, shapes and patterns.

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUE
0.1 Motor Development	0.1.1 Gross Motor Loco motor	0.1.1.1 Perform simple body movements.	Body movements' e.g. • Jumping, Crawling and Walking	• Application of simple body movements.	• Appreciating jumping, crawling and walking.
		0.1.1.2 Play different games.	Games e.g. crawling, throwing, catching, kicking, hopping, jumping	• Playing different games	• Appreciating the importance of team work in coordinating games.
		0.1.1.3 Demonstrate some structural body movements	• Standing • Sitting • Jumping	• Application of structural body movement.	• Appreciating the importance of standing, sitting and jumping.
		0.1.1.4 Participate in physical play with simple rules	E.g.: • Throw, run, kick, catch	• Application of physical play with simple rules.	• Promoting team work

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUE
	0.1.2 Gross Motor Loco motor	0.1.2.1 Participate in various walking activities	<ul style="list-style-type: none"> <li>Walking backwards</li> <li>Walk on tip toes</li> </ul>	<ul style="list-style-type: none"> <li>Balancing on tip toes.</li> <li>Judging distance while walking backwards.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of walking activities.</li> </ul>
		0.1.2.2 Perform various balancing activities	E.g. : <ul style="list-style-type: none"> <li>Stand on one foot, alternate feet.</li> </ul>	<ul style="list-style-type: none"> <li>Balancing feet and steadiness.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating balancing activities.</li> </ul>
		0.1.2.3 Perform various Jumping and climbing activities	<ul style="list-style-type: none"> <li>Jump from a height of 20cm Step over the rope 10cm high balancing hopping</li> <li>Climb up and walk down stairs.</li> </ul>	<ul style="list-style-type: none"> <li>Application of balancing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Creativeness in group work.</li> </ul>
		0.1.2.3 Participate in various running activities	<ul style="list-style-type: none"> <li>Run changing directions</li> </ul>	<ul style="list-style-type: none"> <li>Identification of running activities.</li> </ul>	<ul style="list-style-type: none"> <li>Team spirit through running activities.</li> </ul>
		0.1.2.4 Participate in rolling activities with support	<ul style="list-style-type: none"> <li>Roll on e.g. carpet or mattress</li> </ul>	<ul style="list-style-type: none"> <li>Application of rolling activities</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating importance of rolling.</li> </ul>
		0.1.2.5 Participate in tidying up activities	<ul style="list-style-type: none"> <li>Distributing, Packing, Lifting</li> <li>Distribute and put back equipment after use.</li> </ul>	<ul style="list-style-type: none"> <li>Promoting cleanliness.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of tidying up activities.</li> </ul>
		0.1.2.6 Imitate some familiar animals' movements.	Movement of animals e.g. Zebra, Giraffe, Kangaroo, cow, dog, goat	<ul style="list-style-type: none"> <li>Creativity in imitating various animal movements.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating animal movements.</li> </ul>
		0.1.3 Non loco motor skills.	0.1.3.1 Perform; bending, stretching activities 0.1.3.2 Perform static body movements.	E.g. <ul style="list-style-type: none"> <li>Bending, Stretching</li> <li>Pushing, standing, pulling, kneeling</li> </ul>	<ul style="list-style-type: none"> <li>Identifying bending, stretching and static body movements.</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUE
		0.1.3.3 Perform posture activities with support balancing posture	<ul style="list-style-type: none"> <li>• Posture</li> <li>• Balancing</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of balancing posture activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of balancing posture activities.</li> </ul>
		0.1.3.4 Demonstrate jump on one spot	<ul style="list-style-type: none"> <li>• Jump up and down on one spot.</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping on one sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Self confidence in jumping on one sport.</li> </ul>
	0.1.4 Eye- hand and eye- foot coordination	0.1.4.1 Perform clipping activities	<ul style="list-style-type: none"> <li>• Clipping</li> </ul>	<ul style="list-style-type: none"> <li>• Performing clip activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating importance of clip activities.</li> </ul>
		0.1.4.2 Perform throwing and catching activities.	<ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in executing throwing and catching activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning through team work.</li> </ul>
		0.1.4.3 Participate in Kicking and rolling activities	<ul style="list-style-type: none"> <li>• Kick a stationary ball, Roll a ball</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination of eye – foot movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating kicking and rolling activities.</li> </ul>
		0.1.4.4 Performing threading activities.	<ul style="list-style-type: none"> <li>• Threading</li> </ul>	<ul style="list-style-type: none"> <li>• Application of threading activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Concentrating on threading activities.</li> </ul>
<b>Motor Development</b>	0.1.5 Fine motor skills	0.1.5.1 Demonstrate ability to build a tower.	<ul style="list-style-type: none"> <li>• Building a tower e.g. using plastic bottle lids.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of fine motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity through making a tower using various materials.</li> </ul>
		0.1.5.2 Demonstrate ability to arrange dominos.	<ul style="list-style-type: none"> <li>• Dominos up to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulating Dominos.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating use of Dominos.</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUE
		0.1.5.3 Demonstrate ability to thread. ??? see 0.1.4.4	<ul style="list-style-type: none"> <li>Thread 2.5cm beads using a string</li> </ul>	<ul style="list-style-type: none"> <li>Application of threading activities.</li> </ul>	<ul style="list-style-type: none"> <li>Concentrating on threading activities.</li> </ul>
		0.1.5.4 Perform scooping activities	<ul style="list-style-type: none"> <li>Scooping, filling and emptying e.g. sand.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulation of sand, mealie- meal</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of scooping activities</li> </ul>
		0.1.5.5 Perform grasping and releasing activities.	<ul style="list-style-type: none"> <li>Grasping</li> <li>Releasing</li> </ul>	<ul style="list-style-type: none"> <li>Application of grasping and releasing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of grasping and releasing activities</li> </ul>
		0.1.5.6 Demonstrate ability to screw.	<ul style="list-style-type: none"> <li>Screwing and unscrewing</li> </ul>	<ul style="list-style-type: none"> <li>Manipulation of screws</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating screwing and unscrewing</li> </ul>
		0.1.5.7 Demonstrate self-help skills	E.g. <ul style="list-style-type: none"> <li>Toileting, Zipping, Dressing, Buttoning and lacing</li> </ul>	<ul style="list-style-type: none"> <li>Observation of self help skills</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating toileting, zipping, dressing, buttoning and lacing</li> </ul>

## EXPRESSIVE ARTS – Ages 3 and 4

### GENERAL OUTCOME:

- Develop skills in movement, manipulation, coordination, correlation, observation and self-expression

### Key competence (s):

- Demonstrate ability to respond to simple songs and rhythms.

TOPIC	SUBTOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUE
0.1.1 Music, Games and Dances	0.1.1.1 Music and Dance	0.1.1.1.1 Demonstrate ability to sing familiar songs	<ul style="list-style-type: none"> <li>• Familiar songs</li> </ul>	<ul style="list-style-type: none"> <li>• Singing familiar songs</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation familiar songs</li> </ul>
		0.1.1.1.2 Sing and respond to simple songs and rhymes	<ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Melody</li> <li>• Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to simple songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of rhythm, melody and sound</li> </ul>
		0.1.1.1.3 Demonstrate ability to dance to simple songs	<ul style="list-style-type: none"> <li>• Simple dancing styles</li> </ul>	<ul style="list-style-type: none"> <li>• Dancing to simple songs</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning through team work</li> </ul>
	0.1.1.2 Rhythm and movement	0.1.1.2.1 Develop minimal control, balance of their bodies	<ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Clapping</li> <li>• Simple dance</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing the body with minimal control</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating rhythms of minimal body control.</li> </ul>
		0.1.1.2.2 Participate in guided rhythmic activities	<ul style="list-style-type: none"> <li>• Rhythmic Patterns e.g. Clapping, Stamping</li> </ul>	<ul style="list-style-type: none"> <li>• Applying guided rhythmic activities</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating rhythmic patterns.</li> </ul>
		0.1.1.2.3 Perform familiar musical instruments	<ul style="list-style-type: none"> <li>• Drum</li> <li>• Swift piano</li> </ul>	<ul style="list-style-type: none"> <li>• Playing available musical instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the roll of familiar musical instruments.</li> </ul>

TOPIC	SUBTOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUE
	0.1.1.3 Games Songs	0.1.1.3.1 Perform various Games Songs	<ul style="list-style-type: none"> <li>• Song</li> <li>• Game rules</li> </ul>	<ul style="list-style-type: none"> <li>• Applying various game songs with rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the value of game songs.</li> </ul>
0.1.2 Art and Crafts	0.1.2.1 Crafts	0.1.2.1.1 Fold paper neatly.	<ul style="list-style-type: none"> <li>• Folding (e.g. to form rectangle, square, triangle.)</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulation of paper</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in paper work.</li> </ul>
		0.1.2.1.2 Tear paper in difference sizes and shapes	<ul style="list-style-type: none"> <li>• Tearing</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in tearing paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate working with paper.</li> </ul>
		0.1.2.1.3 Paste paper to form patterns.	<ul style="list-style-type: none"> <li>• Pasting</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of paper pastes and pattern forming.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in pattern making</li> </ul>
	0.1.3.1 Drawing and Tracing	0.1.3.1.1 Participate in various drawing and tracing activities.	<ul style="list-style-type: none"> <li>• Draw lines freely</li> <li>• Trace objects</li> </ul>	<ul style="list-style-type: none"> <li>• Applying various drawing and tracing.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating creative drawing and tracing</li> </ul>
		0.1.3.1.2 Draw using templates	<ul style="list-style-type: none"> <li>• Templates</li> </ul>	<ul style="list-style-type: none"> <li>• Applying templates in drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating images drawn from templates.</li> </ul>
	0.1.4.1 Colouring	0.1.4.1.1 Identify Primary colours	<ul style="list-style-type: none"> <li>• Red, blue, yellow</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of primary colours</li> <li>• Applying primary colours on simple shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating primary colours on shapes,</li> </ul>
		0.1.4.1.2 Perform simple colouring activities	<ul style="list-style-type: none"> <li>• Use of primary colours</li> <li>• Simple shapes</li> </ul>		
	0.1.5.1 Patterns	0.1.5.1.1 Identify things used for printing	<ul style="list-style-type: none"> <li>• Potato cut, cassava, banana fibre, sponge patterns Forming</li> <li>• Hands and feet.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying different printing materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of locally available materials</li> </ul>
		0.1.5.1.2 Perform simple Printing activities	<ul style="list-style-type: none"> <li>• Print using; Potato cut, banana fibre, leaf, sponge, body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Application of different printing</li> </ul>	<ul style="list-style-type: none"> <li>• Creativeness in printing using</li> </ul>

TOPIC	SUBTOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUE
			patterns.	materials.	simple locally available materials
	0.1.6.1 Threading	0.1.6.1.1 Identify things used for threading	<ul style="list-style-type: none"> <li>E.g. beads, bottle tops buttons, straws, fruits</li> </ul>	<ul style="list-style-type: none"> <li>Identification of threading materials</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of threading materials.</li> </ul>
		0.1.6.1.2 Perform threading and buttoning activities	<ul style="list-style-type: none"> <li>Threading shoe laces, big beads</li> <li>Thread big cotton reels</li> <li>Button own clothes</li> </ul>	<ul style="list-style-type: none"> <li>Creativity in threading and buttoning activities.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating threading and buttoning activities.</li> </ul>
	0.1.7.1 Weaving	0.1.7.1.1 Identify materials used for weaving	<ul style="list-style-type: none"> <li>Threads/ wool, Strolls, paper strips</li> </ul>	<ul style="list-style-type: none"> <li>Identification of weaving materials.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating weaving materials.</li> </ul>
	0.1.8.1 Modelling and Moulding	0.1.8.1.1 Identify materials used for modelling.	<ul style="list-style-type: none"> <li>E.g. Dough, clay</li> <li>paper mash, plasticine, wire</li> </ul>	<ul style="list-style-type: none"> <li>Identification of modelling materials.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of modelling materials.</li> </ul>
		0.1.8.1.2 Model familiar objects.	<ul style="list-style-type: none"> <li>Modelling using clay plasticine and dough.</li> <li>Model articles e.g. ball, orange, tomato</li> </ul>	<ul style="list-style-type: none"> <li>Creativity in modelling of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of modelling using available materials.</li> </ul>
	0.1.9.1 Collage and mosaic	0.1.9.1.1 Identify materials for making collage / mosaic	<ul style="list-style-type: none"> <li>Paper</li> <li>Glue</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Collage and Mosaic materials</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of materials for making Collage and Mosaic</li> </ul>
		0.1.9.1.2 Make a collage (pattern)	<ul style="list-style-type: none"> <li>Pasting</li> </ul>	<ul style="list-style-type: none"> <li>Creativity in making Collage.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating Collage patterns</li> </ul>

**SECTION B:**  
**SYLLABUS FOR CHILDREN AGED 5 TO 6 YEARS**

# **SOCIAL STUDIES**

## **INTRODUCTION:**

In ECCDE more emphasis is put on the development of child's understanding of his/her immediate environment.

The syllabus at this stage covers the following topics:-

1. Family,
2. Home,
3. Community
4. School,
5. Celebrations
6. Transport and
7. Communication

The personal and social development of the child is the primary focus of this syllabus. Social studies learning area is therefore designed to assist in the development of the child's social attitude, correct values, positive attitudes, patriotism and culture. It provides an opportunity for the child to develop basic skills to fit into society and interact with the environment.

## SOCIAL STUDIES: Age 5-6 Years

### GENERAL OUTCOME(S).

- Develop an understanding of the interaction of human beings with social economic and physical environment
- Develop basic social skills to fit into the society and interact with the environment

### KEY COMPETENCES

- Identify members of the extended family and their relationships
- Obey rules at home and in the school
- Identify major celebrations within their community
- Mention common modes of transport in their community
- Show the direction of the school from home and vice versa

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
<b>0.2.1 Family</b>	0.2.1.1 Extended Family	0.2.1.1.1 Identify members of extended family	<ul style="list-style-type: none"> <li>• Extended families: Members of the family beyond father, mother, brothers and sisters (nuclear family)</li> <li>• Extended family members: grandfather, grandmother, cousins, aunts, uncles</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Sense of belonging</li> <li>• Appreciation</li> </ul>
<b>0.2.2 Home</b>	0.2.2.1 Types of homes	0.2.2.1.1 Describe where one lives	<ul style="list-style-type: none"> <li>• Home area</li> <li>• Direction</li> <li>• Location</li> </ul>	<ul style="list-style-type: none"> <li>• Locating</li> <li>• Spatial concept</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> </ul>
		0.2.2.1.2 Describe own home	<ul style="list-style-type: none"> <li>• Size of house (big or small), rooms in the house, use of different rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Care for things</li> <li>• Sense of belonging</li> <li>• Tidiness</li> </ul>

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
		0.2.2.1.3 Mention the dos and don'ts in a home	<ul style="list-style-type: none"> <li>• Dos: respect, care for property</li> <li>• Don'ts: do not steal, insult, fight, quarrel</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Obedience</li> <li>• Responsibility</li> <li>• Respect</li> <li>• Care</li> </ul>
		0.2.2.1.4 State the advantages of obeying rules	<ul style="list-style-type: none"> <li>• Praise, attention, privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Obedience</li> <li>• Responsibility</li> <li>• Respect</li> <li>• Care</li> </ul>
		0.2.2.1.5 State the disadvantages of disobeying rules	<ul style="list-style-type: none"> <li>• Punishment, denial, teasing,</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Obedience</li> <li>• Responsibility</li> <li>• Respect</li> <li>• Care</li> </ul>
<b>0.2.3 Community</b>	0.2.3.1 My Community	0.2.3.1.1 Identify leaders in the community	<ul style="list-style-type: none"> <li>• Community leaders e.g. church elders, pastors, priests, teachers, ward councillor, chief, headman</li> </ul>	<ul style="list-style-type: none"> <li>• Inter-personal relations</li> <li>• Orderliness</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for leaders</li> <li>• Appreciation</li> </ul>
		0.2.3.1.2 Identify roles played by different leaders in the community	<ul style="list-style-type: none"> <li>• Teaching, nursing, policing, administration, social working</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Patriotism</li> </ul>
		0.2.3.1.3 Describe taking care of property in the community	<ul style="list-style-type: none"> <li>• Herding animals, putting things in the right places, maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Orderliness</li> <li>• Sorting</li> <li>• Classifying</li> </ul>	<ul style="list-style-type: none"> <li>• Patience</li> <li>• Responsibility</li> </ul>
		0.2.3.1.4 Discuss ways of relating with family members and friends	<ul style="list-style-type: none"> <li>• Working together, visiting, making friends, sharing, communicating</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Socialisation</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Patience</li> <li>• Friendship</li> <li>• Cooperation</li> </ul>

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
		0.2.3.1.5 Identify different ways of showing respect in our culture	<ul style="list-style-type: none"> <li>• Kneeling, clapping, clasping of hands, bowing down</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Inter personal relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Sense of belonging</li> <li>• Peace</li> <li>• Tolerance</li> <li>• Respect</li> </ul>
<b>0.2.4 School</b>	0.2.4.1 My School	0.2.4.1.1 Identify school, class, teachers, and classmates	<ul style="list-style-type: none"> <li>• School, class, teachers, classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Inter-personal relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Sense of belonging</li> <li>• Appreciation</li> <li>• Friendship</li> </ul>
		0.2.4.1.2 Locate own school and classroom	<ul style="list-style-type: none"> <li>• Direction of the school and classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Locating</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>
		0.2.4.1.3 Identify things found in the classroom	<ul style="list-style-type: none"> <li>• Furniture, teaching/learning materials (duster, crayons, pencils, books)</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Classification</li> <li>• Naming</li> </ul>	<ul style="list-style-type: none"> <li>• Care for property</li> <li>• Orderliness</li> </ul>
<b>0.2.5 Celebrations</b>	0.2.5.1 Types of Celebrations	0.2.5.1.1 Describe types of celebrations	<ul style="list-style-type: none"> <li>• Wedding, Independence, traditional ceremonies (Kuomboka, Lwiindi, Umutomboko, Nc'wala, Nkolola, Mukanda)</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Sense of belonging</li> <li>• Patriotism</li> <li>• Teamwork</li> </ul>
		0.2.5.1.2 Explain the importance of holding celebrations	<ul style="list-style-type: none"> <li>• Knowledge of cultural values and norms, sharing ideas, working together</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Appreciation</li> <li>• Self-identity</li> <li>• Awareness</li> </ul>

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
<b>0.2.6 Transport</b>	0.2.6.1 Means of transport	0.2.6.1.1 Mention different types of transport	<ul style="list-style-type: none"> <li>• Motor bike ,car, bus, scotch cart, canoe, aeroplane, train, boat, bicycle, wheel burrow</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Safety</li> </ul>
		0.2.6.1.2 Describe ways of coming to school	<ul style="list-style-type: none"> <li>• Car, bicycle, walking, bus, canoe</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Appreciation</li> <li>• Responsibility</li> </ul>
<b>0.2.7 Communication</b>	0.2.7.1 Ways of Communicating	0.2.7.1.1 Mention common means of communication	<ul style="list-style-type: none"> <li>• Mobile phone, telephone, radio, letters, drumming, news paper, books</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Effective Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>

# Environmental Science: Age 5-6 Years

## INTRODUCTION

Environmental Science is an area in which a child is expected to acquire scientific knowledge and skills, positive attitudes and values that will help him/her to explore and understand their immediate environment. A child is, therefore, expected to acquire and develop:

- a) Knowledge, skills, positive attitudes and values about human, plants and animals
- b) An understanding of the importance and value of food
- c) Health and safety skills and values
- d) An understanding of different weathers

In order to achieve these, this syllabus has covered the following topics.

- a) Human body: Parts of the body
- b) Nutrition: Food; functions of food; food hygiene; eating and eating habits
- c) Health and safety: Hygiene; safety
- d) Plants: Plants in the locality
- e) Animals: Domestic animals; wild animals; birds; and insects
- f) Environment: Weathers; water. This topic can be taught in all terms depending on the weather conditions of the term. For example, Term1 rain weather and introduction of cold weather, term 2 cold weather and introduction of dry and hot weather and then term3 hot weather and introduction of rain weather.

**GENERAL OUTCOME(S):**

- Acquire and develop knowledge, positive attitudes and values about human body, plants and animals.

**KEY COMPETENCES:**

- Show ability to identify and state functions of the external parts of the body.
- Demonstrate ability to sow maize / bean seed.
- Demonstrate ability to identify birds by their sounds.
- Demonstrate the ability to keep the surroundings clean.

**UNIT 1.0 The Human body, Plants and Animals.**

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
<b>Living and non-living things</b>	0.2.1 Living things	0.2.1.1 Name living things 0.2.1.2 Name some non living things.	<ul style="list-style-type: none"> <li>• e.g. plants animals, insects</li> <li>• chair, Stones, Cars, House, toys.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• classification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
<b>Human body</b>	0.2.2 Parts of the body	0.2.2.1 Identify external parts of the body	<ul style="list-style-type: none"> <li>• Head, eyes, ears, mouth, arms, legs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Self awareness</li> <li>• Appreciation</li> </ul>
		0.2.2.2 Mention functions of the different parts of the body	<ul style="list-style-type: none"> <li>• e.g. Hearing –ears, Seeing – eyes, Walking – legs, Clapping – hands</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> </ul>
		0.2.2.3 Talk about ways of caring for the body.	<ul style="list-style-type: none"> <li>• Brushing regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Care</li> </ul>
<b>Plants</b>	0.2.3 Plants and fruits.	0.2.3.1 Identify different types of plants	<ul style="list-style-type: none"> <li>• Trees, flowers, grass, crops</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Classification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> </ul>
		0.2.3.2 Mention the uses of plants	<ul style="list-style-type: none"> <li>• Food, wood, timber, medicines, Fire wood, shelter.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
		0.2.3.3 Name different types of fruits	<ul style="list-style-type: none"> <li>• E.g. Orange, Mango, Masuku Apple...</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Appreciation</li> </ul>
		0.2.3.4 Plant a seed and observe its growth.	<ul style="list-style-type: none"> <li>• Seed planting (beans / maize)</li> </ul>	<ul style="list-style-type: none"> <li>• Planting</li> <li>• Watering</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Self confidence</li> </ul>

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
				<ul style="list-style-type: none"> <li>• Nurturing</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> </ul>
<b>Animals</b>	0.2.4 Domestic Animals	0.2.4.1 Identify and name domestic animals.	<ul style="list-style-type: none"> <li>• Cats, dogs, Cows, Pigs, Sheep, Goats.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
		0.2.4.2 Distinguish pets from farm animals	<ul style="list-style-type: none"> <li>• Cat, Dog, Birds, Pigs, Cows</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> <li>• Care</li> </ul>
		0.2.4.3 Identify animals that are kept as pets.			
	0.2.5 Wild Animals	0.2.5.1 Identify different wild animals	<ul style="list-style-type: none"> <li>• E.g. Lion, Elephant, Hyena, Zebra...</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> <li>• Conservation</li> </ul>
	0.2.6 Animals that live in water	0.2.6.1 Identify and name animals that live in water	<ul style="list-style-type: none"> <li>• E.g. snakes crocodile, frog, Hippo, fish.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Classification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
		0.2.6.2 Talk about animals that are reptiles	<ul style="list-style-type: none"> <li>• E.g. Lizards, snakes, crocodile.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
	0.2.7 Birds	0.2.7.1 Name familiar birds	<ul style="list-style-type: none"> <li>• E.g. ducks, chickens, eagle.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Appreciation</li> </ul>
	0.2.8 Insects	0.2.8.1 Identify insects found in the locality	<ul style="list-style-type: none"> <li>• e.g. House flying, mosquitoes, Grasshoppers, butterflies.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
	0.2.8.2 Name parts of an insect.	<ul style="list-style-type: none"> <li>• Head, chest, stomach, legs.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Care</li> </ul>	

## UNIT 2.0 Nutrition and Health

### GENERAL OUTCOME(S):

- Develop an understanding of nutrition and health.
- Acquire and develop knowledge, positive attitudes and values about nutrition.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
Nutrition	0.2.1 Food	0.2.1.1 Mention sources of food and their groups	<ul style="list-style-type: none"> <li>• Sources of food (Plants, Animals)</li> <li>• Food groups</li> <li>• E.g. energy, body building, protective.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
		0.2.1.2 Describe how food can be stored.	<ul style="list-style-type: none"> <li>• fridge, food containers,</li> <li>• Store rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Care</li> <li>• Preservation</li> </ul>
	0.2.2 Functions of food	0.2.2.1 Talk about the functions of food in the body	<ul style="list-style-type: none"> <li>• Growth, energy and protection from diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> </ul>
	0.2.3 Food hygiene	0.2.3.1 Talk about the importance of food hygiene	<ul style="list-style-type: none"> <li>• Prevent disease</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Awareness</li> </ul>
		0.2.3.2 Mention things that can contaminate food	<ul style="list-style-type: none"> <li>• e.g. flies, poor storage hot weather condition</li> <li>Contaminated food</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Hygiene</li> </ul>
		0.2.3.3 Explain different ways of preserving food.	<ul style="list-style-type: none"> <li>• Drying</li> <li>• Canning</li> <li>• Refrigeration</li> <li>• Smoking</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Preservation</li> </ul>
	0.2.4 Eating habits	0.2.4.1 Mention parts of the body used for eating food.	<ul style="list-style-type: none"> <li>• Teeth, Mouth, Hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulation</li> <li>• Co-ordination</li> <li>• Swallowing</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> </ul>

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
		0.2.4.2 Demonstrate how food is chewed	<ul style="list-style-type: none"> <li>• Posture.</li> <li>• Chewing food with mouth closed</li> </ul>	<ul style="list-style-type: none"> <li>• Use of eating utensils and hands</li> <li>• Chewing</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Application</li> <li>• Awareness.</li> </ul>
<b>Health and safety</b>	0.2.5 Personal Hygiene	0.2.5.1 Explain the importance of keeping the body clean.	<ul style="list-style-type: none"> <li>• Protection from germs and bad smell</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Self esteem</li> <li>• Care</li> <li>• Cleanliness</li> </ul>
		3. Demonstrate how to use toilet facilities.	<ul style="list-style-type: none"> <li>• Toileting</li> <li>• Tissues</li> <li>• Disinfectants (soap)</li> <li>• Running water.</li> </ul>	<ul style="list-style-type: none"> <li>• Toileting</li> </ul>	<ul style="list-style-type: none"> <li>• Care</li> <li>• Cleanliness</li> </ul>
	0.2.6 Environmental Hygiene	0.2.6.1 Talk about the importance of keeping surroundings clean.	<ul style="list-style-type: none"> <li>• Protection from diseases.</li> <li>• For beauty.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Care</li> </ul>
		0.2.6.2 Demonstrate ways of keeping the surroundings clean.	<ul style="list-style-type: none"> <li>• Use of bins and pits</li> <li>• Sweeping the surrounding</li> </ul>	<ul style="list-style-type: none"> <li>• Sweeping</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Cleanliness</li> <li>• Appreciation</li> <li>• Care</li> </ul>
	0.2.7 Safety	0.2.7.1 Identify and name some harmful objects, substances and plants.	<ul style="list-style-type: none"> <li>• E.g. Paraffin, detergents, knives, broken bottles,</li> <li>• Poisonous plants, Medicines and Sharp objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Classification</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Awareness</li> </ul>
		0.2.7.2 Practice road crossing	<ul style="list-style-type: none"> <li>• Zebra crossing</li> <li>• Road signs:</li> <li>• Road crossing</li> <li>• Meaning of traffic lights</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Safety</li> <li>• Patience</li> </ul>

## UNIT 3.0 The Environment

### GENERAL OUTCOME(S):

- Develop an understanding of different weathers

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
<b>Environment</b>	0.2.1 Weathers	0.2.1.1 Identify the three Weathers in Zambia.	<ul style="list-style-type: none"> <li>• Rainy, Cold and Hot weather</li> <li>• Rainy, windy, sunny and cold.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Identification</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
		0.2.1.2 Talk about things people use to protect themselves from rain or cold and heat.	<ul style="list-style-type: none"> <li>• Use of umbrella, Rain coat, Gum boots, Jersey socks,</li> <li>• Head socks ...</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Application</li> </ul>
		0.2.1.3 Name activities done in rain weathers.	<ul style="list-style-type: none"> <li>• Planting of seeds, trees, preparation of fields.</li> </ul>	<ul style="list-style-type: none"> <li>• Planting</li> </ul>	<ul style="list-style-type: none"> <li>• Care</li> <li>• Appreciation</li> <li>• Awareness</li> </ul>
<b>Water</b>	0.2.2 Sources of Water	0.2.2.1 Identify sources of water	<ul style="list-style-type: none"> <li>• Rain, river, dam, tap, well, borehole ...</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Water conservation</li> <li>• Awareness</li> </ul>
		0.2.2.2 Mention different uses of water	<ul style="list-style-type: none"> <li>• E.g. bathing, drinking, cooking, and watering.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Awareness</li> </ul>

# Literacy and Language: Age 5-6 Years

## INTRODUCTION

The primary focus of ECCDE Literacy and language syllabus is to develop listening, speaking, pre-reading and pre-writing skills. The ECCDE Literacy and Language syllabus covers:

- Listening and speaking (aural and oral)
- Pre-reading and
- Pre-writing

Children must manage the principles of sound, meaning, structure and every day use of language in order to engage in effective verbal communication and linguistic accomplishment.

In ECCDE speech formation is very important. Whatever language the child has started using before he/she comes to the institution or learning centre should by all means be encouraged until that language is mastered before a second language is introduced to him or her.

**GENERAL OUTCOME(S): Develop listening, speaking, pre-reading and pre-writing skills**

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
<b>Listening and speaking</b>	0.2.1 Names	0.2.1.1 Mention their own name and those of family members	<ul style="list-style-type: none"> <li>Names</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Awareness</li> </ul>
	0.2.2 Greetings	0.2.2.1 Recognise and respond to greetings	<ul style="list-style-type: none"> <li>Occasional / situations greeting</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Attentiveness</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>Cultural norms</li> </ul>
	0.2.3 Stories	0.2.3.1 Tell and respond to short and simple stories	<ul style="list-style-type: none"> <li>Short stories</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Cultural norms</li> <li>Assertiveness</li> <li>Awareness</li> <li>Appreciation</li> </ul>
		0.2.3.2 Retell short stories	<ul style="list-style-type: none"> <li>Short stories</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Awareness</li> <li>Appreciation</li> <li>Creative thinking</li> </ul>
	0.2.4 Conversation	0.2.4.1 Express themselves in simple conversations	<ul style="list-style-type: none"> <li>Turn talking</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Assertiveness</li> <li>Self confidence</li> </ul>
	0.2.5 Plays / Drama	0.2.5.1 Listen to short plays	<ul style="list-style-type: none"> <li>Short plays</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Awareness</li> <li>Appreciation</li> </ul>
	0.2.6 Getting instructions	0.2.6.1 Respond to a chain of instructions	<ul style="list-style-type: none"> <li>E.g.</li> <li>Come here</li> <li>Touch the wall</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>Accuracy</li> <li>Cultural norms</li> </ul>
	0.2.7 Messages	0.2.7.1 Interpret and respond to audio/visual messages	<ul style="list-style-type: none"> <li>Comprehension</li> <li>Audio/Visual messages</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Awareness</li> </ul>
	0.2.8 Requests	0.2.8.1 Make a polite requests	<ul style="list-style-type: none"> <li>Cultural norms:</li> <li>I am sorry, Thank you,</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Peace</li> <li>Humility</li> </ul>

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
			Excuse me, May I, Please forgive me.		<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Application</li> </ul>
		0.2.8.2 Respond to polite request	<ul style="list-style-type: none"> <li>• Ok, Welcome, Quite excused, Sure, I forgive you.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Peace</li> <li>• Humility</li> <li>• Appreciation</li> <li>• Application</li> </ul>
	0.2.9 Environment	0.2.9.1 Name objects from the environment	<ul style="list-style-type: none"> <li>• Home: cup, knife, table.</li> <li>• School: board, desk.</li> <li>• Surrounding neighbourhood: Garden, kraal.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Classification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
	0.2.10 Experiences	0.2.10.1 Narrate some experiences in a simple way	<ul style="list-style-type: none"> <li>• Own experiences</li> <li>• Narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Narration</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Assertiveness</li> <li>• Self expression</li> <li>• Confidence</li> </ul>
	0.2.11 Description	0.2.11.1 Describe where they live	<ul style="list-style-type: none"> <li>• Near, after, opposite, before...</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Assertiveness</li> <li>• Self expression</li> <li>• Confidence</li> </ul>
	0.2.12 Giving directions	0.2.12.1 Give directions	E.g.: <ul style="list-style-type: none"> <li>• Turn left, right.</li> <li>• Opposite, near, before, straight.</li> </ul>	<ul style="list-style-type: none"> <li>• communication</li> </ul>	<ul style="list-style-type: none"> <li>• Self expression</li> <li>• Politeness</li> <li>• Accuracy</li> </ul>
	0.2.13	0.2.13.1 Identify and mimic different sounds	<ul style="list-style-type: none"> <li>• E.g. Animal sounds:</li> <li>• Cow; moo</li> <li>• Cut; meow</li> <li>• Motor bike.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Classification</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Awareness</li> <li>• Critical thinking.</li> </ul>
	0.2.14 Explanation	0.2.14.1 Explain their creative work	<ul style="list-style-type: none"> <li>• Drawing, modelling, paperwork</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Self expression</li> </ul>

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
					<ul style="list-style-type: none"> <li>• Self esteem</li> </ul>
	0.2.15 Description	0.2.15.1 Describe other people in the community 0.2.15.2 Tell their likes and dislikes about things	<ul style="list-style-type: none"> <li>• E.g. Tall, short, fat</li> <li>• E.g. I like ... I don't like ...</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical thinking</li> <li>• Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Politeness</li> </ul>
	0.2.16 The body	0.2.16.1 Describe the function of external parts of their bodies	<ul style="list-style-type: none"> <li>• E.g. walking, talking, seeing, hearing...</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Appreciation</li> </ul>
	0.2.17 Stories	0.2.17.1 Tell a story.	<ul style="list-style-type: none"> <li>• From pictures, books, charts, picture stripes.</li> <li>• Story sequencing</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Assertiveness</li> </ul>
		0.2.17.2 Describe pictures.	<ul style="list-style-type: none"> <li>• In a picture book, chart, picture stripe.</li> <li>• Pictorial objects</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
	0.2.18 Home chores	0.2.18.1 Describe home activities in a simple manner	<ul style="list-style-type: none"> <li>• Sweeping, cooking, digging.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> </ul>
	0.2.19 Poems rhymes and tongue twisting.	0.2.19.1 Recite poems and rhymes and tongue twisters.	<ul style="list-style-type: none"> <li>• Short and simple poems, rhymes and tongue twisting.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Self-expression</li> <li>• Appreciation</li> <li>• Self-confidence.</li> </ul>
		0.2.19.2 Sound out letters of the alphabet	<ul style="list-style-type: none"> <li>• sound</li> </ul>	<ul style="list-style-type: none"> <li>• Sound identification</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Self-expression</li> <li>• Self confidence</li> </ul>
		0.2.19.3 Sing the alphabet song.	<ul style="list-style-type: none"> <li>• songs</li> </ul>	<ul style="list-style-type: none"> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Self-expression</li> <li>• Self confidence</li> </ul>
<b>Pre-reading</b>	0.2.1 Parts of a book.	0.2.1.1 Identify the parts of a book.	<ul style="list-style-type: none"> <li>• Front and back cover of the book, inside.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Awareness</li> </ul>
	0.2.2 Handling of	0.2.2.1 Familiarise with using books.	<ul style="list-style-type: none"> <li>• From left to right and</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> </ul>

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
	books		from top to bottom on a printed page.	<ul style="list-style-type: none"> <li>• Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> </ul>
		0.2.2.2 Recognise all the letters of the alphabet and their sound	<ul style="list-style-type: none"> <li>• Sounds</li> <li>• Letters</li> <li>• Reading from left to right</li> </ul>	<ul style="list-style-type: none"> <li>• Sounding letters</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance</li> <li>• Reading awareness</li> <li>• Self-expression</li> <li>• Appreciation</li> </ul>
	0.2.3	0.2.3.1 Distinguish the difference between letters and numbers	<ul style="list-style-type: none"> <li>• Pre-reading</li> <li>• Print media</li> <li>• Letters</li> <li>• Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Pre-reading</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• School pride</li> <li>• Reading awareness</li> <li>• Appreciation</li> </ul>
		0.2.3.2 Recognise initial letter sounds in a word	<ul style="list-style-type: none"> <li>• Sounds</li> <li>• Letters</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Sound Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Self expression</li> <li>• Appreciation</li> </ul>
		0.2.3.3 Read two to three letter words e.g. in, out, pot, dog.	<ul style="list-style-type: none"> <li>• Words</li> <li>• Print media</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading</li> <li>• Speaking</li> <li>• Sound identification</li> </ul>	<ul style="list-style-type: none"> <li>• Reading awareness</li> <li>• Appreciation</li> <li>• Self confidence</li> </ul>
<b>Pre-writing</b>	0.2.4 Handwriting instruments	0.2.4.1 Hold writing instruments correctly and attempt to write	<ul style="list-style-type: none"> <li>• Pencil</li> <li>• Crayon</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulation</li> <li>• Posture</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Patience</li> <li>• Self confidence</li> </ul>
	0.2.5 Tracing	0.2.5.1 Trace and follow dotted lines	<ul style="list-style-type: none"> <li>• Tracy dotted lines</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulation</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy</li> </ul>
		0.2.5.2 Trace lines from left to right and top to bottom	<ul style="list-style-type: none"> <li>• Left to right hand movement</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence</li> </ul>
		0.2.5.3 Trace a patterns using templates	<ul style="list-style-type: none"> <li>• Different patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Self</li> </ul>

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
		0.2.5.4 Draw letters using different media.	<ul style="list-style-type: none"> <li>• Sand, paint, templates</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Painting &amp;</li> <li>• Colouring</li> </ul>	<ul style="list-style-type: none"> <li>• confidence</li> <li>• Self-confidence</li> <li>• Patience</li> <li>• Aesthetic</li> </ul>
	0.2.6 Writing names	0.2.6.1 Write their first name	<ul style="list-style-type: none"> <li>• Names</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Self-confidence</li> <li>• Awareness</li> </ul>
	0.2.7 Copying	0.2.6.2 Copy numbers and letters accurately.	<ul style="list-style-type: none"> <li>• Letter and numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Appreciation</li> <li>• Accuracy</li> </ul>

# Mathematics for AGE 5-6 YEARS

## INTRODUCTION:

A child in Early Childhood institutions learns better when manipulating objects other than getting involved in hypothetical reasoning. This means therefore, that the concepts of classification, number, measurement and geometry should be done very practically. Children learn better using concrete objects and their day to day life experiences. When children are exposed to rich, informal mathematical activities, they acquire a solid foundation of mathematics concepts and skills. They also learn that math is interesting, enjoyable and useful.

This syllabus covers.

- a) Classification: Sorting; Grouping; Ordering and patterns.
- b) Numbers: Counting; number recognition, Number sequencing; Addition; Subtraction; Number writing.
- c) Measurements: Volume; weight; Time; Money; Length; width.
- d) Geometry: Lines and shapes.

**General Outcome(s):**

- Develop mathematical knowledge, skills and values
- Develop interest in mathematical for everyday use

Topic	Sub-topic	Specific Outcome	Content		
			Knowledge	Skills	Values
<b>0.2.1 Classification</b>	0.2.1.1 Sorting	0.2.1.1.1 Sort objects by specific characteristics	<ul style="list-style-type: none"> <li>• Sorting objects by size, colour, shape or other similar characteristics</li> <li>• Sorting pictures of different objects and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Identification</li> <li>• Critical thinking</li> <li>• Judgement</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Curiosity</li> <li>• Application</li> <li>• Team work / cooperation</li> </ul>
	0.2.1.2 Grouping	0.2.1.2.1 Group collection of objects on the basis of quantity	<ul style="list-style-type: none"> <li>• Grouping collection of objects on the basis of quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Identification</li> <li>• Critical thinking</li> <li>• Comparison</li> <li>• Cognition</li> <li>• Discrimination</li> <li>• Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Curiosity</li> <li>• Application</li> <li>• Team work / cooperation</li> <li>• Appreciation</li> </ul>
		0.2.1.2.2 Match familiar objects according to their similarity	<ul style="list-style-type: none"> <li>• Matching familiar objects from one set to the other according to their similarity (e.g. size, colour, shape)</li> </ul>		
0.2.1.2.3 Relate number of objects to numerals	<ul style="list-style-type: none"> <li>• Relating number of objects to numerals (e.g. Days in week,)</li> </ul>				
	0.2.1.3 Patterns	0.2.1.3.1 Make patterns using different media	<ul style="list-style-type: none"> <li>• Making patterns in a sequential arrangement (different media???)</li> <li>• Arranging objects according to length or height</li> </ul>	<ul style="list-style-type: none"> <li>• Logical thinking</li> <li>• Cognition</li> <li>• Identification</li> <li>• Comparison</li> <li>• Discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Application</li> <li>• Aesthetics</li> <li>• Team work / cooperation</li> </ul>
<b>0.2.2 Numbers</b>	0.2.2.1 Counting	0.2.2.1.1 Count orally up to twenty (20) objects	<ul style="list-style-type: none"> <li>• Use concrete objects to count up to 20 (employ songs, rhymes, games)</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Counting</li> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Teamwork</li> <li>• Inquiry</li> <li>• Perseverance</li> </ul>
		0.2.2.1.2 Use numerals to		<ul style="list-style-type: none"> <li>• Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> </ul>

Topic	Sub-topic	Specific Outcome	Content		
			Knowledge	Skills	Values
		symbolise quantities of objects	<ul style="list-style-type: none"> <li>• Symbolic representation of numbers 1 – 20 using numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Discrimination</li> <li>• Logical thinking</li> <li>• Representation</li> </ul>	<ul style="list-style-type: none"> <li>• Team work / cooperation</li> <li>• Inquiry</li> </ul>
	0.2.2.2 Pre-writing	0.2.2.2.1 Write numbers from 1-20	<ul style="list-style-type: none"> <li>• Tracing outlines of given numbers 1-20 in ascending order</li> <li>• Model numerals 1 up to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Tracing</li> <li>• Writing</li> <li>• Psychomotor</li> <li>• Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Patience</li> <li>• Awareness</li> <li>• Curiosity</li> </ul>
	0.2.2.3 Addition	0.2.2.3.1 Demonstrate the concept of addition	<ul style="list-style-type: none"> <li>• Demonstrating the concept of addition using concrete objects up to sum of 10</li> </ul>	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Problem solving</li> <li>• Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Awareness</li> <li>• Application</li> </ul>
	0.2.2.4 Subtraction	0.2.2.4.1 Demonstrate the concept of subtraction	<ul style="list-style-type: none"> <li>• Demonstrating the concept of subtraction using concrete objects in the range of 1-10</li> </ul>	<ul style="list-style-type: none"> <li>• Subtraction</li> <li>• Problem solving</li> <li>• Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Awareness</li> <li>• Application</li> </ul>
<b>0.2.3 Geometry</b>	0.2.3.1 Lines	0.2.3.1.1 Draw different types of lines	<ul style="list-style-type: none"> <li>• Drawing outlines of different types of lines (i.e. straight, zigzag and wavy lines, spiral lines)</li> </ul>	<ul style="list-style-type: none"> <li>• Tracing</li> <li>• Psychomotor</li> <li>• Identification</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Patience</li> <li>• Awareness</li> <li>• Curiosity</li> <li>• Creativity</li> </ul>
	0.2.3.2 Shapes	0.2.3.2.1 Draw and colour basic shapes	<ul style="list-style-type: none"> <li>• Drawing and colouring the given shapes (circle, square, rectangle and triangle)</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Observation</li> <li>• Comparison</li> <li>• Interpretation</li> <li>• Psychomotor</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Inquiry</li> <li>• Awareness</li> <li>• Application</li> </ul>

Topic	Sub-topic	Specific Outcome	Content		
			Knowledge	Skills	Values
<b>0.2.4 Measurement</b>	0.2.4.1 Length and width	0.2.4.1.1 Measure length and width of objects.	<ul style="list-style-type: none"> <li>Length and width of concrete objects using non standard units of measurements (using strings)</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Comparison</li> <li>Distinction</li> <li>Measurement</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Team work / cooperation</li> <li>Awareness</li> </ul>
	0.2.4.2 Weight	0.2.4.2.1 Compare the weights of different objects	<ul style="list-style-type: none"> <li>Weights of different objects using non standard measurements (heavier, lighter, same)</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Comparison</li> <li>Distinction</li> </ul>	<ul style="list-style-type: none"> <li>Team work / cooperation</li> <li>Cooperation</li> <li>Awareness</li> </ul>
	0.2.4.3 Volume	0.2.4.3.1 Demonstrate the concept of volume	<ul style="list-style-type: none"> <li>Demonstrating the concept of volume (using containers of different volumes to manipulate sand and water)</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Comparison</li> <li>Identification</li> <li>Observation</li> <li>Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>Awareness / Perception</li> <li>Application</li> <li>Team work / cooperation</li> <li>Safety consciousness</li> </ul>
	0.2.4.4 Time	0.2.4.4.1 Tell different times of the day 0.2.4.4.2 State months in a year	<ul style="list-style-type: none"> <li>Telling time using non standard units of measurement (day, night, morning, afternoon, evening)</li> <li>Stating months in a year (games, rhymes)</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Observation</li> <li>Interpretation</li> <li>Comparison</li> </ul>	<ul style="list-style-type: none"> <li>Awareness</li> <li>Time consciousness</li> </ul>
	0.2.4.5 Money	0.2. 4.5.1 Identify small denominations	<ul style="list-style-type: none"> <li>Currency denominations (coins and notes not exceeding K20)</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Observation</li> <li>Comparison</li> </ul>	<ul style="list-style-type: none"> <li>Awareness</li> <li>Prudence</li> <li>Generosity</li> </ul>

# EXPRESSIVE ARTS – Ages 5 to 6

## INTRODUCTION

Expressive Arts as a learning area is based on the integration of subjects namely physical Education, Music and Art. This syllabus covers the following topics:-

- Motor Development (Gross/Fine motor skills)
- Music games and dances
- Drama, Art and Crafts
- Computer

The focus of expressive arts syllabus in an early childhood institution is to promote creativity, critical thinking, problem solving, positive interpersonal relationships, health and well-being, self-expression, self-confidence, awareness of space and assertiveness

Children learn to explore different media and respond to a variety of sensory experiences. The child's creative work expresses his/her feelings. The work produced may not mean anything to an adult but may mean a lot to the child. Therefore, the effort that the child puts in an activity should be appreciated and commended.

**GENERAL OUTCOME:** Develop skills in movement, manipulation, coordination, correlation, observation and self-expression

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUE
0.2 Motor Development	0.2.1 Gross Motor	0.2.1.1 Perform Various body movements and control	<ul style="list-style-type: none"> <li>Walking on straight line</li> <li>Walking on tip toes</li> </ul>	<ul style="list-style-type: none"> <li>Application of body movements and control.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating knowledge to walk on straight line and tip toes.</li> </ul>
		0.2.1.2 Perform various jumping and balancing activities	<ul style="list-style-type: none"> <li>Frog jumping</li> <li>Hop on one leg, alternating feet Jump from a height of 15-20cm</li> <li>Step over the rope 10-15cm high.</li> </ul>	<ul style="list-style-type: none"> <li>Application of jumping and balancing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative learning through team work.</li> </ul>
		0.2.1.3 Perform climbing activities	<ul style="list-style-type: none"> <li>Climb up stairs using alternate feet</li> </ul>	<ul style="list-style-type: none"> <li>Climbing stairs</li> </ul>	<ul style="list-style-type: none"> <li>Practicing climbing activities.</li> </ul>
	0.2.2 Non loco motor skills	0.2.2.1 Perform static body movements	<ul style="list-style-type: none"> <li>E.g. pulling, pushing, twisting, stretching</li> </ul>	<ul style="list-style-type: none"> <li>Application of non loco motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating the role of static body movements.</li> </ul>
		0.2.2.2 Demonstrate ability to throw ball over head	<ul style="list-style-type: none"> <li>E.g. throwing ball overhead.</li> </ul>	<ul style="list-style-type: none"> <li>Creativity in throwing ball over head.</li> </ul>	<ul style="list-style-type: none"> <li>Self confidence to throw the ball over head.</li> </ul>
		0.2.2.3 Demonstrate ability to turn and roll	<ul style="list-style-type: none"> <li>Body movement e.g. rolling and turning.</li> </ul>	<ul style="list-style-type: none"> <li>Applying rolling and turning body movements.</li> </ul>	<ul style="list-style-type: none"> <li>Practicing rolling and turning.</li> </ul>
		0.2.2.4 Perform posture activities	<ul style="list-style-type: none"> <li>Posture and balancing e.g. sitting, standing</li> </ul>	<ul style="list-style-type: none"> <li>Applying posture activities.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating balancing, sitting and standing.</li> </ul>
		0.2.2.5 Jump up and down.	<ul style="list-style-type: none"> <li>Jumping in one place 5- 10 times.</li> </ul>	<ul style="list-style-type: none"> <li>Jumping on the same spot.</li> </ul>	<ul style="list-style-type: none"> <li>Confidence in jumping on one spot.</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUE
	0.2.3 Eye hand and eye foot coordination	0.2.3.1 Demonstrate eye hand and eye foot coordination activities	<ul style="list-style-type: none"> <li>• Throwing, Kicking, Catching and Lacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinating of eye-hand and eye-foot activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of throwing, kicking, catching and lacing.</li> </ul>
		0.2.3.2 Demonstrate ability to throwing and catching.	<ul style="list-style-type: none"> <li>• Timing</li> <li>• Throw object to target.</li> <li>• Catch object with both hands</li> <li>• Throw a ball under and over an arm.</li> </ul>	<ul style="list-style-type: none"> <li>• Applying throwing and catching activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Team spirit through a variety of activities.</li> </ul>
		0.2.3.3 Demonstrate kicking and rolling.	<ul style="list-style-type: none"> <li>• Targeting</li> <li>• Timing</li> <li>• Kick a stationary ball to a target</li> <li>• Roll a ball at a target Judgement</li> </ul>	<ul style="list-style-type: none"> <li>• Applying kicking and rolling activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Team spirit through kicking, and rolling.</li> </ul>
		0.2.3.4 Perform lacing activities	<ul style="list-style-type: none"> <li>• Lacing e.g. shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Performing lacing activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating lacing activities.</li> </ul>
0.2.4 Fine motor skills		0.2.4.1 Demonstrate ability to build a tower.	<ul style="list-style-type: none"> <li>• Assemble a tower up to ten pieces</li> <li>• Building blocks, plastic lids</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in using building blocks or plastic lids to construct a tower.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the knowledge to assemble a tower.</li> </ul>
		0.2.4.2 Demonstrate dressing up activities	<ul style="list-style-type: none"> <li>• Dressing oneself:</li> <li>• Zipping, buttoning, and tying shoe laces.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of dressing up activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating knowledge to dress correctly.</li> </ul>
		0.2.4.3 Demonstrate ability to colour.	<ul style="list-style-type: none"> <li>• Colouring using e.g. crayons and water colours</li> </ul>	<ul style="list-style-type: none"> <li>• Application of colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating coloured items.</li> </ul>
		0.2.4.4 Demonstrate ability to arrange dominos.	<ul style="list-style-type: none"> <li>• Arranging number or picture dominos up to 10.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangement of dominos up to 10.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning through team work.</li> </ul>
		0.2.4.5 Demonstrate ability to String.	<ul style="list-style-type: none"> <li>• String 1cm bead</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in stringing.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation string work on</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUE
					beads.
		0.2.4.6 Participate in scooping activities.	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• size estimation</li> </ul>	<ul style="list-style-type: none"> <li>• Application of scooping activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of measurements and size estimation.</li> </ul>
		0.2.4.7 Demonstrate self help skills	<ul style="list-style-type: none"> <li>• Holding, Clipping</li> <li>• Opening and Closing</li> <li>• Use of tongs and tweezers</li> </ul>	<ul style="list-style-type: none"> <li>• Application of self help skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Team learning through self help skills.</li> </ul>
<b>Music games and dances</b>	0.2.6 Music and Movement.	0.2.6.1 Demonstrate ability to sing familiar songs.	<ul style="list-style-type: none"> <li>• Breath control</li> <li>• Diction voice projection</li> <li>• Coordination of voice</li> </ul>	<ul style="list-style-type: none"> <li>• Singing familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate singing familiar songs.</li> </ul>
		0.2.6.2 Respond to different music.	<ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Singing and dancing to different music.</li> </ul>	<ul style="list-style-type: none"> <li>• Team learning through rhythm and melody.</li> </ul>
		0.2.6.3 Demonstrate ability to initiate own styles	<ul style="list-style-type: none"> <li>• Free dance</li> </ul>	<ul style="list-style-type: none"> <li>• Singing and dancing freely.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating own styles of dancing.</li> </ul>
	Rhythm and Body Movement	0.2.6.4 Develop full control to balance their bodies	<ul style="list-style-type: none"> <li>• Control , balance</li> </ul>	<ul style="list-style-type: none"> <li>• Applying full control to balance the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating full control of balancing the body</li> </ul>
		0.2.6.5 Participate in guided rhythmic activities	<ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Application of rhythm and melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning through team work.</li> </ul>
		0.2.7.1 Demonstrate ability to use a variety of instrument to explore music.	<ul style="list-style-type: none"> <li>• Playing with wood blocks</li> <li>• Shakers</li> <li>• drums</li> <li>• rhythm sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in exploring a variety of musical instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the role of wood blocks, shakers, drums and</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUE
					rhythm sticks in music.
	0.2.8 Games Songs	0.2.8.1 Participate in traditional conventional games and songs	Game rules <ul style="list-style-type: none"> <li>Traditional games: E.g. Nsolo, Chiyato, waida, chidunu.</li> <li>Conventional games: E.g. Fire on the mountain, Hide and seek, sheep, sheep come home.</li> </ul>	<ul style="list-style-type: none"> <li>Application of traditional conventional songs and games.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating the importance of traditional conventional songs and games.</li> </ul>
<b>Drama</b>	0.2.9 Role play	0.2.9.1 Role playing duties of family members.	<ul style="list-style-type: none"> <li>Family roles (father, mother, brother, sister, baby...)</li> </ul>	<ul style="list-style-type: none"> <li>Role playing</li> </ul>	<ul style="list-style-type: none"> <li>Creative learning through team work.</li> </ul>
<b>Art and crafts</b>	0.2.10 Crafts	0.2.10.1 Fold paper to form objects	<ul style="list-style-type: none"> <li>Forming objects (kite, boat, aeroplane ...)</li> </ul>	<ul style="list-style-type: none"> <li>Manipulation of paper.</li> </ul>	<ul style="list-style-type: none"> <li>Creativity in paper craft.</li> </ul>
		0.2.10.2 Paste paper to form patterns	<ul style="list-style-type: none"> <li>Pattern forming</li> </ul>	<ul style="list-style-type: none"> <li>Creativity in pattern forming.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating paper patterns.</li> </ul>
		0.2.10.3 Make familiar objects using local materials	<ul style="list-style-type: none"> <li>E.g. mats, hats, baskets.</li> </ul>	<ul style="list-style-type: none"> <li>Creativity in using local materials</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating familiar objects using local materials</li> </ul>
	0.2.11 Drawing and Colouring	0.2.11.1 Draw lines	<ul style="list-style-type: none"> <li>E.g. straight lines and zig zag</li> </ul>	<ul style="list-style-type: none"> <li>Drawing lines</li> </ul>	<ul style="list-style-type: none"> <li>Self confidence in drawing lines.</li> </ul>
		0.2.11.3 Draw familiar objects	<ul style="list-style-type: none"> <li>Drawing e.g. cup, ball and pot.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing objects</li> </ul>	<ul style="list-style-type: none"> <li>Creativeness in drawing objects.</li> </ul>
		0.2.11.4 Colour objects within boundaries	<ul style="list-style-type: none"> <li>Colouring e.g. ball, pot and cup</li> </ul>	<ul style="list-style-type: none"> <li>Colouring closed boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating coloured objects.</li> </ul>
		0.2.11.5 Demonstrate ability to use stencils	<ul style="list-style-type: none"> <li>Drawing</li> <li>Tracing</li> </ul>	<ul style="list-style-type: none"> <li>Creativity in using stencils.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating drawing and tracing.</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUE
		0.2.11.5 Demonstrate ability to use Geometry boards.	<ul style="list-style-type: none"> <li>• shapes</li> <li>• patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Application of Geometry boards.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating shapes and patterns.</li> </ul>
		0.2.11.6 Play and construct structures	<ul style="list-style-type: none"> <li>• Shape building using duplos, legos e.g. blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in constructing structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperating in team work.</li> </ul>
	0.2.12 Weaving	0.2.12.1 Identify materials used for weaving	<ul style="list-style-type: none"> <li>• Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of weaving materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of weaving materials.</li> </ul>
		0.2.12.2 Weave different items	<ul style="list-style-type: none"> <li>• Basket, hats, mats, paper chains</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in weaving different items.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating beauty of weaved items.</li> </ul>
	0.2.13 Threading	0.2.13.1 Identify things used for threading	<ul style="list-style-type: none"> <li>• Small beads and reels, string</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of threading materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of threading materials.</li> </ul>
		0.2.13.2 Participate in threading activities	<ul style="list-style-type: none"> <li>• Making assorted patterns using small beads and cotton reels</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity in threading activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the beauty of threaded items.</li> </ul>
	0.2.14 Patterns	0.2.14.1 Perform printing activities	<ul style="list-style-type: none"> <li>• Pattern making using powder, water colour, banana leaf and feet.</li> </ul>	<ul style="list-style-type: none"> <li>• Printing patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Creativeness in printing activities.</li> </ul>
	0.2.15 Modelling / Moulding	0.2.15.1 Demonstrate ability to Hole.	<ul style="list-style-type: none"> <li>• Pressing, Pinning</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulating of materials (Plasticine or Clay)</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating pressing and pinning.</li> </ul>
		0.2.15.2 Modelling / Moulding different things in the locality.	<ul style="list-style-type: none"> <li>• E.g. pots, cars, dolls, cup, dog</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulating different local moulding / modelling materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating moulded materials.</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUE
	0.2.16 Picture making.	0.2.16.1 Identify materials for making collage picture.	<ul style="list-style-type: none"> <li>E.g. Glue, beads, seeds, paper and fabric.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of collage materials.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of collage materials.</li> </ul>
		0.2.16.2 Making a collage picture.	<ul style="list-style-type: none"> <li>Collage picture</li> </ul>	<ul style="list-style-type: none"> <li>Creativity in making collage.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating the beauty of collage pictures.</li> </ul>
		0.2.16.3 Identify materials for making mosaic picture.	<ul style="list-style-type: none"> <li>Seeds, paper, glue</li> </ul>	<ul style="list-style-type: none"> <li>Identification of mosaic materials.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of mosaic materials.</li> </ul>
		0.2.16.4 Making a mosaic picture	<ul style="list-style-type: none"> <li>Beads, glue</li> </ul>	<ul style="list-style-type: none"> <li>Creativity in making mosaic pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating the beauty of mosaic pictures.</li> </ul>
<b>Computer</b>	0.2.18 Introduction to ICT.	0.2.18.1 Identify ICT gadgets 0.2.18.2 Switch on and off ICT gadgets 0.2.18.3 Play different computer games	<ul style="list-style-type: none"> <li>E.g. Television set and remote control, Radio, Cell phone.</li> <li>Switching ON and OFF gadgets.</li> <li>Playing simple computer games.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying ICT gadgets.</li> <li>Manipulating computer gadgets.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of ICT gadgets.</li> <li>Appreciating computer gadgets.</li> </ul>