



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

Early Childhood Education

SYLLABUS

FINAL DRAFT



PREPARED BY CURRICULUM DEVELOPMENT CENTRE

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ZAMBIA

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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.

Mr. Chishimba Nkocha
Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

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MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

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 Education is not only necessary but also vital for total development of the child. The ECE curriculum is important as it is not an end in itself but a means to an end. This syllabi 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 syllabi are divided into two sections. Section one provides syllabi for ages 3 to 4 years where as section two is syllabi 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 ECE 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
7. **Religious Education and**
8. 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.

GENERAL OUTCOMES.	KEY COMPETENCES
<ul style="list-style-type: none">• 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• Develop an understanding of spiritual and moral values.	<ul style="list-style-type: none">• 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• Demonstrate ability to pray.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.1.1 Family	0.1.1.1 Nuclear family	0.1.1.1.1 Identify oneself	<ul style="list-style-type: none"> • Self-identity: Name, Sex, Age 	<ul style="list-style-type: none"> • Identification of one`s own name, sex, and age. 	<ul style="list-style-type: none"> • Awareness and appreciation of one` sex and age.
		0.1.1.1.2 Describe oneself	<ul style="list-style-type: none"> • Likes ,dislikes, friends, • Gender roles 	<ul style="list-style-type: none"> • Identification of own` likes and dislikes • Identification of good and bad friends • Identification of different gender roles 	<ul style="list-style-type: none"> • Awareness of own likes and dis likes • Interpersonal relationships with friends • Awareness and appreciation of different gender roles
		0.1.1.1.3 Identify family members	<ul style="list-style-type: none"> • Family members: Father, Mother, Brother, Sister 	<ul style="list-style-type: none"> • Identification of different family members 	<ul style="list-style-type: none"> • Sense of belonging • Expression of love to family members
0.1.2 Home	0.1.2.1 Houses	0.1.2.1.1 Mention different types of houses	<ul style="list-style-type: none"> • Types of houses: huts, flats, tinned houses, mud house, brick/block houses 	<ul style="list-style-type: none"> • Compare different types of houses. 	<ul style="list-style-type: none"> • Awareness and appreciation of different types of houses.
		0.1.2.1.2 Identify rooms found in a house	<ul style="list-style-type: none"> • Rooms: sitting room, bedroom, bathroom, toilets and Kitchen 	<ul style="list-style-type: none"> • Identification of different rooms found in a house. 	<ul style="list-style-type: none"> • Appreciating different rooms found in a house.
		0.1.2.1.3 Identify items found in a home	<ul style="list-style-type: none"> • Items found in a home: Bed, chairs, stools, mats, kitchen utensils, radio, T.V, cupboards 	<ul style="list-style-type: none"> • Identification and classification of items found in the home. 	<ul style="list-style-type: none"> • Care for items found in a home • Appreciating items found in a home

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"> Responsibilities: cooking, sweeping, bathing babies, fetching water, slashing 	<ul style="list-style-type: none"> Keeping items in order Participate in different responsibilities in a home 	<ul style="list-style-type: none"> Appreciating Orderliness in a home Awareness of different responsibilities in a home. Sense of belonging to the home.
0.1.3 Community	0.1.3.1 My community	0.1.3.1.1 Mention things found in the community	Things found in a community: Trees, pets, houses, roads, clinics, markets, shops, schools etc	<ul style="list-style-type: none"> Identification of things found in the community. 	<ul style="list-style-type: none"> Awareness and Appreciation things found in a community.
		0.1.3.1.2 Identify ways of caring for property	Ways of caring for property: <ul style="list-style-type: none"> Cleaning own items and toys Tiding up Keeping environment clean 	<ul style="list-style-type: none"> Keeping property clean and orderly. 	<ul style="list-style-type: none"> Appreciating hygiene and cleanliness. Respect and care for property and environment.
		0.1.3.1.4 Identify workers in a community.	Workers in the community: Doctors, policemen, nurses, teachers, soldiers, bankers, marketers, pastors, shopkeeper, security guards.	<ul style="list-style-type: none"> Identification of workers in a community 	<ul style="list-style-type: none"> Appreciation and respect for workers in a community
		0.1.3.1.5 Name important places in a community	Important places in a community: <ul style="list-style-type: none"> Clinic/hospital, School, police station, market, shop, church, bank, post office etc 	<ul style="list-style-type: none"> Identification of different important places in a community 	<ul style="list-style-type: none"> Appreciation and respect for important places found in a community

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.1.4 School / ECE centre	0.1.4.1 My School	0.1.4.1.1 Mention things found in the school	Things found in the school: <ul style="list-style-type: none"> Classroom (desks, board, table, chairs, chalk, duster) Surrounding (Flag of Zambia, outdoor play equipment) 	Identification of things found in a school.	<ul style="list-style-type: none"> Appreciation and respect for property Sense of belonging to the school.
		0.1.4.1.2 Mention class and school rules	Class and School rules: <ul style="list-style-type: none"> Dos: punctuality, respect for others. etc Don'ts: no fighting, no stealing. etc 	Classification of dos and don'ts in a school.	Awareness and appreciation of rules in a school.
0.1.5 Celebrations	0.1.5.1 Types of parties	0.1.5.1.1 Identify common parties	Common parties: <ul style="list-style-type: none"> Birthdays, weddings, Christmas, , New Year 	<ul style="list-style-type: none"> Identification of different types of common parties Effective communication 	<ul style="list-style-type: none"> Appreciation of Patriotism and Working together Awareness of importance of giving and sharing.
0.1.6 Transport	0.1.6.1 Types of Transport	0.1.6.1.1 Mention common types of transport in their locality	Common types of transport: motor bike ,car, bus, scotch cart, train, boat, bicycle, canoe. etc	Identification of different types of transport.	Awareness and appreciation of different types of transport
		0.1.6.1.2 State ways of getting to different places.	Ways of getting to different places: Foot, road, air, rail, water.	Identification of ways of getting to different places.	Awareness and appreciation of different ways of getting to different places
	0.1.6.2 Road Safety rules	0.1.6.2.1 Talk about road safety rules	Road safety rules: <ul style="list-style-type: none"> Look left,look right,look left again then cross the road. Obey traffic lights (robots) Cross the road when it is clear. Use Zebra crossing 	Interpretation and application of road safety rules	Awareness and appreciation of road safety rules.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.1.7 Communication	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"> Means of communication : mobile phone, telephone, T.V, letters, by word of mouth(Oral) 	Identification of different ways of communicating.	Awareness and Appreciation of different ways of communicating.
0.1.8 RELIGION	0.1.8.1 God	0.1.8.1.1 Talk about God	God (love, creator, healer, protector, provider)	Communicating who God is.	Awareness and appreciation of God.
	0.1.8.2 Prayer	0.1.8.1 .1 State what prayer is 0.1.8.1.2 Identify times when people pray	Meaning of prayer: <ul style="list-style-type: none"> Talking to God Times of prayer: Morning- before waking up, when going to sleep, before eating.	<ul style="list-style-type: none"> Identifying the importance of talking to God. Identification of different times for praying. 	<ul style="list-style-type: none"> Awareness of different types of prayers Appreciating prayer
	0.1.8.3 Songs and Worship	0.1.8.3.1 Sing songs of praise and worship	<ul style="list-style-type: none"> Songs of praise and worship 	Singing songs of praise and worship	Appreciate songs of praise and worship
	0.1.8.4 Birth of Jesus	0.1.8.4.1 Talk about the birth of Jesus Christ	Birth of Jesus: <ul style="list-style-type: none"> Mother and father. The place of birth (manger) The wise men 	Communicating the birth of Jesus.	Appreciating the birth of Jesus

ENVIRONMENTAL SCIENCE - Age 3-4 Years

INTRODUCTION:

Environmental Science is an area in which a learner is expected to acquire scientific knowledge and develop skills, positive attitudes and values that will help them to explore and understand their immediate environment. A learner 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, 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.
- Develop an understanding of the nutrition and health.
- Acquire and develop knowledge, positive attitude, and values about nutrition and health.
- Develop an understanding of the environment.

KEY COMPETENCES:

- Demonstrate ability to identify domestic animals by their sounds.
- Demonstrate ability to wash hands with water and soap
- Demonstrate ability to show an understanding of the functions of the external parts of the body.
- Demonstrate ability to identify the three seasons in Zambia.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.1.1 The Human body	0.1.1.1 External Parts of the body	0.1.1.1.1 Name external parts of the body	External parts such as Eyes, head, nose, mouth, hands, legs, ears	Identifying external parts of the body	Appreciating the external parts of the body
		0.1.1.1.2 Talk about the functions of the external parts of the body.	Functions of external parts of the body: Touching, Walking, Running, Jumping, Hearing, Eating & talking	<ul style="list-style-type: none"> • Observing the functions of the external parts of the body • Communicating the functions of the external parts of the body 	<ul style="list-style-type: none"> • Cooperating during group activities • Caring for external body parts

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.1.2 Plants	0.1.2.1 Plants in the locality	0.1.2.1.1 Name different types of plants in the locality.	Types of Plants: Trees, flowers, grass, crops	Identifying different types of plants	Appreciating different types of plants
		0.1.2.1.2 Talk about the uses of plants.	Uses of plants: Food, Medicine, Firewood, shelter, beauty.	<ul style="list-style-type: none"> Observing the uses of plants. Communicating the uses of plants 	Appreciating the uses of plants
		0.1.2.1.3 Mention some fruit trees in the locality.	Fruit trees in the locality: Domestic: e.g. mango, banana, lemon, orange Wild e.g. mabuyu, masuku, makole, mpundu, intungulu, ifisongole.	<ul style="list-style-type: none"> Communicating names of fruit trees in the locality Comparing fruit trees 	<ul style="list-style-type: none"> Cooperating in group activities Appreciating different fruit trees
		0.1.2.1.4 Identify seeds of different crops.	Seeds of different crops e.g. Bean, Maize, and Groundnut.	<ul style="list-style-type: none"> Identifying seeds of different crops Classifying of different seeds 	<ul style="list-style-type: none"> Awareness of different types of seeds Cooperating in group work
0.1.3 Animals	0.1.3.1 Domestic and wild animals	0.1.3.1.1 Identify domestic animals by the sounds they make.	Sounds of domestic Animals e.g. Cow moo-moo, Goat mee-mee, Cat meou-meou, Dog whoo-who,	<ul style="list-style-type: none"> Observing domestic animals Inferring sounds of domestic animals. 	<ul style="list-style-type: none"> Awareness of sounds of domestic animals. Appreciating sounds of domestic animals.
		0.1.3.1.2 Identify common wild animals.	<ul style="list-style-type: none"> Wild animals e.g. Lion, Elephant, Zebra, Buffalo, Monkey, Giraffe. 	<ul style="list-style-type: none"> Identifying wild animals 	<ul style="list-style-type: none"> Awareness of common wild animals

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
	0.1.3.2 Birds	0.1.3.2.1 Name familiar birds	<ul style="list-style-type: none"> Familiar birds e.g. dove, pigeon, chicken, eagle, duck. 	<ul style="list-style-type: none"> Communicating names of familiar birds. 	<ul style="list-style-type: none"> Awareness of birds
		0.1.2.3.2 Identify sounds of different birds	<ul style="list-style-type: none"> Sounds of birds. e.g. Duck (quack), Cock (kokoliko) 	<ul style="list-style-type: none"> Observing different birds Inferring sounds of birds 	<ul style="list-style-type: none"> Appreciating sounds of birds
	0.1.2.4 Insects	0.1.2.4.1 Identify common insects found in the locality	<ul style="list-style-type: none"> E.g. flies, grasshoppers, butterflies, cockroaches. 	<ul style="list-style-type: none"> Identifying common insects in the locality Observing insects in the locality 	<ul style="list-style-type: none"> Awareness of insects in the locality

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.1.3 Nutrition and Health	0.1.3.1 Food	0.1.3.1.1 Name different types of foods	<ul style="list-style-type: none"> Types of foods E.g. Nshima, chips, beef, chicken, fish, Eggs, fruits, vegetables, bread, Munkoyo, , delele, samp, ifisashi 	<ul style="list-style-type: none"> Communicating types of foods Identifying different foods. 	<ul style="list-style-type: none"> Awareness of different types of foods. Appreciating different foods.
		0.1.3.1.2 Mention the functions of food	<ul style="list-style-type: none"> Functions of foods: Growth, Protection from diseases, Energy giving 	Communicating the functions of foods	Appreciating the functions of food
	0.1.3.2 Food hygiene	0.1.3.2.1 Explain importance of washing hands before eating food.	<ul style="list-style-type: none"> Importance of washing hands with soap and running water e.g. removing germs. 	Communicating the importance of washing hands	Appreciating the importance of washing hands.
		0.1.3.3 Demonstrate washing of hands.	<ul style="list-style-type: none"> Hand washing with running water and soap. 	<ul style="list-style-type: none"> Observing ways of washing hands with soap Demonstrating the washing of hands 	Applying hand washing at all times
		0.1.3.4 Demonstrate the covering of food.	<ul style="list-style-type: none"> Covering food: using food covers 	Demonstrating covering of food.	Appreciating covering of food.
	0.1.3.2 Eating habits	0.1.3.2.1 Demonstrate good eating habits	<p>Good eating habits:</p> <ul style="list-style-type: none"> Meal times e.g.: Breakfast, Mid-morning, Lunch time, Afternoon, Supper. Chewing properly, no talking with food in the mouth, brushing teeth after meals. 	Demonstrating good eating habits.	Applying good eating habits in everyday life.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.1.4 Hygiene and safety	0.1.4.1 Personal hygiene.	0.1.4.1.1 Talk about ways of keeping the body clean.	<ul style="list-style-type: none"> Ways of keeping the body clean: Wearing clean clothes, bathing, combing hair 	<ul style="list-style-type: none"> Communicating ways of keeping the body clean 	<ul style="list-style-type: none"> Applying ways of keeping the body clean
		0.1.4.1.2 Mention different items used to clean the body	<ul style="list-style-type: none"> Items such as bath Soap, tooth brush, comb, Water, Face towel, Bath towel, Nail cutter. 	<ul style="list-style-type: none"> Identifying items used for cleaning the body 	<ul style="list-style-type: none"> Awareness of items used to clean the body Cooperating in group work
		0.1.4.1.3 Demonstrate how to clean the body.	<ul style="list-style-type: none"> Cleaning the body: Combing hair, Brushing teeth, Washing hands and face, Bathing 	<ul style="list-style-type: none"> Observing ways of cleaning the body Demonstrating ways of cleaning the body 	<ul style="list-style-type: none"> Applying ways of cleaning the body Appreciating the concept of cleanliness
		0.1.4.1.4 Demonstrate how to use toilet facilities.	<ul style="list-style-type: none"> How to use toilet facilities; Proper use of toiletries, Flushing toilet after use/covering the drop hole, Washing hands with soap 	<ul style="list-style-type: none"> Observing the proper use of the toilet facilities 	<ul style="list-style-type: none"> Applying the use of toilet facilities Appreciating the use of toilet facilities
	0.1.4.2 Environmental Hygiene	0.1.4.2.1 Talk about ways of keeping the surrounding clean	<ul style="list-style-type: none"> Ways of keeping surroundings clean; putting litter in the bins, sweeping, keeping grass short, planting grass, cleaning the place after eating 	<ul style="list-style-type: none"> Observing ways of keeping surroundings clean Demonstrating ways of cleaning surroundings. 	<ul style="list-style-type: none"> Applying ways of cleaning surroundings Appreciating clean surroundings

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
	0.1.4.3 Safety	0.1.4.3.1 Identify harmful objects and poisonous substances.	<ul style="list-style-type: none"> Harmful objects (Pins, knives, razor, nails) poisonous substances (paraffin, medicines) 	<ul style="list-style-type: none"> Identifying harmful objects and poisonous substances Classifying harmful objects and poisonous substances 	<ul style="list-style-type: none"> Awareness of harmful objects and poisonous substances Cooperating in group work

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.1.5 Environment	0.1.5.1 Seasons	0.1.5.1.1 Identify the three seasons in Zambia	<ul style="list-style-type: none"> Seasons in Zambia: Rain, cold, hot. 	Identifying seasons in Zambia	Awareness of seasons in Zambia
		0.1.5.1.2 Talk about types of clothes worn in different weather conditions	<ul style="list-style-type: none"> Types of clothes worn in different weather conditions; Rain season (gum boots, rain coats, shower caps).Cold weather: (jerseys, head socks, coat, jacket, socks, gloves, scuff boots). Hot weather(light clothes). 	<ul style="list-style-type: none"> Demonstrating wearing appropriate clothes for different weather conditions Classifying different clothes for different weather conditions 	<ul style="list-style-type: none"> Awareness of different types of clothes for different weather conditions Applying appropriate clothes for different weather conditions.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
	0.1.5.2 Water	0.1.5.2.1 Name sources of water	<ul style="list-style-type: none"> Sources of water: Rain, river, lakes, well, boreholes. 	<ul style="list-style-type: none"> Observing sources of water Communicating sources of water 	<ul style="list-style-type: none"> Appreciating sources of water Awareness of sources of water
		0.1.5.2.2 Talk about the different uses of water	<ul style="list-style-type: none"> Different uses of water (Washing, drinking, watering, cooking, bathing) 	Observing uses of water.	<ul style="list-style-type: none"> Appreciating uses of Water Applying conservation of water.

Literacy and Language: Age 3-4 Years

INTRODUCTION

The primary focus of ECE Literacy and language syllabus is to develop listening, speaking, pre-reading and pre-writing skills. The ECE 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 ECE 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
0.1 Listening and Speaking	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"> • Communication • Attentiveness 	<ul style="list-style-type: none"> • Self-awareness.
		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"> • attentiveness • communication • listening 	<ul style="list-style-type: none"> • Sense of belonging • Appreciation
		0.1.1.3 Tell their own names and names of family members	<ul style="list-style-type: none"> • Own names • Names of family members 	<ul style="list-style-type: none"> • Identification • Communication 	<ul style="list-style-type: none"> • Appreciation
	0.1.2 Greetings	0.1.2.1 Demonstrate different forms of greetings.	<ul style="list-style-type: none"> • Good morning, good afternoon, good evening. 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Courtesy • Appreciation • Awareness
		0.1.2.2 Respond to greetings	<ul style="list-style-type: none"> • Gestures 		
	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"> • Number of characters (names), source of story (place) 	<ul style="list-style-type: none"> • Communication • Attentiveness 	<ul style="list-style-type: none"> • Appreciation
	0.1.4 Conservation	0.1.4.1 Express themselves in simple conversations	<ul style="list-style-type: none"> • Turn taking 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Confidence • Patience
	0.1.5 Drama	0.1.5.1 Listen to short interesting plays (drama)	<ul style="list-style-type: none"> • Introduction, apex, ending • Voice projection, posture, gestures 	<ul style="list-style-type: none"> • Communication • Attentiveness 	<ul style="list-style-type: none"> • Self confidence • Appreciation
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"> • Following simple instructions • E.g. close the door, sit down, clean 	<ul style="list-style-type: none"> • Communication • Attentiveness 	<ul style="list-style-type: none"> • Respect 	

COMPONENT	Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
			the board.		
	0.1.7 Sounds	0.1.7.1 Identify simple familiar sounds	<ul style="list-style-type: none"> Different sounds e.g. moving vehicle, singing bird, crying baby 	<ul style="list-style-type: none"> Communication Attentiveness 	<ul style="list-style-type: none"> Awareness
		0.1.7.2 Recite simple poems.	<ul style="list-style-type: none"> Simple poems. 	<ul style="list-style-type: none"> Sound identification Creativity 	<ul style="list-style-type: none"> Self expression Appreciation Awareness Confidence
	0.1.8 Environment	0.1.8.1 Name objects from immediate environment (home, and school)	<ul style="list-style-type: none"> Objects found at home and school e.g. table, pots, chairs, ruler, books 	<ul style="list-style-type: none"> Communication Identification Classification 	<ul style="list-style-type: none"> Appreciation Awareness
	0.1.9 Rhymes	0.1.9.1 Recite four word rhymes.	<ul style="list-style-type: none"> Four word rhymes (at most) 	<ul style="list-style-type: none"> Attentiveness Imitation Fluency 	<ul style="list-style-type: none"> Self expression Awareness
	0.1.10 Simple stories	0.1.10.1 Retell simple stories.	<ul style="list-style-type: none"> Sequence of events. 	<ul style="list-style-type: none"> Attentiveness Communication Story telling 	<ul style="list-style-type: none"> Self confidence
		0.1.10.2 Tell their own stories			
	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"> E.g. I like..... I don't like.... 	<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Self expression Assertiveness
	0.1.12 Songs	0.1.12.1 Identify and sing simple songs	<ul style="list-style-type: none"> Simple songs e.g. (Christmas, birthday, independence ...) 	<ul style="list-style-type: none"> Creativity Communication 	<ul style="list-style-type: none"> Appreciation Awareness
	0.1.13 Events	0.1.13.1 Talk about simple events.	<ul style="list-style-type: none"> E.g. Birthday, Christmas 	<ul style="list-style-type: none"> Communication Identification 	<ul style="list-style-type: none"> Awareness
	0.1.14 Body	0.1.14.1 Naming some parts of their bodies.	<ul style="list-style-type: none"> Parts of the body: Legs, Ears, Eyes, Mouth... 	<ul style="list-style-type: none"> identification 	<ul style="list-style-type: none"> Awareness Appreciation
	0.1.15 Pictures	0.1.15.1 Identifying pictures	<ul style="list-style-type: none"> Pictures in a book, chart, picture stripe 	<ul style="list-style-type: none"> Identification Observation 	<ul style="list-style-type: none"> Awareness Appreciation
	0.1.16 Activities	0.1.16.1 Talking about home	<ul style="list-style-type: none"> E.g. cooking, sweeping, washing 	<ul style="list-style-type: none"> Effective 	<ul style="list-style-type: none"> Appreciation

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

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, the concepts of classification, numbers, measurement and geometry should be done very practically. Children learn better using concrete objects in 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 the following domains:

- a) Numbers: Counting and pre-writing numbers.
- b) Geometry: Plane shapes.
- c) Algebra: classification.
- d) Measurements: length, weight and time
- e) Commercial Arithmetic

General Outcomes:	Key competences
<ul style="list-style-type: none">• Develop mathematical knowledge, skills and values.• Develop interest in mathematics for everyday use.	<ul style="list-style-type: none">• Demonstrate ability to classify objects, count, measure and apply geometrical skills.• Demonstrate ability to identify Zambian coins.

Topic	Sub-topic	Specific Outcome	Content		
			Knowledge	Skills	Values
0.1.1 Number and Notation	0.1.1.1 Counting	0.1.1.1.1 Count orally up to ten (10) objects	<ul style="list-style-type: none"> Using concrete objects to count up to 10 (employ songs, rhymes, games) 	<ul style="list-style-type: none"> Communication through counting 	<ul style="list-style-type: none"> Awareness of numeration system and number order.
		0.1.1.1.2 Use numerals 1-5 to symbolise quantities of objects	<ul style="list-style-type: none"> Recognising numerals 1 - 5 Using numerals 1-5 to represent quantities of objects 	<ul style="list-style-type: none"> Representation of quantities by numerals 	<ul style="list-style-type: none"> Awareness in symbolisation of quantities Team work through cooperative learning
	0.1. 1.2 Pre-writing	0.1.1.1.3 Trace numbers from 1- 5.	<ul style="list-style-type: none"> Tracing outlines of given numbers 1-5 in ascending order 	<ul style="list-style-type: none"> Coordination of the eye and hand to trace. Manipulation of fingers in tracing. 	<ul style="list-style-type: none"> Self confidence in writing numbers.
0.1.2 Plane Shapes	0.1.2.1 Lines	0.1.2.1.1 Trace different types of lines	<ul style="list-style-type: none"> Tracing outlines of different types of lines (i.e. straight, zigzag and wavy lines) 	<ul style="list-style-type: none"> Coordination of the eye and hand to trace. Manipulation of fingers in tracing. 	<ul style="list-style-type: none"> Self confidence in drawing lines
	0.1.2.2 Shapes	0.1.2.2.1 Colour basic shapes	<ul style="list-style-type: none"> Colouring the given shapes (circle, square, rectangle and triangle) 	<ul style="list-style-type: none"> Coordination of the eye and hand in colouring. Manipulation of fingers in colouring. 	<ul style="list-style-type: none"> Self confidence in colouring shapes Appreciation of shapes
0.1.3 Classification	0.1.3.2 Matching	0.1.3.2.1 Match objects according to colour	<ul style="list-style-type: none"> Matching objects according to colour 	<ul style="list-style-type: none"> Classification of objects according to colour. 	<ul style="list-style-type: none"> Appreciating matching
	0.1.3.3 Patterns	0.1.3.3.1 Make patterns using different objects	<ul style="list-style-type: none"> Making patterns using different objects 	<ul style="list-style-type: none"> Designing of different patterns 	<ul style="list-style-type: none"> Creativity in pattern formation Appreciation of aesthetical value of patterns

Topic	Sub-topic	Specific Outcome	Content		
			Knowledge	Skills	Values
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"> Comparing lengths and width of objects using non-standard units of measurements (i.e. taller, shorter, longer, same) 	<ul style="list-style-type: none"> Comparison of dimensions of objects 	<ul style="list-style-type: none"> Appreciation of lengths of objects
	0.1.4.2 Weight	0.1.4.2.1 Compare the weights of different objects	<ul style="list-style-type: none"> Comparing weights of different objects using non-standard measurements (heavier, lighter, same) 	<ul style="list-style-type: none"> Comparison of weights of objects 	<ul style="list-style-type: none"> Appreciation of weights of objects
	0.1.4.3 Time	0.1.4.3.1 Tell time by activities of the day 0.1.4.3.2 Tell days of the week	<ul style="list-style-type: none"> Telling time using non-standard units of measurement (by activity of day, night, morning, afternoon, evening) Telling days of the week (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday) 	<ul style="list-style-type: none"> Relating activity to time Identification of days in a week 	<ul style="list-style-type: none"> Appreciation of time with respect to activities Awareness of the days of the week
0.1.5 Commercial Arithmetic	0.1.5.1 Money	0.1.5.1.1 Identify Zambian Coins.	<ul style="list-style-type: none"> Zambian Currency - Coins. 	<ul style="list-style-type: none"> Identification of Zambian coins 	<ul style="list-style-type: none"> Awareness of Zambian coins

Expressive Arts - Ages 3 and 4

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
- Art and Crafts, Drama
- 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:	Key Competences:
<ul style="list-style-type: none">• Develop skills in movement, manipulation, coordination, correlation, observation and self-expression	<ul style="list-style-type: none">• 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.• Demonstrate ability to sing, dance, play games and use simple musical instruments.

Topic	Sub - Topic	Specific Outcomes	CONTENT		
			Knowledge	Skills	Values
Motor Development	0.1.1 Gross Motor- Loco motor	0.1.1.1 Perform simple body movements.	Body movements e.g. Jumping and Walking	Applying simple body movements.	Appreciating jumping and walking.
		0.1.1.2 Play different games.	Playing different games e.g. crawling, kicking, hopping	Playing different games	Appreciating the importance of team work in coordinating games.
		0.1.1.3 Demonstrate some structural body movements	Structural body movements: standing and sitting.	Applying of structural body movement.	Appreciating structural body movements.
		0.1.1.4 Demonstrate physical play with simple rules.	Physical play with simple rules e.g.: throwing and catching a ball, running and kicking a ball.	Applying physical play with simple rules.	Promoting team work
Music, Games and Dances.	0.1.2 Music and Dance	0.1.2.1 Demonstrate ability to sing familiar songs	Singing familiar songs	Singing songs	Appreciating songs
		0.1.2.2 Sing and respond to simple songs and rhymes	Singing and respond to simple songs and: rhymes; cat walk, break dance and marching	Responding to simple songs and rhymes	Appreciating simple songs and rhymes
		0.1.2.3 Demonstrate ability to dance to simple songs	Dancing to simple songs	Dancing to simple songs	Cooperative learning through team work
Art and Crafts	0.1.3 Crafts	0.1.3.1 Fold paper.	Folding paper e.g. to form rectangle, square, triangle.	Manipulating of paper	Creativity in paper work.
		0.1.3.2 Tear paper in different sizes and shapes	Tearing paper in different sizes and shapes	Creativity in tearing paper.	Appreciating working with paper.
		0.1.3.3 Paste paper to form patterns.	Pasting paper to form patterns.	Pasting paper to form different patterns.	Creativity in pattern making
Motor Development	0.1.4 Gross Motor - Loco motor.	0.1.4.1 Perform various walking activities	Walking activities; back ward and on tip toes.	Walking on tip toes and backwards.	Awareness of walking activities.
		0.1.4.2 Perform balancing activities	Balancing activities: alternate balancing on one foot.	Balancing on one foot.	Appreciating balancing activities.
		0.1.4.3 Perform various Jumping and climbing	Jumping and climbing activities:	Applying jumping and climbing activities.	Appreciating jumping and climbing.

Topic	Sub - Topic	Specific Outcomes	CONTENT		
			Knowledge	Skills	Values
		activities	<ul style="list-style-type: none"> • Jump from a height of 5-10cm, step over the rope 5-10cm high • Climb up and walk down stairs. 		
		0.1.4.4 Perform various running activities	Running activities e.g. : In front of me, sheep-sheep come home.	Running.	Cooperating in group activities.
		0.1.4.5 Demonstrate rolling activities with support	Rolling activities: Roll on e.g. carpet or mattress.	Applying rolling activities	Appreciating rolling.
		0.1.4.6 Perform tidying up activities	Tidying up activities: distributing, packing, lifting.	Applying orderliness.	Appreciating orderliness.
		0.1.4.7 Imitate movements of familiar animals.	Movement of animals e.g. Cat, dog, Zebra, Giraffe, Kangaroo, cow, goat.	Creativity in imitating various animal movements.	Appreciating animal movements.
Music, Games and Dances	0.1.5 Rhythm and movement	0.1.5.1 Demonstrate minimal control and balance of their bodies	Control and balance: Singing, clapping and dancing.	Balancing the body with minimal control	Appreciating singing, clapping and dancing.
		0.1.5.2 Perform guided rhythmic activities	Guided rhythmic activities: Singing and stumping.	Applying guided rhythmic activities	Appreciating rhythmic patterns.
		0.1.5.3 Play familiar musical instruments	Playing musical instruments; shakers, wood blocks and rhyme sticks.	Playing musical instruments.	Appreciating the use of musical instruments.
Art and Craft	0.1.6 Drawing and Tracing	0.1.6.1 Draw lines	<ul style="list-style-type: none"> • Drawing lines freely • Tracing objects 	Drawing lines and tracing objects.	Appreciating drawing and tracing.
		0.1.6.2 Trace objects.			
		0.1.6.3 Draw using templates	Drawing using templates: animals, flowers, birds, houses.	Drawing using templates.	Appreciating images drawn from templates.
Motor Development	0.1.7 Non loco-motor skills.	0.1.7.1 Perform; bending and stretching activities	<ul style="list-style-type: none"> • Bending and stretching • Static body movements: pushing and pulling while 	<ul style="list-style-type: none"> • Bending and stretching • Applying static 	Appreciating non loco motor skills.
		0.1.7.2 Perform static body movements.			

Topic	Sub - Topic	Specific Outcomes	CONTENT		
			Knowledge	Skills	Values
			standing, pushing and pulling while kneeling.	body movements.	
		0.1.7.3 Perform posture balancing activities with support.	Posture balancing activities: Sitting and standing	Applying posture balancing.	Appreciating posture balancing.
		0.1.7.4 Demonstrate jump on one spot	Jumping up and down on one spot.	Jumping on one spot.	Self confidence in jumping.
Music, games and dances	0.1.8 Game songs	0.1.8.1 Perform various game songs.	Game songs	Playing game songs.	Appreciating game songs.
Art and Craft	0.1.9 Colouring Patterns	0.1.9.1 Identify Primary colours	<ul style="list-style-type: none"> • Primary colours: Red, blue, yellow • Colouring activities: Simple shapes 	<ul style="list-style-type: none"> • Identifying primary colours • Colouring simple shapes 	Appreciating primary colours.
		0.1.9.2 Perform simple colouring activities			
		0.1.9.3 Perform simple Printing activities	Printing hands and feet. Water colours.	Printing patterns.	Creativity in printing using simple locally available materials
Motor development	0.1.10 Eye- hand and eye- foot coordination	0.1.10.1 Perform clipping activities	Clipping	Applying clipping activities.	Appreciating clipping activities.
		0.1.10.2 Perform throwing and catching activities.	Catching and throwing.	Creativity in executing throwing and catching activities.	Cooperative learning through team work.
		0.1.10.3 Demonstrate in Kicking and rolling activities	Kicking a stationary ball, Rolling a ball	Coordination of eye – foot movement.	Appreciating kicking and rolling activities.
Art and Crafts	0.1.11 Threading	0.1.12.2 Perform threading and buttoning activities	Threading and buttoning activities: big beads, thread big cotton reels, button own clothes, straws, fruits reels thread 2.5cm beads using a string	Creativity in threading and buttoning activities.	Appreciating threading and buttoning activities.

Topic	Sub - Topic	Specific Outcomes	CONTENT		
			Knowledge	Skills	Values
Motor Development	0.1.14 Fine motor skills	0.1.14.1 Demonstrate ability to build a tower.	Building a tower of at least 5 blocks e.g. using plastic bottle lids.	Application of fine motor skills.	Creativity through making a tower using various materials.
		0.1.14.2 Demonstrate ability to arrange dominos.	Arranging dominos up to 5	Manipulating Dominos.	Appreciating use of Dominos.
		0.1.14.3 Perform scooping activities	Scooping, filling and emptying e.g. sand and water.	Manipulation of sand or water.	Appreciation of scooping activities
		0.1.14.4 Perform grasping and releasing activities.	Grasping and releasing	Applying grasping and releasing activities.	Awareness of grasping and releasing activities
		0.1.14.5 Demonstrate ability to screw and unscrew.	Screwing and unscrewing using plastic bottles with lids.	Manipulation of plastic bottles with lids.	Appreciating screwing and unscrewing
		0.1.14.6 Demonstrate self-help skills	Self-help skills: zipping, dressing and buttoning.	Applying self help skills	Appreciating zipping, dressing, and buttoning.
Art and Crafts	0.1.15 Modelling and Moulding	0.1.15.1 Mode and mould familiar objects.	Modelling and moulding using clay plasticine and dough. Modelling and moulding articles e.g. ball, orange, tomato	<ul style="list-style-type: none"> Identifying modelling and moulding materials. Creativity in modelling and moulding of objects. 	<ul style="list-style-type: none"> Awareness of modelling and moulding materials. Appreciating modelling moulding using available materials.

SECTION B:
SYLLABUS FOR CHILDREN
AGED 5 TO 6 YEARS

SOCIAL STUDIES

INTRODUCTION:

In ECE 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
7. Religious education and
8. 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.

GENERAL OUTCOMES.	KEY COMPETENCES
<ul style="list-style-type: none">• 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• Develop an understanding of spiritual and moral education	<ul style="list-style-type: none">• 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• Narrate common simple Bible stories

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.2.1 Family	0.2.1.1 Extended Family	0.2.1.1.1 Identify members of the extended family	<ul style="list-style-type: none"> Extended families: Members of the family beyond father, mother, brothers and sisters (nuclear family) Extended family members: grandfather, grandmother, cousins, aunts, uncles 	<ul style="list-style-type: none"> Identifying members of the extended family 	<ul style="list-style-type: none"> Respect for members of the extended family. Sense of belonging Awareness and Appreciation of extended family members
0.2.2 Home	0.2.2.1 Types of homes	0.2.2.1.1 Describe where one lives	<ul style="list-style-type: none"> Home area Direction Location 	<ul style="list-style-type: none"> Locating the home where one lives Spatial concept 	<ul style="list-style-type: none"> Appreciating where one lives
		0.2.2.1.2 Describe own home	<ul style="list-style-type: none"> Size of house (big or small), rooms in the house, use of different rooms 	<ul style="list-style-type: none"> Identification of size and use of different rooms 	<ul style="list-style-type: none"> Sense of belonging Tidiness
		0.2.2.1.3 Mention the dos and don'ts in a home	<ul style="list-style-type: none"> Dos: respect, care for property etc. Don'ts: do not steal, insult, fight, quarrel. etc 	<ul style="list-style-type: none"> Classifying dos and don'ts in the home 	<ul style="list-style-type: none"> Awareness of dos and don'ts in a home.
		0.2.2.1.4 State the advantages of obeying rules	<ul style="list-style-type: none"> Advantages of obeying rules: Praise, attention, privileges etc 	<ul style="list-style-type: none"> Identifying advantages of obeying rules 	<ul style="list-style-type: none"> Awareness and appreciation of obeying rules
		0.2.2.1.5 State the disadvantages of disobeying rules	<ul style="list-style-type: none"> Disadvantages of disobeying rules: Punishment, denial, teasing, reprimand etc 	<ul style="list-style-type: none"> Identification of disadvantages of disobeying rules. 	<ul style="list-style-type: none"> Awareness of the dangers of disobeying rules

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.2.3 Community	0.2.3.1 My Community	0.2.3.1.1 Identify leaders in the community	Community leaders : church elders, pastors, priests, teachers, ward councillor, chief, headman/ woman	<ul style="list-style-type: none"> • Inter-personal relations • Orderliness in the community • Identification of community leaders 	<ul style="list-style-type: none"> • Respect for leaders • Appreciation of community leaders.
		0.2.3.1.2 Identify roles played by different leaders in the community	<ul style="list-style-type: none"> • Roles played by leaders: Teaching, nursing, policing, administration, social working 	<ul style="list-style-type: none"> • Identification of different leaders in the community 	<ul style="list-style-type: none"> • Awareness and appreciation of different leaders in the community • Patriotism
		0.2.3.1.3 Describe ways of taking care of property in the community	<ul style="list-style-type: none"> • Care for property: Herding animals, putting things in the right places, maintenance 	<ul style="list-style-type: none"> • Orderliness • Sorting and classifying things correctly 	<ul style="list-style-type: none"> • Awareness of the importance of taking care of property in the community leaders.
		0.2.3.1.4 Discuss ways of relating with family members and friends	<ul style="list-style-type: none"> • Relating with family members: Working together, visiting, making friends, sharing, communicating 	<ul style="list-style-type: none"> • Socialisation and interpersonal relationship 	<ul style="list-style-type: none"> • Respect for family members and friends • Teamwork
		0.2.3.1.5 Identify different ways of showing respect in our culture	<ul style="list-style-type: none"> • Ways of showing respect: • kneeling, clapping, clasping of hands, bowing down 	<ul style="list-style-type: none"> • Identifying ways of showing respect to others • Inter personal relationship 	<ul style="list-style-type: none"> • Sense of belonging to the community • Respect for others

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.2.4 School	0.2.4.1 My School	0.2.4.1.1 Identify school, class, teachers, and classmates	<ul style="list-style-type: none"> School, class, teachers, classmates 	<ul style="list-style-type: none"> Identifying school teachers and classmates 	<ul style="list-style-type: none"> Respect for other people Sense of belonging to a school Appreciating teachers and classmates
		0.2.4.1.2 Locate own school and classroom	<ul style="list-style-type: none"> Direction of the school and classroom 	<ul style="list-style-type: none"> Locating own school and classroom 	<ul style="list-style-type: none"> Awareness and appreciation of their school and classrooms.
		0.2.4.1.3 Identify things found in the classroom	<ul style="list-style-type: none"> Things found in the classroom: Furniture, teaching/learning materials (duster, crayons, pencils, books) 	<ul style="list-style-type: none"> Identify , Classify and Name things found in a classroom 	<ul style="list-style-type: none"> Care for property Orderliness
0.2.5 Celebrations	0.2.5.1 Types of Celebrations	0.2.5.1.1 Describe types of celebrations	<p>Types of celebrations: Independence, traditional ceremonies (Kuomboka, Lwindi, Umutomboko, Nc`wal a ect).</p>	<ul style="list-style-type: none"> Identification of different types of celebrations (ceremonies) 	<ul style="list-style-type: none"> Appreciation of various traditional ceremonies. Sense of belonging Patriotism and Working together
		0.2.5.1.2 Explain the importance of holding celebrations	<p>Importance of holding celebrations :</p> <ul style="list-style-type: none"> Knowledge of cultural values and norms, sharing ideas, working together 	<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Appreciation of cultural values Self-identity

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.2.6 Transport	0.2.6.1 Means of transport	0.2.6.1.1 Mention different types of transport	Types of transport: <ul style="list-style-type: none"> • Motor bike ,car, bus, scotch cart, canoe, aeroplane, train, boat, bicycle, wheel burrow 	<ul style="list-style-type: none"> • Identification of different types of transport 	<ul style="list-style-type: none"> • Appreciating of different types of transport.
		0.2.6.1.2 Describe ways of coming to school	Ways of coming to school: <ul style="list-style-type: none"> • Car, bicycle, walking, bus, canoe 	<ul style="list-style-type: none"> • Identification of different ways of coming to school. 	<ul style="list-style-type: none"> • Awareness and appreciation of different ways of coming to school.
	0.2.6.2 Road safety	0.2.6.2.1 Practice Road safety	Road safety signs: <ul style="list-style-type: none"> • Zebra crossing, • Robots (traffic lights): meaning of colours of the robots: Red, green and orange 	<ul style="list-style-type: none"> • Interpretation of road signs and colours of the robots 	<ul style="list-style-type: none"> • Awareness and appreciation of road signs and robots.
0.2.7 Communication	0.2.7.1 Ways of Communicating	0.2.7.1.1 Mention common means of communication	Means of communication: <ul style="list-style-type: none"> • Mobile phone, telephone, radio, letters, drumming, news paper, books 	<ul style="list-style-type: none"> • Identification of different means of communication • Effective Communication 	<ul style="list-style-type: none"> • Awareness and appreciation of different means of communication
0.2.8 RELIGION	0.2.8.1 Places of Worship	0.2.8.1.1 Mention common places of worship	Common places of worship: <ul style="list-style-type: none"> • Home, church, temple, synagougue, mosque etc 	<ul style="list-style-type: none"> • Identification of places of worship 	<ul style="list-style-type: none"> • Awareness and appreciation of places of worship
	0.2.8.2 Bible Stories	0.2.8.2.1 Narrate common Bible Stories	Common Bible Stories: <ul style="list-style-type: none"> • Jonah and the fish • David and Goliath, • Baby in the basket 	<ul style="list-style-type: none"> • Narrating common Bible stories. 	<ul style="list-style-type: none"> • Awareness and appreciation of common Bible stories.

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) Living and non-living things
- b) Human body: Parts of the body
- c) Nutrition: Food; functions of food; food hygiene; eating and eating habits
- d) Health and safety: Hygiene; safety
- e) Plants: Plants in the locality
- f) 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.
- Develop an understanding of nutrition and health.
- Acquire and develop knowledge, positive attitudes and values about nutrition.
- Develop an understanding of the local Environment

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.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.1 Living and non-living things	0.1.1 Living things	0.1.1.1 Name living things 0.1.1.2 Name some non living things.	<ul style="list-style-type: none"> Living things e.g. plants animals, insects Non-living things e.g. chair, Stones, Cars, House, toys. 	<ul style="list-style-type: none"> Communicating names of living and non-living things Observing living and non-living things 	<ul style="list-style-type: none"> Appreciating living and non-living things Awareness of living and non-living things
0.2 The Human body	0.2.1 Parts of the body	0.2.1.1 Identify external parts of the body	<ul style="list-style-type: none"> External parts of the body: Head, nose, eyes, ears, mouth, hands, legs. 	<ul style="list-style-type: none"> Identifying external parts of the body Communicating external parts of the body 	<ul style="list-style-type: none"> Appreciating the external parts of the body
		0.2.1.2 Mention functions of the different external parts of the body	<ul style="list-style-type: none"> Functions of different external parts of the body e.g. Hearing – ears, Seeing – eyes, Walking – legs, Clapping – hands 	<ul style="list-style-type: none"> Observing functions of different parts of the body Communicating functions of different parts of the body 	<ul style="list-style-type: none"> Appreciating functions of different parts of the body
		0.2.1.3 Talk about ways of protecting external parts of the body.	<ul style="list-style-type: none"> Ways of protecting eyes, nose, mouth, ears. 	<ul style="list-style-type: none"> Communicating ways of protecting external body parts 	<ul style="list-style-type: none"> Caring for external body parts

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.3 Plants and Animals	0.3.1 Crops and fruits.	0.3.1.1 Identify different types of crops in the locality	<ul style="list-style-type: none"> Different crops:e.g. Maize, groundnuts, millet, cassava, rice, 	<ul style="list-style-type: none"> Identifying crops in the locality 	<ul style="list-style-type: none"> Awareness of crops in the locality
		0.3.1.2 Mention the uses of crops	<ul style="list-style-type: none"> Uses of crops: Food 	<ul style="list-style-type: none"> Communicating uses of crops 	<ul style="list-style-type: none"> Appreciating uses of crops
		0.3.1.3 Name different types of fruits	<ul style="list-style-type: none"> Different types of fruits E.g. Orange, Mango, Masuku, Apple, banana... 	<ul style="list-style-type: none"> Communicating names of different types of fruits 	<ul style="list-style-type: none"> Awareness of different types of fruits
		0.3.1.4 Mention the importance of eating fruits	<ul style="list-style-type: none"> Importance of eating fruits: staying healthy 	<ul style="list-style-type: none"> Communicating the importance of eating fruits 	<ul style="list-style-type: none"> Appreciating the importance of fruits
	0.3.2 Domestic Animals	0.3.1.1 Identify domestic animals in the locality.	<ul style="list-style-type: none"> Domestic animals: Cats, dogs, Cows, Pigs, Sheep, Goats. 	<ul style="list-style-type: none"> Identifying domestic animals 	<ul style="list-style-type: none"> Awareness of domestic animals
		0.3.1.2 Identify animals that are kept as pets.	<ul style="list-style-type: none"> Animals kept as pets: e.g. Cat, Dog, Bird 	<ul style="list-style-type: none"> Identifying animals kept as pets 	<ul style="list-style-type: none"> Awareness of animal kept as pets Appreciating animals kept as pets
	0.3.3 Wild Animals	0.4.2.1 Identify different wild animals	<ul style="list-style-type: none"> Different wild animals E.g. Lion, Elephant, Hyena, Zebra... 	<ul style="list-style-type: none"> Identifying wild animals 	<ul style="list-style-type: none"> Appreciating wild animals Awareness of wild animals
	0.3.3 Animals that live in water	0.3.3.1 Identify and name animals that live in water	<ul style="list-style-type: none"> Animals that live in water E.g. snakes crocodile, frog, Hippo, fish. 	<ul style="list-style-type: none"> Identifying animals that live in water 	<ul style="list-style-type: none"> Awareness of animals that live in water
	0.3.4 Birds	0.3.4.1 Name familiar birds	<ul style="list-style-type: none"> Familiar birds E.g. ducks, chickens, eagle, ostrich, dove, 	<ul style="list-style-type: none"> Communicating names of 	<ul style="list-style-type: none"> Awareness of familiar birds

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
			peacock,	familiar birds.	
	0.3.5 Insects	0.3.5.1 Identify insects found in the locality	<ul style="list-style-type: none"> Insects found in the locality e.g. ants, House flies, mosquitoes, Grasshoppers, butterflies, beetles, dragon flies. 	<ul style="list-style-type: none"> Identifying insects in the locality 	<ul style="list-style-type: none"> Awareness of different insects
		0.3.5.2 Name parts of an insect.	<ul style="list-style-type: none"> Parts of the insect: Head, chest, stomach, legs. 	<ul style="list-style-type: none"> Observing parts of an insect Communicating parts of the insect 	<ul style="list-style-type: none"> Awareness of parts of an insect

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.4 Nutrition and Health	0.4.1 Food	0.4.1.1 Mention sources of food	<ul style="list-style-type: none"> Sources of food (Plants and Animals) 	<ul style="list-style-type: none"> Communicating sources of food 	<ul style="list-style-type: none"> Appreciating sources of food
	0.4.2 Functions of food	0.4.2.1 Talk about the functions of food in the body	<ul style="list-style-type: none"> Functions of food: e.g. Growth, energy and protection from diseases. 	<ul style="list-style-type: none"> Communicating the functions of food 	<ul style="list-style-type: none"> Awareness of functions of food
	0.4.3 Food hygiene	0.4.3.1 Talk about the importance of food hygiene	<ul style="list-style-type: none"> Importance of food hygiene: Prevention of diseases 	<ul style="list-style-type: none"> Communicating the importance of food hygiene 	<ul style="list-style-type: none"> Awareness of food hygiene Cooperating in group work
		0.4.3.2 Explain different ways of preserving food.	<ul style="list-style-type: none"> Ways of preserving food (Drying, Canning, Refrigeration) 	<ul style="list-style-type: none"> Observing ways of preserving foods Comparing ways 	<ul style="list-style-type: none"> Appreciating ways of food preservation Cooperating

				of food preservation	group activities
	0.4.4 Eating habits	0.4.4.1 Demonstrate how food is chewed	<ul style="list-style-type: none"> Eating habits(Posture, Chewing food with mouth closed) 	<ul style="list-style-type: none"> Observing good eating habits Demonstrating eating habits 	<ul style="list-style-type: none"> Applying good eating habits
0.5 Hygiene and safety	0.5.1 Personal Hygiene	0.5.1.1 Identify the times when to wash hands with soap and water	<ul style="list-style-type: none"> Times when to wash hands with soap and water(after using the toilet and changing baby's nappies, before eating and preparing food) 	<ul style="list-style-type: none"> Communicating times when to wash hands with soap and water 	<ul style="list-style-type: none"> Awareness of times when to wash hands
		0.5.1.2 Demonstrate how to use toilet facilities.	<ul style="list-style-type: none"> How to use toilet facilities; Proper use of toiletries, Flushing toilet after use/covering the drop hole, Washing hands with soap 	<ul style="list-style-type: none"> Observing the proper use of the toilet facilities 	<ul style="list-style-type: none"> Applying the use of toilet facilities Appreciating the use of toilet facilities
	0.5.2 Environmental Hygiene	0.5.2.1 Demonstrate ways of keeping the surroundings clean.	<ul style="list-style-type: none"> Ways of keeping surroundings clean(throwing litter in bins / pits, sweeping, tidying up after eating) 	<ul style="list-style-type: none"> Observing ways of keeping surroundings clean 	<ul style="list-style-type: none"> Applying ways of keeping surroundings clean
	0.5.3 Safety	0.5.3.1 Name sources of danger in the home and school.	<ul style="list-style-type: none"> Sources of danger e.g.Electric appliances, Swimming pools, Sharp wood, Metal play instruments, Unprotected wells, ditches 	<ul style="list-style-type: none"> Communicating the sources of danger in the home and school 	<ul style="list-style-type: none"> Applying safety rules Awareness of sources of danger

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
0.6 Environment	0.6.1 Seasons	0.6.1.1 Identify the three Seasons in Zambia.	<ul style="list-style-type: none"> The three seasons in Zambia(Rainy, Cold and Hot season) 	<ul style="list-style-type: none"> Communicating the seasons in Zambia Observing the seasons in Zambia 	<ul style="list-style-type: none"> Awareness of the seasons in Zambia Appreciating the Zambian Seasons
		0.6.1.2 Talk about things people use to protect themselves from rain or cold and heat.	<ul style="list-style-type: none"> Things that people use to protect themselves (Use of umbrella, Rain coat, Gum boots, Jersey socks, Head socks ...) 	<ul style="list-style-type: none"> Communicating types of things that people use to protect themselves from rain, cold and heat. 	<ul style="list-style-type: none"> Applying ways of protecting oneself from heat, cold and rain
		0.6.1.3 Name activities done in rain Season.	<ul style="list-style-type: none"> Activities done during the rain season (Planting of seeds, trees, preparation of fields). 	<ul style="list-style-type: none"> Observing activities done in the rain season 	<ul style="list-style-type: none"> Appreciating the activities done in the rain Season
	0.6.2 Sources of Water	0.6.2.1 Identify sources of water at home and school	<ul style="list-style-type: none"> Sources of water at home and school (e.g. Rain, river, dam, tap, well, borehole ...) 	<ul style="list-style-type: none"> Identifying the sources of water at home and school 	<ul style="list-style-type: none"> Awareness of the sources of water
		0.6.2.2 Mention different uses of water	<ul style="list-style-type: none"> Different uses of water E.g. bathing, drinking, cooking, and watering. 	<ul style="list-style-type: none"> Communicating the uses of water 	<ul style="list-style-type: none"> Awareness of the uses of water.

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

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
		0.2.8.2 Respond to polite request	<ul style="list-style-type: none"> Ok, Welcome, Quite excused, Sure, I forgive you. 	<ul style="list-style-type: none"> Communication Speaking 	<ul style="list-style-type: none"> Peace Humility Appreciation Application
	0.2.9 Environment	0.2.9.1 Name objects from the environment	<ul style="list-style-type: none"> Home: cup, knife, table. School: board, desk. Surrounding neighbourhood: Garden, kraal. 	<ul style="list-style-type: none"> Identification Classification 	<ul style="list-style-type: none"> Appreciation Awareness
	0.2.10 Experiences	0.2.10.1 Narrate some experiences in a simple way	<ul style="list-style-type: none"> Own experiences Narratives 	<ul style="list-style-type: none"> Narration Communication 	<ul style="list-style-type: none"> Assertiveness Self expression Confidence
	0.2.11 Description	0.2.11.1 Describe where they live	<ul style="list-style-type: none"> Near, after, opposite, before... 	<ul style="list-style-type: none"> Identification Communication 	<ul style="list-style-type: none"> Assertiveness Self expression Confidence
	0.2.12 Giving directions	0.2.12.1 Give directions	E.g.: <ul style="list-style-type: none"> Turn left, right. Opposite, near, before, straight. 	<ul style="list-style-type: none"> communication 	<ul style="list-style-type: none"> Self expression Politeness Accuracy
	0.2.13	0.2.13.1 Identify and mimic different sounds	<ul style="list-style-type: none"> E.g. Animal sounds: Cow; moo Cat; meow Motor bike. 	<ul style="list-style-type: none"> Identification Classification 	<ul style="list-style-type: none"> Creativity Awareness Critical thinking.
	0.2.14 Explanation	0.2.14.1 Explain their creative work	<ul style="list-style-type: none"> Drawing, modelling, paperwork 	<ul style="list-style-type: none"> Drawing Modelling 	<ul style="list-style-type: none"> Creativity Self expression Self esteem
	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"> E.g. Tall, short, fat E.g. I like ... I don't like ... 	<ul style="list-style-type: none"> Communication Critical thinking Analysis 	<ul style="list-style-type: none"> Politeness

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
	0.2.16 The body	0.2.16.1 Describe the function of external parts of their bodies	<ul style="list-style-type: none"> E.g. walking, talking, seeing, hearing... 	<ul style="list-style-type: none"> Identification Analysis 	<ul style="list-style-type: none"> Awareness Appreciation
	0.2.17 Stories	0.2.17.1 Tell a story.	<ul style="list-style-type: none"> From pictures, books, charts, picture stripes. Story sequencing Identification 	<ul style="list-style-type: none"> Creativity Identification 	<ul style="list-style-type: none"> Self confidence Assertiveness
		0.2.17.2 Describe pictures.	<ul style="list-style-type: none"> In a picture book, chart, picture stripe. Pictorial objects 	<ul style="list-style-type: none"> Communication Identification 	<ul style="list-style-type: none"> Appreciation Awareness
	0.2.18 Home chores	0.2.18.1 Describe home activities in a simple manner	<ul style="list-style-type: none"> Sweeping, cooking, digging. 	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Appreciation
	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"> Short and simple poems, rhymes and tongue twisting. 	<ul style="list-style-type: none"> Communication Creativity 	<ul style="list-style-type: none"> Self-expression Appreciation Self-confidence.
		0.2.19.2 Sound out letters of the alphabet	<ul style="list-style-type: none"> sound 	<ul style="list-style-type: none"> Sound identification Reading 	<ul style="list-style-type: none"> Self-expression Self confidence
		0.2.19.3 Sing the alphabet song.	<ul style="list-style-type: none"> songs 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Self-expression Self confidence
Pre-reading	0.2.1 Parts of a book.	0.2.1.1 Identify the parts of a book.	<ul style="list-style-type: none"> Front and back cover of the book, inside. 	<ul style="list-style-type: none"> Identification 	<ul style="list-style-type: none"> Appreciation Awareness
	0.2.2 Handling of books	0.2.2.1 Familiarise with using books.	<ul style="list-style-type: none"> From left to right and from top to bottom on a printed page. 	<ul style="list-style-type: none"> Identification Analysis 	<ul style="list-style-type: none"> Awareness Application
		0.2.2.2 Recognise all the letters of the alphabet and their sound	<ul style="list-style-type: none"> Sounds Letters Reading from left to right 	<ul style="list-style-type: none"> Sounding letters Speaking 	<ul style="list-style-type: none"> Tolerance Reading awareness Self-expression Appreciation

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
	0.2.3	0.2.3.1 Distinguish the difference between letters and numbers	<ul style="list-style-type: none"> • Pre-reading • Print media • Letters • Numbers 	<ul style="list-style-type: none"> • Identification • Pre-reading • Differentiation 	<ul style="list-style-type: none"> • School pride • Reading awareness • Appreciation
		0.2.3.2 Recognise initial letter sounds in a word	<ul style="list-style-type: none"> • Sounds • Letters • Phonics 	<ul style="list-style-type: none"> • Speaking • Sound Identification 	<ul style="list-style-type: none"> • Awareness • Self expression • Appreciation
		0.2.3.3 Read two to three letter words e.g. in, out, pot, dog.	<ul style="list-style-type: none"> • Words • Print media 	<ul style="list-style-type: none"> • Pre-reading • Speaking • Sound identification 	<ul style="list-style-type: none"> • Reading awareness • Appreciation • Self confidence
Pre-writing	0.2.4 Handwriting instruments	0.2.4.1 Hold writing instruments correctly and attempt to write	<ul style="list-style-type: none"> • Pencil • Crayon 	<ul style="list-style-type: none"> • Manipulation • Posture 	<ul style="list-style-type: none"> • Awareness • Patience • Self confidence
	0.2.5 Tracing	0.2.5.1 Trace and follow dotted lines	<ul style="list-style-type: none"> • Tracy dotted lines 	<ul style="list-style-type: none"> • Manipulation • Identification 	<ul style="list-style-type: none"> • Accuracy
		0.2.5.2 Trace lines from left to right and top to bottom	<ul style="list-style-type: none"> • Left to right hand movement 	<ul style="list-style-type: none"> • Coordination 	<ul style="list-style-type: none"> • Confidence
		0.2.5.3 Trace a patterns using templates	<ul style="list-style-type: none"> • Different patterns 	<ul style="list-style-type: none"> • Coordination 	<ul style="list-style-type: none"> • Self confidence
		0.2.5.4 Draw letters using different media.	<ul style="list-style-type: none"> • Sand, paint, templates ... 	<ul style="list-style-type: none"> • Creativity • Painting & • Colouring 	<ul style="list-style-type: none"> • Self-confidence • Patience • Aesthetic
	0.2.6 Writing names	0.2.6.1 Write their first name	<ul style="list-style-type: none"> • Names 	<ul style="list-style-type: none"> • Identification 	<ul style="list-style-type: none"> • Appreciation • Self-confidence • Awareness

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
	0.2.7 Copying	0.2.6.2 Copy numbers and letters accurately.	<ul style="list-style-type: none"> • Letter and numbers 	<ul style="list-style-type: none"> • Identification 	<ul style="list-style-type: none"> • Awareness • Appreciation • Accuracy

DRAFT

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 the following domains:

- a) Numbers: Counting; number recognition, Number sequencing; Addition; Subtraction; Number writing.
- b) Geometry: Plane shapes.
- c) Pre-Algebra: classification.
- d) Measurements: length, weight and time
- e) Commercial Arithmetic

General Outcomes:	Key competences
<ul style="list-style-type: none">• Develop mathematical knowledge, skills and values.• Develop interest and curiosity towards the environment and nature through mathematics.	<ul style="list-style-type: none">• Demonstrate ability to classify objects, count, measure and apply geometrical skills.• Demonstrate ability to identify <i>Zambian</i> coins.

Topic	Sub-topic	Specific Outcome	Content		
			Knowledge	Skills	Values
0.2.1 Numbers	0.2.1.1 Counting	0.2.1.1.1 Count orally up to twenty (20) objects	<ul style="list-style-type: none"> Using concrete objects to count up to 20 (employ songs, rhymes, games) 	<ul style="list-style-type: none"> Communicating through counting 	<ul style="list-style-type: none"> Awareness of numeration system and number order.
		0.2.1.1.2 Use numerals 1-20 to symbolise quantities of objects	<ul style="list-style-type: none"> Using numerals 1-20 to symbolise quantities of objects 	<ul style="list-style-type: none"> Representing quantities by numerals 	<ul style="list-style-type: none"> Awareness in symbolisation of quantities Team work through cooperative learning
	0.2.1.2 Pre-writing	0.2.1.2.1 Trace numbers from 1-9	<ul style="list-style-type: none"> Tracing outlines of given numbers 1-20 in ascending order Mould numerals 1 up to 10 	<ul style="list-style-type: none"> Coordinating the hands and brain in tracing 	<ul style="list-style-type: none"> Self confidence in writing
0.2.2 Addition	0.2.2.1 Addition	0.2.2.1.1 Demonstrate the concept of addition using concrete objects	<ul style="list-style-type: none"> Demonstrating the concept of addition using concrete objects up to sum of 10 	<ul style="list-style-type: none"> Adding concrete objects in single digit numbers Applying addition in real life. 	<ul style="list-style-type: none"> Appreciation of the concept of addition. Team work through cooperative learning
0.2.3 Subtraction	0.2.3.1 Subtraction	0.2.3.1.1 Demonstrate the concept of subtraction using concrete objects	<ul style="list-style-type: none"> Demonstrating the concept of subtraction using concrete objects in the range of 1-10 	<ul style="list-style-type: none"> Subtracting concrete objects in single digit numbers Applying addition in real life. 	<ul style="list-style-type: none"> Appreciation of the concept of subtraction. Team work through cooperative learning
0.2.4 Classification	0.2.4.1 Grouping	0.2.4.1.1 Group familiar objects according to their size, colour and shape	<ul style="list-style-type: none"> Grouping familiar objects according to their size, colour and shape 	<ul style="list-style-type: none"> Classifying objects Comparing objects on the basis of size colour and shape. 	<ul style="list-style-type: none"> Team work through collaborative learning. Curiosity to explore nature.
	0.2.4.2 Matching	0.2.4.2.1 Match familiar objects according to their shape and type	<ul style="list-style-type: none"> Matching objects and pictures of animals 	<ul style="list-style-type: none"> Classifying objects and pictures 	<ul style="list-style-type: none"> Appreciation of order

Topic	Sub-topic	Specific Outcome	Content		
			Knowledge	Skills	Values
0.2.5 Plane shapes	0.2.5.1 Lines	0.2.5.1.1 Draw different types of lines	<ul style="list-style-type: none"> Drawing different types of lines (i.e. straight, zigzag and wavy lines, spiral lines) 	<ul style="list-style-type: none"> Coordinating the hands and brain in drawing lines 	<ul style="list-style-type: none"> Self confidence in drawing lines
	0.2.5.2 Shapes	0.2.5.2.1 Identify basic shapes	<ul style="list-style-type: none"> Identifying basic shapes (only circle, square, rectangle and triangle) 	<ul style="list-style-type: none"> Identifying the four basic shapes 	<ul style="list-style-type: none"> Awareness of basic shapes
		0.2.5.2.2 Trace and colour basic shapes	<ul style="list-style-type: none"> Tracing and colouring basic shapes (circle, square, rectangle and triangle) 	<ul style="list-style-type: none"> Tracing and colouring of the four basic shapes 	<ul style="list-style-type: none"> Awareness of basic shapes
0.2.6 Measurement	0.2.6.1 Length and width	0.2.6.1.1 Measure length and width of objects.	<ul style="list-style-type: none"> Measuring length and width of concrete objects using non standard units of measurements (using strings) 	<ul style="list-style-type: none"> Measuring dimensions of objects 	<ul style="list-style-type: none"> Appreciation of lengths of objects
	0.2.6.2 Weight	0.2.6.2.1 Compare the weights of different objects	<ul style="list-style-type: none"> Comparing weights of different objects using non standard measurements (heavier, lighter, same) 	<ul style="list-style-type: none"> Comparing weights of different objects 	<ul style="list-style-type: none"> Appreciation of weights of objects
	0.2.6.3 Time	0.2.6.3.1 State days in a week	<ul style="list-style-type: none"> Stating days of the week (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.) 	<ul style="list-style-type: none"> Ordering days of the week 	<ul style="list-style-type: none"> Awareness of Days of the week
0.2.7 Commercial Arithmetic	0.2.7.1 Money	0.2.7.1.1 Identify small Zambian currency notes up to K 20.	<ul style="list-style-type: none"> Identifying small Zambian currency notes (K2, K5, K10 and K20 notes) 	<ul style="list-style-type: none"> Identifying small Zambian notes 	<ul style="list-style-type: none"> Awareness of small Zambian notes

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:	KEY COMPTENCES:
<ul style="list-style-type: none">• Develop skills in movement, manipulation, coordination, correlation, observation and self-expression	<ul style="list-style-type: none">• 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.• Demonstrate ability to sing, dance, play games and use simple musical instruments.

Topic	Sub - Topic	Specific Outcomes	CONTENT		
			Knowledge	Skills	Values
Motor Development	0.2.1 Gross Motor	0.2.1.1 Perform Various body movements and control	Body movements and control: <ul style="list-style-type: none"> • Walking on straight lines • Walking backwards, on tip toes 	Applying body movements and control.	Appreciating walking on straight line.
		0.2.1.2 Perform various jumping and balancing activities.	Jumping and balancing: <ul style="list-style-type: none"> • Frog jumping • Hop on one leg, alternating feet from a height of 15-20cm • Step over the rope 10-15cm high. 	Applying jumping and balancing activities.	<ul style="list-style-type: none"> • Cooperative learning through team work. • Awareness of jumping and balancing activities.
		0.2.1.3 Perform climbing activities	Climb up stairs	Climbing stairs	Practicing climbing activities.
Art and crafts	0.2.2 Crafts	0.2.2.1 Fold paper to form objects	Folding paper to form objects: kite, boat, aeroplane	Manipulating of paper.	Creativity in paper craft.
		0.2.2.2 Paste paper to form patterns	Pasting paper to form patterns	Creativity in pattern forming.	Appreciating paper patterns.
		0.2.2.3 Make familiar objects using local materials	Making familiar objects using local materials e.g. mats, hats, baskets.	Creativity in using local materials to form objects	Appreciating familiar objects using local materials
Music, games and dances	0.2.3 Music and Movement.	0.2.3.1 Demonstrate ability to sing familiar songs.	Singing familiar songs; breath control <ul style="list-style-type: none"> • Diction voice projection • Coordination of voice 	Singing familiar songs.	Appreciate singing familiar songs.
		0.2.3.2 Respond to different music.	Responding to different music; rhythm and Melody	Singing and dancing to different music.	Team learning through rhythm and melody.
		0.2.3.3 Demonstrate ability to initiate own styles	Imitating own ability; free dance	Singing and dancing freely.	Appreciating own styles of dancing.
Motor Development.	0.2.4 Non loco motor skills	0.2.4.1 Perform static body movements	Static body movements; pulling, pushing, twisting, stretching	Applying non loco motor skills.	Appreciating static body movements.
		0.2.4.2 Demonstrate ability to	Throwing ball overhead.	Creativity in throwing	Self confidence to

Topic	Sub - Topic	Specific Outcomes	CONTENT		
			Knowledge	Skills	Values
		throw ball over head		ball over head.	throw the ball over head.
		0.2.4.3 Demonstrate ability to turn and roll	Body movement e.g. rolling and turning.	Applying rolling and turning body movements.	Practicing rolling and turning.
		0.2.4.4 Perform posture activities	Posture and balancing e.g. sitting, standing	Applying posture activities.	Appreciating balancing, sitting and standing.
Art and Crafts	0.2.5 Drawing and Colouring	0.2.5.1 Draw lines	Drawing lines; straight lines and zig zag	Drawing lines	Self confidence in drawing lines.
		0.2.5.2 Draw familiar objects	Drawing familiar objects; e.g. cup, ball and pot.	Drawing objects	Creativeness in drawing objects.
		0.2.5.3 Colour objects within boundaries	Colouring objects e.g. ball, pot and cup	Colouring within boundaries.	Appreciating coloured objects.
		0.2.5.4 Demonstrate ability to use stencils	Using stencil; tracing and drawing	Creativity in using stencils.	Appreciating drawing and tracing.
		0.2.5.5 Demonstrate ability to use Geometry boards.	Using Geometry boards; shapes and patterns	Making shapes and patterns	Appreciating shapes and patterns.
		0.2.5.6 Play and construct structures	Constructing structures; shape building using duplos, legos e.g. blocks	Creativity in constructing structures.	Cooperating in team work.
		0.2.5.7 Demonstrate ability to arrange dominos.	Arranging number or picture dominos up to 10.	Arranging dominos up to 10.	Cooperative learning through team work.
Motor Development.	0.2.6 Eye hand and eye foot coordination	0.2.6.1 Demonstrate eye hand and eye foot coordination activities	Eye hand and eye foot; Throwing a ball under and over an arm.	Coordinating of eye-hand and eye-foot activities.	Appreciating of throwing.
		0.2.6.2 Demonstrate kicking and rolling.	Kicking and rolling: <ul style="list-style-type: none"> • Targeting • Timing • Kick a stationary ball to target • Roll a ball to target. 	Applying kicking and rolling activities.	Team spirit through kicking and rolling.

Topic	Sub - Topic	Specific Outcomes	CONTENT		
			Knowledge	Skills	Values
Music games and dances	0.2.7 Rhythm and Body Movement	0.2.7.1 Develop full control to balance their bodies	Full control to balance bodies	Applying full control to balance the body.	Appreciating full control of balancing the body
		0.2.7.2 Participate in guided rhythmic activities	Guided rhythmic activities; rhythm and melody	Applying rhythm and melody.	Cooperative learning through team work.
		0.2.7.3 Demonstrate ability to use a variety of instrument to explore music.	Instruments to explore music; playing with drums, swift piano, guitar, banjo, rhythm sticks.	Creativity in exploring a variety of musical instruments.	Appreciating the use of drums, piano, swift piano, guitar and banjo.
Computer	0.2.8.1 Introduction to ICT.	0.2.8.1 Identify ICT gadgets 0.2.8.2 Switch on and off ICT gadgets 0.2.8.3 Play different computer games	ICT gadgets; television set and remote control, Radio, Cell phone. • Switching ON and OFF gadgets. • Playing simple computer games.	• Identifying ICT gadgets. • Manipulating computer gadgets.	• Awareness of ICT gadgets. • Appreciating computer gadgets.
Music, Games and Dancing.	0.2.9 Games Songs	0.2.9.1 Performing in traditional conventional games and songs.	Traditional conventional games and songs: • Traditional games; e.g. <i>Kalengelenga</i> • Conventional games; e.g. Fire on the mountain, Hide and seek, Sheep, sheep come home.	Applying traditional conventional songs and games.	Appreciating traditional conventional songs and games.
Art and Craft	0.2.10 Weaving	0.2.10.1 Weave different items	Weaving different items; mats, paper chains, hats, basket.	Creativity in weaving different items.	Appreciating weaved items.
	0.2.11 Threading	0.2.11.1 Demonstrate in threading activities	Making assorted patterns using small beads and cotton reels and shoe lacing	Creativity in threading activities.	Appreciating threaded items.
Drama	0.2.13 Role play	0.2.13.1 Role playing duties of family members.	Family roles; e.g. father, mother, brother, sister, baby	Role playing	Creative learning through team work.
Art and Craft	0.2.14 Patterns	0.2.14.1 Perform printing activities	Pattern making using, water colour, banana leaf/potato, sponge, sisal, shoe brush.	Printing patterns	Creativeness in printing activities.

Topic	Sub - Topic	Specific Outcomes	CONTENT		
			Knowledge	Skills	Values
	0.2.15 Modelling/ Moulding.	0.2.15.1 Modelling / Moulding different things in the locality.	Modelling/moulding different things in the locality; e.g. pots, cars, dolls, cup, dog	Manipulating different local moulding / modelling materials.	Appreciating moulded materials.
	0.2.16 Picture making.	0.2.16.1 Identify materials for making collage picture.	Materials for making collage picture; e.g. Glue, beads, seeds, paper and fabric / sticks.	Identifying collage materials.	Awareness of collage materials.
		0.2.16.2 Making a collage picture.	Making a collage picture	Creativity in making collage.	Appreciating collage pictures.
		0.2.16.3 Identify materials for making mosaic picture.	Materials for making mosaic picture; e.g. Seeds, paper, glue	Identifying mosaic materials.	Awareness of mosaic materials.
		0.2.16.4 Making a mosaic picture	Making a mosaic picture	Creativity in making mosaic pictures.	Appreciating mosaic pictures.