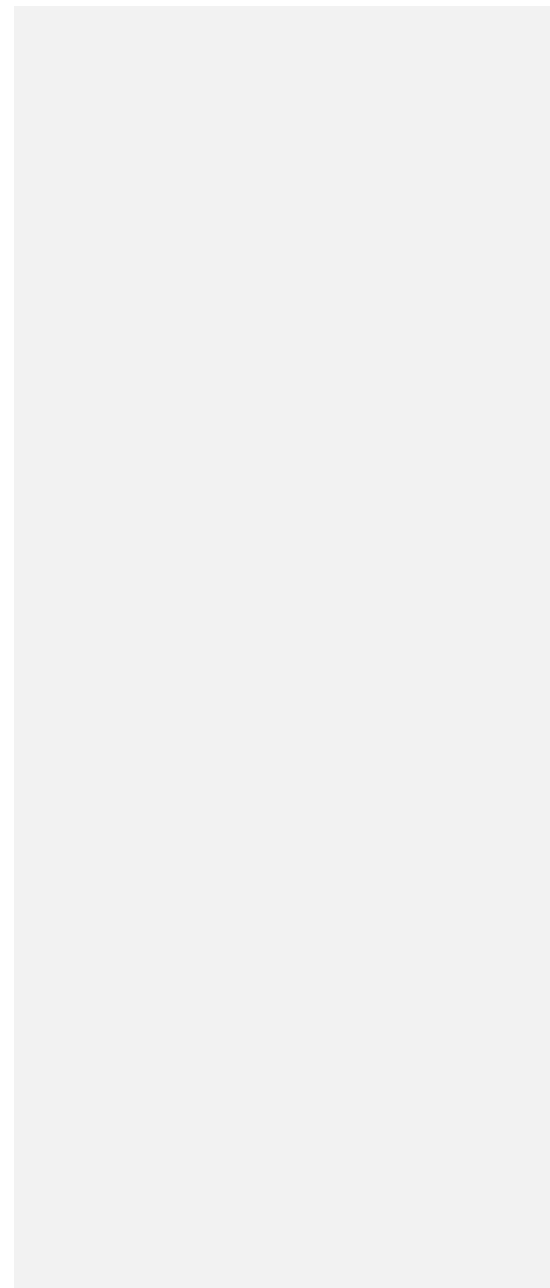


NATIONAL CURRICULUM FOR EARLY CHILDHOOD DEVELOPMENT

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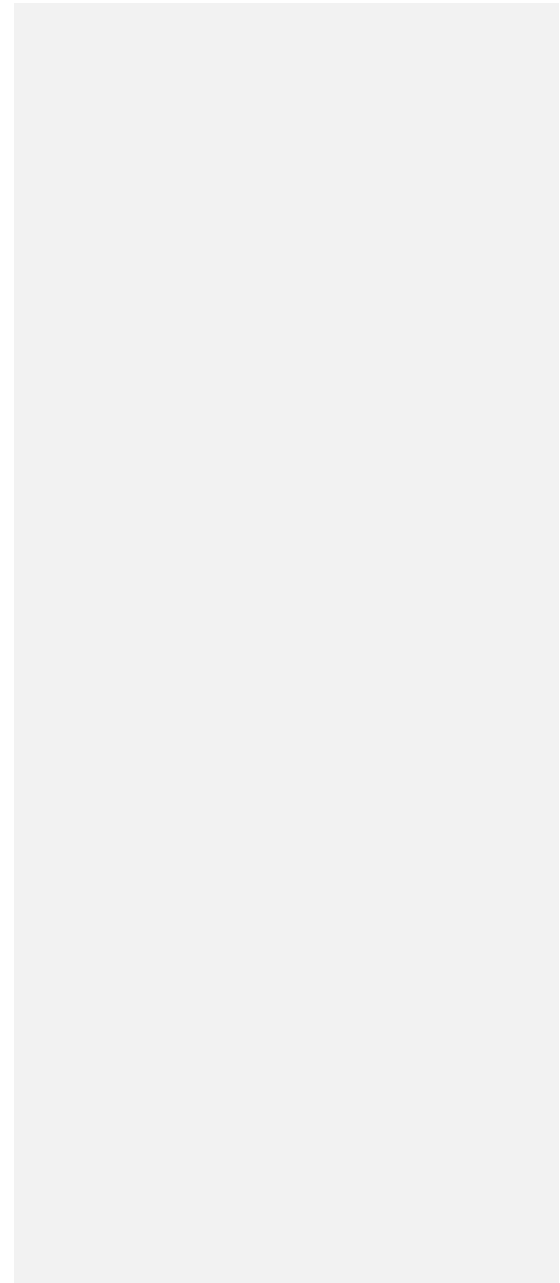
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ACRONYMS AND ABBREVIATIONS

CBO	-	Community Based Organisation
CRA	-	Child Rights Act
ECCE	-	Early Childhood Care and Education
ECD	-	Early Childhood Development
EFA	-	Education For All
ESP	-	Education Sector Plan
IEC/BCC	-	Information Education Communication/ Behaviour Change Communication
MDGs	-	Millennium Development Goals
MEST	-	Ministry of Education, Science and Technology
MICS	-	Multiple Indicators Cluster Survey
MOHS	-	Ministry of Health and Sanitation
MSWGCA	-	Ministry of Social Welfare, Gender and Children's Affairs
NCTVA	-	National Council for Technical, Vocational and other Academic Awards
NGOs	-	Non Governmental Organisations

- PEA - Parent/Educator Association
- REDiSL - Revitalizing Education Development Project in Sierra Leone
- SDGs - Sustainable Development Goals
- SLTU - Sierra Leone Teacher's Union
- SMCs - School Management Committees



FOREWORD

This Early Childhood Curriculum for Sierra Leone derives its legitimacy and technical direction from a number of Education Sector Policy documents, Action Plans, research reports, cabinet conclusions, curriculum models and legal framework, specifically, the New Education Policy, the Education for All Action Plan, the Education Sector Plan, the Report on Cabinet Conclusions in response to Professor Gbamanja's recommendations by a Commission on Poor Performance of Pupils in Public Examination.

These policy and legal Frameworks commit the Government of Sierra Leone and its partners, such as the United Nations Children's Fund (UNICEF); the United Nations Educational, Scientific and Cultural Organization (UNESCO); The World Bank and others to promote Early Childhood Care and Education (ECCE).

This curriculum follows the Situation /Life Oriented Approach based on the Model introduced by the Catholic Mission Preschool Project in 1991 supported by CARITAS (Sierra Leone). The end users of this Curriculum, including educators, parents, other caregivers and others will discover that the Situation/Life Oriented Approach fosters learning through discovery; it is a participatory, thematic approach that promotes hands on experiences.

The content, structure and strategies are informed by certain Key Principles of promoting early childhood development, including the implementation of Developmentally Appropriate Practices (DPA); promotion of caring relationships with close family members; creating opportunities for exploration, experimentation; use of the integrated approach, and others.

It is suggested that an appropriate and timely stimulation is ensured in fostering school readiness in the following domains; Physical Development and Well-being; Social and Emotional Development; Science, Technology and Numeracy Development; Language Development. Stimulation involves the introduction of activities and provision of materials that help the child to develop intellectually; activate the child's curiosity, enhance problem-solving abilities, and help the child to socialize with others..

Steps are taken to elaborate on a number of key principles of stimulation which are intended to guide practice. The target group for this Curriculum is children in Preschools or Community-based Centres aged 3 to 6 years, getting ready to enter Primary School. Thus, the general aim of the curriculum is to lay the foundation for the holistic development of the child.

Minikalu Bah (Dr.)
Hon Minister - MEST

ACKNOWLEDGEMENT

The nature of curriculum development, particularly so the intersectoral nature of Early Childhood Development, consumes huge amount of work, research and dedication. Still, accomplishment would not have been possible if we did not have the support of many individuals and organizations. Therefore we would like to extend our sincere gratitude to all of them.

First of all we are thankful to the World Bank for their financial and logistical support and for providing the necessary guidance, expertise and technical support under the REDiSL Project to develop this National Intersectoral Early Childhood Development Curriculum. Without their superior knowledge and experience, the quality of outcomes would not have been attained, and thus their support has been essential.

We would like to express our sincere thanks and appreciation to UNICEF, the universities, the polytechnics, National and International NGOs, Ministries, Departments and Agencies with a mandate in Early Childhood Development, whose representatives devoted their time and knowledge to the development of the curriculum.

Furthermore, many people, especially the educators in the field, early childhood practitioners, have made valuable input to improve the document. We thank them all for their contributions that helped directly or indirectly to complete the exercise.

PART 1

BACKGROUND AND JUSTIFICATION

Early Childhood Development is now internationally accepted as a panacea to our development problems, and therefore receives a prominent focus. In recent times, the United Nations Convention on the Rights of the Child of 1989 sets the international pace for recognition of children's rights issues. This was built upon at the World Conference on Education at Jomtien in 1990 when in the World Declaration on Education for All, the world renewed its commitment to ensuring the rights of all people to education and knowledge. The Declaration further affirmed the importance of early learning by stating in Article 5 that, "...learning begins at birth. This calls for early childhood care and initial education. These can be provided through arrangements involving families, communities, or institutional programs as appropriate." A sequel to the 1990 World Conference was the World Education Forum in Dakar in 2000. At this Forum the Dakar Framework for Action, Education for All reaffirmed the goal of education for all as laid out in Jomtien, Thailand, 1990. The Framework committed governments to achieving quality basic education for all by 2015 or earlier, with particular emphasis on girls' education, and further made a firm commitment to early childhood development by the provision in Goal 1 for the expansion of early childhood education and care, especially for the most vulnerable children. In recent times this commitment to early childhood development has been made in the Sustainable Development Goals of 2015. Early childhood development is included in Goal 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," and it is specifically mentioned in target 4.2 that "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education."

On the national scene, Sierra Leone domesticated the Convention on the Rights of the Child to become the Child Rights Act of 2007. It has gone a long way in addressing the holistic development of the Sierra Leonean child in various domains. Furthermore, following the *GBAMANJA COMMISSION OF INQUIRY INTO THE POOR PERFORMANCE OF PUPILS IN THE 2008 BECE (Basic Education Certificate Examination) AND West African Senior School Examination (WASSCE) Report*; Government released a White Paper in 2010 in which the first recommendation was, a "Modification of the 6-3-3-4 System of Education to include a compulsory early child component, and extension by one year of the duration of senior secondary school. The system now becomes the 6-3-4-4. Government accepts the recommendation of the Commission for the review of the 6-3-3-4 system to 6-3-4-4 and to accommodate the implementation of Early Childhood Education."

The *National Curriculum Framework and Guidelines for Basic Education – 2015* has Early Childhood Care and Development as one of the *Constituent elements of basic education in Sierra Leone* (p.23).

In the domain of physical development and well-being, the Renewed Effort Against Child Hunger (REACH) Initiative established in the country in 2010 had created the enabling environment of bringing into focus the multi-faceted nature of the causes of malnutrition; and collaboration with partners and line ministries is now working to reduce malnutrition. Additionally, the National Food and Nutrition Security Policy's main objective of achieving food and nutrition security is now being implemented. Government's Free Health Care Programme that provides free medical care to pregnant women and under-five children, thereby focusing on the most vulnerable groups, has helped in addressing the major health issues of these groups.

The pronouncements in both international and national documents show that the policy, curriculum, and minimum frameworks for Early Childhood Care and Education in Sierra Leone should recognize the early formative years of the child's development from 0 up to 8 years. These earliest years of a child's life are key to predicting ultimate success in school and life. Research findings pointing to the importance of the first three years in brain development have serious implications for education and development. For example, the brain grows fastest at this period, when all the domains of learning develop. Thus Early Childhood Development encompasses a holistic, integrated, inclusive approach to programming, research and policy for young children. Early Childhood Development is often misinterpreted to mean merely an academically-oriented preschool programme or the provision of education to children. Rather, it encompasses the 'holistic development' of the child, that is, the provision of a healthy, safe and nurturing environment that includes opportunities to support the emotional, social, physical, cognitive, and spiritual aspects of children within the context of their community. In other words, the term is used to describe a range of services that promote the *holistic* development of the child in either a formal or informal setting; it is about meeting the child's multiple developmental needs by taking into account health, hygiene, nutrition, protection and psychosocial stimulation; while at the same time improving the environment in which children live to make it more conducive to their development (Evans et.al 2000).

Appropriate and timely stimulation is crucial in fostering school readiness skills in the following multiple domains: *Physical Development and Well-Being; Social and Emotional Development; Science, Technology and Numeracy Development; Language Development*. Stimulation involves the provision of activities, actions, and materials that challenge the child to respond, activate the child's curiosity, encourage the child's problem-solving abilities and help link the child to others emotionally. Stimulation is therefore an important role of caregivers.

Proper development of the brain is largely a result of the learning that takes place starting at birth and during the earliest years of life. Scientists now believe that a young child's brain needs proper types and amount of stimulation to develop well, for the young child to develop school readiness skills such as curiosity, love for learning, self-regulation, attention, working with others, pre-reading and pre-

writing skills, and concept of numbers. Without that proper stimulation, learning will be challenging when the child enters school for formal education. Similarly, with the appropriate stimulation, the pathways of the nerves responsible for brain development are adequately aroused so that they can enhance a child's emotional, social, physical, nutritional, and intellectual abilities. The more the nerve connections are stimulated during this early window of opportunity, the stronger they become. It is therefore very important that everyone who has contact with infants – including parents, grandparents, educators and other caregivers – provide these children with lots of touching, loving, talking, singing and dancing to help them develop to their full potential.

PHILOSOPHICAL ORIENTATIONS OF THE CURRICULUM

This curriculum is based on several philosophies, for example, the *Play Based Philosophy — Playing to Learn/Learning to Play*. High quality early childhood programmes teach children to think creatively so they may succeed in a complex and ever-changing world. Purposeful play is developmentally appropriate and a significant element of any early childhood programme.

Maria Montessori: hers is both a philosophy and a method of educating children. She was the first female physician in Italy. Her philosophy is based on the belief that children have a natural desire to learn and that, when they are placed in an enriched environment with specially designed materials and highly trained teachers, they learn quickly and easily through hands-on-experience.

Reggio Emilia Approach places emphasis on the arts as children's symbolic language and an engaging learning environment. The concept of equal collaboration is very important to the success of schools. In these schools, teachers, parents, and children, along with the community are seen as co-constructors of knowledge. In the Reggio Schools, parents are highly respected as they are considered as equal partners with teachers in their children's education.

Cognitive Based Philosophy - In a cognitive based philosophy, young children learn through active exploration in an environment which is rich in materials and opportunities to converse, socialize, work, play and negotiate with others. The classrooms are planned to encourage curiosity, exploration and problem solving in an atmosphere of warmth, affection and respect for each child. Teachers plan experiences based on children's interests and appropriate educational concepts. Children may work individually or collaboratively. They are actively involved in experiences which include foundations of math, science, social studies, creative art, language arts, music, movement and dramatic play. All interrelated aspects of the child's growth and development are considered — intellectual, social, emotional, physical and creative.

The Situation-Oriented Approach is a thematic curriculum model where themes focus on specific situations in everyday life situations of child/children.

Key principles of providing appropriate stimulation and promoting school readiness would include the following, which all caregivers must be aware of.

- All areas of development and learning are important; they follow sequences, and they proceed at varying rates.
- Development and learning result from an interaction of maturation and experience.
- Early experiences have profound effects on development and learning.
- Development and learning occur in and are influenced by multiple social and cultural contexts.
- Children learn in a variety of ways.
- Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.
- Development and learning advance when children are challenged.
- Children's experiences shape their motivation and approaches to learning.

The number of children with working parents is growing; the labour force for women between the ages of 25 and 54, who have traditionally been the primary caregivers of young children, is growing rapidly. This means that more children, including the very young, will be cared for by people other than their parents; growing number of children will spend their critical early years in day care/preschool/community centers. It is very important that children have a quality child care experience that addresses their holistic developmental needs.

GENERAL AIM AND OBJECTIVES

The General Aim of the curriculum:

- To foster young children's holistic development for schooling and lifelong learning.

General Objectives:

To enable children exhibit physical growth, and demonstrate motor skills, good habits and life skills;

To enable children to make a smooth transition from preschool/community-based centres to primary, through development of emergent learning and social readiness.

SPECIFIC OBJECTIVES

By the end of the preschool/community-based early childhood development programme:

- Children should demonstrate social values and norms that are appropriate in their socio-cultural contexts;
- Children should be able to practise hygienic and healthy habits;
- Children should learn about the environment and appreciate it;
- Children should express themselves in the community language and basic English appropriately;
- Children should be able to sing, dance and display artistic creativity.

SOME KEY PRINCIPLES OF PROMOTING EARLY CHILDHOOD DEVELOPMENT

- a) **Implementing Developmentally Appropriate Programmes** – any programme for young children must be age appropriate, individual appropriate, and culturally appropriate. Children are active learners, and each child is different, learns and develops at his/her own pace and in his/her own unique style, which parents and educators should respect and foster individuality. Children learn best when they are interested and engaged (not forced); therefore, parents and educators should try to find the children's interests and follow their lead and facilitate their activities.
- b) **Relationships are central** – healthy relationships with others are at the center of young children's lives. Caring relationships with close family members and other adults must be promoted.
- c) **Play is a primary context for learning** - we value play and the arts as particularly fruitful ways for children to imagine new possibilities, explore new ways of doing things, create unique ideas and products, and reinvent culture. In other words, children's spontaneous play provides opportunities for exploration, experimentation, discovery, manipulation and problem-solving that is essential for constructing knowledge.
- d) **The Curriculum should integrate All Areas of Child Development** – when we teach young children, we should not just focus on isolated areas of development: physical, social, cognitive, and social-emotional etc., but realize that any activity that stimulates one dimension of development and learning affects other dimensions as well. Children learn in an integrated way and not in neat, tidy compartments mainly through play.

- e) **Educators should promote experiences that are Concrete and Relevant to Real Life** – it is very inappropriate to teach very young children using abstractions and symbols. At this level experiences must start from concrete and real things since learning takes place as young children touch, manipulate, and experiment with things and interact with people.
- f) **Promote Multicultural and Gender balanced/equality Curricula** – Since children pick up cues from the early years, it is appropriate and desirable to focus on such issues at every educational level. This will enhance each child’s self-concept and esteem, support the integrity of the child’s family and enriches the lives of all participants.
- g) **Ensure that there is a Balance between Rest and Activity, Indoors and Outdoors** – children have a physical rhythm that is very different from that of adults. Teachers must therefore be aware of this and to alternate quiet and active periods in a flexible way, as the children need them.
- h) **Opportunity to Communicate** – many teachers think mainly of teaching children new information and this requires children to sit still for long periods of time. It is important for teachers to understand the types of communication that characterize each stage of development, from the infant’s crying and body movements to the primary school child’s lengthy conversations.
- i) **Providing the Respect, Acceptance, Comfort, and Encouragement Children Deserve** – when we respect children, we can help them learn from their mistakes, hear them out when they are frustrated and angry, and guide them to resolve their own conflicts. Educators can only help children’s behaviour become more mature if they model desirable behavior. We must note that children look upon their caregivers as confidants and this confidence should not be lost.
- j) **Good Parent-Teacher Communication and Collaboration** – the children feel more confident and secure when they are aware of good parent-teacher interactions. Besides, it is important to remember that parents being the first teacher, have both the right and the responsibility to share in decisions about their children’s care and education.
- k) Provide conducive environment and appropriate learning materials that help promote the holistic development of the child.

TARGET GROUP AND PURPOSES OF THE CURRICULUM

The target group for this curriculum is children in preschools or community-based centers aged 36 to 59 months getting ready to enter primary school. Thus, the curriculum will be used by educators and facilitators in preprimary/nursery schools and community-based centres, targeting children 3 to 6 year olds. It will provide some guidance for educators to design and organise age appropriate early childhood development activities that would promote development of young children in multiple domains.

The curriculum will also be useful for monitors and inspectors to help them carry out the inspection protocol effectively and provide feedback to the implementers of the early childhood development programme for the enhancement of the programme.

This curriculum will address the gap in our education system, that is, the absence of a national curriculum for preschools. Observation in preschools has shown that the programmes are mainly academic and teacher-centered, modelled on primary school pedagogy. The curriculum is theme-based and child-centered, rather than subject-based and teacher-centered which is what prevails in most preschools in the country. Sample themes have been provided while some themes have been developed in detail to serve as examples to guide the users as they generate new themes appropriate to their cultural settings.

DEFINITION OF KEY TERMS

Holistic	Holistic learning and development involves all areas of development and embraces a view of the whole child developing in the context of family, home and community. Young children do not learn in discrete units; they make connections across their learning with these connections changing and developing with new experiences
Integrated approach	This approach to curriculum development involves curriculum content that crosses the traditional subject areas, often organised according to themes of student interest.
Early Stimulation	<p>Early stimulation is the set of media, techniques, and science-based activities and applied systematically and sequentially. It is used in children from birth to age 6, with the aim of optimizing their cognitive, physical, emotional and social, to avoid undesired states in development and help parents effectively and autonomy in the care and development the infant.</p> <p>Children from birth receive external stimuli to interact with others and their environment. When we stimulate our babies we are presenting different opportunities to explore, develop skills and abilities in a natural way and understand what is happening around them.</p>
Early learning	Any programme that provides early care and education for children from birth to kindergarten entry, including, but not limited to, programs operated by child care centers and in family child care homes. It is the education theory which relates to the teaching of young children (formally and informally) up until the age of about eight.
School readiness	<i>School readiness</i> is a measure of how prepared a child is to succeed in <i>school</i> , cognitively, socially and emotionally. Just as there is an achievement gap in <i>school</i> performance, there is a <i>school readiness</i> gap that separates disadvantaged children from their more affluent peers.

Readiness for school is one of the most important factors in your child's academic and life success. There are many different skills and behaviors that your child is learning now that will help him or her to be ready for kindergarten. Some of these skills include: Language & Literacy.

Child-centred	A term that refers to a preschool programme in which instruction and learning that are planned around children's needs, interests, and capabilities
Age-appropriate	Teachers awareness of children's predictable stages of growth in all areas: physical, emotional, social and cognitive as they provide activities and materials.
Mixed-age groups	Groups of children of varying ages, more common in family child care
Parent education -	An approach to working with parents designed to meet parents' needs, such as need for support and help or the need for information about techniques practices that may be useful in guiding a child's development.
Thematic curriculum	A way to integrate curriculum around a focal theme. Specific subject areas are taught as they pertain to a chosen theme.
Self-concept	The beliefs, attitudes, knowledge, and ideas people develop or construct about their personality, physical skills, and mental abilities. Self-concept is influenced by social context, gender identity, and culture.
Self- image	The picture a person has of himself or herself. Part of self-concept, one's perception of oneself, relates to body image and awareness.
Self-control	Being able to control negative emotions and restrain impulses.
Sixth sense	One who intuits - a person who understands that it is acceptable to have different opinions and understands things differently because he/she may be aware of things that others are not aware of.

PART II FOUR PRIMARY DOMAINS AND SKILLS FOR EARLY CHILDHOOD DEVELOPMENT

Social Emotional Development	Physical Development	Cognitive Development	Language Development
<p>Sense of Self</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shows ability to adjust to new situations <input type="checkbox"/> Demonstrates appropriate trust in adults <input type="checkbox"/> Recognizes own feelings and manages them appropriately <input type="checkbox"/> Confidence to express needs <p>Caring for Self and Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates self-control and independence <input type="checkbox"/> Takes responsibility for own well being <input type="checkbox"/> Respects and cares for classroom environment & materials <input type="checkbox"/> Follows classroom routines <input type="checkbox"/> Follows classroom rules 	<p>Large Motor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates basic motor skills such as running, jumping, hopping, skipping <input type="checkbox"/> Shows balance while moving <input type="checkbox"/> Uses body movements to express feelings <input type="checkbox"/> Shows coordination with swings, ropes, climbing or with moving toys <input type="checkbox"/> Demonstrates throwing, kicking and catching <p>Fine Motor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Controls small muscles in hands: pours, cuts, 	<p>Observation & Problem Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observes things with curiosity <input type="checkbox"/> Asks questions –What? Why? How? <input type="checkbox"/> Shows persistence in solving a problem <input type="checkbox"/> Explores cause and effect <input type="checkbox"/> Applies experience to a new context <p>Mathematical Thinking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Matches, compares and sorts objects by size, shape, color, number and amount. <input type="checkbox"/> Organizes things by category 	<p>Listening and Talking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talks with others about personal experiences and views <input type="checkbox"/> Describes objects, events and relations <input type="checkbox"/> Expresses feelings in words <input type="checkbox"/> Actively listens to others (can recall and ask questions for better understanding) <input type="checkbox"/> Notices differences in sounds <input type="checkbox"/> Learns new vocabulary <input type="checkbox"/> Understands and follows oral directions <input type="checkbox"/> Asks and answers questions <input type="checkbox"/> Actively participates in conversations

<p>Respects Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plays well with other children <input type="checkbox"/> Recognizes the feelings of others and responds appropriately <input type="checkbox"/> Respects the rights of others <input type="checkbox"/> Uses respectful words to resolve conflicts 	<p>traces, twists, inserts, ties, and pounds objects</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinates eye-hand movement <input type="checkbox"/> Uses tools for writing and drawing <p>Healthy Body</p> <ul style="list-style-type: none"> <input type="checkbox"/> Washes hands with water and soap after toilet and before eating <input type="checkbox"/> Eats nutritious foods <input type="checkbox"/> Drinks clean water <input type="checkbox"/> Fully immunized 	<ul style="list-style-type: none"> <input type="checkbox"/> Arranges objects in series (ex. big to small) <input type="checkbox"/> Recognizes patterns and can repeat them <input type="checkbox"/> Shows awareness of time and sequence <input type="checkbox"/> Understands location and position words (ex. above) <input type="checkbox"/> Counts up to 20 objects accurately <p>Represents with symbols</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes on pretend roles <input type="checkbox"/> Makes believe with objects <input type="checkbox"/> Uses a symbol to represent 	<p>Pre-reading and Pre-writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draws to represent ideas <input type="checkbox"/> Holds instrument to write <input type="checkbox"/> Enjoys and values storybooks <input type="checkbox"/> Comprehends what is read <input type="checkbox"/> Knows that print carries a message <input type="checkbox"/> Knows that spoken words can be written down <input type="checkbox"/> Knows letters & sounds <input type="checkbox"/> Writes name and letters <input type="checkbox"/> Writes a few words
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OVERVIEW OF DOMAINS

Child development begins from conception and continues to adulthood. The successful completion of developmental milestones helps a child reach his/her full potential. One may track a child's physical development at under-fives clinic check-ups, but physical/motor development and well-being covers only one domain of the four major domains of early childhood development. A child's social and emotional, cognitive and emergent numeracy, language and emergent literacy, are developmental domains that determine future success as much as physical/motor development and well-being.

Physical/Motor Development and Well-Being

Physical development includes mastering movement, balance and fine and gross motor skills and being healthy. During early childhood, the child's balance improves. His/her health develops as the child eats nutritious meals appropriate for the age. He/she can walk on a line or small balance beam and balance on one foot. The child also develops the skill to throw and catch a ball, walk up and down stairs without assistance and do somersaults. Learning hand-eye coordination is the focus here. Kids learn how to control precise muscle movement in their hands to build fine motor skills. Coloring, cutting with scissors, tearing paper are all activities which reinforce this development. At this age the child begins mastering motor skills that allow him to build block towers, draw circles and crosses and use safety scissors.

Adaptive skills refer to the skills used for daily living, such as dressing, eating, toileting and washing. During this period, the child learns to dress and undress himself/herself without assistance, uses utensils for eating and can pour some liquid without assistance. The child also becomes able to use buttons and snaps and can take care of toileting independently.

Social and Emotional Development

We are all social beings and our kids are no different. Learning to play with others is a skill that is taught. Making sure a child feels safe and nurtured is part of this development as is using manners and modeling acceptable behavior. Kids learn what they see and we are their first examples. The things they learn to do can become self-reinforcing habits as they grow older and see the effects of their manners and behavior.

Social development refers to your child's ability to make and maintain relationships. The child cooperates with others during early childhood and begins to develop conflict resolution skills. She/he enjoys attention and may show off, while still showing empathy for others. At this age the child enjoys group games and begins to understand the concept of playing fairly. She/he can tell the difference between fantasy and reality, but enjoys imaginative play with friends.

Cognitive and Emergent Numeracy

Cognitive development includes skills pertaining to problem solving, learning and thinking. During early childhood, the child develops the ability to sort objects and can organize materials by size or colour. His/her attention span increases and he seeks information through questions, such as "how?" and "when?" By the end of early childhood, the child can count to 10, knows the colours, can read his/her name and can build houses with blocks. The child knows the difference between fact and fiction, making him capable of understanding the difference between the truth and a lie, according to the Child Development Institute.

Language Development and Emergent Literacy

This domain centers on the child's ability to speak, read, and write, involving alphabetic and phonetic learning. Reading and talking regularly with your kids when they are very young is important, and the conversations you continue to have around the house or in the compound enhance their ability to communicate their opinions, wants, and needs with others. Watching and hearing the mother and father speak is the first exposure children have to language, and family interactions give them skills to carry into the wider world. Learning the ABC's, the "magic" words like "please" and "I'm sorry", and the wonder of a simple 'thank you note' are all prime examples.

Communicative development includes the child's skills to understand the spoken word and express himself/herself verbally. During early childhood, the child goes from speaking in short sentences to speaking in sentences of more than five words. The child, who initially was understandable only to those closest to her, now speaks clearly enough that even strangers understand her words. She talks about experiences, shares personal information and understands positional concepts such as 'up' and 'down'.

APPROPRIATE USE OF THE CURRICULUM

The sample themes above show that they are topics that deal with everyday life of children. They have been identified by practitioners in the field of ECD as possible themes that may emerge in preschools and centres. If we agree that children learn best when they are interested and engaged in what is happening around them, then caregivers must be on their guard as they observe and listen to what children do and say. The themes have been grouped under main headings. Depending on the prevailing circumstance in your school/centre, you may find a theme listed above relevant. For example, in a particular school,

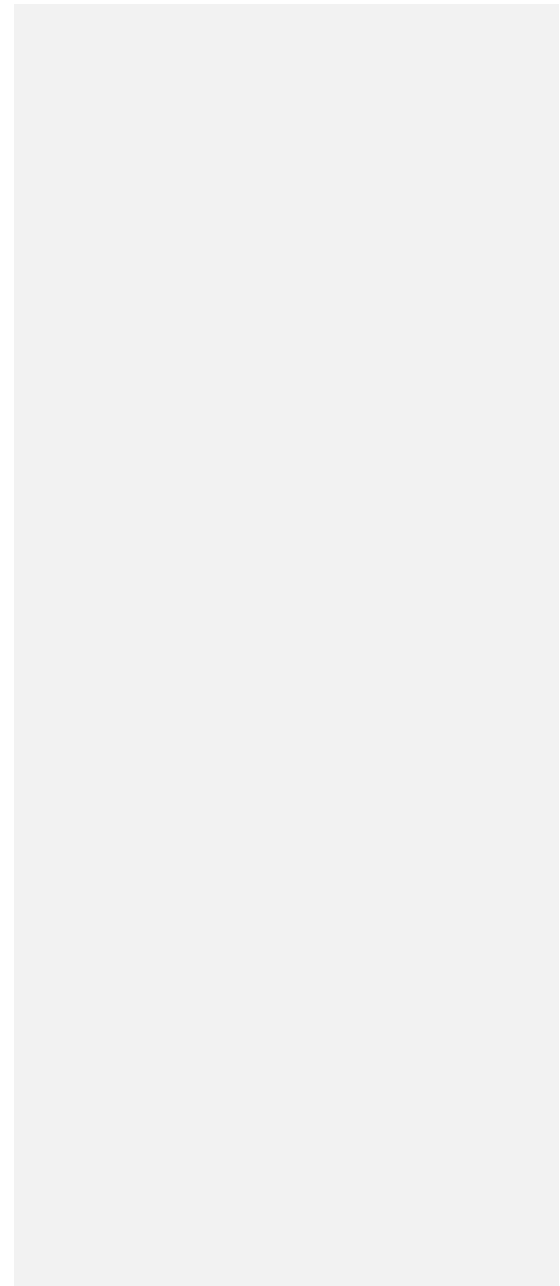
educators may observe that the lunch packs that most children bring to school mainly contain carbohydrate foods and may decide to work on the **Theme – Nutrition or “Foods that are Good for Me”**(with a focus on local foods). Working on this theme would help children know the types of food that are good for their development as well as guide parents/caregivers to prepare appropriate foods for their children. This theme would definitely address most of the domains listed below; for example,

- eating the right types of food adequately will lead to children’s physical development and well-being;
- they will interact with each other and other people appropriately;
- they will use language that would address the language development domain;
- they will learn some science/technology about the foods they eat;
- they will draw and colour the foods they eat.

This means that in choosing a theme the educator must:

- observe the children
- talk to the children and listen to them
- assess children’s needs, interests, skills and abilities as they interact with their environment.

A theme may be worked on for a minimum of two weeks, and maximum a month. Please note that this would depend on the pace and interest of the children.



PART III

EXAMPLES OF THEMES/KEY SITUATIONS

RELIGIOUS CELEBRATIONS

- I go to Church or Mosque with My Family
- Fasting and praying
- Christian and Muslim dress code
- Religious feasts

CULTURE

- Cooking food and types
- Dancing
- I Can Make Things in Art
- My Family
- Story-telling and morals
- People in My Life
- Animals In My World

HOLIDAYS OR SPECIAL EVENTS

- National holidays
- Christian holidays
- Muslim holidays
- Special International Days

ECONOMIC

- The Market
- Super market

TRANSPORT: a system for carrying people or goods from one place to another

- Sea transport
- Land transport
- Air transport

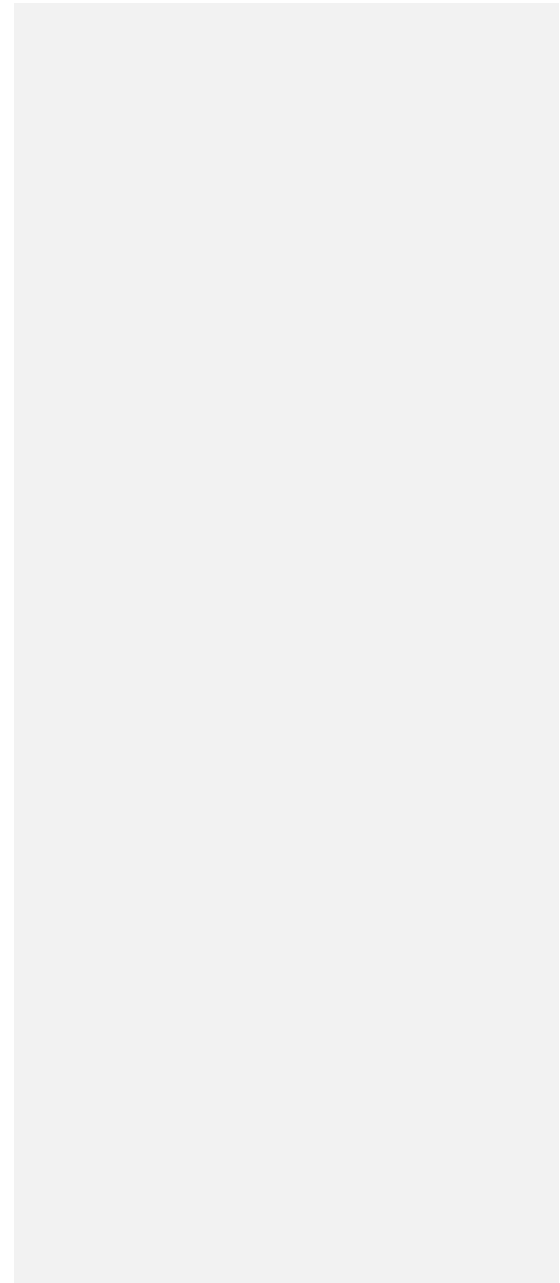
ALL ABOUT NATURE

- Weather
- Animals
- Gardening
- Time – season, days of the week and months of the year.
- Forests – the bush
- The Beaches and River Banks
- Caring for My World
- Sources of light

HEALTH

- Sources of water
- Uses of water
- Safe drinking water
- Nutrition – I Can Eat Healthy Food
- Washing Germs Away
- I Can Stay Clean

- Dental care
- Mental Care
- Parts of the body and their functions



PART IV DETAILED SAMPLE THEMES

THEME: SHOPPING AT MY MARKET

OBJECTIVES TO LEARN IN THEME	ACTIVITIES	SKILLS TO EMPHASIZE	CARING/LEARNING MATERIALS	ASSESSMENT/ EVALUATION GUIDE
MOTOR/PHYSICAL/DEVELOPMENT AND WELL-BEING				
<p>At the end of the theme, (a) children will be able to:</p> <ul style="list-style-type: none"> • observe and describe a market scene; • use motor skills appropriately; • identify and differentiate items on sale – perishable and non- perishable items; <p>(b) parents will be able to:</p> <ul style="list-style-type: none"> • support educators to take children to nearby markets; 	<ul style="list-style-type: none"> • Educator and children arrange shop corner with appropriate items. • Educator displays chart showing 3 different kinds of fruits in season and asks children to name and describe the fruits. • Children take turns to buy and sell in shop corner • Children touch, lift, and examine items on sale 	<p>Enquiry</p> <ul style="list-style-type: none"> • Children relate peacefully with others; they ask for prices of articles politely. <p>Bargaining</p> <ul style="list-style-type: none"> • Children can take turns to buy items in the shop corner. Children describe market scenes in detail. <p>Descriptive</p> <ul style="list-style-type: none"> • Children can describe the colours, size, and weight, texture of items in 	<ul style="list-style-type: none"> • Pictures showing local market scenes • Assorted items to be bought and sold • Form of paper money and coins– photocopy denominations and specimens of the Leone • Shopping bag or basket • Table to display items • Sand trays and slates, chalk for writing ○ Pencils 	<ul style="list-style-type: none"> • Observe children simulate buying and selling in the shop corner using the correct currency. • Children describe items using colours, sizes, weight and texture. • Children sort items by colours and sizes. • Observe children’s bargaining skills as they advertise their items and persuade customers to buy them. Parents find out from children the items they

<ul style="list-style-type: none"> bring different kinds of food items to school; work with children and educators group food items into “go”, “grow”, and “glow” categories. 	<ul style="list-style-type: none"> Parents bring different food items from various food groups. Parents and educators, take children to nearby local market, where possible. Parents volunteer – to help group food according to their nutritional value, e.g. preparing food for children in school. A parent as a resource person can give a talk on the categories of food to other parents at parent/educator meetings. 	<p>the shop corner or market.</p> <ul style="list-style-type: none"> Children differentiate perishable and non-perishable items <p>Categorization</p> <ul style="list-style-type: none"> Children name the kind of food they should eat in the different food categories. Parents take part in school activities. 	<ul style="list-style-type: none"> Crayons Slates Water colour paints Chart/picture showing the different categories of food. 	<p>saw in the market and say how much each cost.</p> <ul style="list-style-type: none"> Children display the items they brought from their homes. Parents, educators and children eat food prepared in school, discuss the meal.
SOCIAL AND EMOTIONAL DEVELOPMENT				
<p>(a) Children:</p> <ul style="list-style-type: none"> develop social skills in buying and selling activities; 	<ul style="list-style-type: none"> Children take their turn to buy and sell in the market in a role play. 	<p>Basic Courtesies</p> <ul style="list-style-type: none"> Children relate politely with others. 	<ul style="list-style-type: none"> Food items that children are familiar with. 	<ul style="list-style-type: none"> Observe children and see if they display appropriate social skills such as turn

<ul style="list-style-type: none"> • develop social skills, e.g. take turns and waiting without fighting or pushing each other; • discuss shopping scenes focusing on their interactions; • develop good moral practices in buying and selling; • develop good interaction skills; • appreciate traders and other professions/jobs. <ul style="list-style-type: none"> • (b) Parents: take children to market whenever possible and encourage them buy items; • Protect children so that they do not take items from the tables in the market; 	<ul style="list-style-type: none"> • Children role play bargaining skills in buying and selling items. • Children discuss prices between buyers and sellers • Children observe good manners when they go shopping, e.g. asking politely for prices of items for sale. • Demonstrate honesty in giving and receiving change • Children advertise items on sale to attract customers. <ul style="list-style-type: none"> • Parents observe children when they go to market and listen to their conversations. 	<ul style="list-style-type: none"> • Wait for their turns and demonstrate bargaining skills • Children demonstrate good manners in bargaining. • Demonstrate good moral practices • Work well with each other • Talk to others with respect <p>Assertiveness</p> <ul style="list-style-type: none"> • Children can persuade peers to buy their items on sale. <ul style="list-style-type: none"> • Parents reinforce school activities by taking children to the market. • Parents allow children to help with buying items in the market. 		<p>taking, as they shop in the shop corner.</p> <ul style="list-style-type: none"> • Parents send children to a nearby market with older sibling and children do the buying of items.
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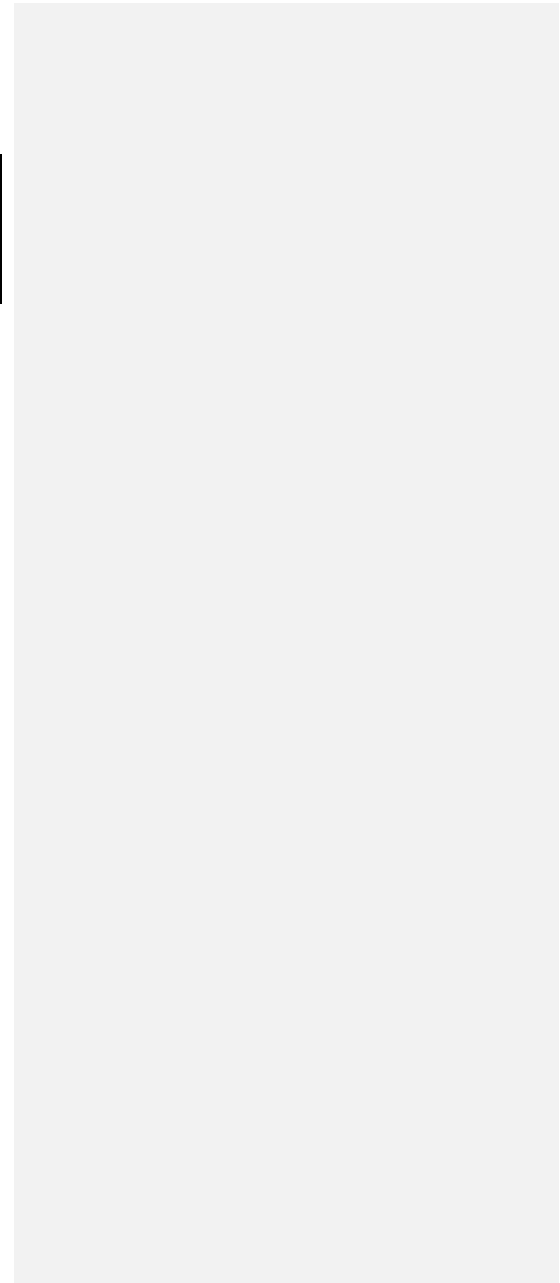
COGNITIVE AND EMERGENT NUMERACY

<p>(a) Children: identify the different denominations of our currency;</p> <ul style="list-style-type: none"> • Be able to tell number when one is taken away from the set. Identify sizes, shapes and colours of different items; • develop motor skills and make things (creativity); • measure different types of items; • experience the taste of some foods, e.g. mango, lemon, orange; 	<ul style="list-style-type: none"> • Children count number of items bought and sold • Children use money to buy and receive change • Children identify different colours, sizes and shapes of items • Educator and children cut cards into items and colour them for shop corner • Children use different containers to measure different items • Children taste some food items they bought in the market. • Educators and 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Children demonstrate basic addition and subtraction skills. • Children can count items correctly. • Children can buy items in the shop corner and request correct change. <p>Identification and Designing</p> <ul style="list-style-type: none"> • Children can identify colours; cut and design simple items <p>Measuring and Discriminating</p> <ul style="list-style-type: none"> • Children can measure items correctly and tell the differences between sizes of items. 	<ul style="list-style-type: none"> • Counters • Various denominations of the Leone • Items for the shop corner • Bowls • Paints of primary colours 	<ul style="list-style-type: none"> • Educator displays items and let children count them. • Children describe the items indicating their shapes, sizes and colours. • Children describe denominations of the leones by their colours.
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LANGUAGE DEVELOPMENT AND EMERGENT LITERACY

<p>(a) Children:</p> <ul style="list-style-type: none"> • develop their language skills as they name items in the shop corner correctly; • identify letters in key words; • produce sound of letters and build simple words; • use correct words to talk about activities in the market; • identify colours and shapes of items; • demonstrate pre-reading and pre-writing skills; • demonstrate fine motor skills as they write and draw; • name items in class that are similar in colour to the different denominations 	<ul style="list-style-type: none"> • Children talk about activities in the market, their likes and dislikes • Children name items on display in the market corner • Children identify the colours and shapes of items. • Children identify first letters of items on sale • Tell sounds of letters in the names of items • Children hear rhymes and poems about the market • Children write beginning letters of names of items on sale e.g. in the air, sand, and on slate. • Picture talk about pictures on the different denominations 	<p>Identification Children can identify the items, and their colours and shapes.</p> <p>Recognition Recognize letters in the names of items.</p> <ul style="list-style-type: none"> • Discriminating letter sounds Produce sounds of letters in the names of items and build simple words. <p>Recitation</p> <ul style="list-style-type: none"> • Recite rhymes and poems <p>Recall</p> <ul style="list-style-type: none"> • Recall three to four line rhymes. <p>Hand writing</p> <ul style="list-style-type: none"> • Can write the alphabet and words <p>Matching</p>	<ul style="list-style-type: none"> • Plastic bowls • cut-outs of letters of the alphabet • crayons • pencils • papers • markers • paints • Real monies of different denominations. 	<ul style="list-style-type: none"> • Observe and listen to children identify and describe the items in the shop corner. • Children sound the letters in the names of items. • Observe children display pre-reading and pre-writing skills; and word building. • Listen to children and observe them identify the different denominations
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		<ul style="list-style-type: none">• Children can relate pictures and colours to the different denominations and values.		
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THEME: RELIGIOUS PRACTICES: FASTING AND PRAYING

OBJECTIVES	ACTIVITIES	SKILLS TO EMPHASIZE	CARING/ LEARNING MATERIALS	EVALUATION/ ASSESSMENT GUIDE
MOTOR/ PHYSICAL DEVELOPMENT AND WELL BEING				
<p>At the end of the theme/key situation (a)Children should be able to:</p> <ul style="list-style-type: none"> • acquire the basic principles and practices of religion; • appreciate the importance of religious activities in their lives; • participate in religious worship; • dramatize prayer sessions in Islam and Christian faiths. <p>(b)Parents:</p>	<ul style="list-style-type: none"> • Children role play prayer sessions in church/mosque • Children role play praise and worship sessions • Children participate in religious activities with caregivers • Children demonstrate sharing of food during special religious periods e.g. Ramadan month. • Parents and children pray together. 	<p>Religious tolerance</p> <ul style="list-style-type: none"> • Children can demonstrate religious activities/sessions appropriately in Islam and Christian faith. <p>Cooperation</p> <ul style="list-style-type: none"> • Children share food with one another 	<ul style="list-style-type: none"> • Holy books • Prayer mat • Teserbia • Rosary beads • Flash cards • Puzzle games • Slates • Vanguard • H₂O colour paints, coloured pencils, crayons • Pictures of musical instruments in church/mosque etc., 	<ul style="list-style-type: none"> • Observe children participate in religious worship. • Parents take children to church/mosque for prayers. • Listen to children recite simple prayers. • Parents guide children to do ablution properly.

<ul style="list-style-type: none"> involve their children in religious activities; teach their children how to prepare for prayers and learn some basic prayers. 	<ul style="list-style-type: none"> Parents teach children basic prayers. 			
SOCIAL AND EMOTIONAL DEVELOPMENT				
<ul style="list-style-type: none"> describe scenes of religious practices on charts; develop the practice of taking turns to pray at specific times. <p>(a) parents:</p> <ul style="list-style-type: none"> discuss religious morals and practices; 	<ul style="list-style-type: none"> Educator uses flash cards showing various scenes i.e. love, team work etc., Children take turns in saying prayers before and after their lessons and before meals Children dramatize special religious practices/gestures in ablution. Parents give talks on good religious morals i.e. dress code, fear God, love one another, fasting, period of fasting, lent, Ramadan. 	<p>Positive interaction</p> <ul style="list-style-type: none"> Work and relate with each other respectfully. <p>Respect for self and others</p> <ul style="list-style-type: none"> Respect each other's religion Say their prayers and identify religious periods <p>Descriptive skills</p> <ul style="list-style-type: none"> Children can describe religious dress code and explain about fasting periods 	<ul style="list-style-type: none"> Charts Pictures 	<ul style="list-style-type: none"> Listen to children discuss charts and watch their reactions/body language. Listen to children and observe their actions as they dramatize religious practices. Parents observe children as they prepare for prayers at home to make sure that children are properly dressed. Parents also listen to children as they

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		<ul style="list-style-type: none"> Parents participate (take part) in children's activities 		discuss with their peers.
COGNITIVE AND EMERGENT NUMERACY				
<ul style="list-style-type: none"> take part in visit to Mosque/Church; say the number of times Muslims pray each day; count the number of Muslims and Christians in their class; discuss the types of foods people eat during fasting. use local materials to make musical instruments used in churches/mosques. 	<ul style="list-style-type: none"> Organize Field Trips to churches and mosques Children work with parents to make various instruments used in mosques/churches Counting games – i.e. number of Muslims/Christians in class/learning centre Parents' talks about types of food during fasting. 	<p>Descriptive skills</p> <ul style="list-style-type: none"> Children can identify and describe a church and a mosque. <p>Fine and gross motor</p> <ul style="list-style-type: none"> Children can make local musical instruments from scraps. Parents display types of food during fasting and children can identify the foods. 	<ul style="list-style-type: none"> Pictures Charts Instruments used in churches/mosques Different types of foods people eat when they fast. 	<ul style="list-style-type: none"> Parents, children and educators go on field trips to mosques/churches. Children discuss the instruments used for prayers in Islam/Christianity.
LANGUAGE DEVELOPMENT AND EMERGENT LITERACY				
<p>(b) Children:</p> <ul style="list-style-type: none"> develop oral skills e.g. picture talks; reciting prayer verses; sing religious songs; 	<ul style="list-style-type: none"> Children recite Christian/Muslim prayers/verses Sing Muslim/Christian songs 	<p>Pre-reading and writing</p> <ul style="list-style-type: none"> Children can recite Christian and Muslim prayers, 		<ul style="list-style-type: none"> Listen to children recite prayers paying attention to pronunciation.

<ul style="list-style-type: none"> • talk about the Holy Books; • appreciate other religions besides their own religion; • discuss special religious events; • identify the sounds of the first letter in key words on religion 	<ul style="list-style-type: none"> • Children demonstrate Ablution • Children offer spontaneous prayers • Children talk about various religious and holy books • Children talk about fasting in their religions • Children identify sounds of the first letter in key words. e.g. <u>p</u>rayer, <u>f</u>asting, <u>m</u>osque, <u>ch</u>urch. 	<p>verses etc., correctly and clearly</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> • Talk about religious activities • Sing Muslim and Christian songs • Tell stories about religious activities • Dramatize play about religious events. 		<ul style="list-style-type: none"> • Observe and listen to children dramatize Bible and Koran stories. • Observe and listen to children say sounds of letters correctly.
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THEME: ENVIRONMENTAL SANITATION - Proper disposal of refuse

OBJECTIVES	ACTIVITIES	SKILLS TO EMPHASIZE	CARING/ LEARNING MATERIALS	ASSESSMENT/ EVALUATION/GUIDE
MOTOR/PHYSICAL DEVELOPMENT AND WELL-BEING				
<p>At the end of the key situation/ theme, children should be able to:</p> <ul style="list-style-type: none"> • wash their hands with soap and clean running water regularly especially after playing, before eating and after using the toilet ; • take turns to sweep and clean the classroom regularly; 	<ul style="list-style-type: none"> • Educator and children put hand washing and cleaning materials at strategic points for the children to use. • Children and Educators dispose refuse by burning or burying • Educators invite health resource person to give health talks. • Educators and children improvise gloves using polythene bags for children’s use. • Educators and children dispose of, and cover all refuse in the school environment • Children sweep and clean classroom and 	<p>Healthy Body</p> <ul style="list-style-type: none"> • Children wash their hands with soap and clean water often, especially after playing, before eating and after using the toilet. <p>Clean environment</p> <ul style="list-style-type: none"> • Children now take turns to sweep and clean the classroom and school compound. 	<p>Buckets with clean running water or tip-a-tap, soap, garbage containers, sanitizers, gloves, brooms, box of matches, pictures of piles of refuse, empty tins, plastic bottles, water sachets, vanguards, makers, crayons, water paints, musical instruments, sand, stone and silt to do a filtration activity to produce clean water, letter cards</p>	<ul style="list-style-type: none"> • Observe children wash their hands at the appropriate times. • Observe children dispose of refuse in school and at home. • Observe children take turns to sweep their classroom.

<p>(b)Parents:</p> <ul style="list-style-type: none"> • provide materials and equipment for cleaning classroom, school/ center environment • encourage children to practise hand washing after playing, before eating and after using the toilet at home. • Parents and Educators seek assistance from appropriate authorities . 	<p>around the compound in turns.</p> <ul style="list-style-type: none"> • Educator demonstrates hand washing with soap and clean water. • Children develop rules and regulations to keep the classroom and compound clean on a daily basis. • Parents and children make brooms and demonstrate sweeping and children practise. • Parents, Educators and children undertake field trips to appropriate authorities responsible for refuse disposal • Parents always make sure that children wash their hands at the appropriate times e.g. after using the toilet and when they want to eat. 	<p>Parenting skills</p> <p>(b)Parents,</p> <ul style="list-style-type: none"> • Provide materials and equipment for cleaning classroom, school/ center environment regularly. • Children wash their hands after playing, before eating and after using the toilet without being told to. • Parents, Educators and children know where to seek 		
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		assistance for refuse disposal		
SOCIAL AND EMOTIONAL DEVELOPMENT				
<ul style="list-style-type: none"> • discuss proper disposal of garbage in their environments; • tell the difference between recycle and non-recycle items/objects from garbage collected; • keep their surroundings clean and dispose of refuse properly; <p>(b) Parents should be able to:-</p> <ul style="list-style-type: none"> • prepare proper garbage sites and containers for the schools, centers and homes 	<ul style="list-style-type: none"> • Children talk about their school environment, e.g. the day their classroom environment was the cleanest • Children collect items/objects that are garbage in the school compound • Wear improvised gloves and pick up garbage in their surroundings. • Children and educators sort out garbage in two categories: recycled and non-recycled. • Parents bring materials (hoe, shovels, etc.) to prepare proper garbage containers and dump site (digging for rural communities for compost) 	<p>Environmental sanitation</p> <ul style="list-style-type: none"> • Children can compare a clean and dirty school environment • Children now collect and dispose of all refuse in and around, in containers • Garbage pits dug and containers provided for school and community use • Children now enjoy clean and healthy school environment <p>Parent Participation</p> <ul style="list-style-type: none"> • Parents, children and educators use compost as manure for the school's vegetable garden and 		<ul style="list-style-type: none"> • Listen to children explain to peers how to dispose of refuse properly. • Children take turns to clean their classroom. • Find out if parents support their children in providing cleaning materials. • Observe children sort garbage into recycled and non-recycled items.

		back-yard gardens at home.		
COGNITIVE AND EMERGENT NUMERACY				
<ul style="list-style-type: none"> Sort and count 1-5 items from recycle and non-recycle materials/items collected from garbage; create or make play materials from recycled garbage collected; make brooms with their parents and educators; ask their parents to improvise garbage containers. 	<ul style="list-style-type: none"> Sort and count number of recycled and non-recycled items in the garbage. Educators and children make boxes, bags for garbage collection in class and the surrounding Educators and children use materials e.g. tins, strings to make play things, measuring and water filtration instruments 	<p>Matching skill</p> <ul style="list-style-type: none"> Children can identify and match recycled and non-recycled materials Children can count from 1 – 5 serially <p>Motor skills</p> <ul style="list-style-type: none"> Children can handle broom, sweep and empty the garbage containers after school each day. 		<ul style="list-style-type: none"> Listen to and observe children count from 1-5. Children bring garbage collecting containers from home. Listen to children identify some of the objects they have collected from the garbage. Observe children make play materials from some of the items they collected in the garbage.
LANGUAGE DEVELOPMENT AND EMERGENT LITERACY				
<ul style="list-style-type: none"> name some objects/materials found around the environment identify initial letters of names of some items found in garbage 	<ul style="list-style-type: none"> Children learn names of items in the garbage collected Identify initial letters of names of some items in the garbage collected Make strokes, left to right, up and down (vertical) and across (horizontal) 	<p>Identification</p> <ul style="list-style-type: none"> Children can name objects/items collected <p>Sorting</p> <p>Children can distinguish recycled materials from non-</p>		<ul style="list-style-type: none"> Let children name some of the items in the garbage they collected. Listen to children's stories and observe them demonstrate the stories.

<ul style="list-style-type: none"> • write patterns for writing the alphabet. • recite and dramatize rhymes; • listen to stories about the effects of garbage on health and dramatize them; • children answer questions on stories. 	<ul style="list-style-type: none"> • Draw circles and curves • Learn the rhyme - “I am going to sweep the dirt away” • Educator tells stories and children dramatize them. • Children learn meaning of the words: recycled and non-recycled • Children ask and answer questions based on the stories. 	<p>recycled materials and their uses</p> <p>Prewriting skills</p> <ul style="list-style-type: none"> • Children’s eye-hand coordination improved in writing <p>Children recite rhymes with pleasure</p> <p>Healthy living</p> <ul style="list-style-type: none"> • Positive attitudes towards proper disposal of refuse/garbage in the community practiced. 		<ul style="list-style-type: none"> • Let children explain what recycled and non-recycled mean in their descriptions of materials. • Observe children dispose of refuse properly in school. <p>Parents monitor children at home as they dispose of refuse around.</p>
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THEME: GAMES AND SPORTS

OBJECTIVES	ACTIVITIES	SKILLS TO EMPHASIZE	CARING/LEARNING MATERIALS	EVALUATION/ ASSESSMENT GUIDE
MOTOR/ PHYSICAL DEVELOPMENT AND WEL-BEING				
<p>At the end of the key situation/theme, children should be able to:</p> <ul style="list-style-type: none"> • participate in gross motor skills activities; • appreciate the importance of sports on their health; • the importance of eating the right kinds of food for healthy growth; <p>(a) parents:</p>	<ul style="list-style-type: none"> • Children do different warm-up exercises/activities e.g. kicking, stamping, jumping, running, clapping etc., • Children express (state) their feelings on doing the warm-up exercises • Learn about the benefits of games and sports for healthy living e. g. free circulation of blood; sweating out impurities from the 	<p>Motor skills</p> <ul style="list-style-type: none"> • Children can demonstrate appropriate gross motor skills in various activities. • Children appreciate the importance of sports in their development. 	<ul style="list-style-type: none"> • Field, balls, buckets with water, soap, , water sachets, pictures/ • photographs of renowned sports men and women, vanguards, makers, crayons, water paints, musical instruments 	<ul style="list-style-type: none"> • Observe children take part in gross motor skills activities. • Monitor parents' support to children in all sporting activities. • Examine children's lunch packs and see the kinds of food parents prepare for their children.

<ul style="list-style-type: none"> • appreciate the importance of sports on the development of children; • parents provide nutritious food for their children, and discuss its relevance to the children's development. 	<p>body, developing and building up muscles</p> <ul style="list-style-type: none"> • Questions and answers on types of food eaten at home • Parents provide local nutritious food for physical development for healthy growth • Educator discusses the importance of good nutrition for physical fitness e.g. go, grow and glow foods. 			
SOCIAL AND EMOTIONAL DEVELOPMENT				
<ul style="list-style-type: none"> • appreciate the importance of games and sports in their lives; • discuss pictures of different sports; • talk about their best footballer, athlete; • discuss the different sports; • share their experiences about their favourite sportsman; 	<ul style="list-style-type: none"> • Children perform physical activities like jumping, running, and playing ball, and describe how they feel after the activities. • Show pictures/ photographs of different kinds of sports and/ or athletes e.g. cheering crowds, pictures of football players on Exercise 	<p>Caring for self and others</p> <ul style="list-style-type: none"> • Children can describe how they feel after sporting activities. • Children can identify and discuss their favourite sportsman/woman. • Children demonstrate good sportsmanship in sports. 		<ul style="list-style-type: none"> • Children discuss the different sports; each child says which one s/he like best and give reasons for choice. • Children describe how they feel after sporting activities. • Observe children follow the rules of each game. • Every child knows his/her house colour.

<ul style="list-style-type: none"> • to appreciate good games spirit; • practise washing their hands after all sports activities; • follow the rules of games. 	<p>Book covers. Children describe/ discuss what they see in the pictures/photographs</p> <ul style="list-style-type: none"> • Children share their experiences about an athlete or footballer they know; a relative or others persons in any sport event; they have seen on (TV, in the field or streets) • Children learn about their peers' relatives who are engaged in sports • Discuss the different types of sports. • Children express how it feels to contest in a sport and loose or win • Children learn to appreciate others' ability(ies), celebrate victory and also accept defeat, lose as part of a healthy competition • Parent or community member that promotes 	<p>Identification</p> <ul style="list-style-type: none"> • Children can identify and discuss different kinds of sports and games. • 		<ul style="list-style-type: none"> • Listen to and observe children when their team loses or wins.
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	<p>sports/athletic meets talk to children about sporting activities</p> <ul style="list-style-type: none"> • Assign children into house colours • Organize children into teams to play games • Award trophy to winning team • Children wash hands with soap and clean water after games and sports • Parents wash games tunic after every use 			
COGNITIVE AND EMERGENT NUMERACY				
<ul style="list-style-type: none"> • make local sporting equipment; • benefit from the team work of working with their parents and educators to prepare local teaching and learning materials; 	<ul style="list-style-type: none"> • Children prepare sporting equipment using old socks, plastic bags, batons, using sticks. • Children count number of players in the team • Measure the distance between teams using strides • Children count the number of strides 	<p>Caring for self</p> <ul style="list-style-type: none"> • Children protect their sports materials. <p>Games and Sports</p> <ul style="list-style-type: none"> • Children know their houses and teams in school. 		<ul style="list-style-type: none"> • Observe and see if children exhibit team spirit in sports. • Display children's work in the classroom and give positive reinforcement.

<ul style="list-style-type: none"> enjoy team spirit in their Inter-House Sports; <p>(b) parents should be able to:</p> <ul style="list-style-type: none"> provide sporting materials for their children; assist educator to weigh children and put them into the appropriate categories; parents help educators to prepare the field for sports. 	<ul style="list-style-type: none"> Parents provide sport wear for children Parents provide ribbons and vests in house colours Educator and parents weigh children and place them into categories e.g., infants, junior, intermediate, senior. Children, parents and Educators prepare the field for sports. 			
LANGUAGE DEVELOPMENT AND EMERGENT LITERACY				
<ul style="list-style-type: none"> express themselves appropriately as they discuss sports; 	<ul style="list-style-type: none"> Children perform various exercises on catching and 	Listening and speaking		<ul style="list-style-type: none"> Give child pictures in sequences and observe

<ul style="list-style-type: none"> • develop the pre-reading skill of left-to-right eye movement; • listen to stories and answer questions based on the stories; • use tongue twisters in their local languages appropriately; 	<p>throwing ball in the air and to one another</p> <ul style="list-style-type: none"> • Talk about their best/favorite games/sports • Name any football star and say if they would like/not like to be one when they grow up • Express their thoughts or feelings in winning and losing a game • Listen to a 'Read aloud' story about a sport/game • Older children make predictions about the story • Gain knowledge on print orientation (left to right, up and down eye coordinator) • Identify one new letter and its sound e.g. 'b' as in ball • Re-organize the letter 'b' on a string of letter cards and also on their name tags 	<ul style="list-style-type: none"> • Children can talk about the sports they like and give reasons for their choice. • Children demonstrate appreciation of their culture in their sports activities. 		<p>them describe the scenes in sequence.</p> <ul style="list-style-type: none"> • Listen to the words they use when they describe the different kinds of sports. • Listen to children use tongue twisters in their local languages.
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	<ul style="list-style-type: none"> • Ask and answer questions on the 'read aloud' story • Parents bring in stories, pictures, games to play • Parents devise games e.g. Alphabet bingo, "tic-tac-toe" For children to play • Children learn one 1 – 2 new English words e.g. ball, catch • Children learn the tongue twister on the b// . e.g. "Boborya ha bohlemi Bobor baa hongabama Borbor baa blahoh baa?" <p>N.B. this tongue twister is in Mende. Other Educators can create one in the other languages</p>			
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THEME: I AM COURTEOUS

OBJECTIVES	ACTIVITIES	SKILLS TO EMPHASIZE	CARING/LEARNING MATERIALS	EVALUATION/ ASSESSMENT GUIDE
MOTOR/PHYSICAL DEVELOPMENT AND WELL BEING				
<p>At the end of the theme, children should be able to:</p> <ul style="list-style-type: none"> demonstrate gross motor and fine motor skills in various activities; 	<ul style="list-style-type: none"> Educator demonstrates how to hold writing implements e.g. chalk, pencil etc. Educator and parents help children to attain progressive strength and control of the body, in jumping, balancing, skipping in the play-way method. 	<p>Gross and fine motor</p> <ul style="list-style-type: none"> Children play (jumping, skipping, climbing etc) safely without injury. Children demonstrate gross motor and fine motor skills in different activities. 	<p>Boards, skipping ropes, blocks, slates, pencils, sand trays</p>	<ul style="list-style-type: none"> Children participate in physical activities. Children take part in free activities with others.
SOCIAL AND EMOTIONAL DEVELOPMENT				

<ul style="list-style-type: none"> • demonstrate positive behaviour towards self, peers, and others; • practise good manners in their social and cultural context; • demonstrate sensitivity to their rights and responsibilities ; • exhibit respect for spiritual and moral values; • interact with people and materials within the environment; 	<ul style="list-style-type: none"> • Children demonstrate how they greet their parents and other family members using the appropriate greetings and times, e.g.: <ul style="list-style-type: none"> - Good morning - Good afternoon - Good evening - Good night • Educator asks children what to say when:- <ul style="list-style-type: none"> -they receive something; -they make requests; -they need attention; -they thank someone; -they ask for permission. -children want to use the toilet; -they show remorse and regret • The educator brings out each situation using the children • Children role play the use of basic courtesies. For example, to go to the toilet children say “Excuse me, I want to use the toilet.” • The children greet peers “Good morning; Good bye; Good afternoon. • Children discuss their rights and responsibilities. 	<p>Respecting self and others</p> <ul style="list-style-type: none"> • Children interact happily with others • Children can differentiate good and bad behaviour • Children can express feelings and moods appropriately. • Children are now conscious of their rights and responsibilities. • Children now show respect for themselves and others. 	<p>Alphabet Chart highlighting the following letters: G, M, N,D,E,B</p> <p>Story Books</p> <p>Pictures</p> <p>Charts</p>	<ul style="list-style-type: none"> • Listen to and observe children use basic courtesies appropriately. • Children display good manners. • Observe child’s interaction with others in the environment.
<p>COGNITIVE AND EMERGENT NUMERACY</p>				

<ul style="list-style-type: none"> practise core values of discipline; do basic activities in English, Maths, Science and Technology; demonstrate creativity in self-expressions and active exploration, investigation and experimentation; 	<ul style="list-style-type: none"> Children distinguish WHEN to make polite expressions (greetings) during the day <ul style="list-style-type: none"> Morning Afternoon Night Children count the greeting times of the day Educator gives children several activities to bring out their creativity. 	<p>Observation and problem-solving</p> <ul style="list-style-type: none"> Children handle objects with care like mobile phones, radios, etc., <p>Sorting</p> <ul style="list-style-type: none"> Children identify and differentiate objects according to shape, size, liquid, solid, useful etc., 	<p>Charts, pictures</p>	<p>Listen to children practice polite expressions.</p>
<p>LANGUAGE DEVELOPMENT AND EMERGENT LITERACY</p>				
<ul style="list-style-type: none"> express themselves in the local languages and basic English as they greet appropriately; use verbal and non-verbal communication skills as they express thoughts and feelings in fluent, correct, clear speech; practise pre-reading and pre-writing skills; develop their fine motor skills as they 	<ul style="list-style-type: none"> Educator demonstrates how and when to say:- <ul style="list-style-type: none"> Good morning Good afternoon Good evening Excuse me Please I am sorry (polite expressions) Educator demonstrates how to identify and associate letters of the alphabet, in every first letter in the words of polite expressions. e.g. 	<p>Listening and talking</p> <ul style="list-style-type: none"> Children demonstrate use of polite expressions in their everyday life. Children can identify the initial letters of some words used in sports. Children sing rhymes and songs; and also tell stories. Children do visual discrimination 	<p>Charts, pictures in sequence, patterns for reading and writing skills.</p>	<ul style="list-style-type: none"> Children practise basic courtesies appropriately. Use appropriate patterns for writing numbers and letters. Children write some alphabet in the air and can trace them. Children can tell stories similar to what they have been told. Children display polite non-verbal courtesies.

<p>draw objects of their choice;</p> <ul style="list-style-type: none"> listen to and tell stories and discuss them. 	<ul style="list-style-type: none"> letter “G” in ‘good’; the letter “A” in the word ‘afternoon’, the letter “E” in the word ‘evening’ as in the word “egg”, “Bye” letter “B” as in ball, “Night” letter “N” as in nurse, “day” letter “D” as in ‘door’ Educator calls on a parent to tell a story about “A POLITE CHILD”. Once upon a time, there was a boy named Brima. He always greeted his parents in the morning. He would say “Good morning Mama, good morning Papa”. In the afternoon he says “Good afternoon Mama, good afternoon Papa. When Brima is given a gift he always says “Thank you”. For his politeness, he received so many presents on his birthday. The 	<p>exercises and some pattern writing activities.</p>		
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	Educator and children discuss the story <ul style="list-style-type: none"> • Children use instruments to sing rhymes. 			
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THEME: MY NEW FRIENDS

OBJECTIVES	ACTIVITIES	SKILLS TO EMPHASIZE	CARING/LEARNING MATERIALS	EVALUATION/ASSESSMENT GUIDE
MOTOR/PHYSICAL DEVELOPMENT AND WELL-BEING				
At the end of the key situation/theme, children should be able to: <ul style="list-style-type: none"> • demonstrate the ability to move and control their body movement; • listen to stories to help children settle down quickly, and 	<ul style="list-style-type: none"> • Educator and children sing action rhymes. • Educator demonstrates to the children the use of the hands to clap and to shake their bodies when singing rhymes. • Educator organises children to play games. 	Gross motor skills <ul style="list-style-type: none"> • Children can comfortably move their body, head, hands and feet. • Children can play games in teams. • Children can move around the schools environment confidently. Healthy body and environment	Outdoor and indoor play materials, such as counters, swings, see-saw, climbers, merry-go-round, water-play area, and sand corner, water, soap, dust bins.	<ul style="list-style-type: none"> • Observe children make use of physical facilities in the school; • Observe them use the outdoor materials in the school; do they take turns. • Educator monitors children hand

<p>dramatize the stories;</p> <ul style="list-style-type: none"> • play games in teams; • take turns in using the outdoor play materials like swings, merry-go-round, see-saw, water play; • demonstrate good toilet habits; • clean up after using the toilet; • wash hands after using the toilet; before and after eating; • make appropriate use of dust bins; • say when they are not feeling well. 	<ul style="list-style-type: none"> • Discuss proper toilet habits. • Educator takes children outside and guide them use the outdoor materials. • Educator and children identify the location of dust bins in their classroom and school compound, and demonstrate how to use them. • Educator and children practise hand washing. 	<ul style="list-style-type: none"> • Children can wash their hands at the appropriate times. • Children know where the dust bins are located and use them appropriately. • Children can report when they are not feeling well. 		<p>washing at appropriate times.</p> <ul style="list-style-type: none"> • Educator observes children use dust bins appropriately.
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SOCIAL AND EMOTIONAL DEVELOPMENT

<ul style="list-style-type: none"> • identify themselves by name, age, sex; • say the name of the immediate family members; • say name of their school and home address 	<ul style="list-style-type: none"> • Educator and children make name tags and children learn their names through rhymes and songs. • Exercises that encourage children to 	<p>Sense of self</p> <ul style="list-style-type: none"> • Children know their names, age, and sex. • Children know their home address and name of parents/caregiver • Children know the corners in the classroom 	<p>Materials for the corners in the classroom;</p> <p>Indoor and outdoor play materials;</p> <p>Name tags indicating age.</p>	<ul style="list-style-type: none"> • Listen to children talk about themselves, family. and home • Observe children make use of facilities in the school.
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<ul style="list-style-type: none"> • build their self - confidence ; • enhance their self-control, and independence; • identify the various corners in their classroom, and important places in their environment; <p>Parents should be able to:</p> <ul style="list-style-type: none"> • provide child's personal data including health, and birth certificates and family records and allergies; • keep personal data of child including health, and birth 	<p>talk about self and family.</p> <ul style="list-style-type: none"> • Educator helps children to settle down and allows parents sit with their children to give them confidence. • Educator assists children to go to different corners of their choice. e.g. home, sand, toys, water, shopping corners etc., • Educator and children take a tour of the school and its environment. <ul style="list-style-type: none"> • Parent/Caregiver keeps personal data of the child. • Talk to child about self, family, and school. 	<p>and also the facilities in the school environment.</p> <ul style="list-style-type: none"> • Children feel secured in the new environment. • Children can exhibit independence and self-control . 	<p>Children's personal data including allergies.</p> <p>Pictures</p> <p>Musical instruments.</p> <p>Toys</p> <p>Crayons</p>	<ul style="list-style-type: none"> • Children know their names and names of parents/caregiver.
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certificates and family records.				
COGNITIVE AND EMERGENT NUMERACY				
<ul style="list-style-type: none"> draw areas in the school environment e. g. the field; develop pre-numeracy skills in children identify the positions of some objects in and out of the classroom; 	<ul style="list-style-type: none"> Educator helps children to count objects such as doors, windows, bags, bottles. Children explore the school garden (plants, flowers, and insects) or compound. Children observe the environment and ask questions. Educator helps children to identify the various positions of objects. E.g. dust bin, Veronica buckets, front door, back door etc., and prohibited areas, drainages, water wells, out of the school boundary. Children draw areas in the school environment. Children write some letters of the alphabet 	<p>Counting</p> <ul style="list-style-type: none"> Children can count from 1 – 5 <p>Observation</p> <ul style="list-style-type: none"> Children know their whereabouts in the school environment. <p>Drawing</p> <ul style="list-style-type: none"> Children can draw objects in the school environment. <p>Pre writing</p> <ul style="list-style-type: none"> Children can write some letters of the alphabet. 	Counters, slates/sand trays, pictures, crayons.	<ul style="list-style-type: none"> Discuss children’s work with them. Listen to them tell you what they are doing; Let children identify some objects around them in the school.
LANGUAGE DEVELOPMENT AND EMERGENT LITERACY				

<ul style="list-style-type: none"> • develop the pre-reading skills of visual discrimination; • respond to and say their names; • say the names of their parents and friends; • identify the proper place for toileting, and say when there is need to go to the toilet; • recognize, read and write letters of the alphabet and numbers in the community language; • identify and manipulate objects in the classroom and school's environment. • use simple words, sing songs, recite rhymes • listen to and tell stories; 	<ul style="list-style-type: none"> • Educator and parents sing an action song about “children who are happy to be away from their parents” “Happy children come to school and play, when they come, they wave and smile to Mama each day” • Educator and children take a tour of the compound to locate important places, e.g. the toilet. • Educator, parents and children sing a song that will help them know their names, e.g. “My name is Rita Conteh, and who are you?” • Educator and children sort objects by name, shape, colour to promote visual discrimination. • Educator and children use real objects for letter games and number games in English and community language. 	<p>Visual discrimination</p> <ul style="list-style-type: none"> • Children can discriminate between objects, patterns and letters. <p>Sense of self</p> <ul style="list-style-type: none"> • Children know their names and the names of their parents and friends. <p>Observation and identification</p> <ul style="list-style-type: none"> • Children can identify the objects around them in the classroom and environment. <p>Expressing feelings</p> <ul style="list-style-type: none"> • Children can say when they want to use the toilet. 	<p>Rhymes, simple stories</p> <p>Story books</p> <p>Games (word cards)</p> <p>Picture books</p> <p>Charts</p> <p>Posters</p> <p>Chalk</p> <p>Pencils</p> <p>Musical instruments</p>	<ul style="list-style-type: none"> • Listen to children identify themselves; • Observe them describe pictures as they use pre-reading skills • Children use simple words • Children ask questions. • Children sing songs and rhymes. • Children communicate meaningfully. • Children recognize letters of the alphabet and numbers.
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	<ul style="list-style-type: none"> • Educator and children tell stories of their own also use stories from books. • Children scribble to develop fine muscle skills. 			
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THEME: WATER IN MY WORLD

OBJECTIVES	ACTIVITIES	SKILLS TO EMPHASIZE	CARING/LEARNING MATERIALS	EVALUATION/ ASSESSMENT GUIDE
MOTOR/ PHYSICAL DEVELOPMENT AND WELL-BEING				
<p>At the end of the theme/key situation, children should be able to:</p> <ul style="list-style-type: none"> • use WASH techniques; • play with clean water; 	<ul style="list-style-type: none"> • Educator and children fetch water and perform various tasks to bring out uses of water e.g. 	<p>Hand washing</p> <ul style="list-style-type: none"> • Children are able to demonstrate hand-washing techniques <p>Listening and speaking</p>	<ul style="list-style-type: none"> • Charts showing different sources of water and uses; detergents, soap, surf, washing up liquid; sample of children's uniform, handkerchief; 	<ul style="list-style-type: none"> • Let children demonstrate hand washing. • Listen to and observe children sing songs/recite rhymes on uses of water.

<ul style="list-style-type: none"> • recite rhymes on uses of water with action; • appreciate the importance of water in everyday life; • use water appropriately; • water their garden; • use water to wash their baby doll or toys. 	<p>wash handkerchief, wash hands using WASH techniques, wash fruits, water plants</p> <ul style="list-style-type: none"> • Children simulate washing of body with much activity • Children recite rhymes with action e.g. “Wash your body daily, eat good food, drink pure water, take plenty of exercise and sleep well”. • Children water their plants in the school/home garden. 	<ul style="list-style-type: none"> • Children recite rhymes – wash your hands before you eat and after using the toilet. • Children are more careful in using water – they do not waste water. 	<p>water play corner, bottle of different shapes and sizes; bucket, plasticine, clay, crayon, pencil, slate, water bottle, fruits, bottle tops, corks, stone, feather, salt, sugar, water, white clean cloth, lunch packs</p>	<ul style="list-style-type: none"> • Observe children water the garden. • Listen to children discuss the importance of water in everyday life.
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SOCIAL AND EMOTIONAL DEVELOPMENT

<ul style="list-style-type: none"> • talk about the sources and uses of water ; • keep their uniforms and lunch packs clean; • help their parents to wash their 	<ul style="list-style-type: none"> • Educator and children discuss the uses of water – e.g. to cook, drink, bath, laundry, wash up, etc., • Sources of water: <ul style="list-style-type: none"> - well - stream 	<p>Caring for self and others</p> <ul style="list-style-type: none"> • Children can talk about the uses of water and its importance. • Children come to school with clean uniform, 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Listen to children discuss the uses of water among themselves. • Observe children demonstrate oral hygiene. • Listen to children describe the sources of water.
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<p>clothes and some utensils at home;</p> <ul style="list-style-type: none"> • demonstrate hand washing appropriately; • play with safe water under supervision; • use water appropriately; <p>Parents should be able to:</p> <ul style="list-style-type: none"> • guide the children in the appropriate use of water; • reinforce knowledge of oral hygiene at home; • demonstrate methods of purification and storage of water; 	<ul style="list-style-type: none"> - pipe borne - spring - rain - bore hole <ul style="list-style-type: none"> • Educator calls Parent/ Educator Meeting and invites a Resource Person to give a talk on the importance of water in the life of every living thing on earth. For example, parents wash their children, launder their children’s uniforms, lunch packs and water bottles; frequently washing of hands before eating and after using toilet etc. • Educator inspects uniforms, body, lunch packs/water bottles • Educator and children express positive reinforcements, e.g. clapping, saying ‘Well done’ to children who are 	<p>lunch pack and water bottle.</p> <p>Identification</p> <ul style="list-style-type: none"> • Children can identify the sources of water. <p>Demonstration</p> <ul style="list-style-type: none"> • Children participate in the demonstration of purifying water. • Children demonstrate the appreciation of water. 	<ul style="list-style-type: none"> • Observe children practise frequent hand washing appropriately. • Children explain the importance of water to peers and parents.
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	<p>clean and neat and have clean water bottles.</p> <ul style="list-style-type: none"> • Story telling. • Demonstrate purification of water. 			
COGNITIVE AND EMERGENT NUMERACY				
<ul style="list-style-type: none"> • discuss the chart prepared by educator on the sources of water; • use the water play facility appropriately; • take part in an experiment to measure water using litres and also the purification of water ; • prepare Oral Rehydration Solution and explain its importance; • carry out an experiment to find out objects that float and those that sink; 	<ul style="list-style-type: none"> • Educator guides children to count children who come to school with clean uniforms, water bottles and lunch packs • Educator displays chart showing sources of water e.g. stream water, river, tap and well water • Educator guides children to water corner and do the following: - <ul style="list-style-type: none"> ○ Measuring how many cups make a litre • Educator guides children to use different shapes of bottles that have the same capacity, so that children would understand even 	<p>Problem Solving</p> <ul style="list-style-type: none"> • Children can measure the same amount of water in different bottles correctly. • Children come to school neat and tidy. <p>Experimentation</p> <ul style="list-style-type: none"> • Children can prepare ORS using the correct ingredients. <p>Appreciation</p> <ul style="list-style-type: none"> • Children now appreciate the importance of ORS and when to use it. <p>Experimentation</p> <ul style="list-style-type: none"> • Children can now identify objects that can sink and those that float. 	<p>Chart showing the sources of water;</p> <p>Bucket of water, clean bowl, salt, sugar, clean pint, teaspoon, clean cloth.</p>	<ul style="list-style-type: none"> • Observe children purify water and use it to prepare ORS. • Children do the experiment to show objects that float and those that sink. • Children use safe water to play. • Let children measure the same quantity of water in different sizes of bottles. • Observe children prepare Oral Rehydration Solution (ORS) correctly. • Listen to children explain the importance of ORS and when to use it.

	<p>though the bottles are different, they carry the same quantity</p> <ul style="list-style-type: none"> • Educator collects different objects, e.g. bottle tops, plastic cups, corks, stones, feather to demonstrate objects that floats and sink • Educator explains about the benefits of using O.R.S. during illness like diarrhoea, cholera, fever • Educator demonstrates how to prepare O.R.S, then educator and children do it together • Educator explains the principle of filtration by using an empty bowl covered with clean white cloth. Allow the water to settle in a jar for some time and pour the water into a bowl – 	<ul style="list-style-type: none"> • Children can filter water to make it safe for use and store it. 		
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	<p>through the cloth and particles – would be identified on the surface</p> <ul style="list-style-type: none"> • Educator makes a recording of some of the activities done by children e.g. washing of fruits, hand washing and measuring • Educator, children and parents collect more items for the water corner. 			
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LANGUAGE DEVELOPMENT AND EMERGENT LITERACY

<ul style="list-style-type: none"> • tell stories on the uses of water; • sing songs and rhymes to demonstrate cleaning methods, e.g. “This is the way we brush our teeth...” • identify the letters in the word ‘water’ and sound them; 	<ul style="list-style-type: none"> • Educators tell stories on different uses of water • Educator explains the uses of water by reading rhymes; examples of uses of water: <ul style="list-style-type: none"> - Washing hands before and after eating; - After using the toilet; 	<p>Description</p> <ul style="list-style-type: none"> • Children can describe the sources and uses of water in the stories they tell. <p>Pre-reading</p> <ul style="list-style-type: none"> • Children can identify the word water and sound the letters. 		<ul style="list-style-type: none"> • Listen to children explain the sources and uses of water in stories, rhymes and songs. • Let children identify the letters in the word ‘water’ among some letters of the alphabet.
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	<ul style="list-style-type: none"> - After playing; laundering; - Cooking; - Bathing; - Drinking; - to control fire; - to prepare O.R.S. solution; - to water plants; - to give to pets and other animals to drink; <p>W – we A – all T – together E – expect R – rain</p> <p>C – children L – learn E – everyday A – about N – neatness</p> <p>S – safe A – are F – from E – Environment that are dirty.</p> <ul style="list-style-type: none"> • Teach the song in Krio “Run beleh na sik we de kil...” 	<ul style="list-style-type: none"> • Children sing songs and rhymes on the sources and uses of water. 		
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THEME: I AM READY FOR PRIMARY SCHOOL

OBJECTIVES	ACTIVITIES	SKILLS TO EMPHASIZE	CARING/LEARNING MATERIALS	EVALUATION/ASSESSMENT GUIDE
MOTOR/ PHYSICAL DEVELOPMENT AND WELL-BEING				
<p>At the end of the key situation/theme, children should be able to:</p> <ul style="list-style-type: none"> • visit their new school; 	<ul style="list-style-type: none"> • Children visit new schools • Children run around and play in the play ground • Children are asked to recite rhymes with actions that teach 	<p>Motor skills</p> <ul style="list-style-type: none"> • Children can interact with their new environment. • Children acquire motor skills and adapt to rules and regulations in the school. 	<ul style="list-style-type: none"> • Field • Balls • Skipping ropes • Swings • See-saws • Slides • Merry-go-round 	<ul style="list-style-type: none"> • Observe and listen to children describe their school. • Observe children use the appropriate outdoor and indoor play materials

<ul style="list-style-type: none"> • run around and play in the school compound; • recite rhymes and songs on hygiene; • identify and practise basic courtesies appropriately; 	<p>them good healthy habits and hygiene</p> <ul style="list-style-type: none"> • Into your basket throw your paper • This is the way we clean our teeth • Children name habits and hygiene practice that must be continued. e.g. simple courtesies, hand washing, good toilet habits 	<p>Identification</p> <ul style="list-style-type: none"> • Children can identify good health practices <p>Demonstration</p> <ul style="list-style-type: none"> • Children practise good hygiene. 	<ul style="list-style-type: none"> • Water play • Sand play 	<ul style="list-style-type: none"> • Listen to children sing songs and rhymes on good health habits. • Observe children use school facilities appropriately.
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SOCIAL AND EMOTIONAL DEVELOPMENT

<ul style="list-style-type: none"> • visit some primary schools in their school's environment; • describe what they observe in the primary schools they visit; • express their anxieties, fears and concerns of their new school; • give their parents information on 	<ul style="list-style-type: none"> • Educator and children visit some primary schools in their environment; and children describe what they observe both inside the classes and the school compounds. • Children, Educators and Parents pay a visit to class 1 in different schools • Children allowed to interact with the 	<p>Sense of self</p> <ul style="list-style-type: none"> • Children show knowledge of schools within their environment. • Children can express their opinion on the primary school they would want to attend. • Children begin to overcome tendencies like shyness and timidity. 	<ul style="list-style-type: none"> • Uniform • Plasticine • Crayons • Pencils • Papers • Cell phones • Photographs • Pictures 	<ul style="list-style-type: none"> • Listen to children describe the schools they visited and what they liked or did not like about a school. • Children describe their new friends. • Listen to children express their concerns about the new school. • Observe children as they interact
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<p>what they may need for their new school;</p> <ul style="list-style-type: none"> • identify the primary school they would like and attend and give reasons for their choice; • make friends in the primary school they visit; • build common understanding among educators, parents and themselves in their new school. <p>(b)parents should be able to:</p> <ul style="list-style-type: none"> • appreciate children’s choice of primary school they would like to attend; • participate in the visits to primary 	<p>children in class 1, play in their playground and learn some rules</p> <ul style="list-style-type: none"> • Children discuss the primary school they wish to attend after preschool. e.g. name of school, type of school, friends • Children express concerns about transition to the new school and class: <ul style="list-style-type: none"> - type of uniform - friends that they will be parting from. • Children discuss things they are looking forward to: e.g. new bags, new uniform, new shoe • Invite teachers of class 1 to give a talk on the new school to children and parents 	<ul style="list-style-type: none"> • Children display positive views and show understanding of their needs. • Children can discuss their observations of the primary schools they visited. • Children relate comfortably with their teachers in the new school. • Children listen to the Class 1 teacher and ask her/him questions. 		<p>with Class 1 pupils.</p> <ul style="list-style-type: none"> • Observe children take turns using the school facilities.
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<p>schools in the neighbourhood;</p>				<ul style="list-style-type: none"> • At a PEA meeting, listen to parents' discussions on their children's views expressed about the new school and what they would need. • Take attendance of parents who participate in the visit to primary schools.
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COGNITIVE AND EMERGENT MATHS

<ul style="list-style-type: none"> • count chairs, tables, and link colours with objects; • display knowledge of subjects they offer in primary school; • aware of the differences in school timing system in the preschool and primary school; 	<ul style="list-style-type: none"> • During visits children count pupils, chairs, tables, teachers etc., in class 1 • Educator writes and explains the primary school subjects for children. • Children count the subjects they will be doing in class 1 • Educators guides children and parent to plan for differences in time 	<p>Counting</p> <ul style="list-style-type: none"> • Children show ability to count up to 20. <p>Discussion</p> <ul style="list-style-type: none"> • Children can talk about their new subjects in primary school. • Children know that the duration of the school day in preschool is different from that in primary school. 	<ul style="list-style-type: none"> • Chart showing the subjects in Primary 1. • Class timetable • Children use routine by educator creating opportunities for children to know their time tabling. 	<ul style="list-style-type: none"> • Divide children into groups and individuals take turns to count the number of pupils in each group; count their bags etc. • Children discuss the subjects they offer in primary school.
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	between E.C.D. and primary school, class time, playtime, lunch time, end of school			
LANGUAGE DEVELOPMENT AND EMERGENT LITERACY				
<ul style="list-style-type: none"> name the different types of transportation they use to school; say the name of their school; describe the new school; identify colours, e.g. of their uniform, school building; say rhymes and sing songs; listen to stories. 	<ul style="list-style-type: none"> Make a check list on transition, e.g. who is to take child to school and back, uniforms, bags, books etc., Children say new words based on checklist: school bus, new school, uniform/teacher, playground, primary, classroom, head teacher Children write first letters of the name of new school; name of new teacher; colour of uniform. Each child gives reasons why s/he likes new school. Tell stories about visits to new school 	<p>Observation</p> <ul style="list-style-type: none"> Children can identify who picks them up from school. Children can move around the new school environment comfortably. <p>Listening and speaking</p> <ul style="list-style-type: none"> Children can identify colours. Children ask and answer simple questions. <p>Pre-writing</p> <ul style="list-style-type: none"> Children can write some letters. <p>Listening and speaking</p> <ul style="list-style-type: none"> Children say why they like new school. 	<ul style="list-style-type: none"> Chart showing different colours. Picture/chart of their school. 	<ul style="list-style-type: none"> Children identify the colours of their uniforms, schools etc. Children can say some new words based on their school. Give the name of their school. Ask children to identify the colours of their school uniform and school building. Let children sing songs, rhymes. Listen to children describe their school and give reasons for their choice.

THEME:

IT'S RAINING, IT'S POURING

OBJECTIVES	ACTIVITIES	SKILLS TO EMPHASIZE	CARING/LEARNING MATERIALS	EVALUATION/ASSESSMENT GUIDE
MOTOR/ PHYSICAL DEVELOPMENT AND WELL-BEING				
<p>At the end of the key situation/theme, children should be able to:</p> <ul style="list-style-type: none"> • take part in indoor games appropriate for the rainy season; • name in English the type of gears to use 	<ul style="list-style-type: none"> • Play indoor games. • Children wear their rain coats, rain boots and others carry their umbrellas in the rain. • Sing action songs about rain. 	<p>Motor skills</p> <ul style="list-style-type: none"> • Children play different indoor games. • Children can put on their rain gears correctly at the appropriate time and walk in the rain. • Children can sing action songs about rain. <p>Healthy Body</p>	<ul style="list-style-type: none"> • Toys • Puzzles • Clothes • Musical instruments • Story books • Rhymes • Songs • Puppets • Other indoor play materials 	<ul style="list-style-type: none"> • Observe children play indoor games. • Let children practise putting on their rain gears. • Listen to children tell stories and dramatize them. • Observe to see if children go out in

<ul style="list-style-type: none"> during the rainy season, e.g. rain coats, umbrellas, demonstrate putting them on. • sing action songs about the rainy season;; • practise putting on their rain gear; • play in the water corner. 	<ul style="list-style-type: none"> • Role play stories about the rainy season. • Children put their hands under the rain, move their fingers and tell how they feel • Children learn to put on various rain gears. • Water play corner activities. 	<ul style="list-style-type: none"> • Children now appreciate the importance of water. • Children know that staying indoors when it rains is very important for their safety. 		<p>the rains when it rains.</p>
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SOCIAL AND EMOTIONAL DEVELOPMENT

<ul style="list-style-type: none"> • describe how they feel when it rains very heavily; • express their feelings about the rainy season and how to cope; • identify the dangerous area in the school and community; • identify the common problems that they face during the rainy season, e.g. floods; 	<ul style="list-style-type: none"> • Provide opportunities for children to express their feelings about the rainy season. • Discuss common problems children face during the rainy season. • Educator and children take a tour of the school environment to identify dangerous spots. 	<p>Sense of self</p> <ul style="list-style-type: none"> • Children can express their views on various issues that affect them. • Children can identify the problem areas in the school environment. • Children are aware of the problems they face during the rainy season. • Children participate in healthy cultural activities that help express their emotions rainy season. 		<ul style="list-style-type: none"> • Listen to children as they express their feelings. • Listen to and observe children as they narrate the problems they face during the rainy season and how they cope with them. • Observe children cooperate with others and demonstrate
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<p>the muddy environment, missing school, not being able to play outside, colds, flu;</p> <ul style="list-style-type: none"> • express views on issues affecting them; • participate in healthy competitions and acceptable cultural activities appropriate during the rainy season. 	<ul style="list-style-type: none"> • Organise cultural activities that provide healthy competition among children. • Use simulation, role play, stories and folklores, music and dance to express various emotional states e.g. happiness, fear, and anger. 			<p>respect for cultural values.</p> <ul style="list-style-type: none"> • Observe children's movement around the compound as they avoid the dangerous areas.
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COGNITIVE AND EMERGENT NUMERACY

<ul style="list-style-type: none"> • identify the sources of rain water; • describe the water cycle; • count the rain coats, boots and umbrella; • count 1-10 • name the common insects found 	<ul style="list-style-type: none"> • Educator and children discuss sources of rain water. • A resource person invited to explain water cycle • Educator explains to children and parents about the different forms of rain water 	<p>Observation and Problem solving</p> <ul style="list-style-type: none"> • Children can identify the sources of rain water and describe the water cycle. <p>Counting</p> <ul style="list-style-type: none"> • Children can count some items in the classroom. <p>Observation and Problem solving</p>		
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<p>during the rainy season;</p> <ul style="list-style-type: none"> • carry out an experiment on water purification; on objects that sink and those that float; • protect their environment from erosion caused by rain; • have a school garden; • discuss the importance of rain to us human beings and plants; • describe the signs that appear when it is about to rain; • discuss the different food groups – Go-food (energy giving foods); Glow-food (protective foods); Grow-food (body building foods); 	<p>e.g. Liquid and solid(ice)</p> <ul style="list-style-type: none"> • Carry out an experiment on evaporation of water • Counting of rain coats, rain boots, umbrellas etc. • Children name insects found during the rainy season. • Educator, children and parents do water purification • Children collect items that are water proof, items that sink and float • Educators and children do activities to stop erosion like: planting of trees and flowers, sand bags etc. • Making of school garden, parents as resource persons • Educators explain to children the 	<ul style="list-style-type: none"> • Children can name common insects found during the rainy season. • Children can carry out simple experiment on water purification; on objects that sink or float. • The school now has a garden. • Children now appreciate rain and its importance. • Children can describe the signs we observe before it rains. <ul style="list-style-type: none"> • Parents now know how to make water safe for drinking. • Parents can classify foods into the go, glow, grow groups. 		
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<ul style="list-style-type: none"> listen to weather forecast on the television and radio where it is possible; <p>Parents should be able to:</p> <ul style="list-style-type: none"> carry out the experiment to purify water; classify foods into their different groups; 	<p>importance of rain water to plants</p> <ul style="list-style-type: none"> Experiment on the importance of rain water to plants Educator explains the importance of rain water to us Educator and children discuss signs that show it is about to rain e.g. dark clouds, cold wind Educators and children with parents make fruit juice and drink, and talk about its taste. Listen to weather forecast and incidents caused by rain on the television and radio. 			
LANGUAGE DEVELOPMENT				
<ul style="list-style-type: none"> say the months of the year and identify the months of the rainy season; 	<ul style="list-style-type: none"> Educator uses a chart to teach the months of the year and the months of the rainy season. 	<p>Listening and speaking</p> <ul style="list-style-type: none"> Children can say the months of the year correctly. 	<ul style="list-style-type: none"> Chart showing the months of the year. Pictures of fruits common during the rainy season 	<ul style="list-style-type: none"> Listen to children say the months of the year and let them identify the months of the year.

<ul style="list-style-type: none"> • identify the fruits and common foods in the rainy season in their community language; • describe and name some fruits and their colours; • give the names of some items they use during the rainy season; • sing rhymes and songs about the rainy season; • listen to stories and tell their own stories; • pronounce the word RAIN correctly and identify the letters in the word 	<ul style="list-style-type: none"> • Children bring to school some common fruits and foods in the rainy season. • Name colours in English and their community languages • Children name various rain items, such as rain boot, umbrella, rain coats etc. • Children learn colours and associate their items similar to them • Story telling rhyme songs about rain • Children develop their stories in to story books. • Word identification exercises. 	<ul style="list-style-type: none"> • Children can say the names of rain gears correctly. • Children know the names of fruits and their colours. • Children can sing songs and rhymes about rain. • Children can identify the word 'rain' and its letters. 	<ul style="list-style-type: none"> • Pictures of rain gears in different colours • The word RAIN in bold colours for children to read. 	<ul style="list-style-type: none"> • Listen to children identify common fruits and describe their colours. • Listen to children sing songs and rhymes about the rainy season. • Ask children to identify the letters in the word 'rain'.
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THEME: IT'S HOT AND DRY NOW

OBJECTIVES	ACTIVITIES	SKILLS TO EMPHASIZE	CARING/LEARNING MATERIALS	EVALUATION AND ASSESSMENT
MOTOR/PHYSICAL DEVELOPMENT AND WELL BEING				
<p>At the end of the key situation/theme, children should be able to:</p> <ul style="list-style-type: none"> • appreciate the importance of exercise to their bodies/health; 	<ul style="list-style-type: none"> • Children and Educators play out door games, athletics, football, six cup, akra, balance ball, hide and seek etc., 	<p>Discussion</p> <ul style="list-style-type: none"> • Children now appreciate the importance of exercise to their health. <p>Identification</p> <ul style="list-style-type: none"> • Children can name fruits common during the dry 	Paint Crayon Empty containers Empty egg boxes Pencils Starch water Knives Spoons	<ul style="list-style-type: none"> • Observe children show appreciation of exercise. • Let children name fruits common during the dry season.

<ul style="list-style-type: none"> • identify fruits common during the dry season and their health benefits; • make fruit juice using local fruits at home and at school; • describe the different methods of food/fruits preservation; • identify the three food groups and their importance to their development and well-being; • discuss the importance of water to plants. 	<ul style="list-style-type: none"> • Sing action songs, rhymes etc., “here we go loo be loo” • Role play – fresh plants and withered plants • Foods that are common during the dry season: - orange, beans, • Cereal – rice, millet etc., yam, cocoa, cassava, spring onion, lettuce, vegetable tomatoes etc., • A parent explains to children why farmers move from upland gardening to lowland swamps; they water their crops in the evening during the dry season. • Children report how they help to water their backyard garden at home. • Children come with different types of fruits and with the help of the educator 	<p>season, e.g. oranges, pawpaw.</p> <p>Demonstration</p> <ul style="list-style-type: none"> • Children can make juice using common local fruits in season, e.g. pine apple, mango. • Children now use different methods to preserve local foods. <p>Identification</p> <ul style="list-style-type: none"> • Children know the three food groups and their importance to their health. <p>Demonstration</p> <ul style="list-style-type: none"> • Children do an experiment to show the importance of water to plants. 	<p>Towels Serving dish Wonder stove Coal Coal pot Real object types of dresses Fruits Soap Buckets A line Working tables</p>	<ul style="list-style-type: none"> • Let children make fruit juices and drink them. • Examine the foods that children have preserved. • Let children do an experiment to show the importance of water to plants. • Give children the opportunity to explain why farmers move to lowlands for their activities during the dry season.
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	<p>they make fruit salad.</p> <ul style="list-style-type: none"> Children also come with yam, cassava, beans, tomatoes, spring onions, benni, and they prepare porridge ('ebe'). The also prepare some of the cassava for foo-foo, dry some pepper, and they discuss other food preservations. 			
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SOCIAL AND EMOTIONAL DEVELOPMENT

<ul style="list-style-type: none"> listen attentively when someone is talking and respond one at a time; observe basic hygienic rules .e.g. to cover their mouth when coughing and sneezing and not to rub their sweat on each other etc.; use of handkerchief when necessary; 	<ul style="list-style-type: none"> Educator and children talk about dry season, and its duration. Educator asks children what they know about the dry season, when does the dry season start and end (months). Children respond October – March. It is sunny and hot, we sweat a lot. 	<p>Caring for self and others</p> <ul style="list-style-type: none"> Children wait patiently and take turns in discussions. <p>Personal Hygiene</p> <ul style="list-style-type: none"> Children can carry out some of the hygienic rules without being reminded: e.g. cover their mouth when they cough, wash hands after play/activity, before 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Ask children to identify the months of the dry season. Observe children practise basic hygiene rules. Ask children to explain why they sweat during the dry season.
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<ul style="list-style-type: none"> • give reasons why they sweat sometimes and what happens to their bodies after sweating; <p>(b) At the end of this key situation parents should be able to:</p> <ul style="list-style-type: none"> • use materials suitable for the dry season for their children e.g. cotton materials. 	<ul style="list-style-type: none"> • Educator asks, 'What makes you sweat?' <ul style="list-style-type: none"> ○ Children: when we play ○ When we are eating ○ When we are sleeping ○ When we walk some distance ○ When we wear materials that are thick • Educator asks children: what happens when you sweat all the time Children: our bodies become wet We get heat rash on our bodies • Educator asks, 'What happens to your bodies when the sweat dries up?' • The body becomes cool and sticky and smells sweat • Educators asks, children: what they 	<p>eating after visiting the toilet</p> <ul style="list-style-type: none"> • Children now use handkerchiefs to cover their mouth when coughing and wipe the sweat on their bodies e.g. face, hands tec., • Children can now tell reasons why they sweat and what happens to them after that, e.g. sticky, smell, rashes etc., • Children know basic practices to prevent sweat impact on their bodies • Parents now know the different materials to use for their children during the dry season. 		<ul style="list-style-type: none"> • Parents make appropriate clothes for their children during the dry season. 		
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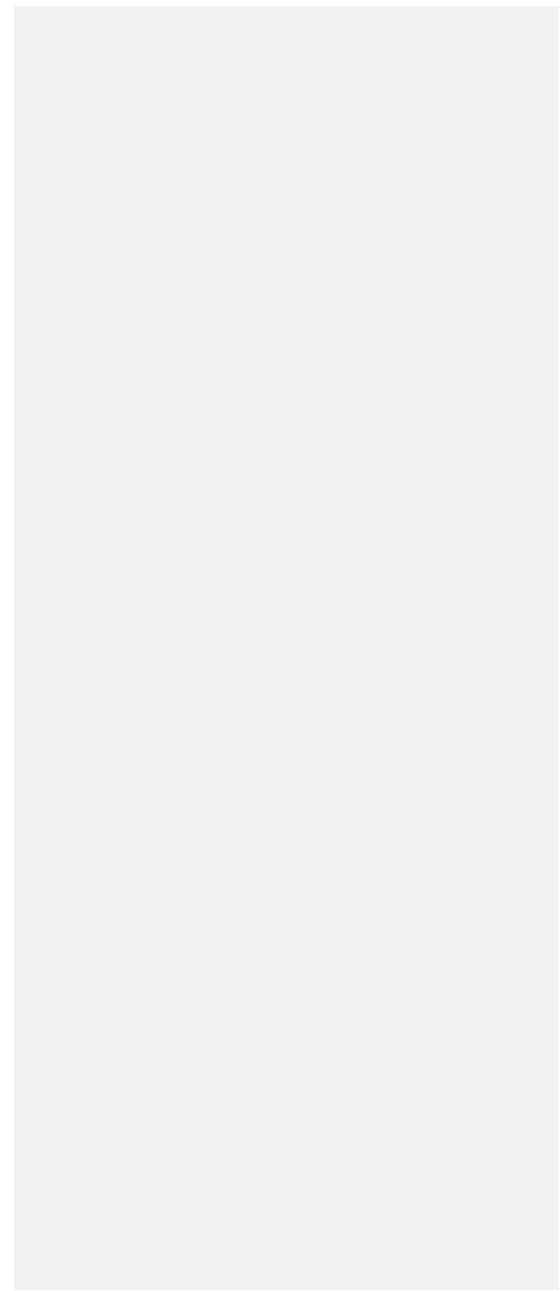
	<p>do when their bodies are sweaty.</p> <ul style="list-style-type: none"> • Children: they wash and powder themselves • They sit in an airy/ventilated place • They drink cold water frequently • They take off their clothes • Children do not urinate frequently as it is done during the rains • Educator asks children to identify hazards in the dry season • Children: <ul style="list-style-type: none"> ○ Dust in the atmosphere ○ Coughing ○ Sneezing ○ Heavy dry wind felled trees ○ Water shortage ○ Running streams dry up ○ Poor distribution of electricity supply (no water) 					
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	<p>Parents:</p> <ul style="list-style-type: none"> Parents make appropriate styles during the dry season: straps, round neck, low back, T – shirts, vest, wearing of hats, caps for the protection from sun rays and temperature (heat) sunglasses to protect eyes form direct sun rays. 					
COGNITIVE AND EMERENT <u>NUMERACY</u>						
<ul style="list-style-type: none"> talk about the months of the year and identify the months of the dry season; count the number of days in each of the months of the dry season; discuss some characteristics of the dry season; discuss the dress code appropriate 	<ul style="list-style-type: none"> Children name and count the number of months in the dry season Children with the help of educators, say the months of the year and underline the months in the dry season Children count some of the common styles worn during the dry season Children and Educator launder 	<p>Pre-reading</p> <ul style="list-style-type: none"> Children know the months of the year and can tell the months of the dry season. Children can tell the number of days in each month of the dry season. Children can name the characteristics of the dry season. <p>Sense of self</p>		<ul style="list-style-type: none"> Listen to children discuss the characteristics of the dry season. Let children discuss the dress code appropriate for the dry season. Ask children to describe the effects of sweat on their bodies. 		

<p>for the dry season, e.g. use materials that absorb sweat;</p> <ul style="list-style-type: none"> list the effects of sweat on their bodies; 	<p>and observe how it dries up easily</p> <ul style="list-style-type: none"> Children stand under the sun for some time and tell how they feel Educators ask children about the type of material used during the dry season, dress/materials that absorb sweat e.g. cotton, vest etc., Children explain the saltiness of the sweat by tasting it on the back of their hands and educator explains that urine and sweat smell and taste the same 	<ul style="list-style-type: none"> Children are conscious of the appropriate dress code that absorbs sweat during the dry season. Children are now aware of the effects of sweat on their bodies: rashes. 		
LANGUAGE DEVELOPMENT AND EMERGENT LITERACY				
<ul style="list-style-type: none"> say the names of some fruits and their colours, the sun and other things associated with the dry season; 	<ul style="list-style-type: none"> Children say and learn different names of fruits, dresses, colour of the sun etc., Children sing songs about the dry season 	<p>Listening and speaking</p> <ul style="list-style-type: none"> Children can say the names of some fruits and their colours, and relate other things with the dry season. They can sing songs and rhymes based on the dry 		

<ul style="list-style-type: none"> • sing song and rhymes about the dry season; • identify the first letters of the months of the dry season and trace them on the blackboard; • say the names of foods and fruits they have prepared; • sing festive songs in the community language about the dry season; • explain to peers how they celebrate festive holidays at home and community. 	<ul style="list-style-type: none"> • Children tell stories about the dry season • Say the sound of the letters of the months of the year/ the months of the dry season e.g. ‘I have a letter on the wall’ • Children write the letters in the air, on the sand and on the chart and hang it in the class • Children draw out of their imagination some of the common foods of the dry season and talk about them • Children explain to group in turns how the fruit salad was prepared, the cooking and preparation of the bean salad • Children learn traditional and cultural beliefs e.g. dry season as a season of plentiful harvest and storage 	<p>season in the community language and English.</p> <ul style="list-style-type: none"> • Children know the names of the new foods they have prepared. • Children can explain correctly to peers how they celebrate festive holidays in their different homes and communities. 		
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	<p>for the next season (rainy season)</p> <ul style="list-style-type: none"> • Time of the initiation ceremonies common in the provincial areas. Also the festive seasons are being observed during the dry season e.g. Christmas, New Year etc., • Children say the name of fruits in season in the local language, community language and English • Children sing songs of the festive season in their local and community languages. • Children explain how they celebrate Christmas in their communities and homes. 			
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PARTV PLANNING FOR THEME-BASED LEARNING THROUGH PLAY

Teachers should observe children to see how they are emerging in their skills. Choose 1-2 skills per domain to focus on in each theme during a week of lesson plans. As children are playing, notice what they are able to do within the competencies you are focusing on that week. If one child is struggling, make a note so you can go back and spend extra time during the week to help that child master the competencies. Then planning can evolve around the specific developmental needs of individuals and the group as a whole.

It is also important to know what skills in each domain are considered typical development for particular ages. Below is a simple developmental expectation checklist organized by domain. It is recommended that educators use a similar system for observing children and recording their development. By recording how the child is developing, you will be able to plan better to help children meet individual goals. Developmental checklists that are arranged by domain can be adapted to match the competencies that teachers will be helping children to achieve in the curriculum. See the chart below for a checklist of skills that can be expected before entering primary school:

Domains and Skills

Social Emotional Development	Physical Development	Cognitive Development	Language Development
<p>Sense of Self</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shows ability to adjust to new situations <input type="checkbox"/> Demonstrates appropriate trust in adults <input type="checkbox"/> Recognizes own feelings and manages them appropriately <input type="checkbox"/> Confidence to express needs <p>Caring for Self and Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates self-control and independence <input type="checkbox"/> Takes responsibility for own well being <input type="checkbox"/> Respects and cares for classroom environment & materials <input type="checkbox"/> Follows classroom routines <input type="checkbox"/> Follows classroom rules 	<p>Large Motor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates basic motor skills such as running, jumping, hopping, skipping <input type="checkbox"/> Shows balance while moving <input type="checkbox"/> Uses body movements to express feelings <input type="checkbox"/> Shows coordination with swings, ropes, climbing or with moving toys <input type="checkbox"/> Demonstrates throwing, kicking and catching <p>Fine Motor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Controls small muscles in hands: pours, cuts, traces, twists, inserts, ties, and pounds objects <input type="checkbox"/> Coordinates eye-hand movement <input type="checkbox"/> Uses tools for writing and drawing 	<p>Observation & Problem Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observes things with curiosity <input type="checkbox"/> Asks questions –What? Why? How? <input type="checkbox"/> Shows persistence in solving a problem <input type="checkbox"/> Explores cause and effect <input type="checkbox"/> Applies experience to a new context <p>Mathematical Thinking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Matches, compares and sorts objects by size, shape, color, number and amount. <input type="checkbox"/> Organizes things by category <input type="checkbox"/> Arranges objects in series (ex. big to small) <input type="checkbox"/> Recognizes patterns and can repeat them 	<p>Listening and Talking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talks with others about personal experiences and views <input type="checkbox"/> Describes objects, events and relations <input type="checkbox"/> Expresses feelings in words <input type="checkbox"/> Actively listens to others (can recall and ask questions for better understanding) <input type="checkbox"/> Notices differences in sounds <input type="checkbox"/> Learns new vocabulary <input type="checkbox"/> Understands and follows oral directions <input type="checkbox"/> Asks and answers questions <input type="checkbox"/> Actively participates in conversations <p>Pre-reading and Pre-writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draws to represent ideas

<p>Respects Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plays well with other children <input type="checkbox"/> Recognizes the feelings of others and responds appropriately <input type="checkbox"/> Respects the rights of others <input type="checkbox"/> Uses respectful words to resolve conflicts 	<p>Healthy Body</p> <ul style="list-style-type: none"> <input type="checkbox"/> Washes hands with water and soap after toilet and before eating <input type="checkbox"/> Eats nutritious foods <input type="checkbox"/> Drinks clean water <input type="checkbox"/> Fully immunized 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows awareness of time and sequence <input type="checkbox"/> Understands location and positions words (ex. above) <input type="checkbox"/> Counts up to 20 objects accurately <p>Represents with symbols</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes on pretend roles <input type="checkbox"/> Makes believe with objects <input type="checkbox"/> Uses a symbol to represent 	<ul style="list-style-type: none"> <input type="checkbox"/> Holds instrument to write <input type="checkbox"/> Enjoys and values storybooks <input type="checkbox"/> Comprehends what is read <input type="checkbox"/> Knows that print carries a message <input type="checkbox"/> Knows that spoken words can be written down <input type="checkbox"/> Knows letters & sounds <input type="checkbox"/> Writes name and letters <input type="checkbox"/> Writes a few words
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Educators can use the following simplified form to plan for group times in the balanced daily schedule and for enhancements to play areas:

Theme: _____ Week of: _____

Skills: 1. _____
2. _____
3. _____
4. _____

Day → Schedule Part	Monday	Tuesday	Wednesday	Thursday	Friday
Circle					
Planning					
Small Groups					
Outside/ Moving					
Closing					
Special Events/ Parental Involvement					

Additions to Areas:

Blocks	Pretend	Literacy
Numeracy	Discovery	Art

An example of a theme based planning form for the theme of “Animals in My World”

Theme: Animals in My World Week of: _____

- Skills: 1. Cognitive: Child organizes things in categories; Can name 3 shapes. _____
 2. Social Emotional: Child respects classroom materials _____
 3. Motor: Child uses tools for writing _____
 4. Language: Child knows a few letters and sounds (Beginning letters in animal names Ee elephant) _____

Day Schedule Part	Monday	Tuesday	Wednesday	Thursday	Friday
Circle	BINGO Song <u>Pigs Love Potatoes</u> Introduce Animals Theme by asking the children what animals they saw on the way to school	Old MacDonald <u>Cluck and Moo</u> Talk about the animals in the book and see if children can find them in the classroom	Five Little Monkeys <u>Cha Cha Chimp</u> How many of you have ever seen a chimpanzee? What about other monkeys?	Animal Walk <u>Mama’s Day with Little Gray</u> Elephant Walk in a Circle...	BINGO <u>When the Cows Come Home</u> What do we get from cows? Is milk good for your body? What else comes from cows?
Planning	Disc.: Animals and grass Art: Shape Imprints Lit: Animal name letters; stuffed animals, books	Blocks: Animals Pretend: eggs and cartons sorting things to pretend.	Maths: sorting, patterning; Potato Shape Prints	Literacy: activity with puppets and writing. (3 Little Pig Puppets with book)	Art: Draw your favorite animals and use shapes!
Small Groups	1. Animal sorting in blocks...into village (they can see) verses Safari; 2. Block Play and Store.	Same as Monday but reverse groups...	1. Literacy: Animal Guessing names and sounds; 2. Maths: Sorting shapes triangle and square.	Same as Wednesday but reverse groups.	Peaceful Parade: go find an animal in the room and then bring back; act like that animal in a parade.

Outside/ Moving	Animal Race: Children line up and pretend to be a fast animal. Then they run, hop or gallop to friend on other side.	Same as Tuesday!	Animal Sounds Dancing: Children dance and move to light music like they are animals.	Mud pies for pigs... Take photos with phone.	Playful Parade: Pretend to be any animal you like and walk like that animal, make sounds.
Closing	BINGO Praise on taking care of classroom Farm animal pictures or book African Lullaby...sleep tonight and be blessed	<u>Cluck and Moo</u> 6 Little Ducks...count them as children act out. African Lullaby	Animal Names and Sounds from cards; Five Little Monkeys; Praise for taking care of classroom African Lullaby	<u>3 Little Pigs</u> Pigs and Mud Discuss How do they get clean? How do you get clean? African Lullaby	Peaceful or Playful Parade for Parents Let children choose 3 songs from week to sing! African Lullaby
Special Events Parental Involvement	Ask parents to share any animal toys like stuffed animals; Ask for egg cartons.				Invite parents to come for Peaceful Parade of Animals...have them help their child decide which animal to be for parade.

Additions to Areas:

Blocks	Pretend	Literacy
<input type="checkbox"/> Small Animals <input type="checkbox"/> Grass <input type="checkbox"/> Sticks <input type="checkbox"/> Stones or Rocks	<input type="checkbox"/> Animal print material as table cloth <input type="checkbox"/> Scarves for field work covering hair <input type="checkbox"/> Egg Cartons with pretend eggs <input type="checkbox"/> Chicken puppet <input type="checkbox"/> Watering bowl for animals	Writing: <input type="checkbox"/> Cards with animals and names <input type="checkbox"/> Beginning letter cards and <input type="checkbox"/> writing pencils, markers; Soft: <input type="checkbox"/> Stuffed elephant, lion, etc... <input type="checkbox"/> Books about animals in a basket <input type="checkbox"/> Place books that match stuffed animal out of basket on display.
Numeracy/ Games	Discovery	Art
<input type="checkbox"/> Things to sort and put in categories <input type="checkbox"/> Shape book and shapes to trace	<input type="checkbox"/> Water bowl <input type="checkbox"/> Grass box <input type="checkbox"/> Rubber animal toys	<input type="checkbox"/> Pictures of fast and big animals to draw <input type="checkbox"/> Water Colors and paper...show how to wash brush

*Choose themes that will relate to the life of children in the class. The above samples are for example only. Each educator and team should choose relevant themes that have meaning for children.

Ready, Set, Grow!

Increasing the Competencies of
Early Childhood Caregivers and Educators

Ministry of Education, Science and Technology

Sponsored by Revitalizing Educational Development in Sierra Leone (REDiSL) Project

Introduction

Ready, Set, Grow: Increasing the Competencies of Early Childhood Caregivers and Educators sets forth the knowledge, skills, and dispositions needed by early childhood care and education (ECCE) professionals working with children before primary school in all early childhood care and education settings.

This document is built on the knowledge that all children:

- Develop best in environments that provide meaningful and relevant learning opportunities that are developmentally appropriate for their age, interests and culture;
- Construct their knowledge of the world through experiences and interactions with others;
- Thrive when their developing needs are recognized, respected and supported by caring adults;
- Learn and grow best through active play that is freely chosen;
- Need predictable and balanced daily schedules;
- Need safe and healthy environments both at preschool and home;
- Need full support from active family engagement and supportive communities.

Why Grow Competencies?

The quality of early care and education for the youngest children impacts the rest of their lives. Their ability to thrive in the future can be predicated by the quality of the care they receive very early in life. Since 90% of the brain's pathways develop before the age of 6, it is critical to invest in the early years. Evidence exists globally that shows that children who receive high quality, holistic and integrated early childhood interventions will begin primary school with the foundational knowledge, skills and dispositions for success. The number one factor in quality group care is the skills, dispositions and abilities of the classroom teacher. All too often, educators that are

working in pre-primary settings begin with lower education levels and scarce training in how to care for young children under six years of age. Those educators that do have formalized education or training are often only trained in primary school methodologies. Therefore, educators may be ill equipped to provide a quality setting for the youngest learners. Many times, such educators try to provide a primary school curriculum that is watered down with teacher directed, whole group instruction. Such interventions do more harm than good as they lack appropriate stimulation to help children build foundational readiness skills in meaningful ways. The 2030 Sustainable Development Goals highlight the rights for all children to a quality education. For the first time ever, early childhood education is included in the SDGs. Item 4.2 ensures that by 2030, all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. Sierra Leone is taking action by developing standards for early childhood care and development and an integrated thematic curriculum. In order to support full implementation of these new developments, a system for building the skills and dispositions of early care professionals is the next step.

Competency Framework

The Ready, Set, Grow: Competencies for Early Childhood Educators is divided into the following five content areas:

- I. Understanding Early Child Development

- A. Knowing Domains of Development Observing, Recording and Planning for Growth and Development
- B. Scaffolding for Optimal Learning
- II. Guiding Children
 - A. Setting a Positive, Accepting Tone
 - B. Interacting with Children In Small Groups and Individually
 - C. Guiding Children to Share and Solve Conflicts
- III. Building a Developmentally Appropriate Curriculum and Learning Environment
 - A. Learning through Play
 - B. Predictable and Balanced Daily Schedules
 - C. Spaces and Materials for Exploration
- IV. Keeping Children Healthy and Safe
 - A. Preventing Illness
 - B. Protecting Children from Harm
 - C. Increasing Nutrition
- V. Connecting with Caregivers and Communities
 - A. Engaging Families through Partnerships
 - B. Creating Community Connections
 - C. Advocating for Professionalism in Early Childhood Care and Education

The five content areas and competency indicators are divided into three progressive levels of expertise based on training, education, duties with children and experience. The levels establish a continuum from the preliminary skills necessary to begin work with young children up to a full mastery of early childhood knowledge and competencies. Early childhood caregivers or educators move from one level to another through a combination of formal study, training, changes in practice, coaching and reflection on practice. The levels are:

Level 1: Knowledge and skills expected from someone who may be new to the field or who has little formal training in early childhood care and education



(ECCE) and is able to read. This person may be a helper or aide to the educator that is in charge. However, this is not aimed at the nannies or floating care persons. However, it is advisable for the “Nanny” or care provider to attend parts of the training that show how to implement the play-based practices that show how the schedule is implemented.

Level 2: Knowledge and skills expected from someone who has at least a year of experience, possesses the knowledge and skills of the previous level AND is on track with training as the lead planner or “Educator” of the classroom. The word educator denotes a level of responsibility to observe and make written lesson plans that will optimize child development outcomes.

These levels allow caregivers and educators to move up the ladder of competencies while attaining professional growth, training and be on track for certificate or degree programs. Also, competency leveling identifies mentors for coaching others along the way. Best of all, these competencies open a new pathway for reaching quality results for young learners.

Level III: Champion Master Trainer or Model Educator Competencies

This level is for those professionals that meet the competencies of level I and II and have the ability to coach and train others in the field. Champion level achievement will distinguish those that rise up to demonstrate the competencies needed to become Master Certified Trainers. National ECCE experts will choose and train these master trainers to build capacity of educators through systematic, regulated technical training hubs. The competencies for Master Trainers will include a thorough knowledge of all core competencies expected of caregivers and educators. Above these competencies, master trainers will have the ability to utilize adult learning strategies that involve a range of skills. Such skills include the following:

- ability to set up training environments in a way that reflects ECCE classroom developmentally appropriate practices;
- use of small group work during training;
- limited use of lecture type instruction;
- development of visual and graphic, hands-on teacher tools to be used during training;
- ability to build capacity of caregivers and teachers in a warm and motivational way that empowers positive change.

Master certified trainers will agree to deliver all training in a way that engages participants to practise newly acquired ways of teaching young children.

How to Best Use These Competencies

These competencies have multiple advantages that can be used by a variety of professionals in the field to grow quality services for young children in all settings. Below are some ways in which these competencies could be used nationally by various stakeholders: **Caregivers and educators of young children can use the competencies to:**

- Learn and assess current knowledge and skills
- Identify areas for personal professional growth and development
- Design a professional development action plan

Program managers, head educators, inspectors and Community Development groups can use their competencies to:

- Assess current knowledge and skills of hired educators
- Identify areas for professional growth and development for individual staff and program quality
 - Plan or advocate for training content for staff



Master trainers and technical training organizations can use their competencies to:

- Plan training content
- Work with programs to tailor trainings to meet individual and program needs

Higher education institutions can use the competencies to:

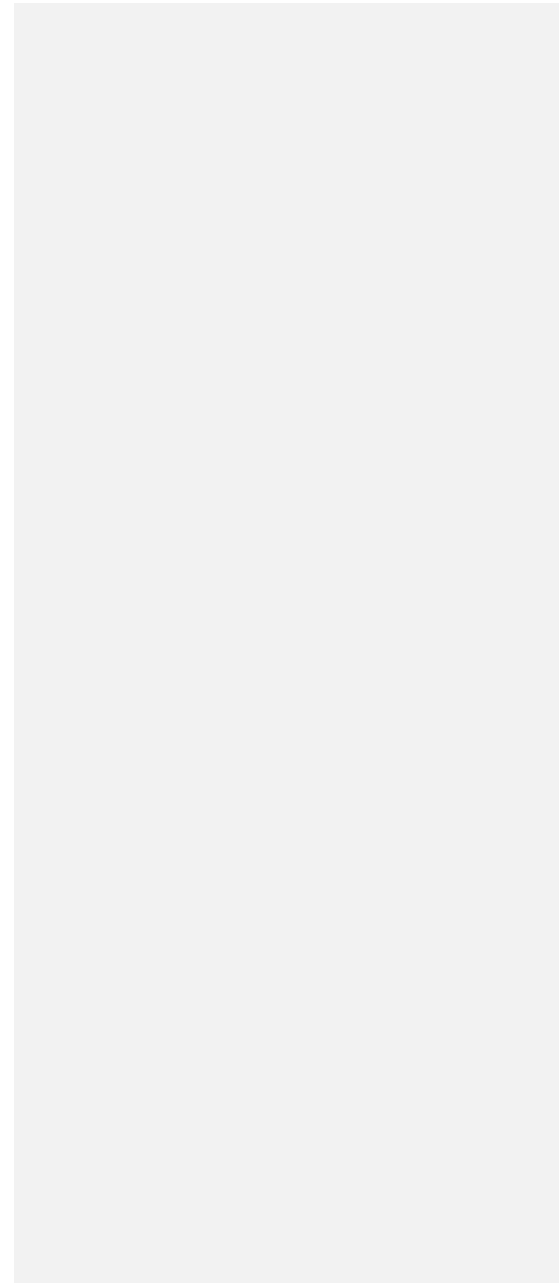
- Evaluate and refine course content
- Coordinate articulation agreements

Government and Non-government agencies can use the competencies to:

- Coordinate inter agency communication
- Plan training, technical assistance, or other supports
- Connect stakeholders around common goals for funding and other support needed

The goal is for these Core Competencies to be an integral part of building the capacity of the caregivers and educators that work with

children below six. Training and practicum experiences are expected as evidence of growth in meeting the criteria of each competency.



Core Competencies and Indicators

I. Understanding Child Development		
Level I	Level II	Level III
Knowing Domains and Milestones of Development		
<p>Knows the four domains of child development (cognitive, language, physical/motor and Social-emotional).</p> <p>Supports children individually to reach optimal development.</p>	<p>Understands each of the four domains and can define a few skills in each domain to others.</p> <p>Identifies major developmental milestones of enrolled children.</p> <p>Can tell at least 3 developmental milestones of children aged 3, 4 and 5.</p>	<p>Can teach others about child development in the four domains.</p> <p>Knows developmental milestones from birth to six years and can talk about it in a hands-on way that promotes adult learning;</p>
Observing, Recording and Planning for Optimal Development		
<p>Observes children and offers responsive support for growth and development.</p> <p>Share developmental information with the educator.</p> <p>Shares informal information with parents and other caregivers at greetings and goodbye times in welcoming and friendly ways.</p>	<p>Able to observe and assess child development within the four domains.</p> <p>Uses information about the group's development to make appropriate plans for activities.</p> <p>Keeps records of each child's formative development and shares with parents.</p>	<p>Can help educators choose tools and checklists for keeping formative information on each child's development.</p> <p>Helps others know how to plan according to developmental levels of children.</p> <p>Gives tips on ways to share developmental notes with parents.</p>
Scaffolding for Optimal Learning		
<p>Asks open-ended questions to children during play.</p>	<p>Asks open-ended questions to children during play that helps them make connections and solve problems.</p>	<p>Can teach others about how to bridge or scaffold the child's play to lead to learning outcomes.</p>

Supports each child's learning and development through guided play.	Guides children during play and exploration to scaffold and build new growth and development.	Demonstrates guidance during play that scaffolds development.
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II. Guiding Children		
Level I	Level II	Level III
Setting a Positive, Accepting Tone		
<p>Uses warm and calm voice when talking to children.</p> <p>Models kindness so children will be kind to each other.</p> <p>Reacts quickly and calmly when disruptive behavior occurs and redirects children to make better choices.</p> <p>Handles routine transitions in schedule (e.g., from group to choice play, from outside to inside) with patience and clear directions.</p> <p>Helps children follow rules and limits.</p> <p>Demonstrates fairness with all children.</p> <p>Uses positive guidance through stating expectations and noticing when expectations are being met.</p>	<p>Beyond using warm and calm voice, uses words and actions to model respect.</p> <p>Fosters cooperation in the program through words and actions.</p> <p>Anticipates disruptive behavior and takes steps to prevent.</p> <p>Provides opportunities for children to develop relationships and a sense of community.</p> <p>Uses positive guidance techniques, including:</p> <ul style="list-style-type: none"> ▪ stating expectations for behavior (telling children what to do verses what not to do); ▪ noticing the good behaviors out loud; ▪ redirects children to make good choices. 	<p>Demonstrates warm and positive tone while training others.</p> <p>Builds positive guidance skills by attending trainings and reading professional books and journals.</p> <p>Can coach caregivers and educators on how to set a positive and warm tone in the classroom.</p> <p>Advocates for no harm to come to children by enforcing the policy prohibiting the use of sticks to hit children.</p> <p>Builds positive guidance skills by attending conferences, trainings and networking with other professionals.</p>
Interacting with Children in Small Groups and Individually		
<p>Assists the lead educator in making sure that children only sit in groups for developmentally appropriate amounts of</p>	<p>Limits whole group instruction to circle and closing times.</p>	<p>Provides ongoing training on how to manage children’s group experiences in developmentally appropriate ways.</p>

<p>time and uses movement activities to avoid sitting too long.</p> <p>Works with children in smaller groups for planning play times and for teacher facilitated activities.</p> <p>Floats around to all areas or corners during choice play time.</p> <p>Interacts with individual children during greetings, small groups and play times.</p>	<p>Intentionally places children in small groups promoting cohesive and supportive learning processes.</p> <p>Mentors and plans with caregiver to successfully lead small group experiences.</p> <p>Assures that every child has hands-on materials and turns to explore during small group times.</p>	<p>Encourages less whole group, teacher-directed times while encouraging a variety of groupings.</p> <p>Observes group experiences and provides feedback on how to enhance children’s learning in groups, build a sense of community and solve problems cooperatively.</p>
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Guiding Children to Share and Solve Conflicts		
<p>Accepts each child as a unique individual.</p> <p>Helps children develop friendships with each other.</p> <p>Helps children work through their own conflicts and solve problems.</p> <p>Helps children understand feelings by labeling them with words and appropriate expressions.</p> <p>Helps children make morally sound decisions that show kindness and respect to others.</p>	<p>Encourages children to talk with each other in friendly ways.</p> <p>Helps children talk about their feelings, assert themselves or express frustration in good ways.</p> <p>Plans curriculum that promotes cooperation and social skills.</p> <p>Models ways to solve conflicts in socially acceptable and morally sound ways.</p> <p>Creates an inclusive community of caring learners in the classroom.</p>	<p>Shows an in-depth understanding of the young child’s social and emotional development.</p> <p>Helps others apply developmentally appropriate practices that promote social growth in children.</p> <p>Describes and teaches others how to create a positive environment that respects all children and families.</p> <p>Coaches and plans with others on strategies to deal with challenging behaviors.</p>

III. Building a Developmentally Appropriate Daily Schedule and Learning Environment		
Level I	Level II	Level III
Learning through Play		
<p>Knows that young children learn best through exploration and hands-on experiences.</p> <p>Gives support to children so they will have opportunities for hands-on active learning through play.</p> <p>Encourages choice play in areas or corners and provides fresh materials that are inviting and support thematic learning through play.</p> <p>Promotes movement with physical activity inside and outside daily.</p> <p>Plays with children and guides their learning with open-ended questions.</p>	<p>Knows what children learn through play in each area of the classroom.</p> <p>Plans for learning that is hands-on and concrete using real objects.</p> <p>Connects theme to play by planning for each area or corner to include materials that support play around the current theme.</p> <p>Creates opportunities daily for children to explore and discover using play based materials.</p> <p>Promotes cognitive growth by encouraging children to be creative, curious and explorative.</p> <p>Offers developmentally appropriate literacy, math and science activities so that children learn through play.</p> <p>Encourages creative expression during play.</p>	<p>Believes in and articulates the importance of learning through play.</p> <p>Helps others know how to explain what children learn through play.</p> <p>Gives educators advice on how to help families value play as the best way for young children to learn.</p> <p>Coaches others on how to provide relevant materials and areas for play that promote development and learning.</p> <p>Sets up training with play areas and materials that are locally available or easy to make with local materials.</p> <p>Invites others from the community to come in and see how children are learning through play.</p>
Predictable and Balanced Daily Schedule		
<p>Follows a balanced daily schedule that offers time for large groups, small groups, outside play and at least an hour for choice play time in areas.</p>	<p>Plans for balanced schedule that is reflective of group's age, abilities and interests.</p>	<p>Can teach others how to develop daily schedules that are balanced and developmentally appropriate through a mix of:</p>

<p>Helps the educator display the schedule with pictures and at child’s eye level for easy reference throughout the day.</p> <p>Gives children choices of activities.</p>	<p>Creates and follows an appropriate schedule with long periods for engaged play.</p> <p>Adapts the schedule to accommodate individual needs or spontaneous events or celebrations.</p> <p>Assists children in planning for play and putting away materials before going to a new play area.</p>	<p>educator and child directed; quiet and active; inside and outside; listening to teacher verses talking with friends.</p> <p>Reviews daily schedules and activities to ensure they are developmentally appropriate for age and interest of all children.</p>
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Spaces and Materials for Exploration		
<p>Assists the educator in setting up at least 3 play areas or corners for choice play (blocks, pretend, art, literacy, math/games, discovery).</p> <p>Helps children interact with a variety of open-ended materials that promote exploration, creativity, meaningful connections to themes and overall development.</p>	<p>Offers 4 or more play areas or corners for choice and guided play (see list on level I).</p> <p>Plans for enhancing play areas with materials that support the current theme and interests of children.</p> <p>Offers children choices that encourage: exploration and discovery; pretend or practical life play; large and small motor abilities; love for literacy and math through playful learning and creative expression.</p> <p>Observes how materials and the learning environment promote development and makes adaptations for inclusive needs of each learner.</p>	<p>Sets up training with play areas set up for participants to explore and learn from first hand.</p> <p>Leads others to plan and offer activities and materials that help give children fun ways to learn: language, literacy, math, science, art, music, drama, movement and social-emotional skills.</p> <p>Helps others use observation and reflection to plan curriculum themes and activities.</p> <p>Can explain how materials in small groups and play areas promote learning.</p>

IV. Keeping Children Healthy and Safe		
Level I	Level II	Level III
Protecting Children from Harm		
<p>Uses positive guidance techniques and never hits children.</p> <p>Checks indoor and outdoor areas for safety hazards before children arrive.</p> <p>Maintains a clean and organized play space for children.</p> <p>Knows how to protect children in case of an emergency or disaster.</p> <p>Insures that the toileting area stays as clean as possible.</p>	<p>Uses positive strategies to guide children instead of hitting or allowing others to hit or harm children.</p> <p>Uses a daily checklist to look for any safety risks.</p> <p>Helps children practise emergency procedures.</p> <p>Makes sure that indoor and outdoor areas are safe and free from toxins, sharp edges, dangerous fall zones and threats from animals or strangers.</p> <p>Selects safe and age- appropriate materials with no choking hazards or fall risks.</p> <p>Reports suspected abuse or neglect of children in care.</p>	<p>Advocates for protection of children.</p> <p>Teaches others to use positive guidance and to not allow children to be hit or harmed.</p> <p>Trains others on safety risks.</p> <p>When coaching, makes sure that indoor and outdoor environments are safe. Develops action plans immediately when safety is a concern.</p> <p>Helps others make adaptations to meet the safety needs of children with differing abilities.</p> <p>Advocates for reporting any suspect of abuse or neglect. Trains on signs of abuse and neglect.</p>

Preventing Illness		
<p>Performs health check on each child daily at arrival.</p> <p>Washes hands with soap and water at arrival, after toileting or wiping noses, before food preparation.</p> <p>Teaches children how to wash hands at arrival, after toileting, before eating and after outside or messy play.</p> <p>Cleans and sanitizes all toys, surfaces and food areas regularly.</p>	<p>Performs health check and documents and follows up with family or health workers when children are sick.</p> <p>Provides health information and services to families.</p> <p>Models and points out good health practices that prevent illness such as: washing hands with soap and water, single use of drying materials (not one towel for all), keeping toys out of mouth.</p> <p>Isolates sick children to avoid the spread of germs.</p> <p>Has a current list of mobile phone numbers for contacting families should children become ill or have an accident.</p> <p>Works with supervisors or school leaders to invite health officials in to give immunizations, vitamin supplements and to check for malaria or stunting.</p>	<p>Mentors other educators/ caregivers on best health practices that prevent illness.</p> <p>Trains on child-friendly activities that promote health.</p> <p>Uses checklist and action planning to increase daily health practices.</p> <p>Trains on sanitation of toys, surfaces and other ways to prevent spread of diseases.</p> <p>Encourages educators to keep a list of active mobile numbers for families so they can be contacted quickly when children become ill or have an accident.</p>
Increasing Nutrition		
<p>Models healthy food choices and talks about them during activities and play time.</p> <p>Teaches children about making good choices with a variety of foods from the basic food pyramid.</p> <p>Use colors of food as a way for children to balance out their choices.</p>	<p>Communicates with families about the food choices and eating habits of individual children.</p> <p>Knows about food allergies and protects those with allergies from consuming foods that cause reactions.</p> <p>Plans and guides children to prepare nutritious food with locally available choices.</p>	<p>Teaches others about nutritious choices.</p> <p>Helps educators plan for activities and cooking activities that teach children about nutritious choices.</p> <p>Gives families information and practice with planning for nutrition.</p>

Follows the cultural or religious wishes of families regarding food choices for their children.	Points out nutrition facts during activities and play with children. Invites health workers in to meet with families to promote nutritious choices.	Recognizes when a child needs referral for to a health professional due to nutritional needs or feeding problems.
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V. Connecting with Caregivers and Communities		
Level I Caregiver	Level II Educator	Champion Master Trainer or Model Educator
Engaging Families through Partnerships		
<p>Welcomes families to come before the first day and throughout the school term.</p> <p>Is friendly and professional with each family.</p> <p>Respects parents as their child’s first teacher.</p> <p>Supports children’s relationships with their families.</p> <p>Supports the educator in sharing information with families about their children and current events.</p> <p>Honors the local culture of families by using the local language, displaying cultural materials in play areas and partnering with families.</p>	<p>Creates a welcoming environment where families are valued.</p> <p>Reflects culture of the children and families with pictures, materials and themes.</p> <p>Uses local language often at the beginning of a new term and for at least part of the day.</p> <p>Asks families to help with supplying materials, sharing stories or traditions, occupations or talents with the program.</p> <p>Meets with parents individually to share and jointly support development and learning</p>	<p>During training, models ways to honor the local culture of families.</p> <p>Helps educators reflect on ways to involve families in the program.</p> <p>Shows educators how to conduct a parent session and individual meeting with families.</p> <p>Is knowledgeable about current issues facing local families.</p>
Creating Community Connections		
<p>Speaks out in the community about the advantages of early childhood care and education.</p>	<p>Recognizes that the community can be a strong support system for the program.</p>	<p>Works well with people from a variety of social backgrounds and shows respect for culture.</p>

<p>Participates in community events as a representative for the program.</p> <p>Helps lead educator in identifying and locating resources in the community that can be available for families.</p>	<p>Hosts awareness sessions for the community to learn more about the importance of early childhood education.</p> <p>Connects families to community resources.</p>	<p>Helps programs to become aware that the families and greater community, or village, can offer support.</p>
<p>Advocating for Professionalism in Early Childhood Care and Education</p>		
<p>Has a positive attitude.</p> <p>Explains to others that play helps children learn.</p> <p>Participates in learning clusters to continue learning best practices and documents changes in portfolio.</p>	<p>Tells others about the value of ECCE with a play based approach.</p> <p>Keeps a professional portfolio that tracks changes in practice.</p> <p>Helps the aide or helper teacher with completing his or her professional portfolio to document best practices.</p>	<p>Informs stakeholders about the value of ECCE and play.</p> <p>Participates in professional groups and ongoing training.</p>