

LEARNING FRAMEWORK

FOR

EARLY CHILDHOOD DEVELOPMENT

(3 - 6 years of age)



THE REPUBLIC OF UGANDA



NATIONAL CURRICULUM DEVELOPMENT CENTRE

Learning Framework for Early Childhood Development



A PRODUCTION OF THE NATIONAL CURRICULUM DEVELOPMENT CENTRE
FOR THE MINISTRY OF EDUCATION & SPORTS
WITH SUPPORT FROM THE GOVERNMENT OF UGANDA, WORLD BANK AND UNICEF.



*Printed by
National Curriculum Development Centre, Kyambogo,
P. O. BOX 7002,
KAMPALA Uganda
www.ncdc.co.ug*

Copyright© NCDC 2005

First printed 2005.

All rights reserved: No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright holder.

Illustrations and cover design by O'du'boa Edward

Table Of Contents

ACKNOWLEDGEMENT	vi
FOREWORD	vii
SECTION I: INTRODUCTION	1
SECTION II: LEARNING FRAMEWORK	11
1. Relating with others in an acceptable way	12
i. Identifying, taking interest in and observing people around me	12
ii. Identifying people who protect and take care of me and how they do it	14
iii. Sharing with and taking care of other people	16
2. Interacting, exploring, knowing and using my environment	18
i. Exploring and knowing my immediate environment	19
ii. Knowing and appreciating important places in my environment	20
iii. Knowing how to keep and take care of my environment	21
iv. Identifying dangers in my environment and taking precaution	22
v. Experimenting and understanding the concept of movement in the environment (FORCE)	24
vi. Creating, appreciating and expressing myself through artwork	24

3. Taking Care of Myself for Proper Growth and Development	27
i. Caring for my eyes	27
ii. Caring for my ears	28
iii. Using the sense of touching and feeling to describe things and situations	28
iv. Caring for the body	29
v. Using the sense if smell and caring for the nose	30
vi. Using the sense of taste and caring for the mouth	31
vii. Identifying and naming different body parts and their uses.	32
viii. Having self-concept, confidence and self-esteem	33
xi. Using Gross and Fine Motor (large and small muscles)	34
x. Expressing creativity freely and independently	35
xi. Keeping healthy and practising good health habits	36
xii. Keeping safe and avoiding accidents	38
xiii. Knowing and relating with God and His Creation	38
4. Developing and using mathematical concepts in my day-to-day experiences	40
i. Surveying, knowing and distinguishing the attributes of objects	41
ii. Comparing things according to different attributes	43
iii. Recognizing, describing and representing numbers and their relationships and solving mathematical problems with competence and	43

confidence

iv.	Using appropriate measuring units, instruments and formulas in a variety of contexts	46
v.	Understanding and using the concept of time	46
vi.	Understanding the concept of space	47 48
vii.	Recognising, describing and using money	
viii.	Recognising and Creating number patterns	49
ix.	Representing and interpreting information in pictorial form	49

5. Developing and using my Language Appropriately

		50
i.	Listening with acuity for information and enjoyment and respond appropriately in a wide range of situations	51
ii.	Communicate confidently, effectively and meaningfully in spoken and sign language in a wide range of situations	54
iii.	Reading to enjoy, acquire knowledge and be able to comprehend	56
iv.	Writing different kinds of factual and imaginative tasks depicting good letter formation, creativity and handwriting skills	57

Acknowledgement

The Learning Framework for Early Childhood Development (ECD) is a result of collaborative efforts of the Government, Internal and International Agencies, the Community and the Children themselves. The National Curriculum Development Centre (NCDC) therefore, wishes to express sincere gratitude to all who, in one way or another, contributed towards preparation and production of this document.

I am grateful to the Nutrition and Early Childhood Project (NECDP) and the UNICEF for financial and other material support and to the Government of Uganda for facilitating the donation. I thank the writers, friends and advisors as well as colleagues from NCDC for their tireless support and contribution.

I wish to acknowledge with thanks the professional expertise of the District Inspectors of Schools, Centre Coordinating Tutors, Nursery School Teachers and ECD Caregivers.

I recognise the work of the editors, Zeulia Mabaale and A.G. Musamali of NCDC who worked side by side with the writers through the correction and refining phases of the document. Extra thanks go to Mr. O'du'boa for the illustrations and cover design. Special appreciation goes to the Secretaries – Olivia Mugabi Magara, Catherine Neumbe and James Kaggwa for ably compiling the document.

The following are members of the core team:

- | | | |
|---------------------------------|---|---|
| 1. Resty Muziribi (Chairperson) | - | MoES |
| 2. Margaret Nsereko | - | MoES |
| 3. Hajara Ndayidde | - | Madrasa Research Centres |
| 4. Monica Muheirwe | - | KYU |
| 5. Mary Ojacor | - | DOT |
| 6. Florence Nalugya | - | St. Andrew's Pre-Primary and Primary School |
| 7. Grace Ocitti | - | Amnesty Commission |
| 8. Caroline Rusiita | - | Hone Tree Montessori |
| 9. Gilian Kasirye | - | School of Education, MUK |
| 10. Joyce Othieno | - | ESA |
| 11. Ednance Bakehena | - | Coordinator, ECD Programmes, NCDC |

I trust that those concerned will use the Learning Framework gainfully and do justice to the efforts that have been put into its production.



Connie Kateeba
Director National Curriculum Development Centre - NCDC

Foreword

Development – A Right of every Ugandan Child:

The importance of Early Childhood Development is recognised in the Uganda Constitution (1995), the Convention on the Rights of the Child and the Children's Statute (1996). Uganda also developed a National Plan of Action (NPA) for reaching the World Summit Goals for Children. In these, children's rights are clearly articulated. Early Childhood Development is fundamental to Human Resources Development. It is the foundation that supports Universal Primary Education.

The benefits are far reaching to the child, the family and the society. The right to development has to be guaranteed for children with special needs and for both girls and boys without discrimination.

The government, however, regrets the lack of emphasis on Early Childhood development in the country's Education System. The task of developing and executing ECD Programmes has been left in the hands of private entrepreneurs, some NGOs and a handful of Early Childhood specialists in the country. I wish, on this note, to commend these persons for their effort and commitment in providing programmes and support materials for the development of our young children.

The early years of a child decide, to a considerable extent, what the adult will be. The future of this or any other nation depends heavily on what it will have invested in its young children. Qualities that are necessary for a healthy nation with a vibrant economy and a sane, self-reliant population are laid down in infancy. It is during these sensitive formative years of early childhood that potential characteristics of the adult person are decided. Investing in ECD is one of the ways of empowering a child for life and giving him/her a firm foundation upon which later experiences can be built.

The government recognizes the contribution of ECD to the nation in laying the foundation for effective education, for the achievement of the child's potential and for Human Resource Development and related socio-economic benefits to the family and society as a whole. The government further sees the need for immediate action in this critical area of development. It is, therefore, a challenge to all Ugandans to come together and lay a firm foundation for our nation.

The production of the Learning Framework for Early Childhood Development by the National Curriculum Development Centre (NCDC) is a major breakthrough for Early Childhood Development and a great encouragement for all stakeholders especially committed to this sector of Education.

This learning framework has been designed to allow every Ugandan Child to enjoy the right to development whether at home, at a formal or a semi-formal pre-school.

For effective implementation, however, the framework will have to be translated into local languages so that it will be relevant to children in a variety of situations found in this country. Long-term planning includes implementation at a local level where co-ordination

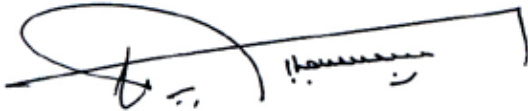
of Early Childhood Development local programmes will reflect local languages, customs and situations.

Effective implementation by the Ministry of Education and Sports will imply working in partnership with all stakeholders including Government and Non-Government Organisations and the private sector in the provision of training and technical guidance.

Orientation of the public at a local level will focus on the benefits of appropriate ECD interventions, information on matters of ECD including Active Learning Framework, rights of Children, the role of parents and community in providing a safe learning environment for our children especially the girl child, the disabled and children with special needs.

Finally, it is my great pleasure and privilege to witness the completion of this Learning Framework for Early Childhood Development. I wish the best for all users and beneficiaries of this Curriculum Framework. To the NCDC and all their partners, I want to say thank you very much for a job well done.

Best wishes to all the users and beneficiaries of this Learning Framework for ECD.

A handwritten signature in black ink, featuring a large, stylized loop at the beginning and a long, horizontal stroke extending to the right.

Hon. Nyombi Tembo
MINISTER OF STATE FOR PRIMARY EDUCATION

Section 1

Introduction



INTRODUCTION

What is Early Childhood Development?

Early Childhood Development (ECD), though a relatively new term for many countries including Uganda, has gained priority attention and is fast becoming a term in common usage.

The term ECD refers to a continual process of human development, physically, socially, emotionally and mentally from the time of conception to the initial stages of formal schooling (0- 8 years old). During the early years, the child is guided by natural laws and learns from the immediate environment, progressing from the known, to the unknown, from the simple to the complex and from the concrete to the abstract in developing his/her personality. In short, ECD refers to the growth and development in the formative and most crucial years in human development. The term formative in this document is used to refer to the foundation years (0-8) when children are forming habits that will influence their character in their adulthood.

While many children continue to be in the care of their parents and caregivers, there is growing need for children in the age group of three to six years, especially in the urban and semi –urban surroundings, to spend a part of their time in day-care and pre-school centres/facilities under the care of an adult. These facilities go by different names-Nursery School, Day Care, Kindergarten, Play School, Pre-School to name a few. A number of (semi-formal) community-based ECD centres have also been coming up in rural as well as urban settings. While the term, **Early Childhood** covers children of eight years and below, this Learning Framework is intended to cater for children aged 3 to 6 years. Preparations are underway to produce a Learning Framework for the range of 0 – 3 years.

There are also other terms that are used to refer to different aspects of development in the child. These include Early Childhood Care, Early Childhood Education, Early Childhood Education and Care and Early Childhood Care and Development. These terms are sometimes used interchangeably. When you look at these terms closely, they mean almost the same thing. The slight changes that exist depend on who is using what and what is being stressed. However, this document constantly uses the term Early Childhood Development as the term Development as comprehensive and depicts a caring and learning process for realising the full development potential of the child.

The term “**Development**” as used in this document implies the total growth in physical, cognitive, social, emotional, moral, and spiritual aspects. We also need to emphasise that development is a product of both heredity and environment. While heredity pre-determines the genetic potential, the environment provides the various inputs needed for the child to achieve the genetic potential. If the environment is restrictive, the full genetic potential for development cannot be reached. Similarly development can either be accelerated or retarded depending on the social and physical environment of the child (feeding, stimulation, care, love, interaction, social climate and other experiences the child goes through in his/her environment). Each stage of this development process influences the subsequent stages in later life of the child.

Box 1

How Children Learn

Young children are driven by an inherent urge to learn. But they learn differently from the way older children and adults learn. They need to observe the environment around them, manipulate and experiment with objects in the environment and develop clear concepts.

Children under six years are in a preoperational stage in cognitive development. From birth, they are exposed to innumerable stimuli in their environment. But they are not yet capable of abstract or logical thinking. They need to work on forming a mental order of things they observe, form basic concepts and move from the concrete to the abstract progressively. They use their different senses during this process of cognitive development.

To put it simply, children learn by doing. Hence, rote learning does not help them. Activity is the most important aspect of the process of learning in young children. The more children interact with their environment through activity-based learning, the greater will be the clarity of the concepts they develop.

What is a developmental activity?

Throughout this document, you will come across the term 'developmental activity' and not subjects that are taught in a classroom situation. The term developmental activity implies that these are activities to be 'done' by children and facilitated by parents/care givers at home or by adults in formal or semi-formal Pre-school settings. **We need to understand that a developmental activity is not 'any activity' done by children. A developmental activity has a purpose (though not as most adults see it); it offers a challenge to the child who spontaneously responds by doing the activity and feels immensely satisfied when the activity is completed.** These activities satisfy a developmental need or urge of the child. By doing the activity repeatedly over a period of time, the child conquers a physical or mental challenge, is able to store the various stimuli in his/her brain and form basic concepts which he/she recalls from memory later. In the initial stages, most of these activities are done individually by children in the family environment.

As they grow up, many developmental activities become possible in group situations. In fact, activities related to social development need interaction with other children of the same developmental age group as well as others in the environment.

We also need to understand that developmental activities do not demand high investment in terms of materials or equipment. All of the materials needed for facilitating children's development can be found in the home and in the immediate environment. This document suggests a list of activities that help children in specific areas of development. A large number of similar activities and variations are also possible.

Thus all of the developmental needs of every Ugandan child can be fulfilled if the parents and caregivers have the information of what to do and are willing to provide the time for facilitating the development of the child. We, as a nation, have to invest in providing the information that parents and caregivers need.

While each child is unique, they do have some distinctive common characteristics that parents and caregivers should be aware of.

*Examples of these are shown in **Box 2**, below:*

Box 2

The Curriculum is based on Developmental Needs of Children

Physical needs include:

- Need for proper feeding and healthy environment
- Need for exercise and play
- Need for sleep and rest
- Need for adequate clothing and shelter
- Need for care and attention

Emotional needs include:

- Need for love and security
- Need for success and self-worth
- Need for opportunities to express anger, fear, tenderness and happiness

Social and Moral needs include:

- Need to live with and relate with others
- Need to belong to a group
- Need to lead and follow
- Need to understand right and wrong
- Need to become independent

Spiritual needs include:

- Need to understand the Creator and creation
- Need to understand God as a loving Father who cares for them and others

Intellectual needs include:

- Need for stimulation
- Need for opportunities to explore, experiment and discover
- Need for opportunities to use language
- Need for purposeful play

Box 3***Some Common Characteristics of Children***

- è Children are very active and love working on their own. This is visible even before children start to walk. This inherent need for mobility and physical activity has to be respected.
- è Children resist any attempt to prevent them from being active.
- è Children are self-centred. They look at situations from their own point of view.
- è Children learn through doing things. They are eager to handle and manipulate objects in their environment. They have not yet developed the ability for abstract thinking.
- è Children are curious, imaginative and inquisitive about things and about what happens around them.
- è Children have short attention span. This means that they do not engage in a single activity for a long time. Depending on the activity, developmental interest and maturation of the child, the attention span is limited to about 15 minutes for a single activity.
- è Children are interested in play and respond spontaneously to opportunities for play. They also enjoy repetition of stories, songs and play activities. Rhyme, rhythm, action and movement attract their attention.
- è Children naturally develop likes and dislikes spontaneously and are demonstrative about expressing to others.
- è Children grow fast not only physically but also in all aspects of development and move from one stage to another within a matter of days. For them, every new opportunity poses a new challenge to be conquered.
- è Children have different abilities and learning needs.

The Aims and Objectives of Pre-Primary Education

According to the document on “Education for National Integration and Development”, (Government White Paper on The Education Policy Review Commission Report – 1992), the aims and Objectives of pre-primary education are underlisted:

- (i) To develop capabilities and healthy physical growth of the child through play/ activities;

- (ii) To help the child develop good social habits as an individual and as a member of society;
- (iii) To develop moral values in the child;
- (iv) To enrich the child's experience by developing imagination, self-reliance and thinking power;
- (v) To help the child towards appreciating his/her national cultural background and customs, and developing a feeling of love and care for other people and for Uganda and a sense of unity leading to a national stance;
- (vi) To develop language and communication skills in the mother tongue.

Outcomes

There are two main aspects to this Learning Framework: the **Process** and the **Outcomes**.

The outcomes focus on what the child will be and what qualities he/she will have as a result of undergoing a learning process. The process refers to the child's development or gradual achievement of observable competences and outcomes effected through learning activities. The learning outcomes, when retained, will form the basis for or become transformed into critical outcomes for life.

The critical outcomes include the key skills, knowledge, attitudes and values for an individual to live meaningfully in the society for life.

The framework is thus transformative in that it plans the development of outcomes for the child and links these outcomes to the overall societal requirements that the children needs in order to thrive.

Critical outcomes as derived from the aims and objectives of pre-primary education, in the Government White Paper on Education (1992). They are geared toward producing a person who is: -

- Independent, self reliant and able to thrive and operate in the community, nation and beyond (sub-systems and systems);
- Physically, intellectually morally, spiritually developed as well as socially and emotionally well adjusted;
- Appreciative, respectful and uses his/her language and other people's languages;
- God fearing, morally and spiritually built; and
- Well grounded, appreciates and respects his/her own as well as other peoples' culture.

Child-Centred Learning Approach

This learning framework differs radically from the way parents and teachers traditionally look at syllabus. It does not show knowledge in subject form but rather in themes – Learning Areas. At this early age, the interest is on the child, what he/she is able to do and show that he/she has learned. In short, the learning outcome exhibited by the child. A ‘Syllabus’ typically provides information on what needs to be taught in a particular course or in a particular class. In the case of children, the emphasis is on children learning and working on their own development with the guidance of the adult. Hence we discourage the use of the term ‘Syllabus’ and prefer to use the term ‘Learning Framework’ while referring to the guidelines in this document. Within this learning framework, there are no **‘lessons to be taught by the adult’**, but there are **‘developmental activities to be done by children’**.

Role of Parent, Caregiver or Adult in ECD

While all children are driven by the natural laws to seek developmental activities, they will be able to achieve their full potential for development when they are helped by parents and other caregivers from a very young age. The pioneers in developmental psychology and early childhood experts have shown that during the early periods of rapid brain development, parents and adults in the environment can influence the brain development through purposefully engaging children in developmental activities.

Parents, family members, and the community influence this development of the child. In addition, the adults and caregivers who spend most of their time with children have a very important role to play in the child’s development. Most Ugandan children stay with their parents or other caregivers during the first three years. Very few children of this age group attend day-care facilities. The same thing applies to children of 3 to 6 years of age, i.e. before they enter primary school.

Given these facts of child development, we now know that the role of adults, whether they are parents, grandparents, and caregivers in home environments or adults in formal and semi-formal settings, is very important. Their role is about providing the right type of learning environment where children can handle and manipulate objects with their sensory perceptions, form basic concepts, develop creativity, self-esteem, self-confidence, and become socially and emotionally well-adjusted individuals.

Grouping of Developmental Activities

The final outcome of developmental activities is the development of various Life Skills in the child. This forms the basis of development of an emotionally and socially well adjusted personality, who has respect for nature and its sustainable use, for the rights and aspirations of fellow beings, respect for appropriate cultural norms and values, scholastic productive achievements and is able to function as a member of his/her community throughout later life. The various activities that lead to this final outcome up to the time the child is around six years of age have been grouped under five major areas.

- Activities that help the child to develop his/her senses and take care of him/herself.
- Activities that help the child to protect and take care of his/her environment.
- Activities that help the child in his/her understanding of people around and his/her relationship with them.
- Activities that improve the child's spoken language and readiness for reading, writing and comprehension.
- Activities that help the child with number concepts and basic mathematical skills.

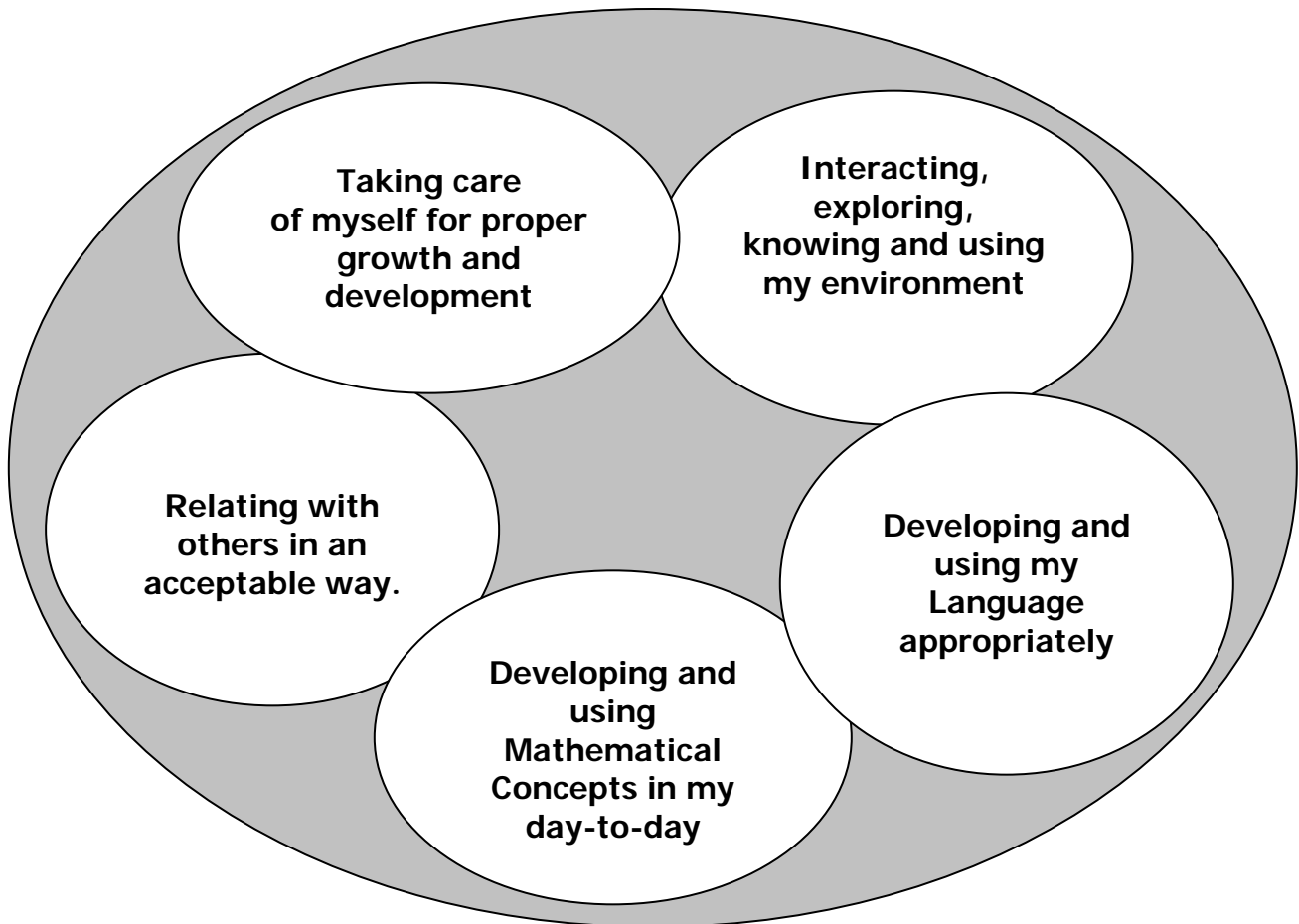


Figure 1. Development of Life Skills

Figure 1 shows the grouping of the Learning Areas. This grouping has been done to facilitate the understanding of various activities the child needs to do during this period and does not represent any strict compartmentalization of activities but rather how they facilitate each other. They are interrelated in nature. The activities in one group influence the outcome of activities in another group and sometimes form the basis for progression of skills in the other group.

Emphasis on the development of Life Skills as the final outcome and the presentation of development activities in this form represents a radical shift from the way the traditional 'Curriculum' is presented and understood. These groups of activities do not represent any subject to be taught in any type of childcare centre be it in the home, formal, non-formal or semi-formal settings. The mode of teaching of subjects as used in regular classroom situations is strongly discouraged for children under six years of age.

The activities are for the child's orientation. The role of the adult is only to facilitate and create a conducive learning environment for the child.

Integrated Approach and Partnership

Early Childhood Development is not just about learning or preparing for formal school. As stated earlier, the interventions must include appropriate physical health and nutrition care, mental health and provision of a stimulating environment for the development of the child. The interventions needed for the development of the child fall under different sectors of service delivery such as health, water, education, agriculture etc. Government, non-government as well as private sectors are all partners in facilitating the various development interventions for the child. It goes without saying that there has to be great synergy between these interventions so that all of the child's development needs are met.

Flexibility to meet diverse needs

Uganda presents diversity in geographical environment, in ethnic groups, language, cultural norms and child rearing practices. Within these different settings, formal and semi-formal models of childcare operate. Most children continue to be only in their home environments till they enter primary school. This calls for flexibility in ECD programmes to meet these varying circumstances. This framework for learning lends itself to be adapted to different models of ECD -the formal, semi-formal as well as the non-formal home-based settings.

Deriving from the above, this learning framework supports the following guiding principles of the ECD programme in Uganda.

- Ø Children's rights are fundamental;
- Ø The preferred approach should be comprehensive, addressing the broad range of children's needs;
- Ø The goal should be to bring about positive, enabling environments for children;
- Ø Programmes should be assets based, building on positive qualities in children and communities; hence the appreciative inquiry approach which uses the existing structures and best practices found in the community.
- Ø There is no one, universally applicable formula of handling young children;
- Ø Flexibility is essential, permitting adaptability to community needs;
- Ø All programmes of whatever type should strive for maximum quality;

- Ø Programmes should be child-centred but address the family as a whole, involving them directly as far as possible;
- Ø Programmes should cater for children with special needs and promote gender equality.

Box 4

Some guidelines for Caregivers

- Provide basic needs of nutrition, adequate clothing, a safe and friendly home environment to your child, regardless of sex or physical status of the child.
- Check regularly the growth and development of children for proper physical, psychosocial and emotional development.
- Help children to take care of their body and keep themselves clean.
- Know each and every child in your care i.e. his/her feelings, desires, likes and dislikes.
- Provide a stimulating, practical and safe learning environment where children are free to interact with one another, with the environment, and with the caregivers to facilitate active and progressive learning for the child.
- Provide love and affection, security and legal protection and ensure development of self-esteem and self-confidence.
- Give special attention to children with special needs.

Relationship among caregivers:

- Share observations on the development of the children under your care with other caregivers.
- Seek to know about the children from other caregivers to help them develop holistically and with confidence.
- Share activities and roles. These may include, making toys, playing with the children, feeding and bathing them etc so as to lighten the load of caring for them.

This document has been organized in two sections: Section One, comprises the Introduction and Section Two presents the content for the Learning Framework.

The introduction focuses on the concept of ECD, describing how children learn, their characteristics, their needs and how to meet these needs. Section Two which spells out the curriculum content, has the following major learning areas: ***Relating with others in an acceptable way; Interacting, exploring, knowing and using my environment; Taking care of myself for proper growth and development; Developing and using***

mathematical concepts in my day-to-day experiences and Developing and using my language appropriately.

The framework is arranged in table form showing possible learning activities against their corresponding competencies, which are intended to bring out learning outcomes.

Section 2

Learning Framework



1.RELATING WITH OTHERS IN ACCEPTABLE WAY

What you need to know about children's relationship with others

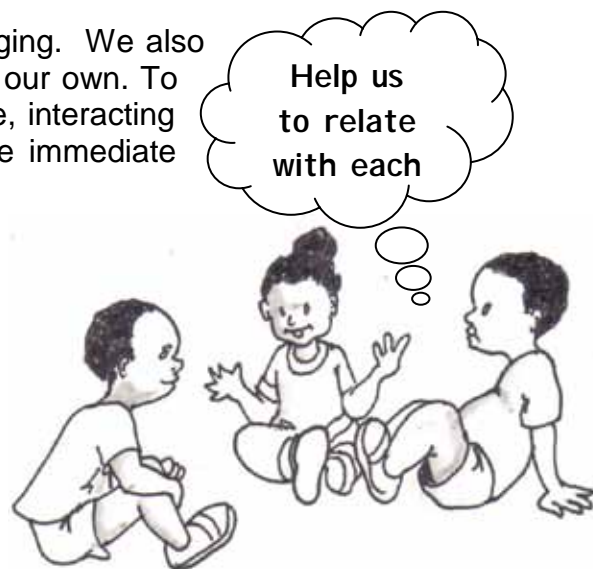
We grow and gradually attain all round development in the relationships with others in our social environment. The learning activities you prepare should facilitate our all round development attitudes, values and competences. They should also reflect the attitudes, values and aspirations of the society around us.

We need to have relationships and feel a sense of belonging. We also need to understand feelings of others by relating them to our own. To enhance this, we need experiences in observing people, interacting with them and discovering relationships in the family, the immediate community and different services in the community.

Help us
to relate
with each

Learning Outcomes

- i. Identifying, taking interest in and observing people around me.
- ii. Identifying people who protect and take care of me and how they do it.
- iii. Sharing with and taking care of other people.



Learning outcome i

Identifying, taking interest in and observing people around me

Age Range	Competences	Suggested Developmental Activities
3 – 4 Years	I can name the people I play and work with e.g. friend, parents, Caregivers.	<ul style="list-style-type: none">• Naming and talking about people I play and work with• Telling stories about people I play with• Singing songs about people I play with• Drawing pictures of the people I play and work with• Playing games• Role-playing• Making models of the people I play and work with• Colouring pictures• Calling people by their names• Painting

		<ul style="list-style-type: none"> Identifying people by their names
	I can show acceptable behaviour to people I play with.	<ul style="list-style-type: none"> Telling news Using appropriate language Extending sympathy e.g. saying sorry to people Responding appropriately according to culture Negotiating for favours e.g. to be given something Accepting to belong to a group, and to be lead through games Taking turns Obeying instructions/commands Telling the truth to people and about people Role-playing acceptable behaviour using appropriate language, practising good toilet habits, obeying and following commands in group, asking for permission, apologising, inquiring about things
	I can describe the people I play and work with.	<ul style="list-style-type: none"> Practising good health habits Working in groups and helping one another Singing songs related to acceptable behaviour Making requests Talking about people I play and work with in relation to age levels e.g. young, elderly, etc. Talking about my friends Mentioning the names of my family members and the activities they perform Matching pictures of people I play and work with to appropriate pictures of clothes
4 – 5 years	I can observe and talk about people at the home and Learning Centre.	<ul style="list-style-type: none"> Imitating body movements of people e.g. walking like an old person Identifying body sizes of people e.g. big, small Telling news about people, events at home and at the Learning Centre
	I can tell the roles of the people at home and at the Learning Centre.	<ul style="list-style-type: none"> Telling news about my friends at home and at the Learning Centre. Talking about roles of people at home and Learning Centre Painting Role-playing different people and their activities at home and at the Learning Centre e.g. cooking, taking care of the infant, cleaning the environment

	I can show acceptable behaviour to people I play with.	<ul style="list-style-type: none"> • Practising good health habits • Working in groups and helping one another • Taking turns • Obeying and following rules of the group of the people I play with • Interacting well with the people I play with • Asking for permission to use other people's things • Telling the truth to people and about people • Making requests through games
		<ul style="list-style-type: none"> • Role playing activities related to acceptable behaviour • Role playing acceptable behaviour using appropriate language to respond appropriately according to culture, making requests, extending sympathy apologising to people, negotiating for favours, inquiring, accepting to belong to a group, taking turns, asking for permission.
5 – 6 Years	I can show acceptable behaviour to people in my immediate environment e.g. parents, guardians, and caregivers.	<ul style="list-style-type: none"> • Role playing acceptable behaviour using appropriate language to make requests, extending sympathy, apologising, responding appropriately when called, inquiring about things, practising good health habits, taking turns, obeying and following rules, asking for permission, and telling the truth. • Playing games that show good behaviour • Playing imaginary situations with others
	I can tell good and bad behaviour	<ul style="list-style-type: none"> • Story telling (stories depicting good and bad behaviour). • Picture talk • Singing • Dramatising good behaviour

Learning Outcome ii

Identifying people who protect and take care of me and how they do it

Age Range	Competences	Suggested Developmental Activities
-----------	-------------	------------------------------------

3 – 4 years	I can talk about people who protect and care for me.	<ul style="list-style-type: none"> • Imitating actions of people who care and protect me. • Role playing, singing, reciting rhymes, telling stories, playing with people who care for me. • Drawing pictures of people who protect and care for me. • Saying names of the people who protect and take care of me. • Talking about pictures of people who protect and care for me, like teachers, parents, doctors, police • Role-playing asking for help freely from people who protect and care for me. • Telling others about people who protect and care for me. • Identifying people who protect and take care of me in the community.
--------------------	--	--

	I can tell the roles of the people at home and Learning Centre e.g. parents, caregivers, relatives.	<ul style="list-style-type: none"> • Listening to stories • Role-playing • Imitating roles of other people • Singing of being friendly to others • Talking about the roles • Drawing • Listening to and telling stories • Telling news
4 - 5 years	I can describe how people protect and take care for me.	<ul style="list-style-type: none"> • Drawing pictures of people who protect and care for me • Telling news, listening to stories and retelling stories • Singing songs related to people who protect and take care for me • Talking about people who protect and care for me e.g. parents, nurses, caregivers and what they do • Role-playing people help others • Imitating people protecting and taking care of me
	I can communicate to people who protect and take care for me.	<ul style="list-style-type: none"> • Role-playing calling for help e.g. making an alarm, yelling, making telephone calls • Singing songs that give messages to people who protect and take care of me. • Reciting rhymes • Drawing • Modeling • Painting • Listening to and retelling stories • Playing games about protecting and taking care of me • Conversation

5 - 6 years	I can explain how people protect and take care of me.	<ul style="list-style-type: none"> • Naming and talking about roles of different people who protect and care for me e.g. Caregivers, Police, Nurses, Local Defence Units (LDUs) • Drawing pictures of people who protect and take care of me • Mentioning things given / provided to me for protection • Talking about pictures I have drawn • Miming how people protect and care for me • Role-playing • Telling stories • Singing • Listening to and re-telling stories • Asking and answering questions about people who protect and take care of me.
	I can describe people of my family	<ul style="list-style-type: none"> • Mentioning their names and their relationship e.g. brother, sister, mother, father, uncle, cousin, grandmother, grandfather.

Learning Outcome iii

Sharing with and taking care of other people

Age Range	Competences	Suggested Developmental Activities
-----------	-------------	------------------------------------

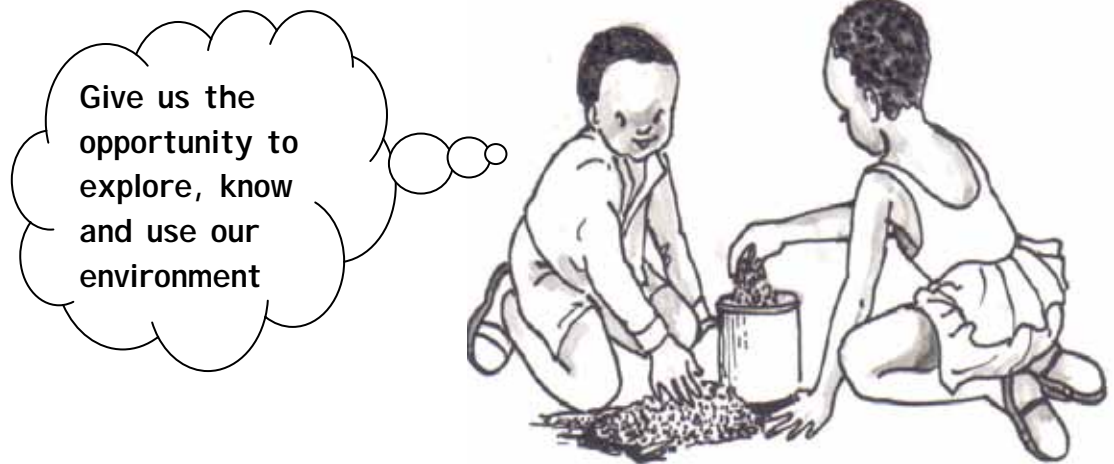
3 – 4 years	I can participate in-group activities.	<ul style="list-style-type: none"> · Making gifts · Singing for others · Playing different games in groups and practicing taking leadership roles · Role playing such as: <ul style="list-style-type: none"> - wedding, cooking, - birth day etc - giving and receiving using appropriate language · Telling news related to sharing e.g. experiences, gifts, and different occasions · Collecting and sharing materials in-group activities · Singing action songs · Telling and listening to stories about other people related to sharing.
4 – 5 years	I can show sympathy and empathy for others.	<ul style="list-style-type: none"> · Volunteering e.g. helping those in need (reporting the sick, comforting a baby etc) · Role-playing showing feeling of others, comforting others in need, bringing lost and found property, giving first aid, talking to a friend in need, donating, giving, lending, helping in house chores · Telling stories depicting sympathy and empathy. · Singing songs related to sympathy.
5 – 6 years	I can actively participate in group activities	<ul style="list-style-type: none"> · Role-playing e.g. joining others in different situations like sadness, happiness, etc. · Reading picture stories · Working on projects e.g. <ul style="list-style-type: none"> - rabbit keeping, - poultry, - watering plants · Singing together · Telling and listening to stories · Playing group games · Waiting for my turn

	<p>I can participate in caring for people in my community</p>	<ul style="list-style-type: none"> • Assuming roles in game situations • Sharing with others willingly • Naming different age levels of people in our environment such as babies, children, adult, and elderly • Singing songs to entertain babies and grand parents • Accompanying the elderly to various places • Cleaning the place around me. • Fetching water for the old. • Playing with babies • Role-playing caring for people • Talking about ways of caring for people in the community • Visiting the elderly with the caregiver • Making toys and playing with toys and with the younger children.
--	---	--

2. INTERACTING WITH, EXPLORING, KNOWING AND USING MY ENVIRONMENT

What you need to know about the way we interact with and know our environment?

Children are curious by nature. They are always eager to know more about their environment. Children are also creative. They learn to appreciate and use their environment and naturally adapt themselves to it through observing, exploring and experimenting.



Proper outcomes will be achieved through play and various activities using our bodies and mind as we interact with our immediate environment. As we learn to appreciate and value the beauty of the environment, we will be helped to develop competences for caring and preserving it. In the same way we will be helped to develop the ability to take precaution against dangerous situations in their environment.

Learning Outcomes

- i. Exploring and knowing my immediate environment**
- ii. Knowing and appreciating important places in my environment.**
- iii. Knowing how to keep and take care of my environment**
- iv. Identifying dangers in my environment and taking precautions.**
- v. Experimenting and understanding the concept of movement (FORCE)**
- vi. Creating things, appreciating and expressing myself through art.**

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can identify and talk about my home	<ul style="list-style-type: none"> • Naming rooms in the house e.g. kitchen, bedroom, sitting room. • Naming and counting number of houses at home • Drawing, colouring, modeling and painting pictures of houses, and objects in each room • Associating rooms with their uses • Comparing our house with other houses e.g. size, colour, shape • Playing construction games with blocks, bottle tops, sticks and other available materials • Tracing and completing pictures of different types of houses.
	I can classify people, animals, insects and other objects I see at home.	<ul style="list-style-type: none"> • Naming people, animals, plants, insects and other objects seen at home • Grouping according to kind – four legged, two legged, many legged, crawling etc. • Talking about how they grow i.e. climbing, creeping, upright, big and small • Playing games showing sequences of growth of some of the above e.g. on funnel, boards, woods, strings, clay • Matching and identifying animals with their sounds, their babies and homes
4 – 5 years	I can identify people, animals, plants and other things at the Learning Centre.	<ul style="list-style-type: none"> • Naming people, animals and plants in the Learning Centre • Classifying animals according to types e.g. wild, and tame, birds, insects • Sorting between living and non-living things e.g. trees, flowers, grass, food crops, medicinal plants and fruits • Talking about their uses to us • Talking about each of the identified items needed for growth • Painting, making mosaic, drawing, cutting and pasting pictures of animals, plants, insects, birds and others • Describing and participating in caring for small animals, flowers, grass and trees • Going out for nature walks and discovering animal homes e.g. under stones, on trees and walls • Playing games like jig-saw, lotto, domino about animals and other objects at the Learning Centre

		<ul style="list-style-type: none"> • Tearing
5 – 6 years	I can care and value my environment.	<ul style="list-style-type: none"> • The children practice sweeping, mopping and cleaning home and the Centre • Practising cleanliness in the environment e.g. throwing waste in dust bins and sorting waste • Modelling • Talking about ways of how to avoid danger • Caring for the people, animals, bird, insects and other things • Imitating e.g. animal/birds feeding and caring for their young ones, animal movement e.g. a child moving on fours • Planting, watering plants, caring for seedlings and plants • Observing and respecting pictorial environmental messages/signs in the environment e.g. keep off grass • Telling news about the things in the environment e.g. what they see on their way to school • Drawing and naming objects found in their environment • Singing and reciting simple compositions about the environment
	I can experiment with things in the environment	<ul style="list-style-type: none"> • Naming things in my environment – soil, stones, air and water • Collecting and grouping soils and stones according to types • Outlining the uses of things in the environment e.g. Clay for modelling • Modelling and using soils for painting and making mosaic • Making and flying kites, propellers, and wind vane • Naming things that fly in the air, e.g birds, aeroplanes, butterflies, mosquitoes, kites, grasshoppers • Talking about uses of wind and water • Playing with water and other objects to see floating and sinking; pouring and making bubbles • Talking about things that live in water, e.g. fish, frogs, plants and warms • Describing how rain water can be collected • Talking about what happens on wet and dry days

Learning outcome ii

Knowing and appreciating important places in my environment

Age Range	Competences	Suggested Developmental Activities
3 - 4 years	I can talk about the important places found in my	<ul style="list-style-type: none"> • Talking about different places in my environment e.g. (church, mosque, market, hospital, school, police station) • Drawing, painting, pasting and colouring different

	environment.	important places. <ul style="list-style-type: none"> • Singing songs reciting rhymes about plants in the environment.
		<ul style="list-style-type: none"> • Talking about different important places and other things found in the environment • Role-playing • Matching pictures of places and their related people/actions e.g. building up self-collective jib-saws
4 – 5 years	I can report about important places in the environment.	<ul style="list-style-type: none"> • Visiting these places in the environment • Drawing, tracing, completing and colouring the pictures • Singing religious and cultural songs • Telling stories about the things and places in the environment. • Reciting rhymes about these places • Asking questions dealing with – what, why, how and when about places visited • Role-playing doctor, nurse, shopkeeper, priest, teacher, Local Leaders • Naming the people who are found in the important places • Matching places with the people who work there
5 – 6 years	I can make use of the important places and things responsibly.	<ul style="list-style-type: none"> • Talking about the importance of different places e.g. police station for security, hospital/clinic for health, school for learning, church for spiritual guidance • Naming people who are found in the important places mentioned and the work they do, e.g. teacher teaches children at school • Role-playing activities done at the different places mentioned above • Carrying out educational visits to the mentioned places • Telling stories and news

Learning outcome iii

Knowing how to keep and take care of my environment

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can identify ways of cleaning my home	<ul style="list-style-type: none"> • Talking about areas, which make the home clean e.g. dustbin, latrine/toilet • Naming the things used to keep our homes clean e.g. brooms, slashers, hoes, etc

	environment.	<ul style="list-style-type: none"> • Talking about how to keep the home clean e.g. arranging and storing items properly, by sweeping, dusting and mopping • Talking about putting wastes in the right place (sorting waste) • Practicing cleaning, sweeping the house, compound etc. • Singing songs, reciting rhymes and games aiming at promoting clean environment. • Talking about hygienic practices e.g. covering food from flies and dirt, washing of hands before and after meals and after the use of the toilet. • Drawing • Comparing the dirty and clean items.
4 – 5 years	I can keep my environment clean.	<ul style="list-style-type: none"> • Participating in cleaning home and the Learning Centre e.g. sweeping, picking waste, dusting and mopping • Telling news and stories related to clean environment • Interpreting pictures and signs • Drawing and colouring pictures • Planting and caring for plants and flowers • Singing songs and reciting rhymes and poems related to cleanliness • Putting things in order e.g. tidying shop area, nature area and home area.
5 – 6 years	I can communicate to people about a clean environment.	<ul style="list-style-type: none"> • Identifying different people I live with at home, at the Learning Centre and in the environment. • Singing songs and reciting rhymes, poems for people as regards a clean environment. • Making cleaning materials. • Drawing, colouring and modelling cleaning things. • Playing games like snakes and ladders, treasure hunt, blind man's buff etc. • Tidying up the environment after use

Learning outcome iv

Identifying dangers in my environment and taking precaution

Age range	Competences	Suggested Developmental Activities
-----------	-------------	------------------------------------

3 – 4 years	I can recognise dangerous things and situations in my environment.	<ul style="list-style-type: none"> • Naming dangerous things like fire, broken glasses, thorns and bones, etc • Talking about dangers of the above • Drawing, colouring and modelling dangerous things in the environment • Mentioning ways of keeping away from dangerous things • Role playing/not playing near fire, not to play in a bushy area • Singing
--------------------	--	---

	I can tell dangerous things and their effects in my environment.	<ul style="list-style-type: none"> • Discussing places where dangerous things are found • Mentioning the harm caused by dangerous things in the environment • Drawing pictures of dangerous things in the environment. • Role-playing the effects of dangerous things in the environment • Telling stories of dangerous things in the environment. • Taking care about dangerous insects like wasps, bees, scorpions, spiders and flies.
4 – 5 years	I can protect others against dangerous things in the environment.	<ul style="list-style-type: none"> • Protecting others (younger ones) from moving near dangerous things e.g. fire • Telling others about dangerous things • Role-playing situations related to dangerous things • Singing and reciting rhymes of how to protect oneself from dangerous things in the environment • Watching plays, films about protection • Telling news and stories.
5 – 6 years	I can keep my environment clean from dangerous things.	<ul style="list-style-type: none"> • Role-playing sweeping, mopping, smearing houses with cow-dung • Digging around the home • Digging in flower gardens • Proper disposal of waste • Keeping order in a home.
	I can guard against dangerous things in my environment.	<ul style="list-style-type: none"> • Role-playing how to protect myself against dangerous things in the environment. • Telling stories. • Reciting rhymes / riddles and singing. • Reporting about dangerous things. • Telling news.

	I can describe ways of guarding against dangerous things.	<ul style="list-style-type: none"> · Telling stories about ways of guarding against dangerous things · Singing songs and reciting rhymes and poems about dangerous things · Role playing, watching film shows, drawing pictures depicting guarding against dangerous things.
--	---	---

Learning outcome v

Experimenting and understanding the concept of movement in the environment (FORCE)

Age range	Competences	Suggested Developmental Activities
-----------	-------------	------------------------------------

3 – 4 years	I can describe the movement of things in the environment.	<ul style="list-style-type: none"> · Talking about movement of living and non-living (man-made) things, inertia/kinetic energy · Experimenting with rolling things on tilted boards of different lengths and heights · Interpreting story sequences or movement · Talking about fast and slow movements · Imitating animal / object movements · Talking about why animals / objects move · Matching footmarks with their owners
4 – 5 years	I can relate the use of wheels to movement.	<ul style="list-style-type: none"> · Observing and naming types of wheels around · Comparing sizes, colour, number and kinds of wheels · Talking about their uses · Colouring, painting, making collage to make wheels · Making, cutting, sticking and printing wheels · Construction using wheels / round objects · Playing games involving movement · Reciting rhymes and singing songs
5 – 6 years	I can compare and contrast different kinds of transport in my environment	<ul style="list-style-type: none"> · Observing and talking about different ways of transport e.g. road transport using own experiences · Identifying common means in and around the environment · Drawing, colouring modeling everyday things
		<ul style="list-style-type: none"> · Singing songs and reciting rhymes related to transport/movement · Talking about crossing the road, zebra crossings and people who help us · Talking about different kinds of roads

Learning outcome vi

Creating, appreciating and expressing myself through art work.

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can manipulate, transform and combine materials to make things	<ul style="list-style-type: none"> · Making collage from things found in the environment e.g. grasses, leaves, seeds, small twigs etc. · Making collage to form shapes e.g. of insects, birds, animals. · Rubbing on different textures to form patterns.

		<ul style="list-style-type: none"> Decorating window hangings using flower petals, grasses or fresh leaves, waxed paper. Making mobiles Creating things from free activities using real objects (e.g. banana fibres, balls, blocks, card boards, strings, scissors, glue, stones, flowers, soil etc). Making a exploded shapes
4 – 5 years	I can tell what I have drawn	<ul style="list-style-type: none"> Drawing according to themes e.g. <ul style="list-style-type: none"> what flies in the air myself, mom, dad, sister/brother animals that I know painting with my fingers e.g. planting lines, dots and other shapes
	I can model things	<ul style="list-style-type: none"> Modelling with clay Modelling with paper mache Making collage Making patterns using rubbings from trees and other things (texture rubbing) Making window hangings Making mobiles Folding patterns and string pulling Taking a line for a walk – doodling Paper modelling using paper mache Modelling with clay Making jewels Making wall friezes
	I can make pictures	<ul style="list-style-type: none"> Painting with big brushes and nature colours Painting with fingers and nature colours Drawing guided by themes Drawing from observation Free drawing and painting
	I can make patterns and prints	<ul style="list-style-type: none"> Making exploded patterns Folding patterns and string pulls Taking a line for a walk – doodling Texture rubbings Making egg shell mosaics
5 – 6 years	I can make patterns	<ul style="list-style-type: none"> Painting with brushes Finger printing Printing with cardboards Making exploded shapes Folding paper to make shapes

		<ul style="list-style-type: none"> • Folding patterns and string pulls
		<ul style="list-style-type: none"> • Taking a line for a walk – doodling • Texture rubbing • Egg shell mosaics • Lettering – making letters • Making monograms
	I can construct things	<ul style="list-style-type: none"> • Making spiral mobiles • Weaving paper
	I can model things	<ul style="list-style-type: none"> • Modeling with clay (simple animals, pinched or thumb pots) • Modeling with peppier Mache – making puppet heads • Making jewels • Modeling with plaster of Paris
	I can draw pictures	<ul style="list-style-type: none"> • Drawing from observation • Drawing and painting freely according to themes <ul style="list-style-type: none"> - playing in the garden - our cat - my family - my home - at the bus stop/beach - the market • Making collage
	I can paste things	<ul style="list-style-type: none"> • Cutting and pasting paper • Cutting banana fibres to make ... • Making mobiles
	I can take photographs	<ul style="list-style-type: none"> • Taking pretended photos • Taking real photographs

3. TAKING CARE OF MYSELF FOR PROPER GROWTH AND DEVELOPMENT

What you need to know about me taking care of myself

I may indicate the desire to do things by myself. This is common to all children. We naturally strive to be independent and do our own things. The learning activities in this as in the other learning areas are developmental and progressive, increasing in complexity, as we also progress.

Learning Outcomes

- i. Caring for my eyes
- ii. Caring for my ears
- iii. Using the sense of touching and feeling to describe things and situations
- iv. Caring for the body
- v. Using the sense of smell and caring for the nose
- vi. Using the sense of taste and caring for the mouth
- vii. Identifying and naming different body parts and their uses
- viii. Having self-concept, confidence and self-esteem
- ix. Using gross and fine muscles (large and small muscles)
- x. Expressing creativity freely and independently
- xi. Keeping healthy and practising good health habits
- xii. Keeping safe and avoiding accidents
- xiii. Knowing and relating with God and His creation

Help me to take care of myself for proper growth and development



Learning outcome i

Caring for my eyes

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can care for and protect my eyes.	<ul style="list-style-type: none"> Practising washing my face and eyes. Talking about the dangers of not caring for the eyes. Practising covering the eye for protection. Thanking God for the gift eyes e.g. through songs, rhymes and prayers.
4 – 5 years	I can care for and protect my eyes.	<ul style="list-style-type: none"> Looking at each other's eyes and describing what they see. Looking at things with shades to protect the eyes from bright light. Naming the different things that harm the eyes. For example, poisonous flowers, sharp things, dust etc

		<ul style="list-style-type: none"> Playing blind folding games. Thanking God for the gift of eyes e.g. through songs, rhymes and prayers.
5 – 6 years	I can care for and protect my eyes.	<ul style="list-style-type: none"> Listening to talks about how to care and protect eyes. Talking about the things that they can do with their eyes e.g. wink, blink, glance, flutter, close, stare, open etc. Practising – washing the eyes. Looking at things with magnifying glasses. Praising (singing and praying) to God for the gift of eyes.

Learning outcome ii

Caring for my ears

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can protect and care for my ears.	<ul style="list-style-type: none"> Practising washing my face and ears. Talking about the dangers of not caring for the ears. Tracing and shading the shape of an ear. Tearing around the shape of a photograph on paper. Thanking God for the gift of ears e.g. through prayers, songs, rhymes.
4 – 5 years	I can protect and care for my ears.	<ul style="list-style-type: none"> Naming the different things that harm the ears. Talking about how to keep ears clean. Thanking God for the gift of ears.
5 – 6 years	I can protect and care for my ears.	<ul style="list-style-type: none"> Talking about how deaf people communicate. Talking about ways of protecting the ears from harm. Playing listening games. Praising and thanking God for the gift of ears.

Learning outcome iii

Using the sense of touching and feeling to describe things and situations.

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can differentiate between temperatures and react verbally in an appropriate	<ul style="list-style-type: none"> Playing with and mixing water of different temperatures (tell cold, warm, hot). Playing games involving recognition of objects in a bag without looking at them. Feeling smoothness and roughness of different objects. Playing games that involve patting and massaging. Communicating to show where I feel pain.

	manner.	<ul style="list-style-type: none"> • Sand play. • Singing songs about the use of hands. • Thanking God for the gift of hands e.g. through prayers, songs and rhymes.
4 – 5 years	I can tell textures, temperatures and forms of objects.	<ul style="list-style-type: none"> • Feeling and talking about forms of objects e.g. circle, star, quadrangle etc. • Feeling and talking about different textures of objects and things e.g. stones, cones, sticks, cloth. • Classifying and naming objects according to texture. • Playing guessing games. • Modelling to represent textures. • Matching objects according to textures. • Thanking God for the gift of hands e.g. through songs, prayers and rhymes.
5 – 6 years	I can differentiate between textures, temperatures and forms of objects.	<ul style="list-style-type: none"> • Sorting objects into different forms e.g. rough and smooth, hard and soft. • Playing guessing games. • Water play. • Sand play. • Sorting according to temperature, texture, and form. • Playing with things of different textures, e.g. soil, flour etc. • Talking about many things that the hands can do. • Singing songs about the uses of hands. • Thanking God for the gift of hands by praying and singing.

Learning outcome iv

Caring for the body

Age Rangr	Competences	Suggested Developmental Activities
3 – 4 years	I can protect and care for my body.	<ul style="list-style-type: none"> • Naming different parts that make my body. • Talking about different things that can harm our bodies. • Picture talk about different dressing. • Talking about the importance of keeping our bodies clean. • Thanking God for making me e.g. through prayers, songs and rhymes. • Practising keeping the body clean.
4 – 5 years	I can protect and care for my body.	<ul style="list-style-type: none"> • Practising feeling different things using different parts of the body. • Talk about different ways of protecting different parts of the body.

		<ul style="list-style-type: none"> • Talking about how to clean my body. • Identifying things used to clean the body. • Thanking God for having made me e.g. through prayers, songs and rhymes. • Practising keeping the body clean.
5 – 6 years	I can protect and care for my body.	<ul style="list-style-type: none"> • Recite rhymes about the importance keeping the body clean. • Talk about dangers of not protecting our bodies. • Role-playing how to clean my body. • Talking about the importance of keeping myself clean. • Thanking God for having made me e.g. through prayers, songs. • Practising keeping the body clean.

Learning outcome v

Using the sense of smell and caring for the nose

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can identify scents of different things.	<ul style="list-style-type: none"> • Smelling different things • Talking about different smells • Talking about the importance of a nose • Playing guessing games • Talking about how to protect our noses from harm • Thanking God for the gift of a nose e.g. through prayers, songs and rhymes.
4 – 5 years	I can identify scents of different things.	<ul style="list-style-type: none"> • Sorting and grouping things according to good and bad smells • Sorting and matching things according to good and bad smells. • Talking about different smells • Singing songs describing smells • Reciting rhymes and poems about smells • Riddles • Talking about how to keep our noses clean. • Talking about how to keep our noses from harm. • Thanking God for the gift of a nose e.g. through prayers, songs and rhymes • Practising keeping the noses clean
5 – 6 years	I can describe bad, good,	<ul style="list-style-type: none"> • Listening to and telling stories about effects of good and bad smells

	and dangerous things according to their smells.	<ul style="list-style-type: none"> • Talking about the uses of a nose • Telling news • Playing guessing games • Singing songs describing smells • Reciting rhymes and poems about smells • Riddles • Talking about how to keep our noses clean • Talking about how to keep our noses from harm • Praising and thanking God for the gift of a nose e.g. through prayers, songs and rhymes.
--	---	--

Learning outcome vi

Using the sense of taste and caring for the mouth

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can tell different tastes of things.	<ul style="list-style-type: none"> • Talking about the use of the tongue • Showing where the tongue is found • Tasting different edible things • Talking about tastes of different things • Naming different tastes • Talking about how to keep the tongue from harm. • Reciting rhymes and poems • Colouring objects according to their tastes • Thanking God for the gift of a tongue e.g. through prayers, songs and rhymes.
	I can protect and care for my mouth.	<ul style="list-style-type: none"> • Talking about foodstuffs that can harm our teeth • Practicing brushing teeth
4 – 5 years	I can differentiate tastes of foodstuffs.	<ul style="list-style-type: none"> • Tasting different foodstuffs • Sorting according to tastes • Naming different tastes • Singing songs about the use of the mouth. • Drawing • Thanking God for the gift of the mouth e.g. through prayers, songs and rhymes

	I can protect and care for my mouth.	<ul style="list-style-type: none"> Reciting rhymes about the importance of brushing teeth. Drawing different foodstuffs that are bad for our teeth. Talking about the importance of keeping the mouth clean. Talking about the dangers of not cleaning the teeth. Thanking God for the gift of mouth e.g. through prayers, songs and rhymes. Practising care for the mouth
5 – 6 years	I can appreciate the different tastes of different foodstuffs.	<ul style="list-style-type: none"> Identify things that make a mouth e.g. lips, teeth, tongue Talking about the importance of a mouth. Sorting and matching according to tastes Comparing different tastes Listening to and telling stories about different tastes. Telling news Reciting rhymes Singing songs about the use of a mouth Drawing Modelling Thanking God for the gift of a mouth e.g. through prayers, songs and rhymes.
	I can protect and care for my mouth.	<ul style="list-style-type: none"> Making local toothbrushes and practicing brushing teeth. Talking about what happens when our teeth go bad Talking about the causes of bad smells of our mouth Telling stories about the losing of teeth

Learning Outcome vii

Identifying and naming different body parts and their uses

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can name my body parts.	<ul style="list-style-type: none"> Identifying and naming different body parts Shading body parts Singing
	I can name activities that my different body parts can perform.	<ul style="list-style-type: none"> Identifying things that can be performed by different body parts e.g. walking, lifting, drawing, etc. Thanking God for what our parts of the body can do e.g. by praying, singing etc.

4 – 5 years	I can confidently name activities that my different body parts can perform.	<ul style="list-style-type: none"> • Talking about things that can be performed by different parts of the body e.g. walking, sitting, writing, seeing, eating, carrying, etc. • Thanking God for what our parts of the body can do e.g. by singing, praying, praising.
	I can name my body parts.	<ul style="list-style-type: none"> • Playing games of touching two body parts e.g. hand to head, foot to bottom, drawing and colouring etc. • Sticking the different parts to make a complete figure. • Modelling human figures. • Singing
5 – 6 years	I can confidently describe activities performed by different body parts.	<ul style="list-style-type: none"> • Associating parts of the body and their different functions e.g. <ul style="list-style-type: none"> - Eyes – seeing, shedding tears - Nose – smelling, ... flu. • Thanking God for what parts of our body can do e.g. by singing, praying etc. • Matching
	I can name my body parts.	<ul style="list-style-type: none"> • Talking about how many different parts of the body they have e.g., two arms, two eyes, one nose, one neck etc. • Talking about the positions of the different parts of their body. • Drawing and filling in the missing parts • Singing • Modelling • Reciting rhymes and poems

Learning outcome viii

Having self-concept, confidence and self esteem

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can tell my name, age and sex.	<ul style="list-style-type: none"> • Telling names that are similar to mine • Singing song about myself • Thanking God for what parts of our body can do e.g. through prayers, songs and rhymes • Grouping according to sex • Telling age • Telling sex

	I can be friendly and make new friends.	<ul style="list-style-type: none"> • Holding hands with friends • Playing with others e.g. my peers. • Role-playing • Sharing with others • Singing • Reciting rhymes • Talking about my friends
4 – 5 years	I can tell my name and my age.	<ul style="list-style-type: none"> • Talking about the importance of a name. • Talking about birthdays. • Thanking God for what parts of our body can do e.g. through prayers, songs and rhymes.
	I can interact with others freely.	<ul style="list-style-type: none"> • Telling news • Playing with others • Sharing with others • Role-playing • Singing • Reciting rhymes • Conversations • Riddles
5 – 6 years	I can tell my name, my age, and my birth day.	<ul style="list-style-type: none"> • Telling the date of my birthday • Talking about differences and similarities in appearance between me and other children e.g. height, colour, etc • Making birthday cards for myself and my friends. • Thanking God for what I am (a boy/girl) e.g. through prayers, songs and rhymes.
	I can express myself.	<ul style="list-style-type: none"> • Reciting rhymes • Expressing feelings on paper through drawing • Naming objects • Telling stories • Talking about my surroundings e.g. home and school • Making simple requests • Talking about home/school friends • Participating in decision-making.
	I can deal with conflicts encountered in play.	<ul style="list-style-type: none"> • Playing group games • Sharing materials in group activities • Participating in-group routines • Singing and dancing together with the winning team.

Learning outcome ix

Using gross and fine motor (large and small) muscles

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can use my body parts to carry out various activities.	<ul style="list-style-type: none"> • Climbing on the frames • Scribbling with a thick pencil, chalk or crayons. • Modeling with clay, mud or plasticine. • Feeding using a spoon or fork. • Fitting simple jig-saws • Sorting objects (seed into colour, shape). • Walking backwards. • Playing snake – wriggle along the floor. • Threading through large holes. • Jumping to music • Running around the room. • Using the swing and seesaw. • Swinging on Merry-go-round.
4 – 5 years	I can use my body parts to perform activities confidently.	<ul style="list-style-type: none"> • Climbing the frames and stairs • Threading beads with big holes • Drawing with large pencils • Standing on one leg at a time • Playing birds flying • Tearing pieces of paper • Making balls • Walking along a rope on the ground • Walking backwards
5 – 6 years	I can perform and respond to various situations with my body.	<ul style="list-style-type: none"> • Threading beads with small holes. • Tearing pieces of paper. • Twisting materials to make ropes and balls. • Walking on a log/plunk. • Modelling with clay • Playing airplanes over the chair (stretch out arms and legs). • Jumping some stretches and heights (long and high). • Walking backwards • Running and skipping • Throwing and catching a ball • Kicking a ball • Drawing things • Dodging • Targeting

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can appreciate and take care of materials made by God, people and myself.	<ul style="list-style-type: none"> • Drawing • Modelling • Painting • Role-playing • Observing things around me • Imitating • Singing songs about what I see and do • Constructive play • Dancing and moving to rhythm • Participating in tidy-up activities
4 – 5 years	I can use my body to express original ideas.	<ul style="list-style-type: none"> • Telling stories • Dancing to the music and making different rhymes • Singing • Miming (using gestures / non-verbal communication) • Role-playing • Reciting rhymes • Praising God for the skills he gave me e.g. through prayers, songs and rhymes • Dramatisation
5 – 6 years	I can use available materials within the environment to make something original.	<ul style="list-style-type: none"> • Making masks • Drawing • Modeling with clay/mud and peppier – mashie • Playing construction games • Playing with materials within the environment • Shredding paper, banana-fibres etc into small strips • Painting • Involving in fantasy play • Telling news • Praising God through singing, praying and dramatising for the skills that God gave me • Weaving e.g. mats.

Learning outcome xi

Keeping healthy and practising good health habits

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can practise good eating habits.	<ul style="list-style-type: none"> • Practising using hands while eating • Practising washing hands and plates • Washing hands before and after a meal • Role-playing good health habits • Reciting rhymes related to good eating habits • Listening to and telling stories about good eating habits

		<ul style="list-style-type: none"> Explaining the importance of drinking only safe water and eating fresh food Singing songs about good eating habits
4 – 5 years	I can identify food that is good for my health.	<ul style="list-style-type: none"> Eating good food Identifying different foods Colouring, shading and naming different foodstuff Helping in preparing food Identifying sources of food e.g. garden, markets, shops Listening to and telling stories about good food Reciting rhymes related to good food Advising my parents on good feeding Looking at and talking about food pictures and real food Role-playing in preparing food. Thanking God through songs, prayers for the different good food and knowledge of health habits
	I can appreciate good feeding.	<ul style="list-style-type: none"> Visiting water and food sources. Naming the food eaten by people in our homes Singing songs encouraging good feeding. Describing pictures showing people eating. Talking about different foods for people and animals. Dramatising the way people eat and drink. Drawing, sorting and colouring different types of food Thanking God through songs, prayers, dancing.
	I can practise personal hygiene.	<ul style="list-style-type: none"> Listening to and telling stories about personal hygiene. Describing steps taken to ensure personal hygiene. Picture talks about good hygiene. Demonstrating precaution against spread of communicable diseases e.g. cough Reciting rhymes Dramatising situations of good hygiene. Practising personal hygiene.

5 – 6 years	I can keep myself clean.	<ul style="list-style-type: none"> • Washing different items e.g. under wear, dress/shirt and feet • Practising cleaning different parts of my body e.g. eyes, ears, mouth. • Combing my hair. • Brushing my teeth. • Practising good toilet habits • Thanking God about the knowledge of keeping our bodies clean e.g. through prayers, songs and poems.
	I can tell the importance of a balanced diet.	<ul style="list-style-type: none"> • Explaining what a balanced diet is • Naming different foods in the environment • Talking about the importance of eating different foods • Drawing different types of foods • Modelling different types of foods • Telling stories about good eating habits • Singing songs, reciting poems and rhymes related to good feeding • Praising God for the good food and the appetite we have through praying • Talking about foods that make up a balanced diet.
	I can say 'no' and guard against abuse.	<ul style="list-style-type: none"> • Explaining the right of girls and boys to say no to sexual abuse and describing ways in which to do • Talking about the different kinds of abuse • Singing songs • Dramatising how to protect myself against abuse • Thanking God for the gift of skills of protecting ourselves from abuse e.g. through prayers and songs.

Learning outcome xii

Keeping safe and avoiding Accidents

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can tell dangerous situations.	<ul style="list-style-type: none"> • Talking about different dangerous situations. • Drawings to express dangerous situations. • Listening to stories about dangerous situations. • Role-playing. • Talking about pictures showing dangerous situations.
4 – 5 years	I can describe dangerous situations.	<ul style="list-style-type: none"> • Story telling about dangerous situations. • Telling news about dangerous situations. • Role-playing about dangerous situations. • Singing about protection from dangers.

		<ul style="list-style-type: none"> • Drawing pictures about dangerous situations. • Practicing safety rules.
5 – 6 years	I can respond to safety rules.	<ul style="list-style-type: none"> • Dramatising and practising road safety rules • Story telling. • Telling news. • Singing. • Riddles. • Talking about safety rules.
	I am sensitive to dangerous things e.g. snake bites, poison, sharp objects & road accidents.	<ul style="list-style-type: none"> • Talking about first aid and what should be done to common accidents. • Singing songs about dangerous things. • Dramatising • Role-playing. • Drawing dangerous things.

Learning outcome xiii

Knowing and relating with God and His creation

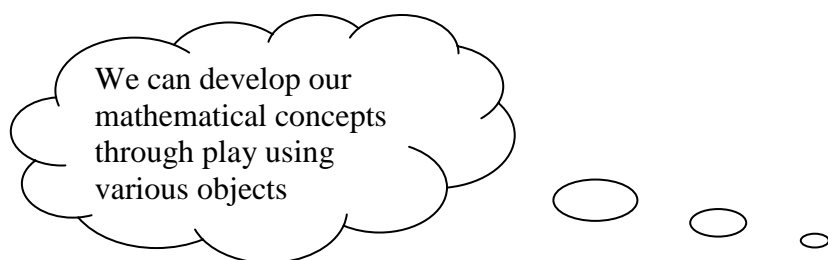
Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can identify and observe God's creation.	<ul style="list-style-type: none"> • Listening to stories about God and God's creation. • Talking about God and His creation. • Imitating acts of animals. • Shading pictures of God's creation. • Naming things made by God and thing made by people. • Singing songs about God's creation • Reciting rhymes about God's creation
4 – 5 years	I can appreciate God's love and care for his creation.	<ul style="list-style-type: none"> • Singing of God's love for me. • Reciting rhymes about God's love to all His creation. • Modeling figures of people and things around. • Thanking God for gifts e.g. body parts.

5 – 6 years	I can show love and care for God's creation.	<ul style="list-style-type: none"> · Playing with pets. · Playing with younger children. · Miming care for the sick. · Miming care for domestic animals. · Practising cleaning younger children. · Practising sharing with others.
	I can participate in religious practices.	<ul style="list-style-type: none"> · Listening and re-telling stories. · Listening to religious instruction and teaching. · Leading prayers. · Participating in praying and praising God. · Composing and saying a prayer. · Dramatising religious events. · Reciting religious texts · Naming places of worship.

4. DEVELOPING AND USING MATHEMATICAL CONCEPTS IN MY DAY-TO-DAY EXPERIENCES

What you need to know how we develop Mathematical Concepts

Mathematics is one of the day-to-day real life experiences that enable us to solve our problems, our need and live in harmony. We young children need to repeatedly experience practical mathematical activities before we are able to understand abstract mathematical concepts. The suggested Developmental Activities are not exhaustive. The parents and caregivers can think of more activities to give to us to facilitate the development of Mathematical Concepts.





Learning Outcomes

- i. Surveying, knowing and distinguishing the attributes of objects.
- ii. Comparing things according to different attributes
- iii. Recognising, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence
- iv. Using appropriate measuring units, instruments and formulas in a variety of contexts
- v. Understanding and using the concept of time
- vi. Understanding the concept of space
- vii. Recognising, describing and using money
- viii. Recognising and creating number patterns
- ix. Representing and interpreting information in pictorial form

Learning outcome i

Surveying, knowing and distinguishing the attributes of objects

Age Range	Competences	Suggested Developmental Activities
-----------	-------------	------------------------------------

3 – 4 years	I can classify and order things	<ul style="list-style-type: none"> • Matching similar shapes • Fitting the jig-saws, cut out shapes • Sorting objects according to (size, shapes, texture and colour) • Naming shapes and objects • Comparing groups of objects • Drawing and modelling different shapes like; circle, square, triangle, rectangle • Playing games and singing songs about classification • Tracing different shapes e.g. square, circle, rectangle, and triangle • Arranging objects in ascending or descending order. • Pasting cut out shapes • Colouring things according to size • Cutting and folding shapes • Arranging things according to quantity • Building three-dimensional objects • Using concrete materials e.g. building blocks to make different shapes. • Describing, sorting and comparing three-dimensional objects according to: <ul style="list-style-type: none"> - Size; - Objects that roll; - Objects that slide. • Sorting objects according to size, shape and colour
4 – 5 years	I can identify relationship, and differences between different objects and shapes.	<ul style="list-style-type: none"> • Pairing of things • Naming objects of different shapes • Placing and replacing objects in different positions • Matching objects according to similarities and differences • Fitting jig-saws • Matching to find out similarities and differences • Drawing and modeling shapes and objects • Constructing things from different shapes • Sorting objects according to shapes, sizes and types • Cutting and pasting to form shapes • Playing number games • Playing with water, sand, and soil • Tracing and colouring shapes • Colouring the given pictures in relation to give objects. • Recognising symmetry of self and own environment with a focus on front and back of the object.

		<ul style="list-style-type: none"> • Recognising, identifying and naming three-dimensional objects in the classroom and in pictures, including boxes (prisms), balls (spheres) • Completing the missing parts of a picture • Finding the path to match similar pictures / shapes • Reciting rhymes about relationships between objects in the environment • Talking about shapes in the environment • Talking about differences and similarities in quantities e.g. one glass of water and one glass of soda • Modeling shapes • Constructing objects from different shapes • Constructing and colouring • Distinguishing between some and all • Describing more than one attributes of things at a time (e.g. the box is red and made out wood) • Describing what characteristics something does not belong to • Describing what characteristics something does not have • Using and describing objects in several different ways
5 – 6 years	I can classify things.	<ul style="list-style-type: none"> • Pairing and matching things • Sorting and matching sets • Distinguishing between sets, some and all • Naming objects according to shape and use • Separating sets of things • Forming sets of things • Comparing objects of different sets • Matching sets • Playing number games e.g. Dominoes <ul style="list-style-type: none"> - Jig-saws; - Lotto. • Following directions (alone and/or as a member of the group or team) to move or place self within classroom e.g. at the front or at the back. • Describing one three-dimensional object in relation to another e.g. in front or behind. • Drawing pictures and colouring • Singing number songs • Reciting rhymes • Constructing shapes • Filling in missing parts

Learning outcome ii**Comparing things according to different attributes**

3 – 4 years	I can show relations among things in serial order	<ul style="list-style-type: none"> Comparing things according to: <ul style="list-style-type: none"> sizes (big – small) qualities (heavy – light) quantities (more – less) Enumerating things (counting) objects Counting by role 1 – 10
4 – 5 years	I can show relations among things in serial order	<ul style="list-style-type: none"> Comparing which one is: <ul style="list-style-type: none"> bigger / smaller heavier / lighter rougher / smoother louder / softer harder / softer longer / shorter taller / shorter wider / narrower Arranging several things in order along some dimension and describing relationships e.g. <ul style="list-style-type: none"> the longest one the shortest one
5 – 6 years	I can show relations among things in a serial order	<ul style="list-style-type: none"> comparing and sorting objects into two groups based on a particular criterion: <ul style="list-style-type: none"> big / little tall / short hard / soft Arranging things in order along some dimensions and describing the relationship <ul style="list-style-type: none"> the longest one the shortest one Arranging things into three groups along some dimension and describing the relations; <ul style="list-style-type: none"> big, bigger, biggest long, longer, longest, etc.

Learning outcome iii**Recognising, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence.**

Age Range	Competences	Suggested Developmental Activities
-----------	-------------	------------------------------------

3 – 4 years	I can show one to one correspondence	<ul style="list-style-type: none"> • Playing number games i.e. dominoes, lotto. • Colouring various objects. • Identifying objects. • Matching objects to objects. • Singing number songs about objects
--------------------	--------------------------------------	--

		<ul style="list-style-type: none"> Reciting rhymes about objects and numbers i.e. shake the mango tree Reciting number names up to 10 Comparing things using many, enough, not enough, too much, a little, a lot, more, large, small, greater than, less than, the same as, equal Touching, holding or pointing to different parts of my body and name, mention the number e.g. two fingers, two eyes, one head Matching objects in one to one correspondence e.g. one shoe to one foot, one hat to one head Drawing objects relating one to one correspondence.
	I can enumerate objects	<ul style="list-style-type: none"> Counting objects 1 – 5 Counting by rot 1 – 10
	I can increase and reduce quantities	<ul style="list-style-type: none"> Rhymes on adding and taking away (of numbers 1 – 5). Separating objects from a group (sorting) Assembling objects to increase their number and removing some to reduce the number Playing games using abacus Singing songs about increasing and reducing of four crows standing on the wall.
4 – 5 years	I can count things and numbers 1 - 20	<ul style="list-style-type: none"> Counting numbers 1 – 20. Showing how things are the same or different. Identifying relationships among objects e.g. ball with feet, cow with animals (one to one correspondence). Arranging objects according to the numbers. Playing number games. Matching pictures to number symbols. Reciting rhymes about numbers 1-5. Counting, reading and writing numbers 1-5. Matching sets of things I know e.g. <ul style="list-style-type: none"> a set of adult animals to a set of baby animals; a set of umbrellas to a set of children; a set of handbags to a set of women. Drawing. Tracing numbers Saying and using numbers Singing number songs Talking about differences ,similarities and quantities e.g. one glass of water and one glass of soda

4 – 5 years	I can tell similarities and differences among things and numbers	<ul style="list-style-type: none"> Comparing number and amounts: <ul style="list-style-type: none"> more / less / some amount more / fewer / same number Comparing the number of items in two sets by matching them up in one to one correspondence (e.g. there are as many sweets as there are children) Enumerating (counting) objects Counting by rote 1 – 10
	I can tell more, equal and less quantities.	<ul style="list-style-type: none"> Comparing number and amount e.g. (more / less, same amount, more / fewer, same number) <ul style="list-style-type: none"> more / less, Making sets Adding groups of sets Taking away objects from a set. Singing addition subtraction songs Reciting rhymes Playing with water, sand, soil.
5 – 6 years	I can recognise numerals 1 – 20.	<ul style="list-style-type: none"> Rote counting up to 20 Counting objects 1 – 20 (one-to-one correspondence) Reading and writing numbers symbols 1 – 20. Reciting number rhymes. Playing number games. Matching number symbols to objects. Counting forwards and backwards (1 - 10) and (10 -1) Singing number songs. Ordering and comparing collections of objects using the words.
	I can add things up to 10	<ul style="list-style-type: none"> Combining things to form sets Adding things up to ten
	I can perform activities involving take away	<ul style="list-style-type: none"> Counting forward and backward Giving numbers coming before and after Finding missing numbers Singing or reciting rhymes involving take away e.g. <ul style="list-style-type: none"> ten green bottles ten crows sitting on the wall Finding the differences after take away.
	I can count and add take away things up to 20.	<p>Counting Adding Taking away</p> <p>Hint. If the child is able to add or subtract up to 20 provide for, if not do not push</p>

Learning outcome iv**Using appropriate measuring units, instruments and formulas in a variety of contexts**

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can tell the difference between objects.	<ul style="list-style-type: none"> • Naming different objects • Arranging objects according to size • Comparing objects according to sizes • Sorting objects according to sizes
4 – 5 years	I can identify the differences in space and quantities.	<ul style="list-style-type: none"> • Fitting things in the available space e.g. containers in others, tins, jars etc. • Describing different sizes and lengths • Fitting shapes in a given space • Filling and emptying
5 – 6 years	I can describe positions, distances and directions.	<ul style="list-style-type: none"> • Responding to instructions • Describing positions using the vocabulary i.e. near, far, in, out. • Playing games showing positions. • Role playing to show positions • Reciting rhymes, poems, stories, singing, play-lates about near and far.
	I can compare and order things.	<ul style="list-style-type: none"> • Working using concrete materials to compare and order objects using appropriate vocabulary to describe: <ul style="list-style-type: none"> - Mass (e.g. light, heavy, heavier); - Capacity (e.g. empty, full, less than, more than); - Length (e.g. longer, shorter, wider, tall, short).

Learning outcome v**Understanding and using the concept of time**

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can follow time intervals	<ul style="list-style-type: none"> • Telling time according to events and situations. • Following daily routine activities • Making movements (slow, quick, run, walk, crawl, etc). • Observing rates of movements • Telling time between activities i.e. when to go to school, bed time etc. • Role-playing the daily routine activities. • Singing songs and rhymes. • Rhythmic clapping and working. • Describing things I do before and after an action (e.g. before I go to bed I pray). • Planning and completing what has been planned • Describing the time of day in terms of day or night • Describing and presenting past events • Talking about future events verbally and making appropriate preparations.

4 – 5 years	I can describe sequence of events.	<ul style="list-style-type: none"> • Telling time according to events/situations e.g. according to shadows. • Talking about what may happen at a particular day / time. • Ordering of things to be done in a day. • Talking about things, which tell time. • Playing action games and reciting rhymes. • Knowing and following a routine. • Presenting the order of events. • Telling different rates of movements. • Reciting rhymes • Singing • Ordering recurring events in own daily life. • Sequencing events within one day (Conversations)
5 – 6 years	I can tell time / days, of the week, months, special days.	<ul style="list-style-type: none"> • Showing time on a clock face • Naming days of the week • Talking about special days • Reciting rhymes on time, days and months. • Role-playing different activities, events and special days • Playing situational games • Using conventional time units when talking about past and future events (morning, yesterday, hour, today) • Comparing time periods (short, long, new, old, young, a little while, along time) • Observing and talking about the clocks • Using Calendars to tell days of the week and months of the year • Talking about time and seasonal changes • Drawing clock faces • Reciting rhymes and poems, stories and play-lets about time.

Learning outcome vi

Understanding the concept of space

Age Range	Competences	Suggested Developmental Activities
3 – 4 Years	Describing spatial relationships using objects people	<ul style="list-style-type: none"> • Locating objects in relation to the self: on/off/in/out ... • Showing the direction of self and objects: up/down; forward/backward • Telling distance between objects: near/far • Observing objects and people from different perspectives. • Fitting things together and taking them apart • Rearranging a set of object in space (folding, twisting, stretching, ticking, tying) and observing spatial transformation.

4 – 5 Years	Describing spatial relationships using objects, people and the environment	<ul style="list-style-type: none"> Experiencing and describing relative distances among things and locations (close, near, far, next to, apart, together) Experiencing and representing one's own body: how it is structured and what various body parts can do. Locating things in the classroom, school and the neighbourhood. Interpreting representations of spatial relations in drawing pictures. Distinguishing and describing shapes Identifying parts of objects.
5 -6 Years	Representing objects in space and interpret interpretations spatial relationship	<ul style="list-style-type: none"> And identifying objects from one of its parts. Identifying and representing the order of objects in space Interpreting representations of spatial relationships in pictures and drawing Distinguishing and describing shapes

Learning outcome vii

Recognising, describing and using money

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can recognise money according to different denominations	<ul style="list-style-type: none"> Making and using imitation money Role playing using toy money e.g. buying and selling in the toyshop Sorting small denominations e.g. shs.50/=, shs.100/=, shs.200/=, 500/= and 1,000/= according to features and sizes Singing songs and recite rhymes about money Playing shopping games Talking about money and its uses.
4 – 5 years	I can identify types of money and their features.	<ul style="list-style-type: none"> Observing and telling types of money (coins and notes). Telling the difference between denominations Playing shopping games Grouping and sorting money according to similarities and differences Tracing and drawing money Texture rubbing coins Modelling money.
5 – 6 years	I can tell the value of money.	<ul style="list-style-type: none"> Using the right vocabulary e.g. give me change. Telling the value of money (knowing the amount of the notes or coins). Relating the amount to the commodities it can buy. Playing games related to buying and selling. Telling how to save money.

		<ul style="list-style-type: none"> Collecting objects for our toyshop. Reciting rhymes and singing songs about money. Listening to and telling stories about money and its importance Rubbing textures of coins Drawing money notes.
--	--	--

Note: Learning Outcomes viii and ix do not apply to the 3 – 4 and 4 – 5 year olds.

Learning Outcome viii

Recognising, and creating number patterns

Age Range	Competences	Suggested Developmental Activities
5 – 6 years	I can make number patterns.	<ul style="list-style-type: none"> Making number patterns using objects and pictures e.g. 2, $2 + 2 = 4$, $2 + 2 + 2 = 6$, $2 + 2 + 2 + 2 = 8$, $2 + 2 + 2 + 2 + 2 = 10$.

Learning Outcome ix

Representing and interpreting information in pictorial form

Age range	Competences	Suggested Developmental Activities
5 – 6 years	I can collect objects according to stated features.	<ul style="list-style-type: none"> Collecting objects in the environment according to stated features e.g. collecting different shapes, leaves and objects Sorting physical objects according to different attributes (property) e.g. shapes, objects, colours.
	I can record my collected data.	<ul style="list-style-type: none"> Drawing pictures and pasting them. Drawing pictures as records of collected objects. Counting objects collected.
	I can tell the difference in things I see.	<ul style="list-style-type: none"> Answering oral questions based on own pictures Answering questions on own-sorted objects e.g. 'Which has the most?'

5. DEVELOPING AND USING MY LANGUAGE APPROPRIATELY

You know that Language is a means of communication and a method of co-operation and it begins at birth. Language may be verbal or non-verbal. By use of language we express our feelings and desires. We also interpret other people's feelings.



Remember that we are born with the ability to acquire language and our language develops further through interaction with the environment. Acquired language skills are used in our everyday experiences and activities to facilitate communication. Whatever the child's socio-economic background, the potential for language learning is there. What we require for language learning is a stimulating and language rich environment where we hear many short stories, songs, poems, rhymes, folk songs, riddles, puzzles and is constantly spoken to and encouraged to speak or listen attentively.

We, therefore, make rapid progress when we learn in our own language; this helps us learn a new language. If we do not learn in our language, we may begin to devalue the language of our community. This could affect our sense of identity since we gain our identity and self-image from the language of our community. It is extremely important, therefore, that you respect and acknowledge the children's mother tongue.

We are now requesting you to give us lots and lots of opportunity to practise the skills of listening, speaking, reading and writing.

Learning Outcomes

- i. **Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.**
- ii. **Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.**
- iii. **Reading to enjoy, acquire knowledge and be able to comprehend.**
- iv. **Writing different kinds of factual and imaginative tasks depicting good letter formation, creativity and handwriting skills.**

Learning outcome i

Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can respond to different sounds.	<ul style="list-style-type: none"> • Imitating sounds and actions on rhythm like clapping or walking. • Dancing and humming on rhythm. • Imitating the sounds of people, animals, insects and birds in the environment. • Listening to and telling stories • Running away from dangerous sounds • Answering simple questions
	I can differentiate between sounds.	<ul style="list-style-type: none"> • Imitating sounds made by animals, birds, insects and people and objects • Repeating sounds in their given order • Naming the source of sound • Singing <p>Reciting rhymes</p>

	I can locate direction of sound.	<ul style="list-style-type: none"> Following the direction of sound. Identifying sounds from different directions. Facing direction where sound is Pointing to, walking to, running to the direction of sound. Telling the direction of the sound Greeting using appropriate language Reciting simple rhymes Following a one-direction instruction like bring me a book and a pen Listening to and repeating words and sentences. Carrying messages and reporting back.
	I can re-tell a three-sentence story.	<ul style="list-style-type: none"> Listening to and re-telling stories Telling news Answering simple questions about the story Dramatising parts of the story Using story sequence pictures
4 – 5 years	I can respond to command and instructions.	<ul style="list-style-type: none"> Following two simple direction instruction commands e.g. go to the house and bring a plate. Following commands including pre-positions like 'Put the cup under the table' Carrying messages and reporting back. Reporting on what has been heard in sequence Listening to and re-telling a little longer stories Dramatising the story Answering questions Listening to news Telling news
	I can describe what I heard.	<ul style="list-style-type: none"> Describing sounds as high, low, or soft in songs, music and rhymes Listening to recorded music.
	I can locate direction of sound.	<ul style="list-style-type: none"> Facing in the direction where the sounds come from Pointing to, walking to, running to direction of sound Running away from dangerous sounds.

	I can identify the source of sound.	<ul style="list-style-type: none"> • Naming the sources of the sounds e.g. animals, birds, insects, people and objects that make sounds • Imitating the sound made by different objects • Imitating movements and making sounds of people, animals, birds, insects and objects • Naming uses of the animals, birds, insects and objects that make sounds e.g. cows, hens etc • Answering questions about sources
	I can re-tell stories.	<ul style="list-style-type: none"> • Listening to and re-telling a little longer stories • Answering questions about the story • Arranging story sequence pictures • Dramatising the story • Drawing, modelling to illustrate the story.
	I can report what I hear.	<ul style="list-style-type: none"> • Listening to news • Dramatising news • Telling news • Carrying messages • Reporting • Drawing news
	I can interpret stories.	<ul style="list-style-type: none"> • Listening to stories and answering questions • Drawing pictures • Matching words/sentences to pictures • Creating own stories • Dramatising parts from the story • Differentiating between high and low pitches • Writing short stories • Re-telling stories
5 – 6 years	I can identify sounds made in the environment.	<ul style="list-style-type: none"> • Naming sources of sounds • Imitating the sounds made in the environment • Showing the direction of sound. • Doing actions of the source of the sound e.g. moo and talking like a cow • Answering questions about sources of sounds <ul style="list-style-type: none"> - What sounds do the following make? i.e. cows, dogs, goats etc. • Matching animals to their sounds.

	I can respond to instructions and commands.	<ul style="list-style-type: none"> Following three direction instructions e.g. go to the house, look under the table and bring the knife Acknowledging commands e.g. here is the knife Carrying messages appropriately Drawing and writing Reporting
	I can differentiate between sounds made.	<ul style="list-style-type: none"> Identifying people by their voices Identifying objects and animals by their sounds Making words with similar sounds at the beginning or ending e.g. cup – cat, come, pen – hen, men Making sounds of the letters of the alphabet Giving meaningful words that rhyme with words sound e.g. SSS for snake. Identifying odd man out in sounds e.g. top, up, cup Matching sounds to pictures and words Role-playing Making sounds of animals.

	I can associate sounds with letters.	<ul style="list-style-type: none"> Blending together individual sounds of letters Match letters that are similar / alike. Select letters odd man out from several identical letters given Matching letters with sounds Read simple common words Reciting rhymes / poems Making words using sounds Using letters and sounds in the local language to write my name Matching pictures with words.
	I can re-tell stories.	<ul style="list-style-type: none"> Listening to stories and: <ul style="list-style-type: none"> - Answering questions about them - Role-playing given stories and situations Telling and re-telling stories Recalling and giving major high lights of simple short stories Reciting, writing and drawing stories Dramatising stories Listening to others Following directions given by others.

Learning outcome ii**Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.**

Age range	Competences	Suggested Developmental Activities
3 – 4 years	I can follow simple instructions and commands.	<ul style="list-style-type: none">• Singing songs and moving according to rhythm• Describing the use of colour labels• Matching colour names with things, which they see• Miming• Making gestures.
4 – 5 years	I can express myself well.	<ul style="list-style-type: none">• Speaking in complete sentences about ideas, experiences or objects, “we go to play” etc.• Singing simple songs about people and things within their environment• Naming parts of the body like fingers, toes, hair etc.• Naming:<ul style="list-style-type: none">- People and things at home like grandmother, grandfather, uncle, aunt, tree, dog, etc.- People and things at the Day Care Centres like Caregivers, friends, helpers etc.• Asking and answering simple questions like “what is your name?”• Playing games• Saying simple proverbs• Repeating simple riddles• Talking with others about personally meaningful experiences.• Describing relation among objects, people events and ideas• Talking with others about needs, interests, ideas and feelings.• Dictating my spoken language to be written by an adult who reads back.• Having fun with language
5 – 6 years	I can use my language confidently.	<ul style="list-style-type: none">• Telling and retelling stories about:<ul style="list-style-type: none">- people at home e.g. mothers, sisters, brothers etc.- food e.g. bananas, milk, bread etc.- birds e.g. hens, ducks, turkeys, guinea fowls etc.- animals e.g. goats, donkeys, cows, cats etc.- my likes and dislikes.- plants e.g. mangoes, paw paws.

		<ul style="list-style-type: none"> - insects e.g. grasshoppers, white insects etc. • Dramatising home/school/community situations e.g. cooking, school learning and wedding. • Saying tongue twisters. • Miming situations. • Role-playing situations. • Using speech in many different ways. • Describing recent events, the past and the future. • Talking about career development. • Following and telling jokes. • Seeking for answers to questions 'Why? How? What?' • Seeking for meaning of new words. • Responding to questions. • Carrying out conversations about objects or events, which are not immediately in front of them (imagination) • Telling differences in colour, size and speed using <i>bigger</i>, <i>faster</i>, etc. • Using acquired vocabulary at play (free activity) • Participating in fantasy and imaginative play for enjoyment • Communicating through spoken language • Describing objects, events and relationships • Expressing feelings in words • Expressing ideas in spoken language then writing down by an adult and read back. • Having fun with language: rhyming, making up stories, saying simple tongue twisters and listening to poems and stories. • Imitating and describing sounds from the environment. • Responding to others by asking questions.
	I can have fun with spoken language	<ul style="list-style-type: none"> • Reciting and acting rhymes • Making up stories • Telling poems • Responding to others by asking questions • Telling stories from picture books • Solving problems or conflicts

Learning outcome iii

Reading to enjoy, acquire knowledge and understanding (Comprehension)

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can recognise similarities	<ul style="list-style-type: none"> • Matching • Sorting

	and differences in objects, pictures and letter shapes.	<ul style="list-style-type: none"> • Grouping • Arranging • Finding odd man out • Fitting jig-saws • Following paths • Arranging pictures in sequence • Drawing pictures • Participating in picture talks
4 – 5 years	I can recognise and interpret pictures and letter shapes.	<ul style="list-style-type: none"> • Identifying and matching pictures • Carrying out Picture talks • Carrying out Picture reading • Using pictures to form stories. • Finding missing parts on pictures • Using Domino games • Sorting and matching letter shapes • Grouping letters and pictures • Completing pictures • Matching short words to pictures. • Arranging stories in sequence • Matching letters and words that are alike • Identifying own name • Identifying letters in own names and familiar words • Finding missing letters in own names
5 – 6 years	I can read simple words and sentences.	<ul style="list-style-type: none"> • Reading words around my environment • Matching words to pictures • Matching word to word • Matching sentences to pictures • Reading simple words • Reading simple rhymes and poems • Reading simple sentences • Reading simple stories • Playing word games • Playing games • Carrying out Word and sentence building activity • Recognizing familiar words such as names of common objects, places and actions • Reading one's own dictated or written story

Learning outcome iv

Writing different kinds of factual and imaginative tasks, depicting appropriate letter-formation, creativity and writing skills.

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can coordinate my eyes and hands effectively.	<ul style="list-style-type: none"> • Making scribbles • Constructing using blocks sticks, sand, mud, etc. • Modelling using clay, blocks etc. • Sorting objects and pictures according to size, colour, shapes, etc. • Buttoning, tying shoe-laces • Threading • Drawing, colouring and painting • Weaving • Cutting, tearing and pasting.
4 – 5 years	I can use my hands and eyes to perform different activities as instructed.	<ul style="list-style-type: none"> • Scribbling (Guided scribbling) • Sorting objects, pictures, shapes, according to colour and size • Drawing different objects • Tearing and twisting paper • Colouring what they draw • Zipping and un-zipping • Tracing over objects and parts of the body i.e. hand, foot etc. • Painting. • Forming letters and numbers with my body. • Writing patterns and letters • Cutting around different shapes.
5 – 6 years	I can write letters and words.	<ul style="list-style-type: none"> • Scribbling (guided) • Drawing and colouring • Copying different shapes, patterns, letters and words • Threading beads • Writing rhythmic letter patterns • Dictating • Tracing shapes • Writing stories about personally meaningful experiences • Expressing my ideas and feelings by dictating or writing original stories, poems, songs and riddles • Using phonics to spell words • Writing simple information such as name, address etc. • Joining dots using lines • Drawing lines: vertically, horizontally and diagonally • Practising writing their names and the name of people close to them • Writing letters and simple words • Expressing ideas and feeling by dictating or writing

		<p>original stories, poems, songs and riddles</p> <ul style="list-style-type: none"> · Including descriptive detail in dictation or writing by describing attributes of objects and relations among objects, people and events · Using phonic for spelling words · Writing simple information such as name, address and other relevant information · Dictating, tracing, copying or writing stories about personal experiences.
--	--	---