**EARLY CHILDHOOD DEVELOPMENT TEACHER EDUCATION**

**Five steps of planning to teach using the Learning Framework for ECD 3-6 years:**

1. Identify the competences for a specific age group
2. Decide where and distribute the competences the three terms that make a year
3. Distribute the identified competences in the 10-12 weeks that make a particular term.
4. Place competences in the suitable parts of the Daily Routine to develop a Fortnightly Plan.
5. Design activities for each part of the Daily Routine to develop the Daily Plan.

**SAMPLE YEAR SCHEME OF WORK**

**SCHOOL:…………………………………………………………… YEAR:…………………………………………………………………..**

**TEACHER’S NAME:­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SEX\_\_\_\_\_\_\_\_\_\_\_\_AGE RANGE: . ………..CLASS: …………..**

1. **Relating with others in an acceptable way.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **LA** | **Learning Outcome** | **COMPETENCE** | **REFERENCE** | **TERM 1** | **TERM 2** | **TERM 3** |
| 1 | 1. Identifying, taking interest in and observing people around me. | I can show acceptable behaviour to people in my immediate environment e.g. parents, guardians, and caregivers. | LFW Page 14 | \* |  |  |
| I can tell good and bad behavior | \* |  |  |
| 1. Identifying people who protect and take care of me and how they do it. | I can explain how people protect and take care of me | LFW Page 16 |  | \* |  |
| I can describe people of my family |  | \* |  |
| 1. Sharing with and taking care of other people. | I can actively participate in group activities | LFW Page 17 |  |  | \* |
| I can participate in caring for people in my community |  |  | \* |

**2. Interacting, exploring, knowing and using my environment.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **LA** | **LEARNING OUTCOME** | **COMPETENCE** | **REFERENCE** | **TERM 1** | **TERM 2** | **TERM 3** |
| 2 | 1. Exploring and knowing my immediate environment | I can care and value my environment. | LFW page 21 | \* |  |  |
| I can experiment with things in the environment | \* |  |  |
| 1. Knowing and appreciating important places in my environment. | I can make use of the important places and things responsibly. | LFW page 22 | \* |  |  |
| 1. Knowing how to keep and take care of my environment. | I can communicate to people about a clean environment | LFW page 23 |  | \* |  |
| 1. Identifying dangers in my environment and taking precautions. | I can keep my environment clean from dangerous things. | LFW page 25 |  | \* |  |
| I can guard against dangerous things in my environment |  | \* |  |
| I can describe ways of guarding against dangerous things. |  | \* |  |
| 1. Experimenting and understanding the concept of movement (FORCE) | I can compare and contrast different kinds of transport in my environment | LFW page 26 |  |  | \* |
| 1. Creating things, appreciating and expressing myself through art. | I can make patterns | LFW page 28 |  |  | \* |
| I can construct and model things |  |  | \* |
| I can draw pictures and paste things |  |  | \* |
| I can take photographs |  |  | \* |

1. **Taking care of myself for proper growth and development.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **LA** | **LEARNING OUTCOME** | **COMPETENCE** | **REFERENCE** | **TERM 1** | **TERM 2** | **TERM 3** |
| 3 | 1. Caring for my eyes | I can care for and protect my eyes. | LFW page 30 | \* |  |  |
| 1. Caring for my ears | I can protect and care for my ears. | LFW page 31 | \* |  |  |
| 1. Using the sense of touching and feeling to describe things   and situations | I can differentiate between textures, temperatures and forms of objects. | LFW page 32 | \* |  |  |
| 1. Caring for the body | I can protect and care for my body. | LFW page 33 | \* |  |  |
| 1. Using the sense of smell and caring for the nose | I can describe bad, good, and dangerous things according to their smells. | LFW page 34 | \* |  |  |
| 1. Using the sense of taste and caring for the mouth | I can appreciate the different tastes of different foodstuffs | LFW page 36 |  | \* |  |
| I can protect and care for my mouth. |  | \* |  |
| 1. Identifying and naming different body parts and their uses | I can confidently describe activities performed by different body parts. | LFW page 37 |  | \* |  |
| I can name my body parts. |  | \* |  |
| 1. Having self-concept, confidence and self-esteem | I can tell my name, my age, and my birth day. | LFW page 38 |  | \* |  |
| I can express myself. |  | \* |  |
| I can deal with conflicts encountered in play. |  | \* |  |
| 1. Using gross and fine muscles (large and small muscles) | I can perform and respond to various situations with my body. | LFW page 40 |  | \* |  |
|  | 1. Expressing creativity freely and independently | I can use available materials within the environment to make something original. | LFW page 41 |  |  | \* |
| 1. Keeping healthy and practising good health habits | I can keep myself clean. | LFW page 43 |  |  | \* |
| I can tell the importance of a balanced diet. |  |  |  | \* |
| I can say ‘no’ and guard against abuse |  |  |  | \* |
| 1. Keeping safe and avoiding accidents | I can respond to safety rules. | LFW page 44 |  |  | \* |
| I can express awareness towards dangerous things and situations e.g. snake bites, poison, sharp objects & road accidents. |  |  | \* |
| 1. Knowing and relating with God and His creation | I can show love and care for God’s creation. | LFW page 45 |  |  | \* |
| I can participate in religious practices. |  |  | \* |

1. **Developing and using mathematical concepts in my day to day experiences**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **LA** | **LEARNING OUTCOME** | **COMPETENCE** | **REFERENCE** | **TERM 1** | **TERM 2** | **TERM 3** |
| 4 | 1. Surveying, knowing and distinguishing the attributes of objects. | I can classify things. | LFW page LFW page 48 | \* |  |  |
| 1. Comparing things according to different attributes | I can show relations among things in a serial order | LFW page 49 | \* |  |  |
| 1. Recognising, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can recognise numerals 1 – 20. | LFW page 52 | \* |  |  |
| I can add things up to 10 | \* |  |  |
| I can perform activities involving take away | \* |  |  |
| I can count and add take away things up to 20. | \* |  |  |
| 1. Using appropriate measuring units, instruments and formulas in a variety of contexts | I can compare and order things. | LFW page 53 |  | \* |  |
| I can describe positions, distances and directions. |  | \* |  |
| 1. Understanding and using the concept of time | I can tell time / days, of the week, months, special days. | LFW page 55 |  | \* |  |
| 1. Understanding the concept of space | I can represent objects in space and interpret interpretations spatial relationship | LFW page 56 |  | \* |  |
| 1. Recognising, describing and using money | I can tell the value of money. | LFW page 57 |  |  | \* |
| 1. Recognising and creating number patterns | I can make number patterns. | LFW page 58 |  |  | \* |
| Ix. Representing and interpreting  information in pictorial form | I can collect objects according to stated features. | LFW page 58 |  |  | \* |
| I can record my collected data. |  |  | \* |
| I can tell the difference in things I see. |  |  | \* |

1. **Developing and using my language appropriately.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **LA** | **LEARNING OUTCOME** | **COMPETENCE** | **REFERENCE** | **TERM 1** | **TERM 2** | **TERM 3** |
| 5 | 1. Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can identify sounds made in the environment. | LFW page  62 -63 | \* |  |  |
| I can respond to instructions and commands. | \* |  |  |
| I can differentiate between sounds made | \* |  |  |
| I can associate sounds with letters. | \* |  |  |
| I can re-tell stories | \* |  |  |
| 1. Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations. | I can use my language confidently | LFW page 65 |  | \* |  |
| I can have fun with spoken language |  | \* |  |
|  | 1. Reading to enjoy, acquire knowledge and be able to comprehend. | I can read simple words and sentences. | LFW page 66 |  |  | \* |
|  | 1. Writing different kinds of factual and imaginative tasks depicting good letter formation, creativity and handwriting skills | I can write letters and words. | LFW page 67 |  |  | \* |

**EARLY CHILDHOOD DEVELOPMENT TEACHER EDUCATION**

**SAMPLE TERMLY SCHEME OF WORK**

**SCHOOL:……………………………………….. YEAR:…………………………………………………….**

**TEACHER’S NAME:­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SEX\_\_\_\_\_\_\_\_\_\_\_\_AGE RANGE: 5-6 YEARS. CLASS: TOP**

1. **Relating with others in an acceptable way.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LA** | **LO** | **COMPETENCE** | **REFERENCE** | **WEEKS** | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1 | I | I can show acceptable behaviour to people in my immediate environment e.g. parents, guardians, and caregivers. | LFW Page 14 |  | \* | \* | \* | \* |  |  |  |  |  |
| I can tell good and bad behavior. |  |  |  |  |  | \* | \* | \* | \* | \* |
| Ii | I can explain how people protect and take care of me. | LFW Page 16 |  | \* | \* | \* | \* | \* |  |  |  |  |
| I can describe people of my family. |  |  |  |  |  |  | \* | \* | \* | \* |
| Iii | I can actively participate in group activities. | LFW Page 17 |  | \* | \* | \* | \* |  |  |  |  |  |
| I can participate in caring for people in my community. |  |  |  |  |  | \* | \* | \* | \* | \* |

**2. Interacting, exploring, knowing and using my environment.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LA** | **LO** | **COMPETENCE** | **REFERENCE** | **WEEKS** | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 2 | I | I can care and value my environment. | LFW page 21 |  | \* | \* | \* |  |  |  |  |  |  |
| I can experiment with things in the environment |  |  |  |  | \* | \* | \* |  |  |  |
| Ii | I can make use of the important places and things responsibly. | LFW page 22 |  |  |  |  |  |  |  | \* | \* | \* |
| Iii | I can communicate to people about a clean environment | LFW page 23 |  | \* |  |  |  |  |  |  |  |  |
| Iv | I can keep my environment clean from dangerous things. | LFW page 25 |  |  | \* | \* |  |  |  |  |  |  |
| I can guard against dangerous things in my environment |  |  |  |  | \* | \* | \* |  |  |  |
| I can describe ways of guarding against dangerous things. |  |  |  |  |  |  |  | \* | \* | \* |
| V | I can compare and contrast different kinds of transport in my environment | LFW page 26 |  | \* | \* | \* |  |  |  |  |  |  |
| Vi | I can make patterns | LFW page 28 |  |  |  |  | \* |  |  |  |  |  |
| I can construct and model things |  |  |  |  |  | \* | \* |  |  |  |
| I can draw pictures and paste things |  |  |  |  |  |  |  | \* | \* |  |
| I can take photographs |  |  |  |  |  |  |  |  |  | \* |

**3. Taking care of myself for proper growth and development.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LA** | **LO** | **COMPETENCE** | **REFERENCE** | **WEEKS** | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 3 | i | I can care for and protect my eyes. | LFW page 30 |  | \* |  |  |  |  |  |  |  |  |
| Ii | I can protect and care for my ears. | LFW page 31 |  |  | \* |  |  |  |  |  |  |  |
| Iii | I can differentiate between textures, temperatures and forms of objects. | LFW page 32 |  |  |  | \* | \* |  |  |  |  |  |
| Iv | I can protect and care for my body. | LFW page 33 |  |  |  |  |  | \* | \* |  |  |  |
| v | I can describe bad, good, and dangerous things according to their smells. | LFW page 34 |  |  |  |  |  |  |  | \* | \* | \* |
| vi | I can appreciate the different tastes of different foodstuffs | LFW page 36 |  | \* |  |  |  |  |  |  |  |  |
| I can protect and care for my mouth. |  |  | \* |  |  |  |  |  |  |  |
| vii | I can confidently describe activities performed by different body parts. | LFW page 37 |  |  |  | \* | \* |  |  |  |  |  |
| I can name my body parts. |  |  |  |  |  | \* |  |  |  |  |
| viii | I can tell my name, my age, and my birth day. | LFW page 38 |  |  |  |  |  |  | \* |  |  |  |
| I can express myself. |  |  |  |  |  |  |  | \* |  |  |
| I can deal with conflicts encountered in play. |  |  |  |  |  |  |  |  | \* |  |
| ix | I can perform and respond to various situations with my body. | LFW page 40 |  |  |  |  |  |  |  |  |  | \* |
|  | x | I can use available materials within the environment to make something original. | LFW page 41 |  | \* |  |  |  |  |  |  |  |  |
| xi | I can keep myself clean. | LFW page 43 |  |  | \* |  |  |  |  |  |  |  |
| I can tell the importance of a balanced diet. |  |  |  |  | \* |  |  |  |  |  |  |
| I can say ‘no’ and guard against abuse |  |  |  |  |  | \* |  |  |  |  |  |
| xii | I can respond to safety rules. | LFW page 44 |  |  |  |  |  | \* |  |  |  |  |
| I can express awareness towards dangerous things and situations e.g. snake bites, poison, sharp objects & road accidents. |  |  |  |  |  |  | \* | \* |  |  |
| xiii | I can show love and care for God’s creation. | LFW page 45 |  |  |  |  |  |  |  |  | \* |  |
| I can participate in religious practices. |  |  |  |  |  |  |  |  |  | \* |

**4. Developing and using mathematical concepts and in the day to day experiences.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LA** | **LO** | **COMPETENCE** | **REFERENCE** |  | **WEEKS** | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
|  | I | I can classify things. | LFW page 48 |  | \* | \* | \* |  |  |  |  |  |  |
| Ii | I can show relations among things in a serial order | LFW page 49 |  |  |  |  | \* | \* |  |  |  |  |
| Iii | I can recognise numerals 1 – 20. | LFW page 52 |  |  |  |  |  |  | \* | \* | \* | \* |
| I can add things up to 10 |  | \* | \* | \* |  |  |  |  |  |  |
| I can perform activities involving take away |  |  |  |  | \* | \* | \* |  |  |  |
| I can count and add take away things up to 20. |  |  |  |  |  |  |  | \* | \* | \* |
| Iv | I can compare and order things. | LFW page 53 |  | \* | \* | \* |  |  |  |  |  |  |
| I can describe positions, distances and directions. |  |  |  |  | \* | \* | \* |  |  |  |
| V | I can tell time / days, of the week, months, special days. | LFW page 55 |  |  |  |  |  |  |  | \* | \* | \* |
| Vi | I can represent objects in space and interpret interpretations spatial relationship | LFW page 56 |  | \* |  |  |  |  |  |  |  |  |
| Vii | I can tell the value of money. | LFW page 57 |  |  | \* | \* | \* |  |  |  |  |  |
| Viii | I can make number patterns. | LFW page 58 |  |  |  |  |  | \* | \* |  |  |  |
| Ix | I can collect objects according to stated features. | LFW page 58 |  |  |  |  |  |  |  | \* |  |  |
| I can record my collected data. |  |  |  |  |  |  |  |  | \* |  |
| I can tell the difference in things I see. |  |  |  |  |  |  |  |  |  | \* |

1. **Developing and using my language appropriately.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LA** | **LO** | **COMPETENCE** | **REFERENCE** | **WEEKS** | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 5 | I | I can identify sounds made in the environment. | LFW page 62 -63 |  | \* | \* | \* |  |  |  |  |  |  |
| I can respond to instructions and commands. |  |  |  |  | \* | \* | \* |  |  |  |
| I can differentiate between sounds made |  |  |  |  |  |  |  | \* | \* | \* |
| I can associate sounds with letters. |  | \* | \* | \* | \* |  |  |  |  |  |
| I can re-tell stories |  |  |  |  |  | \* | \* | \* | \* | \* |
| Ii | I can use my language confidently | LFW page 65 |  | \* | \* |  |  |  |  |  |  |  |
| I can have fun with spoken language |  |  |  | \* | \* | \* |  |  |  |  |
|  | Iii | I can read simple words and sentences. | LFW page 66 |  |  |  |  |  |  | \* | \* |  |  |
|  | Vi | I can write letters and words. | LFW page 67 |  |  |  |  |  |  |  |  | \* | \* |

**Daily routine**

* Daily routine should have 8 parts. That is; **Morning Circle, Mathematics, Outdoor play, Snack time, Oral Literacy, Free choice, LSRW skills, Goodbye Circle.** All the five learning areas are handled within the 8 parts but integrated.
* Children go through the same routine day after day but alter activities to widen their experience. It is a balance of learner initiated and caregiver initiated activities.
* You should not omit any of the 8 activities
* The order can be altered depending on the school so long as morning circle and goodbye circle mark the beginning and end of day to serve their purpose.
* In the daily routine have the same competences but you change the activities.

**Sample Daily Routine**

|  |  |
| --- | --- |
| **TIME** | **ACTIVITY** |
| 7.00-800 am | Arrival of children |
| 8:00-8:30 am | **Morning circle** |
| 8:30-8:40 am | Toileting |
| 8:40-9:10 am | **Mathematics** |
| 9:10-940 am | **Outdoor** |
| 9:40-9:50 am | Toileting |
| 9:50-10:20 am | **Snack time** |
| 10:20-10.30 am | Toileting |
| 10:30-11:00 am | **Oral literacy** |
| 11:00-11:30 am | **Free activity** |
| 11:30-11:40 am | Toileting |
| 11:40-12:10 pm | **Language skills** |
| 12:10-12:40 pm | **Good bye** |
| 12:40-1:30 pm | Hand over to parents |

**Sample Fortnight plan/ two weeks format**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week 1** | | | **Activities** | | | | |
| **Part of the daily routine** | **Competence** | **References** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Morning circle | I can name the people I play and work with | LFW page 12 |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |
| Outdoor |  |  |  |  |  |  |  |
| Snack time |  |  |  |  |  |  |  |
| Oral literacy |  |  |  |  |  |  |  |
| Free choice |  |  |  |  |  |  |  |
| Language skills |  |  |  |  |  |  |  |
| Good bye Circle |  |  |  |  |  |  |  |

**How to prepare a Daily Plan:**

Areas to consider:

* Daily plan has 8 lesson plans for the 8 parts of the day..
* This daily routine is planned for the whole week.
* Integrate the learning areas with the daily routine.
* The routine for the day covers morning circle, mathematics, outdoor play, snack, oral literacy, free choice language and goodbye respectively. Activities given in each routine should be systematically taken throughout the week.
* As a caregiver, you should make sure that children are more involved in the activities as you guide them throughout the lesson.
* Allow children to make choices of their own interest. Make a variety of materials for children to use during the process of learning. Make your lessons as engaging and interesting as possible.

There are various methods that can be used to teach children. When planning to teach the caregiver should choose a minimum of three methods to suit her/his day’s activities.

Some of the suggested methodologies include:

* Singing/Rhyming
* Play way method
* Nature walk
* Group work
* Role play
* Conversation
* Dialogue
* Think pair share
* I do, we do, you do
* Scaffolding
* Collaborative learning
* Continuous Assessment
* Story telling
* Guided discovery
* Puppetry
* Miming technique
* Global method
* Observation
* Direct, Situational Substitution (DSS)
* Phonic
* Syllabic
* Whole word
* Whole sentence
* Rote method
* Brain storming
* demonstration

**Sample Daily plan format**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day** | **Date** | **Age range** | **No. of learners** | **Teacher’s name** |
|  |  |  |  |  |

**Methods:**

* Singing/Rhyming
* Play way method
* Nature walk

**References:**

1. Learning Framework for ECD 3-6 years.
2. Caregivers guide for ECD 3-6 years

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **Part of the daily routine** | **Competences** | **Teacher’s activities** | **Learner’s activity** | **Materials** | **Self evaluation (strengths, weaknesses, way forward)** |
| 8.00-8.30 | Morning circle |  | Introduction  Activity time  Conclusion |  |  |  |
| 8.40-9.10 | Mathematics |  | Introduction  Activity time  Conclusion |  |  |  |
| 910-9.40 | Outdoor |  | Introduction  Activity time  Conclusion |  |  |  |
| 9.50-10.20 | Snack time |  | Introduction  Activity time  Conclusion |  |  |  |
| 1030-1100 | Oral literacy |  | Introduction  Activity time  Conclusion |  |  |  |
| 11-1130 | Free activity |  | Introduction  Activity time  Conclusion |  |  |  |
| 1140-1210 | Language skills |  | Introduction  Activity time  Conclusion |  |  |  |
| 12:10-12:40 | Good bye |  | Introduction  Activity time  Conclusion |  |  |  |

**DAY’S EVALUATION**

Strengths:

Weaknesses:

Way forward:

**Steps to follow:**

1. Identify competences for a particular age group
2. Make sure you count the totals to have a balance.
3. A competence should be handled for a minimum of 10 days before you handle another competence.
4. First plan for two weeks before you plan go to another fortnight.
5. Make reviews after every two weeks.
6. We develop a fortnight plan from a term plan.
7. Refer to the learning framework for more suggested activities. But first create your own.
8. You have to have a lesson plan for all the 8 activities for that day e.g. morning circle, mathematics, outdoor, snack time, oral literacy, free choice, language skills and good bye.

**SAMPLE DAILY PLAN/LESSON PLAN**

Weeks: 1 and 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Daily routine** | **Competence** | **Activities** | **Resources/learning materials** | **Overall comments** |
| Morning circle | I can show acceptable behavior to people in my immediate environment. e.g. parents, guardians.  I can actively participate in group activity.  I can care for and protect my eyes. | Praying;  Singing songs and anthem  Telling news;  Health check ups  Toileting. | Try to indicate the various materials to be used for each level of the daily routine |  |
| Mathematics | I can compare and contrast different kinds of transport in my environment.  I can classify things.  I can add things up to 10.  I can compare and order things. | Naming; comparing; sorting; grouping; counting; adding; matching pairing; playing games |  |  |
| Snack time | I can communicate to people about a clean environment.  I can appreciate the different foodstuffs. | Praying, washing hands, eating, sharing,  Talking about good table manners.  Tidying up  Thanking God. |  |  |
| Outdoor | I can actively participate in group activities. | Singing  Playing, supervising  Sharing, taking turns  Tidying up the place. |  |  |
| Oral literacy | I can explain how people protect and take care of me.  I can care for and protect my eyes. | Conversation; dramatization  Singing songs, reciting rhymes, dramatization, role play |  |  |
| Language | I can identify sounds made in the environment.  I can associate sounds with letters.  I can use my language confidently. | Reading, imitating, rhyming, singing, fitting jig saws, matching, identifying, role playing, responding, miming, storytelling. |  |  |
| Free choice | I can keep myself clean.  I can use available materials within the environment to make something original. | Sharing,  Taking turns,  Tidying up, recalling. |  |  |

**EARLY CHILDHOOD DEVELOPMENT TEACHER EDUCATION**

**SAMPLE DIALY ROUTINE FOR TOP CLASS**

**TEACHER’S NAME:­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SEX\_\_\_\_\_\_\_\_\_\_\_\_ AGE RANGE: 5-6 YEARS. CLASS: TOP**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Daily routine** | **LA/LO** | **Term one** | **Week one** | | | | | **Overall comments** |
| **Competences covered** | Day 1 Lesson/Activities | Day 2 Lesson/Activities | Day 3 Lesson/Activities | Day 4 Lesson/Activities | Day 5 Lesson/Activities |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**SAMPLE DAILY ROUTINE FOR 3-6 YEARS**

|  |  |
| --- | --- |
| **Time** | **Part of the daily routine** |
| 7.00-800 | Arrival of children |
| 8.00-8.30 | Morning circle |
| 8.30-8.40 | Toileting |
| 8.40-9.10 | Mathematics |
| 910-9.40 | Outdoor |
| 9.40-9.50 | Toileting |
| 9.50-10.20 | Snack time |
| 10.20-10.30 | Toileting |
| 1030-1100 | Oral literacy |
| 11-1130 | Free activity |
| 1130-1140 | Toileting |
|  |  |
| 1140-1210 | Language skills |
| 1210-1240 | Good bye |
| 1240-130 | Hand over to parents |

**Action points on the learning framework**

* Need to have methods included in the learning framework
* Aminah and Petrolina to develop a final draft of