

# UNIQUE CURRICULUM

FOR EARLY YEARS / NURSERY CLASSES

( NURSERY 1: 3-4 YEARS . VOL 1 )



## A COMPLETE PACKAGE FOR TEACHERS :: PARENTS :: HOME LESSON INSTRUCTORS

- > No text books needed
- > No reference materials needed
- > Gives you what to teach; How to teach and all the information needed to teach
- > Over 150 lessons for complete academic session
- > Five key subject areas covered
- > Detailed explanation for teacher's thorough understanding
- > Fun and easy activities to boost children's brain power
- > Child friendly definitions for quick and spontaneous recall

PUBLISHED BY : INNOVATIVE MASTERS



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## INTRODUCTION

### WHAT IS EARLY YEAR EDUCATION?

Early year Education is a broad term used to describe any type of educational program that serves children in their pre-school years before they are old enough to enter primary or elementary school.

The contents of our curriculums are designed for children between the ages of 2 to 6 years.

The contents can be delivered to children in day care setting, structured school settings and at homes for home schooling or after school lessons.

This applies that the curriculum is a veritable teaching tool for teachers, parents and home lesson instructors.

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### WHY YOU NEED THIS CURRICULUM

Preschool or nursery is a time of rapid growth and development. Research has proven that 90% of a child's permanent foundation for brain development occurs in the early years.

As a school owner, you need a powerful content that will be delivered to your pupils in the early year classes through simple and straightforward approaches.

As a parent, you must augment what your child learns in school with additional information that sets your child on the pedestal of greatness and success.

Remember, the aim of sending our kids to school is not to pass examinations. The aim is for them to achieve greatness in whatever field they venture in.

This curriculum is designed keeping in mind the physical and intellectual development characteristics of 2- 6 years old.

This curriculum is designed to help them reach the basic milestone they should attend before primary.

This curriculum will help them to have little idea about everything- give them a strong foundation in variety of subjects and prepare them for higher grades

### **THE GOOD NEWS:**

The good news about these curriculums is that they are simple, straightforward and easy to use.

You don't need additional materials or text books.

It is a complete package on its own comprising of:

- What to teach
- How to teach it
- All the materials needed to teach it
- Detailed explanation of every concept for the teacher's understanding
- Simplified definitions for the children's understanding.
- Class activities to hasten the children's understanding and sustain their interests

It fulfils current learning and curriculum standards for the age range they are designed for

The curriculum covers what the kids should be taught and the standard they should reach in each subject at any given year/ class

### **COVERAGE:**

This curriculum satisfies the five critical components of high quality early education which are:

1. It provides a balance of play and structured activities including teacher and child – initiated exploration
2. The contents and activities are appropriate to the age of the children in each class and supports all their developmental domains
3. It reflects current research on child development and targets specific learning goals for the children

4. It outlines strategies for monitoring progress and re-evaluation mechanisms to ensure every child is carried along
5. The contents are broken down in child friendly language and structured in a way that even an inexperienced early year teacher can deliver it without any difficulty.

## KEY SUBJECTS AREAS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)

**The goals of this subject area are:**

1. To help the children to develop positive feelings about themselves and people around them.
2. To build and nurture positive relationships and respect among the children
3. To develop positive skills, cultivate appropriate habits and build their self confidence
4. To help the children to manage feelings and behaviour

### CONTENTS OUTLINE

1. Meaning of family
2. Members of a family
3. Greeting
4. greeting daddy and mummy/ adults
5. Meeting a new friend
6. Healthy affection
7. Meaning of love
8. Loving actions
9. Loving actions to family members
10. Loving actions to friends
11. Boundaries and personal space:
12. It's my body



13. Understanding the concept of privacy
14. Safety rules on how to ensure privacy
15. Anger
16. Meaning of anger
17. The beauty of anger
18. Managing anger
19. Positive anger behaviour
20. Physical touch
21. Appropriate touch
22. Examples of good touch
23. Inappropriate touches
24. Life skills
25. Everyday survival skills
26. Grace and courtesy (good manners)
27. Polite words
28. Examples of polite words
29. When to say thank you
30. When to say please:
31. When to say excuse me
32. Saying i'm sorry
33. Life skills
34. Time management skills
35. Approaches in teaching time management
36. The changing season
37. Creating schedule:
38. Safety on the road
39. Stop, look and cross rules
40. Traffic light
41. Colours on traffic lights and what they signify
42. Safety behaviours in a moving vehicle
43. All about medicine (drug knowledge)
44. Meaning of drug/medicine
45. Uses of medicine
46. Medicine is not candy (safe medicine uses
47. Candy or sweet
48. Types of medicine

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- 49. Community and community helpers
- 50. Meaning of community
- 51. Community helpers
- 52. Roles of community helpers

## KNOWLEDGE AND UNDERSTANDING THE WORLD

**This subject Introduces the children to topics that will**

- 1. help them make sense of their physical world
- 2. Understand their community and the people in it
- 3. Study about places, technology and the environment
- 4. Develop early scientific knowledge and explorative mindset

## CONTENTS OUTLINE

- 1. Meaning of habitat
- 2. What animals need to survive in their habitats
- 3. Habitats of common animals
- 4. Exploring the planet:
- 5. My planets and i
- 6. The planet earth:
- 7. Movement of the earth
- 8. Meaning of sunrise and sunset
- 9. Concepts of day and night

10/ what causes day and night

- 11 Breathing/ respiration
- 12 Meaning of breathing
- 13 Oxygen and carbon dioxide
- 14 Rainbow
- 15 Meaning of rainbow
- 16 Colours of the rainbow
- 17. Here comes the sun
- 18. Purpose of the sun

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19. An earth without the sun
20. The basic facts about the sun
21. Beautiful animals around us
22. The world of frogs
23. How frogs use their body parts
24. Giraffes
25. Basic geography
26. mountains
27. Highest mountain in the world
28. Rivers
29. Importance of river
30. Longest river in the world
31. Major rivers in africa
32. Science of weather
33. Meaning of atmosphere:
34. Importance of the atmosphere
35. Meaning of weather
36. Examples of weather
37. What is air
38. Wind
39. Amazing world of living things
40. Meaning of characteristics of living things
41. The characteristics of living things
42. Seasons in the year:
43. Meaning of season
44. Seasons in a year
45. Seasons in western world

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## PHYSICAL AND HEALTH DEVELOPMENT

1. Focus on providing opportunities for children's active interaction
2. Improve their skills of coordination, control, manipulation and movement
3. Making healthy choices in relation to food
4. Improving a healthy lifestyle among the children

## CONTENTS OUTLINE

1. Personal hygiene
2. Keeping it clean
3. Wash, brush and comb
4. Importance of good personal hygiene
5. Germs
6. Toilet habits
7. Examples of good toilet habits
8. Water is your best friend
9. More water, less juice
10. Importance of water to the body
11. Quench the thirst
12. Breathing
13. Organs of breathing
14. Healthy eating
15. You are what you eat
16. Balanced diet
17. Temperature
18. Hot or cold
19. Dangerous insects in our homes
20. Meaning of insects
21. Examples of dangerous insects in our homes
22. I'm not a snack
23. Six classes of food
24. Meaning of carbohydrate
25. Protein food
26. Vitamins
27. My bones, muscles and joints
28. About my body
29. Meaning of bone
30. Number of bones in the body
31. Move your muscles
32. Joints
33. Functions of bones

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34. Rest and sleep
35. A break in the day (nap time)
36. Super sleep
37. Sleep and i
38. Good bedtime habits
39. What's for breakfast?
40. Importance of breakfast

## NUMERACY/ MATHEMATICS

This subject helps the children to develop

1. Number sense and awareness
2. Problem solving skills
3. Understanding and using Shapes
4. Understanding basic measurements and operations
5. Developing spatial awareness
6. Recognising, creating and describing patterns
7. Simple additions and subtractions
8. Spaces

## CONTENTS OUTLINE

1. Number awareness
2. Counting 1-30 (or 1-50)
3. Numeral identification
4. Developing early writing skill
5. Pre-number concepts
6. Concepts of big and small
7. One to one correspondence
8. Days of the week:
9. First day of the week
10. Last day of the week
11. Matching numbers to quantities

12. Two dimensional shapes:
13. Circular objects and square around us
14. Drawing and identifying a circle
15. Squares around us
16. Identifying the sides of a square
17. Sequencing
18. Learning sequencing words
19. Rote memorisation of the multiplication table
20. Numbers in words
21. Patterning recognition and creation
22. The ab pattern
23. The abc or abb pattern (complex pattern)
24. Abb pattern
25. Counting on
26. Weekdays
27. Weekends
28. Shapes-introducing triangle and rectangle
29. What is a triangle?

10 Describing rectangle

11 . What number comes next?

12 . Start and end numbers

13 . Sorting and classifying

14 . Meaning of sorting

15 . Basic sorting skills

16 . Sorting a larger group of two with one attribute

17 . Building stronger visual discrimination skills

18 Incorporate sorting into every day activity

19 Lesson: comparing numbers

20 . Greater than

21 . Less than

22 Perfecting greater than and less than through rhyme

23 Skip counting

24 Skip count by 2

25 Class activity 2 on skip counting by 2:

26 Memorizing counting by steps of two:

27 Mathematical symbols

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- 28 Simple addition
- 29 Use of objects to demonstrate simple addition
- 30 Use the children as manipulatives
- 31 Writing number sentence in horizontal form
- 32 Solving simple additons
- 33 Memorising doubles
- 34 I spy
- 35 Concept of before, after and between in recognising numbers
- 36 Understanding the concept of before
- 37 Concept of 'after'
- 38 Concept of between
- 39 Using i spy to test knowledge of positions
- 40 Counting by steps of five
- 41 Rote memorization of multiplication table
- 42 Simple multiplication
- 43 Backward counting

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## COMMUNICATION, LANGUAGE AND LITERACY

The aims of this subject are:

1. To encourage children to begin to read at early age
1. To help children cultivate appropriate listening skills
2. To help children develop good writing ability
3. To facilitate the children's quick understanding and attention skills
4. To build early communication skills

## CONTENTS OUTLINE

1. Learning the alphabets
2. Reciting the 26 alphabets ( letter names)
3. Learning the letter sounds
4. Writing letters of the alphabets
5. Division of the alphabet

6. Letters in the alphabets
7. The two groups of the alphabet
8. Vowels and consonants
9. Active listening skills
10. Story reading
11. Comprehension stories
12. Self introduction
13. Meeting a new friend
14. Introduce yourself to adults
15. Exploring the world of opposites
16. Memorising words and opposites
17. Making short sentences with opposites
18. Alphabets
19. Decoding words
20. Sounding out words (reading with phonics)
21. Spelling words phonetically
22. Using describing words for food
23. Creamy foods
24. Crunchy foods
25. Print concept awareness
26. Letters and words
27. Meaning of sentence:
28. Finish the sentence
29. Punctuation marks
30. Identification and writing of punctuation marks
31. Verb:
32. Verb tense
33. Making sentences with the right verb tense
34. Spelling of their names
35. Phonemic awareness
36. Blending sounds into words
37. Segmenting sounds (critical skill for spelling)
38. Nouns
39. meaning and examples of nouns

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40. Noun gender
41. Examples of noun gender (human beings)
42. Examples of male and female animals
43. Singular and plural nouns
44. Meaning of singular and plural
45. The magic 's'
46. Irregular plurals
47. Spelling and writing days of the week
- 48.** Months of the year



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# FIRST TERM COURSE WORK

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)

### LESSONS

1. Meaning of family
2. Members of a family
3. Greeting
4. greeting daddy and mummy/ adults
5. Meeting a new friend
6. Healthy affection
7. Meaning of love
8. Loving actions
9. Loving actions to family members
- 10 Loving actions to friends
- 11 Boundaries and personal space:
- 12 It's my body
- 13 Understanding the concept of privacy
- 14 Safety rules on how to ensure privacy

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### ❖ TOPIC: THE FAMILY

Your family is the most important thing in your life. Family is a set of parents living with their children. The basic ingredients that make up a family are parents and children. Members of a family can be related by blood or adoption.

Though, in an extended family setting, members of the family covers, grandparents, cousins, uncles, aunt, nephews, nieces etc.

### ➤ LESSON 1: MEANING OF FAMILY

- **PROMPTING:** What is family?
- ✓ **RESPONSE:** Family is a group of people related by blood or adoption.

### ➤ LESSON 2: MEMBERS OF A FAMILY

- **PROMPTING:** Who are the members of the family?
- ✓ **RESPONSE:** Members of the family are father, mother and children.

### ❖ TOPIC: GREETINGS

Teaching the kids how to greet people will help in the development of social skills. Greeting sets the tone for all social interactions.

How a child presents him or herself to others upon meeting them says a lot about how mannered that child is.

Explain to the kids that it is important for them to always meet people in a friendly manner. When they meet someone in a friendly manner, they are showing respect to the person.

### ➤ LESSON 3: MEANING OF GREETING

- ✓ **PROMPTING QUESTION:** What is greeting
- ✓ **RESPONSE:** Greetings are the nice things  
We say to people when we see them

## ➤ LESSON 4: GREETING DADDY AND MUMMY/ ADULTS

This lesson is to help the kids know the appropriate greeting at every time. Kids at this age have problem differentiating morning, afternoon and evening. The tendency is for them to greet good morning at every time of the day.

We will use activities done at a specific time of the day to teach them the right greeting at a given time. FOR INSTANCE---Time they wake up from sleep signifies morning, coming back from school signifies afternoon and when the sun goes down signifies evening.

- **PROMPTING QUESTION:** How do you greet your daddy and mummy?

### ✓ **RESPONSE:**

When I wake up in the morning

I greet my daddy- Good morning sir

I greet my mummy, good morning ma

When I come back from school

I greet my daddy good afternoon sir

I greet my mummy good afternoon ma

When it is night

I greet my daddy good evening sir

I greet my mummy good evening ma.

As a good child, I should always greet

## ❖ LESSON 5: MEETING A NEW FRIEND

Let the kids know that there is need to use greeting that is appropriate to the relationship they have with the person. For example, the way they greet their friends, their class mates, their young relations is different from the way they should greet their parents and other adults.

The kids should know the actions or words that constitute appropriate greeting to appropriate people.

The essence is to make the kids to become confident greeters.

- **PROMPTING QUESTION:** How do you greet a new friend?

✓ **RESPONSE:** When I meet a new friend  
I should say, hello, my name is-----  
Nice to meet you, what's your name?

### ❖ **TOPIC: HEALTHY AFFECTION**

Affection is an expression of love. It can be physical or verbal. People relate differently to expressions of affection.

This lesson is to teach children the basics of healthy affection within acceptable social norms and culture.

They should also learn personal boundaries when showing affection.

Let the kids know that nobody has the right to force them into showing affection.

We should teach the kids that they are in control of their body, so, they should never be forced to show affection. Let the kids express affection when they feel like not when told to.

When a child feels forced to show affection, she gets the feeling that she's not in control of her body and that's a dangerous message for a child to receive.

Kids who think they must comply with adult requests for affection are more likely to be sexually abused.

For example saying these words to kids "Give uncle a big hug", "Show some love to grandma". Saying these to kids is more like cajoling the child to express affection. Allow the child to do it willingly.

## ➤ LESSON 6: MEANING OF LOVE

Let the kids know that love is a strong feeling of great likeness for someone or something. Love is what makes you get attached to someone. Love drives you to go out of your way to do things for someone. Love makes you to have great respect for someone and never want to hurt the person.

It is a set of emotions and behaviours associated with strong feelings of affection.

• **PROMPTING QUESTION:** What is love?

✓ **RESPONSE:** Love means saying nice things to people  
Doing good things for people  
And caring for people  
It is good to love our family and friends.

❖ **TOPIC: LOVING ACTIONS**

**EXPLANATION:** Loving actions are anything we do that gives good feelings or happiness to others.

Anything you say that hurts someone, it is not a loving action.

We want the kids to know that it is important to give love and to receive love. As teachers, help the kids to build their emotional intelligence by making them aware of how their loving actions affect others.

Let the kids know that love can be communicated through 'silent words'. When a sister is cold, and you get a blanket for her, that's love. They should know that a sweet smile given to a sick friend can be more healing than tons of drugs.

Helping out in the house is a loving action.



Encourage 'Giving'. No matter their age, every child has something he or she can give to another. It could be a pencil, an eraser a colouring ink etc. The bottom line is for the kids to show love by giving and sharing.

Little things they do to people can make great difference in the people's life.

Doing love makes kids feel happy

### ➤ LESSON 7: LOVING ACTIONS TO FAMILY MEMBERS

- **PROMPTING QUESTION:** How do you show love to your family Members

- ✓ **RESPONSE:** I can show Love to my family members  
 By helping at home  
 By sharing the remote  
 By picking up dirt from the ground  
 By giving a big hug to  
 My mummy, daddy, sisters and brothers

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### ➤ LESSON 8: LOVING ACTIONS TO FRIENDS

Help the kids to understand that love conquers all things. Let them know that no matter what ever disagreement they may have with their friends or siblings, love triumphs. There should know that there is nothing greater than love.

Let the kids know that love can be conveyed through gestures like thumps up, a high five, hands clapping or a smile to convey love and appreciation

- **PROMPTING:** Ways to show love to your friends
- ✓ **RESPONSE:** Ways to show love to my friends  
 I should greet my friends

I should share with my friends  
I should say nice things to my friends  
I should say sorry to my friends when they  
are hurt.

### ❖ TOPIC: BOUNDARIES AND PERSONAL SPACE:

It is never too early to expose kids to sexual education. This topic will help the kids to create boundaries on their body and never allow anybody to cross those boundaries. They should be taught what privacy means and how to have respect for their bodies.

Having respect for their bodies means no other person has the right to touch their body without their permission. Let them know that no amount of 'sweet talk' by anybody should be convincing enough for them to let the person touch their body except if their mummies are there and approves of such touch ( This is in case the kids need to be examined for medical reasons).

Teaching kids about personal boundaries help them to develop a sense of individual responsibility and control. Developing these sense of autonomy over their body and respect for self increases the kids' self esteem.

It is very important for children to have control over who touches them and when. They should know what is appropriate touch and inappropriate touch.

### ➤ LESSON 9: IT'S MY BODY

In this age of increasing sexual abuse on young ones, the need to get these kids informed and help them develop skills that will help them in protecting themselves against sexual abuses, is very paramount. They should know that their body is private.

- **PROMPTING QUESTION:** Who is the owner of your body?

✓ **RESPONSE:**

My body belongs to me.

Don't touch my body, it is not for you

Don't play with my body, it is not a toy

### ➤ **LESSON 10: UNDERSTANDING THE CONCEPT OF PRIVACY**

Teach the kids that some parts of their body are very private and so, should be well covered, well protected and kept very clean.

These parts are the innermost circles in their world. And, nobody has a right to get into that circle without their permission. This helps the child to know that he/ she is the most important person in his/her world. It conveys a feeling of uniqueness.

The private parts are covered with pants and underwear. If you want to scratch your private part, go to where no one will see you. No one should touch your private parts without your permission. Don't allow anyone to see your private parts.

- **PROMPTING QUESTIONS:** What are your private parts?

✓ **RESPONSE:**

My buttocks and my breasts are my private parts.

Nobody should see them

Nobody should touch them

You can bathe me

But, allow me to wash my buttocks by myself

### **CLASS ACTIVITY:**

My Boundary circle

Lay a hula hoop on the floor or use a masking tape to make a circle on the floor of the class room

The inner part of the circle represents the private part

While the outer part of the circle is the approved area for others

Let one child enter the circle

Tell them that inside the circle is their private space

Nobody should enter there without their permission

### ➤ LESSON 11: SAFETY RULES ON HOW TO ENSURE PRIVACY

This lesson helps the kids to learn what actions they should take, should someone tries to invade their privacy and trying to forcefully touch any of their private parts.

**EXPLANATIONS:** Make the kids understand that someone may use many means to pressure them to touch their private parts. The person can bribe them, trick them, force them or even embarrass them. Let them know that whatever means the person applies, they should never allow anybody to touch their private parts except if their mummy or daddy is there. (Health reasons)

Tell them that these are what they should do when someone tries to touch their private parts

1. Say No in a very loud voice. No, don't touch my private part. (Practice with the kids on saying NO in a loud voice.) Let them know that when they shout it loud, help will come their way and the person will be punished for trying to touch their private parts.
2. Run away from the person---leave the place and go to a safe place. Look for where people are. Don't stay in a room or lonely place with someone if the person tries to touch your private parts.
3. Tell someone you trust. Encourage the kids that whenever someone tries to touch their private parts, they should tell someone about it. It could be their parents, teachers, aunt, grandparent etc.

I always advocate for kids telling their moms. But, as the teacher, you should try to find out the kind of relationships your students have with their parents, that will

determine who they should confide in. Remember, some daddies are equally molesters.

- **PROMPTING QUESTION:** What should you do when someone tries to touch your private part?

- ✓ **RESPONSE:**
  - When someone tries to touch my private parts
  - I will shout NO, don't touch my private part
  - I will run away
  - I will tell my mummy, I will tell my teacher
  - I will never allow someone to touch my private part



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## KNOWLEDGE AND UNDERSTANDING THE WORLD (KUW)

1. Meaning of habitat
2. What animals need to survive in their habitats
3. Habitats of common animals
4. Exploring the planet:
5. My planets and i



6. The planet earth:
7. Movement of the earth
8. Meaning of sunrise and sunset
9. Concepts of day and night
- 10/ what causes day and night
- 17 Breathing/ respiration
- 18 Meaning of breathing
- 19 Oxygen and carbon dioxide
- 20 Rainbow
- 21 Meaning of rainbow
- 22 Colours of the rainbow:

### ❖ TOPIC: HABITAT:

This topic is to help the children understand that living creatures, besides themselves, need their own space. The topic will help them to know that fish, birds, insects, and other creatures have homes and families.

Explain to them that habitat is an animal home which provides them with the necessary food, water, air and climate to live well.

Explain to the kids that many animals need a place that will be suitable for them, a place where their surrounding can adapt to their needs.

### ➤ LESSON 1: MEANING OF HABITAT

They should be taught that the environment in which animals live is their habitat. Habitats are home and every living thing needs a home. The home of animals may not be like their cosy home. It may be a tree, water or even a hole. But, whatever it is, that is the home of that animal.

- **PROMPTING QUESTION:** What is habitat?

- ✓ **RESPONSE:** Habitat is the natural home of animals.  
Animals have homes just like us.

## ➤ LESSON 2: WHAT ANIMALS NEED TO SURVIVE IN THEIR HABITATS

Let the kids know that animals, just like human beings, choose habitats depending on their needs. They choose the home that meets such needs they have. They should know that animals need food, water, air and climate to live well. If not, they will die. Ask the kids what will happen to them if they do not eat food or drink water? What ever will happen to them, will also happen to animals if they don't eat and drink water.

- **PROMPTING QUESTION:** What do animals need to survive
- ✓ **RESPONSE:** Animals need water, food and air to survive.  
If they don't have these things, they will die.

## ➤ LESSON 3: HABITATS OF COMMON ANIMALS

**EXPLANATION:**

Let the kids know that there are several habitats around the world. Each animal has different needs that can only be provided for them in certain habitats. In the broader sense of it, habitats are divided into three broad categories such as Terrestrial, aquatic and arboreal habitats.

But, they don't need to go into that area yet. For now, it is safe for them to know where each animal lives whether water, forest, hole, trees, etc.

Mention many habitats like lakes, forest, caves, , rocks, tree trucks, swamps, mountains and even their backyard can be the home of some animals. Example, lizards live on walls outside our homes.

Also let the children know that human beings help animals by providing habitats for them. Some people build dams to create new habitats for fish, some create ponds, some take in pets like cats and dogs and provide habitat for them in their homes.

- **PROMPTING QUESTIONS:** You live in your homes, where do animals live?

✓ **RESPONSE:**

Fish live in water  
Birds live on trees (nests)  
Spiders live in web  
Bees live in hives,  
Lions live in caves (forest)  
Rabbits live in holes.



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❖ **TOPIC: EXPLORING THE PLANET:**

**EXPLANATION:** The kids have heard familiar terms in the solar system like sun, moon, earth. At their age, they obviously do not know anything about the solar system. But the concept can be introduced to them in a fun way that they begin to make some imaginations in their heads.

Topics like this are needed to expand their knowledge of science. Science is not just for high school. The preschoolers are also competent to understand scientific concepts and develop scientific thinking from early age. Early science experiences are vital to the young child's educational growth and development.

➤ **LESSON 4: MY PLANETS AND I**

This lesson centres on the kids knowing the names of all the planets. The kids are to memorise the names of all the planets around the sun. This can be done easily with

practice through song. The song should be arranged in order, so that later in life, when the kids remember the song, they quickly remember the order of the planets. The order is based on the planet's distance from the sun. Pluto was reassigned as a dwarf planet since 2016, so it is not added on the list of the planets.

- **PROMPTING:** Eight planets of the World
- ✓ **RESPONSE:** Eight planets of the world (*as a song*)  
Mercury, Venus, Earth, mars  
Jupiter, Saturn, Uranus and Neptune.

### ➤ **LESSON 5: THE PLANET EARTH:**

You introduce this lesson by letting the kids know that all of us are on planet earth. Earth is the only planet where living things live.

The earth is part of the planets that circle around the sun.

Let the kids know that the earth consists of rocks, minerals, soil and mountains.

The earth is divided into two==land and water. There are more water on earth than land.

- **PROMPTING QUESTION:** Where is earth?

- ✓ **RESPONSE:** Earth is where we are.  
Human beings, plants and animals live on Earth.  
Earth is the only planet that has life

### ❖ **TOPIC: MOVEMENT OF THE EARTH**

**EXPLANATION:** The kids should know that the earth, which is where we are, is always moving. That the earth makes two types of movement. One movement is what causes day and night and the other movement causes the four seasons we have. (the four seasons

are not experienced in Nigeria, so you can as well talk about the rainy season and dry season] But remember, we are in a global world, so try and begin to speak to your kids as global citizens. You can tell them about the four seasons in other parts of the world. If your kids are in urban or semi urban areas, they should be familiar with the four seasons through cartoon programmes.

It's important the kids know what makes a day and night and what the meaning of sunrise and sunset is. All of these will help them to form mental picture of what actually causes day and night.

### ➤ LESSON 6: MEANING OF SUNRISE AND SUNSET

**EXPLANATION:** The sun rises from behind the earth in the east and sets below the earth in the west.

The time when the sun appears is called sunrise and the time the sun disappears is called sun set.

The length of time between sunrise and sunset is called daytime.

- **PROMPTING QUESTION:** What is sunrise and sunset?

- ✓ **RESPONSE:** Sunrise is when the sun comes out  
Sunset is when the sun goes away.

### ➤ LESSON 7: CONCEPTS OF DAY AND NIGHT

**EXPLANATION:**

We have 12 hours of day time and 12 hours of night time. Day—is how long it takes the earth to spin all the way around so that you get a night and a day.

It takes 24 hours for the world to turn all way around, and we call it a day.

Day time is when you can see the sun from where you are and its light and heat can reach you. Night time is when the sun is on the other side of the earth from you and its light and heat don't get you.



At any moment, half of the world is in daytime and half is in night-time.

Make sure you differentiate between electricity light and light that comes from the sun in explaining day and night.

- **PROMPTING:** Tell me about day and night
- ✓ **RESPONSE:** Day is when we can see the sun all around us  
Night is when we see darkness everywhere.

- **PROMPTING QUESTION:** Where does the sun go in the night

- ✓ **RESPONSE:** At night, the sun goes to other parts of the world



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## ➤ LESSON 8: WHAT CAUSES DAY AND NIGHT

Wonder and imagination are the foundations of both arts and sciences.

This lesson will help the young kids to know big things about the Earth and it will open up opportunities for gaining deeper scientific knowledge.

### EXPLANATION:

The world is like a ball. We call the top half the Northern hemisphere and the bottom half, the southern hemisphere. The imaginary line in between them is called the equator.

The earth is always spinning around. When the sun is facing the earth, we have day, when the sun is backing the earth, we have night.

We have day and night because the earth spins or rotates on an imaginary line called axis and different parts of the planets are facing towards the sun or away from it.

The sun does not move, but the Earth is always moving round the sun. Any part of the earth that faces the sun, that place experiences day----that is all the countries on that

part of the Earth will have Day while the countries on the part of the Earth that is backing the sun will have Night because, at that point, they are not getting sunlight.

- **PROMPTING QUESTION:** what causes day and Night:

✓ **RESPONSE:** We have day and night because  
The earth moves round the sun once every day.

### CLASS ACTIVITY:

This activity is to demonstrate how the Earth moves round the sun and how day and night comes about.

1. Ask one child to hold a big yellow ball to act as the sun
2. Have the other to hold a globe or even a green ball to represent earth.

***(Remind them that the sun does not move but the Earth move around the sun)***

3. Have the child with the yellow ball stand in the middle of the room
4. Have the child with the globe or green ball cycle around the yellow ball.
5. As the child is cycling, indicate when the child faces the sun and when she/he faces away from the sun.

### ❖ TOPIC: BREATHING/ RESPIRATION

**EXPLANATION:** ALL living things need oxygen to live, including plants. Human beings and animals breathe in oxygen and breathe out carbon dioxide. This process is called respiration. We can't do anything without our respiratory system. We can breathe with our mouth or nose. Different animals use different parts of their bodies to breathe.

### ➤ LESSON 9: MEANING OF BREATHING

Breathing is the process of taking in air into the lungs through the nose or mouth due to muscle contractions and then exhaled or sent out due to muscle relaxation.

- **PROMPTING:** What is breathing
- ✓ **RESPONSE:** Breathing means taking in air into our body  
And sending out used air from our body.

### ➤ **LESSON 10: OXYGEN AND CARBON DIOXIDE**

- **PROMPTING:** The air we breathe in and out

- ✓ **RESPONSE:** The air we breathe in and out  
We breathe in oxygen and breathe out carbon dioxide.

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### ❖ **TOPIC: RAINBOW**

#### **INTRODUCTORY SCENARIO:**

Imagine there was huge rainstorm. You were in your house. But as soon as the rain ended, you looked up, the sun was just starting to come out from the clouds. Then, you notice a beautiful arch or curved line in the sky. That is the rainbow. Rainbow is one of the most special gifts of nature which has inspired a lot of poems, songs and photographing.

**EXPLANATION:** rainbow is an arc of colours appearing opposite the sun as a result of the refraction of sunlight in the rain. Explain to the kids that a rainbow is that coloured light seen in the sky when rays of the sun strikes falling raindrops.

The light from the sun, though bright, does not appear to have colours when we look at it. But light is actually made up of all colours of the colour spectrum-----which are red,

orange, yellow, green, blue, indigo, and violet. When all of these lights come together as one, we get white light. So the white light is the sun we see when we look up.

So, rainbow is formed when the white light, that is sun, passes through water droplets in the sky. The water droplet splits the white light, causing all the seven colours to appear, hence, rainbow is formed.

Note that rainbow appears when water comes in contact with sun. Therefore, rainbow is usually seen when the sun is out during rainfall or when the sun comes out of the clouds immediately after rainfall, meaning there is still a lot of moisture in the atmosphere.

Rainbows are formed when light shines through water, like the sun shines through the rain. This light is bent and reflected, like reflection in a mirror. This reflection brings out all the amazing colours of the rainbow.

Rainbow can be seen in mist, fog, spray and dew.

#### **POINTS TO NOTE:**

Prism is a clear, solid object that can bend light.

If the sun is shining when the rain is falling, or immediately after the rain stops but there is still a lot of moisture in the air, the sun shines on water droplets. Water droplets act as prism. The sunlight bends as it passes through the water in the air. The bending motion causes the rainbow.

Rainbows occur often in the morning or early evenings.

### **➤ LESSON 11: MEANING OF RAINBOW**

- **PROMPTING QUESTION:** What is a rainbow?

✓ **RESPONSE:** A rainbow is a curved line in the sky  
With seven colours.

A rainbow comes out during rainfall

Or immediately after rainfall.

### ➤ LESSON 12: COLOURS OF THE RAINBOW:

**EXPLANATION:** Isaac Newton was the scientist who realized that when we break white light apart using a prism or raindrops, we get the visual spectrum of coloured light. This coloured light is what we call rainbow. The seven colours of the rainbow can be remembered with this acronym----ROY G BIV- or you present it as a song

- **PROMPING QUESTION:** what are the seven colours of the rainbow?

#### ✓ **RESPONSE**

*(AS a song)* there are seven colours (3x)

of the rainbow,

Red, orange, yellow, green, blue, indigo and

violet.

## PHYSICAL AND HEALTH DEVELOPMENT

1. Personal hygiene
2. Keeping it clean
3. Wash, brush and comb
4. Importance of good personal hygiene
5. Germs
6. Toilet habits
7. Examples of good toilet habits
8. Water is your best friend

9. More water, less juice
10. Importance of water to the body
11. Quench the thirst
12. Breathing
13. Organs of breathing

### ❖ TOPIC: PERSONAL HYGIENE

#### EXPLANATION:

Children and germs go hand in hand. Children play in sands at the park, in the school play ground or on the ground; they stick fingers in their noses, and mouths, they pick up slimy creatures and reach eagerly for food that has fallen on the ground.

Teaching kids about personal hygiene and how to maintain personal hygiene is not only essential for preventing diseases, it is also the first step to their development of independence.

Establishing good hygiene habits with the kids is the best defence against germs that live everywhere in the environment.

The topic will also help the kids to form a healthy lifestyle in the future.

#### ➤ LESSON 1: KEEPING IT CLEAN

This lesson is for the kids to understand the meaning of personal hygiene. This is a term they will be encountering often in their school life. It will be good that whenever the kids hear 'personal hygiene' staying clean should immediately come to their mind.

**EXPLANATION:** Personal hygiene is how we care for our body.



Personal hygiene is a collection of habits that people perform to keep themselves clean and their bodies healthy. These habits are important for every one because they help you stay clean and avoid becoming sick.

It means maintaining cleanliness of one's body and clothing to preserve overall health and well being.

- **PROMPTING QUESTION:** What is personal hygiene?
- ✓ **RESPONSE:** Personal hygiene means  
Keeping my body and my clothes clean  
To avoid diseases and sickness

## ➤ **LESSON 2: WASH, BRUSH AND COMB**

This lesson will look at the different personal hygiene skills these kids need to develop.

**EXPLANATION:** They have to know that they need to shower every morning and evening. They should start each day with a clean skin and end the day with a clean skin. While bathing, they should focus on their armpit, neck, feet and their private parts. Let them know that they need to bathe after every sweaty exercise or when they come back from school.

They have to brush their teeth two times a day—morning and evening.

They should also brush/comb their hair after a bathe

They should wash their clothes all the time, they should wear a clean clothe after every bath.

Proper Washing of hands Always -----the most common health challenge they face is touching their hands with unsanitary things and then putting the hands in their mouths without washing. So, proper hand washing will help keep them healthy more than any other hygiene skill.

• **PROMPTING:** How do you take care of your body?

✓ **RESPONSE:** I should take care of my body by

Bathing two times a day

Brushing my teeth two times a day

Washing my hands all the time

Wearing a clean clothe

And Combing my hair

### ➤ **LESSON 3: IMPORTANCE OF GOOD PERSONAL HYGIENE**

PERSONAL HYGIENE helps us to have good health. It helps to prevent diseases and sickness

It makes us to have better self esteem.. that means when you take good care of your body, you will feel better about yourself.

• **PROMPTING:** What will happen if you don't take good care of your body?

✓ **RESPONSE:** If I don't take good care of my body

Germs will enter my body

I will have diseases

I will be sick

I will not be happy.

It is good for me to take good care of my body.

## ❖ LESSON 4: GERMS

When children sneeze into their hands, pick their nose or play and you insist on them washing their hands, since it has germs, the kids will always look at their hands and tell you 'there is no germ on my hand'.

So, it could be pretty hard explaining the concept of germs to the kids. But with kid's friendly definition and practical exercises on hygiene, these kids will perfectly understand what germs means

**EXPLANATION:** Explain to the kids that Germs are tiny organisms that live on all things. Let them know that these germs can make them sick.

Let them know that the germs are so small that we cannot see them with our naked eyes except if we use magnifying lenses.

At this age, there won't be need to tell them that the germs are bacteria or virus.

Let them just understand that when germs enter our body, we become sick. Tell them that Germs spread very fast which is why they have to maintain good personal hygiene so as to be free from germs.

Germs are so small that they can sneak into your body and you will not know until you become sick.

- **PROMPTING:** What are germs?
- ✓ **RESPONSE:** Germs are very tiny living things  
That make us sick when they enter our body

## ❖ LESSON 5 : TOILET HABITS

A Toilet is where we get rid of bodily wastes like urine and faeces. A room that has a toilet is called a restroom, toilet, water closet etc.

Learning to use toilet is a core developmental skill that every child must adapt at young age. The knowledge of correct toilet habits will help to prevent bladder dysfunctional diseases in children.

Toilet training is also a big step for every child in becoming self dependent in handling their basic bodily functions. Good toilet habits are one way of staying healthy.

The teacher should explain to the kids that after using the toilet , they must clean up their bottom properly with toilet paper. The proper way to wipe is front to back. The essence of wiping 'front to back' is to prevent urinary infection which is common among preschool aged children.

They should flush the toilet after using it to keep it clean

You should emphasise the need for the kids to wash their hands very well with soap and water after using the toilet to avoid the spread of germs.

• **PROMPTING QUESTION:** What are good toilet habits?

✓ **RESPONSE:** Good Toilet habits are the right things  
I should do in the toilet

## ➤ LESSON 6: EXAMPLES OF GOOD TOILET HABITS

• **PROMPTING:** what are the right things to do in the toilet?

✓ **RESPONSE:** Right things to do in the toilet,  
Clean my bottom with toilet paper after pooping  
Flush the toilet and keep it clean

Wash my hands with soap and water

Leave the toilet, don't play there.

### ❖ TOPIC: WATER IS YOUR BEST FRIEND

**EXPLANATION:** This topic is to help the kids to understand why it is important to drink plenty of water. The topic will expose some basic facts about the body's need for water and help children to drink more water.

Children don't usually recognise the early stage of thirst, and this can make them vulnerable to becoming dehydrated especially during warm weather or when they are playing outside.

Let the kids know that every part of their body needs water. Water makes up 60 % of body weight.

Water is the most important liquid on earth. Every living thing needs water to survive. Water is as important as the air we breathe in.

Water comes from the clouds as rain and it forms rivers, seas, oceans etc.

Water is all around us and we use it to do several things.

### ➤ LESSON 7: MEANING OF WATER

They should know that water does not have taste, it does not have any odour, it does not have colour. This knowledge will help them to detect bad water.

• **PROMPTING QUESTION:** What is water?

✓ **RESPONSE:**

Water is a liquid

That is colourless Odourless and tasteless.

Water is good for my body

Water is my best friend.

## ➤ LESSON 8: MORE WATER, LESS JUICE

Children naturally like to drink lots of juice. Juice contains water anyway, but water is the healthiest drink for everybody. Let the kids know that there is nothing like drinking too much water. Infact, they should drink water all the time. But there should not drink too much juice because of its health hazards.

This lesson will awaken the kids on the need to drink plenty water and less juice. The more they say these words, they more they practice it.

- **PROMPTING QUESTION:** What should you drink all the time?

✓ **RESPONSE:** I should drink plenty water all the time.

Water is good for my body.

Juice is not good for my body.

Water is my best friend.



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## ➤ LESSON 9: IMPORTANCE OF WATER TO THE BODY

**EXPLANATION:** Let the kids know that when people don't drink enough water, they get dehydrated.

Water plays a lot of important roles in our body. Water helps to break the food we eat in our body and it carries nutrients around the body. Water helps to wash away wastes from our body.

Tell the kids that drinking plenty of water is one of the simplest things to do to be healthy.

If they drink enough water, their urine will be clear and slightly yellow.

If they stop drinking water, they will get sick, tired, will not grow well, and they may even die.

Human beings, animals and plants are meant to drink lots of water not lots of juice.



- **PROMPTING QUESTION:** Why is water your best friend?
- ✓ **RESPONSE:** Water is my best friend because  
 If I drink plenty water  
 I will not be sick,  
 I will grow very well  
 I will be very strong  
 I will be very fresh  
 I will not die.  
 Water is my best friend



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### ➤ LESSON 10: QUENCH THE THIRST

Getting the kids to cultivate the habit of always drinking water will be good. We want the kids to know that water should not be taken only when they are eating; rather, water should be taken every time, even if they are not thirsty.

- **PROMPTING QUESTION:** What is the Right time to drink water

- ✓ **RESPONSE:** Right Time to Drink water  
 Drink a cup of water early in the morning  
 Drink plenty water when I'm eating  
 Drink plenty water when I'm thirsty  
 Drink plenty water after playing  
 Drink plenty water every time

EVERY TIME, is the right time to DRINK WATER

## ➤ LESSON 11: BREATHING

We need the kids to understand the importance of staying in well ventilated room or building.

They need to know that when they breathe, they are taking in fresh air, which is oxygen and sending out bad air, which is carbon dioxide.

If they stay in a room with all the doors and windows locked, there will not be means for fresh air to come into the room, therefore, the children will keep breathing the bad air they breathed out. That can make them sick.

- **PROMPTING QUESTION:** What is breathing?
- ✓ **RESPONSE:** Breathing means taking in fresh air  
Into our body  
And sending out bad air out of our body

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## ➤ LESSON 12: ORGANS OF BREATHING

- **PROMPTING:** What do we use to breathe?
- ✓ **RESPONSE:** We breathe with our nose and our mouth

# NUMERACY/ MATHEMATICS

1. Number awareness
2. Counting 1-30 (or 1-50)
3. Numeral identification
4. Developing early writing skill
5. Pre-number concepts
6. Concepts of big and small
7. One to one correspondence
8. Days of the week:
9. First day of the week
10. Last day of the week
11. Matching numbers to quantities
12. Two dimensional shapes:
13. Circular objects and square around us
14. Drawing and identifying a circle
15. Squares around us
16. Identifying the sides of a square
17. Sequencing
18. Learning sequencing words
19. Rote memorisation of the multiplication table
20. Numbers in words

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## ❖ TOPIC: NUMBER AWARENESS

Number awareness covers early math skills which are fundamental for learning advanced mathematical concepts in higher classes. So, early exposure to number

activities will build the kid's confidence in working with numbers and other math concepts.

In pre-nursery, they learnt how to count from 1-20. They will begin to move deeper in developing their number sense.

### ➤ LESSON 1: COUNTING 1-30 (or 1-50)

Most of the kids in the class should have mastered counting 1-10. At this stage, they will start counting from 1 through 30.

In counting, always give them a prompt to start. Using a song makes it more exciting and captivating for the kids

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- **PROMPTING:** Do you know your numbers?

✓ **RESPONSE:** Yes, yes, yes

- **PROMPTING:** Do you know your numbers?

✓ **RESPONSE:** Yes, yes, yes,

- **PROMPTING:** Can you count them for me

✓ **RESPONSE:** Yes, I can. 1      2      3      4      5      6      7      8      9,      1&0  
-10,

1&1-11	1&2-12	1&3-13	1&4-14	1&5-15	1&6-16
1&7-17	1&8-18	1&9-19	2&0-20		

**Another approach is**

**PROMPTING:** I can count my numbers

**RESPONSE:** I can count my numbers-----1 2 3 etc

## LESSON 2: NUMERAL IDENTIFICATION

The kids can count their numbers but do they know what the numbers look like? This lesson will focus on building their visual discrimination skill so that they can identify each of the numerals from 0 to 9. Remember that some numerals like 6 and 9, 1 and 7 look alike.

Apply the rules of Curves and lines in teaching the kids numeral recognition (***Check number sense topic in Pre nursery curriculum for detailed explanation of curves and lines***)

## LESSON 3: DEVELOPING EARLY WRITING SKILL

Writing numerals is a great task for preschool children. It requires the teacher's creativity, patience and consistency.

In the pre-nursery curriculum, we talked about the signs used in describing the numbers. We stopped at number 3. We will refresh that and then move on to numbers 4- 9.

- **PROMPTING QUESTION:** What is number one?

✓ **RESPONSE:** Number one is a standing line  
(They should demonstrate along as they say it. They use their finger to draw one in the air) after this exercise, let them pick up number one. Make sure you mix it with other numbers)

After writing in the air, let them write on a paper.

**PROMPTING:** Describe number two

**RESPONSE:** Number two is a back curve and a sleeping line. (They should demonstrate a back curve and a dash in the air as they say it. In teaching little kids, repetition is very necessary for mastery and lasting comprehension. )

**ACTIVITY:**


Ask every child to pick up a back curve and a sleeping line

Let them position the two of them together to make the shape of 2.

After that, mix up number 2 with other numbers for them to sort out all the numbers 2.

The trick is, if they know a back curve and a sleeping line, and when you ask them to describe 2, they say number 2 is a back curve and a sleeping line, I bet you, recognising number 2 will as easy as ABC.

After they have identified it, let them follow the sequence in writing it.

To write 2, ask them to write a back curve -----  a back curve is a C that is facing backward.

After they write the back curve, position their hands at the right place for them to do a sleeping line. Sleeping line is a short horizontal line. Once they position their hands correctly and draw a sleeping line, they have succeeded in writing number 2

**PROMPTING:** What is number 3?

**RESPONSE:** Number 3 is a back curve and another back curve ( They demonstrate in the air as they do this) **After** that, they can then write a back curve, two times. They should not remove their hands after writing the first back curve, they write the second back curve immediately to produce number 3:

In teaching writing to kids, I prefer one number at a time. Before you move to number 2, make sure that child is writing number 1 very well.

What this means is that-----all the children in the class will not be at the same stage. Some may be in number 5 while some others may still be in number 2. Every child to his or her ability.



## ❖ TOPIC: PRE-NUMBER CONCEPTS

### ➤ LESSON 4: CONCEPTS OF BIG AND SMALL

This lesson will help the kids to recognize the difference in sizes of objects.

You teach the kids how to differentiate between big and small.

Help the kids to list things that are big and those that are small.

At their age, we have to concentrate on two sizes alone-----big and small.

As they go further, 3 items will be introduced.

#### PROCEDURE:

Draw two objects on the board-----say a big ball and a very small ball

Ask the kids to point at the big ball and at the small ball

As they are pointing, they should make sentences like

**This is a big ball**

**This is a small ball**

#### ACTIVITY 1:

Gather the kids in a circle

Show them a large item like a big book

Tell them that is BIG

Show them another book, which is very small. Tell them that is SMALL compared to the BIG book

Give various items to different children

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Let them place big items in one pile and small items in another pile.

## CLASS ACTIVITY 2:

Let the kids stand up and lock their hands together to make a circle

Let them make a big circle by opening up the space

Let the make a small circle by coming closer together.

## ACTIVITY 3:

Let the kids make a big circle with their hands and a small circle with their fingers.

Give each child a BIG verses SMALL worksheets to complete

Draw the same object of different sizes

- **PROMPTING QUESTION:** (Pointing at a big object or picture, may be ball)  
Is this ball big or small

✓ **RESPONSE:** The ball is big

Draw another set of objects and point at the small object

- **PROMPTING QUESTION:** Is this Circle big or small?

✓ **RESPONSE:** The circle is small

**BIG AND SMALL ACTION SONG** (to the tune of *twinkle, twinkle little star*. You can create your rhythm)

This is big and this is small (*open arms wide, then close together*) 2x

I can be big like a bear (*open arms and feet wide*)

I can be small, curled in to a ball (*crouch into ball*)

This is big and this is small (*open arms wide, then close together*)

This is big and this is small (*open arms wide, then close together*)

### ➤ LESSON 3: ONE TO ONE CORRESPONDENCE

The kids have mastered their counting and have memorized the numbers. They can also recognize some of the numbers. Now is the time for them to begin to count actual number of objects.

One to one (1:1) correspondence is the ability of the kids to match an object to the corresponding number and recognize that numbers are symbols to represent a quantity.

This helps them to understand the value of numbers.

One to one correspondence will give the kids the knowledge to skillfully count a real object.

They should know that two balls = 2; 6 apples = 6

1:1 correspondence provides the link between the symbol, the language and the quantity.

Adequate knowledge of One -to -one correspondence will help them to count objects very well without skipping any item or counting an item two times.

They should practice saying one number with one object.

$$1 \boxed{\phantom{00}} \quad 2 \boxed{\phantom{00}} \quad 3 \boxed{\phantom{00}} \quad 4 \boxed{\phantom{00}} = 4$$

Here, we have four squares. Let a child count the squares one after the other.

After that, let him or her write four.

Explain to them that the number '4' stands for four squares.

You can use several objects for the counting.

**CLASS ACTIVITY:**

Group the children in your class. May be a group of five, group of seven and group of ten

Get each child to count the number of children in each group.

When they count-----say 1, 2, 3, 4, 5. Let the child write 5 on the board. ( kids love to write on boards more than books)

Let them know that the numeral five represents five children in the class.

Get another child to count another group and write the numeral.

Let every child in the class do the counting and write the number.

The more they practice this skill, the more numbers begin to make meanings to them.

This exercise will also help you in sharpening their recognition and writing skills

You can use different fun, colourful and exciting objects to practice 1:1 correspondence with the kids. Remember, consistence makes perfect.

### ➤ LESSON 4: DAYS OF THE WEEK:

The children should know how to count the days of the week starting from the first day, which is Sunday, to the last day of the week which is Saturday.

These kids will learn the first and last days of the week. So, it's important you start with Sunday, which is the first day of the week and end with Saturday, which is the last day of the week

• **PROMPTING QUESTION:** How many days make one week?

✓ **RESPONSE:** Seven days make one week

• **PROMPTING:** Seven days in a week

✓ **RESPONSE:** *(As a song)* there are seven days  
There are seven days

There are seven days in a week  
 Sunday, Monday, Tuesday, Wednesday, Thursday,  
 Friday and Saturday.

### ➤ LESSON 5: FIRST DAY OF THE WEEK

The kids should learn the first day of the week and also learn how to spell it. It's a fun exercise for the kids

- **PRMPTING:** What is the First day of the week?

- ✓ **RESPONSE:** The first day of the week is Sunday.



S. u. n. d. a. y ===== Sunday

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### ➤ LESSON 6: LAST DAY OF THE WEEK

- **PROMPTING QUESTION:** What is the last day of the week?

- ✓ **RESPONSE:** The last day of the week is Saturday

S. a. t. u. r. d. a. y-----  
 Saturday.

### ➤ LESSON 7: MATCHING NUMBERS TO QUANTITIES

In this lesson, you provide materials for kids to count and connect with objects and numbers. This practice will help the kids to know that numbers are more than words.

In their previous lesson on one to one correspondence, they learnt how to associate quantities with numbers. Here, they are learning how to associate numbers with quantities.

They will learn how to match numbers to their correct quantities. They should learn that numbers represent a certain quantity-----so when they have different groups of different quantities, they should be able to figure out which number represent specific quantity.

You can use different things to represent numbers. Examples dots, fingers, counters, sticks, coins.

### **CLASS ACTIVITIES:**

#### **Activity 1:**

You can draw five dots on the board to represent number 5.

You can also count out five fingers on a child's hand, to represent number 5. The children should count along with you until you get to five.

Let the child, whose hand is counted, join the fingers together-----

Tell the kids that all the fingers represent 5; all the dots represent 5.

When you draw the object, use link to show the numbers representing each quantity.

#### **Activity 2:**

You can make the kids do one to one counting using clip cards. Have groups of picture of different objects representing different numbers.

Let the kids count, after counting each group of object, they pick the numeral and clip it to the group that has the right number.

### **❖ TOPIC: TWO DIMENSIONAL SHAPES:**



This topic will bring back the knowledge of shapes taught in their previous class. In pre-nursery, they learnt how to associate shapes with every day item. We will start the topic on Two dimensional shapes by looking at circular shapes and squares around us.

### ➤ LESSON 8: CIRCULAR OBJECTS AND SQUARE AROUND US

When the kids hear the word 'circle' we want them to begin to picture various items with such shapes. This will make the learning long lasting.

- **PROMPTING QUESTION:** What is a circle?

#### ✓ **RESPONSE:**

A Circle is round, round and round.

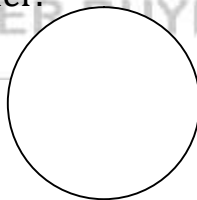
A circle is like an orange, round and round.

A circle is like a tyre, round and round.

A circle is like a ring, round and round.

### LESSON 9: DRAWING AND IDENTIFYING A CIRCLE

Circle shape is the easiest for children to identify and draw. Let the kids know that a circle does not have any side or corner.



Let all the kids draw a big circle.

### ➤ LESSON 10: SQUARES AROUND US

- **PROMPTING QUESTION:** Do you know a square?

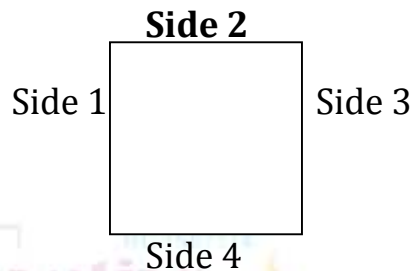
✓ **RESPONSE:**

Yes I do. A square has four sides, four equal sides.

A slice of bread is square, four equal sides.

A carton is square, four equal sides.

Tile on the floor is square, four equal sides.

➤ **LESSON 11: IDENTIFYING THE SIDES OF A SQUARE**

Show the children the four sides of a square. Ask every child in the class to identify the four sides.

You can give the kids paper to fold into a square shape.

They can attempt drawing a square.

Draw different shapes including a square. Ask the kids to identify the square among the shapes.

❖ **TOPIC: SEQUENCING:**

A sequence is a list of things that are in order.

Sequencing is a very important concept for early years because it helps children to understand patterns that make the world more understandable and predictable.

Sequencing is a very important skill that we apply in our daily lives. For instance, when a child wants to use the bathroom, the child follows a sequence that will eventually lead to him or her using the bathroom. First, the child has to get up, walk to the bathroom, open the door, go into the bathroom and then close the door.

In reading, for a child to read words, the child must know the letters of the word, associate sounds with the letters, and then put the letters together into meaningful words.

Therefore, teaching these kids sequencing is helping them to learn routines and develop academic skills like reading and scientific skills

### ➤ LESSON 12: LEARNING SEQUENCING WORDS

Use words like first, second, third, in front, after and last.

These words will help the kids to develop deep sequencing skill.

For instance: if asking the kids to carry out a routine in the class, you say

First, arrange your school bags in the shelf, second put your lunch boxes under the desk, then sit on your chairs and lastly listen to my teaching.

Ask the kids questions that will develop their sequencing skills. Make this practice a daily exercise.

You will not decide what their response will be, but make sure they organize their response in sequence using sequencing words.

• **PROMPTING QUESTION:** What did you do this morning?

✓ **RESPONSE:**

When I woke up this morning

First I greeted my mummy, then, I brushed my teeth

After that, I took my breakfast

And I waited for the school bus.

OR

- ✓ **RESPONSE:** First, I brushed my teeth, secondly, I took my bathe, thirdly, I ate my breakfast and lastly I gave my mummy a goodbye peck.

*(Allow the kids to explain their routine to you, but make sure they use sequencing words)*

- **PROMPTING QUESTION:** How do you lace your shoes?

- ✓ **RESPONSE:** first, I put my legs in the shoes  
Then I pass the lace through the holes,  
After that I knot the lace.

Let the kids talk about each step of any activity you asked.

## BONUS LESSONS:

### ROTE MEMORISATION OF THE MULTIPLICATION TABLE

The children should learn how to count their multiplication off hand. They should be able to count from

2 x 1 to 2 x 12

## NUMBERS IN WORDS

The children should know their numbers in words

They can start from –ONE -1 up to FIVE -5

# COMMUNICATION, LANGUAGE AND LITERACY

## LESSONS

1. Learning the alphabets
2. Reciting the 26 alphabets ( letter names)
3. Learning the letter sounds
4. Writing letters of the alphabets
5. Division of the alphabet
6. Letters in the alphabets
7. The two groups of the alphabet
8. Vowels and consonants
9. Active listening skills
10. Story reading
11. Comprehension stories
12. Self introduction
13. Meeting a new friend
14. Introduce yourself to adults
15. Exploring the world of opposites
16. Memorising words and opposites
17. Making short sentences with opposites

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### ❖ TOPIC: LEARNING THE ALPHABETS

The alphabets are the building blocks of language. It's very important that the kids in this class begin to identify their alphabets. It will be practically impossible to teach sounds if the children cannot identify their letters.

For the children to become literate, they must be able to recognise each letter, both in order and out of order, and know the sounds connected to each letter.

To facilitate speedy learning, we advocate for few letters at a time. Every letter that is introduced, the children should be able to recognise it, know the sound and know how to write it.

### ➤ LESSON 1: RECITING THE 26 ALPHABETS ( letter names)

The children must have learnt how to recite the alphabet in their previous class. But you can be rest assured that they will be quite a number of the kids who can not recite the alphabets to the end. Some will be mixing up the letters.

It's important to start by ensuring accurate recitation of the alphabets

• **PROMPTING:** Can you say your letters?

✓ **RESPONSE:** Yes, I can say my letters

• **PROMPTING:** Say it for me

✓ **RESPONSE:**

a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	

*(It's very important you have the letters written on several parts of the classroom, so that they children can be seeing it while they read. It helps in their recognition of letters)*



## ➤ LESSON: 2: LEARNING THE LETTER SOUNDS

When the children master how to recite the alphabets, the next phase is for them to master how to recite the sounds of all the alphabets as well. If they master the letter sounds even when they can't recognise the letters, it makes it easy for them to blend and subsequently read.

- **PROMPTING:** Sounds of the Alphabets

✓ **RESPONSE:** Sounds of the alphabets: A-----ah, B-----bhbhbh C-----ccc,

D-----dhhdhdh E-----ahhhh F-----fff, G-----ghghgh, H-----hhh  
 I-----ehhhh J-----jjj K-----khkhk L-----lhhlh M-----mhm  
 N-----nhnh O-----ohhh P-----phphph R-----rhrhrh S-----ssss  
 T-----ththth U-----ohhh V-----vhvvh W-----wuwuwu X-----xhxh  
 Y-----yhyhyh Z-----zhzhzh

*(you must teach the kids the right sound of every letter. If you are not sure of any sound, please, consult our video for clarity. Don't teach a wrong sound to the kids because it will affect their reading and pronunciation.)*

## ➤ LESSON 3: WRITING LETTERS OF THE ALPHABETS

At this stage, the children should be writing at least a-e. You have to start teaching both the sound and the writing at the same time.

In numeracy for Pre KG, we discussed the lines and curves. Every letter is either a line, a curve or combination of curves and lines.

Refresh the children's minds on the lines and curves. That is the easiest way to teach them writing.

### QUICK RECALL ON LINES AND CURVES:

Standing line= 1

Sleeping line = \_\_\_\_\_

A back curve= )

A front Curve = C

For instance, letter b is a standing line and a back curve.

Letter e is a front curve and a sleeping line inside.

You have to begin to teach both the letter name, letter sound and how to write it at the same time.

If, for instance, you ask a child to write c, the child should say, 'c ----cccc, a front curve.

The children must practice writing everyday.

When it comes to writing and identification, introduce one letter at a time. Until the child can write the letter before you move to another letter.

### ❖ TOPIC: DIVISION OF THE ALPHABET

The English alphabet has 26 letters. The letters are divided into two parts-----vowels and Consonants. There are five vowel sounds and 21 consonants.

In all the lessons under this topic, the children will have better understanding of the structure of the English alphabet.

## ➤ LESSON 4: LETTERS IN THE ALPHABETS

This lesson helps the children to memorise the number of letters in the alphabet. It is important for them to know that the English alphabet has 26 letters. This knowledge will help them to know more about the vowels and consonants.

- **PROMPTING QUESTION:** How many letters are in the English alphabet?

✓ **RESPONSE:** There are 26 letters in the English alphabet

**PROMPTING:** Say it for me. ( This prompting means the children should recite the letters of the alphabet. Adapt this lesson in a way that suits your environment and pupils. )

## ➤ LESSON 5: THE TWO GROUPS OF THE ALPHABET

This lesson is to explore how the alphabet is broken down into two categories.

**EXPLANATION:** All our words are created by using some of the 26 letters of the alphabet. These letters could be divided into two groups. They are called vowels and consonants. The two groups work together to help us pronounce written words.

Each letter makes a sound. When we know the sound of a letter, we can figure out how to say every word we see.

- **PROMPTING QUESTION:** How is the alphabet divided?

✓ **RESPONSE:** The alphabet is divided into vowels and consonants.  
There are 5 vowels and 21 consonants.

## ➤ LESSON 6: VOWELS AND CONSONANTS

**EXPLANATION:** A vowel is a sound made by blowing air out of the mouth without closing your mouth or teeth.

Consonant is a sound made by moving part of the mouth, lips, tongue or teeth.

Examples: let the whole class say 'a' together. You can notice that mouth, tongue, teeth and lips did not move.

Then, ask them to pronounce 'b'. You notice that for them to pronounce letter 'b', they briefly closed their lips.

It may take time for the children in this class to understand this difference, but with time, and constant practice, they will understand.

But make sure they can identify all the vowel letters. But, I often prefer they say the sounds of the letters instead of calling the letter names. Example: instead of saying 'a', they should say /ah/.

Write the vowel letters on the board or piece of paper for the children to know their sounds.

As you point at each vowel letter, you say the sound, let the children repeat after you, keep repeating several times.

Reinforce the lesson on different days for better internalisation.

- **PROMPTING QUESTION:** Tell me the five vowel sounds

✓ **RESPONSE:** five vowel sounds - a e i o u

**NOTE:** You can sometimes act as a vowel. But due to the age of the children in this class, we will not discuss that here until when the children get to the stage of blending sounds to form words.

## ❖ TOPIC: ACTIVE LISTENING SKILLS

Listening is the process of receiving and assimilating ideas and information from spoken messages. Active listening mean getting the kids to pay full attention to the speaker and understand the complete message being passed.

The kids ability to remember and ask questions are ways to know if the child listened well or not. That a child is looking at you while talking is not a confirmation that he/ she listened.

This topic is very important because getting the kids to be active listeners will help them to understand every other thing being taught in the class, it will help to become better communicators and excellent problem solvers.

Being an active listener also shows good character, commitment and an essential component of being a leader.

You can help the kids to become active listeners by encouraging them to;

1 maintain eye contact with people

2. ask questions

Repeat what the speaker says

### ➤ LESSON 7: STORY READING

You read a short story to the kids. Make sure every body is listening while reading the story. Also, make sure they are all having eye contact with you; also have eye contacts with them. At the end of the story, ask the kids some simple questions to know who listened actively and who did not.

**(STORY: )**

**As I was coming to school this Morning, I saw two dogs by the road side.**

**One dog was big and the other dog was small.**

**The dogs started to chase me. I ran into Mr John's house.**

**Mr John chased the dogs back. i came out of the house and ran very fast to school.**

- **PROMPTING QUESTION:** What did I see as I was coming to school this morning?

- ✓ **RESPONSE:** You saw two dogs as you were coming to school this morning.

(**Always** insist on the kids making complete sentence in Answering any question. That's a sure way to build their oral communication skills and sentence construction)

- **PROMPTING QUESTION:** One dog was big and the other dog was what?

- ✓ **RESPONSE:** One dog was big and the other dog was small (the tendency is right structure.)

for the kids to chorus 'small'. Don't allow that as the Answer. Still on the need for good sentence

- **PROMPTING QUESTION:** Whose house did I run to When the dog chased me?

- ✓ **RESPONSE:** You ran to Musa's house When the dog chased you

## ➤ LESSON 8: COMPREHENSION STORIES

**STORY:** Mr Ode is a farmer. He likes to grow vegetables in his farm. Yesterday, he gathered plenty vegetables in a basket.

- **PROMPTING QUESTION:** Who is Mr Ode?



✓ **RESPONSE:** Mr Ode is a farmer

- **PROMPTING QUESTION:** What does he like to grow in his farm?

✓ **RESPONSE:** He likes to grow vegetables in his farm

## TOPIC: SELF INTRODUCTION

The art of proper introduction is a skill children will use all through their life journey. By teaching the kids simple introduction skills, you are empowering them with confidence when meeting new people. It is important for the children to know how to ask and answer questions about themselves

We will break this lesson into two

The first part is how the child can introduce him or herself to a new friend

The second part is how a child can introduce him or herself to group of people.

### ➤ LESSON 9: MEETING A NEW FRIEND

Children should be taught how to be sociable and friendly especially to new friends. Some kids do not know how to warm up to new friends. It takes a confident child to make the first move in warming up to a new friend.

This lesson is designed to help children make the first move. It will also equip them with the right words to use in introducing themselves to new friends.

. It is important for the children to know how to ask and answer questions about themselves.

Some of the words are-----hi, hello, my name is -----,what's your name?, nice to meet you, etc

- **PROMPTING:** What do you do when you meet a new friend?

- ✓ **RESPONSE:** When I meet a new friend, I should say:

Hello, nice to meet you

My name is -----(every child should say his or her name)

What is your name?

**They should act it out. Pair the children let one be a friend, and let the other do the introduction.**

### ➤ LESSON 10: INTRODUCE YOURSELF TO ADULTS

This lesson is for the kids to know how to give out some vital information about themselves to a group of people or to an adult. This skill is very important as it helps the children to develop a strong sense of communication and confidence:

It is also a way of introducing the kids to composition about themselves.

- **PROMPTING:** Tell me about yourself

- ✓ **RESPONSE:** My name is -----

I am 3 years old

I am a pupil of Crystal Kids Academy

The name of my teacher is Miss Peace

My best colour is pink

My best food is Rice and plantain

## ➤ TOPIC: EXPLORING THE WORLD OF OPPOSITES

Opposites are abstract concepts that the children may not grasp so fast. But the lesson can be explained in a fun way using different activities that make understanding faster and better.

Exploring opposites will help children polish their skills of observation and creativity.

Understanding the concept of opposites help the children to learn how to compare two things as well as improve their ability to describe things.

### HOW TO TEACH OPPOSITES

Tell the children that today, they are going to learn 'opposites'. Let every child in the class say the word 'opposites'.

Ask the children to stand up, ask them to sit down.

Move to the right. Move to the left.

Then explain to them that the opposite of stand up is sit down, the opposite of left is right.

### IDEAS TO TEACH CONCEPT OF OPPOSITES

---Use materials that vary in shape, size and colour example white and black

----show them pictures of people with different emotions example sad and happy

-----talk about specific things that have opposite qualities example the mouse is small, the elephant is big

### Choral demonstration of opposites

Ask the children to point up, then, point down.

Opposite of up is down

Let's all whisper 'opposites'. Now let's shout 'opposites'.

Opposite of whisper is shout

### ➤ LESSON 11: MEMORISING WORDS AND OPPOSITES

Let the children memorise as many words and opposite as possible. Once they hear a word, they should be able to give the opposite.

Tell them that opposite means if a thing is not one thing, it is another. Example, if you are not tall, you are short. This idea will help them to quickly remember the opposites of words

- **PROMPTING:** Words and opposite

- ✓ **RESPONSE:** Words and opposites

Big small

Wet dry

Hot cold

Inside outside

Front back

tall short

Clean dirty

Up down

Right left

Sweet bitter

Beautiful    ugly

## ➤ LESSON 12: MAKING SHORT SENTENCES WITH OPPOSITES

This lesson is to help the children know how to compare two things making use of opposites.

You make a sentence showing probability using 'if'. The children make the same sentence, showing certainty by using the opposite of the key word in your sentence.

**PROMPTING:**            If the house is not clean

**RESPONSE:**            The house is dirty

**PROMPTING:**            If the man is not tall

**RESPONSE:**            The man is short

**PROMPTING:**            If the book is not inside

**RESPONSE:**            The book is outside

**PROMPTING:**            If the water is not hot

**RESPONSE:**            The water is cold

**PROMPTING:**            If the fruit is not sweet

**RESPONSE:**            The fruit is bitter

You can add as many as possible to the list.

# SECOND TERM COURSE WORK

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)

### LESSONS

1. Anger
2. Meaning of anger
3. The beauty of anger
4. Managing anger
5. Positive anger behaviour
6. Physical touch
7. Appropriate touch
8. Examples of good touch
9. Inappropriate touches
10. Life skills
11. Everyday survival skills
12. Grace and courtesy (good manners)
13. Polite words
14. Examples of polite words
15. When to say thank you
16. When to say please:
17. When to say excuse me
18. Saying I'm sorry

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### ❖ TOPIC : ANGER

It is natural for every human being to feel anger once in a while.



Well managed anger can be a useful emotion that motivates children to make positive changes .

However, anger is a powerful emotion and if it is not handled very well, it may produce disruptive results for the child and people around him/her.

Uncontrolled anger can lead to fights, physical abuse, assault, self harm etc.

This topic will help kids to manage their behaviour whenever they are angry.

## ACTIVITY

Paint different scenarios for the children to understand what anger really means and how to manage it. Paint a scenario that is common to your environment.

Scenario 1: if your little brother or sister gets into your room and plays with your toys without your permission, what do you do?

Scenario 2: If your friend spills your ink, what do you do?

Scenario 3: When their friend teases them or calls them names, how do you react?

Scenario 4: what do you do when parents deny you a particular thing or if they blame you for something you did not do?

**Let every child** should mention things that make them angry at home or in school and how they react.

## ➤ LESSON 1: MEANING OF ANGER

### EXPLANATION:

Children have different emotions at different times. There are times you feel happy, there are times you feel sad. Anger is another way we feel.

- **PROMPTING QUESTION:** What is anger?

✓ **RESPONSE:**

Anger is the bitterness I feel  
When someone does something I do not like.

➤ **LESSON 2: THE BEAUTY OF ANGER**

Anger can be good for children as it can be a way of them standing up for their rights when treated unfairly.

Try as much as possible to help the kids understand that being angry is a very good thing. But anger can become bad if we do bad things because of the anger we feel.

- **PROMPTING QUESTION:** Is it good to be angry?

✓ **RESPONSE:**

It is okay for me to be angry.  
But it is not okay to do  
Naughty things when I'm angry.

➤ **LESSON 3: MANAGING ANGER**

Since it is natural to feel angry, let the kids know that there are healthy ways they can express their anger.

Explain to the kids that whenever they are angry, they should go to the person who made them angry and register their feeling. They should be taught the importance of speaking up rather than bottling up feelings.

Let them know that it is wrong to lose control when angry. If your kid sister or brother gets a new toy, don't break the toy to show you are angry; ask your sister or brother to share with you. Ask "can I play with your toy?" or, if you can't do your home work or

class work, don't get angry and tear your book, ask your teacher or parents to assist you. Ask "Please mom, can you help me out with my homework?"

Let them know that aggression is different from anger.

These anger rules are like a check on the kids, a guide on how to act when ever they are angry

- **PROMPTING QUESTION:** What are your anger rules?

- ✓ **RESPONSE:** My anger rules are:

I should not hit anyone when angry

I should not break things when angry

I should not throw things when angry

I should not use abusive words when angry.

(Give them examples of abusive words like 'idiot, waka, God punish you etc)

#### ➤ LESSON 4: POSITIVE ANGER BEHAVIOUR

The positive anger behaviour are the proper thing every child should do when angry. Consistent practice of these behaviour helps to shape the personality of the kids. The teacher should try as much as possible to apply these positive behaviours and the anger rules in the class room

When ever a child does what is contrary to these rules and behaviour, let the whole class chorus the anger rules and the positive anger behaviour. These will be a check on the kids to behave and act right when angry.

- **PROMPTING QUESTION:** What do you do when ever you are angry?

- ✓ **RESPONSE:** Whenever I'm angry  
I should take a deep breath,  
Drink a cup of water

Walk away from the person that made me angry.

### ❖ TOPIC: PHYSICAL TOUCH:

#### EXPLANATION:

Touch is a means of communication and it is good for our well being. Learning about appropriate touch can help the kids learn strategies that help them stay safe. It also helps them to know when to ask an adult for help.

#### ➤ LESSON 5: APPROPRIATE TOUCH

Explain to the kids that appropriate touches are those touches that show how respectful, kind and caring the person is towards you.

For easy understanding, we will use good touch and bad touch.

- **PROMPTING QUESTION:** What is good touch?

✓ **RESPONSE:** Good touch is when someone touches me

In the right way.

Good touch shows respect, love and care for me.

#### ➤ LESSON 6: EXAMPLES OF GOOD TOUCH

Let them understand that appropriate touches are thumbs up touches.(use your hand to demonstrate thumbs up) what this means is that the touches are allowed.

Examples of appropriate touches

1. Hugs and cuddles
2. Holding hands
3. Giving a back rub
4. High five
5. Shaking hands
6. Gentle pat on the shoulder
7. Visit to a health care professional

- **PROMPTING:** Examples of good touches
- ✓ **RESPONSE:** (*They should demonstrate every touch as they say it. Pair the kids to make it fun and practical*)

Examples of good touches

Hugs and cuddles

Holding of hands

Giving a high five

Giving a back rub

Gentle pad on the shoulder

## • LESSON 7: INAPPROPRIATE TOUCHES

**EXPLANATION:** Inappropriate touches are those touches that show disrespect, anger and bad behaviour. Such touches are scary, dangerous, hurtful, confusing and they are totally unacceptable. Inappropriate touches are 'thumps down' touches. ( Use your hand to show thumps down).

Examples of inappropriate touches

1. Hitting
2. Kicking
3. Biting
4. Pushing

5. Slapping
6. Pinching

- **PROMPTING:** Examples of bad touches
- ✓ **RESPONSE:**
  - examples of bad touches
  - Hitting is a bad touch
  - Kicking is a bad touch
  - Biting is a bad touch
  - Pushing is a bad touch
  - Slapping is a bad touch
  - Pinching is a bad touch
  - As a good child, I will never do a bad touch



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### ❖ LIFE SKILLS

Life skills are abilities for adaptive and positive behaviours that enable people to deal effectively with the demands and challenges of life.

They are simply the skills we need to make the most out of life.

Teaching kids about life skills equips them with the social and interpersonal skills that will enable them to cope with everyday Life. Life skills will help the kids to develop sound minds, good judgement, good habits for long term stability, wellness and success.

Good knowledge and application of the life skills will help the kids to build self confidence, encourage them in critical thinking, foster independence and help them in effective communication.

We have to know that childhood is the time we prepare the kids for the real world. And as teachers or parents, our duty is to make sure the kids have a good start in life by equipping them with all the necessary skills for their journey to the future.



This topic will be broken in to sub areas like survival skills, good manners, time management, confidence and independence. Each of them is a standalone lesson.

## ➤ LESSON 8: EVERYDAY SURVIVAL SKILLS

The best way for a child to learn how to do something is by doing the thing.

Children need to begin to assume responsibility from early age.

This lesson will motivate the kids to do certain things for themselves. At their age, they should make effort to brush by themselves, bathe by themselves, dress themselves, tie their shoe lace, pack their lunch box etc.

They should also know who to call in times of emergency-----the need to memorise their parents or guardian's phone number. How to cross the roads-----road signs . let the kids know that they become very good at those things by doing it themselves repeatedly.

The ability of these kids to do such things themselves boosts their self esteem, makes them feel good and confident.

It will also help them to face challenges in life. Teach them in a way that they will not allow their parents do it for them. Children listen more to their teachers.

- **PROMPTING QUESTION:** What are the things you should do by yourself?

✓ **RESPONSE:**

Things I should do by myself

I should brush by myself

I should dress by myself

I should pack my lunchbox by myself.

Mummy, daddy, sister, aunty, don't do them for me

I can do them by myself

## ➤ LESSON 9: GRACE AND COURTESY (GOOD MANNERS)

### EXPLANATION:

Having good manners are very important life skills every child needs. Getting the kids to develop good manners at early age is a good foundation for a great future.

You often assume that some of the behaviours come natural to the kids and that common sense will make them use such words even if not taught. It's not always that way.

Spell out the good manners for the kids, the right way to use them, the right time to use each and the right place to apply them.

Smile and have a good attitude -----it makes everything better for yourself and others

Ask about others-----it shows you have interest and feelings in others

Pass compliments-----it makes others feel good.

Share-----it shows you care

Knock on doors before you open

Don't interrupt people when they are talking or when they are on phone

## ➤ LESSON 10: POLITE WORDS

The use of polite words shows how mannered the kids are.

Let the kids know that making use of polite words in their interaction with people means that they think about other people, they are selfless. People will be happy to be around them.

People who don't use polite words are said to be ill mannered, arrogant and selfish.

Polite words will make people feel appreciated and respected. It is important to show kindness and respect to people by speaking to them politely.

## EXAMPLES OF POLITE WORDS

Say please when asking-----it shows consideration for others

Say thank you when receiving-----it shows appreciation and gratitude

Say excuse me-----it shows you have consideration for others

## WHEN TO SAY THANK YOU

1. When someone gives a compliment. Give them examples of compliment like-----  
---when someone says your dress is fine, your hair is lovely, you look beautiful, you're such an intelligent girl
1. Say thank you when some one gives you gift
2. Say thank you when someone does something for you.

• **PROMPTING QUESTION:** When do you say thank you?

✓ **RESPONSE:** When someone gives me something  
I should say 'thank you'

When someone does something for me

I should say 'thank you'

When someone tells me my clothe is fine

I should say 'thank you'

## WHEN TO SAY PLEASE:

Teach the kids that it is polite to say 'please' when you are asking someone for something or when they are asking someone to do something for them.

This will make the kids know that asking for help or assistance is normal and part of life. But they should know that repeating 'please' over and over again is not polite.

- **PROMPTING QUESTION:** When do you say 'please'

- ✓ **RESPONSE:** when asking someone for something,  
I should say 'Please'

When Asking someone to help me,

I should say 'Please'

Please, can I play with your toy?

Please, zip my clothes.

### ➤ **LESSON 11: WHEN TO SAY EXCUSE ME**

'Excuse me' can be used in different situations for different reasons.

Teach the kids that it is not proper to interrupt a conversation, but if they must, they should start with 'excuse me', if allowed, before he/ she says what he wants to say. This will help the child in effective communication and thinking ability.

Say excuse me when your body makes an embarrassing noise such as a hiccup, sneeze, yawn or fart

Say excuse me when you want to ask someone to move for you to pass, or you want someone to shift for you to sit.

- **PROMPTING:** Tell me when to use 'excuse me'

- ✓ **RESPONSE:** When I sneeze, I should say 'excuse me'

When I yawn, I should say 'excuse me'

When I have hiccup, I should say 'excuse me'

If I want someone to give way for me, I should say  
'excuse me, please'

## ➤ LESSON 12: SAYING I'M SORRY

This magic word happens to be the most difficult for kids to use. Some kids don't like to apologise either because they don't know they've made a mistake or they don't want to accept they made a mistake.

But, this lesson will help them to understand when and how to apologise.

You say 'I'm sorry when you mistakenly step on someone toes

You say I'm sorry when you hit someone by mistake

You say I'm sorry when you shake someone's hand while writing

You say I'm sorry when you make someone angry

- **PROMPTING QUESTION:** Is it right to say 'I'm sorry?'

✓ **RESPONSE:** It is right to say 'I'm sorry'

When I make a mistake

When I make someone angry

When I step on someone's toes

When I spoil someone's thing

I'm sorry mummy, for making you angry

## CLASS ACTIVITY:

You can get the kids to play out the different scenarios, showing the appropriate polite words to use in each situation

1. Your mummy buys you a new toy for your birthday; what do you say-----  
-----
2. When your friend tells you your new dress looks really good, what do you say?
3. You want someone to pass you the cup on the table; what do you say?
4. You sneeze in the class, what do you say
5. Your class mate trips and fall, what do you say
6. You mistakenly spills someone water, what do you say
7. Your mom helps you with your home work; what do you say
8. You mistakenly step on someone's toe

- **PROMPTING QUESTION:** What do you say when someone tells you 'thank you'?

- ✓ **RESPONSE:** When someone tells me 'thank you'  
I will say 'you're welcome.'

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## KNOWLEDGE AND UNDERSTANDING THE WORLD

### LESSONS

1. Here comes the sun
2. Purpose of the sun
3. An earth without the sun
4. The basic facts about the sun
5. Beautiful animals around us
6. The world of frogs
7. How frogs use their body parts
8. Giraffes



9. Basic geography
10. Mountains
- 11 Highest mountain in the world
12. Rivers
13. Importance of river
14. Longest river in the world
15. Major rivers in Africa

### ❖ TOPIC: HERE COMES THE SUN

It's really very important for kids to keep learning about the solar System. At the opening of this term, we will be looking at the sun.

We look at the sun rising every day. It's bright, it's big and it warms us up. Our sun is the brightest object in the Universe and kids are naturally curious to know more about it.

These are amazing facts about the sun that the kids need to know.

1. Our sun gives us energy, heat and light.
2. Without the sun, the Earth would be so cold, no living thing can survive and the whole world would be frozen
3. The sun is a star-----it is the closest star to us
4. One day the sun will consume the earth----- . Stars are born, they live and the die. Sun is a star and it will also die one day. When it dies, the earth will go with it. Life on earth has lasted for about 3.5 billion years. 5 billion years from now, the sun will expand, becoming a swollen star called a red giant.
5. The sun is very old . ----it is bigger than the earth----the sun is around 4.6 billion years old.
6. The sun is a giant burning gases. It is made up of more than 90% of the elements hydrogen and 7 % of helium. It also contains very small amount of oxygen, carbon, iron and neon.
7. The sun is formed in the centre of the solar system.

8. The sun is extremely hot.
9. The sun is very big. It is about 865,000 in diameter (round). The sun is so big that 1 million Earths can fit inside it.
- 10 The sun is 92 million miles away from the Earth.

### ➤ LESSON 1: PURPOSE OF THE SUN

The sun gives light and heat to the Earth. Without the sun, there would not be life on Earth. It takes about 8 minutes for the light from the sun to reach the Earth.

- **PROMPTING QUESTION:** What does the sun do for us?

- ✓ **RESPONSE:** The sun gives us energy, light and heat.

### ➤ LESSON 2: AN EARTH WITHOUT THE SUN

You make the kids to imagine life without the sun. What would the earth be like without the sun?

The sun is a star and the centre of the solar system. Everything in the solar system revolves around the sun. Light from the sun takes 8 minutes to get to the Earth, so if the sun disappears, we will not notice immediately. But 9 minutes after its disappearance, we will have complete darkness.

The moon will disappear because the moon does not produce light. We see the moon because sunlight reflects on it.

Without the sun, photosynthesis will halt immediately and plants will die. All the animals that depend on plants for food will die, including human beings.

Without the sun, the Earth would be so cold, no living thing can survive and the whole world would be frozen.

- **PROMPTING QUESTION:** What will happen if the sun goes away and never comes back?

- ✓ **RESPONSE:** If the sun goes away, the earth will be very cold  
Plants will die, animals will die  
All of us will die.  
Oh! Sweet sun, please stay with us.

### ➤ **LESSON 3: THE BASIC FACTS ABOUT THE SUN**

- **PROMPTING:** Tell me more about the sun?
- ✓ **RESPONSE:** The sun is a star, very close to us  
The sun is very big, bigger than the earth  
The sun is hot, so very hot  
One day, the sun will swallow the earth



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### ❖ **TOPIC: BEAUTIFUL ANIMALS AROUND US**

### ➤ **LESSON 4: THE WORLD OF FROGS**

There are many interesting facts about frogs that will fascinate children. Children love to talk about animals and frogs are one animal the kids will love to know about.

Frogs are carnivores' animals. They eat meat. They feed on insects, worms, spiders, small fish, etc.

The male frogs are the singing frogs. They grunt or croaks to attract female ones for mating.

Frogs have jumping abilities, croaking sounds, bulging eyes, and slimy skin. Some frogs can jump over 20 times their own body length, that is like a human jumping 30 m.

Frogs are amphibians—they have dual life--they live on both land and in water

Frogs are social creatures that live in groups. A group of frogs is called army, colony or a knot.

- **PROMPTING:** What are frogs
- ✓ **RESPONSE:** Frogs are animals that live in water and on land.  
Frogs can jump, they can sing and they have big eyes.

### ➤ **LESSON 5: HOW FROGS USE THEIR BODY PARTS**

Frogs don't need to drink water as they absorb it through their skin. They have permeable skin. Frogs breathe through their skin. They drink through their skin

**PROMPTING:** Frogs and their body

**RESPONSE:** frogs use their skin to drink water and to breathe.

Frogs use their tongue to catch insects

### ➤ **LESSON 6: GIRAFFES**

Giraffes are the tallest animals on earth. Even newborns of giraffes are about 2m tall and weigh 70kg. Giraffes have huge black tongue. Their extreme height gives them the advantage of eating leaves that grow high, which other animals can not reach. Giraffes can see predators from afar because of their height. The animal that eat giraffes are lions.

- **PROMPTING QUESTION?** What is the tallest animal in the world?
- ✓ **RESPONSE:** The tallest animal in the world is Giraffe  
Giraffes have long necks and long legs.

## ❖ TOPIC: BASIC GEOGRAPHY

This topic is to expose the kids to certain knowledge about geography. The kids have heard things like mountains and rivers. At this age, the definitions of these concepts will not make meanings to them. But, the essence here is for them to have little knowledge about them, especially knowing the names of the tallest mountains and longest rivers in the world. Knowledge of the Rivers in Africa will also be necessary.

### ➤ LESSON 7: MOUNTAINS

You let the kids know that mountain is a word used to describe land that is raised high above the land that surrounds us. Mountains are very tall and higher than hills. They are large land forms that rise above the surrounding land. You have to bring the kids out of the class to explain this concept. Let them stand in the school compound-----which is a land, and imagine another land on top the land where they are standing.

This will give them a mental picture of what a mountain is. Show them pictures of mountains. Engage them in class activities that will illustrate what mountains look like.

- **PROMPTING QUESTION:** What is a mountain?

✓ **RESPONSE:**

A mountain is a land that is high above the Ground. Mountains are very tall and big.

### ➤ LESSON 8: HIGHEST MOUNTAIN IN THE WORLD

There are about 109 mountains in the world.

Mount Everest is the highest mountain in the world. It is the highest because it has the highest elevation, that is height, above sea level.

Mount Everest is located in the Nepal and China border. It can be climbed from both countries. But the face of Mount Everest is the most popular route and it is in Nepal country.

- **PROMPTING QUESTION:** What is the highest mountain in the world

✓ **RESPONSE:** The highest mountain in the world  
Is Mountain Everest.

### ➤ LESSON 9: RIVERS

There are so many rivers in the world. Rivers are flowing water, meaning that they are always moving, unlike lakes that stay still.

A river is the path that water takes as it flows downhill towards the ocean.

Rivers are very important part of the water cycle; they provide drink and food for animals.

Rivers are means of transportation, recreation and exploration.

- **PROMPTING:** What do you know about River?

✓ **RESPONSE:** A river is a big flowing water on the ground.

### ➤ LESSON 10: IMPORTANCE OF RIVER

Rivers are the most important source of water which support life in many ways. They serve as source of drinking water and the life support to aquatic animals.

Rivers are sources of energy. They are used to power hydroelectric plants.

**PROMPTING:** Importance of rivers

**RESPONSE:** some Animals live in rivers



We get water from rivers  
 We get food from rivers  
 We can swim in rivers

### ➤ LESSON 11: LONGEST RIVER IN THE WORLD

- **PROMPTING QUESTION:** What is the longest River in the world

✓ **RESPONSE:** The longest River in the World is River Nile in Egypt.

### ➤ LESSON 12: MAJOR RIVERS IN AFRICA:

The major rivers in Africa are: River Nile which goes through Egypt; River Niger located in Nigeria but which crosses Guinea, Mali, Mauritania and Senegal; River Congo, in Congo, crossed Angola, Zambia, Tanzania, Burundi, Rwanda; River Orange in South Africa, River Limpopo in Mozambique and River Zambezi in Zambia.

The kids will recite the names of the seven major rivers in Africa through this popular song

- **PROMPTING:** Some Rivers in Africa

✓ **RESPONSE:** Some Rivers in Africa

Nile, Niger, Senegal, Congo, Orange, Limpopo  
 Zambezi.

# PHYSICAL AND HEALTH DEVELOPMENT

## lessons

1. Healthy eating
2. You are what you eat
3. Balanced diet
4. Temperature
5. Hot or cold
6. Dangerous insects in our homes
7. Meaning of insects
8. Examples of dangerous insects in our homes
9. I'm not a snack
10. Six classes of food
11. Meaning of carbohydrate
12. Protein food
13. Vitamins

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### ❖ TOPIC: HEALTHY EATING

The kids eat food every day. Let them know that it is not every food that is healthy for them. Make them understand that the quality of food they eat is what will determine how they look, their behaviour, their intelligence and their overall life.

If they eat well, they grow well. If they eat well, they will not fall sick.

Tell them that establishing healthy eating habit helps them to be focused, sleep better, learn fast and remember well. Let the kids know that food is the fuel that powers our body and brain. Just as a car or generator needs fuel to work, the body needs food to

think, play and move. When they fill up their tanks with healthy food options, they will have high energy and the brain will work fast and well.

### ➤ LESSON 1: MEANING OF FOOD

**PROMPTING QUESTION:** What is food?

**RESPONSE:** Food is any substance we take into our body  
To give us energy and make us grow

### ➤ LESSON 2: YOU ARE WHAT YOU EAT

It is important to eat good food in order to be healthy and fit. Everything they eat shows on how they look, how they reason, how they behave, how they do things. So, the food we eat does not only help our internal organs to work well, they also help our outer body. If you eat good food, your skin will look good.

Let them know that it is not every food that is healthy for them. Make them understand that the quality of food they eat is what will determine how they look, their behaviour, their intelligence and their overall life.

If they eat well, they grow well. If they eat well, they will not fall sick.

• **PROMPTING QUESTION:** What will happen if you eat healthy food?

✓ **RESPONSE:** If I eat **HEALTHY** food:  
My brain will think fast,  
My skin will look fine  
I will grow very well  
I will have enough energy  
To do all my work

### ➤ LESSON 3: BALANCED DIET

In previous lesson, they were taught the importance of eating healthy food and they know that they are supposed to eat well but do they know what it means to eat well?

Eating well means eating a balanced diet. Balanced meal will help them to feel better, have more energy, keep healthy weight, and protect them from diseases.

Balanced diet means the food you eat should contain each of the food groups in the right proportion.

• **PROMPTING QUESTION:** What is Balanced diet?

✓ **RESPONSE:** Balanced diet is the food that contains  
All the six classes of food in the right proportion

Mummy, always cook balanced diet for me.

### ➤ LESSON 4: TEMPERATURE

What will make you wear cardigan to school? The temperature. When you touch a pot on the fire, what do you feel? Hot or cold? All these are easy way to explain the concept of temperature to the kids.

This lesson is about the human temperature. Explain to them that Temperature is how hot or cold our body is. It is the amount of heat in our body.

**PROMPTING:** What is temperature?

**RESPONSE;** Temperature is how hot or cold something is.

## ➤ LESSON 5: HOT OR COLD

The human body can be hot or cold. It can also be at normal temperature. Let the kids know that whenever their body is very hot, it means they have high temperature. Let them know that high temperature means fever. When their body is very hot, they should remove their top or wear very light clothes, sprinkle water on their body.

But when rain is falling, and breeze is blowing, they can be feeling cold. They should wear thick clothes like cardigans and cover blankets so as to stay warm.

- **PROMPTING QUESTION:** When is your body temperature high?

✓ **RESPONSE:** My temperature is high if my body is very hot.  
When my body is very hot, it means I have fever.

### ❖ TOPIC: DANGEROUS INSECTS IN OUR HOMES

There are many insects that live in our homes. This lesson is for the kids to know that some of the insects are harmful to our food, some cause harm due to bites or stings or by passing deadly parasites after they bite us.

Letting the children know the danger of some of these insects will help them to protect themselves against such insects as much as they can.

## ➤ LESSON 6: MEANING OF INSECTS

Before, we talk about the dangers of certain insects, you need to refresh their minds on what an insect is. They were taught in their previous class that 'insects are small animals with six legs'. But, we need to broaden the definition by adding other features of insects since they have advanced in age a bit. They need to know that the body of insects are divided into three parts-----the head, thorax and abdomen. They also need to know that insects are invertebrates and that they have wings and antennae.

- **PROMPTING QUESTION:** What is an insect?
- ✓ **RESPONSE:** Insects are small animals that have six legs.  
Insects have four wings and their body is divided into three parts.

### ➤ **LESSON 7: EXAMPLES OF DANGEROUS INSECTS IN OUR HOMES**

There are many dangerous insects in our homes. These insects are pests which carry a wide range of diseases. Mosquitoes are the most dangerous insect in our homes because it causes the highest number of dead in homes, especially among children.

Mosquitoes are the vampires of the insect world. They eat our blood and transmit dangerous parasite to us which causes malaria

Houseflies transmit many diseases to human beings and they are associated with food poisoning. Flies spread diseases like typhoid fever, cholera and even dysentery.

Other insects in our homes are Bed bugs, cockroaches, tsetse flies, cockroaches, biting flies, kissing bugs, tick, lice etc. ---they use us as snack and pass diseases to us.

- **PROMPTING:** Dangerous insects in our home
- ✓ **RESPONSE:** Dangerous insects in our homes:  
Mosquitoes, houseflies,  
Cockroach, ants, bedbugs and tsetse flies.

### ➤ **LESSON 8: I'M NOT A SNACK**



The dangerous insects use us for snacks. They use us as a source of food. They eat our flesh, suck our blood and pass diseases to us. Those diseases can cause very serious health effects.

- **PROMPTING:** Why are some insects dangerous to us?

**RESPONSE:** Some insects are dangerous to us because  
They bite our skin, suck our blood, perch on our Food  
And give us diseases which make us sick.

### ➤ LESSON 9: SIX CLASSES OF FOOD

They have learnt balanced diet and healthy eating at the beginning of the term. This lesson is for them to know the different food groups that combine to make a balanced diet. It also covers the sources of the different food groups.

Let them know that each of the class of food is important. And they all perform different function in the body and together they ensure the well being of our overall health.

- **PROMPTING:** What are the six classes of food?

✓ **RESPONSE:** Six classes of food: Carbohydrate, protein  
Vitamins, fat and oil, mineral salt and water

### ➤ LESSON 10: MEANING OF CARBOHYDRATE

- **PROMPTING QUESTION:** What is carbohydrate?

- ✓ **RESPONSE:** Carbohydrates are foods that give us energy.  
Examples yam, rice and cassava

➤ **LESSON 11: PROTEIN FOOD**

- **PROMPTING QUESTION:** What is protein

- ✓ **RESPONSE:** Proteins are body building foods  
Examples beans, egg, milk, and meat

➤ **LESSON 12: VITAMINS**

- **PROMPTING QUESTION:** what is vitamin?

- ✓ **RESPONSE:** Vitamins are foods that protect us from diseases.  
Examples fruits and vegetables

# NUMERACY / MATHEMATICS

## LESSONS

1. Patterning recognition and creation
2. The ab pattern
3. The abc or abb pattern (complex pattern)
4. Abb pattern
5. Counting on
6. Weekdays
7. Weekends
8. Shapes-introducing triangle and rectangle
9. What is a triangle?
- 10 Describing rectangle
- 11 . What number comes next?
- 12 . Start and end numbers
- 13 . Sorting and classifying
- 14 . Meaning of sorting
- 15 . Basic sorting skills
- 16 . Sorting a larger group of two with one attribute
- 17 . Building stronger visual discrimination skills
- 18 Incorporate sorting into every day activity
- 19 Lesson: comparing numbers
- 20 . Greater than
- 21 . Less than
- 22 Perfecting greater than and less than through rhyme

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### ❖ TOPIC: PATTERNING RECOGNITION AND CREATION

Understanding patterning is vital for good

A pattern is any sequence that repeats at least twice.

The ability to recognise, identify and create pattern supports learning in mathematics and contributes greatly in broadening the children's social development.

Through the understanding of pattern, children can make predictions about what comes next. They children will be able to make accurate predictions about things or events that occur regularly.

Example, they can predict the next event after break time.

### ➤ LESSON 1: THE AB PATTERN

The first pattern they will learn at this age is the **AB Pattern**. This means that two different objects line up in alternating pattern. Example:



CIRCLE (A) – SQUARE (B) CIRCLE (A) SQUARE (B) CIRCLE (A) SQUARE (B) CIRCLE (A) SQUARE (B)

You can use any object to teach patterning. You can use two fruits like orange and banana.

You place the object one after the other until you complete the sequence you want.

You can use numbers-----example

2 9 2 9 2 9 2 9 2 9

The kids should understand that after every 2 comes a 9.

You can give test exercise like this

Complete the patterns

1 ○ □ ----- □ ○ -----

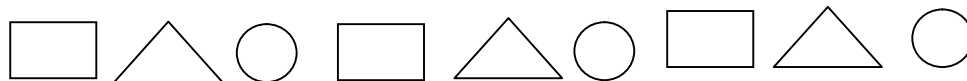
2. A D A D ----- D A -----

### ➤ LESSON2: THE ABC OR ABB PATTERN (COMPLEX PATTERN)

When the children have mastered the AB pattern, you make the pattern more complex by moving on to ABC or AAB Pattern.

In this lesson, you **make the pattern a bit complex by changing the order of the placement.**

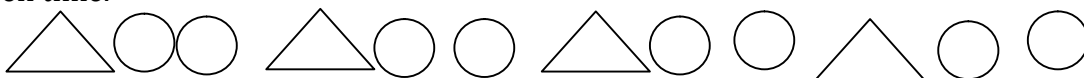
**EXAMPLE 1: ABC Pattern:**



**EXAMPLE 2:** 3      6      8      3      6      8      3      6      8      3      6      8

You can see the pattern in these two examples. Three items are introduced. The children should know which item to come at any given time.

**EXAMPLE 1: ABB PATTERN:**



You can see how this pattern is-----one item followed by two of the next item, then one item again followed by two of the next item.

You can demonstrate several examples with different objects

### ➤ LESSON 3: COUNTING ON:

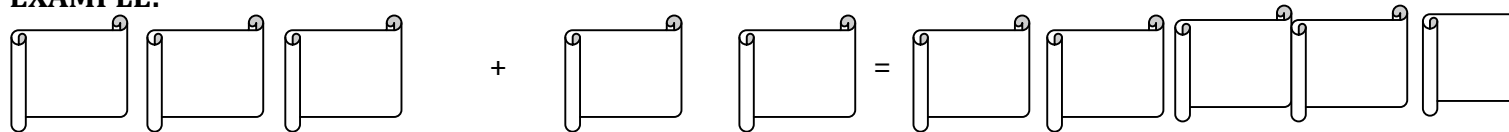
‘Counting on’ is a math skill that allows the children to continue counting objects added to a previously counted group without recounting the entire group.

For instance, give a child three blocks and him to count. Then give the child another two blocks to continue counting

What the child is expected to do is to count----- 1, 2, 3 (when you add the extra two blocks, the child will continue counting) 4, 5.

‘Counting on’ means the child will apply ‘one-to-one correspondence skill to the additional two blocks by counting 4, 5 instead of restarting at one and recounting all the five blocks.

**EXAMPLE:**



## ➤ LESSON 4: WEEKDAYS

They have learnt the days of the week and they can recite it very well. They have also learnt the first day of the week and the last day of the week.

In this lesson, they are to know what weekdays mean.

The kids should be taught the difference between weekdays and weekends. They may not really comprehend it now. But, they should know what happen on such days. They should know that the days they go to school and their parents go to work, represent the weekdays.

- **PROMPTING QUESTION:** What are Weekdays?

- ✓ **RESPONSE:** Weekdays are the days I go to school  
Mummy and daddy go to work.

Monday to Friday are week days.

## ➤ LESSON 5. WEEKENDS

We have to be very careful in introducing words that sound alike so as not to confuse the young minds. Sine weekdays and weekends sound alike, we must use very distinguished prompting to elicit the right response.

- **PROMPTING QUESTION:** What do we do at weekends?

- ✓ **RESPONSE:** Weekends are the days to relax and have fun  
I don't go to school, mummy and daddy don't go to work on weekends.



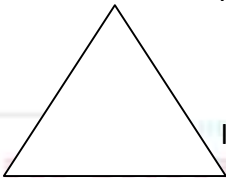
## ➤ TOPIC: SHAPES-INTRODUCING TRIANGLE AND RECTANGLE

### LESSON 5: WHAT IS A TRIANGLE?

A triangle is a two dimensional shape with three sides and three angles.

**PROMPTING QUESTION:** What is a triangle?

**RESPONSE:** A triangle is a shape with three equal sides.



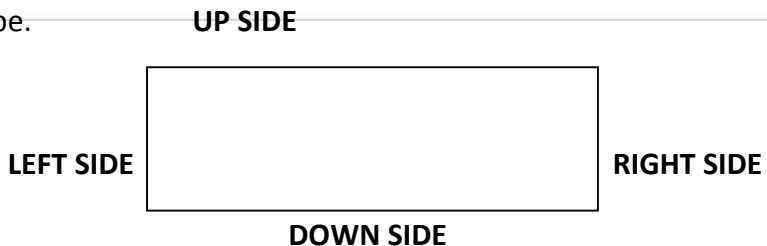
Identify the three sides of a triangle.

For their age, the angles will not be introduced to them.

They should learn how to draw a triangle and mark out the tree sides

### ➤ LESSON 6: DESCRIBING RECTANGLE

A rectangle has two pairs of sides that are the same length. Some nursery class table has a rectangular shape. The up and down sides are of the same size while the left and right sides are of the same size. Most mobile phones have rectangular shape.



• **PROMPTING QUESTION:** Describe Rectangle

✓ **RESPONSE:** A rectangle has four sides  
Two sides are long  
Two sides are short  
Mobile phones are rectangle in shape

## ➤ LESSON 7: WHAT NUMBER COMES NEXT?

This lesson helps the kids to accelerate their understanding of numbers.

For example say '4, 5, 6, 7 what comes next

This lesson will equally encourage the children to isolate each number and think about the number's specific value in the order given.

You start with 1-10

**Example 1: 3, 4, 5, 6 what comes next?** The children will supply the next number. THE NEXT NUMBER IS 7.

If the children master their number from 1- 10, you advance the lesson by including numbers up to 20, 30, 50 or even 100 depending on where you are with the kids in number awareness.

What this lesson does is that it helps the kids to count without relying on memorization since the children are not counting from 1.

### EXAMPLES:

19, 20, 21, WHAT COMES NEXT

33, 34, 35 WHAT COMES NEXT

## ➤ LESSON 8: START AND END NUMBERS

Learning start and end numbers help children to flow in their counting skills. Children usually have difficulty in knowing the number that comes next when they get to the end of a series. Example, when they get to '29' they usually find it hard to remember '30' except you prompt them. Mastering the end numbers up to 100, will help them flow in their counting.

- **PROMPTING:** Start and end numbers
- ✓ **RESPONSE:** Start and end numbers---19, 20, 29, 30, 39, 40, 49, 50. *Etc (The range you have covered with the kids in their counting will determine where you will stop at this lesson)*

## ❖ TOPIC: SORTING AND CLASSIFYING

Sorting and classification are fundamental math concepts that help children understand the world around them.

Sorting and classifying will provide the kids with the opportunity to develop logical reasoning skill and divergent or independent thinking analysis.

Sorting and classifying involves the kids finding the things that are the same, or alike and grouping them based on certain attributes.

This knowledge also helps children in developing numerical concepts and the ability to group numbers and sets.

### ➤ LESSON 9: MEANING OF SORTING

Sorting is a math skill that requires the kids to organize items into groups based on common characteristics like colour, shape, texture, size etc.

● **PROMPTING QUESTION:** What is sorting?

✓ **RESPONSE:** Sorting means arranging things according to size, shape or colour

### ➤ LESSON 10: BASIC SORTING SKILLS

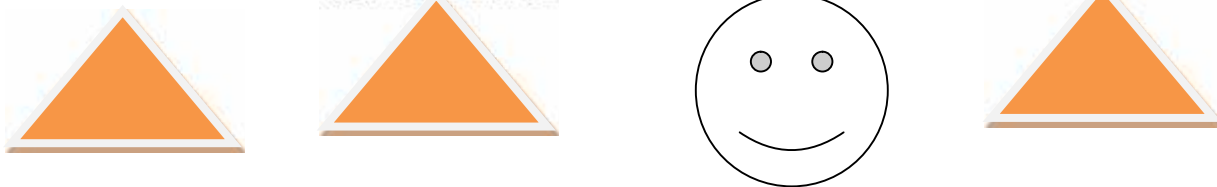
Sorting helps children to understand the nature of mathematics. It is a natural act for children and they find it very interesting..

The kids in the class can be separated into two groups based on the colour of their shirts or their skin complexion. Example, you ask all the kids in white shirt to stand one side and all the kids in red shirt to stand in another side. You have sorted the class into two groups using colour of shirt as the attribute

After the grouping, the kids should be able to explain why they grouped the items as they did.

This lesson will expose the kids to basic skills in grouping items together based on common characteristics.

### ONE OF THESE IS NOT LIKE THE OTHERS



To teach the kids sorting, you start by introducing a group of four items in which all items share common characteristics except one.

In the shapes above, all the shapes are triangle except one. Ask the kids to point out the one which does not belong with others.

When they give you the answer, ask them why they choose the answer. You want to know if they can point out shape as the attribute for sorting.

Another example, you can line up three pencils and one book and ask them to point out the item that does not belong with the others.

When the kids point out the one that does not belong, ask them to explain why the other three items go together.

You can draw three balls on the board and one cup. Ask the kids to circle the one that does not belong with the others.

I like to use prompting questions to know if the kids understand the concept.

- **PROMPTING QUESTION:** Why did you choose the cup and not the balls?

✓ **RESPONSE:** We choose cup because others are all balls but only this one is cup.

- **PROMPTING QUESTION:** (After they must have chosen the one that does not belong) why did you circle the cup?

✓ **RESPONSE:** We circle the cup because cup is different. The other three are all balls.

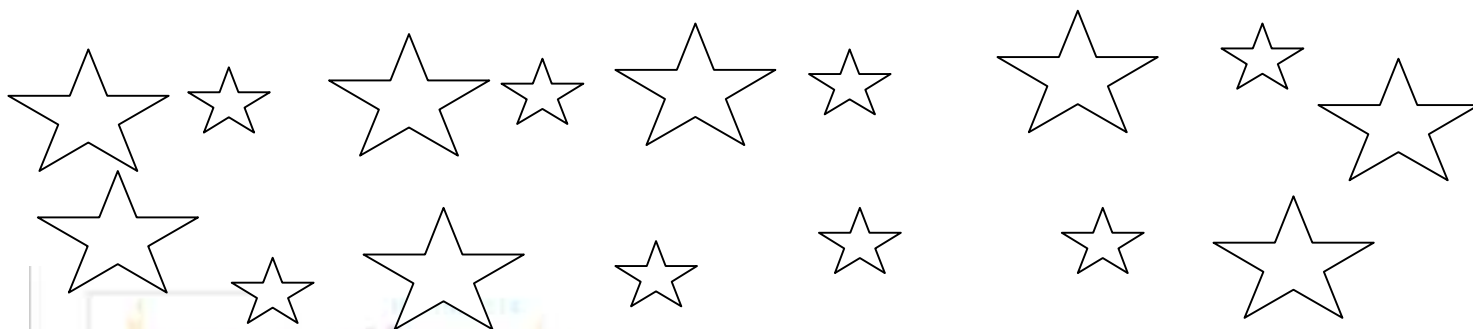
## LESSON 11: SORTING A LARGER GROUP OF TWO WITH ONE ATTRIBUTE

In this lesson, you introduce the kids to a large group of two items that differ in only one key attribute.

You can start the lesson by defining the key attribute for the kids before moving to the stage of allowing them decipher the attribute themselves.

For example: using size as the attribute, you give the kids a group of two objects that have the same shapes, the same colour but different sizes and ask the kids to sort the object according to size.

When you display the objects for the kids, give time to sort the items. Create opportunity for them to verbalize their actions by explaining their classification method.



For instance, in the example above, as the children are sorting, they should----- this is big, stay here, this is small, stay here. This verbalization will keep them on track so as not to forget their deciding attribute.

I will use the Prompting question approach.

- **PROMPTING:** How do you sort the items?

- ✓ **RESPONSE:** We sort all the big stars and put them in one place  
We sort the small stars and put them in a different place.

## ➤ LESSON 12: BUILDING STRONGER VISUAL DISCRIMINATION SKILLS

As the children are moving in their sorting knowledge, you keep advancing their imaginative skills by introducing more characteristics.

In the previous lesson, you asked them to sort based on an obvious characteristic. You gave them the characteristics to use. In this lesson, you will challenge the kids to sort a more diverse group of items.

You are exposing the kids to the art of critical thinking by asking them to decide on the characteristics to use in defining the groups.

You can give them a group of blocks in two different sizes and two different colours. Ask them to sort the items into two groups.

Each child will decide whether to use colour or size as the determining factor in sorting the items.

Several objects can be used.

You can use buttons with two different colours and two different shapes. You can also use obviously big buttons with different shape and very small buttons with different shapes and ask the kids to sort in two groups.

While they are sorting, walk round and ask them their reason for each decision.

#### **NOTE: INCORPORATE SORTING INTO EVERY DAY ACTIVITY**

Sorting can be incorporated into everyday activity in school. After every lesson in the class, you can ask the kids to sort their learning materials into three groups of pencils, erasers and cleaners.

after eating, and the cleaner wants to clean up the class, you can ask them to sort the moveable seats into two or three groups based on colour ( if the chairs are in different colours).

#### **BONUS LESSONS**

### **❖ TOPIC: LESSON: COMPARING NUMBERS**

This topic introduces the concept of 'greater than', 'less than' and 'equal to', to the kids.

They will determine if one number is the same as or smaller than or bigger than another number.

### **GREATER THAN**



We love to introduce this lesson to the kids in a very simple way. At their age, we do not want to introduce the greater than and less than signs

Rather, we teach them using numbers on a straight line.

### Example 1:

1      2      3      4      5      6      7      8      9      10

At this stage, the kids should be able to recognize numbers 1- 10.

You will use the concept of 'after' and 'before' to teach greater than and less than.

Here, we are dealing with greater than.

Ask the kids which number is greater than 9?

Teach them that, any number in front (after) 9, is greater than 9.

In this case, the number greater than 9 is 10.

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### EXAMPLE 2: What are the numbers greater than 5?

Teach them that all the numbers in front of 5 are greater than 5.

In answering this question, the kids should mention 6, 7, 8, 9, 10 as the numbers greater than 5.

The beauty of this pattern is that, once the kids know the order of the numbers, it will be easy to know which number is greater than or less than.

If you ask: 5 and 7, which is greater?

For easy reasoning, the kids can write 1- 10 on a paper, from the order, they can easily tell that 7 is greater than 5.

## LESSON : LESS THAN

Less than will be taught using the concept of 'before' or 'back'.

All the numbers before the chosen number or at the back of the chosen number are less than the chosen number.

**EXAMPLE 1:**

What number is less than 2?

The kids should say 1 is less than 2 because 1 is before 2 or 1 is at the back of 2.

**1      2      3      4      5      6      7      8      9      10**

**EXAMPLE 2:** What are the numbers less than 5?

They should say- 4, 3, 2, 1.

It's always better for them to start with the number closest to the chosen number.

**PROMPTING QUESTION:** 8 and 3 which is less?

**RESPONSE: (Using their sense of order)** 3 is less than 8

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**LESSON: PERFECTING GREATER THAN AND LESS THAN THROUGH RHYME**

When they have understood how we know numbers that are greater than and numbers that are less than, you can advance their imagination further by forming a beautiful brain tasking song that will help them in solving greater than and less than problems very fast.

- **PROMPTING:** Tell me the greater numbers

- ✓ **RESPONSE:** These are the greater numbers-----  
2 is greater than 1  
3 is greater than 2  
4 is greater than 3  
5 is greater than 4  
6 is greater than 5  
7 is greater than 6  
8 is greater than 7  
9 is greater than 8  
10 is greater than 9.

This might be pretty difficult for the kids to grasp, but consistent makes perfect.

Also, if they master this sequence, backward counting will be very easy for them.

## COMMUNICATION, LANGUAGE AND LITERACY

### LESSONS

1. Alphabets
2. Decoding words
3. Sounding out words (reading with phonics)
4. Spelling words phonetically
5. Using describing words for food
6. Creamy foods
7. Crunchy foods
8. Print concept awareness
9. Letters and words
10. Meaning of sentence:
11. Finish the sentence
12. Punctuation marks
13. Identification and writing of punctuation marks
14. Verb:
15. Verb tense
16. Making sentences with the right verb tense

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#### ➤ LESSON 1: ALPHABETS

This topic is designed to refresh the children's mind on all they have learnt about the alphabet the previous term. At this stage, they should be saying their alphabet perfectly; able to identify most of the letters; Write at least A-J and know the sounds of all the

alphabets, which they should have achieved through consistency in singing the 'sounds of the alphabet' song.

One thing is certain, most of the children will drop on their writing skills. So, bring them up again this week by focusing solely on alphabets.

The teacher need a lot of sensibly organised practice that will help the children learn how to identify, name and write letters.

You can introduce I spy game to enhance their alphabet identification skill.

### ACTIVITIES ON SOUND:

1. Have children to sort out pictures and objects by the sound you are teaching at a time. For instance, if you are teaching the /a/ sound. Get pictures of apple, ant, antelope etc, mix the pictures with other objects. Ask each child to bring an object that starts with the /a/ sound. Make sure you use objects the kids are familiar with. Have the children say the letter sound over and over.
2. Choose one letter sound and ask the children to name things that start with that sound

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### ❖ TOPIC: DECODING WORDS

Decoding is the ability of the children to apply their knowledge of letter sound relationships, including knowledge of letter patterns, to correctly pronounce written words.

This knowledge helps children to recognise familiar words quickly and to figure out words they have not seen before.

The lessons in this topic is the foundation for the children's reading skill.

Listen: a child with sound foundation in phonics can start reading simple words sentences at age 3 and half. At age four, they child can write sentences with up to four to five words.

## ➤ LESSON 2: SOUNDING OUT WORDS (READING WITH PHONICS)

Phonics allows children to be able to learn words they have never seen before by sounding out the word letter by letter.

With good knowledge of phonics, fluency in reading will be achieved with so much ease.

Teaching kids to read with phonics means teaching them decoding skills needed to look at a word and pronounce it correctly. It also helps the children to develop the skills to know what to do when they encounter a new word.

**HOW TO SOUND OUT WORDS:** To sound out words, the children start by learning the sound made by every letter in the word.

After that, the teacher teaches them how to join the sounds together to make a whole word.

In this lesson, rather than teaching the children to recognise a word as a whole, you teach them to break the word up sounding each of the sounds the letters make within a word.

We will start with two letter words that follow the phonetic principles.

Remember, we will use only lower case letters because, following this curriculum, the children have not been taught uppercase letters. And we don't intend to introduce it in this class.

Also, stick to the letters they can recognise

**'at'**-----looking at this word, the first sound is /a/ the second sound is /t/

when you write it, ask every child to pronounce the sound of 'a' and the sound of 't'.

***In two letter words, they children don't even need any further joining because by the time they sound the two letters, the word comes out***

**Of**-----the first sound is /o/ the second sound is /f/

At-----the first sound is /a/ the second sound is /t/

it-----

is-----

am-----

an-----

as-----

ig-----

up-----

*(let this be a daily practice. You can write words that do not make sense like 'ap', 'af', 'ib', etc. The main focus now is for the children to know the relationship between sound and letters. Don't move to three letter words until they master the rule with two letter words.)*

### ➤ LESSON 3: SPELLING WORDS PHONETICALLY

Children's knowledge of letters is a strong predictor of their success in learning to read.

I don't believe in children cramming words. They can cram sight words. But, you can't introduce sight words to children who are not reading. Sight words are meant to facilitate reading. So, what does a child who is not reading, need sight words for?

In this lesson, you say a word-----still two letter words-----and ask the kids to spell it following the sounds they hear.

In the last lesson, you write the word and they sound it. Now, you sound the word, they spell it by giving you the letters.

EXAMPLES:

**of**-----which letter sounds /o/ they will say letter o, which letter sounds /f/, they will say letter f. So, spell o—f. They will say -----o -f= of



if-----which letter sounds /i/, they will say letter i, which letter sounds /f/, they will say letter f. So, spell i-f, they will say i-f = if.

(Sound as many two letter words as you can. This should be a continuous exercise. This topic may not be discussed again in this class, but the teacher should continue with it introducing different letters.)

## TOPIC: USING DESCRIBING WORDS FOR FOOD

This topic is to introduce the children to the skill of making sentences with the right adjectives when talking about food. We will be looking at the texture of food. Texture is how a food feels when you touch it. You will be able to teach the children the right way to describe specific foods.

We try to use examples of food that are common in our environment.

### ➤ LESSON 4: CREAMY FOODS

**EXPLANATION:** Creamy food is usually delicious. Creamy food can be gotten by beating butter, sugar and eggs until they are creamy or completely mixed together into a rich thick substance.

Foods that are creamy have soft, smooth and thick appearance. They are often made with milk or cream. Examples: avocado, ice cream, macaroni, , yogurt, chesses.

- **PROMPTING QUESTION:** Which foods are creamy?

- ✓ **RESPONSE:** Ice cream is creamy, macaroni is creamy,  
Yogurt is creamy,

- **PROMPTING QUESTION:** What is ice cream like?

✓ **RESPONSE:** Ice cream is creamy:

### ➤ **LESSON 5: CRUNCHY FOODS**

Crunchy foods have hard texture and make loud sound when chewed. E.g. potatoes chips, nuts, biscuits, raw carrots, apples, cabbage,

• **PROMPTING QUESTION:** Crunchy foods I know

✓ **RESPONSE:**

Crunchy Foods I know:

Chips are crunchy

Biscuits are crunchy

Carrots are crunchy

Apples are crunchy

• **PROMPTING:** What is carrot like?

✓ **RESPONSE:**

Carrot is crunchy.

### ❖ **TOPIC: PRINT CONCEPT AWARENESS**

Print awareness is a child's earliest introduction to literacy. This topic will help the children understand that print is organised in a particular way.

For example, they will learn that print is read from left to right and from top to bottom.

They will also learn that words consist of letters and that they must be a space after each word.

When the children are aware of this concept of print, they will understand that when adults read a book, what they say is linked to the words on the page not to the pictures. They should be able to know the difference between a letter, a word and a sentence.

## ➤ LESSON 6: LETTERS AND WORDS

This lesson is a build up to the reading ability of the children. It is designed to help the children to understand the difference between a letter and a word. This is basically the ability of the children to identify individual written letters and words.

Once they are able to identify printed letters, they develop ability to identify entire words.

The entire developmental progression from letter awareness to word awareness to fluent reading is something that requires consistent practice.

**EXPLANATION:** A letter is a character that represents a sound used in speech. Let the children know that every letter has a sound. A group of letters is what makes a word.

We use words to speak. Words convey meaning.

### CLASS ACTIVITY:

**Write letters for the children to identify.**

**Write a word-----ask the children to count the number of letters in the word**

**Scatter the word, so each letter can stand on its own. Ask the children to tell you the names of all the letters that are scattered.**

You can write a sentence and ask the children to circle like three words in the sentence. Mix up the sentence with single letters and words.

- **PROMPTING QUESTION:** What is a letter?

✓ **RESPONSE:** A letter is one alphabet

Every letter has a sound.

'a' is a letter, 'b' is a letter, 'c' is a letter. The alphabet has 26 letters.

*(after getting them to know this-----give them writing materials and ask every child to write a letter for you. Allow them to do it by themselves so that you will know those that understood the lesson and those that did not)*

- **PROMPTING QUESTION:** What is a word?

✓ **RESPONSE:**

A word is when we join two or more letters together.

'Go' is a word, food is a word

Mummy is a word.

*(You have to do a lot of practice on how to use letters to form words. After you introduce this lesson, you practice it all through the week. Ask the children to write three letters and join them together. It does not matter if the words make meaning or not. You want to know if they know the difference between letters and words.)*

### ➤ **LESSON 7: MEANING OF SENTENCE:**

This lesson will help the children to understand the connection between letters, words and sentences.

Let the children know that a sentence is a complete thought.

You can illustrate this by saying the word 'cat'. Tell the children that this word does not say anything about the cat.

You can ask them to say something about cat. The essence is for the children to make sentences by themselves.

When they do, you tell them that they have made sentences by saying different words that make a meaning.

- **PROMPTING QUESTION:** What is a sentence?
- ✓ **RESPONSE:** A sentence is a group of words  
That make a complete meaning

(Examples of sentence: allow the children to make sentences for you. If you explain this lesson very well for them, they will be making good sentences for you. This lesson will help you to know their use of tenses and singular and plurals. It will be an opportunity to correct them in those areas as well).

### ➤ **LESSON 8: FINISH THE SENTENCE**

This lesson is to teach the children how to make sentences. You might write the beginning of the sentences on the board and ask each child to complete it with whatever word or words they like.

You give them the beginning word-----

I like to----- (let the children use their own initiative to think out words to complete it. ) you can hear things like “ I like to eat”, I like to sleep etc.

At their age, they can not write, so the emphasis is on them saying it.

Introduce many different words for them to finish.

Examples:

We will-----

My mummy -----

I enjoy -----

My friend -----

## ➤ LESSON 9: PUNCTUATION MARKS

In this lesson, the emphasis is not for the children to learn how to use punctuation marks. The emphasis is for them to know the basic punctuation marks-----their names and how to write them. As they move on in their literacy lesson, they will begin to learn how to apply the punctuation marks in written English.

**EXPLANATION:** Punctuation marks are used to express the appropriate meaning of a sentence. They are used to clarify meaning or indicating the need for separation when writing.

When speaking out loud, we can pause our words and inflect our voices.

In written English, if we don't use punctuation marks, our sentences could become very long and difficult to read and understood..

They are 14 punctuation marks that are commonly used in written English. But for this class and their age, we will discuss the basic ones such as: full stop, comma, semicolon, dash, question mark, exclamation mark, apostrophe, hyphen, quotation mark and colon.

The children should be able to say their names, identify them and write them.

- **PROMPTING QUESTION:** Punctuation marks I know

✓ **RESPONSE:**

Punctuation marks I know:

Full stop, comma, semicolon, dash

Question mark, hyphen, colon, exclamation mark

*(Give it a rhythm so they can learn it fast.)*

## ➤ LESSON 10: IDENTIFICATION AND WRITING OF PUNCTUATION MARKS

You have to ensure that the children can identify all the punctuation marks.



You start with one punctuation mark at a time. You write it, they see it and they learn to write it. When they master it, before you move to another one. In one week, they should be able to identify and write all of them.

**NOTE: This class is a writing class. Create as many opportunity as possible for the children to write. Even after you have completed this lesson, they should keep practicing it as often as possible.**

### ➤ LESSON 11: VERB:

The children have learnt the meaning of verb in their previous class. They can be refreshed. Let them know that a verb is a word that shows an action in a sentence. Also let them know that every sentence must have a verb

- **PROMPTING QUESTION:**

What is a verb?

- ✓ **RESPONSE:**

A verb is an action word or a doing word.

Every sentence must have a verb

**EXAMPLES OF VERB:** running is a verb, dancing is a verb, clapping is a verb, talking is a verb, jumping is a verb etc.

### LESSON 12 : VERB TENSE

The two verbs tense we will be discussing in this lesson is past tense and present tense. The lesson is designed to help children make correct sentences using the right verb tense.

They will be taught that a verb in the present tense shows an action that is happening while a verb in the past shows that an action already took place . It describes an action that happened in the past.

Ask the children to tell you what they did yesterday. Write down what each child says.

After that, underline the action words in each of them

Find out the verbs that are used in their right tense.

Explain to the children that every action word has its present and past tense.

To make the lesson sink faster to their young mind, we will use today to mean present tense and yesterday to mean past tense.

We also want the children to be conversant with pronouncing present and past tense.

- **PROMPTING:** Present tense and past tense

- ✓ **RESPONSE:** Present tense and past tense

Today I eat, yesterday, I ate

Today I run, yesterday I ran

Today I cry, yesterday I cried

Today I write, yesterday I wrote

Today I come, yesterday I came

Today I go, yesterday, I went

### ➤ **LESSON 13: MAKING SENTENCES WITH THE RIGHT VERB TENSE**

In this lesson, you will write a present tense and a past tense, asking the children to use them in a sentence.

See/ saw

Tell/ told

Buy/ bought

Hear/ heard

Jump/ jumped

Look/looked

Examples:

- **PROMPTING:** What did you see yesterday?
- ✓ **Response:** Yesterday, I saw a dog
- **PROMPTING:** what did your mummy tell you yesterday?
- ✓ **RESPONSE:** Yesterday, my mummy told me to -----  
 What did you eat yesterday  
 Yesterday, I ate -----  
 What did you write yesterday?  
 Yesterday, I wrote abc.  
 Yesterday, I saw a cat and I ran to my house.

**NOTE:** When you ask the prompting question, allow the children to give you the response.

## THIRD TERM COURSE WORK

### PERSONAL, SOCIAL AND EDMOTIONAL DEVELOPMENT

### (PSED)

### LESSONS

1. Life skills
2. Time management skills

3. Approaches in teaching time management
4. The changing season
5. Creating schedule:
6. Safety on the road
7. Stop, look and cross rules
8. Traffic light
9. Colours on traffic lights and what they signify
10. Safety behaviours in a moving vehicle
11. All about medicine (drug knowledge)
12. Meaning of drug/medicine
13. Uses of medicine
14. Medicine is not candy (safe medicine uses)
15. Candy or sweet
16. Types of medicine
17. Community and community helpers
18. Meaning of community
19. Community helpers
20. Roles of community helpers

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## ❖ TOPIC: LIFE SKILLS

### ➤ LESSON 1: TIME MANAGEMENT SKILLS

The essence of this lesson is to teach kids the importance of planning and prioritising their time.

Time management skill will help children to build internal self discipline and a capacity to manage themselves.

They have to learn that there is time for everything.

Too much television is not good. There should be time for everything. Don't use the time for sleeping to play; don't use the time for doing school work to watch television. Little work, little play makes a balanced and healthy child

Time management looks like a difficult concept to teach preschool children. But, teaching kids about time management is as important as every other concept. Time management is an important life skill which children need to learn quite early.

## APPROACHES IN TEACHING TIME MANAGEMENT

### THE CHANGING SEASON

You can use the changing season and the growth of plants as a vehicle for conveying the cyclical nature of time.

You can use leaf prints in the classroom which help the kids to observe a tree over the seasons. The leaf prints will show the progression.

The green leaves of summer turn red, then brown, and eventually fall off the tree before coming back to life again in the spring. This is a practical demonstration of the passage of time that the kids can understand.

Though, this may be difficult for kids in schools that run purely Nigerian curriculum because they may not understand the four seasons.

But then, they understand the dry season and rainy season. Use the dry leaves and green leaves to show the passage of time.

By seeing this pattern of time, they begin to understand the concept of time and importance of creating order in what they do.

### CREATING SCHEDULE:

You can also teach time management by creating a schedule in school and adhering to that schedule on daily basis. Circle time; reading time, meal time, writing time, singing time, snack time etc.

The kids may not know the exact time for snack, but they know that snack time comes after singing.

This gives them a sense of order and predictability.

- **PROMPTING QUESTION:** What is time management?

- ✓ **RESPONSE:** Time management means there is time for everything.

Do your work very fast, there is time for everything.  
Time to go to school  
Time to do my home work  
Time to watch television  
Time to play, time to sleep  
There is time for everything.

## ➤ LESSON 2: SAFETY ON THE ROAD

Teaching kids road safety is a key to preventing road accidents.

Children do not have the maturity to know the right things to do on the road. Safety on the road is not only when the child walks on the road, even when he is inside a moving vehicle, there are certain things they should not do.

If these things are not taught them, they can put themselves at risk.

Kids have active imagination. So, do not scare them away from the road. The essence of the lesson is for them to be cautious not to be scared.

Let the kids know that it is important to always hold an adult's hand while on the road.

### **STOP, LOOK AND CROSS RULES**

Children may have need to cross the street when school bus drops them, they may need to cross the street to a friend's house or to buy something across the street. They need to be equipped with the knowledge of how to cross the road.

Tell them that they should look to their right hand side, look to the left and then right again.

If a vehicle is coming, they should wait.

If no vehicle is in sight, they should cross.

They should never cross at bends-----this is because if the road is bent, they may not be able to see an on-coming vehicle.

They should never cross in between stationary vehicles

When they hear a car horn, they should stop and look to know where the vehicle is coming from

Teach them never to run on across roads or along the roads.



They should always use the sidewalks when walking on the road

- **PROMPTING QUESTION:** How do you cross the road?

- ✓ **RESPONSE:**
  - How to cross the road
  - Stand in a safe place
  - Look right, look left, look right again
  - If you see a vehicle, wait don't cross
  - If no vehicle is coming, cross-don't run
  - Keep looking as you cross
  - Cross don't run

### ➤ LESSON 3: TRAFFIC LIGHT

**EXPLANATION:** Traffic lights are automatically operated coloured lights which are used to control traffic at road junctions, pedestrian crossings and roundabouts.

It is a road signal that directs vehicular movements on the roads.

Traffic lights are mounted mostly in very busy roads for effective management of vehicular movement.

Traffic lights help to reduce accidents on the roads.

It helps pedestrians to know when to cross a busy road

It helps vehicles not to collide with each other.

It helps to maintain order on the road

- **PROMPTING QUESTION:** What is Traffic Light?

- ✓ **RESPONSE:**
  - Traffic lights are lights with different colours
  - They are** Used to control
  - The movement of vehicles on the road.
  - Traffic light maintains order on the road.

## ➤ LESSON 4: COLOURS ON TRAFFIC LIGHTS AND WHAT THEY SIGNIFY

Traffic lights have three distinct colours, each performing its own role. The three colours are

Red which means stop. Any vehicle facing the red light will have to halt because vehicles are coming from other directions of the road. Red signifies danger. So, if a vehicle facing red light should move, the driver will put his life and that of other road users on great danger.

Yellow means ready-----The vehicles that are kept waiting by the red light, are now advised by the yellow light to get ready to move. The driver puts on its ignition if it was off, put down its phone if he was on phone.

Green means go. Green means the road is safe for the vehicles to move. All other vehicles on the road are halted so that the vehicles facing the green light can drive safely without colliding with any vehicle.

• **PROMPTING:** Traffic lights and its colours

✓ **RESPONSE:** *(It's a common song among preschoolers. They demonstrate each of the actions as the sign it)*

Traffic lights, traffic lights

When you see a traffic light

There is something you should know

Red means stop

Yellow means ready

Green means go, and go and go.

## ➤ LESSON 5: SAFETY BEHAVIOURS IN A MOVING VEHICLE

Children are prone to certain actions while in a moving vehicle. The general belief is that children can't sit down in a vehicle. That's the tendency of most children, but it is a very risky behaviour.

You should let the kids know the dangers of such actions and discourage them from exhibiting them.

Teach the kids the following as the safety rules they must comply with whenever they are in a moving vehicle.

Never stick your hands outside the vehicle

Never stick your head outside the vehicle

Let them know that sticking their hands or heads is very dangerous. Another vehicle can hit them on the hand or head, if they bring it out while the vehicle is moving

Never stand inside a moving vehicle

Stay seated while in the vehicle and hold on to the hand rail inside the bus for support

Don't put any part of your body outside a moving vehicle

Don't rush when entering a vehicle or when coming out

Don't open the door of a vehicle if you are not told to do so

• **PROMPTING:** Things you should not do inside a moving vehicle

✓ **RESPONSE:** Things I should not do inside a moving vehicle

I should not bring my hands out of the window

I should not bring my head out of the window

I should never stand inside the vehicle

I should not open the door, when the vehicle is moving

Don't rush when entering the vehicle

Don't rush when coming down from the vehicle

### CLASS ACTIVITY:

Create a scenario and ask the kids what they should do if they find themselves in such situation

For example: you are playing and your ball rolls into the middle of the road. What would you do?

When you are inside your school bus and you see your friend on the road, will you bring your hand to wave at him?

### ❖ TOPIC: ALL ABOUT MEDICINE (DRUG KNOWLEDGE)

Teaching kids about medicines and how to use medicines safely is an important way of protecting the kids from harm. The knowledge of medicine helps the kids to make good choices as they become adults. This knowledge will expose them to the correct use of medicine and will equally encourage them to ask questions about medicines and medicine use.

#### ➤ LESSON 6: MEANING OF DRUG/MEDICINE

Drug is any chemical that is used to treat, care or prevent disease or sickness. Many drugs are good for us when we need them. But some drugs can make you sick if you do not take them properly.

Drug is a chemical. It is not food and it affects your body when you take it. Some drugs are given to people by doctors when they are sick to make them feel better. These are called medicine or prescription drugs.

This definition will be focused on medicine.

- **PROMPTING QUESTION:** What is medicine?
- ✓ **RESPONSE:** Medicine is any substance we take into our body  
To cure our sickness.

#### ➤ LESSON 7: USES OF MEDICINE

Medicines are chemicals used to cure, halt or prevent diseases; ease symptoms or help in the diagnosis of illness.

Doctors give people medicine to help them feel better or make illness to go

The breakthrough in science has helped doctors to use medicine to cure many diseases and save a lot of lives.

Some Medicine help to stop pain-----they are called analgesics

Some Medicine stops us from getting disease they are called immunization or vaccines.

Some drugs are illegal which means you are not allowed to buy them, sell them or use them.

Some drugs are legal but they are dangerous to the body so children are not allowed to use them. Examples are alcohol and tobacco.

Some drugs are addictive—which means when you start taking them, it will be difficult for you to stop even when the drugs are causing harm to your body.

• **PROMPTING QUESTION:**

What are the uses of medicine?

✓ **RESPONSE:**

Uses of medicine

Medicines are used to cure sickness

Medicines are used to stop pain

Medicines are used to save lives

Medicines are used to prevent diseases

➤ **LESSON 8: MEDICINE IS NOT CANDY (SAFE MEDICINE USE)**

This lesson is geared towards keeping children safe from wrong use of drugs. Some children just pick any medicine and put in their mouth, thinking it's a candy to be licked. Let the kids understand that once they see a candy (coloured medicine looking like candy to them) they should take it to their parents or any adult around.

Teach them that they should never take medicine from anybody except their parents, teachers, guardians and adult family members.



## CANDY OR SWEET

Candy is otherwise called sweet or lollies. It is a confectionary that children mostly lick. In case you operate in an environment where the kids are not used to the word 'candy', use 'sweet' instead. The idea is for the kids to get the message. So, use the word they are familiar with.

Tell the kids these:

If you find any piece of candy, (sweet) give it to your parents or any adult around. Don't taste it

Don't take medicines from your friends, classmates or people you don't know.

Only collect medicines from your parents, doctors, teachers and elder siblings

If you are sick, don't take medicine by yourself. Wait for an adult to give it to you.

If you take medicine wrongly, it will cause big problem to you and worsen your sickness.

- **PROMPTING QUESTION:** Is medicine a candy or (Is medicine a sweet)?
- ✓ **RESPONSE:**

Medicine is not candy, medicine is not food

If I see a medicine, I should not taste it,

I should give it to my parents

I Should not collect medicine from my friends

I should not collect medicine from strangers

Only collect medicine from my parents

From my teacher, and my doctor.

Medicine is not candy, Medicine is not food

## ➤ LESSON 9: TYPES OF MEDICINE

Most medicines come in variety of forms. The form is the nature of the preparations of their preparation.

This knowledge is very important for the kids to know that which ever form the medicine comes, they still need to apply same caution in handling it.

Liquids-----the active part of the medicine is combined with a liquid to make it easier to take or absorbed. Liquid medicines are also called syrup, mixture or solution.



Tablets: These are medicines that come in round or oval solid shapes.

Capsules: these are medicines that come in form of plastic shell. The medicines dissolves inside the stomach when swallowed.

Drops-----they are mostly used for eyes, ear and nose.

Inhalers-----They are inhaled through the nose

Injections-----these are medicine that get into our body through the skin with the use of needles called syringes.

- **PROMPTING QUESTION:** What are the types of medicine?

✓ **RESPONSE:**

Types of medicine

Liquids in watery form that we drink

Tablets in round shapes that we swallow or chew

Drops are put in the ears, eyes or nose

Ointment are rubbed in the skin

Inhalers are sniffed through the nose

Injections are given with syringes through the skin

## ❖ TOPIC: COMMUNITY AND COMMUNITY HELPERS

**INTRODUCTION:** Community is a self organised network of people with common agenda, cause or interest, who collaborate by sharing ideas, information and other resources. People in a community live together or work together.

Community helpers are the people who render services that help people in the community to be safe and healthy.

### ➤ LESSON 10: MEANING OF COMMUNITY

Community is a group of people living or working in the same environment. It is all the people living in a particular area. The people in a community have some things in common.. They might attend the same school, shop in the same stores, go to the same

hospital and do other things together. Members of a community know themselves----- they help each other and solve problems for one another.

- **PROMPTING QUESTION:** What is community?
- ✓ **RESPONSE:** Community is a group of people living or working Together in the same place.

### ➤ LESSON 11: COMMUNITY HELPERS

Community helpers are the people who help with our health and overall well being in the community. They are people who perform jobs that make our lives better, keep us safe in the community and help the community to function well.

When we talk of community helpers, we talk of police men and women who keep our communities safe; doctors and nurses who help us to stay healthy; teachers who help us to acquire knowledge; plumbers, garbage collectors and electricians who make our lives better and comfortable and fire fighters who step in to quell any fire disaster etc. So, Community helpers are those people who deliver services that make our life better, safe and healthy.

- **PROMPTING QUESTION:** Who are community helpers?

- ✓ **RESPONSE:** Community helpers are the people who make our life better, safe and healthy In the community where we live.

### ➤ LESSON 12: ROLES OF COMMUNITY HELPERS

This lesson will help the kids to describe work that people do. They will know the name of specific service providers and their job description.

**EXPLANATION:** There are many people in the community that helps us to stay healthy, safe and comfortable within our communities. There are many community helpers like:

Doctors-----who takes care of the sick people

Pharmacists-who administer medicines to sick people

Fire fighters-----who help to quench serious fire outbreak in the community

Police officers -----who help to maintain law and order and ensure crime free community

Librarian who help community members to find and read books

Teachers -----who help community people to acquire knowledge

Dentist-----who takes care of our teeth

Plumbers-----who fix our broken pipes

Electricians who takes care of our electrical needs like power



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- **PROMPTING QUESTION:** What do community helpers do for us?

- ✓ **RESPONSE:**
  - Doctors Cure our sickness
  - Plumbers fix our water pipes
  - Police Officers protect lives and properties
  - Fire fighters quench fire outbreak
  - Pharmacists give us the right drugs
  - Teachers help us to read and write

# KNOWLEDGE AND UNDERSTANDING THE WORLD

## LESSONS

1. Science of weather
2. Meaning of atmosphere:
3. Importance of the atmosphere
4. Meaning of weather
5. Examples of weather
6. What is air
7. Wind
8. Amazing world of living things
9. Meaning of characteristics of living things
10. The characteristics of living things
11. Seasons in the year:
12. Meaning of season
13. Seasons in a year
14. Seasons in western world

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### ❖ TOPIC: SCIENCE OF WEATHER

**EXPLANATION:** Weather is what is going on outside right now. Let the kids look out through the window. Is it sunny? Is it raining, is it hot or cold? The answers to these questions will help the kids understand what weather really means.

The weather is different at different places around the world. In some places, it is sunny right now, while in other places, it's snowing, raining or cloudy.

**CAUSES OF WEATHER:** ALL our weather comes basically from two things; the sun and the moisture in the air. These two work together to form clouds which make rain and

thunderstorms. These weather conditions cause winds to blow. The wind blows because air has weight.

**WEATER FORECAST:** Weather forecast will tell us what the temperature will be, if it's going to rain, or snow, cloudy or sunny.

The sun is the engine that drives the motion of water in our atmosphere. This movement of water is called the water cycle.

**For the kids to understand the meaning of weather, they need to know what is atmosphere.**

### ➤ LESSON 1: MEANING OF ATMOSPHERE:

Have you ever looked up in the sky and wondered what is the sky or air. Atmosphere is in the sky. There are many ways to explain the concept of atmosphere to kids.

Look at it as a gas; as the sky, and as air. Atmosphere is a thin layer of gases that surrounds or covers the earth. Atmosphere is the air plants and animals breathe in to survive. Atmosphere is what we see when we look up.

- **PROMPTING QUESTION:** Do you know what is Atmosphere?

✓ **RESPONSE:** Atmosphere is the sky we see when we look up.  
Atmosphere is the air around us.

### ➤ LESSON 2: IMPORTANCE OF THE ATMOSPHERE

Atmosphere is very important to life on earth and does many things to help protect life and help life to survive.

The atmosphere is like a big blanket that covers the earth. Remember they learnt earth last term as the place where we live. As a big blanket, the atmosphere absorbs the heat

from the sun and keeps the earth warm. Atmosphere makes us not to be too cold at night and not too hot in the day.

- **PROMPTING QUESTION:** What does the atmosphere do for us?
- ✓ **RESPONSE:** Atmosphere is a big blanket that covers the earth.  
Atmosphere protects us from too much heat  
And too much cold.

### ➤ LESSON 3: MEANING OF WEATHER

Weather is how the atmosphere is at any given time. Whatever is happening in the atmosphere is weather. So, Weather is what happens in the sky.

Weather includes wind, lightening, storms, hurricanes, tornadoes, rain, hail, snow, wind, etc.

- **PROMPTING QUESTION:** What is weather?

- ✓ **RESPONSE:** Weather is anything that is happening in the sky.  
The weather in one place is different  
from the weather in another place

### ➤ LESSON 4: EXAMPLES OF WEATHER

A whole lot of things happen in the sky or atmosphere. But the fact is, what is happening in one place may be different from what is happening in another place. Use locations to explain to the kids the differences in weather. Remember, in senior classes, we define weather as the atmospheric condition of a place over a short period of time.



For instance, it may be raining in Abuja right now, but in Lagos, there could be very hot sun, in Kaduna, there could be wind, etc.

It may be snowing in America right now, while Europe may be having heavy rain or sunshine.

- **PROMPTING:** Things that can happen in the sky
- ✓ **RESPONSE:** Things that can happen in the sky:  
Rain, sun, winds, lightening, storms, hurricanes,  
Tornadoes and snow.

*(If the list is too much for your pupils to grasp, reduce it and stick to weather conditions that are common to your location.*

*However, this depends on your school programme. If you are doing a blend of British and Nigerian curriculum, then, you must talk about tornadoes, hurricane and snow alongside rain, wind etc.).*

### ➤ LESSON 5: WHAT IS AIR?

Air is the main reason for life on earth. Without air, we will not be alive. Air is the natural phenomenon that supports life on earth.

We need air for breathing.

Air is a mixture of gases. It provides the body with all the energy it needs to carry out its activities.

During the rainy seasons, organisms that live in the soil, like earthworm come up the soil for air during the rainy season. This is because when it rains, water fills up the vacant spaces and air can not get to the organisms. So, they come to the top of the soil to get air.

- **PROMPTING QUESTION:** What is Air

✓ **RESPONSE:**

- Air is made up of gases.
- **Air is what we breathe to stay alive**
- Air gives energy to plants, animals and human beings
- We cannot see air, we can only feel it

➤ **LESSON 6: USES OF AIR**

Air is not only needed for respiration, it is also an important element for several other activities we carry out.

We need air to sail, to fill balloons, to fly aeroplanes, to make fire, to dry things, to pump vehicle tires etc.

Air is a conducting medium for sound: we can hear the sound of speech or noise because of air around us. It happens because air is a good sound conductor. Without air, we will not be able to hear anything and won't be able to produce any sounds.

Air helps to dry things: (Moisture Balance) When the rain makes the ground to be wet, the air dries it up.

Air helps us to swim in water: When our lungs fill up with air, we can swim higher in the water.

Fire needs air to burn. Air in the tyre helps vehicles to move

● **PROMPTING QUESTION:** What are the uses of Air?✓ **RESPONSE:**

- Uses of Air
- Air helps us to breathe
- Air us to hear sounds
- Air helps us to dry things
- Air helps us to drive vehicles
- Air helps fire to burn
- Air helps aeroplane to fly

## ➤ LESSON 7: WIND

Wind can be a mystery for kids. You know, they can't see anything, but they feel wind blowing. SO, WHAT EXACTLY IS WIND?

Wind is moving air. It is the movement of large amount of air. Wind is the movement of air near the earth's surface. WIND: It is the result of air moving around in the atmosphere.

Wind can be a gentle breeze or a strong gale.

When air flows over a warm surface, it heats up and rises. It will make cooler air to flow in. The flowing air is wind.

Wind is caused by differences in air pressure within our atmosphere.

The most powerful winds happen during storms called tornadoes, cyclone and hurricanes.

- **PPROMPTING QUESTION:** What is Wind?

✓ **RESPONSE:**

Wind is air that is moving.

Wind is when plenty air is moving.

Wind can be gentle or very strong.

## ❖ TOPIC: AMAZING WORLD OF LIVING THINGS

They were taught in the previous class that living things are those things that have life in them while non living things are those things that do not have life in them. There were also told that plants and animals, including human beings are the examples of living things while stone, chairs, tables, cups etc are examples of non living things.

This topic focus on those things living things can do that non-living things cannot do.

### ➤ LESSON 8: MEANING OF CHARACTERISTICS OF LIVING THINGS

The essence of this lesson is for the kids to understand what the word characteristics mean. It's not enough for them to just know all the characteristics of living things without knowing why they are called such. So, this lesson defines characteristics of living things as those things that only living things have the abilities to do that nonliving things cannot do

- **PROMPTING QUESTION:** Characteristics of living things means what?

- ✓ **RESPONSE:** Characteristics of living things  
Means those things Living things can do

And non living things cannot do.

### ➤ LESSON 9: THE CHARACTERISTICS OF LIVING THINGS

The acronym for the characteristics of living things is **MR NIGER D**:

**Movement:** All living things can move from one place to another in search of water, food and shelter. The movement is obvious in animals but not so in plants. But plants move. (a lesson on its own)

**Respiration:** all living things breathe. Respiration is a chemical process that happens within cells to release energy from food

**Nutrition:** all living things feed. The way plants feed is different from the way animals feed.

**Irritability:** living things respond to stimuli. They are sensitive when touched. This means they can detect change in their surrounding environment.

**Growth;** all living things grow.

**Excretion:** every living thing get rid of waste from their body.

**Reproduction:** Living things produce young ones of their kind. Reproduction is the ability of all living things to produce and pass genetic information to their babies. Plants reproduce.

**(DEATH):** There is a debate on whether Death should be considered as a characteristics of living thing or not. Some school of thought has it that death can not be among the characteristics of living things because death is when living things stop doing the other characteristics mentioned. Which means, they are considered living things when alive, so, when dead, they are no longer living things. Therefore, death should not be a characteristic of living thing

Another school of thought is that death is major part of the life cycle of all living things. The argument is that, once something has been born in the animal kingdom or germinates in the plant kingdom, the only certainty is death. That, every living thing has maximum lifespan which is determined by a number of factors.

Based on the above reasoning this school of thought say that death is a very important characteristics of living things.

- **PROMPTING:** characteristics of living things?

✓ **RESPONSE:**

### **Characteristics of living things**

Living things can move

Living things can breathe

Living things can eat

Living things can feel

Living things can grow

Living things can reproduce

Living things can pass out waste

Living things can die

Plants and animals are living things

### ❖ TOPIC: SEASONS IN THE YEAR:

EXPLANATION: This lesson will depend on the programme you are running- whether a British curriculum or a mixture of both. But a point to note is that the world is becoming a global village and our children should be trained to be global citizens. So, it will be on point to let them know both the seasons in Nigeria and that of western world.

In year one, they were taught the two seasons in Nigeria and the four seasons in Western world.

Remember that the two seasons in Nigeria are Rainy season which starts in March and Dry season which starts in November. And the four seasons in Western world are----- spring, summer, autumn and winter.

#### ➤ LESSON 10: MEANING OF SEASON

*(It is also important for the kids to know that seasons simply means the different weather conditions we experience in a particular place within a one year period.)*

- **PROMPTING QUESTION:** What is the meaning of seasons?

- ✓ **RESPONSE:** Seasons are different times of the year when we have different weather.

#### ➤ LESSON11: SEASONS IN A YEAR

- **PROMPTING:** Seasons in Nigeria



- ✓ **RESPONSE:** There are two seasons in Nigeria:  
The Rainy season, which starts in March.  
The dry season which starts in November.

## ➤ LESSON 12: SEASONS IN WESTERN WORLD

- **PROMPTING:** Seasons in Western countries

- ✓ **RESPONSE:** Seasons in Western countries  
summer, winter, autumn and spring  
Summer is the hottest season  
winter is the coldest season.

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## PHYSICAL AND HEALTH DEVELOPMENT

### LESSONS

1. My bones, muscles and joints
2. About my body
3. Meaning of bone
4. Number of bones in the body
5. Move your muscles
6. Joints
7. Functions of bones
8. Rest and sleep

9. A break in the day (nap time)
10. Super sleep
11. Sleep and i
12. Good bedtime habits
13. What's for breakfast?
14. Importance of breakfast

### ❖ TOPIC: MY BONES, MUSCLES AND JOINTS

This topic will help the kids to understand the internal mechanism of their body and how the bones, muscles and joints work together in their body to achieve movement, balance and support.

They will learn that the bones are hard, the muscles are soft and the joints are places where two bones meet.

#### ➤ LESSON 1: ABOUT MY BODY

- **PROMPTING QUESTION:** Tell me about your body

- ✓ **RESPONSE:** My body is made up of bones, muscles and joints.  
They all work together for me to move about.

#### ➤ LESSON 2: MEANING OF BONE

**EXPLANATION:** A bone is a rigid organ in the body that constitutes part of the vertebrae skeleton. It is the substance that forms the skeleton of the body.

For this lesson, we will define bone in very kid's friendly way for easy understanding.

**CLASS ACTIVITY:**

Allow the kids to touch all the bony parts of their body. When they touch and allow them to tell you where they can feel bones in their body.

Ask them if those places are hard or soft. After this activity, you now give the definition of bone.

- **PROMPTING QUESTION:** What are bones?

✓ **RESPONSE:** Bones are the hard parts of my body.

➤ **LESSON 3: NUMBER OF BONES IN THE BODY**

**EXPLANATION:** We have bones inside our body. Our bones grow and change as we age.

Babies are born with 270 different bones. As they grow up, many of the 270 small bones fuse, or grow together. So, by the time a baby becomes an adult, he or she will have only 206 bones.

- **PROMPTING QUESTION:** How many bones are in your body?

✓ **RESPONSE:** As a child, I have 270 bones in my body.  
But adults have 206 bones in their body.

➤ **LESSON 4: MOVE YOUR MUSCLES:**

Muscles are organs of the body made of tissues that contract to produce a particular movement. They are nerve fibres which allow us to move our bodies. They are a band or bundle of fibrous tissue in our body that has the ability to contract and produce movement or maintain the position of parts of our body.

Muscles enable our internal organs to function. The human body has over 600 muscles and these accounts for about 40 percent of our body weight.

The heart is a muscle.

- **PROMPTING QUESTION:** What are muscles?

- ✓ **RESPONSE:** Muscles are the soft parts of our body which help us to move.

### ➤ LESSON 5: JOINTS

Joint is the place in the body where two bones meet. Some joints move and others don't move.

Moving joints are the ones that help you ride your bicycle, eat your food, play your games. They allow you to twist, bend and move different parts of your body.

Some moving joints, like the ones in your spine, move only a little.

#### JOINTS IN MY BODY

1. Joints in my elbow
2. Knee
3. Shoulders
4. hips
5. head

- **PROMPTING QUESTION:** What is a joint?

- ✓ **RESPONSE:** A Joint is a place in my body where two bones meet.  
There is joint in my elbow

There is joint in my shoulders  
And there is joint in my hips.

## ➤ LESSON 6: FUNCTIONS OF BONES

Bones play three key roles in the body. They give our body shape, they work with our muscles to help us move, and they protect our organs and other soft parts of our body.

### SHAPE

Think of worms you see on the ground, their bodies are squishy and soft like jelly because they do not have bones. Without bones, we will have squash blobs of skin like worms. Our body will be soft and can be easily crushed when pressed.

### HELP US MOVE

Bones can't move on their own. Our muscles and bones work together like a team to help us move. Our muscles are attached to our bones, so when we move our muscles, our bones move as well.

### PROTECTION

Our bones act like a shield that protects the softer parts of our body. The bone in our skull, protect our brain like a helmet. Our rib cage-----the bones around our chest and back protect our heart and lungs.

- **PROMPTING QUESTION:** What do bones do to your body?

- ✓ **RESPONSE:**
  - Bones give me shape
  - Bones make me move
  - Bones protect some parts of my body

## ❖ TOPIC: REST AND SLEEP

### ➤ LESSON 7: A BREAK IN THE DAY (NAP TIME)

Getting enough sleep and rest is one of the most important ways to stay healthy, along with good nutrition and regular exercise.

Nap is a short sleep taken in the day. Among adults, naps are usually taken as response to drowsiness during working hours. But children's nap should be deliberately planned because of its health benefits on the kids.

Children who are 5 years and below need quality nap time for early physical and mental development.

This lesson is meant to help the kids know the importance of having their Nap every day and motivate them to cultivate the habit of having quality nap.

Let them know that quality nap helps their brain to grow well and help them to do well in their school activities.

Napping refreshes the mind, improves overall alertness, boosts mood and increase productivity.

The teacher can always schedule class room nap time for the kids. The kids should be taught to develop nap time habit so that even during weekends and holidays, they will continue the practice. Usually, the body gets used to a particular routine. So, if they always have Nap time in school, when they are at homes, and it gets to the time they usually have nap in school, the urge to have a nap will naturally come. Napping helps the kids to recharge.

- **PROMPTING QUESTION:** What is Nap time?

- ✓ **RESPONSE:** Nap time is the time for me to sleep in the afternoon.



Nap also means siesta.

## ➤ LESSON 8: SUPER SLEEP

This lesson is for the kids to know what it means to sleep, know how much sleep they need each day, why they need sleep and how to promote good night sleep

Kids need up to 10-12 hours of sleep each day. Sleep is very important for every human being because it gives the body the chance to rest, repair itself and prepare for the next day.

- **PROMPTING QUESTION:**

What is sleep?

- ✓ **RESPONSE:**

Sleep is a long and deep rest we take at night after the day's work

## LESSON 9: SLEEP AND I

### EXPLANATION:

You spend the day running on the playground, learning at school, eating meals. And at night, while you are off in a dreamland, your brain and body are busy getting ready for a new day. That is why you must have some good sleep so that your body and brain can work well.

Every living thing sleeps. Some animals sleep for so long in a day. We need sleep to keep us healthy, happy and doing our best. Sleep helps our body and brain develop and grow.

Sleep is very important for healthy growth and development. Our body needs deep rest it gets during sleep to help the muscles, bones and skin to prevent injury and illness .

Sleep helps you remember what you learnt, pay attention and concentrate and think better.

Having enough sleep makes you feel better during the day

- **PROMPTING QUESTION:** Why do you need good sleep?

- ✓ **RESPONSE:** I need good sleep

For my brain to think fast

For my body to grow well

For me to feel good and happy

For sickness to go away



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### ➤ **LESSON 10: GOOD BEDTIME HABITS**

These are some of the positive habits children should develop in order to have quality night rest.

They should try to go to bed at the same time every night. Your body gets used to a schedule and will be ready to sleep when it's time.

Make sure your bedroom is cool, dark and quiet

Exercise during the day so you can have good sleep at night.

Avoid big meals before bedtime

Take a warm shower before going to bed

I Should brush my teeth before going to bed

- **PROMPTING QUESTION:** Good bedtime habits

✓ **RESPONSE:** Good bedtime habits:

I should take a warm shower before going to bed

I should brush my teeth before going to bed

I should not eat heavy meal before going to bed

Good exercise in the day gives me a good sleep at night,

### ➤ **LESSON 11: WHAT'S FOR BREAKFAST?**

Breakfast is the most important meal of the day. Research shows that breakfast helps students to concentrate and learn better, stay awake and have more energy.

We want the kids to realise the importance of breakfast to their health and academic performance.

Having a breakfast is a great way to start the day. You went all through the night sleeping without food.

When you eat food in the morning, your stomach will be happy and your body will get energy to start the day.

If you don't eat breakfast when you get up in the morning, your energy will be low, you won't be able to think or work.

• **PROMPTING QUESTION:** What is breakfast?

✓ **RESPONSE:** Breakfast is the first meal we eat in the morning.  
Having a breakfast is a great way to start the day.

### ➤ **LESSON 12: IMPORTANCE OF BREAKFAST**

**PROMPTING QUESTION:** Why should you eat breakfast every day

RESPONSE:

I should eat breakfast every day because

Breakfast gives me the energy to start the day.

Breakfast makes me learn very well in school.

Breakfast makes me have a happy day



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## NUMERACY/ MATHEMATICS

### LESSONS

1. Skip counting
2. Skip count by 2
3. Class activity 2 on skip counting by 2:
4. Memorizing counting by steps of two:
5. Mathematical symbols
6. Simple addition
7. Use of objects to demonstrate simple addition
8. Use the children as manipulatives
9. Writing number sentence in horizontal form
10. Solving simple additions
11. Memorising doubles
12. I spy
13. Concept of before, after and between in recognising numbers
14. Understanding the concept of before
15. Concept of 'after'

16. Concept of between
17. Using i spy to test knowledge of positions
18. Counting by steps of five
19. Rote memorization of multiplication table
20. Simple multiplication
21. Backward counting

### ❖ TOPIC: SKIP COUNTING

In maths, skip counting is a method of counting forward by numbers other than one.

The knowledge of skip counting helps children to remember their multiplication tables and facts.

To skip count, we keep adding the same number each time to the previous number.

#### ➤ LESSON 1: SKIP COUNT BY 2

To skip count by 2, we keep adding 2 to the previous number.

Example: to skip count by 2-----

We start with 0. The next number will be  $0+2=2$ , then  $2+2=4$ , then  $4+2=6$ , then  $6+2=8$ , then  $8+2=10$  etc

So, to skip count by 2-----we have -----2, 4, 6, 8, 10, 12, 14, 16, 18, 20.

Skip counting is a fundamental skill that helps children count groups of objects quickly and learn addition.

### ACTIVITY ON SKIP COUNTING: in two

Write out numbers 1----20 on a colouring board or on a colouring paper

Get a coloured pencil and give to each child (Every child should have his or her board or paper)

Colour on each multiple of two ( 2, 4, 6, 8 etc)

Teacher : counts 1, 2 ( colour the 2)

Children: counts 1, 2 and colour 2

Teacher: count 3, 4 ( colour 4)

Children: counts 3, 4 ( colour 8)

You continue till you get to 20

After the board or paper has been coloured, ask the kids to recite all the numbers they coloured-----

The children will recite, looking at their board or paper----- 2, 4, 6, 8, 10, 12, 14, 16, 18, 20

With this exercise, they will understand how to skip count in two

### **CLASS ACTIVITY 2 ON SKIP COUNTING BY 2:**

Write out numbers 1- 20

1      2      3      4      5      6      7      8      9      10      11      12      13      14

To skip count, they skip after counting out the number given.

Here, the number given is 2. So, they count 1, 2, at every 2, they tick as the right answer.

Example: 1, 2, ( 2 ) 1, 2 ( 4 ) 1, 2 ( 6 ) 1, 2 ( 8 ) etc

Here, the number is 2. So, they start counting by 2.

### **➤ LESSON 2: MEMORIZING COUNTING BY STEPS OF TWO:**



After the kids have done the class activity on how to count in step of two, they should begin to do constant practice on memorizing the numbers.

The knowledge of memorizing the numbers will help them in quantitative reasoning and doing quick additions and subtractions. They should start by looking at their coloured board or paper. Gradually, they stop looking at it and count off hand.

• **PROMPTING QUESTION:** Skip count by two's to 20

✓ **RESPONSE:** skip counting by two-----2, 4, 6, 8, 10, 12, 14, 16, 18, 20

### ❖ LESSON 3: MATHEMATICAL SYMBOLS

The children should know the signs for basic math concepts like addition, subtraction, multiplication and division.

They children should be able to identify the signs as well as know how to write them.

Teach them that

The plus sign is +

The minus sign is -

The division sign is ÷

The multiplication sign is X

Equals to sign is =

• **PROMPTING:** Mathematical symbols I know

✓ **RESPONSE:** Mathematical symbols I know

*(They should demonstrate each of the signs in the air as they sing)*

Plus sign

Minus sign

Division sign

Multiplication sign

Equals to

### ➤ LESSON 4: SIMPLE ADDITION

Sound knowledge of Addition places the academic future of children on sound footing.

Before the kids can master their addition, they need to understand the nature of 'adding'.

There are several approaches that can be used in making the kids understand what adding means.

#### ACTIVITY

#### USE OF OBJECTS TO DEMONSTRATE

Children respond well to visual tools that help them understand addition concepts. You can use any object like pebbles, beads, sticks, etc.

Start with a small number of items to demonstrate number relationships

Give a child two groups of objects-----say a group of 2 and a group of 3

Let a child count the number of objects in each group

Let him/her combine the two groups and count. ( tell them that combining it means add together or plus the two groups.)

Tell them that the answer is the result of adding 2 and 3 together.

**ACTIVITY 2:****USE THE CHILDREN AS MANIPULATIVES**

Form two groups of children ---say group of 4 and group of 2

Let one child count the children on each of the groups

After that, let the child ask all the children in the two groups to come together.

Explain to them that they have added the two groups by coming together

The child should count the children again.

Remind them that when you add 4 people and 2 people the answer will be six people

➤ **LESSON FIVE: WRITING NUMBER SENTENCE IN HORIZONTAL FORM**

The children should have recognized their numbers and know how to write them. With the previous lesson on mathematical symbols, they should have learnt how to write their 'plus' and 'equals to' signs.

In this lesson, you make number sentence and ask the children to interpret it using the right symbols and numerals

**EXAMPLE:**

Write out 3 plus 4 equals to seven

The children should write

$$3 + 4 = 7$$

Engage them in several examples.

➤ **LESSON 6: SOLVING SIMPLE ADDITONS**

At this stage, the children should know how to solve simple additions. You should combine the lesson with simple addition problems and number sentence for additions

Example:  $2 + 3 = \text{-----}$

$3 + 1 = \text{-----}$

$1 + 2 = \text{-----}$

Two plus 1 equals to -----

One plus four equals to -----

Before they solve the word problems, they first of all write it out in symbols before they add.

### ➤ LESSON 7: MEMORISING DOUBLES

Doubles are math facts like  $3 + 3 = 6$ ,  $5 + 5 = 10$

The ability of the kids to memorize doubles will help them in solving addition problems.

If they know that  $4 + 4$  is 8. When they see it as a question, they will immediately supply the answer without calculating. So, memorization make math go quicker. They don't need to think through every problem.

This skill will help them to solve even more complex arithmetic problems as they move on in class.

• **PROMPTING:** Tell me the doubles?

✓ **RESPONSE:** These are the doubles:  
one plus one two

two plus two four

Three plus three six

Four plus four eight

Five plus five ten

Six plus six twelve  
 Seven plus seven fourteen  
 Eight plus eight sixteen  
 Nine plus nine eighteen  
 Ten plus ten twenty

You can split this lesson into two so that the children can flow very well. You can stop at 5 plus 5 for the first time and then, gradually build it up to ten.

### ➤ LESSON 8: I SPY

This is a fun lesson that will help the kids in recognizing numerals. It will also help them in picking out numerals from surrounding distractions such as letters, buildings, trees etc.

You print out sight words 'I spy' sheet.

Or use number charts 1-20 or 1-30. Mix the numbers with letter charts or shapes

Call out numbers for the kids to pick.

Call different numbers for different children.

Stay within the numbers they have learnt. You can spy 1-20 or 1-30 depending on your class.

While calling out the numbers, say 'I spy 13' while saying it, use one of your fingers to put at the tip of your eyes, as if trying to open your eye wider with the finger

Call out each child's name for every spy

• **PROMPTING:** I spy 9

✓ **RESPONSE:** The child you called will point to number 9 on the sheet

Continue till every child has pointed or picked

## ❖ TOPIC: CONCEPT OF BEFORE, AFTER AND BETWEEN IN RECOGNISING NUMBERS

After the kids can locate all the numbers or pick up all the numbers through the spy game. You begin to build their understanding of position through spy activity. But before that, let the kids understand the concept of after, before and in between.

### LESSON 9: UNDERSTANDING THE CONCEPT OF BEFORE

The kids need to understand the meaning of before. This lesson can be very fun and captivating. Before we apply it to numbers, we have to use the children themselves to demonstrate the meaning of 'before'.

I like to define before as the back of a particular number. The kids can easily relate with their body parts. Their back is behind. So, they will understand that any number that is 'before' another number, it means the number is at the back of the particular number.

Example: 1 2 3 4 5 6 7 8 9

The number before 3 is the number at its back which is 2.

• **PROMPTING QUESTION:** What is before in number sequence?

✓ **RESPONSE:** Before means the number at the back.

#### **More examples:**

The number before 9 is 8 because 8 is at the back of 9.

#### **CLASS ACTIVITY:**

Get three children

Say their names are Fatima, Grace and Obi in the order of their standing



Ask the kids, who is standing before Obi?

The kids will say Grace is standing before Obi

Change the order and ask again to be sure the kids understand it very well.

Use this to ask more questions.

1      2      3      4      5      6      7      8      9

- **PROMPTING QUESTION:** Which number is before 3

✓ **RESPONSE:** The number before 3 is 2.

*(I always want children to make complete sentence in their response. This helps their communication and logical reasoning. Instead of just saying 2; they should make a full sentence as we did in this response.)*

### ➤ LESSON 10 : CONCEPT OF 'AFTER'

We define after as the number in front. If you ask the kids their front, they will sure touch their face, stomach---all the front parts of their body.

With this understanding, they will see the number that is after as numbers in front of a chosen number

Still bring out three children

Say their names are Wisdom, Mercy and Farouk, standing in that order

Ask the kids-----who is after Wisdom?

They will respond: Mercy is after Wisdom

Change their order and ask again.

Use these numbers to ask another 1   2      3      4      5      6      7      8      9

What number is after 7?

They should respond that 8 is after 7.

- **PROMPTING QUESTION:** What does 'after' mean?

- ✓ **RESPONSE:** 'After' means the number in front

### ➤ **LESSON 11: CONCEPT OF BETWEEN**

A number 'between' other numbers means a number that is at the middle of two numbers.

For instance, 1 2 3 4 5 6 7 8 9

The number between 3 and 5 is 4.

In teaching the kids the concept of 'between', make use of only three numbers to avoid confusion.

If you are to use the kids in the class for demonstration,

Bring only three people and show them the person between the other two persons.

### ➤ **LESSON 12: USING I SPY TO TEST KNOWLEDGE OF POSITIONS**

Going back to the I spy game, ask the kids harder question to test how well they understand positions.

For example, I spy the number after 8. If the kids get it correctly, move on to spy numbers, before and between chosen numbers.

If they find it difficult to get the correct answer, refresh their minds by asking them 'what does 'after' mean?

Make the 'I spy game' a regular activity in the classroom even after the lessons are concluded. You can play the game with the kids at every opportunity with numbers on the class wall, numbers in their colouring book etc.

1      2      3      4      5      6      7      8      9      10      11      12      13

I spy the number before 10

I spy the number after 7

I spy the number between 3 and 5.

## BONUS LESSONS

### LESSON: COUNTING BY STEPS OF FIVE

You still apply the procedure in counting by steps of two to teach them this.

After that, they should rote memorization of counting by steps of five

PROMPTING: Count by steps of five

5      10      15      20      25      30      35      40      45      50      55      60      65

70      75      80      85      90      95      100

### LESSON: Rote memorization of multiplication table-----3 x 1 up to 3 x 12

### LESSON: SIMPLE MULTIPLICATION

When you tell the kids that  $3 \times 2$  is 6. HOW IS THE ANSWER ARRIVED AT?

You teach the kids that  $3 \times 2$  means counting 3 things into two places.

3 x 4 means counting 3 things into four places.

## LESSON: BACKWARD COUNTING

Backward counting means you start with the last number down to the first.

Example- backward counting from 20

20 19 18 17 16 15 14 13 12 11 10 9 8

7 6 5 4 3 2 1



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## COMMUNICATION, LANGUAGE AND LITERACY

### LESSONS

1. Spelling of their names
2. Phonemic awareness
3. Blending sounds into words
4. Segmenting sounds (critical skill for spelling)
5. Nouns
6. meaning and examples of nouns
7. Noun gender
8. Examples of noun gender (human beings)
9. Examples of male and female animals
10. Singular and plural nouns

11. Meaning of singular and plural
12. The magic 's'
13. Irregular plurals
14. Spelling and writing days of the week
15. Months of the year

## LESSON 1: SPELLING OF THEIR NAMES

This lesson is meant to help every child in the class to know how to spell and write their names. At this stage, every child is conversant with their alphabets, both letter names, letter sounds and identification. You can refresh their minds on this before moving forward.

**WHAT YOU DO:** Write out every child's name on a paper and stick to one side of the class. Let every child know the position of his or her name in the class. First thing every morning, they take their positions and spell their names.

Within a day, they should be able to memorise their names.

The next stage is writing it by themselves. When this is achieved, ensure that they write their names on the top of their book before they write any class work. That means, henceforth, their names will be on every page of their text books and exercise books.

## LESSON 2: PHONEMIC AWARENESS

Phonemic awareness is all about the sounds of letters in words. It is a pre-reading skill that children in this class should develop for efficient reading.

Phonemic awareness is the ability of the children to notice, think about and work with the individual sounds in words. The children's skill in phonemic awareness is a good predictor of reading success or otherwise.

In this lesson, we are looking at sound blending, segmentation and manipulation. All of these will help the children in decoding the relationship between sounds and letters.

## LESSON 2: BLENDING SOUNDS INTO WORDS

In the previous term, they sounded two letter words. They should be conversant with that.

Now, they will sound each of the letters that make up a three letter word and try to blend the sounds to make up a word.

Examples:

Cat-----to sound it: /c/ /a/ /t/ after they sound it, you say, blend (***blend means to join all the sounds together.***) when blending, ask the children to say each sound faster, the faster they say the sounds, the more the correct word will come out.

Dog-----to sound it: /d/ /o/ /g/. Blend it the same way they blended cat.

If you do this consistently for one week, every child that can identify letter names and sounds in the class will be able to sound even five letter words.

Try these words-----mat, bat, bit, bet, nap etc.

## ➤ LESSON 3: SEGMENTING SOUNDS (critical skill for spelling)

Segmenting is the huge secret to great spelling skill. This skill has unlocked the door to spelling for most of our kids-----3 ½ years to 4 years and even older children who have struggled with their spellings.

Segmenting is the ability to hear the individual sounds in words. This simply means breaking a word into its separate sounds. Segmenting is the opposite of blending.



Phonemic awareness means that the children should be able to blend sounds and also segment sounds. Blending of sounds will help them in reading while segmenting sounds will help them in spelling.

Look at the word: sat-----it has three different sounds. /s/+/a/+/t/

So, if you want the kids to spell sat-----pronounce the words very clearly, let them listen to you so as to know the sounds that make up the word.

### **HOW TO TEACH SEGMENTING:**

Start with short words that have initial sounds that are easy to sound. Such words will be easier for the children to segment.

To make it more practical, you can use squares of paper; write each letter on a square of paper

Stick them on the board

Say a word like 'sit'-----as you say the first sound /s/ let a child pick the letter that represents the /s/sound. After that, say the second sound /i/, the same child will pick the letter with the /i/sound and place it beside the first letter. Say the last sound /t/. The child will pick the last letter and place it there.

After that, let the child try pronouncing the three words to see if she/he is correct or not. The next thing is for the children to listen to you pronounce a word, and they write out all the sounds in the Word on a paper.

### **ACTIVITIES ON PHONEMIC AWARENESS:**

#### **USE SONGS AND TONGUE TWISTERS**

Many songs and tongue twisters are built around matching initial or final sound. Example: jack and Jill---

'Peter piper picked a peck of pickled peppers

These songs are great way to develop phonemic awareness.

#### **Play word and sound games**

Games based on recognising sounds are fun and help to develop their phonemic awareness. The game of 'I spy' is a very good example. ( we have discussed that a lot in this curriculum)

The children can take turns in thinking out words that begin with a particular sound. Remember, the emphasis is on sounds not letters. For instance, you can spy words that start with /c/. Let the children supply the words for you. Remember, some of the words they will mention may start with letter k. That's fine and correct in phonemic class because the /c/ and /k/ sound the same.

**(This has to be a continuous exercise until the children begin to read short sentences.)**

### ❖ TOPIC: NOUNS:

This lesson is to familiarise the children with what a noun is. This lesson was exhaustively treated in their pre-nursery class. This is to refresh their minds before going into other aspects of nouns.

The teacher will help the children understand what a noun is and how to identify nouns in sentences.

Start the lesson by asking the children to look around the classroom and look for objects. Let them call the names of all the items they can find.

Explain to them that all those items they see are nouns.

### ➤ LESSON 4: MEANING AND EXAMPLES OF NOUNS

Let the children understand that nouns are the words we use for people, places, animals and things. Explain to them that the name of any human being like Rose, Amina, David, are nouns. Names of animals like cat, dog, and lion are nouns. Names of places like Lagos, Abuja, Asokoro, Ikeja are nouns. Names of things like pencil, book, table, pot are nouns. Etc

- **PROMPTING QUESTION:** What is a noun?

✓ **RESPONSE:** A noun is the name of a person, animal, place and things.

**PROMPTING QUESTION:** Mention names of persons you know

**PROMPTING QUESTION:** Mention names of animals

**PROMPTING QUESTION:** mention names of places you know

**PROMPTING QUESTION:** mention names of things you can find around the school compound

### ➤ **LESSON 5: NOUN GENDER**

**EXPLANATION:** Living things are either male or female. Noun gender is the classification of noun based on masculine and feminine categories. Masculine nouns are words used for men, boys and male animals. Feminine nouns are words used for women, girls and female animals.

You teach this lesson in a way the children understand which noun is a male and which noun is a female.

You can group the class into two- boys and girls. Let them understand that all the boys belongs to the male gender and all the girls belong to the female gender. Use their mummies and daddies, uncles and aunts, brothers and sisters as striking examples for the children.

- **PROMPTING:** Noun gender

✓ **RESPONSE:** Noun Gender. Every living thing is a male or a female.

➤ **LESSON 6: EXAMPLES OF NOUN GENDER (HUMAN BEINGS)**

• **PROMPTING:** Examples of male and female human beings

✓ **RESPONSE:** Examples of Male and female human beings.

Male	female
Boy	girl
Man	woman
Daddy	mummy
Husband	wife
Prince	princess
Uncle	aunt
Nephew	niece
King	queen
Son	daughter
Father	mother

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*( You can break the examples into two groups for easy learning. But remember that, the more the children practice this, the better.)*

**LESSON 7: EXAMPLES OF MALE AND FEMALE ANIMALS**

With animals, there is one general word for the animal. But, many species of animals, particularly those domesticated, have been given gender specification.

• **PROMPTING:** Male and female animals

✓ <b>RESPONSE:</b>	Male and female animals	
	Tiger	tigress
	Lion	lioness
	Bull	cow
	Hen	cock
	He-goat	she-goat

### ❖ TOPIC: SINGULAR AND PLURAL NOUNS

The easiest explanation to give to kids on singular and plural is that

Singular means one but plural means two or more. So, when you have one cat it is singular, so you say 'cat' but when you have two cats, it is plural, so you say 'cats'.

#### ➤ LESSON 8: MEANING OF SINGULAR AND PLURAL

- **PROMPTING QUESTION:** What is singular and plural?

✓ **RESPONSE:** singular means one  
Plural means two or more

#### ➤ LESSON 9: THE MAGIC 'S'

We will begin the lesson on singular and plurals with words whose plurals are formed by adding 's'.

Show the children one pencil, ask them how many pencils can they see, they will say 'one pencil'. Show them two pencils, ask them how many pencils can they see? They will say 'two pencils'.

Do that with many examples so that they realise that when it's two or more, they add 's' to it.

Let the children understand that once the item is more than one, it takes 's'.

Introduce a lot of words with variation in number

Examples

One cup, two cups

One table, 20 tables

One book, three books

One dog, five dogs

• **PROMPTING:** Singular and Plural

✓ **RESPONSE:** Singular and Plural

• **PROMPTING:** one boy, two-----

✓ **RESPONSE:** Boys

• **PROMPTING:** one book, two-----

✓ **RESPONSE:** Books

• **PROMPTING:** one chair, five

✓ **RESPONSE:** Chairs

( you do that for as many objects as you want)

## ➤ LESSON 10: IRREGULAR PLURALS

Irregular plural nouns are nouns that do not become plurals by the addition of 's' or 'es' as most English words do. There are other words whose plurals are formed in different ways, either by changing 'fe; to 'ves' as in wife-----wives, life-lives etc, or by changing the entire spelling as in mouse-----mice, child-----children, or by changing the vowel like goose-----geese, tooth-----teeth etc.

One thing to note is that, children just have to memorise the plurals of irregular nouns. The more they practice it, the more they know.

For this class who are not more into writing, we will look at the irregular nouns that have different pronunciations like-----man- men, tooth-----teeth-----, foot-----feet, child-----children, woman-----women, goose=====geese, mouse-----mice,



- **PROMPTING:** Nouns and their plural

*( Its good not to use similar prompting so as not to confuse the children. In regular nouns, we used singular and plurals, here, we have to use nouns and their plurals so as to clearly differentiate the two for the kids)*

- ✓ **RESPONSE:** Nouns and their plurals

Man men

Child children

Woman women

Tooth teeth

Foot feet

Mouse mice

Goose geese

## ➤ **LESSON 12: SPELLING AND WRITING DAYS OF THE WEEK**

The children, at this time, should have known the seven days that make one week. They should have also learnt the first, second and last days of the week. If they don't know, they should be taught before going into spelling and writing the days of the week

This lesson is designed to improve the children's spelling and writing skills. They will learn how to spell Monday to Friday.

You start by teaching them how to spell each day, after that they write it by themselves.

Since the children already know their letters, once they can spell the days of the week, writing it will not be an issue for them.

Take it bit by bit. When they learn How to spell Sunday and write it, before you move to Monday till you get to Saturday.

- **PROMPTING:** Spell Sunday
- ✓ **RESPONSE:** S.U.N.D.A.Y-----Sunday
- **PROMPTING:** Spell Monday
- ✓ **RESPONSE:** M.O.N.D.A.Y-----Monday

( Continue this way )

### ➤ LESSON 13: MONTHS OF THE YEAR



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This lesson will help the children to know the 12 months of the year in the order they follow; in the next class, they will begin to learn how to spell the Months and how many days that make each Month

• **PROMPTING:** Months of the year

✓ **RESPONSE:** Months of the year

January February March

April May June

July August September

October November December

One year.



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