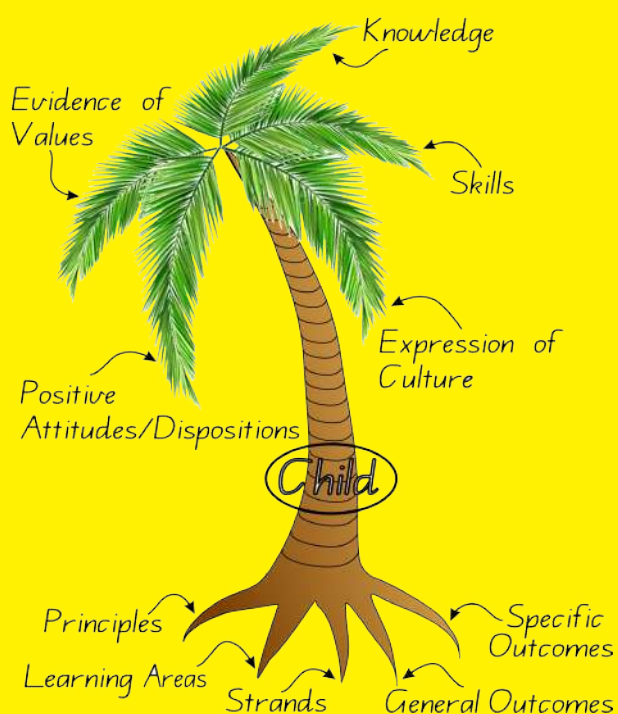




Solomon Islands Government

Pre-primary Year



Teacher's Guide 1

LEARNING OUTCOMES
AND LESSON PLANS

Ministry of Education and
Human Resource Development



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Pre-Primary Year

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Introduction

The Pre-primary Year Teachers' Guide: Book 1 contains Lesson Plans that provides teachers with comprehensive information and resources to support the implementation of the general and specific learning outcomes of the PPY curriculum. There are 32 lesson outlines for each term. Teachers will develop daily lesson plans based on the daily and weekly outline of outcomes and activities.

Detailed lesson plans for the first week of each term are also included. Monthly teacher's reflection guides will assist teachers with self-evaluation, ensuring a reflective and quality teaching practice.

Integrated learning areas is one of the key features of this curriculum and is demonstrated in this teachers guide. Teachers will find that activities incorporate specific learning outcomes from different learning areas in the same activity. Concepts explored in Mathematics may also include specific learning outcomes from social studies, social emotional skills or even language skills.

In addition, this teacher's guide provides a set of suggested assessment events linked to various term outcomes. Further assessment advice can be found in the Syllabus **Section 8.4** and **Section 15**. The PPY Teachers' Guide Book 2, Teaching and Learning Approaches, also includes **Section 4: Assessment**. This is followed by a standard lesson plan template and other templates for teachers' observations and assessment records.

How to use This Guide

The guide is designed to be used alongside the PPY Teachers' Guide Book 2: Teaching and Learning Approaches, and Teacher Resources Books 1-3. Teachers should invite children into conversation in both Mother Tongue or Pijin, gradually introducing English. They should strongly encourage learners to listen and talk actively. These are not passive lessons. They require active exploration and interactive learning.

The term is formally planned for eight weeks, with week nine set as a formal revision week according to standard practice.

- Each term is divided into two four-week blocks.
- At the beginning of each four-week block is a list of all the outcomes to be addressed within that block.
- At the end of each four-week block is a Teacher Reflection page. This is a quick check for the teacher to see that they are working professionally, keeping to the curriculum and addressing the needs of every student.
- Every fifth day is set as a review or extension day. Teachers should use this day to review any work that proved challenging for learners. They may use this time to allow students to pursue extra investigation or extension in areas of interest. This day can also be used to catch up on any activity that was missed during the week or if a day was lost due to bad weather.
- Each day in the four-week block has a table of suggested activities covering the five curriculum activity times – Talk Time, Story Time, Think Time, Try Time and Move Times. The learning outcomes for each activity are listed in the first column. Any supporting resources from the Teachers' Resource Books are listed in the last column.
- Teachers should take the suggested activities and use them to form their own lesson plans. Example

detailed plans for this are included in the first week of the term throughout this Teachers' Guide.

- Ideas for assessment as well as Record Keeping templates are included at the back of the Teachers' Guide.

Remember to keep looking ahead in the curriculum so that you are very familiar with your program and have time to gather or prepare any resources you may need.

PPY Daily Timetable

The table below shows the PPY daily timetable. This timetable includes five hours of direct contact and supervision time and three hours of non-contact time. Non-contact time is to be used for planning, preparation, clean-up and record keeping.

Table: Daily timetable for the Pre-primary Year programme.

7:30 - 7:45 am	15 mins	Teachers' Arrival
7:45 - 8:00 am	15 mins	Children's Arrival
8:00 - 8:20 am	20 mins	Devotion/ Roll Call
8:20 - 9:00 am	40 mins	Talk Time
9:00 - 9:40 am	40 mins	Story Time
9:40 - 10:15 am	35 mins	Move Time 1
10:15 - 10:45 am	30 mins	Washing hands/ Snacks/ Break Time
10:45 - 11:30 am	45 mins	Think Time
11:30 - 12:15 pm	45 mins	Try Time
12:15 - 12:45 pm	30 mins	Move Time 2
12:45 - 1:00 pm	15 mins	Announcements/Closing prayer/Good bye to children
1:00 - 4:00 pm	3 hrs	Teacher Non-contact Time

It is recognised that school and ECCE timetables vary significantly across the Solomon Islands. The timetable above is provided as a suggestion and may be adjusted according to the need of the class. The main goal is to ensure that enough time is allocated to each area to ensure that the whole PPY curriculum can be covered across the school year. If a teacher wants to change the order the activities are taught in during a day that is acceptable.

If teachers find that what they deliver is a much shorter time than allocated, and this happens most days, then they need to go back to the day plan and look carefully at what they might be missing. Were there things that they were not sure about and so avoided? If so it is good to discuss this with someone else to work it out. Could there be ways to take the concept being taught and extend it to lots more small activities? Could the children move from sitting to a standing activity to energise them for another way to approach the concept being taught? Could they work as a class, then in small groups or pairs, then as individuals? These are important questions for teachers to ask themselves and to discuss with others as they develop their excellent, creative teaching practice.

Processes and Skills

This table from the syllabus section 6 presents a range of skills, attitudes, values and behaviours addressed

across the PPY curriculum. Teachers need to study this table to see an overview of what they should be teaching.

Physical Development	Cognitive Development	Social Development	Personal Development	Emotional Development	Moral Development	Language Development
<ul style="list-style-type: none"> • Show body awareness and basic movement skills • Show progression of fine and gross motor skills • Participate in active play and cognitive exercises 	<ul style="list-style-type: none"> • Seek information and explore solutions • Identify colours and shapes • Describe relationships with symbols and grouping • Demonstrate early subject-based skills 	<ul style="list-style-type: none"> • Positively identify personal traits and qualities • Identify specific sources to get help • Demonstrate core values in interactions 	<ul style="list-style-type: none"> • Identify and practise healthy and safe behaviours • Show increased independence • Show positive personal hygiene • Show respect for others and their property 	<ul style="list-style-type: none"> • Express feelings verbally • Work cooperatively with others • Show progress in controlling feelings / emotions • Take responsibility for actions 	<ul style="list-style-type: none"> • Identify options and take action • Demonstrate care and concern for others • Show value and respect for individual differences 	<ul style="list-style-type: none"> • Seek meaning from interactions • Present questions and explanations • Enjoy stories and early reading

Table: Processes and skills in the Pre-primary Year programme.

Values and Dispositions

The **twelve values** and **six learning dispositions** based on the Six C's that are displayed daily and weekly in the termly lesson plans. The values describe foundational attitudes to embed in learners. The dispositions are ways for learners to approach learning. Teachers should integrate both into lessons. These ways need to be taught and encouraged.

Value	Definition
Caring	shows love for family and friends, shows kindness and concern, forgives others, demonstrates compassion, humility and gentleness
	just, honest, unbiased, takes responsibility for making a mistake, stands up for what is right
Honest	truthful, stands up for what is right, shows integrity
Obedient	accepts and respects authority, does as told, follows instructions
Peaceful	gentle and respectful, cooperative, shows citizenship, connects with others, reconciles, feels calm
Prayerful	talks to God, is aware of God, prays in class
Purposeful	has a reason and focus for living, has goals to achieve, leads
Respectful	an attitude to treat people with dignity, courtesy, honours rules

Responsible	dependable, takes responsibility for own agreements and actions and for environment
Thankful	shows gratitude, gratefulness, appreciation, appreciates beauty
United	lives in harmony, works and lives together, team worker, values community, accepts multi-ethnic communities
Well Mannered	good attitudes and manners, considerate, follows codes of conduct, uses polite and respectful words

Disposition	Definition
Critical Thinker	problem solves, self-directed, reasons, thinks. looks at problems in a new way, links learning across subjects and disciplines
Communicator	shares thoughts, questions, ideas, and solutions, seeks understanding
Collaborator	works with others, works together to reach a goal, engages and actively contributes, concerned citizen; strives for unity
Creator	produces high quality work, has original ideas, creative, tries new approaches to get things done, innovates and invents
Good Character	Good character by demonstrating love, integrity, perseverance, respect and gratitude.
Good Citizen	Responsible citizenship through Solomon Islands identity, unity in diversity, caring for the environment and always willing to learn.