



THE REPUBLIC OF UGANDA

Ministry of Education,  
Science, Technology  
and Sports



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

# CAREGIVER'S GUIDE

## TO THE LEARNING FRAMEWORK FOR EARLY CHILDHOOD DEVELOPMENT 3 - 6 YEARS



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## **Preface**

This is a Caregiver's Guide to the Learning Framework for ECD (3-6 Years).

The purpose of the caregiver's guide is to offer guidance on how to interpret the LFW. The information and ideas presented in this document relate to the Learning Framework for ECD 3-6 years with emphasis both on the types of activities that are naturally interesting to infants and on the influences of responsive care giving, the environment, and play materials on early development.

This document also guides the caregiver in the planning and assessing, and explores the contribution of the naturally occurring activities of infants and toddlers to their learning and development.

The young ones benefit a lot when they have a caregiver who is sensitive and responsive to their needs and interests, one who creates appropriate environment, and who introduces activities that encourage the children to explore freely and be in control of what happens.

I am sure that whoever uses this Caregiver's Guide will find it useful in supporting, guiding and facilitating the child's learning and development.



Dr Y.K. Nsubuga  
**Director Basic and Secondary Education**  
**Ministry of Education and Sports**

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**Connie Kateeba,**  
**Director, National Curriculum Development Centre.**

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## SECTION ONE

## INTRODUCTION TO THE CAREGIVER'S GUIDE

### **Background**

The Uganda Early Childhood Development (ECD) is a result of wide consultations to enable the Ministry of Education and Sports come up with a helpful document for those who work with children of 3 – 6 years old. In this respect, the ECD Caregivers are the primary target. This book is intended to provide guidance on how to use the Learning Framework to prepare suitable activities for the children.

The Learning Framework is outcomes and competence based. It focuses on results rather than on goals, aims and objectives. This guide puts great emphasis on observable and measurable skills, knowledge and values to be acquired by the children. The guide's emphasis is on learner centredness and provides for increased learner-teacher contact time, different ability groups and familiar language for initial literacy.

The Learning Framework strictly condemns examining young children. Great emphasis is put on **Continuous Assessment**. This Guide provides guidance on how to assess the child, record and report to those who need the progress reports on the child. This allows for regular monitoring of individual learning progress, diagnosis of learning difficulties and provides necessary assistance.

This guide provides information on the teaching and learning experiences that enhance the holistic development of a child. It contains four sections as follows:

### **Section Two: Organising and Conducting Developmental activities**

Planning of developmental activities depends on the caregiver knowing the children and their needs. This section discusses the caregiver's role in planning participatory activities.

### **Section Three: Children with Special Educational Needs.**

The caregiver is guided on how to address the needs of children with special educational needs. This section shows categories of these children, their characteristics/indicators and intervention measures for addressing their needs.

**Section Four: Planning, Organising and Managing children's learning**

The caregiver is guided on how to plan the work weekly and termly. It shows a sample daily routine at the ECD Centre as well as how to group children for better handling. Examples of how to organise the learning environment (classroom) are given.

**Section Five: Continuous Assessment of Children's Development and Learning**

The Caregiver is guided on how to conduct continuous assessment on children's development and learning. It provides examples of assessment records and how to use them.

**How to use the Caregivers' Guide**

The activities in the Framework are planned to achieve the set basic requirements minimum standards for the 3 – 6 years by the DES. This Guide therefore is to be used side by side with other relevant materials like the Learning Framework for ECD 3 – 6 years, the Resource Book and the recorded rhymes, stories, songs, tongue twisters, and proverbs. These activities are not to be followed as they are placed in the guide. They are derived from the learning framework and the caregiver gives examples on how to go about them.

**Language of Communication/Instruction**

According to the ECD Policy (2007) stipulates that local language (area language) shall be used as a medium of communication / instruction. However, English may be used in urban centres where no common area language can be used.

**ECD Caregivers/Nursery Teachers**

This is any person who takes care of children between 0– 8 years. Their role is about providing the right type of learning environment where children can handle and manipulate objects with their sensory perceptions, form basic concepts, develop creativity, self esteem, and self confidence, and become socially and emotionally adjusted individuals.

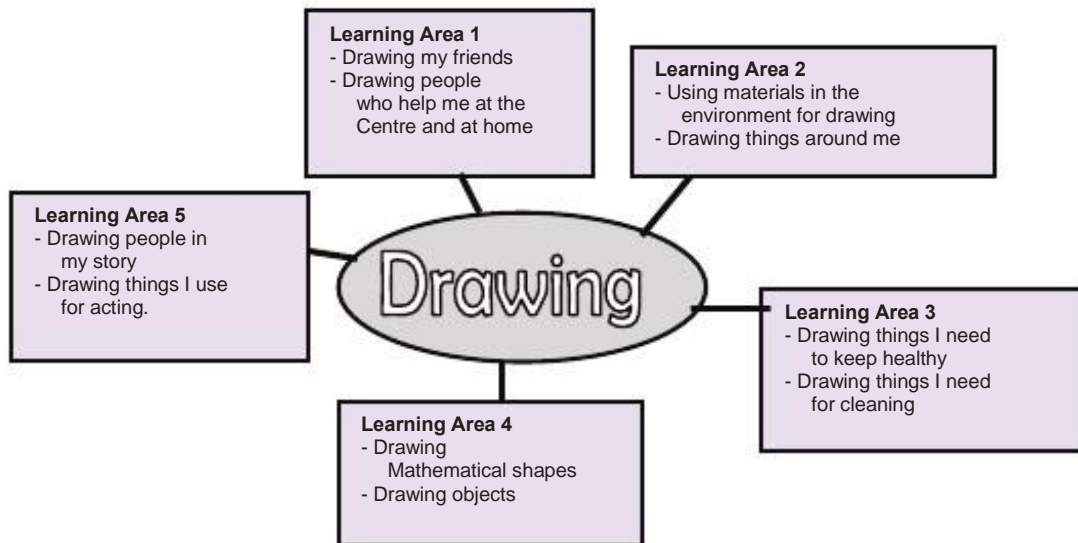
## SECTION TWO

## ORGANISING & CONDUCTING DEVELOPMENTAL ACTIVITIES

### 2.0 Introduction

In this section, there are some developmental activities that you can use to support different areas of development (cognitive, language, physical, emotional) and competences across the five Areas of Learning.

Most developmental activities suggested in the Learning Framework cut across the learning areas. However, when used appropriately they can enhance the development of several competences of the Learning Area at the same time e.g. creative thinking.



Drawing has been used as an example of the developmental activity in the learning framework showing how it is used in various ways and situations to develop the competences of creativity.

### 2.1 Developmental Activities

#### 2.1.1 Oral Expression Activities

These are activities to be done by children and organised by the caregivers for example, development of oral expression.

**i) Telling Stories (3 - 6 Years)**

Children have the potential of expressing themselves in different ways. One of the ways is through oral expression. Telling stories enables children to share experiences, express themselves freely, and satisfy their curiosity and interest. Stories also help children use language and develop skills, like speaking and listening. You need to develop a skill of telling stories to young children and encourage them to tell their stories as well. Remember that even one sentence from young children is a story.

**Suggested Materials**

Real objects, costumes, and props, pictures and puppets, flannel board, pictures sequenced into a story

**Procedure**

- Let the children sit in circles, or semi-circles so that they all can see you and the materials properly.
- Encourage them to listen and follow by varying your voice according to the characters as well as using non-verbal communication (actions/gestures).
- While telling the story, you may ask them to predict what will happen next.
- Ask questions about it and encourage older children to answer in full sentences.
- Let children dramatise or role-play parts of the story.
- Ask children to re-tell the story or draw and colour the characters in the story that may be displayed or kept to make own storybooks.
- Find out lessons learnt from the story.
- Guide children to dramatise.

**Note:**

- Create suitable stories to bring out concepts, skills, and attitudes-depending on what you want children to learn.
- Stories may also be created from the community.
- Young children's stories must be short, clear and well illustrated.
- Read the story to the children while they listen and follow the same procedure.
- Know the story by heart so that you can tell it confidently, creatively and lively to the children.

## ii) Telling News (3-6 Years)

Telling news encourages children to be observant and recall what they see and hear around them. It is frequently used as a language focused activity by caregivers.

### Suggested Materials

Television models, magazines, pictures, news paper.

### Procedure

- Ensure that all the children can see each other by sitting in a circle or a semi-circle. Make sure that everyone can see the 'speaker'
- Stimulate children to tell their own news by telling them your own news.
- Encourage children to think about and vary their 'news' by asking a different question each day.
- Encourage children to tell their own news in turns, think about and vary their news by asking different questions.
- Ask a few questions about the news told by different children. For example:
  - o *What did you see on the way to school today?*
  - o *What did you see on the way home yesterday?*
  - o *What was the weather like last night when you went home?*
  - o *Who did you see on the way to school?*
  - o *What did you do when you got home yesterday?*
- Give time for comments made by you and the children
- Encourage the children to recall and talk about any visits that they may have made to different places e.g. to visit relatives, the zoo, airport, farm etc.
- Write a word or a simple sentence about their news for children depending on the age range.
- Help them to make 'group news-booklet', and display them in the language centre.

#### Note:

- **Encourage every child to participate in telling news, discuss different events, special days and events.**

## iii) Using Objects (5-6 Years)

### Suggested Materials

Real materials

**Procedure**

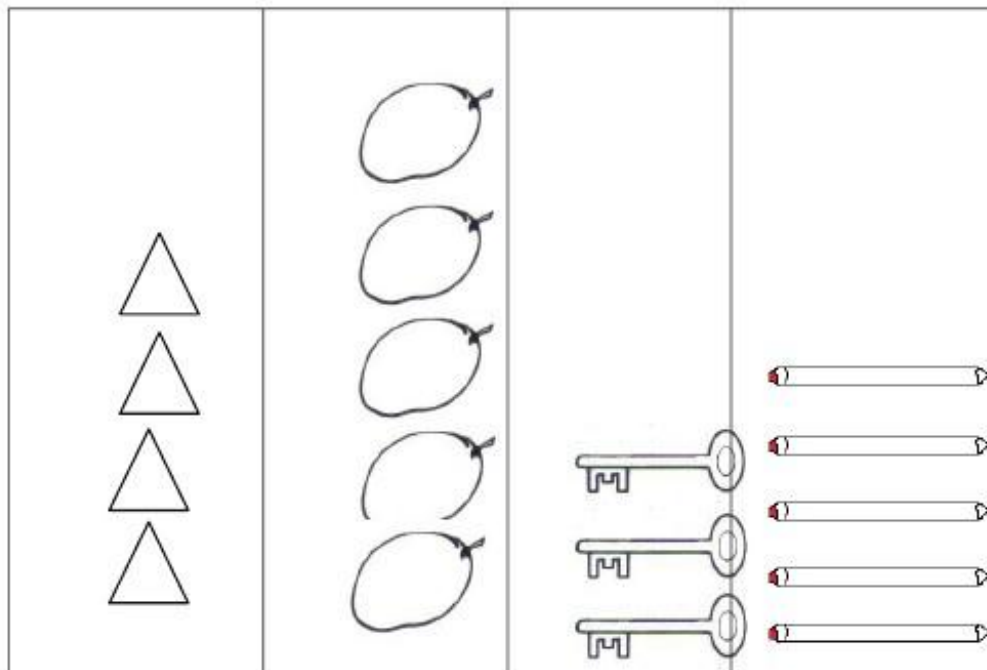
- Let children collect real objects from the environment.
- Let them talk about their collections.
- Help children to sort and group objects e.g. according to their uses, shapes, textures etc.

**iv) Using Pictures (3-6 Years)**

Pictures are used to represent people, plants, cows, buildings etc. They can be arranged in an orderly graph like below:

**Suggested Materials**

Real objects, pictures, charts, pictures cards

**Procedure**

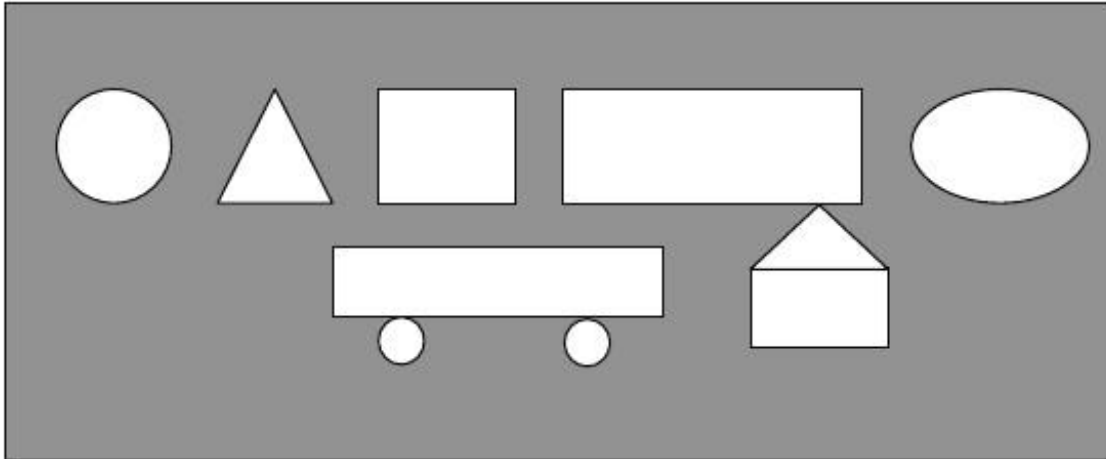
- Let children collect real objects with your guidance.
- Let them talk about their collections.
- Let children sort and group similar objects.
- Let children draw pictures of the things they have collected.
- Build a graph together with the children.
- Let children count pictures in the graph.

**Note:**

- Let children collect objects with your guidance and ensure the safety of children and objects.

**v) Describing Shapes (3-6 Years)**

Different things in the environment have different shapes. The most common ones include circles, triangles, rectangles, ovals and squares. It is necessary for children to learn about shapes in order to recognize differences in objects.



**Suggested Materials**

Real objects like; paper, scissors, glue, pictures of objects with different shapes

**Procedure**

- Display objects with different shapes for children to observe.
- Guide children to describe the shapes of the objects.
- Let children identify other shapes around them.
- Ask guiding questions like “Are the lines that make the shape straight or curved? How many corners does it have?”
- Trace around the shape with your finger. Use your finger to draw shape in the air. Let children perform similar actions.
- Help and guide them to make their own shapes by drawing, tracing, colouring, folding, cutting and modelling.
- Let them display and talk about their work in class.

**NOTE:** Picture shapes can even be in form of animals, trees etc.

**vi) Rhymes (4 - 6 Years)**

Rhymes are recitations or short songs that have repeated or similar (rhyming) sounds. They are rhythmic and suggest actions that children

enjoy. They are very useful in teaching speech, intonation and stress in words, fluency, structural patterns and new words. They can be acted, recited and sung.

**Suggested Materials**

Puppets, picture, real objects

**Procedure**

- Children recite a known rhyme.
- Recite a new rhyme while children are listening.
- Teach the new words in the rhyme.
- Use picture talk to illustrate the rhyme.
- Let children recite the rhyme after you, part by part.
- Withdraw as children show mastery of the rhyme.
- Once they have mastered, introduce actions where necessary to make it more interesting.
- Let children practise reciting the rhyme with actions.

**Note:**

- Rhymes should be simple and short for the level of children.
- You can follow the same procedure to teach poems.

**vii) Dialogue (5 - 6 Years)**

A dialogue is a conversation between two people. Dialogue can be developed out of the known or learnt vocabulary. It can be in questions and answer form.

**Let us be Friends**

*David meets Moses outside the class for the first time.*

David: Good morning. What is your name?

Moses: My name is Moses.

David: My name is David. Let us be friends.

Moses: Yes, let us play 'driving'.

**Suggested Materials**

Puppets, pictures, real objects

**Procedure**

- Demonstrate with one child who may have understood.
- Develop a dialogue related to what children have learnt.
- Act the dialogue using different voices and puppets as children listen.

- Ask questions related to the dialogue.
- Encourage children to ask and answer questions.
- Divide the class into two and let each group act one part.
- Let two other children act out while others watch and listen.
- Pair/group children and let them act out in turns.

Example of Dialogues:

**Note:**

- Children normally make dialogues during their play.
- Create other dialogues close to their daily experiences for practice.

**viii) Proverbs (5-6 Years)**

These are sayings with words of advice. They help children develop interest and fluency in their language. Children learn customs, values and habits to develop a liking for their culture.

**Suggested Materials**

Caregiver's resource book, caregiver's collection, recorded tapes.

**Procedure**

- Choose a proverb that has meaning to the children
- Create a story about the proverb
- Tell them the meaning of the proverb
- Give opportunity to children to practice the proverb
- Ask children questions about the proverb
- Help children to get lessons from the proverb
- Where possible, encourage them to tell their own proverbs.

**Note: Collect proverbs which are to the level of children.**

**ix) Singing (3-6 Years)**

Songs are important aspects when teaching young children. They provide a lot of enjoyment, relaxation and practice of new vocabulary.

**Suggested Materials**

Percussion instruments e.g. shakers, drums, clappers and rhythm sticks.

**Procedure for teaching a new Song**

- Select simple and interesting song.
- Sing the song several times as children listen.

- Let children sing along with you.
- Let children repeat after you line by line.
- Let children sing with you from beginning to end.
- Withdraw from the singing as children master the song.
- Let them sing as a class, in groups and individually.

## **2.2 Pre-Reading Activities (3-6 Years)**

### **2.2.1 Matching Activities (3-6 Years)**

Matching activities enhance children thinking capacities, accurate observation, eye-hand coordination (small muscles) of the fingers and eyes, coordination of the whole body, sharing and appreciation of things.

### **2.2.2 Making/Sequencing Stories (4-6 years)**

Children can build up a story in connection with familiar actions, activities and things, for example, fetching water, shopping, caring for the baby, the new calf, kids, kittens, puppies and feeding young animals. This develops creativity, increases the children's vocabulary and enables them to sequence their ideas, and express themselves freely. Stories stimulate the children's minds by asking questions that can help them build up a story in a sequence. Encourage them to build up stories using pictures or clues.

### **Suggested Materials**

Real materials, pictures, pencils, crayons, soft board and flannel board

### **Procedure**

- Tell them that they are going to tell their own stories.
- Show them either a picture or objects leading to story making.
- Ask guiding questions that enable children to talk about pictures.
- Demonstrate how to sequence the pictures.
- Children tell the story from the pictures presented.
- Children make their individual stories.
- Let the children act out their own stories.

### **2.2.3 Reading Stories**

Reading stories helps in extending experience and concept development. Make sure that children's stories are short and suitable to their level.

#### **a) Children Reading a Story (4-6 Years)**

### **Suggested Materials**

Storybooks, picture books, picture cards, charts, large picture, chalkboard

### **Procedure**

- Choose an interesting story book.

- Put learners in a semi-circle so that each one is able to see the reader or the large picture.
- Encourage children to volunteer and read the story.
- Ask the children to ask questions about the story.
- Let children talk about pictures in their picture books or on their cards in pairs.

**Note:**

- Start with picture stories without words.
- Help them to read stories with words when one shows readiness
- But it should not be forced.

#### **2.2.4 Matching (4-6 Years)**

Matching activities enable children to enhance thinking capacities, accurate observation, eye-hand coordination (small muscles) of the fingers and eyes, coordination of the whole body, sharing and appreciating things.

Matching activities include; sorting, observing, comparing and describing to find out similarities and differences in what they see. You may use real objects and pictures.

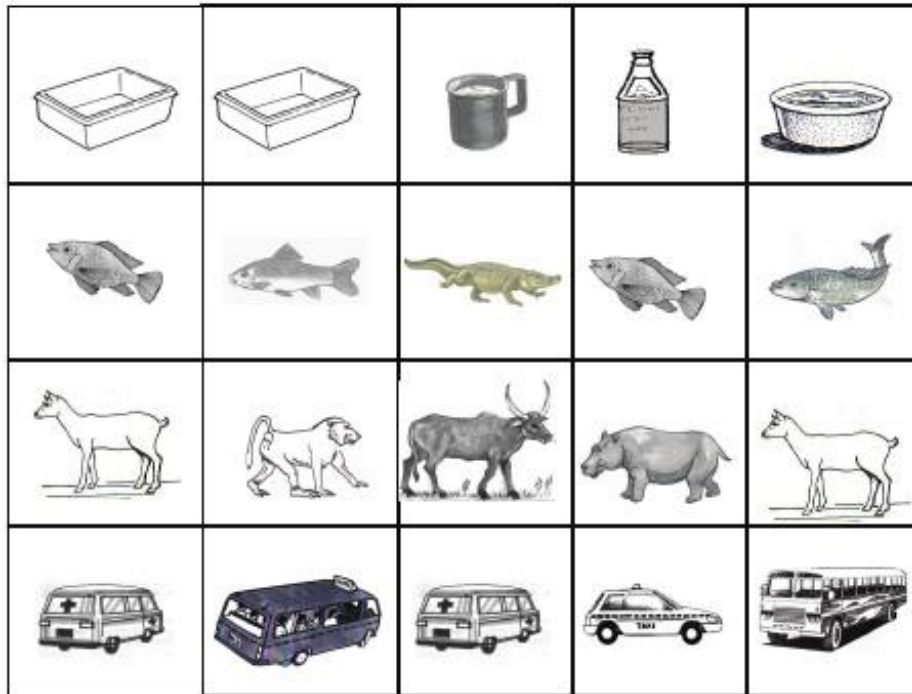
##### **a) Identifying Similar Objects**

##### **Suggested Materials**

A collection of various objects, like books, pencils, rulers, stones, leaves, fruits, shapes etc.

##### **Procedure**

- Show the children the various objects. Talk about their colours, shapes, uses as you hold them up for children to see.
- Put the objects in a pile on the table in front of the class. Select an object and ask children to find its pair. Hold them for the class to see. Do the same with the rest.
- You can also give each child an object from the pile.
- One by one, call them up to find the object that is the same as theirs.
- You can choose other creative ways of encouraging children to match same objects.

**Suggested Materials**

Charts, pictures of different objects

**Procedure**

- Show the children the picture
- Let them look at pictures of object on the left side of the table / diagram. Name each of them one by one.
- Point to the pictures on the right side and name them.
- Let the children suggest which pictures match.
- Children draw a line to connect the matching pictures.

**(b) Matching Similar Objects (3-6 Years)**

These are objects that belong to the same class e.g. fruits, shapes, classroom objects and others. Children match these objects according to their similarities.

**Note:** Children can do more matching activities of pairing objects according to their functions e.g. A book and pencil, a cup and a saucepan.

**(c) Matching Dominoes (4-6 Years)**

This is a matching game, where children associate and match pictures that go together. Children have to look at the picture cards and tell what goes with what cards for playing simple dominoes which may have simple shapes, pictures, and letters or number symbols. This can be done individually, in pairs and groups.

**Suggested Materials**

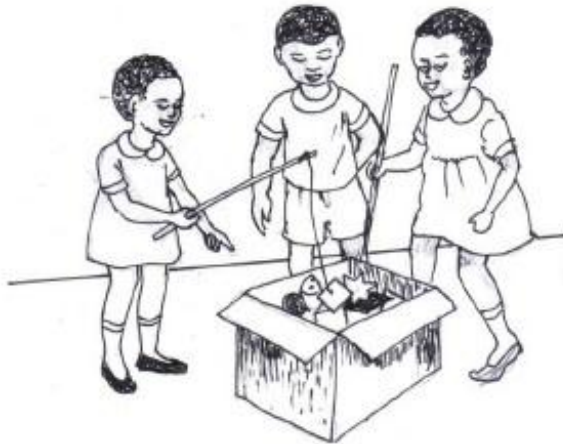
Sets of dominoes

**Procedure**

- Group the children.
- Give out the games to groups.
- Demonstrate to the children how to play the game.
- Let children play the game of domino.

**2.2.5 Fishing Game (5-6 Years)**

It is a game used to teach children many concepts like sounds, numbers, letters and words. You can draw an imaginary river or lake on the floor and place the shapes of fish with a string so that they pull as they fish. Things that can be fished are shapes, number symbols, or pictures familiar to children.

**Suggested Materials**

Boxes, manila cards, scissors, strings, markers, pens, pots, basins, buckets, clips, magnets

**Procedure**

- Put cards with shapes, letters or numbers into an open paper box, or in an imaginary lake or river.

- Let children take up a card either with their hands or a fishing rod.
- Children match objects with corresponding letter numbers and symbols like in the picture provided.

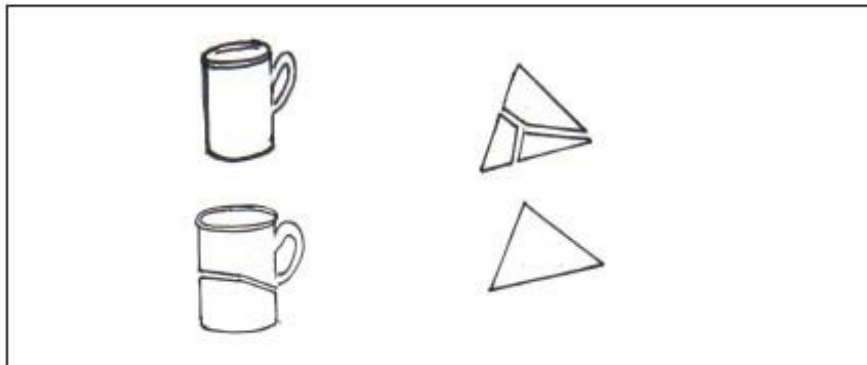
**Note:**

- Children should not be forced to read letters or words when they are not ready.
- Let them learn the words incidentally. This is an activity for older children.

**2.2.6 Jig saws (4-6 Years)**

Jig saws can be letters, numbers or pictures cut into small pieces that children can fit together again to form a complete picture. The pieces can be cut pictures from old calendars, magazines, or drawn by you. You could have shapes, pictures, letters, or number symbols depending on what you are dealing with.

They are very good for developing hand – eye coordination and thinking skills.





**Source: UNICEF**

*Puzzles are good for developing discrimination of shape and orientation and fine motor skills*

### **Suggested Materials**

Pictures, letters, hard card boards, glue, boxes, pairs of scissors, knife, string/fibre, plywood, old slippers, clay and plastics.

### **Procedure**

- Select Jigsaws according to the level of the children e.g. a two piece, three piece and five piece.
- Guide children to observe the big picture.
- Ask children questions about the picture.
- Demonstrate how to fit the Jigsaw pieces to build the picture.
- Let children try out fixing the pieces while referring to the picture.
- Let the children fix the pieces to build the picture individually.

#### **Note:**

- Introduce picture and shapes jig saws to the 3-5 year old children then the number and letter jig saws to the 4-5 year old children.
- Continuous guidance is required until children master the technique

### **2.2.7 Using the 'odd man out' (5-6 Years)**

The 'Odd man out' is an activity where children observe objects or pictures to identify similarities and differences to get what does not match with the rest as shown in example below:



5553  
5555999969999  
ppppqpp mmmwmm

**Suggested Materials**

Real objects, pictures, charts

**Procedure**

- Prepare or collect various objects.
- Display the objects or pictures in sets.
- Talk about them.
- Let children pick out or show the object which is different from the others in groups, pairs, and individually.

**Note:**

- For odd man out, you should start with real objects, then shapes, pictures, numbers and letters and progress as children master the game.
- During the matching, make sure that all children are actively participating

**2.3 Games****2.3.1 Matching Picture Card Games (4-6 Years)**

This is a game played by a small group of children. It aims at children finding the pairs of cards with the same picture. The winner is the child with the most pairs of cards. The game helps the children to have a good memory.

**Procedure**

- A small group of children 4 – 6 sits in circle.
- The cards are placed upside down.
- Guide children to take turns to pick up two cards if the cards are matching.
- Pair the children; allow them to put back the picture card upside down in turns.

**2.3.2 Playing 'I spy' Game (5-6 Years)**

This is a game where children guess and name objects using the information given by the caregiver. It can be about colours, shapes or any other concept.

**Suggested Materials**

Things common to the children

**Procedure**

- Start the game with common and familiar things the children know by saying; "I spy with my little eye ....."
- Children make their own guesses (pen, pencil, paper, pipe etc) until a child guesses the right thing.
- The game can continue as you ask for names beginning or ending with certain letters.

**Note:** Play I spy game using names of children  
The game can continue as you ask for names e.g. Things that make a common given sound. E.g. I say "bow bow" what am I?

**2.3.3 Picture Card Matching (5-6 Years)**

This activity is for middle and top classes. Children in middle class do not have to know names of letters and sounds when matching sequences.

**Suggested Materials**

Picture cards, shape with different pictures

**Procedure**

- Children match the pictures on the cards and place them in the correct sequence cat/ dog/ hen.
- Children in Middle class: match sequences of letters or numbers (They match shapes such as; AAN or cbs, and numbers such as 1,2,3,4.
- You can use the fishing game to fish for the next number or letter in the sequence.

- Remembering the sequence is the next stage for older children.
- Show the children the sequence.
- Take it away and cover it.
- Let children try to make the sequence from their memory.

**Note:** Middle class children may focus on the sequence of shapes or pictures only. Top class children may focus on the sequence of both the shape and the picture

### 2.3.4 Memory Games (5-6 Years)

This is a memory game that helps children to remember what they have seen. It is a game that helps children to develop memory skills.

#### i) Playing Kim's Game

##### **Suggested Materials**

The environment

##### **Procedure**

- Take children out in the compound.
- Give them a few minutes to look at the things carefully.
- Ask the children to describe what they are seeing.
- Ask them to remember what they saw.

#### ii) Memory Tray (5-6 Years)

##### **Suggested Materials**

A variety of materials within the surrounding, tray of any container

##### **Procedure I**

- Present a variety of objects on a tray / piece of cloth / table mat etc.
- Start with a few objects that are easy to remember.
- As they go on improving their memory you go on increasing the number of objects.
- Ask them to remember what they saw.

##### **Procedure II**

- Put the tray with the objects in front of the children and let them look at them.
- Ask the children to talk about them and even describe or explain their uses.
- Remove the tray or piece of cloth where things are displayed
- Ask the children to tell you what they saw.

### iii) Drawing from Memory (5-6 Years)

#### **Suggested Materials**

Charts, picture cards, papers, pencils, real objects

#### **Procedure**

- Show pictures of various activities on charts, such as market days, fishing scene, accident scene, boldly outlined shapes, pictures or objects.
- Ask the children to observe and then take away the chart.
- Let the children name the things they have seen in the pictures.

**Note:** When putting pictures or shapes for children start with few objects or pictures.

### **2.4 Pre-Writing (Manipulative Skills) Activities**

These activities help children develop hand-eye coordination, and enable them to develop fine motor muscles that help them in pre-writing and writing skills at a later stage.

#### **2.4.1 Buttoning, Lacing, Knotting and Zipping (3-6 Years)**

These activities are very important to the child, as s/he learns to do things by him/herself. They also help young children to build confidence in themselves.

#### **Suggested Materials**

Real objects e.g. shoes, shirts, blouses, models, cut-out pictures of shoes, shirts

#### **Procedure**

- Bring some of the above-mentioned items to classroom and show children how activities like buttoning, tying shoelaces and fastening the zip are done.
- Ask children in turns to try and do some of the above activities using what they are wearing or the samples of clothing you have brought into the classroom.
- Children in pairs can tie and fasten their friend's buttons, zips. They can tie ropes or strings to make knots.

**Note:** Tying shoe laces, fastening buttons and zips can be a daily routine.

### 2.4.2 Scribbling, Drawing and Letter Formation (3-6 Years)

Scribbling and drawing are the first strokes a child makes before s/he can write or draw things that can be understood. You should make sure that children are given enough time and materials to enhance the skill of holding, writing and drawing materials properly.

#### Suggested Materials

Crayons, pencils, pen, chalk, paper, boards, cartons, soft coloured stones, wet chalk, charcoal, coloured pencil, fingers, paint, sand sticks wet ground smooth soil, slates etc.

#### Procedure

##### a) Movement with the hand and whole body

- Guide learners to move the whole body.

#### Note:

- To add interest, some movements can be likened to everyday movements and actions e.g. cleaning the window, painting the wall, drawing a curtain, serving out food.
- Children make shapes using their body parts.

##### b) Taking a finger for a walk

- Have a card with letter patterns and let the child's finger travel along the path.
- Make sure that the movement is from left to right.

##### c) Writing on the slates

- It is good for children, because it makes their movements more fluent on a large scale.

**Note:** Have children make bold scribbles of pictures from left to right e.g. smoke, tree and flower.

### 2.4.3 Tracing, Drawing and Letter Formation (4-6 Years)

A tracing is a continuous line made by joining dots to form different shapes of things. It can also be a continuous line following a boundary of a given shape. Children can do this by using a pencil, crayon, coloured pencil or finger.

**Suggested Materials**

Real objects, cut outs, pictures, drawn shapes, slates, chalk, paper, crayons, coloured pencils, lead pencils etc

**Procedure**

- Let children have enough space.
- Children place their open hands on the floor and use chalk to trace the shape.
- Children do the same with their feet.
- Children trace shapes and cut-outs on their slates.
- Give children plain sheets of paper and trace their fingers, cut outs, pictures and drawn shapes using crayons, coloured pencils etc.

**Note:** Procedure shows activities from simple to complex. Let children work at their own pace from one to another.  
Use the dotted lines of shapes e.g. .... and ----- solid lines.

**2.4.4 Paper Tearing or Cutting or Twisting (4-6 Years)**

Children use scissors to cut or use their fingers to tear around pictures, shapes, and small pieces of cloth. They cut or tear along drawn lines or folded pieces of paper. Cutting and tearing helps children develop eye-hand coordination, strengthen their fingers and hand muscles as they cut or out pictures using pairs of scissors. While doing this they prepare materials for use in their work.

**Suggested Materials**

Papers, old newspapers, magazines selected pictures, pairs of scissors, cardboards with shapes, letters or number patterns, books, glue

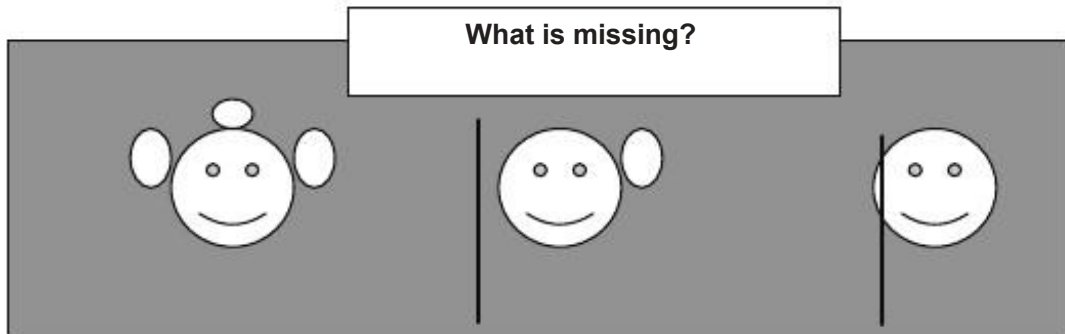
**Procedure**

- Guide the children in groups, pairs or individually to plan what they are going to do.
- Let the children select materials they want to use. They may want to do these:
  - o Free cutting of random shapes
  - o Cutting on a bold straight line
  - o Cutting on curved lines
  - o Cutting straight-line shapes like rectangles
  - o Cutting pattern line of a picture

**2.4.5 Completing pictures (5-6 Years)**

Have pictures that have missing parts. These could be drawn on the chalkboard or charts. You could also have objects with missing parts. Use probing questions to ask the children to tell you the missing parts and fill

them in. For example, a picture of a head with one ear, or a cup without a handle, etc. such activities promote careful observation, train a child to compare to move the eyes from left to right as they work. Examples of missing parts:

**Suggested Materials**

Real objects and pictures with missing parts, shapes, jig-saws

**Procedure**

- Allow children to freely talk about what they are seeing.
- You may show an object which has one part missing, then tell a story on the missing part or on the whole item and how it lost its part.
- Ask the children to discuss what they are seeing as you guide them
- When the children are familiar, introduce the pictures with missing things.
- Let them identify and fill in what is missing. Older children can add the missing parts in those pictures.

**2.4.6 Copying (5-6 Years)**

Children copy things they have seen and liked or what they have built up practically with materials. Children can copy pictures of objects, shapes, letters, number symbols and animals. This helps a child develop concepts of what s/he has made, pre-reading skills, eye-hand coordination, and fine muscles.

**Suggested Materials**

Pictures, letters, numbers, shapes, animals, slates

**Procedure**

- In case of shapes, letters and numbers let them copy on ground, slates, in books, or papers.
- Let children display and talk about their work.

- Some activities may be traced, cut or drawn.

## **2.5 Listening Activities**

### **2.5.1 Guess the sound game (4 - 6 Years)**

Children learn to tell differences and similarities in sounds. It can be high, low, soft or harsh sound. They can recognise sounds made by different objects e.g. sounds made by children such as talking or singing, crying and shouting.



#### **Suggested Materials**

Various objects that can produce sound e.g. small seeds in tins, nails, knock on door, brush sweeping, whistle, bell etc.

#### **Procedure**

- Take the children out and let them listen to as many sounds as possible from near or far.
- Let them talk about what they are hearing when they are still outside. This could include birds, children's cries, and cars hooting.
- Use objects to make sounds for the children to listen e.g. drums, bottles or tins. They can either close their eyes or face away from the teacher and guess the object that made the sound.
- Let them imitate the sounds.

### **2.5.2 Carrying Messages Game (4 - 6 Years)**

Give two different instructions to children, so that they have to listen to both before carrying out instructions. Another way of doing this is to give messages and the procedure is as follows:

#### **Procedure**

- Briefly explain the procedure of the exercise to the whole class.

- Choose a simple message/instruction depending on the age of the children.
- Divide the class into two or more groups.
- Call one child per group, while the others stand in a line, a distance away.
- Give the message to the first children in a whisper. Each child is instructed to go and whisper the same message to the first child in his or her group.
- The child also whispers the message to the next one, up to the last child who now takes the message back to you.
- Share the messages received back with all the children.
- Repeat the activity and change the message as appropriately.
- Discuss with the children how they found the activity.
- Ask children to carry messages to other caregivers, parents and children.

**Note:**

- **Let the messages progress from one child to another as children get used.**
- **Following instructions**
  - Give commands e.g. "take the blue book to baby class"
  - Commands may also be given during teaching
  - Increase the number of children carrying the message
- **You may give the message aloud or in whisper**

**2.5.3 Developing Awareness of Syllables (5-6 Years)**

- a) **Listen to the beat** - listening, remembering, coordinating hand movements, play a simple rhythm, clapping, using sticks or a drum

**Procedure**

- Children listen and then clap the rhythm back.
- Gradually make the rhythm longer and more complicated.
- Let children dance, run or move to the rhythm.
- Vary the rhythm pace, sometimes fast, sometimes slow.
- Get the children to adjust their movements in time to the beat.



Source: UNICEF

**Note:** A caregiver playing a local drum helps children in baby class to hear different rhythms

- b) **Playing with words (5-6 Years) -** Syllables, rhythm, vocabulary, hand coordination

**Procedure**

- Select real objects or pictures of objects. E.g. hat, book, basket, photograph, pencil, banana.
- Pick up the objects, one at a time, and ask the children to talk about it.
- Encourage them to say its name and then talk about what it is, how it feels and what you can use it for.
- Say the name again and this time clap out the name in syllables e.g. man/go, bott/le/top/
- You can use it to draw pictures; its name is a ...', Clap the syllables for pen/cil.
- Ask the children to guess which object.

**2.5.4 Introducing letters of the Alphabet (3 - 6 Years)**

Match letter shapes and have sufficient control of a pencil to draw recognisable shapes e.g. circles

First stage, Children recognise sound represented by letter at the beginning of the word

Second stage, Children can recognise sound at the end and later middle

You must understand that the letter represents a sound in a word as in 'a' for axe; 'e' for egg in English. Start by introducing letters that can be used to make several words. In English these letters would be:

**i t p n s a** can make :

**is, it ,in, as, at, an, pit, tip, tin, pin, sin, sip, sit, pip, pat, sat, tap, nap, sap, pan, tan, nip, ant** and lots of 4 letter words.

**Note:** You must decide which letters are the most frequently used in your local language and introduce them 2-3 at a time.

### Procedure

- Show the children one letter written clearly on the board or a card.
- Show both upper and lower case A a so that the children get used to recognising both letter forms.
- Say 'My name is A (ay). Make sound /a / (as in axe) (In local language, show letter/symbol but focus on its sound.
- Ask the children to repeat the name and the sound a few times.
- Show the children how to write the lower case letter, a, in the air pointing the first finger like a pencil.
- Remember to face the same way as the children when you write in the air. Make sure you observe that children are following the right direction
- As you write, describe the movements that you are making emphasising the sound. Make the exercise enjoyable.

### 2.5.5 Play Games Using Letter Names and Sounds (for children in top class)

#### a) I spy

##### Procedure

- Choose an object in the room and say 'I spy with my little eye', something beginning with the sound /t/'
- Let children take turns to guess what the object is. This activity can be just as well done outdoors where there may be more objects to choose from.

#### b) Riddles

##### Procedure

- Choose an object or a person. Say, 'I am thinking of something made of plastic; it has a handle and begins with the sound /k/. I am thinking of

a person, who is wearing a red t-shirt and whose name begins with the 'g' sound. Children take turns to guess the person = Grace

- Let children guess the object.

c) **Quick on the draw** (Suitable for top class)

This time the caregiver chooses an object or person and the children have to draw the object on a slate / in the sand as quickly as they can.

Or name a person or object and the children have to write the first letter as quickly as they can and hold it up / put their hand up.

### 2.5.6 Identifying Sounds (phonemes) in a word (for top class)

#### **Suggested Materials**

Several objects and pictures

#### **Procedure**

- Make the children sit in a circle.
- Put out several objects or pictures.
- Say the name of one of the objects, broken into the phonemes. E.g. cup /k/ /u/ /p/, bean /b/ /ee/ /n/, hat /h/ /a/ /t/. (Think of names of things in local language).
- The children are asked to point to the object or to draw the object and say the word.
- Show the object or picture. Holding the object, s/he asks 'what is this?'
- The children have to say the name broken into phonemes
- It is a /k/ /u/ /p/
- Sound out the name of the object and the children draw the object and write the first letter underneath.

### 2.6 Tactile Activities

Tactile activities enable children to use their hands to perform motor skills such as modeling, cutting, beading, tying and pasting, using various things (e.g. beads, strings, cloth and scissors). These activities help children to use their hands.

#### 2.6.1 Modeling (4-6 Years)

#### **Suggested Materials**

- Potter's clay

- A large container to store clay, lined with large plastic sheet, which completely covers clay
- Aprons if available

**Procedure**

- Touch the clay to encourage children.
- Use a firm surface from which to work (preferably wooden boards which can later on be washed and stored.
- Let children work on the clay while seated. They should not move around with it.
- Make a small depression in one piece where the other part is to be joined. Then the second part should be planted on, so that it fits and then smoothen it with a wet finger.
- If the clay is too soft or too hard, use the opportunity to ask them to tell you what can make the hard clay soft.
- After the children have finished modeling with clay, put their objects where they can dry
- Give children a chance of talking about their production. They can admire and make jokes about them.

**Note:**

- **Do not make any objects for children. Let the children make things according to their interest. You should not expect realistic objects but all the same appreciate their work.**
- **When children are able to knead clay and make little balls, you can tell them that when two balls are joined, they can make a man or an animal.**

**2.6.2 Making Collage (5-6 Years)**

This is the gluing together of small papers and articles into a design. It is a rewarding, artistic, and practical form of self-expression.

The purpose of this activity is to discover beauty in some of the most common aspects of nature, e.g. grass, leaves, seeds, small twigs, etc. It gives children opportunity to exercise their finer muscles.

**Suggested Materials**

Adhesives and glues, background materials (the board or paper to which the collage is pasted), brushes for applying paint or glue, fabric, found objects, knife, coloured paper, pins to organise or hold pieces of the collage down before gluing, scissors, crayons, pencil, tissue paper, magazines, fabric scraps, etc.

**(a) Beauty on the Ground and All Around (4 - 6 Years)**

This activity involves making a **collage** from things found in the environment. The purpose of this activity is to discover beauty in some of the most common aspects of nature, e.g. grasses, leaves seeds, small twigs, etc.

**Procedure**

- Take the children on an outdoor beauty hunt. Each child should carry a paper bag for collecting materials to use in making a collage. Remind the children to take only those things that will not harm them and the environment. They may look for things like dried seeds, twigs, leaves and dried grass, as well as soil.
- Ask children to sort, compare, and share materials after returning to the classroom.
- Make a variety of backgrounds. Background materials with differing colours should be made available and could include cardboard or flat pieces of bark, etc.
- Talk about how to choose a background colour that will best bring out the colours in the collage materials.
- Guide the children to arrange their materials neatly to form patterns.
- Display the children's collages for them to talk about and compare with others' work.

**(b) Collage from Fascinating Shapes (5 - 6 Years)**

This is another type of collage. You use a variety of background and shapes. Shapes can help children become more aware of the variety of those shapes found in the nature in the environment.

**Procedure**

- Cut large pieces of paper or cardboard into the shape of some things found in the natural environment, e.g. butterfly, leaf or flower.
- Provide one shape for each child.
- Encourage children to identify the object from the environment represented by the shape of their paper.
- Let the children paste the shapes with your guidance.

**(c) Picture Collage (5-6 Years)**

Children like to look at pictures in books and magazines. Colourful pictures excite children. Collage from pictures will help children interpret pictures.

**Procedure**

- Cut colourful pictures and shapes from old magazines, newspapers or any other material.

- Let children paste the cut-outs on the background paper to make a collage of many different colours.

**(d) Tissue/Soft Paper collage (5-6 Years)**

This is an easy collage that children will like doing because of the nature of the material (soft to feel and easy to manipulate).

**Procedure**

- Children crumble pieces of tissue paper before attaching them to the background.
- Guide children to apply glue onto the background using a brush.
- Use the collage to decorate the classroom.

**Note:**

- The first decision in collage is selecting a background. This can be anything such as cloth, hardboard, plywood. The surface should be hard and strong because without a strong background there can be a problem of warping, wrinkling and cracking.
- Make a drawing of the topic chosen.
- Paint/shade some parts of the collage if necessary.
- Using glue/paste, fix the materials to the background.
- Vanish the collage when complete, if necessary.

**2.6.3 Using Paper to Make Different Things (5 - 6 Years)**

Paper is easy and clean to work with. There are wide varieties of paper now available in different colours, textures, designs and weights, so it is ideal for keeping children amused and happy for hours. One of the joys of working with paper is that it is cheap to obtain, and is disposable.

**a) Making Paper Mobile (suitable for Top Class) (5-6 Years)**

- Draw a spiral line on thick paper and ask the children to cut/tear along line.
- Ask the children to attach a string or thread on one end.
- Hang the decoration up with the children.

**b) Making Paper Chains (5-6 Years)**

- Prepare many strips of paper of uniform length and width.
- Demonstrate how to make a chain.
- Guide children to glue the two ends of one piece together, to make a loop.

- Guide children to pass another strip of paper through the loop, glue its ends together, pass another loop, glue its two ends together and continue.

**Note:**

- A chain can be made from newspaper strips. Different colours can make a beautiful thing.
- Each child will be working on his/her loops.
- In the end, you can put them together to make a longer decoration.

**c) Cutting Designs from Paper (5 - 6 Years)**

- Fold a piece of paper several times and let the children do so.
- Demonstrate cutting bits from the folded paper as children observe.
- Ask children in their groups to cut the paper.
- Open the paper.
- Let them display their work and talk about it.

**Note:**

- Coloured paper can look more attractive.
- All the unwanted paper should be thrown away in a wastebasket.
- The room should be left clean.

**d) Tearing Paper to Make Designs**

- Fold a piece of paper several times.
- Tear bits from the folded paper.
- Open the paper.
- Hang up.
- Provide each child with paper.
- Guide them to fold and tear their paper in different styles.
- Let them fold and unfold several times.
- Talk about their paper folds.
- Let each child tell the rest what the folded paper looks like.
- You can hang the folded papers up as mobiles or place them in the art/ creative corner.

**2.6.4 Texture Rubbings (5-6 Years)**

Rubbings are fairly easy and fun to do. They can help the children become aware of shapes and textures of things in the environment. They enhance the development of eye-hand coordination. Rubbings can be done indoor or

outside using rough surfaces like barks of trees, coins, leaves, stones and others. Best results come out when the object is rough.

**Procedure**

- Provide each child with a sheet of paper, a pencil or crayon.
- Demonstrate by placing a sheet of paper on a rough object and using end of a pencil or crayon, rub to and fro
- Guide learners to place their papers on rough objects and rub gently until patterns can be seen on paper
- Display their work.
- Give children to compare and talk about their rubbings. Help them to discover likeness and differences.

**Note:**

- Allow children plenty of time to explore textures of different objects inside and outside the classroom.
- Children may work as individuals or in pairs. One child holds the paper while the other child does the rubbing.
- The children then exchange roles, so that each child has a chance to do his or her own rubbing.
- Children can make rubbings from coins and use them in their shopping activity.

**2.6.5 Printmaking (5 - 6 Years)**

Printmaking is a mark created on a surface by pressing an object on it or using other techniques (ways).

There are some ways of making prints:

**a) Fruit and Foodstuffs Prints**

Fruits and foodstuffs have a variety of interesting shapes and textures. While it is important for children to know that food is something to be respected, they can use individual pieces of fresh fruits and vegetables for making interesting prints.

**Procedure**

- Cut the foodstuffs and fruits in halves or pieces.
- Show children how to apply paint or ink using a brush or dip the cut end of the fruit into paint/ink placed in a shallow container.
- Place a piece of paper on a flat surface as children observe.
- Holding the side with paint/ink downwards, stamp it on to the paper as children observe.
- Continue the same process until you fill the paper with prints.
- Guide the children to print.
- After the paint is dry, have the children display their work and talk about it.

**b) Palm Prints (4-6 Years)**

Palms can be used to make prints with paint.

**Procedure**

- Demonstrate how to print using palm or foot
- Apply paint on the palm
- Press the painted palm on to paper
- Let children practice printing using their foot by applying paint or ink on the inside part of the foot then stepping on to paper.
- Display their work and let them talk about it.

**c) Banana Leaf Stalk Printing (5-6 Years)**

Interesting prints can be obtained by cutting a banana leaf stalk and using it for printing.

**Procedure**

- Cut a banana leaf stalk of about the length of a finger.
- Apply ink/paint onto the cut part using a brush or a sponge. Let children do so as well.
- Print onto a piece of paper.
- Display the work and talk about it with the children.

**d) Using Stencil**

A stencil is made by cutting a shape of an image through a piece of paper.

**Procedure**

- Using a razor blade, cut an image into a piece of paper (the image could represent shapes which children are familiar with.
- Place the stencil on a piece of paper as children observe.
- Using a sponge or paint brush apply ink into the cut part. Let children try it out.
- Remove the stencil and allow the ink/paint to dry.
- Display the work for children to talk about.

**2.6.6 Fun with Art: Encouraging Expression of Wonder (5-6 Years)**

Nature and art represent a natural combination of beauty of things that children see around them and can be used to introduce children to the idea of creative art.

**a) Involve young children in creative art**

After introducing the idea to the children and providing them with a variety of materials, their own creativity is sure to give them many more ways to express their feelings of wonder about the natural world in the environment.

**Note:**

- You should actively involve children in creating their own art work.
- Children's work should never be judged in comparison with adults. It is important to focus on the process but not the product. Ask yourself questions like "Did the child find beauty and experience joy in the process? If so, the activity has been successful.
- Children's art should be displayed both at home and at school. You can design a special idea, e.g. basing on rain, flowers, or any others as indicated in the Learning Framework.
- Other ways of sharing the joy of children's work is by displays at local meetings, or may be given as gifts to special friends.

**Suggested Materials**

- Big painting brushes
- Dry powder paint: yellow, red, blue, and green, black, to be mixed with water into manageable thick liquid for use.
- Large paper (news paper without pictures, newsprint, or other paper).
- Wooden easels fixed properly or newspaper to cover the area where children are going to paint form.
- Water to wash the brushes
- Small bowl to hold paint. A few jars to keep mixed paint
- A long rope and clothes' pins.
- Aprons.

**Procedure**

- Let all the children sit in a circle, so that all can see you as you demonstrate.
- Dip the brush into the paint, wipe it on the edge of the cup, paint a bit on the paper, rinse in water before dipping into a different colour.
- Show clearly how to hold the brush, about two inches above the bristles (hair).
- Three basic colours should be offered in the beginning and as time passes, other colours could be added by mixing the basic colours, adding black and white.

- After children's small muscles of the figures are able to hold big brushes properly, you can introduce small brushes.

**Note:** When children get used they can paint finer, more advanced signs and more complicated forms with these, as they are physically and mentally ready for it.

### **b) Painting with Fingers (3-6 Years)**

#### **Suggested Materials**

- Powdered colours as for painting
- Containers for using to mix and hold colours
- Paper
- Starch and water
- Materials for preparing starch

#### **Procedure**

- Mix starch in water and heat until the mixture is very thick as children observe.
- Add little colour. Make one colour at a time. When children are familiar with the technique go on increasing other colours.
- Demonstrate different possible ways of using the hand: palm, side of the palm, feet, drawing lines with finger nails, making finger dots with finger tips on paper.
- Explain that they have to protect their clothes.
- Wash your hands after the demonstration to show that the paint gets off.

#### **Note:**

- When the paintings are properly dry, they must be stored under a weight, or the edges will curl up and get spoiled. Once flattened, they will remain flat.
- You have to inform children in advance to come prepared with extra clothes because painting can make them dirty. You should also have free space to avoid making the class wall dirty

### **c) Painting with Nature's Colours (4-6 Years)**

Grass, green leaves, flower petals, orange peels can be used for painting with materials from the environment. There are other materials from the environment that can be used as well, including soft stones and clay from the earth.

**Procedure**

- Choose one thing from the environment that you can use for painting.
- Demonstrate as the children watch. Talk about it with the children.
- Encourage children to think of other things from the environment that might be used for painting.
- Take the children outside to collect things that could possibly be used for painting. Avoid collecting poisonous flowers.
- Provide sheets of blank paper for each child to experiment with the things they have brought. Do they work for painting? Which objects work better? Children should be able to answer these questions.
- Display the children's work with an explanation of what objects were used for painting. The actual objects might even be displayed along with the pictures.

**Note:**

- Allow plenty of time for experimentation and discussion.
- Rub plant materials between your fingers for a minute or two to bring juice and the pigment to the surface.
- Introduce the concept of using objects from the environment to colour the picture of something from the environment.

**d) Drawing (3 - 6 Years)****Suggested Materials**

Large papers, Wax crayons or coloured pencils, Small tins to keep the crayons or coloured pencils and Comfortable smooth place

**Procedure**

- Discuss with the children about things in their environment.
- You could ask interesting questions such as what common things fly in the air? How do they fly?
- Now ask the children to draw the common thing they know that flies in the air.
- Give out the materials to use the draw.
- As the children draw, move around and guide them and encourage them to draw.
- When the time for drawing is over, let the children in turn pick up and store the equipment in the proper place.
- Ask the children to display the work and move to the displays with them to appreciate their work.
- Thank the children for the work done.

**Note:** You should never draw for the children but rather encourage them as they work.

**Note:**

- Add children's drawings or cut out shapes to decorate the background area.
- Use a sand table for making a collaborative nature art exhibition.
- Use collection of twigs, hard dried fruits of wild trees, dried grasses, leaves, and pods to create small landscapes in the sand. Add toy animals and people figures. If the sand table is not available, use a large sheet or basin.

## **2.7 Creative Activities**

### **2.7.0 Introduction**

Creative activities enable children to use their hands to perform motor skills such as modeling, cutting, beading, tying and pasting various things. All children are naturally creative in many ways. They have the ability to create things using the materials that are within their environment. Things at times that adults think are useless; children play with them, and artistically make things out of them. Children can be creative in many ways as shown below:

#### **2.7.1 Instrumental composition**

This is a musical composition where various musical instruments are used to compose songs.

##### **Suggested Materials**

Drums, shakers, bow harps, tube fiddles and many other musical instruments

##### **Procedure**

- Start by singing a known song with the children
- Display various musical instruments and let children talk about them
- Group the children according to the instruments available.
- Let children play the song on musical instruments.

**Note:** Refer to Material Development Book pgs, 28, 29, and 30 to make your own instruments

#### **2.7.2 Dramatizing / Acting**

##### **(a) Miming**

This is a non-verbal communication activity. Miming is acting or telling a story using gestures, body movements and facial expressions to

convey a message. Children use their imagination to interpret the characters and tell what one is communicating.

**Suggested Materials**

Pictures, puppets

**Procedure**

- Tell a story to the children.
- Ask questions about the story.
- Encourage children to ask and answer questions.
- Demonstrate miming some of the actions using puppets or pictures.
- Let children mime parts of the story after you.
- Let the children demonstrate in turns
- Let children carry out miming through carrying simple messages.

**Note: Demonstrate miming some of the actions using puppets or pictures.**

**In case of miming a Song:**

- Compose or identify a song.
- Select the musical instrument to use.
- Get the rhythm to follow while miming.
- Identify the parts of the body to be used.
- Tell the story about the song.
- Ask questions to ensure that children have understood.
- Encourage them to ask questions.
- Sing the song as they listen.
- Mime the song with actions.
- Let children mime after you.
- Select better performers to demonstrate.
- Accompany the performance with instruments.
- Let them mime without instruments.

**(b) Dramatising a Story**

This is an activity where children act out situations in a story. It should be short with definite characters and within the experience of the children. When telling a story, use materials and make your voice interesting by changing it to suit the situation

**Suggested Materials**

Clothing, real objects, pictures, puppets

**Procedure**

- Let children know that they will act out the story after listening to it.
- Tell children the story in an interesting way.
- After the story, tell the children that they are going to act the story.
- Let them choose characters they are going to play.
- Children act the story or parts of it.
- Ask questions after listening to the story.
- Encourage children to ask questions.

**c) Role Play**

Children love to play roles of other people, more especially those of adults.

Through role-playing; children acquire knowledge of the roles of important persons in the community and work hard to be like those persons. In a role-play, children make up their own actions and words based on who they want to be. During this time a lot of imagination, creativity, creative thinking, and fantasising are taking place.

**Suggested Materials (refer to part b)****Procedure**

- You may start by telling a story, or a child tells a story
- Divide the class into groups: let them take turns in acting and listening
- Name characters in the story
- Allow them to act the play
- Ask questions about the story
- Let other children who watched make comments about their likes and dislikes regarding the characters

**Note: Remember to let children explore other situations.**

**d) Free play**

This occurs in an environment where there are many materials and equipment. Play and learning periods are largely determined by the interest of the child and to some extent by the caregiver. The expected outcome of free play is emotional development, self control, socialisation and tolerance for a school setting.

**Suggested Materials**

A variety of materials depending on the planned centres and age of the children

**Procedure**

- Plan for special materials. Think of how children will interact with them and what they are to learn while playing.
- Group the learning materials in centres with similar materials and equipment put together to match the activity done in the area.
- Make yourself part of the process while making sure that children are not injured.
- During and after playing periods, ask questions about the concepts, points or other things they learnt while playing.

**e) Medical Play**

This helps children to engage in symbolic reproduction of medical situations. Children experience procedures that medical people use on children. This will help to reduce anxiety and misconceptions about hospitals and teach about medical problems. In addition, such play can help to provide emotional support.

**Suggested Materials**

Play medical furniture, supplies, equipment

**Procedure**

- Children use dolls as patients and pretend to perform procedures such as listening to heart beat and giving injections

**2.8 Outdoor Play Activities**

Outdoor provides sufficient space and freedom for children to be active children as they interact with the nature material and interesting resources.

**Suggested Materials**

Available materials within the environment like; play houses, balls, small football and netball pitches, old tyres etc.

**2.8.1 Importance of Outdoor Play Activities (4 - 6 Years)**

Outdoor play supports all five areas of Learning and provides a learning environment that will help support general physical fitness and development of creative thinking, concepts of size and shape, and the

child's understanding of the world around him/her through activities such as sorting, counting, printing and mark making.

### Procedure

- Make sure the area is safe at all times (Avoid barbed wire within the compound).
- Provide children with enough space for their active play.
- Group large play equipment in one area or separate according to the layout of the outdoor area.
- Make sure that all large fixed play equipment is clearly visible.
- Provide shady areas under trees, thatched *bandas* are important for quiet games, reading books and telling stories.
- Place sand and water areas in a shade if possible.

## 2.8.2 Sand and Water Play

### What are the benefits of sand and water play?

- i) Sand and water play can provide lots of different types e.g. free play, child- initiated play and structured adult-led learning and the play.
- ii) Can help children to develop concepts of number, capacity, weight, size, counting, new vocabulary e.g. full and empty , understanding the properties of sand and water, construction, developing hand/eye coordination, using imagination, investigating. The learning opportunities are increased and will encourage, thinking, creativity and imaginative play.
- iii) If you add a selection of containers or utensils to the sand and/or water e.g. plastic bottles/ containers, cans, bottle tops, jerry cans etc, learners have variety to explore with.



Source:  
 UNICEF  
 Here the  
 children are  
 experimenting  
 g with leaves  
 and pieces of  
 wood to see  
 which will  
 float

**Suggested Materials**

Plastic containers, cans, bottle tops, small jerry cans, trowels, ladders, leaves, sticks, wood, blocks, maize cobs, stones, pieces of plastic pipes, tubes etc

**Note:** Recommended type of sand is plaster sand. Sand and water play must have clear rules to make it safe.  
Do not put sand and water play areas too close.

**Procedure**

- Advise children not to throw sand under any circumstances splash water at each other.
- Hands must be washed after playing in sand (have a Tippy tap and soap available near the sandy area.
- Check that containers do not have sharp edges.
- Sand and water must both be kept clean to prevent the spread of infection.
- Let children change their clothes where possible.
- Water must be changed daily.
- Sand must be covered to prevent animals from defecating in it. If the sand pit is permanent, ensure that there are holes in its floor for drainage.

**2.8.3 Activities with Large Apparatus**

Providing large fixed play apparatus can enable the children to develop hand/eye coordination, gross motor skills, self and physical confidence. They can also provide opportunities to manipulate things, balancing using imagination, solitary and cooperative play, develop language, social skills etc.



*Source:  
UNICEF  
Large apparatus  
extends motor  
movements and  
imagination*

Fixed apparatus are designed to be the appropriate size for children ages 3 – 6 years. These metal swings, seesaws, slides and merry-go-round. They are however difficult and expensive to maintain. They require extra care.

Other suggested materials: large wooden cars, boats, trucks



*Source: UNICEF*



*Source: UNICEF*  
*Children playing on the slide*

**Note:** The apparatus can present serious accidents if not well designed and maintained, and when children are not well supervised. Check the apparatus regularly.

### 2.8.4 Throwing and Catching

#### Suggested Materials

Balls, bean bags, models of oranges, mangoes, tomatoes

#### Procedure

- Provide a wide space for children, preferably a play ground.
- Have enough balls for everybody to use.
- Group children into pairs.
- Demonstrate the catching and throwing with one of the learners while others watch.
- Let the children start throwing and catching.
- Move around correcting and helping those who have difficulty in these activities.
- Vary the throwing and catching to have more practice.
- End the lesson and lead the children back to class.

### 2.8.5 Kicking a Ball and Aiming

Kicking a ball is a very important activity in learning and development of young children. It helps in the development of large muscles. It also caters for mathematical concepts like counting, addition and numbering. It encourages the spirit of competition among children.

#### Suggested Materials

Ropes, balls, tyres, stickers

#### Procedure

- Dig up a small hole in the playground.
- Place a tyre or loop to stand in that hole. This will act as a goal post
- Let children kick the ball while aiming at getting it through the loop or tyre.
- Each child should be directed to count his/her scores.
- Give stickers as a way of rewarding children who score.

### 2.8.6 Running

Running is one of the motor/physical activities. Motor activities are physical and are useful for the development of children's muscles. Running

involves the use of the whole body. It affects mainly the development of large muscles.

### **Suggested Materials**

Old tyres, bicycle wheels, handkerchiefs

### **Procedure**

- Introduce the idea of running by showing children a picture of somebody.
- Ask children whether they sometimes run and why they run.
- Take the children to the play ground.
- Give them instructions to run in different ways e.g. running as they push or follow a tyre.
- Let children in groups run as a competition. Groups stand opposite one another and hand group makes a handkerchief as in relay and run around a circle.
- Announce winners and congratulate/reward them.

#### **Note:**

- Create as many running activities as possible, most preferably in form of games for children to enjoy.
- Plan running activities that will not make children knock each other and get hurt.
- Be aware of children with special needs who may not be able to perform some of the activities.
- These children do not need to be left out but should be involved in activities that they can also manage like counting, cheering or those that use other normal parts of the body.

### **2.8.7 Climbing**

This is a gross motor activity which helps children to develop their muscles and also balance. Children develop their large and finer muscles, learn to share materials, take turn and enjoy themselves.

### **Materials**

Climbing frames, ladders resting on a strong stand or tree, tyres, poles with notches, stumps made into steps.

### **Procedure**

- Identify the right space outdoor
- Prepare the climbing frames
- Organise time for play

- Be around when children are trying out the climbing and note their progress.

## 2.9 Indoor Play Activities

Like outdoor play activities, indoor play activities also support all five learning areas and provide environment that will support general physical, mental and social development.

### 2.9.1 Block Play

This activity gives children opportunity to play with many types of blocks. Blocks are normally pieces of wood (collected from carpenters' workshops and construction sites.) others are in rubber, clay, paper marsh, plastic. The set of blocks are of different shape, size and colour. Sometimes blocks can be made into specific three-dimensional shapes.

While children work with blocks, they develop finer and larger muscles of the arms and legs, manipulative skills through pulling, fitting things, and joining pieces of blocks together. It helps children to develop vocabulary and other concepts like space, numbers, and shapes



Source: UNICEF

**Suggested Materials**

Blocks of wood, plastic, clay, paper marsh blocks, bricks, toy cars, toy carts, Jigsaws. Support materials: cotton reel (empty) bottle tops, baskets, sticks, cardboards, empty boxes, strings, wood hammers, plastic bottles, cans, crates, sand, clay, water, dolls, sign posts.

**Procedure**

- Make a pre-visit to sources where to get the materials e.g. building sites, carpenters' workshops, shops, homes, parents and collect as many as possible.
- Plan for the block play.
- Collect and prepare materials for children to use as they play.
- Let Children talk about the materials.
- Give clear instructions about what should be done.
- Observe them and give guidance as they play.
- Encourage them to talk about what they do.
- Wind up the activity with a rhyme, song, role play, a word of thanks, prayer or any other activity you can think of.

**Note:** Involve the parents, guardians and children in material collection and making

**2.9.2 Motor Skills Development Activities**

In their early years, children are able to achieve these competences:

Use their body to form shapes and body letters.

Move around without colliding into objects or people.

**Procedure**

- Select motor activities
- Plan suitable materials for the activities
- Prepare enough space for the activities
- Encourage all children to participate actively following Instructions

Examples of warm up activities are shown below:

**i) Head Forward****Procedure**

- Ask the children to lower their heads
- Make sure that they stretch their upper back and neck

- Do not force their heads down.

## ii) Reaching for Something

### Procedure

- Show the children how to pretend that they are reaching for something.
- One arm holds the waist while the second one stretches as if it is reaching for something up.
- Ask the children to try and exercise
- Hold the stretch for 2 or 3 seconds
- Let the children stand on their own toes to make full body stretch

## iii) Triceps Stretch (Stretching the Body)

### Procedure

- Let the children put their arms above the head.
- Ask them to move their arms upwards to the point where they are comfortable.
- Let them hold the stretch for 2 to 3 seconds.

## iv) Spring Kicks

### Procedures

- Spring off on one leg and kick out the other leg.
- Keep the supporting leg flexed and do not bend the knees.

## 2.9.3 Balancing

Balancing is a large muscle development activity. It helps children to develop big muscles.

### Types of Balance

#### a) Static Balance

It is where the body is in a stationery position. It requires a good amount of control and concentration for example standing on one leg for 8 or more seconds.

#### b) Dynamic Balance

This is balancing while on the move. It promotes poise and posture. The activity given for this balance is to walk along a low row of bricks or rope on the ground. It can also be tip toeing, or walking while balancing an object on the head, walking while holding something in the hand. It can also be walking while using sticks (stilts) and later, riding a bicycle

**Materials**

Bean bags, ropes, bottles with water, bricks

**Note:**

- These activities should be organised to suit the level of development of the children because each child will perform according to his/her ability.
- Continuously assess children in relation to their previous performance and not in relation to others.

**2.9.4 Walking**

Walking is an activity that practically involves every part of the body. It enhances development of muscles in the legs, hands, feet, back, heart and Lungs. Walking can be done in the learning centre and in the surroundings. Walking can be done as a competitive activity. Make sure that the walking does not turn into a run.

**Materials**

Pile of objects including stone, balls, fruits, a clock

**Procedure for Indoor Walk**

- Arrange the learning centre to create room for the walking Activity.
- Let children walk in groups to a given point and back to see Who will arrive first. The one who runs will be made to go back.
- The best walkers in groups will be made to walk again to get the very best walker.

**Suggested Materials**

Clock/watch, sheet, pencil, pen, point marker e.g. flag

**Procedure for Outdoor Walk**

- Prepare a pile of objects at a given point, a distance away from the centre.
- Prepare children to walk in groups to avoid congestion and bring back the objects.
- Set and mark time of arrival for each child.
- Announce the first walker.
- Reward the first walker.

### 2.9.5 How to Chain a Sequence of Movements

Chaining is a process of 'breaking' activities into small steps and then teaching one small step at a time in their order e.g. from simple to difficult. For example, skipping with a rope is a very popular activity.

#### a) A developmental sequence for learning to skip

##### Sequence for skipping activity

Step 1: (3 years old)

- Place the rope on the ground.
- Let the children go over it without stepping on it.

Step 2: (4 year olds)

- Raise the rope a little.
- Let the child go over it.

Step 3: (5 year olds)

- Raise the rope a little higher and let the children jump over the rope with one leg and then second leg, and jump back the same way.

Step 4: (5 – 6 year olds)

- Children jump two feet together over a rope stretched out on the ground
- Child skips a rope individually, and as a team where possible



Source: UNICEF

**b) Getting dressed in Small Steps**

- A child is sitting on a chair or stool, feet touching the ground
- Holding the shorts the right way round ( being able to tell which is back and which is the front of the shorts)
- Holding the shorts low enough to get one foot through the correct leg of the shorts
- Adjusting the position of the shorts so that the child can put the other leg in the second leg of the shorts
- Pulling the shorts up to the knees
- Standing up while holding the shorts
- Pulling the shorts up to the waist
- Doing up buttons / zip (Shorts with elastic at the waist are best for young children)

**c) Reverse chaining – Putting on Trousers**

Putting on a pair of trousers involves the following steps:

- The caregiver starts by doing most of the sequence for the child but talking through each action.
- The caregiver then gradually does less and the child does more as s/he becomes more confident.
- For putting on trousers, the caregiver starts by doing everything except pulling up the trousers from the knees for the child.
- S/he prompts the child to pull up the trousers to the waist.
- Helps to put the legs in the trousers.
- The child then pulls up from the ankles to the knees.
- Then from the knees to waist with verbal encouragement from Caregiver.

**Note:** Caregivers should talk through each stage giving instructions and praise to the child. Encourage the child to talk through each action as well. It is often an effective strategy to help children to learn a difficult sequence.

## **2.10 Pre-Mathematical Skills Activities**

Pre-mathematical skills activities provide opportunity for active learning. Children recognise, describe, and represent numbers and number patterns and their relation to shapes, understanding of concepts of space, time, and one to one correspondence through the various activities.

### **2.10.1 Measuring (4-6 Years)**

Pupils compare length, areas, volumes, distance and others in a practical way. They measure using non-standard units and discover the need for standard units. They acquire the idea of conservation of measurement during their activities.

These include comparison of length, mass and capacity, telling time, distance, weight and height.

**a) Telling Time**

Time is very important in our lives. All the situations that involve time must be brought to the attention of children. The following activities will help children develop the concept of time. The day's activities and when they take place. For example:

- Waking up in the morning and taking breakfast – morning.
- School closes – afternoon.
- Sleeping – night.
- Recognition of certain times in hours like school time - 8.30 am, play time- 10.30 am, home time- 1.00 pm, bed time - 8.00 pm

**Suggested Materials**

Pictures, combs, toothbrush, Vaseline, cups, shoes, uniform etc

**Procedure**

- Guide children to talk about things they do at home and at school, and the time they do them. E.g. wake up in the morning, comb hair, and brush their teeth etc.
- Have pictorial illustrations of the day's activities.
- Display the illustrations showing different daily activities and talk about them.
- Encourage children to ask and answer questions about what they think is happening in the picture.
- Give children the opportunity to draw some daily activities.
- Talk about Movements in terms of time to describe fast, slow, quick.
- Sing songs or recite rhymes related to daily activities.

**b) Using a calendar/days of the week**

A calendar shows days of the week and the different months in a year. This helps children to expand their understanding of passage of time in relation to months and days hence learn the number of days that make up a week and the number of months that make up a year.

**Suggested Materials**

Chart of the days of the week, pictures with different activities, flash cards, and teacher-made calendar.

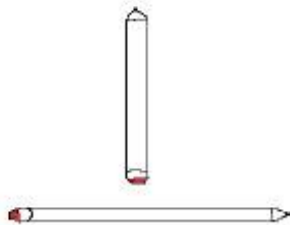
**Procedure**

- Have a variety of pictures with different activities for children to observe.
- Let children talk about pictures and identify what is taking place in relation to: time of day; days of the week

- Guide children to talk about the common months in relation to special days in a year. These include Christmas day, Easter day, Independence day, birth days, Idd days etc.
- Encourage them to talk about their birthdays
- Let them ask and answer questions related to days and months of the year.
- Let them tell days of the week as a class, in groups and individually
- Sing songs /Recite rhymes related to days of the week and months of the year e.g. Monday's child.

### c) Understanding Length and Height

Comparison of length/height should be with two measurements. Give children objects of different height/length to make comparisons. The activities provide an opportunity for development of the idea of conservation of length/height. That is, the length of an object remains the same in whatever position the object is placed.



### Suggested Materials

Real objects pencils, sticks, strings

### Procedure

- Have different things for comparison such as height of children, trees, flag poles, strings, brooms and belts, buildings etc.
- Let the children compare the length/height using strings, hand spans, strides, and sticks.
- Ask questions like, "Which one is longer?" "Which two children are of the same height?"
- Encourage children to ask and answer questions.
- Let children continue practising by locating different things in the classroom, school, and take measurements between them focusing on length and height.

### d) Measuring Weight

In comparing weight, children learn to tell differences and similarities of different things in their immediate environment. They learn to discover which is heavier or lighter by comparing two objects. Children learn comparing by lifting objects,

putting them on a scale or by holding them in both hands. They discover that some objects that are small may be heavier or lighter than those that are bigger.

**Materials Suggested**

Cut outs, pictures, flash cards, real objects such as: sand soil, sugar, stones, pieces of wood, pieces of cloth, maize cobs, feathers, balls, weighing scale.

**Procedure**

- Provide plenty of materials/objects for children to compare
- Let children observe, name, talk about the materials according to size and weight.
- Let children weigh different objects using their hands or weighing scale and tell the difference
- Children can sort and describe what they have weighed using the vocabulary lighter, heavier.
- Children can arrange a number of objects according to weight and size.
- In groups, children can sort, group and name objects basing on weight.

**e) Measuring Capacity**

This is an activity that involves measuring liquids such as water, milk, juice, soda, oils etc. Water is one of the best materials for children to play with. It develops valuable initial experiences of filling containers to make comparisons of capacities. Children develop different concepts like; much and little, full and empty, recognising types of containers, shapes and discover similarities and differences in capacity.

**Suggested Materials**

Containers of different sizes e.g. jerry cans, watering cans , pots, calabashes, guards, jug, plastic cups, basins, funnels, spoons, strainers, plastic bottles

**Procedure**

- Set up the water play area with everything.
- Talk about containers. Let children talk about the containers and describe them.
- Put water in a big container and various small containers.
- Give clear instructions.
- Let them play with water using different containers.
- Let them fill containers with water to the brim.
- Fill one container and pour into another container carefully in order to find out which container holds more water

- Let children compare capacities of the different containers and arrange them in order using correct language like “from smallest to biggest, and which containers have the same amount of water.”
- Encourage children to measure capacities of containers using non-standard units like spoons, cups and bottles.
- Let them know that small containers measure small capacities and large containers measure large capacities.

**Note**

- As children play in water, encourage them to discover things that float and those which sink
- Ask them to identify some of these materials and bring them to water play area.
- talk about uses of water; e.g. for drinking, washing clothes, cleaning plates, bathing, washing hands

**f) Using Money**

Money is important in our lives. Children need to know its importance. At this stage children will learn to appreciate and value it. As the children play the buying and selling at the shop centre in the class, they learn that some items are bought and sold and that they cost money. They can use imitation money or papers.

**Suggested Materials**

Imitation coins, shopping centre

**Procedure**

- Make a shop in the class.
- Have a variety of materials for children to use as they practise buying and selling.
- Talk about the importance of money e.g. for fees, transport, and buying food, clothes.
- Guide them on the language to use when carrying out buying and selling e.g. “Good morning, may I help you?” “May I have sugar please?” “How much is it?” “Here it is, thank you.”
- Give different children a chance to be buyers or sellers.
- Let children sing songs and recite rhymes related to the idea of buying and selling.
- Talk about the importance of saving money.
- Let them tell news related to buying and selling.
- Guide them to sort, group and describe money.
- Children can trace/model money.

**2.10.2. Recognising Proportion**

Knowing how things are related is useful to children. This helps them observe and tell similarities and differences in shapes of things. They also discover that some shapes can be folded in half so that the two sides match in more than one way. It is best seen when a line cut through the middle of an object dividing it into two equal parts.

**Suggested Materials**

Pictures, papers, leaves, plane shapes, rectangular clothes patterns, pieces of paper etc

**Procedure**

- Provide plenty of flat materials for children to work with.
- Let children name and describe what they use
- Show examples of proportions by folding paper in two equal parts
- Let children participate in dividing objects like paper, leaves and other flat surface shapes into equal parts
- Children folding objects more than once – as many times as possible so as to get many parts.
- Let children display their work and talk about it.

**Note:**

- At this level, things that have flat surfaces should be used.
- Children can sort materials that can be folded into two equal parts and those that cannot.
- Fruits with even shapes can also be cut into show parts.

**2.10.3. Understanding Quantities****(a) Making Sets**

This involves sorting things according to a given type, e.g. the red cups only, or blue books. This sometimes is referred to as classification. Classification is the ability to arrange things in a required order. It develops from the ability to make comparisons. During classification children learn to sort, group and pair things according to their common types for example, kind, shape, size, colour, texture, temperature, length, width, height and use. Classification also helps in the formation of sets, e.g. grouping of foods/according to taste and class; grouping animals according to domestic and wild types.

### **Suggested Materials**

Pictures, real objects, charts, flash cards, locally available materials e.g. seeds, stones, and fruits.

### **Procedure**

- Provide plenty of interesting material of different types for sorting, grouping and pairing.
- Children can name and talk about the different objects/materials.
- In groups, children can sort and group objects, letters, pictures to make sets according to size, texture, number and colour.
- Let children describe what they have sorted and grouped.
- Encourage them to count things as they group.

### **2.10.4 Counting**

Counting is an activity whereby a number name is given to each object in a set in the natural order e.g. 1,2,3,4,..... so as to find the number of objects in the set. Counting lays a foundation for children's lifelong association with numbers, pictures and objects. Children should be given opportunity to count real objects and numbers. This should be done through playing numbers, reciting rhymes, saying riddles, or singing songs.

### **Procedure**

- Provide variety of objects/ materials for children to handle and count.
- Let them move one object at a time as they say the number name.
- Let them repeat the counting starting with another object and using a different order for selection of objects so as to verify for instance that eight is always eight no matter how the objects are chosen or arranged.
- Children can name/tell the materials/objects.
- Children can count objects/pictures/numbers and match to pictures or real objects.
- You may take children outside and they count different objects in the school
- Set up display on which there are materials/objects/pictures/numbers to count.
- Sing counting songs, recite counting rhymes.
- Playing counting games.
- Let children draw and count pictures e.g. of people at home, school, foods, parts of the body, cups, bottles etc.

### **2.10.5 Reading and Writing Numbers**

One of the best ways to introduce numbers to children is to make them study several numbers, one at a time in the order that they are not already used to.

For example, they could start with 2, then 4, 3, 5 and later 1. If you take on the same order in teaching numbers as the child has learnt during counting, in some cases the child may not easily understand the meaning of the numbers.

**Example****Suggested Materials**

Real objects, picture cards, number cards

**Procedure**

- Provide a variety of materials for children to use.
- Ask children to bring 2 objects and put them on the table.
- If they are unable, then pick two objects and ask them to put the same number of objects on the table.
- Ask them to show other objects in twos e.g. 2 bottle tops, 2 books, two pencils.
- Show them several pictures of two objects.
- Show them groups of objects some of which are different from two and ask children to identify groups with two objects.
- After children have learnt to identify two objects and have understood the idea of two, let them recognise the symbol 2 and read the word "two".
- Let them match objects to the number 2.
- Let them write the number on any flat surface.
- Children may draw 2 things e.g. 2 leaves, 2 flowers.
- Use flash cards with number 2 /word on one side and two objects on another side.
- Show them the picture of two objects and ask them how many, after responding , show them the correct number/word on the other side of the card
- Let children write the symbol 2 by tracing, joining dots in sand, on their tables etc.
- Let children later write symbol 2 without guidance.
- Display learnt numbers in the class.
- Repeat this for other numbers.

**Note:** Give the children plenty of practice and activities to enable them understand. Do not hurry through the procedures.

### 2.10.6 Ordering Numbers

The idea of order is important in the development of the ability to count meaningfully.

Ordering may be one more than, running and completing a race in the order of 1st, 2nd, 3rd, ....., or arranging objects according to height, weight, size, length, ranging from the largest to the smallest or smallest to biggest; big, bigger, biggest; long, longer and longest; However, give close attention to the concept of “one more than” as this helps in counting.

#### Illustration

Draw children in a race to show 1st, 2nd third etc.

#### Suggested Materials

Real objects, picture, charts, number cut outs, flowers, beads, bottle tops, counters, ruler sticks, tins, cups etc

#### Procedure

- Provide a variety of materials for children to use.
- Ask children to name the objects.
- Ask children to arrange groups of objects in their natural order by number.
- Let them match the sets of objects in pairs. E.g., present 2 pencils, 1 pencil, 3 pencils and ask them to arrange the three sets in order of quantity starting with the smallest number of pencils
- Guide children to arrange a reasonable number of sets of objects in their natural order.
- Let them recite counting rhymes.
- Ask children to tell the next number either in ascending/descending order using flash number cards/number cut-outs.
- Children can fill in the missing numbers, objects /number cut outs in ascending or descending order.

### 2.10.7 Adding

This concept develops in stages and children learn addition facts by working on additions using real objects. Addition involves, putting things together to increase the numbers e.g. two mangoes and three mangoes make five mangoes.



**Procedure**

- Have variety of objects /pictures for children to add.
- Guide children to put objects together and count them.
- Develop adding with sums less than ten using real objects.
- Let children sort, match, and group objects as they add.
- Sing counting songs and recite number rhymes.
- Play counting/adding games e.g. one little black bird was sitting on the wall, there came another one that made two.

**Note: You may not introduce the Mathematical symbol (+) at this time**

**2.10.8 Taking Away**

Taking away should be introduced to children after they have understood the concept of addition. Children who are competent in addition find subtraction quite easy. This is mainly a matter of finding out the difference. Finding the difference therefore will bring out the idea of “more than” and “less than”. The process of taking away should be done more through concrete objects rather than pictures or numbers for example four boys take away two boys. Taking away of numbers is illustrated by removing of a number of objects from a group of objects. At this level show subtraction using pictures.

**Suggested Materials**

Real objects, picture cut outs, number games (example of games; “kanemu” in water, on land, and the one who makes a mistake goes away)

**Procedure**

- Have a variety of objects for children to use when practising taking away.
- Guide children to put objects together and count them.
- Let them take away some objects to reduce numbers and count the remaining objects.
- Develop taking away using objects not more than five.
- Let children sort, match, reduce objects as they count
- Sing counting songs and recite number rhymes.
- Play counting/taking away games.

### 2.10.1 Matching sequences /Patterns

#### i) Using beads/ bottle tops

Early matching of visual sequences can be done using beads on a string or bottle tops. Show the children a pattern of beads or bottle tops and ask them to make the same pattern. You can gradually make the patterns more difficult by adding more beads/bottle tops and increasing the number of different colours in the pattern. This activity supports one to one correspondence and colour matching.

#### ii) Using shape cards

Make sets of small cards with pictures of different simple shapes on e.g. square, circle, triangle, rectangle, semicircle etc. Put the three cards out in a sequence e.g. circle/square/triangle. The children have to find cards that match your sequence and then put them in the correct order.

You can make this more difficult by adding colours to the shapes e.g. red circle/ blue square/green triangle. So the children have to find picture cards that match both colour and shape.



Matching colours is one of the very early matching activities. Here the children are placing bottle tops to match the colours on the picture.

### 2.10.10 Mathematical Activities

- a) **Sorting** objects into containers of different sizes, such as stone, pebbles, beads, bottle tops, and beans. Containers can be mugs, boxes

(large or small), water bottles cut to different sizes and shapes, pieces of wood, leaves, gourds, calabashes, baskets, sticks. This can help develop concepts of size, capacity, colour, shape, quantity, full, empty etc.

- b) **Ordering** objects into colour, size, length, weight, capacity etc. This also encourages counting. *Anything* can be counted.
- c) Children need to be encouraged to develop **one to one correspondence**; the child points to an object and matches it to a number e.g. matching sequences or patterns using beads or bottle tops.
- d) **Construction** using wooden blocks , cardboard boxes, sticks, matoke leaves, develops concepts of space, size, balance, measurement, positional language (on top , beside, underneath etc).
- e) **Using numbers** displayed around the classroom and on outdoor apparatus, encourages number recognition, counting and ordering.
- f) **Number rhymes and songs** with actions encourage counting on and counting back; illustrate concepts of addition and subtraction.
- g) Children learn numbers in a holistic way. They do not learn numbers in the traditional order. If a child is counting a lot of objects s/he may count using the names of any numbers s/he knows e.g. 1,2,3,9, 6, and 20. It is important to value these attempts, as well as to model accurate numbering.
- h) **Make number lines** on strips of paper so the children can use them to 'measure' things.
- i) **One to one activities**: compare the size of groups using one to one correspondence. Are there more stones in this basket or that one? Share out objects to the children, e.g. mugs of porridge at snack time.
- j) **Practise counting on** by putting two groups of objects together and asking. How many objects altogether? (Addition). Remove some objects and count backwards to find out how many are left (subtraction).
- k) **Games with dice** are good for pattern recognition, counting and introducing simple addition by counting on. You can make your own dice with colours shapes or numbers on the faces.

- 1) Picture and Number dominoes** are good for matching, counting, pattern recognition, learning to recognise number patterns without counting.

### **2.10.11 Introducing Number Recognition and Writing Numerals**

- From Top class onwards, children can be introduced to number/symbols more formally, using the same principle as we used for introducing letters:
  - Show the number written on a card or on the board, say its name and at the same time write the numeral in the air, on a slate.
  - Count out the correct number of objects for each number and /or draw the correct number of objects.
  - Matching the numeral to number patterns, groups of objects.
- Writing numerals is just like writing letters. So we use the same method of teaching:
  - Always link the numeral to the number concept. Always show the number pattern or a group of objects that matches the numeral at the same time.
  - Write the number in the air, making large movements.
  - Write the number in the sand with a stick.
  - Write the number on slates with chalk.
  - Then count the correct number of objects, dots etc.

## **2.11 Keeping and Caring For Things in the Environment**

### **2.11.1 Caring for Plants**

Plants are part of the environment. They are important to the children. They make our environment beautiful, and they form part of our food and for the animals. Children need to understand the importance and develop a culture of appreciating, caring and protecting plants in the environment.

Children need to be given opportunity to carry out environmental activities by keeping it clean and safe through the use of their senses.

### **Suggested Materials**

Land, empty tins, seedlings, watering cans, strings, stick for putting holes, plants around like flowers, hoes

### **Procedure**

- Have a nature walk around the learning area.
- Talk about the dangerous plants around, how to avoid them and encourage children to name the plants as they identify them.
- Talk about the importance of plants to us.

- Talk about the dangerous plant.
- Organize activities on planting and caring for plants.
- Help children to prepare where they are going to plant.
- Guide them on how to plant and care for their plants.
- Show the children how to water and care for plants.
- Let children observe the growing plants and talk about the changes taking place.

### 2.11.2 Caring for Animals

Animals in our environment are some of the creatures which were created by God to provide some of our needs for example eggs, meat, milk etc. Some animals are harmless and others are harmful. Some are kept at home and others live in the bush or forest. Those animals that are kept at home have to be looked after properly in order to achieve improved production.

#### Suggested Materials

Pet animals e.g. a rabbit, hens; pictures of different animals, pictures of people caring for different animals; gloves; brooms; feeds; some herbal medicines; tools used for cleaning for example a spade

#### Procedure

- Take children out for a nature walk to a nearby poultry farm, dairy farm, piggery farm etc.
- Children can name the animals on the farm; tell the importance of the animals, how they are cared for and disadvantages of improper care for them.
- Show the children a picture of people grazing animals, feeding hens, pigs, rabbit treating animals etc.
- If the centre has pet animals, some capable children can participate in caring for them for example, collecting feeds, feeding them, treating the sick ones and cleaning the place.
- Blind children can hold the pet animal if it is not dangerous.
- Paste beans or other seeds on a piece of hard paper of the animal being talked about and give to the blind child to touch and feel its presence.
- Children can draw, model, colour, sing songs, and recite rhymes related to caring for animals.

#### Note:

- Respect children's culture and religious norms. For example, Moslem children should not be taken or made to touch the pigs.
- If a child has fear for a certain animal, do not force him/her to go near or touch it.

### **2.11.3 Cleaning our Environment**

Cleaning involves removing dirt, dusting, mopping, sweeping, tidying up etc, to help children keep the environment clean they should be given opportunities to participate in the actual work of cleaning it. Children should take part in cleaning the indoor and outdoor learning environment, setting up the activity areas and fetching water for use at the centre/school. This activity can either be done at the beginning or end of the day's programme.

#### **Suggested Materials**

- Locally made brooms for outdoor and indoor
- Dusters
- Water
- Soap
- Small jerry cans

#### **Procedure**

- Divide children into groups.
- Let the groups share out the following activities:
  - Sweeping the outdoor
  - Picking rubbish from the outdoor space
  - Dusting the shelves
  - Arranging materials into their containers
  - Spreading out the mats
- Divide yourselves according to those groups.
- You should demonstrate how to do that bit of cleaning.

**SECTION  
THREE****LEARNERS WITH SPECIAL  
EDUCATIONAL NEEDS****Introduction**

It is important for a caregiver to understand that there are some exceptional (extraordinary) children who may not follow the normal trends of development. Such children also require early childhood support / care for meaningful and timely intervention. This group of children may benefit from guidance and counselling services which can be extended to their parents or guardians, who can assist in providing remedial (corrective) or rehabilitative roles (i.e. helping children experiencing difficulties in adjusting and learning).

**Note:**

Early childhood is a critical stage in which many infants may develop various disabilities/impairments due to some unavoidable circumstances. It is therefore necessary that you understand the major causes of childhood disabilities in order to prevent them or provide advice to parents/guardians.

**1. General Modification**

Use of real materials, models, pictures, large font, speaking aloud, use of signs/gestures, use of repetition (for easy mastery), use of Braille/tactile pictures

**2. Modification for Literacy and Storytelling Activities**

- a) Blind children
  - Make them sit in front.
  - Use simple words.
  - Speak slowly and clearly.
- b) Partially-sighted children
  - Make them sit in front.
  - Make big, colorful pictures.
  - Use signs and gestures as you tell the story.
- c) Deaf children
  - Ask them sit in front and use lip reading.
  - Provide pictures in a story sequence.
  - Use signs and gestures as you tell the story.
- d) Hard of hearing learners
  - Use pictures (coloured).
  - Speak in a loud, clear voice.
- e) Intellectually challenged children
  - Use very simple stories
  - Show them pictures of main characters in the story
  - Allow those to tell their own stories that interest them.
  - Do not force them into an activity when they show no interest.

- f) Gifted and talented children
- Give them extra reading materials at their level.
  - Provide them with a rich reading environment.
- g) Learners with reading difficulties (Dyslexia)
- Move slowly with them.
  - Understand their weakness, e.g. letter mirroring.
  - Give them very simple words to read and a lot of repetition.
  - Do not teach a new concept before mastery of the first.

The table below shows the categories of the children with special education needs, their causes and signs and how to support them.

Impairment	Causes	Indicators	Strategies
<b>Hearing Impairment</b> Is a general term used to describe all degrees and types of hearing loss and deafness	Common causes are: <ul style="list-style-type: none"> <li>• excessive build-up of wax in the outer ear canal</li> <li>• ruptured (cracked) eardrum</li> <li>• alcoholism and smoking by mothers during pregnancy</li> <li>• diseases like; measles, meningitis, malaria, cough &amp; flu</li> <li>• Accidents; serious head injuries, piercing ear drum, falling</li> <li>• Hereditary/genetic causes</li> </ul>	<ul style="list-style-type: none"> <li>• Learners' ears are infected and puss can be seen flowing out.</li> <li>• They are inattentive and do not participate in class or group activities.</li> <li>• They speak unusually loud and not clearly.</li> <li>• They are usually the last ones to respond to instructions.</li> <li>• They may turn the head towards a particular direction (source of sound).</li> <li>• Sometimes they may appear to be quiet and probably rude and prefer to be alone.</li> <li>• They tend to do the opposite of what they are expected to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow them to sit in positions where they can see the caregiver clearly.</li> <li>• Speak slowly and clearly, and repeat important points while facing the child.</li> <li>• Reduce background noise</li> <li>• Uses signs (sign language) or repeat and rephrase your statements.</li> <li>• Write things down if you think it is necessary and use common short words.</li> <li>• Use a lot of pictures and real objects while teaching.</li> <li>• Find out more information from the parents/guardians on helping the child and refer him/her to hospital for further help.</li> <li>• Use different methods, which encourage the use of other senses such as hearing,</li> </ul>
<b>Visual impairment</b> Is a term used to refer to persons with vision/seeing	<ul style="list-style-type: none"> <li>• Alcoholism and smoking by mothers during pregnancy</li> <li>• Prematurity and very low birth</li> </ul>	<ul style="list-style-type: none"> <li>• They bump into objects and fall easily.</li> <li>• Their eyes may look cloudy and some have</li> </ul>	

Impairment	Causes	Indicators	Strategies
<b>difficulties</b> <b>They are in two</b> <b>categories:</b> <b>Low</b> <b>vision(partial</b> <b>sight) and</b> <b>blindness (cannot</b> <b>see anything)</b>	<p>weight, with retinopathy of prematurity (ROP)</p> <ul style="list-style-type: none"> <li>• Malnutrition / failure to feed on diets that can improve sight e.g. lack of vitamin A</li> <li>• Diseases like; measles, meningitis, malaria, red eyes, cataract, river blindness, trachoma, diabetes</li> <li>• Accidents; serious injuries which can hurt the eyeball or head operations that can affect optic nerves</li> <li>• Poor hygiene</li> <li>• Hereditary/generic causes e.g. Albinism, congenital cataracts and degeneration of the retina</li> </ul>	<p>abnormal shape of the eye.</p> <ul style="list-style-type: none"> <li>• Hold reading materials very close to or very far from their eyes</li> <li>• Sometimes they have watery eyes.</li> <li>• Have difficulty in describing objects or reading close or far symbols.</li> <li>• May complain of headache and itchy eyes.</li> <li>• React to bright light.</li> <li>• Make many mistakes when copying things or reading pictures and write off the lines.</li> </ul> <p>They may not participate in individual or group activities.</p>	<p>tasting, touching and smelling, through practical experience and use of materials.</p> <ul style="list-style-type: none"> <li>• Advise parents/ guardians to always take their children for check ups</li> <li>• Write bold and large letters, figures and pictures (use large print).</li> <li>• Let such children sit close to the caregiver.</li> <li>• Encourage the training of pre-brailing skills, activities of daily living and mobility and orientation skills.</li> <li>• Use real objects when teaching and allow them to touch them.</li> <li>• Select very simple and short activities for them.</li> <li>• Seek advice from other caregivers, officers in charge of Special Needs and parents where possible.</li> <li>• Show care and love to them.</li> </ul>

Impairment	Causes	Indicators	Strategies
<b>Mentally challenged learners</b> <b>They are slow at acquiring and developing skills like; speaking, walking and carrying out other mental tasks.</b>	<ul style="list-style-type: none"> <li>Smoking and alcoholism by mothers during pregnancy</li> <li>Stress and traumatic experiences (violence)</li> <li>Use of forceps during delivery can affect baby's brain</li> <li>Anoxia (lack of adequate oxygen) by baby during delivery due to delayed labour</li> <li>Low birth weight</li> <li>Diseases like; measles, malaria, meningitis, epilepsy, cerebral palsy, spinal bifida, down syndrome, hydro and micro ciphers, tetanus</li> <li>Accidents which affect the brain, spinal cord</li> <li>Malnutrition</li> <li>Hereditary causes</li> <li>Diseases like; polio, spinal bifida,</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use language to express needs, but may have difficulty in remembering experiences.</li> <li>Some fail to retain information (have very poor memory).</li> <li>Some are hyperactive (restless).</li> <li>Some have specific learning difficulties in academic areas like; reading/spelling and mathematics.</li> <li>Failure to tell right from left and others have difficulties in learning rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce ideas which seem to puzzle the child through rhymes and songs.</li> <li>Give them words or pictures or shapes and ask them to pick the odd-man out.</li> <li>Break their activities into simpler manageable bits (Task Analysis), and teach one at a time.</li> <li>Always repeat the learnt activity to enhance mastery of the new concepts.</li> </ul>
<b>Motor/Physical Impairment</b> <b>Is a disability which retards the fine and gross motor development of an individual thus hindering the mobility / movement.</b>	<ul style="list-style-type: none"> <li>Accidents which may lead to loss of limbs</li> <li>Restriction of a baby from movement</li> </ul>	<ul style="list-style-type: none"> <li>They have difficulties in walking, running, or holding things firmly.</li> <li>Limitation in body coordination, with poor balance and posture.</li> <li>Body deformities and missing body parts.</li> <li>Poor head/neck control, and some may have</li> </ul>	<ul style="list-style-type: none"> <li>Encourage them to participate in activities at their own pace and support them where they fail.</li> <li>Give them activities that suit their conditions and abilities, and appreciate their efforts.</li> <li>Provide support equipment like; wheel chairs,</li> </ul>

Impairment	Causes	Indicators	Strategies
		<ul style="list-style-type: none"> <li>stiff or weak muscles</li> <li>Some may develop learning and language or speech problems</li> </ul>	<ul style="list-style-type: none"> <li>bracelets and others which hold their weak muscles.</li> <li>Seek advice from trained personnel like; physiotherapists, speech therapists, doctors and others.</li> </ul>
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>Is a condition in which children show superior (advanced) abilities compared to their peers of the same age.</li> </ul>	<ul style="list-style-type: none"> <li>Hereditary (genetic)</li> <li>Environmental factors</li> </ul>	<ul style="list-style-type: none"> <li>Being ahead of others in class work and other activities, very creative and can develop new ideas easily.</li> <li>Show leadership skills and other superior abilities in exploiting the environment to produce things. Have higher reasoning abilities and passing judgment about people and events.</li> <li>Show special talents in music and arts.</li> <li>Have good reasoning and memory of places and things.</li> <li>They are able to solve puzzles or some problems and have extensive vocabulary.</li> <li>Have ability to describe events and situations in</li> </ul>	<ul style="list-style-type: none"> <li>Give them responsibilities like; class monitors, guiding and assisting others in academic work.</li> <li>Encourage and support any specific talent they may have such as drawing, painting, singing, and role-playing.</li> <li>Provide them with challenging tasks that would arouse their thinking.</li> <li>Use appropriate methods that include play, discovery and experimentation.</li> <li>Prepare activities that may enable them relate with others and encourage them to interact with</li> </ul>

Impairment	Causes	Indicators	Strategies
		a sequential manner and with reasonable detail and accuracy.	adults. <ul style="list-style-type: none"> <li>• Help them to look for information from other people or books.</li> <li>• Provide them with rich information from stories relating to their experiences so as to enrich their imagination.</li> </ul>

**SECTION  
FOUR****PLANNING, ORGANIZING AND  
MANAGING CHILDREN'S  
LEARNING****4.0 Introduction**

It is important for the Caregiver to plan and provide a conducive learning environment with a variety of instructional materials. You should plan suitable activities to support the development of targeted competences in children, using the ideas from the Learning Framework for ECD 3-6 years. The plan should be based on the observations and what you know about your children, so that you choose activities that match the development and abilities of every individual child.

The learning areas are:

- LA1: Relating with others in an acceptable way.
- LA2: Integrating, knowing and using my environment.
- LA3: Taking care of myself for proper growth and development.
- LA4: Developing and using my language appropriately.
- LA5: Developing and using Mathematical concepts in my day-to-day daily experience.

### SAMPLE TERMLY PLANNING – OVERVIEW FOR 4-5 YEAR OLD (MIDDLE CLASS)

#### How to prepare a termly Plan Overview for 3-6 Year Olds:

##### The following should be considered:

- The age brackets.
- Number of weeks in term 1, 2 and 3 which is normally 12 weeks.
- Use a star (\*) to indicate the competences which will be the focus of activities for that week.
- Learning outcomes (viii) and (ix) from learning area four which is developing and using mathematical concepts in my day-to-day experiences do not apply for age groups 3-4 and 4-5.
- You have to use the learning framework and the caregivers guide and indicate the reference pages in the correct column during the planning.
- Depending on the level a competence has been achieved by learners, the same competence can be repeated even in other weeks were a star has not been indicated.
- Use the same format even for sample termly planning overview for 3-4 and 5-6 year olds.

Learning Area	Learning outcome	Competences	Reference	Caregiver's guide	Term 1 Weeks											
1. Relating with others in an acceptable way.	i. Identifying, taking interest in and observing people around me.	I can observe and talk about people at the home and Learning Centre  I can tell the roles of the people at home and at the Learning Centre  I can show acceptable behavior to people I play with	Learning framework  pg13   pg 13   pg 13		1	2	3	4	5	6	7	8	9	10	11	12
					*	*	*	*								
									*	*	*	*				
	ii. Identifying people who protect and take care of me and how they do it. iii. Sharing with and taking care of other people.	I can describe how people protect and take care of me I can communicate to people who protect and take care of me I can show sympathy and empathy for others	pg 15  pg 15  pg 16						*	*	*	*	*	*	*	*

Learning Area	Learning outcome	Competences	Reference	Caregiver's guide	Term 1 Weeks
2.	i.				
3.	ii.				
4.	iii.				
5.	iv.				
6. Interacting, exploring, knowing and using my environment.	v. Exploring and knowing my immediate environment.	I can identify people, animals, plants and other things at the Learning Centre	pg 19	* * * *	*
	vi. Knowing and appreciating important places in my environment.	I can report about important places in the environment	pg 21	* * * *	*
	vii. Knowing how to keep and take care of my environment.	I can keep my environment clean	pg 22	* * * *	*
	viii. Identifying dangers in my environment and taking precaution	I can protect others against dangerous things in the environment	pg 23		*
	ix. Experimenting and understanding the concept of movement in the environment.	I can relate the use of wheels to movement	pg 24	* * *	
	x. Creating, appreciating and expressing myself through art work.	I can tell what I have drawn I can model things I can make pictures I can make patterns and prints	pg 25 pg 25 pg 25 pg 25	* * * * * * * * * * * * * * * *	*   *
7. Taking care of myself for proper growth	i. Caring for my eyes	I can care for and protect my eyes	pg 27	* * * *	
	ii. Caring for my ears.	I can protect and care for my	pg 28	* * * *	

Learning Area	Learning outcome	Competences	Reference	Caregiver's guide	Term 1 Weeks
and development.	iii. Using the sense of touching and feeling to describe things and situations.	ears I can tell textures, temperatures and forms of objects	pg 29		*
	iv. Caring for the body.	I can protect and care for my body	pg 29	* * * *	
	v. Using the sense of smell and caring for the nose.	I can identify scents of different things	pg 30		*
	vi. Using the sense of taste and caring for the mouth.	I can differentiate tastes of foodstuffs I can protect and care for my mouth	pg 31 pg 31		* *
	vii. Identifying and naming different body parts and their uses.	I can confidently name activities that my different body parts can perform	pg 32		* * * *
	viii. Having self	I can name my body parts I can tell my name and my age	pg 32 pg 33	* * * * * * * *	* * * *
	ix. Concept, confidence and self esteem.	I can interact with others freely	pg 34	* * * *	*
	x. Using gross and fine motor. (Large and small muscles).	I can use my body parts to perform activities confidently	pg 35	* * * *	*
	xi. Expressing creativity freely and independently.	I can use my body to express original ideas	pg 36	* * * *	*
	xii. Keeping healthy and practicing good health habits	I can identify food that is good for my health I can appreciate good feeding I can practice personal hygiene	pg 36 pg 37 pg 37		* * *
	xiii. Keeping healthy and	I can describe dangerous	pg 38	* * * *	* * * *

Learning Area	Learning outcome	Competences	Reference	Caregiver's guide	Term 1 Weeks				
8. Developing and using mathematical concepts in my day-to-day experiences.	practicing good health habits	situations							
	xiv. Knowing and relating with God and His creation	I can appreciate God's love and care for his creation	pg 39		*	*	*	*	*
	i. Surveying, knowing and distinguishing the attributes of objects	I can identify relationship, and differences between different objects and shapes	pg 41, 42		*	*	*	*	*
	ii. Comparing things according to different attributes.	I can show relations among things in serial order	pg 43		*	*	*	*	*
	iii. Recognizing, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence.	I can count things and numbers 1 - 20	pg 44		*	*	*	*	*
	iv. Using appropriate measuring units, instruments and formulas in a variety of contexts	I can tell similarities and differences among things and numbers	pg 45		*	*	*	*	*
	v. Understanding and using the concept of time.	I can tell more, equal and less quantities	pg 45		*	*	*	*	*
	vi. Understanding the concept of space.	I can identify the differences in space and quantities	pg 46		*				
	vii. Recognizing, describing and using	I can describe sequence of events	pg 47		*	*	*	*	*
	viii. Recognizing, describing and using	Describing spatial relationships using objects, people and the environment	pg 48						*
	viii. Recognizing, describing and using	I can identify types of money and their features	Pg 48			*			

Learning Area	Learning outcome	Competences	Reference	Caregiver's guide	Term 1 Weeks						
5. Developing and using my language appropriately	viii. money.										
	i. Listening with acuity for information and enjoyment and respond appropriately in a wide range of situations.	I can respond to commands and instructions I can describe what I heard I can locate direction of sound I can identify the source of sound I can re-tell stories I can report what I hear I can interpret stories I can express myself well	Pg 52 Pg 52 Pg 52 Pg 52 Pg 52 Pg 53 Pg 53 Pg 54, 55		*	*	*	*	*	*	*
	ii. Communicate confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.										
	iii. Reading to enjoy, acquire knowledge and be able to comprehend.	I can recognize and interpret pictures and letter shapes	Pg 56		*						*
	iv. Writing different kinds of factual and imaginative tasks depicting good letter formation, creativity and hand writing skills.	I can use my hands and eyes to perform different activities as instructed	Pg 57		*						*

**SAMPLE DAILY ROUTINE FOR MIDDLE CLASS YEAR OLDS**

How to prepare the daily routine:

Areas to consider:

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

Age: 4-5 years	LA/LO	Term one	Day 1 Lesson/Activities	Day 2 Lesson/ Activities	Day 3 Lesson/ Activities	Day 4 Lesson/ Activities	Day 5 Lesson/ Activities	Overall comments
Daily routine		Competences covered						
Morning circle (8.30 – 9.00 am)	LA 3/viii	<ul style="list-style-type: none"> <li>● I can tell my name and my age.</li> <li>● I can interact with others freely.</li> </ul>	Game where children pass a ball around. When the drum stop, the child holding the ball tells his/her name.					
Mathematics (9.00- 9.30 am)	LA2/LO i	<ul style="list-style-type: none"> <li>● I can identify people, animals, plants and other things at the Learning Centre.</li> <li>● I can make pictures.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify people, animals, plants and other things at the Learning Centre.</li> <li>● I can make pictures.</li> </ul>					

Age: 4-5 years	LA/LO	Term one	Week one				Overall comments
			Day 1 Lesson/Activities	Day 2 Lesson/Activities	Day 3 Lesson/Activities	Day 4 Lesson/Activities	
Daily routine		Competences covered	Day 1 Lesson/Activities	Day 2 Lesson/Activities	Day 3 Lesson/Activities	Day 4 Lesson/Activities	Day 5 Lesson/Activities
Outdoor play (9.30-10.00 am)	LA1/LO i	● I can show acceptable behavior to people I play with.	games. Singing songs of classification.	Play materials such as balls, ropes, bean bags, whoops, tries. Caregivers encouraging children to use the play materials in different ways such as kicking, throwing, high, through low, aiming, catching.			
	LA 1/LO iii	● I can show sympathy and empathy for others.					
	La3/lo ix	● I can use my body parts to perform activities confidently.					
Snack (10.00 – 11.00 am)	LA 3/LO vi	● I can protect and care for my body.					
	LA 2/LO iii	● I can keep my environment clean.					
			Prepare water and soap for washing hands, basin for dirty water and a jerrican for clean water. Encourage children to say a prayer to give thanks for the food. Supervise children eating. Encourage good eating habits.				

Age: 4-5 years	LA/LO	Term one	Day 1 Lesson/Activities	Day 2 Lesson/ Activities	Day 3 Lesson/ Activities	Day 4 Lesson/ Activities	Day 5 Lesson/ Activities	Overall comments
Daily routine		Competences covered	Encourage children to clear the place after eating. Wash and pray to thank God for the food.					
Oral literacy/adult led activities (11.00-11.30 am)	LA 2/LOv	<ul style="list-style-type: none"> <li>I can relate the use of wheels to movement.</li> <li>I can tell what I have drawn</li> <li>I can model things</li> <li>I can make patterns and prints</li> </ul>	<p>Sings songs about movement of wheels.</p> <p>Encourage children to talk about picture. Tell story about the movement of wheels.</p> <p>Encourage children to recite a rhyme on patterns and prints. Encourage children to retell a story and draw pictures.</p>					
Free choice (11.30 am – 12.00 pm)	LA 3/LO ix	<ul style="list-style-type: none"> <li>I can use my body to express original ideas</li> </ul>	Organize different learning centres for different groups. Encourage children to play from different centre. Encourage children to alternate through all the learning centre such as sand area, water area,					

Age: 4-5 years	LA/LO	Term one	Week one				Overall comments
			Day 1 Lesson/Activities	Day 2 Lesson/Activities	Day 3 Lesson/Activities	Day 4 Lesson/Activities	
Daily routine		Competences covered					
Language (12.00pm – 12.30 pm)	LA 1/LO i	<ul style="list-style-type: none"> <li>I can observe and talk about people at the Learning Centre.</li> </ul>	block area. Encourage children to talk about their eyes, ears and other body parts.				
	LA 1/LO i LA 3/LO i	<ul style="list-style-type: none"> <li>I can care for and protect my eyes</li> <li>I can protect and care for my ears</li> </ul>	Allow them to role play different activities that promote the importance of their ears and eyes. Singing songs to thank God for the gift for the ears and eyes.				
Goodbye (12.30 pm-12.45 pm)	LA2/LO iii	<ul style="list-style-type: none"> <li>I can keep my environment clean.</li> </ul>	Tiding up. Getting bags and containers prayer and goodbye song.				

#### 4.8 Grouping children

*Children working in Groups on different Adult-led Activities*



Grouping children is management of the class and benefits all. For example: You may observe that some children need more help with speaking. You can plan a speaking activity for just a small number of the children. You will then be able to give more individual help to these children, while the other children are busy with other activities.

**a) Groups can be organised flexibly by:**

- i) Size-the number of children in the group (manageable number)
- ii) Ages of the children (selection of activities)
- iii) Ability (grouping children of similar ability – helps in planning)
- iv) Mixed ability, (where some children are more advanced in their learning and can help the others)
- v) Friendship

**b) Types of groups**

**i) Permanent Groups**

You can make groupings permanent so that a small group always works/plays together and may be identified by a specific name e.g. 'red group' or 'elephants', 'mangoes' etc. But it is generally better to mix up the children into groups for different activities each day.

ii) **Flexible Groups**

Flexible groupings can be planned and organised for a particular activity. The size of the group may be limited by the amount of resources or play material available.

Groups can be based on ability, children who are at a similar stage of development for a particular activity, or by friendships, or interest (some children prefer certain types of activity).

#### 4.9 Resources and Play Materials

The provision of adequate play materials and learning resources is fundamental to the provision of a rich and stimulating learning environment. Management committees should plan to provide sufficient basic equipment for every class.

- You should *always* plan ahead, what learning materials you will need for each activity.
- You will need to become skilled at making play and learning materials, from resources that other people throw away.
- You should plan to provide adequate play materials and learning resources, and to replace them when necessary.
- You should encourage parents and the community to provide resources, and help to make suitable play materials and equipment for their children.
- You must be responsible for caring for resources and storing them away as part of the daily routine.
- You must show and encourage the children to respect and care for play materials and resources.
- You should guide children on how to source for materials.

a) **Low Cost and Free Resources**

Resources and materials do not have to cost a lot of money. You need to become skilled at recycling items that other people throw away for Example:

- Paper
- Cardboard boxes
- Bottle tops
- Plastic bottles, containers:
- Pieces of wood
- Fabric

**Note:** Avoid materials that might put children's life in danger.

**b) Basic Resources and Play Materials**

The following materials should be available in every ECD centre for

Example:

- Balls
- Ropes
- Bean bags
- Slates and chalk
- Bottle tops plastic/ metal
- Plastic bottles /containers
- Old newspapers or magazines
- Pictures
- Sticks cut to uniform size
- Small clean stones / pebbles
- Paper (large)
- Crayons/ paints (non-toxic)/ pencils
- Wooden blocks
- Wooden off cuts/ pieces
- Jigsaw puzzles
- Beads
- Dolls, soft toys, puppets
- Board games

**Note:** Use the materials where suitable i.e. in-doors or out-doors

**c) Storing Resources and Materials**

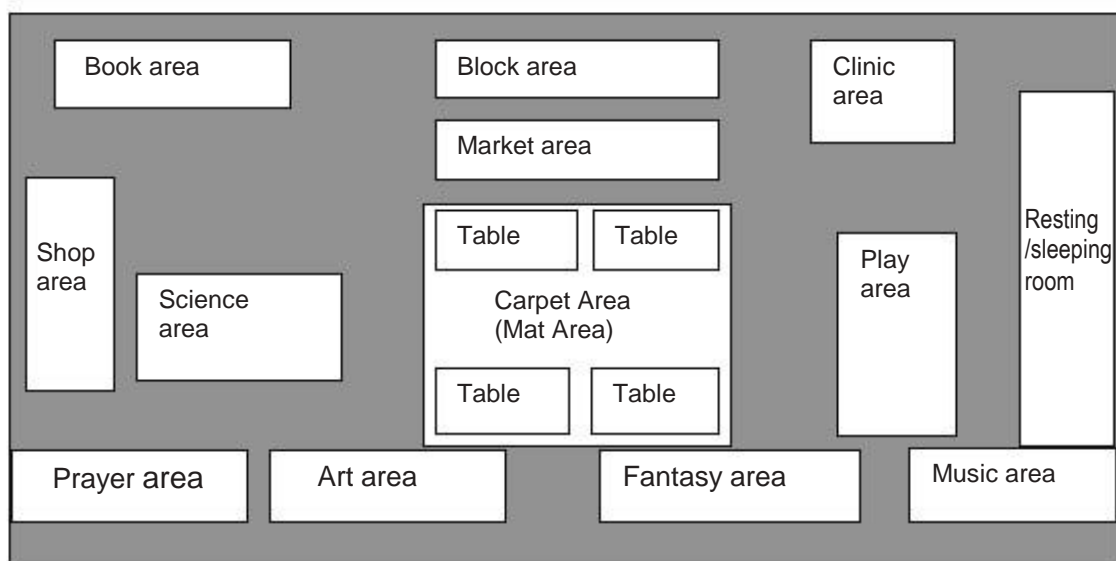
Resources are very precious, they need to be protected and stored securely.

**4.10 Indoor Arrangement of an ECD Classroom**

Creating space for the children to move around is most important.

Making themed play areas will encourage the children to practise skills Learned and to use their imagination in creative play

This is the arrangement of activities that are carried out inside the Classroom. They include snaps games, ludos, snakes and ladders, reading, Counting, shopping, playing with dolls, songs, rhymes, Simon says, fitting jigsaws, sand play, scribbling, drawing, cooking, wedding, constructing, modelling and others. They help children to learn to share with others, promote, coordination, teamwork and strengthen what was learnt in different learning areas.



**SECTION  
FIVE****CONTINUOUS ASSESSMENT OF  
CHILDREN'S DEVELOPMENT  
AND LEARNING****5.0 Introduction****5.1 Concept of Continuous Assessment (CA)**

Continuous Assessment is an ongoing process carried out about children and the environment by caregivers in the learning centres. It is intended to show a holistic developmental progress of each child across a wide spectrum of skills, knowledge and competences.

It also guides the caregivers to find out what a child can do, nearly do, and cannot do so that they provide the most appropriate activities and learning opportunities that will enhance that ongoing progress.

**5.2 Methods of Continuous Assessment****5.2.1 Observation**

Observations of the children, what they say and do, are the basis of Continuous Assessment. Making observations means caregivers looking and listening to the children as they play. Then being able to describe accurately what a child says or does when they are participating in activities. As caregivers, you need to be familiar with the abilities and needs of all children so that you are able to prepare for them.

**5.3 Importance of Observing Children**

- To get to know each child and provide child-centred education.
- To plan the appropriate activities for individual children.
- To help you know which competences a child has achieved, or nearly achieved, and their likes and dislikes.
- To give you information about a child's progress across a range of competences.
- To give you the information to share with the parents in their children's progress.

**5.4 How to Observe**

To make good accurate observations you will need to:

- Keep a notebook and pen with you all the time, so that you can make notes of things as they happen. Write down notes on what you see and

hear. Significant learning moments can happen at anytime e.g. a child does something for the first time, or a child has made an elaborate Construction from several blocks, or has drawn a man with both arms and legs for the first time, or a child independently participates in an activity for the first time.

- Watch, quietly. Do not intervene in the children's activities. Take note of the situation.
- Listen, quietly to what the children say. Notice how they speak. What do they actually say? What words and phrases do they use? Who do they talk to? Is their speech easy to understand?
- Ask open questions to find out what the children are thinking and Learning e.g.
  - Tell me about what you are doing.
  - What do you think will happen if ...?
  - How do you feel about....?
  - What do you like?
  - Why did you...?

### 5.5 Developmental Record Book

Every child should have a Developmental Record Book. A Developmental Record Book is where caregivers record their observations and assessments for an individual child. A Developmental Record Book can be an exercise book, a loose leaf file or any suitable note book. Every child must have an individual Developmental Record Book. The name of the child should be written clearly on the front cover. Every term the caregiver will write an assessment of the child's progress in specific competences using information from their observations. This assessment will be shared with the parents/guardians of the child.

### 5.6 The Contents of a Developmental Record Book

The Record Book should contain:

1. General personal information about the child
2. Observation Records made from at least 4 observations done by the caregiver each term.
3. One Assessment Report for each term. An Assessment Report should describe the progress of the child, what the child can nearly do, which competences ( from the Scheme of Work ) the child has mastered, what the child is good at.

*Name of the ECD Centre:*      *Kitanga ECD Centre Developmental Record*

*Name of the Child:*         *Apio Dongo*

*Date of Birth:*                 .....

Address:.....

Name of Parent: .....

Contact Number of Parent: .....

Healthy Information: .....

Likes/Dislikes: .....

Any other Information: .....

**5.7 Observation Records**

On the following pages of the Developmental Record Book, caregivers will write up the observations of each child from their note book.

As caregivers, you will rule out the page and write in the headings as shown on the example of an Observation Record for Opio below. *(A blank observation form is in Appendix1 for you to use)*

Below is an example of an observation scenario. Opio and Mary are in Baby class .The activities take place outside during a child-led session:

'Opio is playing with a small cardboard box on the floor alongside Mary. He pushes the car along with his right hand and makes 'brm, brm' noises repeating the action several times. Mary is playing separately with a small pot of bottle tops. Then she stops and picks up two tops and offers them to Opio. At first he ignores her, and then Mary says, 'Here is the driver and his friend'. Opio stops moving the car and hesitates for a moment, then he picks up the red bottle top from Mary's hand and looks at it. Opio says, 'Fank oo' and smiles as he puts the bottle top on the box (car) and leave the other top in Mary's hand. Opio starts moving the car again but very gently this time. He repeats the 'Brrrm' noises more quietly and slowly than before.'

This example below shows the notes made in the Developmental Record Book for the observation of Opio above:

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Observation Record (example from Developmental Record Book )

Class: **K 1** Time: **11.15 to 11.30** Date: **18.02.2012 TERM1**

Name/s of child/ren observed: **Opio and Mary**

Activity ( Child Led/Adult led/ Free) Location: **Outdoors**

**Child led activity, with small cars, boxes of bottle tops and stones**

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LA1 LOi I can show  
acceptable behaviour

**Opio- playing quietly with car alongside Mary.  
Opio makes Brm noises  
Opio- unsure at first, then seems to understand  
Thank you –said (Fankoo)... speech not clear....  
no sentences heard .... Smiles at Mary  
Opio Carries on playing alone**

LA5 LOiv I can

---

coordinate and hands	my eyes	Opio- has good pincer grip of car good arm movement
LA5 LOii I can follow instructions		Cooperative - puts cars away when asked
Comments		Opio seems to understand the bottle top is the 'driver'. It shows he has imagination. Plays alone or alongside Mary Speech not clear ,no sentences yet Responds positively to others .Shows acceptable behaviour responds to Mary's friendly approach but does not seek company

An observation does not have to be written in sentences, but it must contain enough information for you to make an assessment of what the child can do *(See Appendix 1 for examples of the observation notes made in Term 1 for Opio)*

### Sample Observation Sheet

<b>Observation Sheet</b>	<b>No.....</b>	<b>Date .....</b>
<b>Name of Caregiver..... Class..... Time..... to.....</b>		
<b>Name/s of Child/ren Observed .....</b>		
<b>Activity (Child Led/Adult led/ Free)</b> .....		
<b>LOCATION .....</b>		
<b>Focus of Activity LA 1/2/3/4/5</b>		
<b>Learning Outcomes.....</b>		
<b>Target Competences .....</b>		
<i>Observations:</i>		
<i>Comments:</i>		

Example of observation record from Opio's Developmental Record Book

<b>OBSERVATION RECORD NO. 2    DATE    TERM 1</b>	
<b>CLASS</b> KI <b>TIME</b> 9.30 - 9.45 <b>DATE:</b> 14.03.2012 <b>CHILDREN OBSERVED:</b> OPIO, DENIS, MARY, GRACE, MIRIAM <b>ADULT LED ACTIVITY:</b> Mark making using sticks on play are. Drawing simple shapes - <b>STRAIGHT LINES, WIGGLY LINES, ACROSS, UP, DOWN, LONG, SHORT, CIRCLES: BIG, SMALL</b>	
<b>LA / COMPETENCES</b>	<b>OBSERVATIONS</b>
<b>LA1 LOi</b> I can show acceptable behavior	Usually good - but attention wanders - often needs me rouse his name to get started
<b>LAS LOii</b> I can follow instructions	<b>Opio</b> Said 'me make holes' he makes holes with stick in ground. Stops when I ask. Follows my instructions - straight line up down along, understands direction words Good steady hand / arm movements can draw - straight wiggly circle - circle sometimes crossed at top.
<b>LA4 LOi</b> I can classify - order things	Understands - big - small - long - short when drawing - lines and circles
<b>LA 3 LOvii</b> I can name body parts	Knows names of arm - hand - finger thumb.
<b>Comments</b>	<b>Opio</b> Talking more in 2 - 3 word phrases speech not always directed at person - Often a comment on what he is doing - Fine motor skills / gross motor skills good - Joining in activities more

Example of an observation from Opio's Developmental Record Book

<b>CLASS</b> KI <b>TIME</b> 10:00 - 10:10 <b>DATE:</b> 24.04.2012 <b>CHILDREN OBSERVED:</b> OPIO, SARA, DENIS, SAMUEL <b>ACTIVITY:</b> CHILD LED, WHOLE CLASS, OUT DOORS WITH <b>APPARATUS</b> - small balls, bean bags, climbing frame, tunnel	
<b>LA / COMPETENCES</b>	<b>OBSERVATIONS</b>
<b>LA5 LOiv</b> I can coordinate eyes / hands	OPIO - Goes directly to climbing frame - climbs up slide easily. Stands at top watching other children. Climbs down ladder using alternate feet - good coordination. Jumps off last rung - lands on feet. No speech heard.
<b>LA3 LOix</b> I can use parts of my body to carry out activities	Moves to balls - speaks to D (not heard) D gives O a ball. O kicks ball with right foot - follows ball and kicks it again (RF) D asks for ball back - O picks ball up gives to D with a smile.
<b>LA4 LOiv</b> I can tell difference between objects	I can give to D with a smile O moves to tunnel - crawls in alternate crawl - Joseph in tunnel. O sits next to J. J
<b>LA1 LOi</b> I can show acceptable behavior	suddenly chases O out of tunnel - crawling - Both laughing.
<b>COMMENTS</b>	O plays more with others everyday uses more language. Enjoys playing games with others. Gross motor skills running, crawling, throwing, kicking all good.

### 5.8 Assessment Reflection

Children are all different. When you have written down what you actually observed, you then need to reflect on what your observation tells about the child.

What can the children do, well? What can she/he nearly do? What does she/he like doing? Is there anything she/he finds difficult?

What does the above example observation tell you about Opio?

- He likes cars.
- He likes to play alongside others rather than with them.
- He has a good pincer grip for holding things.
- He uses 2 word phrases.
- His speech is not very clear.
- He uses 'thank you' appropriately and behaves appropriately to Mary.
- He understands imaginary play and uses the bottle top as the 'driver' of his car

What does the observation tell you about Mary?

- Mary is sociable.
- She initiates conversations.
- She speaks clearly in sentences.
- She can sort colours.
- She likes to play with others.
- She is able to show others how to do things.
- She uses imagination and can initiate new ideas e.g. using a bottle top for the car driver.
- She can share things with others.

### 5.9 Assessment - Evaluating and deciding what to do next

Towards the end of each term, after you have done several observations, you can use the information to describe the children's progress on the competences that are in your Scheme of Work for the term. The information from your observations will help you to make judgment about whether or not the children have achieved those competences. You need to find out what they can nearly do (developing). These are the skills that you will then need to support them.

Development is a gradual and ongoing process. Children do not suddenly master things overnight. Doing something once, is not sufficient for you to say that a child 'knows' it or has achieved it.

Mastery of any skill means, being able to do it/ use it without any help or prompting. Being able to do it in different circumstances and doing it confidently. We can use the terms:

***Just Developing (JD), Developing (D) and Achieved (A)*** to describe a child's progress towards achieving a competence.

### ***What do the terms mean?***

#### **Just developing**

The child is still struggling to get started. She needs support from you but is clearly developmentally ready. The child now needs you to plan lots of activities that will provide practice to develop the skills involved.

#### **Developing**

The child can do most of it without help. You have to give mainly verbal encouragement and reminders of what to do next. At this stage the child can sometimes do it without any help but not consistently. The child still needs you to plan more opportunities to gain more experience and practice.

#### **Achieved**

No prompts or help from you are needed. The child is confident and you have observed him/her doing the activity spontaneously as part of his/her normal activities. Your observations should give you evidence that she/he is confident and independent. The child is now ready to move on.

Do not be tempted to assess children as being at ***Achieved*** when really they are only at ***Just Developing*** or ***Developing*** stage. You must expect some children to be at the ***Just Developing*** stage when they need a lot of help from you. There is no disgrace in just beginning to learn something.

If you have planned well, there will be some children at the ***Achieved*** level. Most children will be at ***Developing*** level and a few will be at ***Just Developing*** level for each competence.

You must expect more children at ***Just Developing*** level in Term 1 when the children are younger and have less experience, so that by Term 3 most of the children will be assessed as ***Achieved*** in most of the competences in your Scheme of Work.

If all the children are at ***Achieved*** level in Term1 there is not enough challenge in the activities you have provided and you must adjust your planning. If most of the children are still ***Just Developing*** in term 3, the activities may be too difficult and you should provide activities that are easier.

### 5.10 Assessment Reports

You should write one Assessment Report for every child each term. This is to tell parents what progress their child has made during the term. So each Developmental Record Book will contain 3 Assessment reports per year.

#### a) How to write an Assessment Report

- Towards the end of each term, you will look at your (there must be at least 3) Observation reports in the Developmental Record Book for the term.
- (If your observations do not give you enough information to assess the child's progress on the competences, you must carry out some more observations with a particular focus on specific children and/or competences).
- You can also use information in your notebook or any information that you already have about the child from your day today contact with him/her.
- You can then use the information from all your observations to assess the progress of the child and how well she/he is in achieving the competences that have been targeted that term.
- Then you write a short Assessment Report in the child's Developmental Record Book. Use the headings as shown in the example below for Opio.

#### Example of Term Assessment Report for Opio Term 2

Name: Opio    Age: 3 Years    Date: 27 April 2012 Term: 1		
Assessment Report		
LO/Competence Age 3-4	Level	Observations/ comments
LA1 LO i I can show acceptable behaviour to people I play with.	Just developing (JD)	<i>Opio still likes to play mainly alongside others. He responds well to other children if they talk to him. He does not often initiate contact with others. He appears happy nearly all the time</i>

LA 3 LO ix <b>I can use parts of my body to carryout various activities.</b>	Developing (D)	<p><i>Opio enjoys physical activities. He can kick a ball, and throw and catch a bean bag. He is learning to catch a medium size ball. He enjoys the big apparatus</i></p> <p><i>His fine motor skills are good. He has a good pincer grip and can pick up and manipulate small objects e.g. beads, stones. He loves playing with cars.</i></p> <p><i>He enjoys making marks with a stick.</i></p>
LA5 LOii. <b>I can follow simple instructions</b>	Developing (D)	<p><i>Opio follows simple instructions and enjoys taking part in songs and rhymes. He needs help with two part instructions and the actions of some of the songs.</i></p>
LA2 LO i <b>I can talk about my home</b>	Just developing (JD)	<p><i>Opio uses mainly 2-3 word phrases. Opio can name the people in his family and likes to draw them. His speech is getting clearer.</i></p> <p><i>He can name familiar things e.g. house, school, car, roof and walls.</i></p> <p><i>He likes making houses with wooden blocks.</i></p>
LA4 LO i <b>I can classify And order things</b>	Just developing (JD)	
Comments		<p><i>Opio is always cooperative and happy. He now spends less time playing alone. He likes to play with others when he is outside.</i></p> <p><i>His speech is clearer and he now uses 3 word phrases and some short sentences</i></p> <p><i>He is well coordinated and likes physical activities. He is very good at kicking and throwing a ball. He is developing good drawing skills</i></p> <p><i>Next term we will focus on developing his speech and vocabulary.</i></p>

**Note:** You should try to write an assessment for each of the competences shown in your Scheme of Work for the term, but this may not always be possible. The example above only shows some of the competences assessed for Opio. You should try to assess as many as possible.

(See Appendix 1 for the example taken from Opio's Developmental Record Book)

Example of an Assessment Report from Opio's Developmental Record Book

<b>Assessment Report TERM 1</b>		
<b>Name - Opio</b>		<b>Age 3 year 5m</b>
		<b>DATE: 27.04.2012</b>
<b>LO / COMPETENCES</b>	<b>LEVEL</b>	<b>OBSERVATIONS</b>
<i>LAI LOi I can show acceptable behavior to people I play with</i>	<i>Just developing JD</i>	<i>O still likes to play mainly alongside others. He responds well to other children if they talk to him. He does not often initiate contact with others. He appears to be happy nearly all the time.</i>
<i>LA3 LOix I can use parts of my body to carry out various activities</i>	<i>Developing D</i>	<i>O enjoys physical activities. He can kick a ball and throw a catch a bean bag. He is learning to catch a medium size ball. He enjoys big apparatus. His fine motor skills are good. He has a good pincer grip and can pick up and manipulate small objects e.g beads stones. He loves playing with cars. He enjoys making marks with a stick.</i>
<i>LA5 LOii I can follow simple instructions</i>	<i>Developing D</i>	<i>O follows simple instructions and enjoys taking part in songs and rhymes. He needs help with 2 part instructions and the actions of some songs.</i>
<i>LA2 LOi I can talk about my home</i>	<i>Just developing JD</i>	<i>O uses mainly 2 - 3 word phrases. He can name people in his family and likes to draw them. His speech is getting clearer. He can name familiar things e.g</i>

## Opio's assessment report continued

Assessment Report Continued		
Name - Opio		DATE: 27.04.2012
LO / COMPETENCES	LEVEL	OBSERVATIONS
LA2 LOi contd	Just developing JD	e.g house, school, car, roof, walls. He likes making houses with wooden blocks.
LA4 LOi I can classify and order things	Just developing JD	O can sort objects into big and small. He can match and sort simple shapes e.g circles, squares, triangles. He can match to co laws but not name them
COMMENTS	Opio is always cooperative and happy. He now spends less time playing alone. He likes to play with others when he is outside. His speech is clearer and he uses 3 words phrases and sometimes short sentences. He is well coordinated and likes physical activity He is very good at kicking and throwing a ball. He is developing good drawing skills.	
NEXT TERM	We will focus on developing his speech and vocabulary.	
AT HOME	He needs to be encouraged to talk about what is going on and to learn the names of things he sees and does the names of colours.	

**Example of Assessment Report Form for Parents**

Date	Term	
Learning Area	Achievement Level	Observations/ comments
Learning Area 1		
Learning Area 2		
Learning Area 3		
Learning Area 4		
Learning Area 5		

Comments.....

.....

## Developmental Report for parents continued

Name of child ..... Date .....

Language Skills (Local Language)

.....  
 .....

Language Skills (English).....

.....

Social Skills.....

.....

Strengths.....

Concerns.....

Next Steps.....

What parents can do.....

.....

### 5.11 Discussing Progress with Parents

It is important for you to meet with parents every term to discuss the Termly Developmental Report and progress of their child/ren. You should always try to be positive and focus on what the child can do

These discussions are a good opportunity for you to tell parents:

- What the levels mean.
- What their child can do well. What she/he likes to do.
- Make sure that you give some positive comments about the child's progress.
- Also talk about, behaviour /social skills/ language.
- Attitude to learning.
- Strengths (What she/he is good at).
- Weaknesses (What she/he finds difficult, but only if they need specific support).
- Next steps (what you will do to help the child next term).

- What parents can do to support the child at home.

In some Nurseries or Study Centres the caregiver may want to copy out their Assessment Report onto a piece of paper to give to the parents when they meet with them.

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Ministry of Education, Science, Technology  
and Sports  
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