

NATIONAL REVIEWED DRAFT PRE-SCHOOL CURRICULUM

The Ministry's Positions Beliefs on Early Childhood

The Ministry of Education, Science and Technology believes strongly in an early childhood programme; and with your help, believes Sierra Leone can move forward to a brighter future. Here are its positions beliefs:

1. Early childhood, both formal and informal, is an important time for growth and development.
2. Children's rights start at birth and young children are dependent on adults to ensure those rights.
3. Quality Early Childhood Care and Education programmes and policies aim to ensure that children grow up healthy, well-nourished, and protected from harm, abuse and neglect, with a sense of self-worth, identity, enthusiasm, and opportunity to learn.
4. Education for all, especially Early Childhood Care and Education are the first steps toward meeting both the Poverty Reduction Strategy Paper and Millennium Development Goals.
5. Quality early childhood care and education programmes are good national investments that lead to better educated, healthier populace, increasing Gross National Product (GNP), reduce gender and class inequalities, and reduce poverty and related effects such as violence and crime.

Gender equality must be promoted from the start of education.

6. With quality Early Childhood Care and Education, children can be more ready to enter primary school and learn.
7. Quality Early Childhood Care and Education that addresses the psychosocial needs of children can also address trauma related problems and prevent future violence.
8. Quality environment for early childhood care and education is needed for the promotion of the holistic development of the child.
9. Corporal punishment must be discouraged in early childhood care and education.
10. Improving on quality early childhood service must promote quality training for educators.

INTRODUCTION

In order to develop a national curriculum that will be utilized by ALL early childhood programmes, it is necessary to solicit a national representational response to agree upon the six identified critical points of early childhood development.

The six identified critical points agreed upon are:

1. National and culturally appropriate child **indicators** (steps to skill acquisitions).
2. **Domain** elements (i.e. social/emotional development, language, creativity).
3. **Measurable child outcomes** (i.e. to know and so simple numeracy).
4. **Theoretical Principles of Child Development and Learning Principles/Practices.**
5. **Age range for the ECD curriculum and ECD policy.**
6. **Parameters** to guide decisions about the cultural and age-appropriateness of curriculum expectations – content.

GENERAL AIMS AND OBJECTIVES

The general aims of the curriculum:

- To lay the foundation for the development of the **whole child** for life;
- To prepare the child for school.

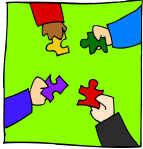
Objectives of the curriculum

By the end of the preschool programme:

- Children should demonstrate age appropriate social skills to enhance positive behavior towards self, peers and others.
- Children should demonstrate gross motor and fine motor skills in order to promote physical well being
- The foundation for intellectual skills development: pre-mathematical skills, science, creativity, critical thinking and intuition of children should have been laid;
- Children should develop ability to use developmentally appropriate technology
- Children should exhibit respect for different spiritual and moral values
- Children should express themselves in the community language and basic English

Domains

These are the eight (8) national agreed upon areas of development (domains) for the children of Sierra Leone's best learning and well-being. A good plan will include activities in as many domains as possible to stimulate positive growth and development to reach the desired child outcomes (see Outcomes on [page 4](#). See Definitions on [page 16](#).



I) Social/Emotional Development

Peaceful Co-existence and Conflict Resolution

II) Psychosocial Development

Reconciliation

Coping with stress, violence and traumatic responses

Conceptions of death, grief, separation and loss

Ability to solve problems and adapt to change

Understanding self and community



III) Physical Development and Well-Being

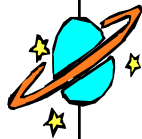
Health and Nutrition

Gross Motor Skills

Fine Motor Skills



IV) Cognitive Development



Mathematics

Science

Critical Thinking

Creativity

Intuition



V) Technology



VI) Spiritual/Moral Development

VII) Literacy Development



VIII) Language Development

National Child Outcomes

These 21 outcomes are the goals that the programme should meet by the end of a child's early education experience. The outcomes enable children to succeed in skills for life. The indicators listed below help to show if the outcomes are being met, these are just some examples but there are many more.

CI=Child Indicator

EI=Educator Indicator

I. Social/Emotional Development

1. Demonstrates age-appropriate social skills (Self-Concept, Self-Control, Positive behavior)

CI: Begins to follow routines and rules

CI: Takes responsibility of classroom environment and materials

CI: Begins to show self-control and independence (e.g. eat, dress and toilet on own)

CI: Treats with care the environment eg peers, animals, plants etc

CI: Takes responsibility of classroom, social and physical environment and materials

CI: Begins to show willingness and friendliness to share eg. play and learning materials, food etc.

CI: Begins to participate in the customs and traditions of the community/villages

CI: Exhibits skills that promote leadership role; decision making

CI: Learns to respect others, irrespective of gender and background

CI: Shows appreciation of his/her work

CI: Shows knowledge of people within the school environment; making friends

CI: Shows tolerance and cooperation

CI: Demonstrates appreciation of others work and effort

CI: Can accommodate other challenges

EI: Encourages individual/group to interact with learning materials

EI: Educators provide children chances to interact with engaged adults and children throughout the day

EI: Educators to serve as role models

EI: Educators must not discriminate among children

EI: Educators respect children's view.

2. Demonstrates developmentally appropriate emotional skills

CI: Recognizes and can name theirs and others feelings

CI: Begins to manage their emotions, behaviours and attention span

CI: Show kind and empathetic love for the sick, disabled and HIV/AIDS affected persons

CI: Can recognize and express their feelings and that of others

CI: Begin to overcome psychosocial tendencies like shyness, timidity, aggressiveness etc

CI: Can recognize and name their feelings and others

CI: Children respect and accept and accept others irrespective of their physical condition

EI: Educators plan opportunities for children to express themselves and listen to others

EI: Educators observe children's interaction with each other

II. Psychosocial Development (Knowledge of Family and Community)

3. Demonstrates positive and easy transitions (e.g. home to school, pre-school to primary school)

- CI: Begins to easily move from one activity or environment to another
- CI: Begins to participate in the customs and traditions of the community/village
- CI: Begin to overcome psychosocial tendencies like shyness, timidity, aggressiveness etc
- CI: Children begin to appreciate their culture and culture of others
- CI: Employs Peace building techniques in conflict situations

CI: Exhibits tolerance, cooperation

CI: Learn to take turns and works in teams

CI: Takes part in decision-making

EI: Educators to provide opportunities for children to appreciate their culture and culture of others.

EI: Educators provide a safe and comforting environment for the children

EI: Educators reward challenge for good beginning (symbolic behavior) behaviour

EI: To facilitate challenge participation in customs and traditions in school.

EI Educators provide facilities, to change classroom act and visit important places in the community

4. Demonstrates respect for self and others

CI: Plays well with different children, makes friends easily, finds solutions to problems peacefully without conflict or fighting

CI: Shows basic courtesies to others

CI: Stands up for their own rights and those of others

CI: Children hold up to their own responsibilities

CI: Demonstrates honesty to self and others (e.g. tells the truth, says I'm sorry)

CI: Demonstrate tolerance; sharing and support; leadership; healthy competition; healthy conflict; and learning from one another

EI: Educators monitor children's interaction

EI: Educators respect children and use courtesies with them as well as respond to the courtesies of the children properly

III. Physical Development and Well-Being

5. Demonstrates basic gross motor skills

CI: Shows ability to climb, jump, and balance

CI: Shows progressive strength, coordination and control of body

CI: Shows ability to climb, jump, balance, skip, throw, catch etc

CI: Shows progressive strength, coordination and control of body.

CI: Shows progressive development of skills-walking, jumping etc

CI: Shows ability to coordinate eye and hand movement

EI: Educators are actively involved in planning and participating in opportunities for children to practice skills such as coordination, movement and balance

EI: Educators are actively involved in planning and participating in opportunities for children to practice skills individually and in groups

EI: Provide opportunities for eye-hand coordination

6. Demonstrates basic fine motor skills

CI: Shows ability to use writing and drawing tools, scissors, etc.

CI: Uses eating utensils properly

CI: Shows ability to use writing and drawing tools, scissors etc. appropriately

CI: Uses eating utensils (including hands) properly.

EI: Educators to create opportunities for children to develop confidence motor skills by providing practice in skills, objectives and equipment for their development

EI: Educators to provide for the children's individual and specific needs.

EI: Educators provide children with the materials needed to build up their hand and finger skills

7. Demonstrates knowledge and practices of good health habits

CI: Shows ability to discuss causes and preventions of HIV/AIDS, Malaria, and Dysentery (e.g. making O.R.T.)

CI: Washes hands after toilet and before eating (good hygiene)

CI: Washes foods when appropriate

CI: Shows knowledge on how to handle sharp and harmful objects

CI: Shows ability to discuss causes and prevention measures of HIV/AIDS malaria, vomiting and diarrhea (eg preparing OR's sleeping under treated net etc.

CI: Washes hands with soap and water after toilet and before and after eating (good hygiene)

CI: Washes food (fruits and vegetables) before eating

CI: Shows knowledge of the types of food to eat (balanced diet) both at home and in school.

CI: Shows knowledge on the danger of handling and playing with sharp and harmful objects

CI: Brushes teeth at least two times a day

CI: Identifies and avoids dangerous and poisonous plants and substances.

CI: Shows knowledge of the danger of playing with animals indiscriminately

CI: Shows knowledge of dangerous and negative effect of smoking, drinking alcohol and using other drugs

EI: Educators demonstrate knowledge of good health status, safety and healthy well balanced diet.

EI: educators provide opportunities for children to learn about how to avoid sickness by taking good care of their bodies and eating balanced diet.

EI: Educators ensure that children live in hygienic and healthy environment /home.

EI: Educators sensitize parents/community on good healthy habits for children.

EI: Educators provide opportunities for children to learn about how to keep their bodies well and avoid sickness

IV. Cognitive Development

A. Math

8. Demonstrates knowledge of basic numbers

CI: Pre-number and Mathematical skills:

- Enumerating without counting
- Number language
- Classification

One-to-one correspondence

Conservation

Visual perception

Seriation

Counting

Patterns: shapes, sizes and colours)

CI: Shows ability to enumerate

CI: Shows ability to count up to 20

CI: Shows ability to recognize and identify number values up to 10 (through drama)

CI: To show ability to measure, e.g. length, weight and height using objects

CI: Ability to order numbers through play

CI: Ability to identify and classify by colours, shapes and sizes

CI: Ability to identify and arrange in descending and ascending order.

CI: Ability to match corresponding objects (one-to-one)

CI: Ability to create patterns (by drawing, tracing, rubbing)

CI: Ability to recognize that number of objects is the same even when they are arranged differently

CI: Ability to recognize that volumes of liquid remain the same even when in differently shaped containers.

EI: Educators to provide appropriate learning materials for children

EI: Educators to guide children in the acquisition of pre-number and mathematical skills

EI: Educator to provide equal opportunities for participation in and out of classroom (individual and groups)

EI: Educator to create opportunity for transfer of learning (home and community)

EI: Educator provides opportunities for number awareness-enumerating objects without counting.

EI: Educator provides opportunity to count objects

EI: Educator to provide opportunity to use and demonstrate number language in the school environment (through drama, demonstrations)

EI: Educator to encourage and facilitate composition of simple number language rhymes/songs in English and local languages

EI: Educators provide materials for children to explore colors, shapes and sizes of objects

EI: Educator provides opportunities for number awareness (e.g. use objects in the environment, use language of less and more, use the names of numbers)

9. Demonstrates knowledge of basic colors, shapes and sizes

CI: Shows ability to identify patterns and match sizes

CI: Shows ability to compare and contrast 2 to 3 objects that are the same or different

CI: Relating numbers to objects

CI: Demonstrate knowledge of basic colours, shapes and sizes

CI: Ability to identify primary colours and basic shapes e.g. round, square etc

EI: Educators provide materials for children to explore colors, shapes, and sizes of objects
B. Science

10. Demonstrates the ability to make things happen, solve problems and use all their six senses

CI: Shows ability to observe, explore and experiment

CI: Notices changes in the world around them (e.g. weather, seasons, life cycles)

- Water play
- Gardening
- The weather/seasons
- (seeing is believing)
- Sand play
- Animals
- Light

EI: Educators plan with children to explore the world around them and encourage children to ask questions and think about answers

C. Creativity

11. Demonstrates creativity and learns to take initiative

CI: Communicates creatively through music, artwork, drama and dance

CI: Shows ability to use different art materials and activities:

- Paper work
- Molding (using clay, plasticine dough)
- Drawing and painting
- Weaving and knitting
- Construction
- Music, dance, drama
- Critical thinking
- Puzzles, riddles, proverbs, poems and stories(WHY stories)

CI: Shows ability to identify and use different art materials

CI: Communicates creatively through music stories, art work, drama and dance

CI: Can tell and re-tell stories from pictures and imagination

EI: Educator provides children with materials and opportunities to use them as they like so they can be creative

EI: Educators provide children with materials and opportunities to use them as they like so they can be creative

D. Critical Thinking

12. Demonstrates ability to solve more and more complex problems

CI: Carries out simple 1, 2 and 3 step instructions at one time

CI: Shows ability to solve problems, in different ways, on their own

CI: Demonstrate ability to solve more and more complex problems.

EI: Educator must ensure the even distribution of questions in class (note the gender composition and individual differences in class)

EI: Educators provide opportunities for children to solve problems and follow multiple directions at once so children can succeed. Educator encourages children to think of more than one way to solve a problem and allows them to fail in order to learn

13. Demonstrates ability to think critically and ask questions

CI: Asks questions and comes up with imaginative answers to questions

CI: Shows ability to listen to stories, think of ideas about the stories, and apply them

EI: Educators ask questions that help children think and are not afraid of children who ask questions.

E. Intuition

14. Demonstrates that they can trust themselves, their 6th sense, and are open to different forms of knowledge

CI: Understands that it is okay to have different opinions and understand things differently because they may be aware of things that others are not

CI: Shows an ability to use their 6th sense in figuring out a problem

EI: Educators support children's learning by providing opportunities for children to discover how much they already know intuitively, to strengthen and encourage intuition and respect children's use of intuition

V. Technology

15. Demonstrates ability to use technology in the classroom (developmentally appropriate planning with media such as radio, television, videotapes, computers, telephones)

CI: Shows knowledge of technology that is available and how to handle the equipment (e.g. turn on a radio/television)

CI: Shows knowledge of what different technology does (e.g. radio plays music, tells the news, talks about current events...)

CI: Shows the ability to make different items of technology using local materials.

CI: Shows the ability to differentiate between traditional and modern technology.

CI: Shows ledge about values of appropriate technology in our daily life.

CI: Shows knowledge of technology used at home, school and office; e.g. sewing machine, bicycle, computer, electricity

CI: Shows knowledge of dangers caused by technology.

EI: Educator should provide appropriate materials available for children to use.

EI: Educators should guide the children to use materials appropriately.

- EI: Educator should explain how modern technology makes life easy.
- EI: Educators should sensitize parents on the importance of technology and its dangers.
- EI: Educators provide opportunities for children to have access to technology

VI. Spiritual/Moral Development

16. Demonstrates thinking about and respecting different values and how to express them in relation to themselves, the community, and the world at large

- CI: Shows respect for different values, religions, abilities, cultures, norms.
- CI: Begins to exhibit positive personal, social, moral and spiritual values
- CI: Shows respect for different values and norms, religions, abilities and cultures.
- CI: Children should be able to tell the uses of plants and animals
- CI: Shows respect for property.(at home, private and public property)
- CI: Cares for animals, plants
- CI: Shows knowledge that population and deforestation are harmful.
- CI: Respect for law and order
- CI: Shows respect, love appreciation and concern for their and the elderly peers.
- CI: Shows respect for different religions and the fear of God.
- CI: Demonstrates care for the environment

- EI: Educator help children to understand how to make good personal and social choices so they can feel respect, confidence and purpose in the community
- EI: Educator create opportunities for positive character formation through appropriate moral stories, rhymes, proverbs that teachers values.
- EI: Educator inculcate in children to have respect for property.
- EI: Educator should mould children's character through stories, Rhymes and songs etc.
- EI: Educator should also enforce disciplinary measures with love to guide children's behavior, in school, home and society.
- EI: Educator should encourage children to care for plants and animals.
- EI: Educator should encourage prayers at the beginning and end of each school day.
- EI: Educator should ensure respect for property.
- EI: Educator should show the important for protection of the environment
- EI: Educator encourages children to observe and respect law and order in school and community.
- EI: Educator to create awareness about the dangers of smoking, drinking alcohol and drugs.

17. Demonstrates love and care for nature (animals, plants...)

- CI: Cares for animals and plants
- CI: Shows respect for nature and does not litter
- EI: Educators provide children with chances to go out into the environment to observe and learn.
- EI: Educator to provide litter boxes/baskets around the school compound.

VII. Literacy Development

18. Demonstrates ability to associate sound with the written word according to developmental level

- CI: Shows the ability to identify at least 10 letters of the alphabet, especially those in their own name
- CI: Shows the ability to listen to and discuss different kinds of stories
- EI: Educators provide children with the chance to become familiar with words (e.g. items belonging to the child are labelled with their name, materials are labelled, etc.) and stories of all kinds

19. Demonstrates understanding of the value and has an appreciation for books and the knowledge they can give

CI: Shows how to handle and care for books

CI: Responds to the written word in different kinds of books including picture books, books with rhymes, story books

EI: Educators read books and give chances for children to learn and read through books

VIII. Language Development

20. Demonstrates ability to express themselves in basic English and the community language

CI: Shows the ability to use language to communicate for different purposes

CI: Asks and answers simple questions and courtesies

EI: Children are given opportunities to communicate needs, thoughts and experiences in the classroom

21. Demonstrates ability to take part in discussions using complex and varied spoken vocabulary

CI: Shows the ability to communicate in complete sentences with longer words

CI: Shows the beginning of communication of more complex ideas

EI: Educators challenge children through questioning and show an interest in what the child is saying

Principles and Practices

The following are principles of early childhood development that when put into practice create higher quality programs. The principles should change when appropriate due to changes in other areas (e.g. best practices, policy changes).

Principle	Practice(s)
<p>Children learn best when educators meet their physical needs and feel emotionally safe, secure, loved and respected</p> <p>Note: Corporal punishment (spanking, hitting, caning...) creates an unsafe place for children. They cannot build trust. Children learn to use violence and hit because children copy adults</p>	<p>Educators create a safe child centred and friendly environment for learning – foster trust</p> <p>Educators make sure natural needs are met (e.g. healthy toilets, food, clean water, sleep, active time and physical health)</p> <p>Educators build self-control through <i>discipline</i> not punishment. Tips on discipline:</p> <ul style="list-style-type: none"> ❖ Effective discipline requires follow through and takes time ❖ The best way to discipline is to help children to think of other solutions and their possible effects
<p>Children learn through active play and by doing, which will change as their needs change</p> <p>Note: Play is a child’s work</p>	<p>Educators build longer attention spans (sitting still or working on a task) slowly, paying attention to children’s needs</p> <ul style="list-style-type: none"> ❖ Children are not naughty/bad when they cannot sit for long periods of time (over 10 minutes) <p>Educators have children join to plan, make materials, make class rules, clean-up, etc.</p> <p>Educators provide direct experience with real objects (e.g. lapa’s to tie dolls on back, eating tools)</p>
<p>Children learn best based on their own experiences</p> <p>Note: Skills for Life Curriculum Units are a good resource (See Works Sited - page 19)</p>	<p>Educators let children play/do, observe, and then make conclusions based on their own experiences</p> <p>Educators allow children to learn meaningful life-skills in their communities (e.g. make an ORT drink, bed nets to prevent malaria)</p>
<p>Children learn best when educators are guides and build upon the thoughts, actions and interests of the children—not when they are directed or controlled</p>	<p>Educators set up the environment to support children’s interests and get them excited about learning and asking more questions</p> <p>Educators guide children as they decide on activities, but do not lead</p>
<p>Children learn best with small group sizes and low educator to child ratios</p> <p>Note: One educator to 8 to 20 children provides the best quality (based on the age of the children)</p>	<p>Educators have no more than 20 children who they are in charge of and divide children into small groups whenever possible</p>
<p>Children learn through social interactions with other adults and children</p>	<p>Educators work with multi-age groups to create opportunities for children to support and learn from one another</p>

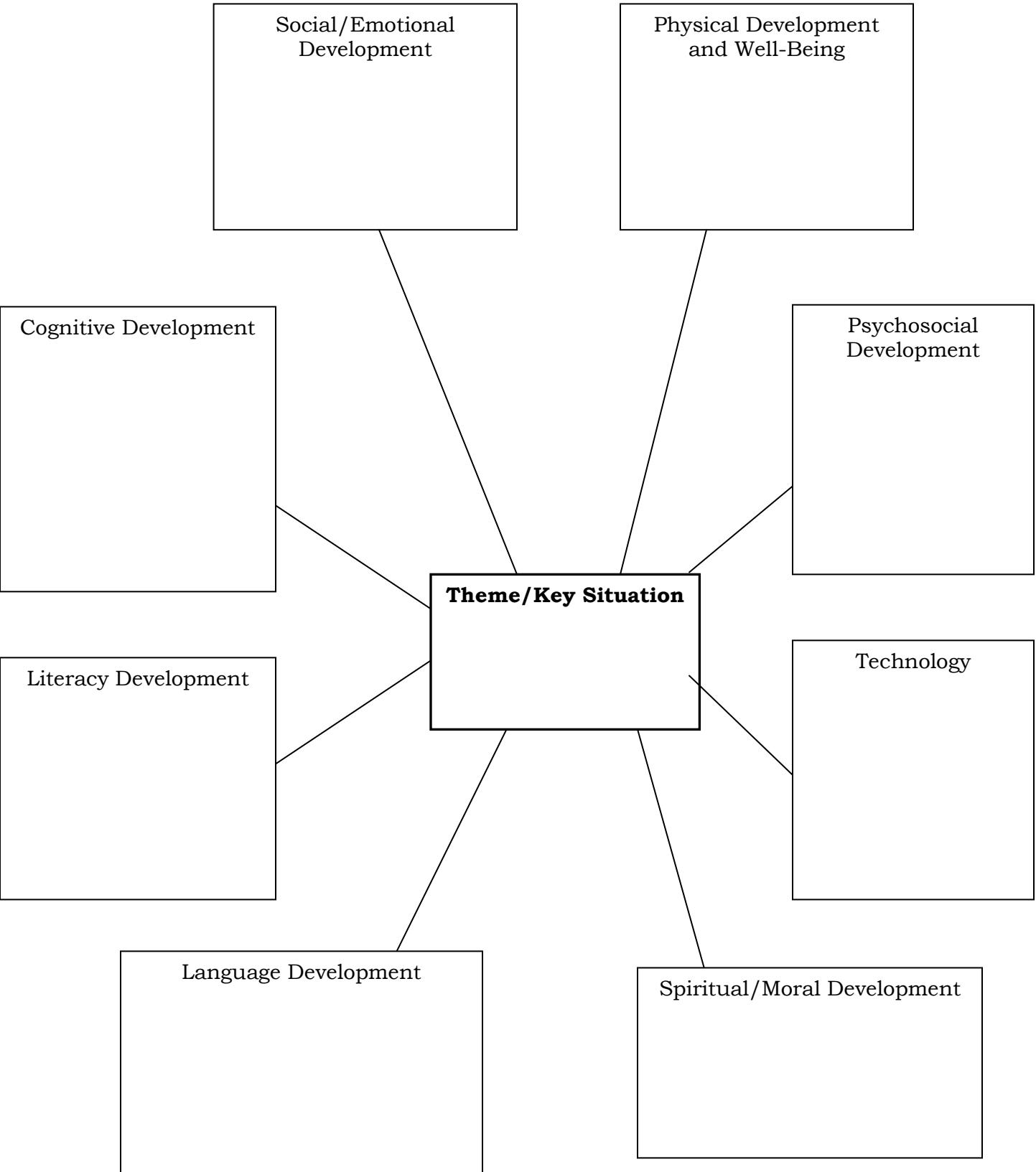
<p>Note: Multi-age groups support social interactions and development in young children</p>	
<p>Children learn best when all areas of their life are a part of the way an educator addresses the child's well-being</p>	<p>Educators include activities that fit all the Domains in their weekly planning:</p> <ul style="list-style-type: none"> ❖ Physical Development and Well-being ❖ Psychosocial Development ❖ Social/Emotional Development ❖ Cognitive Development ❖ Language Development ❖ Literacy Development ❖ Moral/Spiritual Development ❖ Technology
<p>Children learn best when taught in a developmentally appropriate way</p> <p>Note: Developmentally appropriate has 2 parts – age and individual (See definitions on page 16)</p>	<p>Educators respect and take individual children's differences into thought when planning including:</p> <ul style="list-style-type: none"> ❖ Individual qualities, knowledge, and development ❖ Home, community, background experiences ❖ Disabilities/abilities ❖ Gender ❖ Cultures, languages, religions
<p>Children learn best when parents and families play a role in early education programs since parents are the child's first educator</p> <p>Note: Parent education raises the quality of care and education at home and school</p>	<p>Educators ask parents and families to help when planning, take into account their ideas, and carrying out activities (e.g. Parent Involvement Meetings, student performances, parent volunteers, field trips)</p>
<p>Children learn best with quality educators who have quality training know the principles of early childhood development and put them into practice</p>	<p>Educators join with trained Early Childhood Development (ECD) MEYS inspectors and supervisors in on-going training and assessment</p> <p>Programs use educators that have education, skills, and knowledge of early childhood development to engage in ongoing training</p>
<p>Children learn best when educators understand that educators and children are both learners and teachers</p>	<p>Educators take time to watch and listen to the children to assess activities, the children and learn for the future</p> <p>Educators listen to the children when planning so they learn what the children need to develop</p>
<p>Children learn best when they help to plan a consistent daily routine with changes planned in advance</p> <p>Note: Routines should have a balance of restful and active movements/activities</p>	<p>Educators create with children a daily routine that may include</p> <ul style="list-style-type: none"> ❖ Outdoor experiences ❖ Planning time (With the children) ❖ Free Choice ❖ Clean-up time ❖ Go Over Plan (Chance for children to think and talk about the plan and their free choice) ❖ Small group time (e.g. Theme/Key Situation)

	❖ Large group/Circle time
Children learn best when they understand that they are part of a greater world	<p>Educators help children develop their own beliefs, values and practices with an understanding that they are part of something greater</p> <p>Educators bring in new ideas and experiences and help the children understand that their actions affect more than just themselves</p>

ECD Curriculum Template - Draft

1. Brainstorming Worksheet (Circle the Key Domain(s)):

Write your theme/key situation in the center box, and then brainstorm activities with the children that can be used with that theme/key situation in the surrounding Domain boxes.



2. Child Outcome(s):

- a) _____

- b) _____

3. Objectives (Child and Educators): After filling out this section, fill out the Planning Sheet (page 3).

- a) _____

- b) _____

- c) _____

4. Teaching Aids/Materials:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Assessment/Evaluation (observations to be filled out during the activities):

- a) _____

- b) _____

- c) _____

- d) _____

6. Future Plan (to be filled out after the activities):

- a) _____

- b) _____

- c) _____

Weekly Planning Sheet

Lesson Plan for the Week of: _____ (Fill out activities in the boxes)

Theme/Key Situation: _____

Note: How we teach is just as important as what we teach; make sure activities fit the teaching theory.

Routine ↓	Monday	Tuesday	Wednesday	Thursday	Friday

A lesson plan should be filled out for each week that you stick to the same theme/key situation.



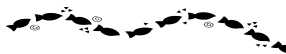

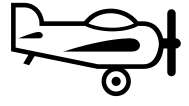



Assessment/Evaluation

← Outcomes/Objectives (Shaded rows are meant for planning stages and white are for observing the plan)	Domains ↓	Assessment/Evaluation																		
		Parent, family and Community Involvement	Social/Emotional Development	Physical Development and Well-Being	Cognitive Development					Psychosocial Development		Literacy Development	Language Development							
			Conflict Resolution			Math	Science	Critical Thinking	Creativity	Intuition	Reconcili	Coping	Conceptio	Problem Solving						

Note: While carrying out the activities observe in the classroom and take notes on how the activities are going.

Sample Themes/Key Situations

Educators may choose, with the children, a theme/key situation, from the list, or something that is brought up. The chosen theme/key situation may be focused on for as few as 1-2 days to a month, as long as the children are interested and learning.

<p>A Accidents Agriculture Animals</p> 	<p>B Back to School Birds Birthdays Body</p>	<p>C Ceremonies Clothing Colors Community Cooperation Courtesy</p>	<p>D Day of the African Child Diarrhea (dysentery) Diet – nutrition</p>
<p>E Elders Environment</p> 	<p>F Family Farms Fish Food Friends</p>	<p>G Gardens Government</p> 	<p>H Health and Safety HIV/AIDS Holidays Home Life</p>
<p>I Independence Day Insects Instruments</p>	<p>J Jobs</p>	<p>K</p> 	<p>L Letters of the alphabet</p>
<p>M Malaria Manners Market Me, Myself and I Money</p>	<p>N Nature Neighborhood New kids Numbers</p>	<p>O Ocean</p>	<p>P Peace</p> 
<p>Q</p> 	<p>R Religion Reptiles Rhyming</p>	<p>S Seasons Senses Shapes Sharing Sierra Leone</p>	<p>T Time Traditions Transportation Trauma</p>
<p>U Universe</p>	<p>V Village Violence Vegetables</p>	<p>W Water Weather</p>	<p>X</p> 
<p>Y</p> 	<p>Z Zoo</p>		

Once a theme/key situation is chosen, educators may use the Brainstorming Worksheet to plan how every Domain (e.g. physical development and well-being) may be brought into that theme/key situation.






Sample Daily Routines

Children respond best to a set daily routine. With the children's help, teachers are encouraged to plan a consistent daily routine. If the routine is to be altered, it should be done in advance. While planning the routine keep in mind that the time a child can sit for one activity must be built slowly.

Example Daily Routine #1:

Welcome Children
 Circle Time
 Free Choice
 Arts and Crafts
 Go Over Plan
 Lunch
 Outside Time
 Snack Time
 Song Time
 Children Leave

Example Daily Routine #3:

Welcome Children
 Devotion 
 Circle Time 
 Key-Situation
 Go Over Plan 
 Lunch 
 Outside Time 
 Rhymes/Games
 Children Leave

Example Daily Routine #2:

8:00-8:15 Welcome Children
 8:15-8:45 Free Choice
 8:45-9:15 Outside Time
 9:15-9:30 Song Time
 9:30-9:45 Go Over Plan
 9:45-10:15 Circle Time
 10:15-10:45 Lunch
 10:45-11:15 Arts and Crafts
 11:15-11:30 Free Choice
 11:30-11:45 Children Leave

Example Daily Routine # 4:

Welcome children
 Devotion
 Story Time
 Music Time
 Group Activity
 Snack
 Outside Time
 Go Over Time
 Lunch
 Outside Time
 Story Time
 Nap Time
 Free Choice
 Children Leave

Note: Having a routine posted on the wall may help the children get used to a daily schedule. Also, transition time and clean up time must be planned for.

GLOSSARY

Age-appropriate	Universal order of growth and change that take place in children (See developmentally appropriate)
Brainstorming	The key to brainstorming is to get ideas that come to your mind down as they come. Remember during brainstorming to focus on quantity, no criticisms, unusual ideas are welcome, and combine and improve upon ideas.
Co-existence	A state in which two or more groups are living together while respecting their differences and resolving conflict nonviolently
Cognitive Development	A child develops understanding for how they think and react
Conflict resolution	A method to solve conflict, nonviolently, where both sides see themselves as winners in the end. A third party may come in to help
Coping	To struggle with difficulties and the act to overcome them
Corporal punishment	To intentionally cause physical pain as a way of changing behavior. It may include things such as hitting, slapping, punching, kicking, pinching, shaking, and the use of objects (paddles, belts, sticks, or cane)
Creativity	Process involving the creation of new ideas or concepts, characterized by originality and expressiveness; imaginative
Critical Thinking	Process of looking at and questioning information to reach an answer
Curiosity	A desire/eagerness to know or learn
Curriculum	Includes the outcomes for knowledge and life-skills to be gained by children and plans for learning experiences through which such knowledge and life-skills may be reached
Demonstrate	To show clearly
Developmentally Appropriate	Has two parts, age and individual appropriateness (See age-appropriate and individual appropriateness)
Discipline	To change the misbehavior at the same time to keep the child's self-worth in place and build it stronger
Domain	Areas of development concern or function (e.g. social/emotional development, physical development)
Early Childhood Care and Education	Aims to prepare the child for everyday life, leading up to primary schooling, in an interactive and creative way
Educator	Anyone who educates, enlightens, young people (e.g. teacher, parent, caregiver)
Emotional development	A child develops the understanding of their different feelings, and how to deal with them

Fine Motor Skills	Movements of small muscles, normally refers to actions of the hands, wrists, and arms, and occur together with the eyes
Formal Education	Refers to the structured educational system provided for children
Gender	The state of being male or female
Gross Motor Skills	Movements of large muscles of the body
Gross National Product	The total market value of all the goods and services produced by a nation during a specific period of time
Holistic	Stressing the importance of the whole and the link of its parts.
Home Corner	Play version of the home for children to interact and learn
Indicator	Measurement to show if your outcome is being reached
Individual Appropriateness	How each child has their own timing for their growth and change (See developmentally appropriate)
Intuition	The knowing of something without prior knowledge or the use of reason often called the 6 th sense. Intuition is how your brain uses your other five senses to help you know or figure something out
Key Situation	Important learning situations in the life of a <i>child</i> . A situation becomes a “key situation” when important learning can take place. There is always room for improvement
Language development	A child develops verbal communication as a subject of study
Literacy development	A child develops the ability to read and write
Math	Dealing with the reason of number, shape and arrangement
Millennium Development Goals	The MDGs form plan agreed to by all the world countries and development institutions, including Sierra Leone. There are eight goals that range from cutting extreme poverty to ending the spread of HIV/AIDS and providing universal primary education, all by 2015.
Moral Development	A child develops their idea of what is right or just behavior in the community and the world
Multi-age	When there is a group of individuals that includes a number of different ages
Non-formal Education	Refers to the importance of education, learning and training outside of the formal education system
Nursery	See early childhood care and education
Nursery School Association	A group of early childhood programs and teachers working to increase the quality of care and education for young children
Objective	Something you strive for; a goal
Outcome	An end result

Physical Development	A child develops body skills to complete everyday tasks (e.g. gross and fine motor skills)
Poverty Reduction Strategy Paper	Paper that describes Sierra Leone's plan for reducing poverty
Pre-primary	See early childhood care and education
Pre-school	See early childhood care and education
Psychosocial Development	A child develops both socially and psychologically (relating to the mind or mental processes) to create positive well-being
Punishment	Penalty for a wrongdoing
Reconciliation	Process of restoring a relationship
Science	Knowledge or trained skill, especially when this is attained by experiments
Self-worth	Self-esteem, self-concept, self-respect
Social Development	A child develops social skills and their ability to learn through interacting with others
Spiritual Development	A child develops their own beliefs, values, and practices with an understanding that they are part of something greater than themselves
Technology	Materials created by the application of science in order to achieve some value
Theme	A topic of discussion and activity that is used over and over
Well-being	Being healthy, well-nourished, happy and protected from harm with a sense of self-worth and chance to learn

SAMPLES OF DEVELOPED KEY SITUATIONS

Safety in the school and its environment

1. ACTIVITIES

Social/Emotional Development

- Older children caring for younger peers;
- Washing hands after using cleaning implements;
- Demonstrate common courtesies;

Physical Development and Well-Being

- Picking up dangerous objects in the environ;
- Filling pot holes in environ;
- Cleaning of drinking containers;
- Visitation of facilities in the environment;
- Sweeping

Cognitive Development

- Drawing objects in environ;
- Kerb Drill;
- Identify dangerous spots and objects in the environment;
- Identify names of object in the environment;

Psychosocial Development

- Organizing health talks;
- Putting up sign posts in the environment;

Literacy Development

- Teach rhymes, poems
- Storytelling and dramatization;
- Reading captions under posters;
- Ask and answer questions;

Theme/Key Situation *Safety in the school and its environment*

Technology

- Using cleaning implements appropriately;
- Making brooms

Language Development

- Pre-reading skills;
- Teach the Kerb Drill;
- Drawing objects in the environment;
- Children name objects in the environment;

Spiritual/Moral Development

- Stories on cleanliness;
- Protect play materials;
-

2. CHILD OUTCOMES

- Children recognize dangerous objects and keep their environment free of them
- Children acquire and practice good health habits
- Parents/community participate fully in pre-school activities
- Children recognize dangerous areas in their environment.
- Children identify sounds of letters and read captions
- Children keep their environment clean and tidy.
- Children trace letters of the alphabet
- Children use the kerb drill children read and understand safety rhymes and poems
- Children tell and dramatise safety stories
- Educators provide adequate relevant teaching materials for children's activities
- Educators facilitate children's activities

3. OBJECTIVES

At the end of the key situation

(a) Children should be able to:

- Identify and pick up dangerous objects around their school environment
- Recite rhymes and sing songs on safety
- Acquire and practice good health habits
- Recognize dangerous areas in their school environment
- Recite and practice the kerb drill and other rhymes and poems on safety.
- Tell and dramatise stories on safety
- Draw and crayon road signs

(b) Parents /community should be able to:

- Support the school in all its activities
- Participate fully in schools activities

(c) Educators should be able to:

- Provide adequate relevant teaching learning materials for children's activities
- To provide ample time to facilitate and guide children's activities

-

4. Teaching Aids and learning materials

- Dust bin, brooms, and dust pan
- Papers, crayons, pencil, erasers, water colours
- Water , soap, sponge{(sappo)}
- Chalkboard, chalk, duster
- Containers, shovels, stones, sand
- Sticks, prepared sign posts, cement, nails
- Shelves/boxes, baskets

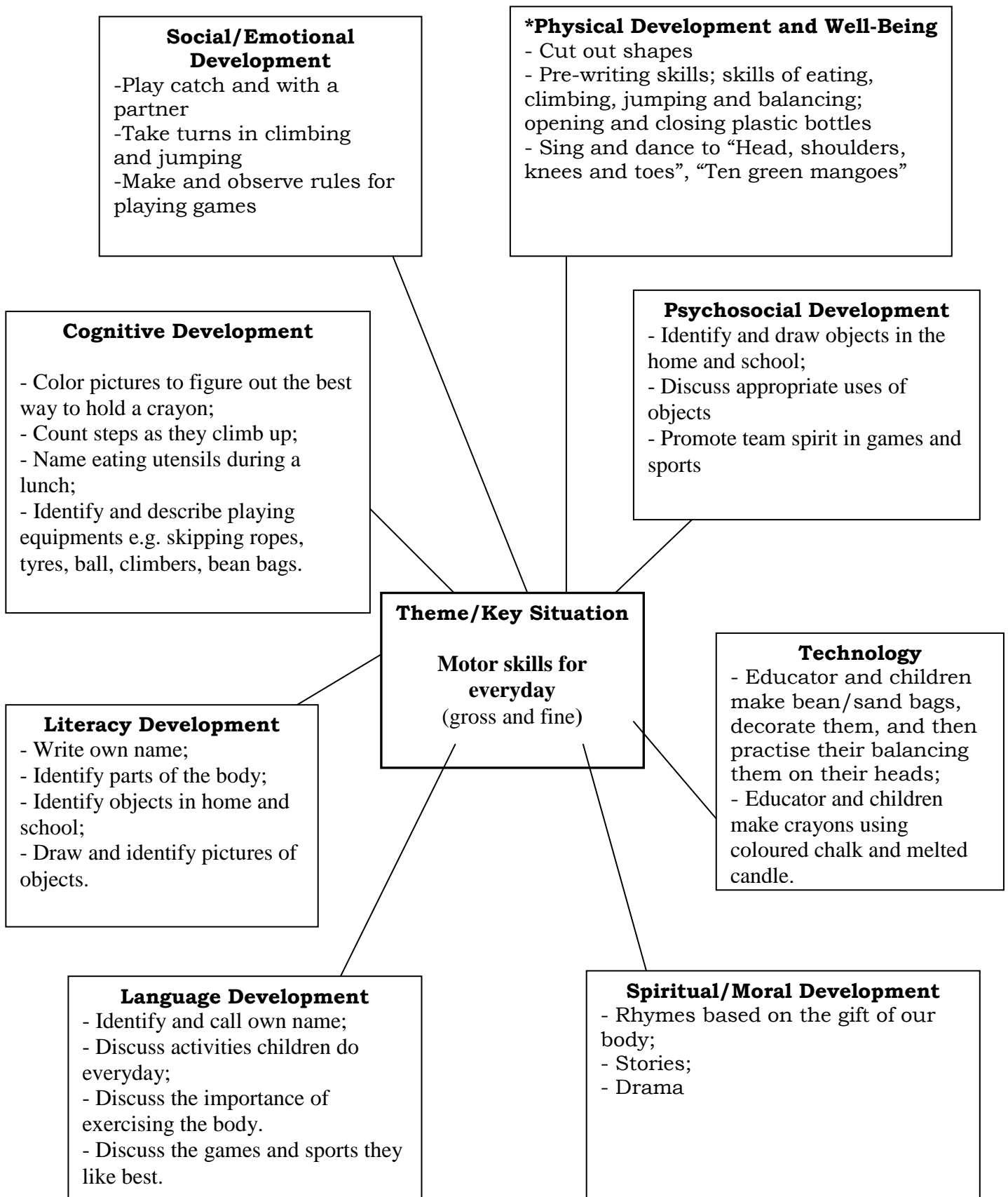
5. Assessment/evaluation

- Observe children participation in activities
- Asking children questions
- Engage children in discussions
- Assess classroom tasks

6. Future plans

Motor skills for everyday

1. Activities



2. Child Outcome(s):

- a) Demonstrates appropriate gross and fine motor skills in various activities.
 - b) Appreciates the importance of physical exercise
-

3. Objectives (Child and Educators):

- a) Develop gross motor skills
 - i) Use outdoor play equipment to take part in sports and other physical activities
 - ii) Sit in the correct sitting posture
 - b) Develop fine motor skills
 - i) Hold pencil/crayon correctly;
 - ii) Use writing materials to identify and write own name
 - iii) Draw eating utensils
 - iv) Hold books correctly while reading.
 - c) _____
-

4. Teaching Aids/Materials:

Football	Jump/skipping rope	Pencils
Paper	Scissors	Clay
Crayons	Apron	Games tunic
Rice sack	bowls, buckets	

5. Assessment/Evaluation (observations to be filled out during the activities):

- a) Careful observation of the children shows that children have a hard time holding small objects before bigger ones.
 - b) Observe children hold writing equipment and books.
 - c) Observe children as they take part in physical activities
 - d) _____
-

6. Future Plan (to be filled out after the activities):

- a) With future teaching it is recommended that teachers start out having the children experiment with larger objects and move to the smaller ones, unless the children are drawn to the small ones.
- b) _____

The Seasons

1. Activities

Social/Emotional Development

- Classes/ groups discuss and choose what to plant on their beds in the garden;
- Appropriate seasonal social activities for children, educators and parents, e.g. field trips, picnics, games & sports;
- Care and safety of children during the seasonal activities.

Physical Development and Well-Being

- A school garden project during the dry season for the whole school in which children, educators and parents are actively involved.
- Children plant, take care, and monitor the growth of the plants.
- Plants and fruits in season

Cognitive Development

- Identify the months of the year and seasons
- Identify and discuss activities they undertake during each season
- Monitor growth of plants in the dry season/first and second terms.

Psychosocial Development

- Coping with the seasons e.g. the heat, heavy down pour of rain;
- Cultural activities children engage in during the seasons;
- Safety of children, e.g. wearing appropriate foot wear, flooding, drowning, draughts, bush fires.

Theme/Key Situation *The Seasons in our country*

Literacy Development

- Stories, rhymes, songs
- Picture talks

Technology

- Protection materials during the seasons, e.g. umbrella/rain coat;
- Preservation of foods

Language Development

- Discussions based on the seasons:
 - Likes and dislikes of the seasons;
 - Plants and fruits of the seasons
 - Duration of each season
 - Grouping of plants and fruits.

Spiritual/Moral Development

- Stories, rhymes, and songs about Creation and the seasons;
- Discuss and appreciate God's gifts to us in the seasons.

2. Child Outcome(s):

- a) Demonstrates knowledge of the two seasons
- b) Demonstrates knowledge about plants and fruits in season
- c) Demonstrate appreciation of nature
- d) Shows preference of the season he/she likes and why
- e) Describes the main activities children can participate in during each season in school and at home
- f) Children, educators and parents take part in appropriate seasonal activities
- g) Describes possible problems he/she faces during each season.

3. Objectives (Child and Educators and Parents):

Children should be able to:

- a) describe the rainy season and the dry season;
- b) describe the season they like and why they like it;
- c) identify the activities they participate in school and at home/community during each season;
- d) talk about plants and fruits in season; children draw the fruits they like best
- e) take part in appropriate seasonal activities, such as field trips, outings, games and sports;
- f) show appreciation of the seasons and how they affect their lives and others;
- g) talk about their needs during the seasons, e.g. raincoat/umbrella/sweaters/wind breaker, appropriate foot wear and clothes.

Educators and parents should be able to:

- Explain the seasons and their importance;
- Give children the opportunity to appreciate and enjoy various activities in each season;
- Give children material and financial support to carry out activities;

4. Teaching Aids/Materials:

Pictures, charts, books, real objects, materials for writing, drawing, planting.

5. Assessment/Evaluation (observations to be filled out during the activities):

- a) Observe children as they carry out various activities
- b) Listen to children as they interact with peers, educators and parents
- c) Examine children’s slates/books/work

6. Future Plan (to be filled out after the activities):

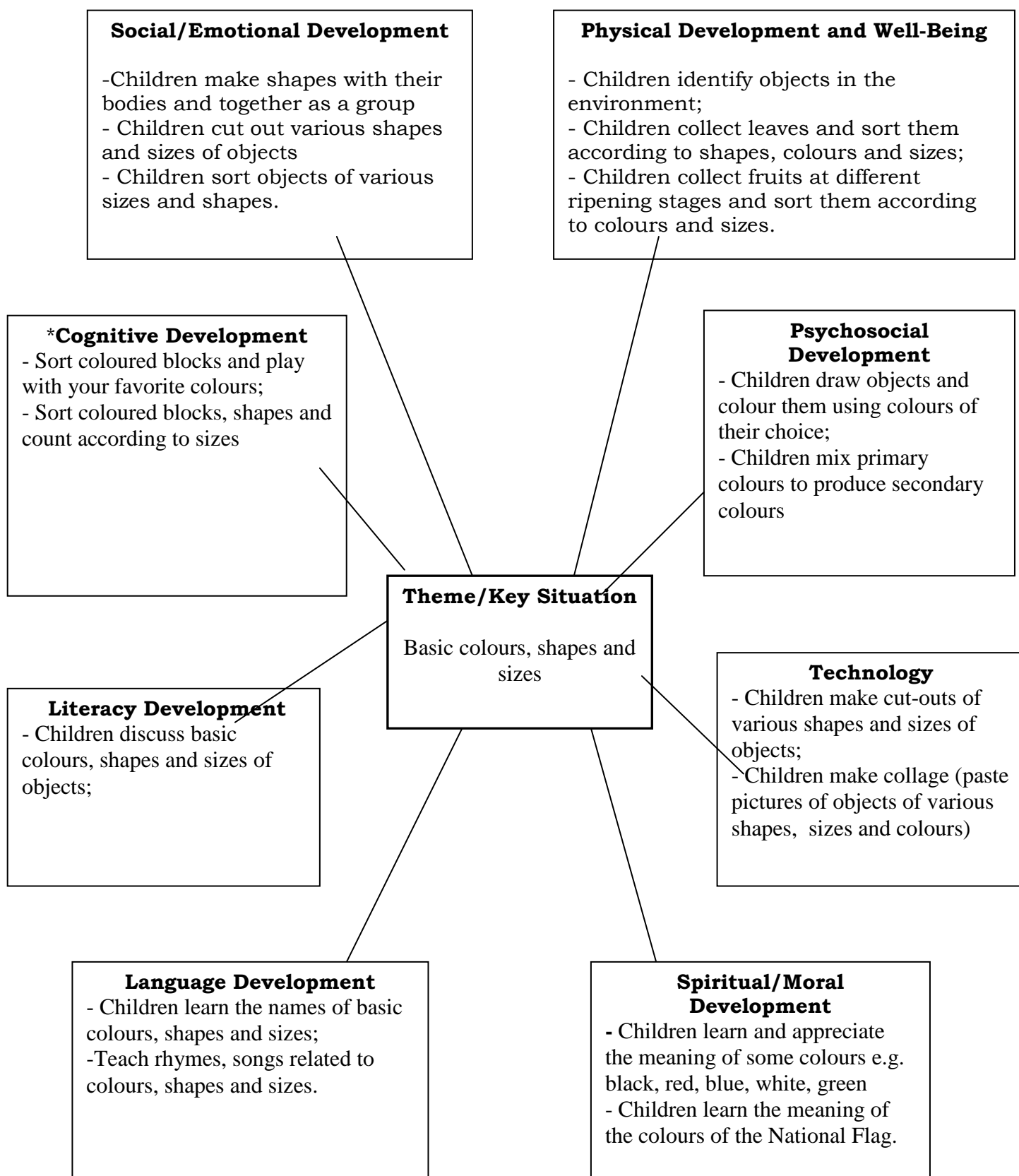
- a) _____

- b) _____

- c) _____

Basic colours, shapes and sizes

1. Activities



2. Child Outcome(s):

- a) Demonstrates knowledge of basic colours, shapes and sizes
 - b) Identify the colours of their National Flag and what they stand for.
-

3. Objectives (Child and Educators):

- a) Recognize and name primary colours and shapes
 - b) Sort by colours and shapes
 - c) Differentiate and identify colours, shapes, and sizes of objects
 - d) Can mix primary colours to get secondary colours
-

4. Teaching Aids/Materials:

Real-life objects	Blocks	Crayons
Water colours	bowls	scissors
Paper	pictures	_____

5. Assessment/Evaluation (observations to be filled out during the activities):

- a) Close observation of the children shows that children may mix the shapes with the straight edges together.

- b) Observe children at work as they cut, colour and sort

objects _____

- c) Children answer questions related to theme
-

d) _____

6. Future Plan (to be filled out after the activities):

- a) With future teaching, it is recommended that the teacher help the children differentiate more clearly between the straight-edged and that not all shapes with a straight-edge all the same.

b) _____

c) _____

THEME/KEY SITUATION – BIRTHDAY

1. Activities

Social/Emotional Development

- Children acquire information from home
- Children share information/ideas about one another
- Children learn from one another
- Children learn about one another's background
- Children discuss birthday celebration in their groups and with parents
- Children demonstrate ability to work as a team/in groups (e.g. arranging bouquets and making cards and decorating classrooms)
- Children acquire and demonstrate good/positive interpersonal relationship (e.g. when sharing snacks and exchanging gifts)
- Children demonstrate proper care of personal and school materials (e.g. when clearing up)

Physical Development and Well-Being

- Children make proper use of available information and materials
- Children set up an allocated/identified place (e.g. classroom) for a special occasion- dusting, sweeping, moving objects around)
- Writing and drawing activities
- Children make proper decoration, cards and arrange bouquets
- Children clean up and put materials away neatly in appropriate places
- Children exercise parts of the body in games and play, in singing birthday songs and reading (reciting) rhymes.

Cognitive Development

- Identify dates and numbers
- Count numbers and objects
- Identity colours
- Understand colour schemes and blends and use of colours
- Draw objects and pattern and arrange objects (shell, flowers, leaves) in making birthday cards.
- Children select flowers for bouquets and arrange the flowers
- Children compile simple birthday songs, short poems and rhymes (exercise pre-reading and pre-writing skills)
- Children create patterns by arranging different materials (dried butterfly wings, dried leaves, dried flowers by inkblots
- Children make paper decoration for classroom decorations.
- Children wash hands with soap and clean water.

Psychosocial Development

- Children arrange classroom for the occasion
- Children decorate classroom
- Children wrap gifts
- Children arrange bouquets make birthday cards
- Materials used in the production of cards stored away in appropriate places
- Children play games and learn game(s) rules and abide by game (s) rules.

Theme/Key Situation BIRTHDAY

Technology

- Children use water colours and the brush or feathers appropriately
- Use crayons appropriately
- Use cutting instrument (scissors) appropriately
- Identify local materials which produce different colours and patterns (e.g. onion)
- Produce colours and pattern from the local materials and use such colours and pattern
- Children use local materials to produce lovely cards. (e.g. dried leaves, dried flowers, shells, sand and feathers)
- Children wash hands with soap and clean water

Literacy Development

- Teach songs, rhymes and poems
- Teach actions that go with some songs rhymes and poems
- Children sing songs, some rhymes and poems
- Children recite rhymes and poems
- Children use reading

Spiritual/Moral Development

- Stories about hygiene in the community
- Respect for nature
- Protect their community

Language Development

- Use pre-reading and pre-writing skills
- Children identify figures and numbers
- Children identify and name colours
- Children identify and name local materials from which colours can be produced.
- Identify and name local materials which can be used to creatively produce cards
- Identify and name natural flowers used for making bouquets

Spiritual/Moral Development

- Children sing songs and recite rhymes (children also sing some poems and rhymes)
- Children appreciate every child/peer as a unique being, waered by God for a specific purpose
- Children know they have special relationship with one another – they belong together (demonstrates in the giving of gifts and sharing of snacks)
- Children appreciate self as important and significant and unique
- Children keep/observe the rules of games

2. Outcomes

- a. Child appreciates the significance of birthday celebration
- b. Child celebrates himself on herself
- c. Child learn/knows his/her date of birth
- d. Children plan birthday celebration with educators and parents
- e. Practices good health habits
- f. Practices good interpersonal relationship
- g. Recognizes some letters of the alphabets and their sounds
- h. Traces and writes some letters of the alphabets
- i. Exercises some level of responsibility
- j. Expresses self in diverse ways
- k. Shows ability to work as a group and independently
- l. Learns through play

3. Objectives (Child, Educators and Parents)

Children should be able to:

- a. Tell their date of birth and age
- b. Participate in birthday party/celebration
- c. Understand and recite the days of the week and the months of the year
- d. Recognize and write some letters of the alphabets and some figures/numbers
- e. Create birthday cards
- f. Draw, crayon and colour birthday cards, and envelopes
- g. Arrange flowers in bouquets
- h. Wrap gifts
- i. Choose and help prepare snacks

Parents should be able to:

- a. Support and help children to organize birthday celebration
- b. Provide some of the materials needed by children for their activities

Educators should be able to:

- a. Provide adequate materials for the activities
- b. Guide children's activities
- c. Teach children appropriate rhymes songs, poems and games.

4. Teaching Aids/Materials:

Vanguards, A4 paper, crayons, water, colour and bench, pencil, erasers, rulers, scissors, thread, flowers, ribbon (different colours) dried butterfly wings, dried flowers, dried leaves, shells, beads, feathers. Fine sea-shore sand, glue/gum, prepared water colour solution in different colours for” inhblots”. Chalkboard, chalk, dusters, brooms, chalkboard, rubber, dustpan, musical instruments including local ones. Wall charts of months of the year and days of the week cellotape.

5. Assessment/Evaluation.

- a. Observe children as they carry out the various activities
- b. Listen to children’s conversation during interaction with peers, educators and parents
- c. Examine children’s mark during activities and interaction with one another.

6. Future Plan (to be filled out after the activities):

Key Situation/Theme: Hygiene

1. Activities

*Social/Emotional Development

- Older siblings caring for younger peers
- Washing hands with soap clean water after using toilet and after eating after
- Wash of lunch packs after eating with soap and before putting food in them
- Cutting of finger and toe nails regularly
- Washing of hair regularly and plait twice a week and cut low (boys) once every fourth nights
- Take cool shower immediately after physical exercise
- Putting on clean ironed clothes after bath/using clean towels to wipe skin
- Dispose of empty tins in holes
- Children should not play with sharp implements
- Children avoid playing with sharp dangerous instruments
- Washing of drinking cups

Physical Development and Well-Being

- Encourage the child to be involved in ongoing exercises e.g running, jumping, kicking
- Dispose of empty containers in holes to avoid misquotes breeding area
- Cutting grass lower and clearing them from sites
- Using of weeds as compost manure for plants in the garden
- Play materials and garden tools stored in their appropriate places
- Filling pot holes in the community
- Sweeping around their compound to keep it
- Allow children to drink plenty of clean/safe water daily
- Encourage them to take not during the day
- Use covers for toilers and potties
- Disposal faces after toiling e.g. older children and parents
- Spraying of the toilets and house to avoid pests e.g. crackroaches, mosquitoes, insects and pests, bed bugs etc.
- Beddings of the child must be washed regularly and sunned
- Brushing of teeth a day the first the marry and last they at night
- Take bath twice a day and night
- Children wash face with clean water and soap.

Cognitive Development

- Identify and count objects/areas that are breeding places for mosquitoes
- Drawing objects that encourages them to be involved inrigorous exercise
- Identify dangerous spots and objects in the community
- Identify children with decayed teeth
- Identify parts of the body
- Education informed of their heighted and weight e.g. number of toes and fingers, eyes, noise.

Psychosocial Development

- Organising health talks
- Putting up sign posts in the school compound
- Children learn take turns
- Children teach basic hygiene cover mouth when snoozes cousin and yearly

Language Development

- Pre-writing reading skills
- Drawing of working tools/objects
- Children identify objects
- Children learn basic home name in school

Theme/Key Situation

Hygiene

Technology

- Using cleaning/working tools appropriately
- Making brooms at homes (school)
- Identifying local disinfectant e.g. kerosene tea bush lemon grass etc.

Literacy Development

- Teach rhymes, songs and poems
- Storytelling and role play
- Ask and answers questions
- Poster making using sawdust make and read sign pest.

Spritual/Moral Development

2. Child Outcome(s):

a) Demonstrates age-appropriate social skills (Self-Concept, Self-Control, Positive behavior) - Takes responsibility of classroom environment and materials

- a. Children recognize pests that harmful
- b. Children acquire and practice good health habits
- c. Parents/community participate fully to clean their surroundings
- d. Children identify lutters alphabets, sounds and read caption
- e. Children recognize dangerous areas in their surrounding
- f. Children keep their surroundings clean and tidy
- g. Children trace letters of the alphabet
- h. Tell and drawahise stories on hygiene
- i. Educators provide relevant and enough teaching and learning materials for children's activities
- j. Educators facilitate children's activities

3. Objectives

At the end of the key situation

A) Children should be to:

- a. Recognize pests that are harmful and causes diseases
- b. Acquire and practice good health habits
- c. Identify letters and sounds of the alphabets
- d. Read captions on posters
- e. Recognize dangerous areas in their surroundings
- f. Participate in keeping their surrounding clean and tidy
- g. Trace letters of alphabets
- i. Tell and drawatise stones on Hygiene
- j. Draw and colour garden tools
- k. Identify, count and name dangerous insects pests found in their surrounding

B) Parents/Community should be able to:

- a. Participate fully to clean their surrounding
- b. Give the children clean clothes every day
- c. Encourage children to rest during the day
- d. Cuts their finger and toe nails regularly
- f. Plait the girls hair twice a week and boys get low cut once every forth night
- g. Encourage children to brush their teeth twice a day
- h. Children take bath twice a day
- i. Wash their children's hair regularly

C. Educators should be able to:

- a. Provide adequate relevant teaching and learning materials for children's activities
- b. Provide simple time to facilitates and guide children's activities

4. Teaching Aids and Materials:

Dust bin, Broom, Rakes, Clothes, Hoes, Shovels, Dust Pan Tooth brush and paste Kerosine , Water, Buckets, Sapo, etc (spounge), Scrubbing brush, stones, hammer, sand, paper, crayons, chalk, board, Kerosine, palm frauds, pencils, gum/glue, sticks, nails, cement, prepared bill board, nail cutter, scissors, hand brush, towel, comb/hair brush, disinfectant – dettol

5. Assessment/Evaluation

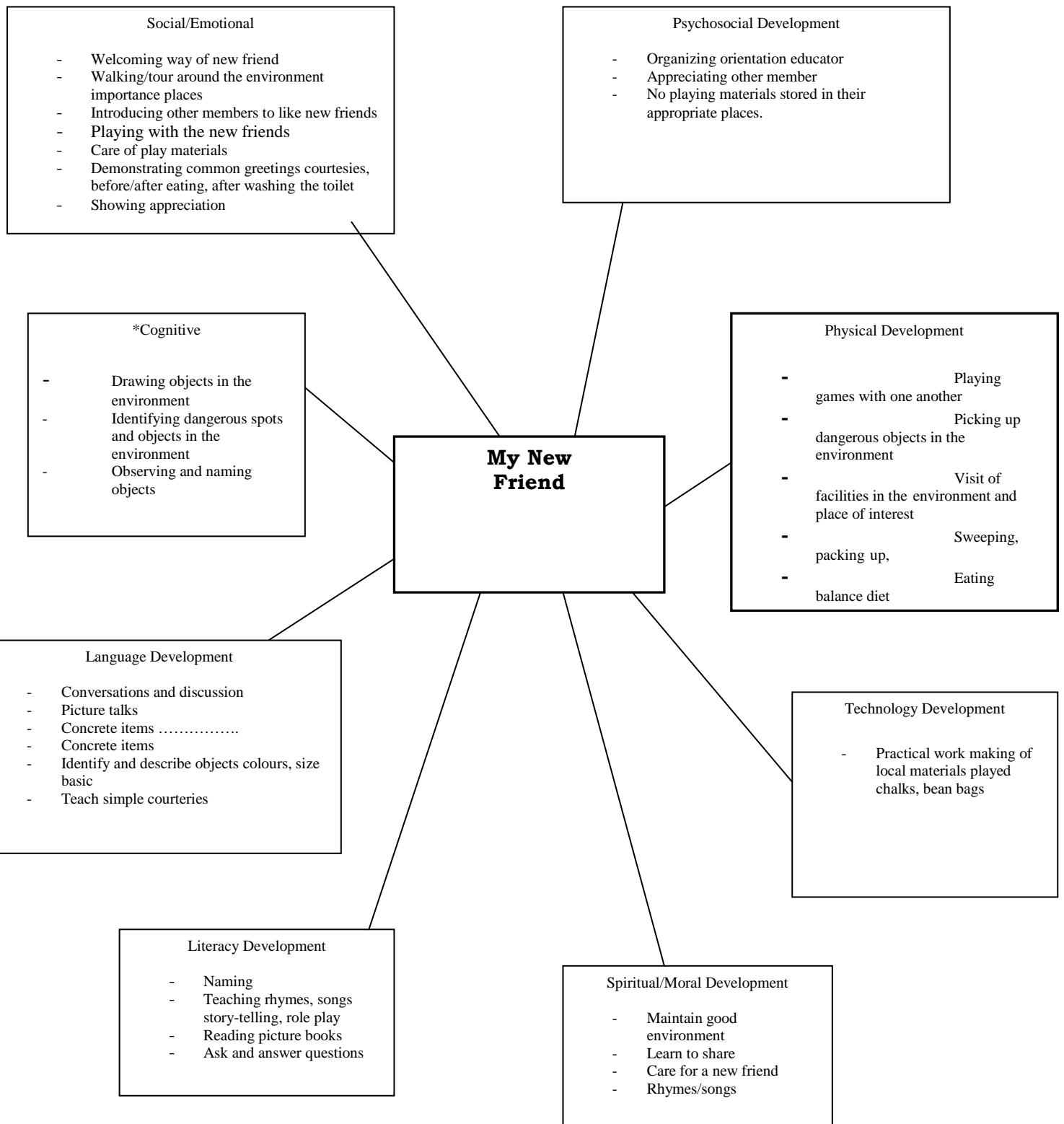
- a. Observe children's participation in activities
- b. Asking them questions
- c. Engage children in discussions and listen them
- d. Display children's work
- f. daily inspection of hands, teeth, eyes and ears.

6. Future Plan (to be filled out after the activities):

a) With future teaching it is recommended that the teacher help show the children that big objects are just as valuable to the children as the small ones. Let the children play with them and learn interactively.

Key Situation: My New Friend

1. Activities



1. Objectives

At the end of the key situation

- a. Children should be able to know the names of their friends
- b. Handle play materials properly
- c. Recognize and keep away from dangerous areas
- d. Recite rhymes and songs
- e. Tell and dramatise stories on my new friend
- f. Draw and crayon objects/friends e.g. pictures

Parents

- a. Support the school
- b. Full participation in all activities
- c. prepare balanced diet
- d. Know children's friend appreciate them

Educators

Should be able to:

- a. To provide adequate relevant teaching learning materials for children's activities
- b. Facilitates and guide children's work

Teaching Aid/Learning Materials

- a. Papers, crayons, pencils, eraser, water, soap, chalkboard, chalk, duster
- b. Shelves, scrap materials, scissors

Assessment

- a. Observe children playing together and listen to them
- b. Ask children questions I did
- c. Displaying their work

ASSESSMENT OF CHILDREN

EXAMPLES OF ASSESSMENT CHECKLISTS

1. Language assessment checklist –Use “N” to mean “no opportunity to serve”

(a) Confidence

- _____ Is confident enough to speak freely in surroundings other than home
- _____ Speaks in normal tone of voice so others can easily hear
- _____ Identifies himself/herself verbally by name
- _____ Starts conversations sometimes

(b) Articulation

- _____ Speech is clear to other children
- _____ Speech is clear to adults

(c) Language production

- _____ Speaks in simple sentences
- _____ Asks questions; makes requests
- _____ Converses informally at play or meals
- _____ Responds to questions with more than one word
- _____ Takes part in conversation

(d) Vocabulary

- _____ Uses names of people and things around him/her
- _____ Uses simple verbs (e.g. come, go, see, give)
- _____ Uses simple pronouns (me, him, her, it, etc.)

(e) Communication

- _____ Communicates wants and needs with words
- _____ Talks with adults
- _____ Talks with children
- _____ Talks to animals, dolls, toys

(f) Language understanding

- _____ Follows educator’s simple directions
- _____ Responds appropriately to another child’s question or request

(g) Word play

- _____ Makes up nonsense words
- _____ Enjoys doing finger plays; can repeat words
- _____ Enjoys playing word and sound games
- _____ Has favourite stories or songs he/she wants repeated

(h) Listening skills

- _____ Sits still and listens to someone talking or reading stories
- _____ Can identify words and sounds which are alike or different
- _____ Can find teacher when he/she calls from another room
- _____ Can remember words and sounds when they are repeated

2. Child Assessment checklist

(Check items you see the child performing. Use “N” for “no opportunity to observe”)

1. Child in classroom

- _____ Chooses activity area without a fuss

- _____ Stays with one activity long enough to complete it
- _____ Changes from one activity to another without a fuss
- _____ Plays with other children peacefully
- _____ Uses the toilet by himself/herself
- _____ Retreats to private area only infrequently

2. Child in block building area

- _____ Carries blocks, fills and dumps, doesn't build
- _____ Builds in flat rows on floor or stacks vertically
- _____ Makes "bridges" (two blocks with space between connected by third block)
- _____ Makes "enclosures" (at least four blocks enclosing a space)
- _____ Makes representations, names buildings, role plays
- _____ Builds in solitary manner
- _____ Builds parallel to other child(ren)
- _____ Follows block building rules/limits without a fuss

3. Child in book area

- _____ Talks about the pictures
- _____ Pretends to read
- _____ Recognises some words at sight
- _____ Handles books carefully
- _____ Asks adults to read to him/her
- _____ Uses books in dramatic play

4. Child in the home corner

- _____ Goes to the home corner and takes a nap unaided
- _____ Role play activities observed at home including, carrying the baby on the back; peels or slices fruits and vegetables with knife; using a pestle and mortar
- _____ Uses utensils with minimum adult help
- _____ Uses names of utensils and foods
- _____ Can give recipes of some common foods
- _____ Talks with others about what he/she is doing

5. Child in music corner

- _____ Plays CD player, television without adult help
- _____ Sings songs by himself/herself
- _____ Sings songs with others
- _____ Participates in movement activities
- _____ Dances to rhythm
- _____ Play rhythm instrument
- _____ Shows enjoyment of musical activities

6. Child in Science/mathematics area

- _____ Explores materials in area
- _____ Asks questions about materials
- _____ Brings in new materials for area
- _____ Uses senses to examine things
- _____ Counts materials accurately up to _____
- _____ Sorts materials accurately by size, shape, colour
- _____ Shows understanding of likeness and difference
- _____ Participates in recording/record keeping

_____ Takes care of classroom plants, garden, animals

7. Child in dramatic play area

- _____ Plays a role (pretends to be someone else)
- _____ Makes believe in regard to objects (pretends about a thing)
- _____ Makes believe in regard to situations and actions (pretends to do something or go somewhere)
- _____ Stays with role for at least ten minutes
- _____ Interacts with others in his/her role
- _____ Uses verbal communication during the role play

8. Child in Large/Gross motor area

- _____ Walks up and down stairs easily
- _____ Balances on a board
- _____ Jumps with both feet over an object
- _____ Runs without falling
- _____ Climbs up and down a piece of climbing equipment easily
- _____ Throws and catches bean bag/ball
- _____ Rides wheeled equipment with ease
- _____ Picks up and carries a large object
- _____ Carries a cup/small bowl of liquid without spilling

9. Child in Small/Fine/manipulative motor area

- _____ Laces a shoe
- _____ Puts on socks and shoes
- _____ Pours a liquid without spilling
- _____ Cuts with scissors/with a knife
- _____ Scribbles with a crayon
- _____ Paints with a brush
- _____ Traces around an object with crayon, later a pencil
- _____ Crayons inside a space fairly well
- _____ Writes with an implement correctly
- _____ Makes puzzles easily
- _____ Threads objects on a string
- _____ Stacks objects with ease
- _____ Fastens and unfastens buttons
- _____ Stays with activity until finished

10. Child in sand/water area

- _____ Becomes absorbed in sand/water play
- _____ Respects established rules or limits
- _____ Helps regulate number of children playing
- _____ Can share or take turns with materials without too much fuss
- _____ Uses sand/water in imaginative ways
- _____ Talks about what he/she is doing

11. Child in woodworking area

- _____ Handles tools with confidence
- _____ Pounds in nails
- _____ Saws wood
- _____ Makes things out of wood

_____ Respects rules or limits

12. Child in outdoor playground

- _____ Uses swings without adult help
- _____ Uses slides with confidence
- _____ Uses climbers confidently and safely
- _____ Gets down from high places without help
- _____ Runs without falling
- _____ Participates with others in play

13. Child's health condition

- _____ Has good attendance
- _____ Is seldom ill
- _____ Looks generally healthy
- _____ Seldom complains about feeling sick
- _____ Goes to sleep at nap time
- _____ Eats most of lunch
- _____ Does not get tired easily

14. Child's visual and auditory skills

- _____ Makes comments or notices new pictures or materials
- _____ Recognises his/her written name
- _____ Plays lotto, ti-ta-to or visual matching games easily
- _____ Matches things of similar shape
- _____ Identifies sounds in sound games
- _____ Listens to directions
- _____ Listens to stories
- _____ Matches things of similar colour

15. Child's communication skills

- _____ Talks with adults
- _____ Talks with other children
- _____ Talks with animals, dolls, toys
- _____ Adults can understand him/her
- _____ Children can understand him/her
- _____ Uses whole sentences
- _____ Seldom talks "baby talk"
- _____ Talks spontaneously when playing
- _____ Talks spontaneously at mealtime
- _____ Uses language props such as toy telephone
- _____ Starts conversations sometimes
- _____ Expresses his/her feelings in words

16. Child's self-image

- _____ Can identify himself/herself by first and last names
- _____ Looks at you without covering face when you speak to him/her
- _____ Seeks other children to play or will join when asked
- _____ Seldom shows fear of new or different things
- _____ Is seldom destructive of materials or disruptive of activities
- _____ Smiles, seems happy much of the time
- _____ Shows pride in his/her accomplishments

- _____ Stands up for his/her rights
- _____ Moves confidently with good motor control

17. Child with others

- _____ Gets along well with other children
- _____ Gets along well with adults
- _____ Is willing to share
- _____ Is willing to take turns
- _____ Has special friend or friends
- _____ Plays table games with another child
- _____ Joins in group games, activities
- _____ Is willing to help in cleanup
- _____ Seldom shows hostility toward others
- _____ Generally follows rules.