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).
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 (e.g 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 objected
   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: Educator’s 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 identity 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 facilities composition of simple number language rhymes/songs in English and local languages
EI: Educators provide materials for children to explore colors, shapes and sizes it 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 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).

<table>
<thead>
<tr>
<th>Principle</th>
<th>Practice(s)</th>
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<tbody>
<tr>
<td>Children learn best when educators meet their physical needs and feel emotionally safe, secure, loved and respected</td>
<td>Educators create a safe child centred and friendly environment for learning – foster trust</td>
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<tr>
<td>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</td>
<td>Educators make sure natural needs are met (e.g. healthy toilets, food, clean water, sleep, active time and physical health)</td>
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<td>Educators build self-control through discipline not punishment. Tips on discipline:</td>
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<td> Effective discipline requires follow through and takes time</td>
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<td> The best way to discipline is to help children to think of other solutions and their possible effects</td>
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<tr>
<td>Children learn through active play and by doing, which will change as their needs change</td>
<td>Educators build longer attention spans (sitting still or working on a task) slowly, paying attention to children’s needs</td>
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<td>Note: Play is a child’s work</td>
<td> Children are not naughty/bad when they cannot sit for long periods of time (over 10 minutes)</td>
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<td>Educators have children join to plan, make materials, make class rules, clean-up, etc.</td>
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<td>Educators provide direct experience with real objects (e.g. lapa’s to tie dolls on back, eating tools)</td>
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<td>Children learn best based on their own experiences</td>
<td>Educators let children play/do, observe, and then make conclusions based on their own experiences</td>
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<td>Note: Skills for Life Curriculum Units are a good resource (See Works Sited - page 19)</td>
<td>Educators allow children to learn meaningful life-skills in their communities (e.g. make an ORT drink, bed nets to prevent malaria)</td>
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<tr>
<td>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</td>
<td>Educators set up the environment to support children’s interests and get them excited about learning and asking more questions</td>
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<td>Educators guide children as they decide on activities, but do not lead</td>
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<tr>
<td>Children learn best with small group sizes and low educator to child ratios</td>
<td>Educators have no more than 20 children who they are in charge of and divide children into small groups whenever possible</td>
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<tr>
<td>Note: One educator to 8 to 20 children provides the best quality (based on the age of the children)</td>
<td>Educators work with multi-age groups to create opportunities for children to support and learn from one another</td>
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<tr>
<td>Children learn through social interactions with other adults and children</td>
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</table>
| Note: Multi-age groups support social interactions and development in young children | Educators include activities that fit all the Domains in their weekly planning:  
- Physical Development and Well-being  
- Psychosocial Development  
- Social/Emotional Development  
- Cognitive Development  
- Language Development  
- Literacy Development  
- Moral/Spiritual Development  
- Technology |
|---|---|
| Children learn best when all areas of their life are a part of the way an educator addresses the child’s well-being | Educators respect and take individual children’s differences into thought when planning including:  
- Individual qualities, knowledge, and development  
- Home, community, background experiences  
- Disabilities/abilities  
- Gender  
- Cultures, languages, religions |
| Children learn best when taught in a developmentally appropriate way | 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) |
| Note: Developmentally appropriate has 2 parts – age and individual (See definitions on page 16) | Educators join with trained Early Childhood Development (ECD) MEYS inspectors and supervisors in on-going training and assessment |
| Children learn best when parents and families play a role in early education programs since parents are the child’s first educator | Programs use educators that have education, skills, and knowledge of early childhood development to engage in ongoing training |
| Note: Parent education raises the quality of care and education at home and school | Educators take time to watch and listen to the children to assess activities, the children and learn for the future |
| Children learn best with quality educators who have quality training know the principles of early childhood development and put them into practice | Educators listen to the children when planning so they learn what the children need to develop |
| Children learn best when educators understand that educators and children are both learners and teachers | Educators create with children a daily routine that may include  
- 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) |
<p>| Children learn best when they help to plan a consistent daily routine with changes planned in advance | Note: Routines should have a balance of restful and active movements/activities |</p>
<table>
<thead>
<tr>
<th>Large group/Circle time</th>
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<tbody>
<tr>
<td>Children learn best when they understand that they are part of a greater world</td>
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<tr>
<td>Educators help children develop their own beliefs, values and practices with an understanding that they are part of something greater</td>
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<tr>
<td>Educators bring in new ideas and experiences and help the children understand that their actions affect more than just themselves</td>
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</table>
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.

<table>
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<th>Routine ↓</th>
<th>Monday</th>
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<th>Wednesday</th>
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A lesson plan should be filled out for each week that you stick to the same theme/key situation.
### Assessment/Evaluation

<table>
<thead>
<tr>
<th>Outcomes/Objectives</th>
<th>Domains</th>
<th>Parent, family and Community Involvement</th>
<th>Social/Emotional Development</th>
<th>Physical Development and Well-Being</th>
<th>Cognitive Development</th>
<th>Psychosocial Development</th>
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<td>Conflict Resolution</td>
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Note: While carrying out the activities observe in the classroom and take notes on how the activities are going.
How to Use the ECD Curriculum

10 simple steps to make your work easier when using the ECD curriculum

Remember that the curriculum was created as an easy guide to working with children; it should in no way limit your creativity. Note: This process will only have to be done with each change in Theme/Key Situation.

**Step 1:** Look over the curriculum to get a feel for what it is and how it works

**Step 2:** Plan a routine that you will follow each day (samples on page 14)

**Step 3:** When you are ready to plan your days turn to a Template

**Step 4:** Fill in the Brainstorming Worksheet (page 9)

Start with selecting Theme/Key Situation; this may come from the children (samples on page 13)

Next brainstorm activities that go with that Theme/Key Situation and write them in the other boxes (use more paper if you need to)

Circle the Domain(s) that has the most activities in it to see your focus

**Step 5:** Based on the activities brainstormed, think about the child outcomes (see page 10) and objectives that you would like to meet

Write those down on page 10 of the template

**Step 6:** Look over your activities and write down on page 10 of the template what materials would be needed to complete them (you may need more space)

**Step 7:** Think about how long the activities brainstormed, outcomes, and objectives will hold the children’s interest, if more than one week, take the appropriate number of Planning Sheets (page 11 from the curriculum, you will need one per week

**Step 8:** Take the Planning Sheets (page 11) and write your routine down

In the rows, plan out specific activities that you would like to do during the week(s), remember to vary the activities and domains.

When you have finished planning your week(s) go to the Evaluation/Assessment (page 10) and check off which domains you have planned for

**Step 9:** Carry out your activities, always observe the children, and see how they are involved in the activities, with each other, and where you can make them better. Write down observations on page 10 of the template

**Step 10:** When your week(s) is completed, go back and fill out future plans, where you could improve for next time.

Go to Evaluation/Assessment (page 11) again to see what domains you were able to carry out during the week(s) and what you should focus on in the future.

**NOTE:** Send your great plans to MEYS so that they can become part of the national curriculum for all to enjoy!
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.

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<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
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<tbody>
<tr>
<td>Accidents</td>
<td>Back to School</td>
<td>Ceremonies</td>
<td>Day of the African Child</td>
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<td>Agriculture</td>
<td>Birds</td>
<td>Clothing</td>
<td>Diarrhea (dysentery)</td>
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<td>Animals</td>
<td>Birthdays</td>
<td>Colors</td>
<td>Diet – nutrition</td>
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<td>Elders</td>
<td>Family</td>
<td>Gardens</td>
<td>Health and Safety</td>
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<tr>
<td>Environment</td>
<td>Farms</td>
<td>Government</td>
<td>HIV/AIDS</td>
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<tr>
<td>Independence Day</td>
<td>Jobs</td>
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<td>Letters of the alphabet</td>
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<td>Malaria</td>
<td>Nature</td>
<td>Ocean</td>
<td>Peace</td>
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<td>Manners</td>
<td>Neighborhood</td>
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<td>Market</td>
<td>New kids</td>
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<tr>
<td>Me, Myself and I</td>
<td>Numbers</td>
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<td>Money</td>
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<td>Religion</td>
<td>Reptiles</td>
<td>Seasons</td>
<td>Time</td>
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<td>Reptiles</td>
<td>Rhyming</td>
<td>Senses</td>
<td>Traditions</td>
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<td>Shapes</td>
<td>Transportation</td>
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<td>Sharing</td>
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<tr>
<td>Universe</td>
<td>Village</td>
<td>Water</td>
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<td>Violence</td>
<td>Weather</td>
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<td>Vegetables</td>
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<td>Zoo</td>
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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.

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Age-appropriate</strong></td>
<td>Universal order of growth and change that take place in children (See developmentally appropriate)</td>
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<tr>
<td><strong>Brainstorming</strong></td>
<td>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.</td>
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<tr>
<td><strong>Co-existence</strong></td>
<td>A state in which two or more groups are living together while respecting their differences and resolving conflict nonviolently</td>
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<tr>
<td><strong>Cognitive Development</strong></td>
<td>A child develops understanding for how they think and react</td>
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<tr>
<td><strong>Conflict resolution</strong></td>
<td>A method to solve conflict, nonviolently, where both sides see themselves as winners in the end. A third party may come in to help</td>
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<tr>
<td><strong>Coping</strong></td>
<td>To struggle with difficulties and the act to overcome them</td>
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<tr>
<td><strong>Corporal punishment</strong></td>
<td>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)</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Process involving the creation of new ideas or concepts, characterized by originality and expressiveness; imaginative</td>
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<tr>
<td><strong>Critical Thinking</strong></td>
<td>Process of looking at and questioning information to reach an answer</td>
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<tr>
<td><strong>Curiosity</strong></td>
<td>A desire/eagerness to know or learn</td>
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<tr>
<td><strong>Curriculum</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Demonstrate</strong></td>
<td>To show clearly</td>
</tr>
<tr>
<td><strong>Developmentally Appropriate</strong></td>
<td>Has two parts, age and individual appropriatenessness (See age-appropriate and individual appropriateness)</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>To change the misbehavior at the same time to keep the child’s self-worth in place and build it stronger</td>
</tr>
<tr>
<td><strong>Domain</strong></td>
<td>Areas of development concern or function (e.g. social/emotional development, physical development)</td>
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<tr>
<td><strong>Early Childhood Care and Education</strong></td>
<td>Aims to prepare the child for everyday life, leading up to primary schooling, in an interactive and creative way</td>
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<tr>
<td><strong>Educator</strong></td>
<td>Anyone who educates, enlightens, young people (e.g. teacher, parent, caregiver)</td>
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<tr>
<td><strong>Emotional development</strong></td>
<td>A child develops the understanding of their different feelings, and how to deal with them</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>Fine Motor Skills</td>
<td>Movements of small muscles, normally refers to actions of the hands, wrists, and arms, and occur together with the eyes</td>
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<tr>
<td>Formal Education</td>
<td>Refers to the structured educational system provided for children</td>
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<tr>
<td>Gender</td>
<td>The state of being male or female</td>
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<tr>
<td>Gross Motor Skills</td>
<td>Movements of large muscles of the body</td>
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<tr>
<td>Gross National Product</td>
<td>The total market value of all the goods and services produced by a nation during a specific period of time</td>
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<tr>
<td>Holistic</td>
<td>Stressing the importance of the whole and the link of its parts.</td>
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<tr>
<td>Home Corner</td>
<td>Play version of the home for children to interact and learn</td>
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<tr>
<td>Indicator</td>
<td>Measurement to show if your outcome is being reached</td>
</tr>
<tr>
<td>Individual Appropriateness</td>
<td>How each child has their own timing for their growth and change (See developmentally appropriate)</td>
</tr>
<tr>
<td>Intuition</td>
<td>The knowing of something without prior knowledge or the use of reason often called the 6th sense. Intuition is how your brain uses your other five senses to help you know or figure something out</td>
</tr>
<tr>
<td>Key Situation</td>
<td>Important learning situations in the life of a child. A situation becomes a “key situation” when important learning can take place. There is always room for improvement</td>
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<tr>
<td>Language development</td>
<td>A child develops verbal communication as a subject of study</td>
</tr>
<tr>
<td>Literacy development</td>
<td>A child develops the ability to read and write</td>
</tr>
<tr>
<td>Math</td>
<td>Dealing with the reason of number, shape and arrangement</td>
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<tr>
<td>Millennium Development Goals</td>
<td>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.</td>
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<tr>
<td>Moral Development</td>
<td>A child develops their idea of what is right or just behavior in the community and the world</td>
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<tr>
<td>Multi-age</td>
<td>When there is a group of individuals that includes a number of different ages</td>
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<tr>
<td>Non-formal Education</td>
<td>Refers to the importance of education, learning and training outside of the formal education system</td>
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<tr>
<td>Nursery</td>
<td>See early childhood care and education</td>
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<tr>
<td>Nursery School Association</td>
<td>A group of early childhood programs and teachers working to increase the quality of care and education for young children</td>
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<tr>
<td>Objective</td>
<td>Something you strive for; a goal</td>
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<tr>
<td>Outcome</td>
<td>An end result</td>
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<tr>
<td><strong>Physical Development</strong></td>
<td>A child develops body skills to complete everyday tasks (e.g. gross and fine motor skills)</td>
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<tr>
<td><strong>Poverty Reduction Strategy Paper</strong></td>
<td>Paper that describes Sierra Leone’s plan for reducing poverty</td>
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<td><strong>Pre-primary</strong></td>
<td>See early childhood care and education</td>
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<tr>
<td><strong>Pre-school</strong></td>
<td>See early childhood care and education</td>
</tr>
<tr>
<td><strong>Psychosocial Development</strong></td>
<td>A child develops both socially and psychologically (relating to the mind or mental processes) to create positive well-being</td>
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<tr>
<td><strong>Punishment</strong></td>
<td>Penalty for a wrongdoing</td>
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<tr>
<td><strong>Reconciliation</strong></td>
<td>Process of restoring a relationship</td>
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<tr>
<td><strong>Science</strong></td>
<td>Knowledge or trained skill, especially when this is attained by experiments</td>
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<tr>
<td><strong>Self-worth</strong></td>
<td>Self-esteem, self-concept, self-respect</td>
</tr>
<tr>
<td><strong>Social Development</strong></td>
<td>A child develops social skills and their ability to learn through interacting with others</td>
</tr>
<tr>
<td><strong>Spiritual Development</strong></td>
<td>A child develops their own beliefs, values, and practices with an understanding that they are part of something greater than themselves</td>
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<tr>
<td><strong>Technology</strong></td>
<td>Materials created by the application of science in order to achieve some value</td>
</tr>
<tr>
<td><strong>Theme</strong></td>
<td>A topic of discussion and activity that is used over and over</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td>Being healthy, well-nourished, happy and protected from harm with a sense of self-worth and chance to learn</td>
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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 environment;
- Filling pot holes in environment;
- Cleaning of drinking containers;
- Visitation of facilities in the environment;
- Sweeping;

Cognitive Development
- Drawing objects in environment;
- Kerb Drill;
- Identify dangerous spots and objects in the environment;
- Identify names of objects 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;

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

**Social/Emotional Development**
- Play catch and with a partner
- Take turns in climbing and jumping
- Make and observe rules for playing games

**Cognitive Development**
- Color pictures to figure out the best way to hold a crayon;
- Count steps as they climb up;
- Name eating utensils during a lunch;
- Identify and describe playing equipments e.g. skipping ropes, tyres, ball, climbers, bean bags.

**Literacy Development**
- Write own name;
- Identify parts of the body;
- Identify objects in home and school;
- Draw and identify pictures of objects.

**Language Development**
- Identify and call own name;
- Discuss activities children do everyday;
- Discuss the importance of exercising the body.
- Discuss the games and sports they like best.

**Psychosocial Development**
- Identify and draw objects in the home and school;
- Discuss appropriate uses of objects
- Promote team spirit in games and sports

**Physical Development and Well-Being**
- Cut out shapes
- Pre-writing skills; skills of eating, climbing, jumping and balancing; opening and closing plastic bottles
- Sing and dance to “Head, shoulders, knees and toes”, “Ten green mangoes”

**Theme/Key Situation**
Motor skills for everyday (gross and fine)

**Technology**
- Educator and children make bean/sand bags, decorate them, and then practise their balancing them on their heads;
- Educator and children make crayons using coloured chalk and melted candle.

**Spiritual/Moral Development**
- Rhymes based on the gift of our body;
- Stories;
- Drama
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.

**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.

**Theme/Key Situation**
**The Seasons in our country**
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

Social/Emotional Development
- Children make shapes with their bodies and together as a group
- Children cut out various shapes and sizes of objects
- Children sort objects of various sizes and shapes.

Physical Development and Well-Being
- Children identify objects in the environment;
- Children collect leaves and sort them according to shapes, colours and sizes;
- Children collect fruits at different ripening stages and sort them according to colours and sizes.

*Cognitive Development
- Sort coloured blocks and play with your favorite colours;
- Sort coloured blocks, shapes and count according to sizes

Psychosocial Development
- Children draw objects and colour them using colours of their choice;
- Children mix primary colours to produce secondary colours

Literacy Development
- Children discuss basic colours, shapes and sizes of objects;

Technology
- Children make cut-outs of various shapes and sizes of objects;
- Children make collage (paste pictures of objects of various shapes, sizes and colours)

Language Development
- Children learn the names of basic colours, shapes and sizes;
- Teach rhymes, songs related to colours, shapes and sizes.

Spiritual/Moral Development
- Children learn and appreciate the meaning of some colours e.g. black, red, blue, white, green
- Children learn the meaning of the colours of the National Flag.
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 bongnets 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)

Cognitive Development
- Identify dates and numbers
- Count numbers and objects
- Identity colours
- Understand colour scheme and blend and use of colours
- Draw objects and patterns 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.

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

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

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.

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.

Technology
- Children use water colours and the bush 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

Spiritual/Moral Development
- Stories about hygiene in the community
- Respect for nature
- Protect their community

Children sing songs and recite rhymes (children also sing some poems and rhymes)
- Children appreciate every child/peer as a unique being, warded 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 

ej. 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

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

| 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 toilring e.g. older children and parents |
| - Spraying of the toilets and house to avoid pests e.g. crackroaches, mosquites, 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 might |
| - 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 irriorous 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.

### Language Development

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

### Literacy Development

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

### Technology

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

### 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

### Spiritual/Moral Development

- Asign of 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
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 letters 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 draw illustrate 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 draw illustrate 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

Social/Emotional
- Welcoming way of new friend
- Walking/tour around the environment
- Introducing other members to like new friends
- Playing with the new friends
- Care of play materials
- Demonstrating common greetings courtesies, before/after eating, after washing the toilet
- Showing appreciation

Psychosocial Development
- Organizing orientation educator
- Appreciating other member
- No playing materials stored in their appropriate places.

*Cognitive
- Drawing objects in the environment
- Identifying dangerous spots and objects in the environment
- Observing and naming objects

Physical Development
- Playing games with one another
- Picking up dangerous objects in the environment
- Visit of facilities in the environment and place of interest
- Packing up
- Eating

Language Development
- Conversations and discussion
- Picture talks
- Concrete items
- Concrete items
- Identify and describe objects colours, size basic
- Teach simple courties

Technology Development
- Practical work making of local materials played chalks, bean bags

Literacy Development
- Naming
- Teaching rhymes, songs story-telling, role play
- Reading picture books
- Ask and answer questions

Spiritual/Moral Development
- Maintain good environment
- Learn to share
- Care for a new friend
- Rhymes/songs

My New Friend
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*
   
<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Is confident enough to speak freely in surroundings other than home</td>
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<tr>
<td></td>
<td>Speaks in normal tone of voice so others can easily hear</td>
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<tr>
<td></td>
<td>Identifies himself/herself verbally by name</td>
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<td></td>
<td>Starts conversations sometimes</td>
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   *(b) Articulation*
   
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<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Speech is clear to other children</td>
</tr>
<tr>
<td></td>
<td>Speech is clear to adults</td>
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</tbody>
</table>

   *(c) Language production*
   
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<tr>
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<tbody>
<tr>
<td></td>
<td>Speaks in simple sentences</td>
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<tr>
<td></td>
<td>Asks questions; makes requests</td>
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<tr>
<td></td>
<td>Converses informally at play or meals</td>
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<td></td>
<td>Responds to questions with more than one word</td>
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<td></td>
<td>Takes part in conversation</td>
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</table>

   *(d) Vocabulary*
   
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<tr>
<td></td>
<td>Uses names of people and things around him/her</td>
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<tr>
<td></td>
<td>Uses simple verbs (e.g. come, go, see, give)</td>
</tr>
<tr>
<td></td>
<td>Uses simple pronouns (me, him, her, it, etc.)</td>
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</table>

   *(e) Communication*
   
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<tbody>
<tr>
<td></td>
<td>Communicates wants and needs with words</td>
</tr>
<tr>
<td></td>
<td>Talks with adults</td>
</tr>
<tr>
<td></td>
<td>Talks with children</td>
</tr>
<tr>
<td></td>
<td>Talks to animals, dolls, toys</td>
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</tbody>
</table>

   *(f) Language understanding*
   
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<tbody>
<tr>
<td></td>
<td>Follows educator’s simple directions</td>
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<tr>
<td></td>
<td>Responds appropriately to another child’s question or request</td>
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</table>

   *(g) Word play*
   
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<tr>
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<tbody>
<tr>
<td></td>
<td>Makes up nonsense words</td>
</tr>
<tr>
<td></td>
<td>Enjoys doing finger plays; can repeat words</td>
</tr>
<tr>
<td></td>
<td>Enjoys playing word and sound games</td>
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<td></td>
<td>Has favourite stories or songs he/she wants repeated</td>
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</table>

   *(h) Listening skills*
   
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<tbody>
<tr>
<td></td>
<td>Sits still and listens to someone talking or reading stories</td>
</tr>
<tr>
<td></td>
<td>Can identify words and sounds which are alike or different</td>
</tr>
<tr>
<td></td>
<td>Can find teacher when he/she calls from another room</td>
</tr>
<tr>
<td></td>
<td>Can remember words and sounds when they are repeated</td>
</tr>
</tbody>
</table>

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 |
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 motar
   ______ 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
12. Child in outdoor playground
   _____ Respects rules or limits
   _____ 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 mealt ime
   _____ 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
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.