



GUYANA

MINISTRY OF EDUCATION

CURRICULUM GUIDE FOR NURSERY

YEAR 1

TABLE OF CONTENTS

Acknowledgements				i
Introduction				ii
Theme 1 : Myself	Topics	i)	My Name/ Gender	1
		ii)	My Birthday	6
		iii)	My Pet	9
Theme 2 : My Body	Topics	i)	Parts of my Body	12
		ii)	Taking Care of my Body	15
Theme 3 : My Senses	Topics	i)	Seeing, Hearing, Smelling, Tasting	
			Touching	19
Theme 4 : Clothes	Topic	i)	Clothes I Like	24
Theme 5 : Celebrations	Topics	i)	Christmas	27
		ii)	Toys	32
Theme 6 : Foods	Topic	i)	Foods I Like	36
Theme 7 : Families	Topic	i)	My Family	39

Theme 8 : My Home	Topic	i) My Home	43
Theme 9 : Celebrations	Topic	i) Fun at Easter	48
Theme 10 : Animals	Topic	i) Animals we have at Home	52
Theme 11 : My School	Topic	i) Fun at School	56
Theme 12 : Community Workers	Topics	i) The Doctor	60
		ii) The Nurse	64

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5. Ms. Claudith Thompson - Lecturer, University of Guyana.
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6. Ms. Ingrid Trotman - Lecturer, University of Guyana.
7. Ms. Ingrid Barker - Head (ag) Curriculum Development and Implementation Unit.
8. Ms. Patricia McPherson - Curriculum Specialist
9. Ms. Shondell Hercules - Senior Mistress - Anna Regina Nursery School, Region 2.
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13. Ms. Christina Persaud - Head Mistress– No.2 Nursery, Canje, Region 6.

Developed By : Florence Sukhdeo
National Curriculum and Materials Advisor,
Basic Education Access and Management Support Programme.

INTRODUCTION

The Nursery Curriculum has grown and changed since September, 1976. We have gained new insights into what nursery teachers need to know and do and we have applied them in this Curriculum Guide using the Guyana Curriculum Standards as the base. These standards are in keeping with the Caribbean Standards. Helping teachers to organize their classrooms into learning centres and using them effectively, is the first step in implementing a Curriculum.

However, much more is required. Teachers need a scope and sequence of skills and concepts to be learned with specific daily activities.

This curriculum guide is intended to help teachers implement these developmentally appropriate practices. Since the Nursery Curriculum is based on themes which usually involve a Science or Social Studies thrust e.g. **Animals in our Environment**, teachers need to know how to purposefully incorporate Literacy, mathematics, Health and Family Life Education, Music, Movement and Drama, Drawing and Painting and to have ongoing daily routines and displays.

Ongoing Daily Routines and Displays

It is strongly advised that teachers have morning routine at the beginning of the day. It can be done as the first mini-activity during Arrival and Free Play. Children should take an active part in these routines, which will provide numerous opportunities for developing Literacy and Numeracy.

Some suggested experiences

- **Greeting children, Connect emotionally with each child**
- **The Attendance Chart or We are Here Chart.**

As soon as children arrive at school they should select their name cards Year 1 children should have a photograph or a drawing of himself or herself to give him/her a clue (The name should be written in bold script) Year 2 children should have their names only written in bold script.

Each child should place his/her name Card on Chart. The teacher can see at a glance the children who are present

- **The Daily Chart**

Today is Monday

After discussing the day of the week, children can take turns to put up the day on the chart (Year 1)

Sing the Days of the Week Song (**Tune:** My Darling Clementine)

There are seven days

There are seven days

There are seven days in a week

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

 Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Year 2 Chart can be extended e.g.

Today is

Yesterday was

Tomorrow will be

▪ **The Weather Chart**

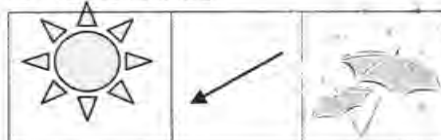
General weather conditions should be recorded each day.

Year 1 children should have a pictorial weather chart with an arrow pointing to the weather e.g. rainy – sunny

Year 2 children should have the sentence.

Today is a day

Today is a day



Children can take turns to fix the weather each day.

- **The Birthday Chart**

After discussing birthdays whenever there is a birthday the child's name and age can be placed on chart e.g.

Today is John's birthday.

He is four year's old.

Each child can contribute by drawing a picture for the child who is celebrating his birthday

Staple the pages together and give the child a 'Birthday Book' as a gift.

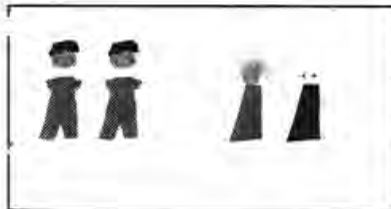
A picture with a birthday cake and four candles can be placed on chart.

- **The Calendar** We are in the month of September

- **Pictographs**

Birthdays - Number of children who have birthdays each month

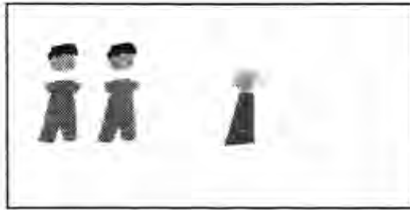
e.g. September



2 boys

2 girls

October



2 boys 1 girl

Pictographs should relate to children's interests

Favourite animals

Favourite stories

Favourite rhymes

Favourite toys

Favourite colours

Favourite vehicles

▪ **Symbols of Nationhood**

- Daily singing of the first stanza of the National Anthem
- Reciting the Pledge Daily
- Identifying the Flag of Guyana

- Identifying photographs of the President, Prime Minister and Minister of Education
- Naming your village, town, estate, country
- Naming your school

In addition to Charts and Photographs special displays should be set up throughout the year e.g.

- **National Festivals**

- Mashamani Phagwah
- Christmas Eid-ul-Fitr
- Diwali Eid-ul-Adha

- **Displays related to current themes and topics**

(Touch and Feel table. Materials, artefacts to explore freely to gain deeper concept understanding)

- **Health and Family Life Education**

Personal Hygiene

Discussing daily

- Baths
- Brushing teeth
- Combing hair
- Wearing clean clothes and shoes
- Using 'humour puppets' and stories to model healthy habits

Road Safety/River Safety/Safety on Trails and Tracks

Discussing daily (using puppets and stories to emphasise safety)

- Walking on the right hand side of the road
- Crossing at the Pedestrian crossing
- Safety precautions when travelling in vehicles on the road (keeping heads and hands inside, wearing seat belts)
- Safety precautions when travelling in boats (wearing life jackets)
- Safety precautions when walking along trails (looking out for Snakes)

Daily Health Chats during Snack Time

- Discussing daily nutritious snacks and observing children's snacks
- Practising healthy habits
- Washing hands before eating snacks
- Using a table mat
- Cleaning up after snack time
- Using the toilet independently
- Washing hands after using the toilet
- Using 'Humour Puppets'. What happens when you do not take a bath, eat nutritious snacks.

- Children can contribute to charts (Flannel Board) by cutting pictures and placing them in the appropriate places.

e.g.

Healthy Foods



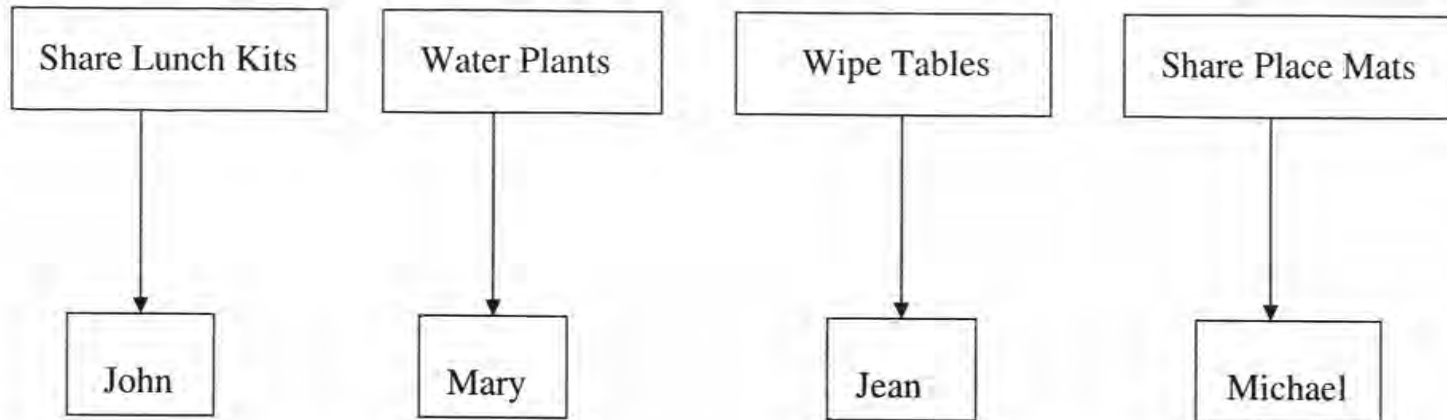
Bananas

Not Healthy Foods



Sweets

- Job Charts, give each child an opportunity to do tasks e.g.





Theme: Myself
Topic: My Name/Gender

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, sing songs to acquire Standard English vocabulary and sentence structures and develop phonemic awareness. - answer simple questions in Standard English. - listen and repeat Maths rhymes for developing Maths concepts. - classify pictures of boys and girls. - group, sort, match objects according to size, colour, shape. - compare heights of children tall - short, big - small. - model with play dough- big-small 	<p>New vocabulary and sentence structures in short stories nursery rhymes songs related to theme/topic.</p> <p>My name Teacher: My name is Jen / ny What is yours?</p> <p>Child: John / ny, John / ny</p> <p>Teacher: That's a nice name And that's how we play the game</p> <p>Phonemic Awareness Rhyming sounds: name, game Initial Consonant Sounds Jenny, Johnny</p> <p>Math concepts 1-3. Sizes: big – small Tall – short</p> <p>Sentence Structures Q What is your name? A My name is Mary.</p>	<p>Listening to short stories, nursery rhymes songs, clapping to music, dancing to music.</p> <p>Clapping syllables in names Jenny (2 claps)</p> <p>Identifying rhyming sounds and beginning sounds.</p> <p>Repeating correctly what is heard. Counting with counters Counting by rote 1-3. Matching numbers to numerals. Sorting, classifying matching objects.</p> <p>Listening to teacher and peers. Talking about himself/herself.</p> <p>Asking and answering questions in Standard English.</p>	<p>Tape Recorder, Cassettes Story Books, Nursery rhymes Songs e.g. "I am a boy" "My name is Michael" "I am a girl" "My name is Jenny"</p> <p>Home-made percussion instruments. Rhymes Number Numerals</p> <p>Number Numeral chart 1-3 Self Corrective Materials Jigsaws/Inset trays 1-3 Materials for counting beads, seeds, thread spools, plastic bottle/corks.</p> <p>Bulletin Board with photographs of boys/girls to add colour and interest to classroom.</p> <p>Question and Answer Songs My name is Jenny What is yours?</p>	<p>The child can</p> <ul style="list-style-type: none"> - listen and repeat short stories, nursery rhymes, correctly. - answer questions in Standard English - use picture clues to read picture, word cards, picture word books of boy/girl. - count objects 1-3 - count by rote 1-3 - use number names one. Two, three. - recognize numerals 1-3. - make sets 1-3 objects. - match numeral to objects 1-3.


Theme: Myself
Topic: My Name/Gender (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
	<p><u>Free Oral Expression</u> Tell me something about yourself.</p> <p><u>Creative Expressions</u> Draw or paint something that you like.</p>			

Theme: Myself
Topic: My Name/Gender (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <p>Participate in discussion of Big Book - Cover, title.</p> <ul style="list-style-type: none"> - listen as teacher reads Big Book (on topic or theme) - read with teacher - read independently <ul style="list-style-type: none"> - draw himself/herself, cut out and paste, on chart - trace/copy teacher's writing of his name - use picture clue to read words - trace templates of boys/girls - cut outlines of shapes - paste bits of paper in outlines - label his belongings 	<p>Sentences in Big Book</p> <p>Ann and Andy</p> <p>p. 1 (picture) This is Ann. Ann is a girl.</p> <p>p. 2 (picture) This is Andy. Andy is a boy.</p> <p>p. 3 (picture) Ann and Andy were going to school.</p> <p>p. 4 (picture) Andy fell down.</p> <p>p. 5 (picture) Ann helped him to get up.</p> <p>p. 6 (picture) Andy said, "Thank You Ann. Thank you very much."</p> <p>Children's name cards.</p>	<p>Shared Reading, Listening to teacher and repeating sentences.</p> <p>Using picture clues to read Picture Word Cards.</p> <p>Matching letters to words.</p> <p>Drawing himself/herself. Cutting out and pasting pictures on wall chart.</p> <p>Tracing/copying writing words.</p> <p>Tracing templates of boys/girls, cutting outlines of shapes, pasting bits of paper in outlines. Labelling his belongings</p>	<p>Big book picture.</p> <p>Picture word cards</p> <div data-bbox="1185 456 1453 724" style="border: 1px solid black; padding: 5px; text-align: center;">  boy </div> <div data-bbox="1185 815 1453 1083" style="border: 1px solid black; padding: 5px; text-align: center;">  girl </div> <p>crayons, templates of boys/girls, scissors, bits of coloured paper</p> <p>Name cards</p>	<p>The child can</p> <ul style="list-style-type: none"> - scan left to right when being read to. - answer questions on pictures in Standard English. - use picture clues to read words. <ul style="list-style-type: none"> - draw himself/herself, cut out and paste on wall chart - trace/copy teacher's writing - match letters to words. - use picture clues to read - trace templates - cut with scissors - paste paper pictures - label belongings.

Theme: Myself
Topic: My Name/Gender (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - use own language to report personal experience. - participate in discussion 'Healthy Habits'. - use Standard English modelled by teacher. - answer simple questions. - hold book correctly and pretend to read. - draw picture and ask teacher to write caption. <p>N.B This can be done everyday for practice and reinforcement.</p>	<p>News Events at home</p> <p>Daily News</p> <p>Sentence Structures</p> <p>Q What did you see? A I saw _____</p> <p>Q Where did you go? A I went _____</p> <p>Eye hand coordination.</p> <p>Picture Reading.</p> <p>Free oral Expression Tell me something about where you went during the week end.</p> <p>Creative Expressions Draw, paint something that you like to do.</p>	<p>Singing alphabet songs Giving personal experiences in own language.</p> <p>Repeating in Standard English</p> <p>Answering questions Talking freely about his experiences. Drawing picture. Telling story about picture.</p> <p>Asking teacher to write caption for picture.</p> <div data-bbox="883 922 1151 1050" style="text-align: center;">  </div> <p style="text-align: center;">Car</p> <p>Making class books, stapling pages together.</p>	<p>Alphabet Chart Show - and - tell items</p> <p>Books, Crayons, paper.</p> <p>Bulletin Board with samples of children's work to add colour and interest to the classroom.</p>	<p>The child can</p> <ul style="list-style-type: none"> - draw what he saw/did. - tell teacher in his own language - repeat Standard English equivalent - trace/copy Standard English sentence teacher has written for him. - hold book correctly. - turn pages - look at a line of print from left-to-right. - Answer who?, What?, Where?, Why?, When?, How? Questions.



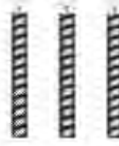
Theme: Myself
Topic: My Name/Gender (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - look at his name card compare with others e.g. length-longer name, shorter name. - Identify other name cards beginning with the same letter and sound as his name e.g. Betty, Balram. - Identify letters on his name card with letters on alphabet chart. - trace dotted letters in his name. - match individual letters letters on name cards. - count letters in his name 1, 2, 3, 4, 5. 	<p>Children's names with photograph or drawings Maths – Concepts Long-short names</p> <p>Number of letters in name</p> <p>Names of children with same beginning letter. Visual Discrimination.</p> <p>Names of children with same beginning sound.</p> <p>Sounds of initial consonants and initial vowels in children's names.</p> <p>Number Concepts 1-3 Upper and lowercase letters of the alphabet.</p>	<p>Picking out his/her name card from a set of other name cards.</p> <p>Counting letters in his name, Singing songs with initial consonant sounds and initial short vowel sounds.</p> <p>Tracing dotted lines from left to right. Eye hand coordination.</p> <p>Tracing numerals 1-3.</p>	<p>Name cards with photograph or picture clues. Alphabet chart</p> <p>Individual letters Number numeral chart 1-3.</p> <p>Individual numerals 1 2 3</p> <p>Songs with initial consonant Sounds and initial short vowel sounds. e.g.1. Andy Adams 2. Betty Bunter</p> <p>Paper, crayons.</p>	<p>The child can</p> <ul style="list-style-type: none"> - recognise his name in print. - match letters to his name. - identify beginning letter in his/her name. - identify beginning sounds in his name. - identify letters in his name on alphabet chart Aa Bb - count letters in his name




Theme: Myself
Topic: My Birthday

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, sing songs to acquire Standard English, vocabulary and Sentence Structures and phonemic awareness. - answer simple questions. - speak in complete sentences. - participate in discussion on Birthday Chart. "Healthy Habits" - listen and repeat Maths rhymes for developing Maths concepts. - Identify and count candles on birthday cake 1-3 - Count objects 1-3 - Count by rote 1-3 - Trace numeral 1,3 	<p>New Vocabulary and sentence structures in short stories, nursery rhymes, songs related to theme/topic.</p> <p>Betty's Birthday Today is Betty's birthday Let's make her a cake Mix and stir Stir and mix Then into the oven to bake.</p> <p>Phonemic Awareness Rhyming sounds - cake, bake Initial Consonant sounds Betty Birthday.</p> <p>Number concepts 1-3.</p> <p>Q How old are you? A I am ___ years old.</p> <p>Q When is your birthday? A My birthday is on 1st June.</p> <p>Free Oral Expression Tell me about something that you like in the rhyme. Reading Birthday Chart. Today is John's Birthday John is four years old.</p>	<p>Listening to and repeating short stories nursery rhymes, singing songs.</p> <p>Looking at and singing alphabet song. Singing number songs clapping, dancing to music.</p> <p>Answering questions in sentences.</p> <p>Counting by rote Matching number to numeral. Fixing jigsaw puzzles. Sorting, classifying matching, counting objects.</p> <p>Reading words on Birthday Chart.</p> <p>Drawing pictures Stapling together and giving child as a birthday gift.</p> <p>Making birthday hats with strips of cardboard and pictures cut from used gift paper, birthday cards.</p>	<p>Tape Recorder cassettes. Story - Pink Pig's Birthday party Crayons, paper, strips of cardboard cut out pictures.</p> <p>Song - Happy Birthday to you. Home - made percussion instruments</p> <p>Alphabet Chart Upper and lower case letters Aa Bb Cc Dd</p> <p>Number Chart 1 2 3 4 5</p> <p>Birthday Chart Picture Word cards Number Chart 1-3 Materials for counting beads, corks, thread spools. Self corrective materials Number/numeral chart 1-3 Jigsaws, inset trays with shapes colours, sizes, numbers. Used gift paper birthday cards.</p>	<p>The child can</p> <ul style="list-style-type: none"> - listen and repeat short stories, nursery rhymes songs. - sing alphabet song. - answer questions in Standard English. - count by rote 1-5 - use number names 1-5 - recognize numerals 1-3 - make sets of 1-3 objects - identify similarities and differences in shapes/colours sizes/sets.


Theme: Myself
Topic: My Birthday (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen as teacher reads Big Book (teacher made) - follow sequence from left-to-right. - answer questions on books Picture story <ul style="list-style-type: none"> - who? - what? - how? - where? - when? - relate parts of story to real experience - use picture clues to read words/sentences. - match letters to words. 	<p>Big Book/Shared Reading Picture/Sentence.</p> <p><u>Ann's Birthday Party.</u></p> <p>p. 1 (picture) Today is Ann's birthday.</p> <p>p. 2 (picture) Ann has a big birthday cake.</p> <p>p. 3 (picture) Ann had four candles on her cake.</p> <p>p. 4 (picture) Let's sing Happy Birthday to Ann.</p> <p><u>Free Oral Expression</u> Tell me about something that you like in the Big Book.</p> <p><u>Creative Expression</u> Draw or paint something that you like in the Big Book.</p>	<p>Listening to teacher read Big Book.</p> <p>Following sequence from left-to-right. Using picture clues to read picture word cards.</p> <p>Matching letters to words.</p> <p>Answering questions on story read.</p> <p>Realising that own experiences can relate to stories and can help understanding.</p>	<p>Big Book/chart Pictures of children. Birthday Cake Letters Word cards for matching. Pictures word cards.</p> <div data-bbox="1157 560 1399 775" style="border: 1px solid black; padding: 5px; text-align: center;">  Cake </div> <div data-bbox="1157 823 1399 1066" style="border: 1px solid black; padding: 5px; text-align: center;">  Candle </div> <div data-bbox="1157 1114 1399 1356" style="border: 1px solid black; padding: 5px; text-align: center;">  Candles </div>	<p>The child can</p> <ul style="list-style-type: none"> - scan left-to-right when being read to - answer who? what? where? why? when? how? questions - talk freely about personal experiences. - use picture clues to read. Picture - word cards - match letters to words.





Theme: Myself
Topic: My Birthday (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - talk about his/her Birthday. - report personal experiences. - compare party cups - big/small. - model a cake with play dough - cut cake in half - trace templates of birthday cake, hats, candles. - make birthday hats. - colouring outlines. - draw 'my birthday cake,' gifts. - trace/copy words written by teacher - say names of letters. 	<p>Events at home Newstime</p> <p>Maths concepts Big cup/small cup.</p> <p>Whole/half cake.</p> <p>Eye hand coordination.</p> <p>Upper and lower case letters of the alphabet.</p> <p>Visual - Motor coordination</p> <p>Free Oral Expression Tell me what you would like for your birthday.</p> <p>Creative Expression Draw or paint something that you would like to have for your birthday.</p>	<p>Giving personal experiences about birthday.</p> <p>Using picture clues to read picture – word cards.</p> <p>Using letters to match words.</p> <p>Modelling with play dough. Cutting cake in half</p> <p>Tracing shapes.</p> <p>Drawing pictures Matching similar letters to picture-word cards Saying names of letters. Fixing jigsaw puzzles. Fixing inset tray.</p>	<p>Photographs of children's, birthday parties.</p> <p>A bulletin board to display pictures to add colour and interest to classroom.</p> <p>Play dough. Picture-word cards.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">  <p>cake</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">  <p>candle</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>hat</p> </div> <p>Jigsaw puzzles, Templates, Crayons, Paper, Picture word-cards, letters for matching.</p>	<p>The child can</p> <ul style="list-style-type: none"> - talk about his own experiences. - draw pictures of his experiences. - talk freely about his pictures. - trace/copy Standard English sentence teacher has written for him. - match letters to words. - Identify similarities and differences in letter shapes.

Theme: Myself
Topic: My Pet

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, sing songs to acquire Standard English Vocabulary and sentence structures and phonemic awareness. - participate in discussion on 'Care for Pets' and answer simple questions. - Participate in discussion on Pets - listen and repeat Maths rhymes for developing Maths concepts. - trace numerals 1-2 - make patterns 0-00-0-00 - identify and count objects 1-5 - count by rote 1-5 	<p>New vocabulary and sentence structures in short stories, nursery rhymes, songs related to theme/topic</p> <p><u>My Furry Kitten</u> I have a little kitten She can purr, purr, purr I love my little kitten She is covered with fur, fur, fur</p> <p><u>Phonemic Awareness</u> Rhyming sounds purr, fur</p> <p><u>Sentence Structures</u> Q What is the name of your pet? A His name is _____</p> <p><u>Free Oral Expression</u> Tell me something that you like in the rhyme.</p> <p><u>Creative Expression</u> Draw/paint something that you like in the rhyme.</p> <p>Number concepts 1-3.</p>	<p>Listening to and repeating short stories, nursery rhymes, singing songs.</p> <p>Identifying rhyming sounds, Listening to Maths rhymes, counting by rote.</p> <p>Fixing number/numeral jigsaw puzzles. Fixing number/numeral jigsaws. Fixing inset trays with shapes, sizes, colours, numbers.</p> <p>Using picture clues to read picture word cards.</p> <p>Matching letters to words.</p>	<p>Tape Recorder, Cassettes.</p> <p>Story - Pets Nursery Rhymes/Songs about Pets Home-made percussion instruments.</p> <p>Number chart Materials for counting, thread spools, plastic corks, self corrective materials, Jigsaw puzzles, Inset trays, shapes, sizes, number, colours.</p> <p>Bulletin board with pictures of pets to add colour and interest to classroom.</p> <p>Picture – word cards, Word cards, letters.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 100px; text-align: center;">  Kitten </div>	<p>The child can</p> <ul style="list-style-type: none"> - talk about his pet - draw his/her pet - trace/copy/write name - repeat what is heard <p>identify rhyming sounds answer questions.</p>

Theme: Myself
Topic: My Pet (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen as teacher reads Big Book (teacher-made informational text) - follow sequence from left-to-right - use picture clues to read sentences - answer questions on picture story who?, where?, what?, how?, when?, why - relate parts of story to real experience - compare sizes of animals 	<p>Big Book (shared reading) Picture Sentence</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0; text-align: center;">  A baby cat is a kitten </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0; text-align: center;">  A baby dog is a puppy </div> <p>Picture Reading</p> <p>Maths concepts Big - small</p> <p>Cats are big Kittens are small</p> <p>Dogs are big Puppies are small</p> <p>Free Oral Expression Tell me something about what you like in the Big Book.</p> <p>Creative Expression Draw something that you like in the Big Book.</p>	<p>Listening to teacher reading Big Book.</p> <p>Following sequence left to right</p> <p>Talking about pictures</p> <p>Using picture clues to read picture word cards.</p> <p>Comparing sizes of animals, Sorting big animals, small animals</p>	<p>Big Book, Picture Story,</p> <p>Individual letters</p> <p>Picture-word cards, Word cards, letters,</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;">  dog </div> <p>Templates of animals dog – puppy cat – kitten</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;">  puppy </div>	<p>The child can</p> <ul style="list-style-type: none"> - scan left-to-right when being read to - answer who? what? where? why? when? how? questions - use picture clues to read sentences - recognize similarities and differences in sizes, shapes




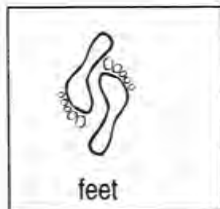
Theme: Myself
Topic: My Pet (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - model pet with play dough - trace templates of his pet - draw pictures of pet. Cut out and paste on class chart. - trace/copy name written by teacher - say names of letters, match letters to name of pet. - find letters on alphabet chart - cut and paste bits of paper in outlines - paint pictures - fix jigsaw puzzles - arrange pictures of pets according to size-big-small 	<p>My pet Eye, hand coordination.</p> <p>Visual - motor coordination.</p> <p>Upper and lower case letters of the alphabet</p> <p>Visual Discrimination</p> <p>Eye hand coordination</p> <p>Seriation</p> <p>Free Oral Expression Tell me how you take care of your pet.</p> <p>Creative Expression Draw something that you give to your pet.</p>	<p>Modelling with play dough, Tracing templates of animals</p> <p>Drawing pictures</p> <p>Matching similar letters to picture word cards.</p> <p>Identifying letters</p> <p>Cutting/Pasting</p> <p>Painting</p> <p>Drawing pet, cutting out and pasting on class chart - Our Pets</p> <p>Fixing picture word jigsaw puzzles</p> <p>Fixing inset trays of shapes numerals/number, letters of alphabet</p>	<p>Templates of animals</p> <p>Crayons/Paper</p> <p>Individual letters</p> <p>Picture word cards</p> <p>Scissors/Paste</p> <p>Paint brushes</p> <p>Paper</p> <p>Play dough</p> <p>Chart Paper</p> <p>Picture/word cards, Jigsaw Puzzles</p> <p>Inset trays of shapes, number concepts, numerals</p>	<p>The child can</p> <ul style="list-style-type: none"> - trace along dotted lines - match similar letters - use picture clues to read words <p>identify similarities and differences in letter shapes, numeral shapes sets</p>




Theme: Myself
Topic: Parts of My Body

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes songs to acquire Standard English vocabulary and sentence structure related to theme/topic and develop phonemic/awareness - name some parts of the body - model with play dough - listen to Maths rhymes to develop Maths concepts - count objects 1-5 - count by rote 1-5 - identify number concepts 1-3 	<p>New vocabulary and sentence structures in short stories, nursery rhymes, songs related to theme/topic.</p> <p>My Body</p> <p>Fingers, thumbs and toes, Eyes and ears and nose. Lips and chin. Hair and skin. Have you got all those?</p> <p>Phonemic Awareness</p> <p>Rhyming Sounds</p> <p>chin skin nose those</p> <p>Initial Consonant Sounds</p> <p>hair have</p> <p>Free Oral Expression</p> <p>Tell about something that you like in the rhyme.</p>	<p>Listening to short rhymes about parts of the body.</p> <p>Singing action songs about parts of the body</p> <p>Clapping to music</p> <p>Dancing to music</p> <p>Identifying rhyming sounds, beginning sounds</p> <p>Modelling with play dough</p> <p>Counting by rote</p> <p>Fixing number, numeral, jigsaws</p> <p>Fixing inset trays of sizes, colours, shapes, numbers</p>	<p>Tape Recorder Cassettes</p> <p>Home-made percussions instruments</p> <p>Chart - Parts of the body</p> <p>Nursery Rhymes</p> <p>I have two hands One, two</p> <p>They help me to hold One two</p> <p>I have two feet One two</p> <p>They help me to walk One two</p> <p>Two eyes to see Two ears to hear</p> <p>Number/Numeral chart 1-3 Materials for counting self-correcting materials, jigsaw, puzzles, inset trays, play dough</p>	<p>The child can</p> <ul style="list-style-type: none"> - retell short story - say nursery rhyme - identify rhyming sounds - name some parts of the body - answer questions on story/rhyme - use number names - identify similarities and differences in shapes colours, sizes, numerals - count objects 1-3 - recognize numerals 1-3 - count by rote 1-5

Theme : Myself
Topic: Parts of My Body (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen as teacher reads Big Book (teacher-made informational text) - follow sequence from left-to-right - talk about pictures - use picture clues to read words/sentences 	<p>Big Book (Shared Reading)</p> <p>Picture Sentence</p>  <p>p. 1: I have two eyes One, two. They help me to see One, two.</p> <p>p. 2: I have two ears One, two They help me to hear One, two</p> <p>p. 3: I have two hands One, two They help me to hold One, two.</p> <p>p. 4: I have two feet One, two. They help me to walk One, two.</p> <p>Free Oral Expression Tell me about something that you like in the Big Book.</p>	<p>Listening to teacher read Big Books</p> <p>Following sequence from left to right</p> <p>Using letters for matching words</p> <p>Using picture clues to read words</p>	<p>Big Book</p> <p>Picture - word cards</p> <p>Letters</p>   	<p>The child can</p> <ul style="list-style-type: none"> - scan left-to-right as teacher reads - talk about pictures - answer questions on pictures - use picture clues to read words/sentences - match letters to words

Theme: Myself
Topic: Parts of My Body (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - Listen to number rhymes - count his hands - count his feet - count his fingers - count his toes <ul style="list-style-type: none"> - print with both hands - print with both feet - group, sort, match count objects <ul style="list-style-type: none"> - trace around his hand cut out and paste on tree - trace around his foot - trace/copy name written by teacher - match letters to word 	<p>Number concepts 1-3</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px 0;"> <p>Two hands</p>  </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px 0;"> <p>Two feet</p>  </div> <p>Eye-hand coordination</p> <p>Visual – Motor coordination</p> <p>Visual Discrimination</p> <p>Upper and lower case letters of the alphabet.</p> <p>Free Oral Expression Tell me something that you like to do with your hands.</p> <p>Creative Expression Use your fingers to paint anything that you like.</p>	<p>Singing number songs, finger play</p> <p>Printing with left and right hand. Tracing his hand, cutting out and pasting on tree.</p> <p>Printing with left and right foot</p> <p>Tracing around hands</p> <p>Tracing around feet</p> <p>Matching single letters to words.</p> <p>Sorting, classifying, matching, counting patterning objects.</p>	<p>Tape recorder, cassettes</p> <p>Number rhymes</p> <p>Rhymes on body parts</p> <p>Number chart 1-3</p> <p>Individual numbers</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 5px 0;">  </div> <p>Five Fingers Tree</p> <p>Paper, crayons Plastic corks, thread spools, beads, seeds, shells.</p> <p>Individual letters of the alphabet.</p>	<p>The child can</p> <ul style="list-style-type: none"> - count objects 1-5 - count by rote 1-5 - make sets of objects 1-3 - identify numerals 1-3 - trace around hand - trace around foot - trace/copy word teacher has written for him/her - match letters to word - use picture clue to read words - group, sort, match, classify objects




Theme: Myself
Topic: Taking Care of my Body

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, action songs related to theme/topic to acquire Standard English vocabulary and sentence structures and develop phonemic awareness - listen and repeat Maths rhymes for developing maths concepts - look at and talk about pictures in sequence - listen courteously to others and take turns to speak - speak in sentences - group, sort, match, classify, count objects. 	<p>New vocabulary and sentence structures in short stories, nursery rhymes, songs related to topic e.g.</p> <p>After a bath I try, try, try To wipe myself Till I'm dry, dry, dry Hands to wipe and fingers and toes And two wet legs and a shiny nose</p> <p>Phonemic Awareness Rhyming Sounds try, dry</p> <p>Initial Consonant Sounds wipe, wet.</p> <p>Number Concepts 1-3</p> <p>Sentence Structures Q How do you take care of your body? A I _____.</p> <p>Free Oral Expression I'll about something that you like in the rhyme.</p>	<p>Listening to and repeating short stories, nursery rhymes, songs, clapping to music, dancing to music</p> <p>Identifying rhyming sounds and beginning sounds</p> <p>Counting by rote, Matching numbers to numerals 1-3</p> <p>Fixing number jigsaws, inset trays</p> <p>Talking about pictures to their own experience.</p> <p>Sorting, classifying, matching, counting Making patterns with objects.</p>	<p>Tape recorder, cassettes story book, nursery rhyme books, home-made percussion instruments</p> <p>Number chart, Counting - beads, seeds, thread spools</p> <p>Number/numeral Jigsaws, inset trays, with shapes, sizes, colours</p> <p>Manipulative materials Self-corrective materials</p> <p>Pictures showing Healthy habits</p>	<p>The child can</p> <ul style="list-style-type: none"> - speak in Standard English sentences - repeat nursery rhymes - answer questions on stories, rhymes - participate in discussion - identify similarities and differences in shapes, sizes, colours numbers 1-3

Theme: Myself
Topic: Taking Care of my Body (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
	<p>Creative Expression Draw or paint something that you like in the rhyme.</p>			

Theme: Myself
Topic: Taking Care of my Body (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen as teacher reads Big Book (Teacher-made informative text) on Theme/Topics - follow sequence from left-to-right - identify pictures 	<p>Sentence Structures Q What is the girl doing? A She is brushing her teeth</p> <p>Big Book</p> <div data-bbox="459 571 743 762" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  I must brush my teeth every day </div> <div data-bbox="459 786 717 935" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  I must take a bath every day </div> <div data-bbox="459 959 743 1126" style="border: 1px solid black; padding: 5px;">  I must comb my hair every day </div> <p>Free Oral Expression Tell me something that you like in the Big Book.</p> <p>Creative Expression Draw or paint anything that you like in the Big Book.</p>	<p>Listening as teacher reads Big Book on Theme/Topics Following sequence from left-to-right using picture clues to read</p> <p>Picture-word cards</p> <p>Matching letters to words</p>	<p>Teacher made Big Books on Theme/Topics</p> <p>Picture-word cards, Word cards letters.</p>	<p>The child can</p> <ul style="list-style-type: none"> - scan left-to-right when being read to - use picture clues to read - answer who? what? where? why? when? how? questions - talk freely about personal experiences - match words to picture-word cards - match letters to words

Theme : Myself
 Topic: Taking Care of my Body (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - practise healthy habits - wash hands - use toilets - spread table mats - practise courtesy - participate in vigorous outdoor play - follow simple instructions - play ring games 	<p><u>Snack Time</u> Healthy habits: Courtesy: 'Please', 'Thank you', and 'excuse me'</p> <p><u>Gross motor coordination</u></p> <p><u>Outdoor Play</u> Walk, run, jump, crawl, kick, hop, climb</p> <p><u>Spatial relationships</u> <u>over</u> <u>under</u> <u>in</u> <u>out</u></p> <p><u>Sentence Structures</u> Q Which game do you like? A I like _____</p> <p><u>Free Oral Expression</u> Tell me about the games you play.</p> <p><u>Creative Expression</u> Draw or paint one of the game you play.</p>	<p>Practising healthy habits Washing hands, Using toilet independently, Spreading place mat, Eating nutritious snacks with a fork or spoon, Drinking nutritious drinks e.g. fresh fruit drinks</p> <p>Running, Kicking a ball, Throwing, catching.</p> <p>Playing games.</p>	<p>Place Mat Soap Towels Toilet tissues</p> <p>Outdoor play equipment and materials</p>	<p>The child can</p> <ul style="list-style-type: none"> - use polite conventions 'Please', 'Thank you', 'Excuse me' - practise healthy habits - coordinate body movements

Theme: Myself
Topic: My Senses - Seeing, Hearing, Smelling, Tasting, Touching




Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen and repeat short stories, nursery rhymes, songs, finger plays to acquire Standard English vocabulary and sentence structures related to topic and develop phonemic awareness - participate in discussion "Healthy Habits" - listen and repeat Maths rhymes to develop Maths concepts - group, sort, classify match, count objects. - listen to sounds in the environment - identify sounds loud/soft - play listening games 	<p>New vocabulary and sentence structures in short stories, nursery rhymes</p> <p><u>I have two eyes</u> They help me to <u>see</u> A big bumble <u>bee</u> on a banana <u>tree</u></p> <p><u>Phonemic Awareness</u> Initial Consonant Sounds <u>B</u>ig <u>B</u>umble <u>B</u>ee <u>b</u>anana Rhyming Sounds see, bee, tree. Maths Concepts 1-3 Numerals/numbers 1-3</p> <p><u>Sentence Structures</u> <u>Q</u> Which animal makes a loud sound? <u>A</u> The ____ makes a loud sound <u>Q</u> Which animal makes a soft sound? <u>A</u> The ____ makes a soft sound</p>	<p>Listening to and repeating short stories, nursery rhymes songs.</p> <p>Clapping to music, Dancing to music, Identifying rhyming sounds and beginning sounds</p> <p>Counting by rote 1-10 Matching numerals to number, Fixing number jigsaws Fixing inset trays, sizes, shapes, colours number, numerals Grouping, sorting, classifying, matching, counting objects.</p> <p>Listening and identifying sounds-loud sounds, soft sounds</p> <p>Playing listening games</p>	<p>Tape Recorder, Cassettes story and nursery rhymes books</p> <p>Home-made percussion instruments Story books, Nursery rhyme books</p> <p>Number Numerals Chart 1-3 Materials for counting beads, seeds, thread, spools, plastic corks, self-corrective materials</p> <p>Sound Boxes with loud/soft sounds Home-made percussion instruments</p>	<p>The child can</p> <ul style="list-style-type: none"> - repeat what is heard - participate in discussion - make sets 1-3 - count objects 1-5 - count by rote 1-5 - Identify similarities and differences - answer who? what? where? why? when? how? questions - listen and identify sounds in environment - listen and imitate sounds of animals

Theme: Myself



Topic: My Senses - Seeing, Hearing, Smelling, Tasting, Touching (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
	<p><u>Free Oral Expression</u> Tell me about the sounds that you hear around you.</p> <p><u>Creative Expression</u> Draw or paint something that makes a loud sound.</p>			

Theme: Myself
Topic: My Senses - Seeing, Hearing, Smelling, Tasting, Touching (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - touch and feel objects on sensory table - identify hard/soft rough/smooth - play games to identify objects by touch – guess what you feel - touch/smell/taste/identify sweet and sour fruit - trace templates of sweet/sour fruit - draw sweet/sour fruits that 'I like' - trace/copy names written by teacher - match letters to words - play games - blindfold each other and guess what you feel, touch, hear, smell. 	<p>Tactile Discrimination hard/soft, rough/smooth</p> <p>I have two ears They help me to hear A hungry dog barking Loud and clear</p> <p>Phonemic Awareness Rhyming sounds: hear, clear</p> <p>Initial Consonant Sounds hear, hungry</p> <p>Eye - hand Coordination</p> <p>Sentence Structures Q Which fruit is sweet? A The ___ is sweet? Q Which fruit is sour? A The ___ is sour</p> <p>Free Oral Expression Tell me about something that you like to eat.</p> <p>Creative Expression Draw or paint something that you like to eat.</p>	<p>Touching and feeling objects on sensory table</p> <p>Identifying objects that are hard/soft, rough/smooth</p> <p>Touching and feeling object and guessing what it is.</p> <p>Touching/feeling/tasting smelling/identifying sweet and sour fruits.</p> <p>Answering in sentences Drawing fruits sweet/sour that 'I like'</p> <p>Tracing templates of fruits</p> <p>Tracing words written by teacher</p> <p>Matching letters to words</p> <p>Guessing games</p> <p>Playing blindfold games.</p> <p>Growing plants seeds and observing them.</p>	<p>A variety of objects on sensory table a seashell, a stone Rough seed, Smooth seed, Feathers, Cotton wool</p> <p>Sensory Boxes</p> <p>Feely bag with a variety of small objects – buttons, Seeds, Cotton wool Sound Boxes Real fruits in the environment</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px auto; text-align: center;">  Banana </div> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px auto; text-align: center;">  Mango </div> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 5px auto; text-align: center;">  Cherry </div>	<p>The child can</p> <ul style="list-style-type: none"> - recognise similarities and differences in small, taste touch - answer questions in Standard English - draw pictures - tell teacher what he has drawn - trace/copy Standard English sentence teacher has written for him - use picture clue to read word/sentence

Theme: Myself
Topic: My Senses - Seeing, Hearing, Smelling, Tasting, Touching (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen as teacher reads Big Books (Teacher-made books information text) - follow sequence from left-to-right - talk about pictures - answer questions on picture - use picture clues to read words/sentence - match letters to words 	<p>Shared Reading from Big Book as related to theme/topic.</p> <p>The Raindrops/ The Clock</p> <p>p. 1 Little girl, little girl, What do you hear?</p> <p>p. 2 I hear the raindrops Loud and clear. Pitter! Patter! Pitter! Patter!</p> <p>p. 3 Little boy, little boy, What do you hear?</p> <p>p. 4 I hear the little clock, Loud and clear, Tick! Tock! Tick! Tock!</p> <p>Free Oral Expression Tell me about something that you like in the Big Book.</p>	<p>Listening to teacher reading picture/sentence books</p> <p>Following sequence from left-to-right</p> <p>Using picture clues to read ,matching letters to words</p>	<p>Teacher made Big Book Informational text on Theme/Topics individual letters Picture - word cards</p> <div style="text-align: center; border: 1px solid black; width: 100px; height: 100px; margin: 10px auto;">  <p>raindrops</p> </div> <div style="text-align: center; border: 1px solid black; width: 100px; height: 100px; margin: 10px auto;">  <p>clock</p> </div>	<p>The child can</p> <ul style="list-style-type: none"> - scan left-to-right as teacher reads - talk about pictures - answer questions in Standard English - use picture clues to read - match letters to words

Theme: Myself
Topic: My Senses - Seeing, Hearing, Smelling, Tasting, Touching (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
	<p>Creative Expression Draw or paint something that you like in the Big Book.</p>			




Theme: Myself
Topic: Clothes I like

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes action songs related to theme/topic to acquire Standard English vocabulary and sentence structures and develop phonemic awareness - identify rhyming sounds/beginning sounds - listen and repeat Maths rhymes for developing Maths concepts - look at and interpret pictures, picture sequence story - sort, match, classify doll's clothes according to size shape, colour (red, yellow, blue) - match clothes to templates of boys/girls - tie, bows, bottons, clothes, lace shoes, zip and unzip - participate in discussion "Healthy Habits" - group, sort, match, classify objects 	<p>New vocabulary and sentence structures in stories Nursery rhymes songs related to topic</p> <p><u>Peter's Pants</u> Peter's pants has three colours Red, yellow and blue I love Peter's pants with three colours. Do you love it too?</p> <p><u>Phonemic Awareness</u> Rhyming sounds blue - too</p> <p>Initial Consonant Sounds Peter, Pants</p> <p>Answer questions in Standard English</p> <p>Q What are the colours of Peter's pants? A Peter's pants has three colours red, yellow and blue.</p>	<p>Listening to and repeating short stories nursery rhymes songs related to theme/topic</p> <p>Singing action songs, clapping to music dancing to music</p> <p>Identifying rhyming sounds, beginning sounds</p> <p>Answering questions in Standard English</p> <p>Counting by rote 1-5</p> <p>Matching equal sets 1-3</p> <p>Matching numerals to sets 1-3</p> <p>Grouping, sorting matching, classifying objects.</p>	<p>Tape Recorder cassette Story book, Nursery rhyme book, Home-made percussion instruments</p> <p>blocks templates of boys, girls</p> <p>Cut out of clothes to dress templates of boys/girls</p> <p>Numeral/Number Chart 1-3 Jigsaws, inset trays 1-3</p> <p>Plastic corks, thread, spools, seeds, beads, shells</p>	<p>The child can</p> <ul style="list-style-type: none"> - name the type of clothes he/she likes - select clothes worn by boys/girls - answer questions in Standard English - sort, match, group clothes according to size, shape, colour - match numerals to number 1-3

Theme: Myself
Topic: Clothes I like (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
	<p><u>Free Oral Expression</u> Tell me something about your favourite clothes.</p> <p><u>Creative Expression</u> Draw your favourite clothes</p>			

Theme: Myself
 Topic: Clothes I like (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The Child will:</p> <ul style="list-style-type: none"> - listen as teacher reads 1. (Big Book) Teacher made 2. Story Book related to topic. - read picture word cards using picture clues. - answer questions. - talk about clothes for different occasions - school, church, parties - draw paint clothes 'I like' - trace/copy teacher's writing - trace around templates of clothes. - cut and paste bits of paper outline 	<p>Shared Reading</p> <p>Clothes</p> <p>p. 1 (picture) My dress had three colours. Red, Yellow and Blue I love my dress with three colours, Do you love it too?</p> <p>p. 2 (picture) My shirt has three colours, Red, yellow and Blue I love my shirt with three colours, Do you love it too?</p> <p>p. 3 (picture) My pants had three colours, Red, yellow and Blue I love my pants with three colours, Do you love it too?</p> <p>Free Oral Expression Tell me about something that you like in the Big Book.</p> <p>Creative Writing Draw or paint anything that you like in the Big Book.</p>	<p>Talking about pictures in books</p> <p>Answering questions in Standard English</p> <p>Reading picture word cards</p> <p>Drawing clothes</p> <p>Tracing/copying name of clothes</p> <p>Matching letters to name</p> <p>Cutting bits of paper</p>	<p>Big Book (information text)</p> <p>Story book</p> <p>Pictures related to topic</p> <div style="text-align: center;">  dress </div> <div style="text-align: center;">  shirt </div> <div style="text-align: center;">  pants </div>	<p>The child can</p> <ul style="list-style-type: none"> - speak in Standard English - answer questions in Standard English - read using picture clue - draw freely - trace/copy teacher's writing - cut with scissors - paste bits of paper to make collage - match letters to his name and word

Theme: Celebrations
Topic: Christmas

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to, repeat short stories, nursery rhymes, action songs related to theme/ topic to acquire Standard English and develop Phonemic Awareness. - participate in discussion of Christmas Diorama or pictures. - answer questions in Standard English. 	<p>New Vocabulary in short stories, nursery rhymes, and action songs related to Christmas.</p> <p>Christmas Presents See the pretty presents under the Christmas <u>tree</u> One for Sally And one for <u>me</u>.</p> <p>Phonemic Awareness Rhyming Sounds tree me Initial Consonant Sound See Sally</p> <p>Sentence Structures Q. How many presents were under the Christmas tree? A. Two presents were under the Christmas tree.</p> <p>Free Oral Expression Tell me about something that you would like for Christmas.</p> <p>Creative Expression Draw or paint something that you would like for Christmas.</p>	<p>Listening to, repeating, dramatizing short stories, nursery rhymes related to Christmas.</p> <p>Listening to and singing action songs related to Christmas.</p> <p>Clapping to music.</p> <p>Dancing to music.</p> <p>Participating in discussion of Christmas.</p> <p>Answering questions in Standard English</p>	<p>Tape recorder, Cassettes, Story Books, Songs, Nursery rhymes.</p> <p>Home-made percussion instruments.</p> <p>Dioramas Santa Claus, Toys.</p> <p>Pictures of Christmas.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes, - sing songs. - identify rhyming sounds and initial consonant sounds. - answer questions in Standard English.

Theme: Celebrations
Topic: Christmas (continued)


Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - model toys with play dough. - trace around templates of toys, Christmas trees, Santa Claus. - colour within outlines, - make Christmas decorations for classroom using red and green - cut and paste paper in outlines. - draw the toy they would like to have. - paint the toy with clothes clips and sponge and powder paint. - trace the name teacher has written. - build toys with blocks. 	<p>Toys, Christmas trees, Christmas decorations.</p> <p>Eye-hand Co-ordination</p> <p>Math Concepts</p> <ul style="list-style-type: none"> - Shapes - Sizes big, little - Colours red, green <p>Eye- hand Co-ordination</p> <p>Visual motor co-ordination</p>	<p>Modelling with play dough.</p> <p>Tracing around templates.</p> <p>Colouring within outlines. Making Christmas decorations.</p> <p>Cutting and pasting bits of paper in shapes.</p> <p>Paint the toy with bits of sponge.</p> <p>Trace teacher's writing.</p> <p>Building with blocks.</p>	<p>Play dough, templates of toys, Christmas trees, Santa Claus.</p> <p>Paper, paste, scissors</p> <p>Old magazines</p> <p>Crayons</p> <p>Paper, sponge, powder paint colours, Clothes clip and sponge.</p> <p>Paper,</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - model with play dough. - trace around templates. - colour within outlines. - cut and paste bits of paper. - draw their toys. - trace words. - build with blocks

Theme: Celebrations
Topic: Christmas (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<ul style="list-style-type: none"> - fold paper to make a Christmas Card. - paste a picture on cover. - trace around templates of geometric shapes, to make Christmas decorations; circles, squares, triangles, rectangles. - cut and decorate shapes. - use paper punched circles for pasting. - count circles for paper chains, 1 – 5. - trace numerals 1 – 5. - match numerals to objects. - group, match, sort, classify objects. 	<p>Eye-hand Co-ordination</p> <p>Maths Concept circles, squares triangles, rectangles.</p> <p>Cut and paste paper to decorate shapes.</p> <p>Count 1 – 5</p> <p>Trace numerals 1 – 5</p> <p>Match numeral to objects 1 – 5.</p>	<p>Folding paper to make Christmas cards.</p> <p>Pasting pictures,</p> <p>Cutting around templates of geometrical shapes.</p> <p>Cutting pasting and decorating shapes.</p> <p>Counting 1 – 5.</p> <p>Tracing numerals 1–5.</p> <p>Matching numerals 1–5.</p> <p>Sorting, matching, classifying objects.</p>	<p>Pictures from old Christmas cards and gift paper.</p> <p>Templates of geometric shapes of different sizes</p> <p>Plastic beads, thread spools, seeds, beads, shells.</p> <p>Paper punched circles.</p> <p>Number/numeral chart.</p> <p>Paper chains.</p> <p>Inset Trays Cut Outs Numerals 1 - 5</p>	<ul style="list-style-type: none"> - fold paper to make a card - paste a picture. - cut around templates of geometric shapes. - Group, sort match, classify objects - cut and paste paper to decorate. - count objects 1 – 5, - trace numerals 1– 5 - match numerals to objects in inset trays.

Theme: Celebrations

Topic: Christmas (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none">- participate in discussion of Big Book, Cover, Title.- listen to teacher reading.- read with teacher.- read independently.- use picture clues to read picture – words cards.	<p>Shared Reading (Big Book) Five Little Santas p. 1. (picture) Five Little Santas were standing by the door. p. 2. (picture) One ran away And then there were four. p. 3. (picture) Four Little Santas were standing under a tree. p. 4. (picture) One ran away And then there were three. p. 5. (picture) Three little Santas were looking at you. p. 6. (picture) One ran away And then there were two. p. 7. (picture) Two little Santas were standing in the sun p. 8. (picture) One ran away and then there was one. p. 9. (picture) One little Santa was left all alone. p. 10. (picture) He ran away and then there was none.</p>	<p>Participating in discussion of Big Book.</p> <p>Listening to teacher reading Big Book,</p> <p>Reading with teacher,</p> <p>Reading independently.</p>	<p>Big Book.</p> <p>'Five Little Santas'</p> <p>Picture Word Cards.</p> <div data-bbox="1233 534 1524 895" style="text-align: center;"><p>Santa</p></div>	<p>The child can:-</p> <ul style="list-style-type: none">- participate in discussion of Big Book.- listen as teacher reads.- participate in reading Big Book.- read small book independently.

Theme: Celebrations

Topic: Christmas (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	<i>Evaluation</i>
	<p><u>Free Oral Expression</u> Tell me about something that you like in the Big Book.</p> <p><u>Creative Expression</u> Draw or paint something or model something that you like in the Big Book.</p>			



Theme: Myself
Topic: My Toys

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, action songs related to theme/topic to acquire Standard English vocabulary and sentence structures and develop phonemic awareness - identify rhyming sounds/beginning sounds - answer questions in Standard English - listen to Maths rhymes for developing Maths concepts - count by rote 1-5 - match objects to sets 1-3 - build engine with blocks <div style="display: flex; justify-content: space-around; width: 100px; margin: 5px 0;"> 1 2 3 4 5 </div> <ul style="list-style-type: none"> - Sort, match, group small toys, pictures of toys according to shape, colour, size 	<p>New vocabulary in short stories, nursery rhymes, songs related to theme/topic rhyme</p> <p>e.g. My Motor Car I have a little motor car I wind it with a key I wish if it were big enough For only you and me</p> <p>Sentence Structures Q Which toy do you like? A I like my _____</p> <p>Phonemic Awareness rhyming sounds key - me Beginning Sounds My – me Motor</p> <p>Maths concepts 1-3 e.g. One red engine Puffing down the track One red engine Puffing, puffing back</p> <p>Free Oral Expression. Tell me which rhyme you like. My Motor Car or one red engine.</p>	<p>Listening to, repeating dramatising short stories, nursery rhymes songs related to theme/topic</p> <p>Singing action songs Clapping to music Dancing to music Identifying rhyming sounds same beginning sounds.</p> <p>Answering questions in Standard English</p> <p>Listening, repeating dramatizing number rhyme</p> <p>Building with blocks</p> <p>Sorting, matching grouping according to shape, colour and size</p>	<p>Tape Recorder, Cassettes Story books, Nursery rhyme book, Home-made percussion instruments.</p> <p>Manipulative materials blocks Plastic corks, thread spools, beads, seeds shells.</p> <p>Number Rhyme</p> <p>Blocks</p> <p>Numeral/Numerals Chart 1-3</p> <p>Small toys</p> <p>Picture of toys</p>	<p>The child can</p> <ul style="list-style-type: none"> - speak in Standard English - answer questions in Standard English - name the toy that he/she likes best - identify and count objects 1-5 - count by rote 1-5 - make patterns with numbers 1-3 - trace numerals 1, 2, 3

Theme: Myself
Topic: My Toys (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
	<p>Creative Expression Draw or paint something that you like in the rhyme.</p>			

Theme: Myself
Topic: My Toys (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - bring toys for show and tell - talk about pictures of different toys, story book, book picture-word cards - read picture-word cards using picture-clues - answer questions on Big Book - draw paint his toy - model toy with play dough - trace/copy teacher's writing of his name and name of toy - trace templates of toys - cut and paste bits of paper in outline - participate in discussion "Caring Toys" 	<p><u>Sentence Structures</u></p> <p>Shared Reading from Big Book as related to theme/topic:</p> <p><u>My Toys</u></p> <p>p. 1 (picture) My teddy bear has very big eyes. He can close them too.</p> <p>p. 2 (picture) I let my brother play with him. I like to share, don't you?</p> <p>p. 1 (picture) My doll has very big eyes. She can close them too.</p> <p>p. 2 (picture) I let my sister play with her. I like to share, don't you?</p> <p><u>Free Oral Expression</u> Tell me about something that you like in the Big Book.</p>	<p>Talking about their own toys at show and tell session</p> <p>Talking about pictures of toys</p> <p>Show and tell I have ____ It is ____</p> <p>Drawing his toy Tracing/copying/writing his name and name of toy</p> <p>Cutting and pasting bits of paper in outlines</p> <p>Modelling with playdough, Matching letters to words.</p>	<p>Toys Pictures of toys Big Book</p> <p>Story book</p> <p>The Lost Doll</p> <p>Crayons</p> <p>Paper</p> <p>Playdough</p> <p>Letters</p> <div style="text-align: center;">  <p>teddy bear</p> </div> <div style="text-align: center;">  <p>doll</p> </div>	<p>The child can</p> <ul style="list-style-type: none"> - talk in Standard English about his own toy - answer questions in Standard English - read using picture clues - draw/paint model - cut with scissors - paste bits of paper - match letters to words - trace around templates

Theme: Myself
Topic: My Toys (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
	<p><u>Creative Expression</u> Draw or paint or model something that you like in the Big Book.</p>			




Theme: Myself
Topic: Foods I Like

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen to and repeat dramatize short stories, nursery rhymes, action songs related to theme/topic to acquire Standard English vocabulary and develop phonemic awareness - answer questions in Standard English - sort pictures of fruits, vegetables according to size, shape, colour - matching equal sets of fruit - count fruits 1-5 - fix number/numeral jigsaw 1-3 - fix number inset trays - draw number of objects to match numerals 1-3 - participate in discussion e.g.– buying fruits, vegetables in market “Healthy Habits” 	<p>New vocabulary and sentence structures in short stories, nursery rhymes, songs related to topic</p> <p><u>My bread with honey</u> I eat my bread with honey I've done it all my life It makes the bread taste funny But it makes me full of life</p> <p><u>Phonemic Awareness</u> Initial Consonant Sound my - make Rhyming Sounds Funny - honey</p> <p>Maths concepts Numbers 1-5 Sizes Shapes Colours Eye – hand coordination</p> <p><u>Free Oral Expression</u> Tell me what you like to eat with bread.</p> <p><u>Creative Expression</u> Draw or paint something you would like to eat with bread.</p>	<p>Listening to and repeating short stories, nursery rhymes</p> <p>Listening to and singing action songs Clapping to music Identifying rhyming sounds and beginning sounds</p> <p>Answering questions in Standard English</p> <p>Counting fruits 1-3</p> <p>Matching equal sets 1, 2, 3</p> <p>Fixing number/numeral, jigsaws</p> <p>Fixing number inset trays</p> <p>Draw objects to match numerals</p> <p>Trace numerals 1-3</p> <p>Grouping, sorting, matching, classifying objects.</p>	<p>Tape recorder, Cassette</p> <p>Story books</p> <p>Nursery rhymes</p> <p>Songs</p> <p>Home-made percussion instruments</p> <p>Pictures of food mother cooks</p> <p>Picture of fruits/vegetables from market/garden/grocery</p> <p>Pictures of vegetables</p> <p>Self corrective materials Numeral/number, inset trays, numerals 1-3</p> <p>Plastic corks, thread spools, beads, seeds, shells.</p>	<p>The child can</p> <ul style="list-style-type: none"> - listen and repeat short stories, nursery rhymes - sing songs - identify rhyming sounds and beginning sounds - identify similarities and differences in shapes, colours, sizes - answer questions in sentences - count by rote 1-5 - match numerals to number 1-3 - group, sort, match classify objects.

Theme: Myself
Topic: Foods I Like (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen as teacher reads Big Book (Teacher-made informational text) - follow sequence from left-to-right - use picture clues to read sentences - answer questions on picture, story Who? Where? What? How? When? 	<p>Shared Reading Big Book</p> <p>Cakes p. 1 (picture) Four little jam buns Mommy made for tea, One for Daddy, One for Mommy, One for Baby, And one for me.</p> <p>p. 2 (picture) Four little pine tarts Mommy made for tea, One for Daddy, One for Mommy, One for Baby, And one for me.</p> <p>Free Oral Expression Tell me about something that you like in the Big Book.</p> <p>Creative Expression Draw or paint something that you like.</p>	<p>Listening to teacher reading Big Book</p> <p>Following sequence from left-to-right using picture clues to read picture word cards</p> <p>Interpreting Picture Sequence Stories</p>	<p>Big Book Picture word cards</p> <p>Word cards Letters for matching</p> <p>Picture Sequence Stories</p>	<p>The child can</p> <ul style="list-style-type: none"> - scan left-to-right when being read to - answer who? what? where? why? when? how? questions






Theme: Myself
Topic: Foods I Like (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - model 'fruits I like' with playdough - trace templates of "Fruits I like" - draw pictures of "Fruits I like" - trace/copy words written by teacher - trace/copy his own name - say names of letters as he traces - find letters on alphabet chart - match letters to words - cut and paste bits of paper on outlines of fruits - paint pictures of fruits - Fix picture-word jigsaws 	<p>Fruits Eye - hand coordination</p> <p>Visual motor coordination.</p> <p>Lower and upper case letters of alphabet.</p> <p>Visual discrimination.</p> <p>Eye - hand coordination.</p> <p>Free Oral Expression Tell me something about the fruits you like.</p> <p>Creative Expression Draw or paint the fruits you like.</p>	<p>Modelling with playdough.</p> <p>Tracing templates</p> <p>Drawing pictures.</p> <p>Matching similar letters to words.</p> <p>Identifying letters on Alphabet Chart.</p> <p>Saying names of letters while tracing.</p> <p>Cutting/Pasting.</p> <p>Fixing picture word Jigsaws.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  mango </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  banana </div> </div>	<p>Playdough Templates of fruits</p> <p>Crayons, Paper</p> <p>Picture word cards</p> <p>Individual letters</p> <p style="text-align: center;">  Mango </p> <p>Mango Alphabet Chart</p> <p>Aa Bb Cc</p> <p>Magazine pages</p> <p>Picture word Jigsaws</p>	<p>The child can</p> <ul style="list-style-type: none"> - model with dough - trace around templates - draw freely with crayons - paint with large brushes - trace/copy words - name letters' identify letters on alphabet chart - cut and paste - fix picture word jigsaws




Theme: Myself
Topic: My Family (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
	<p><u>Free Oral Expression</u> Tell me about someone that you like in the rhyme.</p> <p><u>Creative Expression</u> Draw or paint someone that you rhyme.</p>			

Theme: Myself
Topic: My Family (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen as teacher reads Big Book (Teacher made) - follow sequence from left-to-right - participate in reading Big Book - read small book independently using picture clues - answer questions on picture story who? when? what? how? where? why? - relate story to real experience - use picture clues to read words/sentence - match letters 	<p>Big Book/Shared Reading Picture/Sentence</p> <p><u>The Family</u></p> <p>p. 1. (picture) This is father, Who brings home our bread.</p> <p>p. 2. (picture) This is mother Who puts us to bed.</p> <p>p. 3. (picture) This is brother, Who plays with his ball</p> <p>p. 4. (picture) This is sister Who plays with her doll</p> <p>p. 5. (picture) This is baby The smallest of all</p> <p><u>Free oral Expression</u> Tell me about something that you like in the Big Book.</p> <p><u>Creative Expression</u> Draw or paint something that you like in the Big Book.</p>	<p>Listening to teacher read Big Book</p> <p>Following sequence from left-to-right. Using picture word cards</p> <p>Matching letters to words</p> <p>Answering questions on story</p>	<p>Big Book Photographs of families, pictures of families, Picture-word cards, Word cards, letters for matching.</p> <div style="text-align: center;">  Father </div> <div style="text-align: center;">  Mother </div> <div style="text-align: center;">  Brother </div> <div style="text-align: center;">  Sister </div> <div style="text-align: center;">  baby </div>	<p>The child can</p> <ul style="list-style-type: none"> - scan left-to-right when being read to. - participate in shared reading. - read independently using picture clues.

Theme: Myself
Topic: My Family (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - model members of family - trace templates of people - draw pictures of 'My Family' - trace/copy words written by teacher - say names of letters as he traces - find letters on alphabet chart - match letters to words - cut and paste bits of paper in outlines - paint pictures of my family - fix picture - word jigsaws - 	<p>Each family is different. My Family Eye - hand coordination. Lower and upper case letters of the alphabet.</p> <p>Visual discrimination.</p> <p>Eye - hand coordination.</p> <p>Member of "My Family" size of family Number of family members</p> <p>Free Oral Expression Tell me something about your family</p> <p>Creative Expression Draw your family</p>	<p>Modelling family members with playdough. Tracing around templates of people. Matching letters to words. Identifying letters on alphabet chart. Tracing words and saying names of letters while tracing Cutting/pasting Fixing picture word jigsaws.</p> <p>Making 'This is my Family' Book</p>	<p>Playdough templates of people, Crayons, paper, Picture word cards</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">  My brother </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">  My sister </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">  My father My mother </div> <p>Alphabet chart, Magazine pages, Picture – word cards, Jigsaws, Powder paints, Large brushes.</p>	<p>The child can</p> <ul style="list-style-type: none"> - model with dough - trace around templates - draw freely with crayons - paint with large brushes - trace words - name letters as they trace - identify letters on alphabet chart - cut and paste - fix picture-word jigsaws - use picture dictionaries







Theme: Myself
Topic: My Home

Objectives	Content/Concepts	Learning/Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen to, repeat, and dramatise short stories, nursery rhymes, action songs related to topic to acquire Standard English vocabulary and develop phonemic awareness - answer questions in Standard English - identify rhyming sounds, initial consonant sounds - sort pictures of homes according to size, shape, colour - count objects 1-5 - count by rote 1-5 - match equal sets - trace numerals 1-3 - match 1-3 cups, plates - participate in discussion 	<p>New vocabulary and sentence structures in short stories, nursery rhymes, songs related to topic</p> <p><u>The House</u> e.g. Here is a house with posts so tall Here are the trees Hanging over the wall. Here are the windows Open them wide. Here is the family That lives inside.</p> <p><u>Phonemic Awareness</u> Rhyming sounds tall - wall wide - inside</p> <p>Initial consonant sounds Wall, wide, windows</p> <p>Maths concepts Shapes - round, square Number concepts 1-5. One to one correspondence</p> <p><u>Sentence Structures</u> Q What kind of house do you live in? A I live in a cottage/benab</p>	<p>Listening to and repeating short stories. Nursery rhymes, songs. Listening to and singing action songs Clapping to music. Identifying rhyming sounds and beginning sounds Answering questions in Standard English. sorting, matching</p> <p>Classifying pictures of homes according to size, colour shapes</p>	<p>Tape Recorder, Cassettes, Photographs of houses, Pictures of houses, Doll's house, Dolls furniture for Bedroom Sitting room, Kitchen, Dolls utensils for kitchen, Sets - cups, plate, Knives - forks</p>	<p>The child can</p> <ul style="list-style-type: none"> - listen and repeat short stories, nursery rhymes, songs - answer questions in Standard English - sort, match, classify houses according to colour, shape, size - count by rote 1-10 - make sets of 1-3 objects in the home - use number names 1-3

Theme: Myself
Topic: My Home (continued)

Objectives	Content/Concepts	Learning/Experiences	Materials	Evaluation
	<p><u>Free Oral Expression</u> Tell me about something that you like in the rhyme</p> <p><u>Creative Activity</u> Draw something that you like in the rhyme</p>			




Theme: Myself
Topic: My Home (continued)

Objectives	Content/Concepts	Learning/Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen as teacher reads Big Book - follow sequence from left-to-right - participate in class reading - use picture clues to read sentences - read small book independently 	<p>Big Book Shared Reading</p> <div data-bbox="490 406 797 582" style="border: 1px solid black; padding: 5px;"> <p>p. 1</p>  <p>Some people live in a little house</p> </div> <div data-bbox="490 598 807 821" style="border: 1px solid black; padding: 5px;"> <p>p. 2</p>  <p>Some people live in a big house</p> </div> <div data-bbox="500 845 807 1069" style="border: 1px solid black; padding: 5px;"> <p>p. 3</p>  <p>Some people live in a round house</p> </div> <div data-bbox="511 1093 817 1300" style="border: 1px solid black; padding: 5px;"> <p>p. 4</p>  <p>Some people live in a square house</p> </div>	<p>Listening to teacher read Big Book</p> <p>Following sequence from left-to-right</p> <p>Reading with teacher</p> <p>Using picture clues to read</p> <p>Reading small book independently</p>	<p>Big Book</p> <p>Small Book</p> <p>Picture word cards</p> <p>Word cards</p> <div data-bbox="1185 614 1338 805" style="border: 1px solid black; padding: 5px; display: inline-block;">  <p>little house</p> </div> <div data-bbox="1359 614 1512 805" style="border: 1px solid black; padding: 5px; display: inline-block;">  <p>big house</p> </div>	<p>The child can</p> <ul style="list-style-type: none"> - scan left-to-right when being read to - participate in shared reading - read independently using picture clues in small book

Theme: Myself
Topic: My Home (continued)

Objectives	Content/Concepts	Learning/Experiences	Materials	Evaluation
	<p><u>Free Oral Expression</u> Tell me about something that you like in the Big Book.</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in the Big Book.</p>			

Theme: Myself
Topic: My Home (continued)

Objectives	Content/Concepts	Learning/Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - model homes - trace around templates of homes - draw 'my home' - trace/copy words written by teacher - say names of letters as he traces - find letters on alphabet chart - match letters to words - cut and paste bits of paper in outlines of houses - paint pictures of houses - build homes with building blocks - fix picture - word jigsaws 	<p>My home Eye - hand coordination</p> <p>Visual - motor coordination.</p> <p>Visual discrimination Upper and lower case letters of the alphabet.</p> <p>Free Oral Expression Tell me something about your house.</p> <p>Creative Expression Draw your house.</p>	<p>Modelling their homes with playdough</p> <p>Tracing around templates of homes</p> <p>Matching letters to words</p> <p>Tracing and naming letters in words</p> <p>Identifying letters on alphabet chart</p> <p>Cutting and pasting paper in outlines</p> <p>Fixing picture word jigsaws</p> <p>Building homes with blocks</p>	<p>Playdough templates of homes Crayons, paper Picture word Cards</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  big house </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  little house </div> </div> <div style="border: 1px solid black; padding: 10px; text-align: center; margin-top: 10px;">  my home </div> <p>Alphabet chart Magazine pages for collage</p> <p>Picture - word jigsaws large brushes Powder paint</p> <p>Blocks of different lengths, shapes, sizes, colours</p>	<p>The child can</p> <ul style="list-style-type: none"> - model with dough - trace around templates - draw freely with crayons - paint freely with large brushes - trace words - name letters as they trace - identify letters on alphabet chart - cut and paste - fix picture word jigsaws - use picture dictionaries

Theme: Easter
Topic: Fun at Easter

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, action songs, related to topic to acquire Standard English and develop Phonemic Awareness. - participate in discussion on "Kite Flying" - answer questions in Standard English. 	<p>New Vocabulary and Sentence Structures in short stories, nursery rhymes and action songs related to topic.</p> <p><u>The Kites</u> The Kites go up The kites go <u>down</u>. In and around All over <u>town</u>. The children run and jump and <u>play</u> Because they love a windy <u>day</u>.</p> <p><u>Phonemic Awareness</u> Rhyming Sounds down town, play day</p> <p>Initial Consonant Sound down, day</p> <p><u>Spatial Awareness</u> up - down, in - around</p> <p><u>Free Oral Expression</u> Tell me something that you like in the rhyme.</p> <p><u>Creative Expression</u> Draw or paint something that you like in the rhyme.</p>	<p>Listening to, repeating, dramatizing short stories, nursery rhymes.</p> <p>Listening to and singing action songs.</p> <p>Imitating actions.</p> <p>Clapping to music.</p> <p>Dancing to music.</p> <p>Identifying rhyming sounds and beginning sounds.</p> <p>Answering questions in Standard English.</p>	<p>Tape Recorder Cassettes, Story Books, songs, Nursery Rhymes.</p> <p>Home made percussion instruments.</p>	<p>The child can:</p> <ul style="list-style-type: none"> - listen to and retell short stories, nursery rhymes. - sing action songs. - answer questions in Standard English.

Theme: Easter
Topic: Fun at Easter (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book. - listen to teacher reading. - read with teacher. - read independently. 	<p>Shared Reading - (Big Book) <u>Easter Rabbits</u></p> <p>p. 1. (picture) Five little Easter Rabbits Sitting by the door.</p> <p>p. 2. (picture) One hopped away, And then there were four.</p> <p>p. 3. (picture) Four little Easter Rabbits Standing under a tree.</p> <p>p. 4. (picture) One hopped away And then there were three.</p> <p>p. 5. (picture) Three little Easter Rabbits Looking at you.</p> <p>p. 6. (picture) One hopped away And then there were two.</p> <p>p. 7. (picture) Two little Easter Rabbits Resting in the sun.</p> <p>p. 8. (picture) One hopped away And then there was one.</p> <p>p. 9. (picture) One little Easter Rabbit Left all alone.</p> <p>p. 10. (picture) He hopped away And then there was none.</p>	<p>Participating in discussion of Big Book.</p> <p>Listening to teacher reading Big Book.</p> <p>Reading with teacher.</p> <p>Reading independently.</p>	<p>Big Book "Easter Rabbits."</p> <p>Small Book "Easter Rabbits"</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book. - listen as teacher reads. - participate in reading Big Book. - read small book independently.

Theme: Easter
Topic: Fun at Easter (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
	<p><u>Free Oral Expression</u> Tell me about something that you like in the Big Book.</p> <p><u>Creative Expression</u> Draw or paint something that you like in the Big Book.</p>			











Theme: Easter
Topic: Fun at Easter (continued)

Objectives	Content/Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise Math Rhymes. - identify shapes on Easter kites – square, circle, rectangle, star, triangle, diamond. - identify colours of Kite paper. - observe kites flying; <ul style="list-style-type: none"> * tell how kites move * tell why kites move. - decorate egg shells to make Easter Eggs. - make simple kites. - draw kites. - paint kites. - copy sentence written by teacher. - count kites - compare kites (size, weight.) 	<p>Maths Concepts - Shapes square, circle, rectangle, triangle, star</p> <p>Colours</p> <p>How kites move.</p> <p>Eye-hand Co-ordination</p> <p>Visual Motor Co-ordination</p> <p>Maths Concepts (size, weight) Bigger than – smaller than, Heavier than – lighter than.</p>	<p>Listening to, repeating and dramatizing Math stories, nursery rhymes, action songs, 1 – 5.</p> <p>Naming shapes, and colours of kites.</p> <p>Observing kites flying;</p> <p>Telling how kites move,</p> <p>Telling why kites move.</p> <p>Decorating egg shells, Making simple kites.</p> <p>Drawing kites</p> <p>Painting kites</p> <p>Copying sentence written by teacher</p> <p>Counting kites</p> <p>Comparing kites according to size and shape.</p>	<p>Math stories, rhymes, songs; 1 – 5. Kite paper, Broom, Crayons, Paper</p> <p>Kites of different shapes and colours</p> <p>Egg shells, powder paint, paper, crayons.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise Math stories and rhymes, - sing action songs, 1 – 5. - observe kites flying. - tell how and why they move. - decorate egg shells. - make simple kites - draw kites - paint kites - copy sentence written by teacher.

Theme: Animals
Topic: Animals we have at home (Mothers and Babies)

Objectives	Content/Concepts	Learning/Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, action songs related to theme/topic to acquire Standard English vocabulary and develop phonemic awareness - answer questions in Standard English - sort, match, classify animals according to size, shape, colour - counting animals 1-5 - fix number/numeral jigsaws 1-5 - draw animals to match numerals 1-5 - trace numerals 1-5 - match similar sets of animals - participate in discussion "Healthy Habits" 	<p>New vocabulary sentence structures in short stories, nursery rhymes songs related to topic</p> <p>The duck has a duckling. What does it say? Quack! Quack! Quack! Quack! All through the day</p> <p>Phonemic Awareness Rhyming Sounds say - day</p> <p>Initial Consonant Sounds duck - duckling</p> <p>Maths concepts 1-5 Eye – hand coordination.</p> <p>Free Oral Expression Tell me about something that you like in the rhyme.</p> <p>Creative Expression Draw or paint something that you like in the rhyme.</p>	<p>Listening to repeating dramatising short stories, nursery rhymes</p> <p>Listening to and singing action songs Clapping to music Identifying rhyming sounds and beginning sounds</p> <p>Answering questions</p> <p>Counting animals 1-5</p> <p>Matching equal sets 1-5</p> <p>Fixing number/numeral jigsaws 1-5</p> <p>Fixing number inset trays 1-5</p> <p>Tracing numerals 1-5</p> <p>Drawing objects to match numerals</p>	<p>Tape Recorder, Cassettes Story books Nursery rhymes Home made percussion instruments pictures of animals we have at home</p> <p>Mothers and Babies</p> <p>Numeral/Number jigsaws 1-5</p> <p>Numeral/Number inset trays 1-5</p> <p>Large numerals for tracing</p>	<p>The child can</p> <ul style="list-style-type: none"> - listen and repeat short stories, nursery rhymes - sing songs - identify rhyming sounds, same beginning sounds - identifying similarities and differences in size, colours shapes, textures - answer questions in Standard English - count by rote - match regular sets 1-5 - match numeral to number 1-5

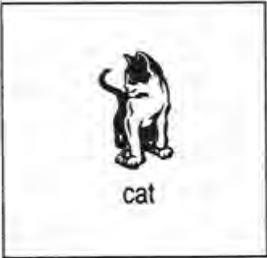
Theme: Animals
Topic: Animals we have at home (Mothers and Babies) (continued)

Objectives	Content/Concepts	Learning/Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - listen as teacher reads Big Book - participate in reading Big Book - read small books independently 	<p>Shared Reading Big Book (Information Text)</p> <div data-bbox="465 427 758 624"> <p>p. 1</p>  <p>A baby cat is a kitten</p> </div> <div data-bbox="465 639 758 807"> <p>p. 2</p>  <p>A baby dog is a puppy</p> </div> <div data-bbox="465 823 758 999"> <p>p. 3</p>  <p>A baby chick is a duckling</p> </div> <div data-bbox="465 1054 758 1414"> <p>Big Books Predictable stories Little Chick</p>  <p>Have you seen my mother asked little chick No I haven't seen your mother said the cat</p> </div>	<p>Listening to teacher reading Big Book</p> <p>Following sequence from left to right</p> <p>Participating in reading Big Book</p> <p>Use picture clues to read sentence</p>	<p>Big Book</p> <p>Picture Word Cards</p> <div data-bbox="1161 488 1302 655">  <p>dog</p> </div> <div data-bbox="1322 488 1443 655">  <p>puppy</p> </div> <div data-bbox="1161 751 1302 943">  <p>cat</p> </div> <div data-bbox="1322 751 1473 943">  <p>kitten</p> </div> <div data-bbox="1161 1023 1302 1214">  <p>duck</p> </div> <div data-bbox="1322 1015 1473 1206">  <p>duckling</p> </div> <p>Read small book independently</p>	<p>The child can</p> <ul style="list-style-type: none"> - scan left to right when being read to - participate in reading big book - read small book independently using picture clues

Theme: Animals
Topic: Animals we have at home (Mothers and Babies) (continued)

Objectives	Content/Concepts	Learning/Experiences	Materials	Evaluation
	<p><u>Free Oral Expression</u> Tell me about something that you like in the Big Book.</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in the Big Book.</p>			

Theme: Animals
Topic: Animals we have at home (Mothers and Babies) (continued)

Objectives	Content/Concepts	Learning/Experiences	Materials	Evaluation
<p>The child will</p> <ul style="list-style-type: none"> - model animals we have at home - trace around templates of animals at home - colour outlines - draw animals - trace/copy words written by teacher - match letters to words - cut and paste bits of paper in outlines - cut around outlines - fix picture word jigsaws - paint animals with fingers and large paint brushes 	<p>Animals we have at home. eye - hand coordination</p> <p>Visual - Motor coordination.</p> <p>Visual Discrimination eye - hand coordination.</p> <p>Upper and lower case letters of the alphabet.</p> <p>Free Oral Expression Tell me something about the animals you have at home.</p> <p>Creative Expression Draw, paint or model any animal that you like.</p>	<p>Modelling with playdough - animals at home</p> <p>Tracing templates</p> <p>Drawing pictures</p> <p>Matching letters to words</p> <p>Identifying letters on alphabet chart</p> <p>Saying names of letters while tracing</p> <p>Cutting/Pasting</p> <p>Fixing picture word jigsaws</p>	<p>Playdough templates of animals</p> <p>Paper (- old magazine pages)</p> <p>Paste</p> <p>Scissors</p> <p>Picture word cards</p> <div style="text-align: center;">  <p>cat</p> </div> <p>letters for matching on alphabet chart</p>	<p>The child can</p> <ul style="list-style-type: none"> - model animals with playdough - trace around templates - draw freely with crayons - paint with fingers and large brushes - identify letters on alphabet chart - fix jigsaw puzzles

Theme: My School
Topic: Fun at School

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes, action songs related to the theme/ topic to acquire Standard English Vocabulary, sentences structures and develop Phonemic Awareness - identify rhyming sounds. - answer questions on rhymes in Standard English. 	<p>New Vocabulary and Sentence Structures in nursery rhymes, short stories and songs related to theme/ topic:</p> <p><u>Four Little School Boys</u> Four little school boys met in the <u>rain</u>. Bowed most politely And bowed <u>again</u>. How do you do? How do you do? How do you do again?</p> <p><u>Phonemic Awareness</u> Rhyming Sounds rain again</p> <p>Initial Consonant Sounds boys bowed</p> <p><u>Sentence Structures</u> Q. How many little boys met in the rain? A. Four little boys met in the rain. Q. What did they say? A. They said, "How do you do?"</p>	<p>Listening to, repeating and dramatising short stories, nursery rhymes.</p> <p>Listening to and singing action songs.</p> <p>Clapping to music.</p> <p>Identifying rhyming sounds and beginning sounds.</p> <p>Answering questions in Standard English.</p>	<p>Tape Recorder, Cassettes, Story Books, Nursery Rhymes, Songs,</p> <p>Home-made instruments, Pictures and Models related to theme/topic.</p>	<ul style="list-style-type: none"> - The child can: listen to, repeat and dramatise short stories, nursery rhymes and songs. - answer questions in Standard English.

Theme: My School
Topic: Fun at School (continued)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book, Cover, Title. - listen as teacher reads Big Book. - participate in reading Big Book with teacher. - use picture clues to read Small Book independently. - match letters to words. 	<p>Shared Reading (Big Book)</p> <p><u>Four Little School Boys Sitting by the Gate.</u></p> <p>p. 1. (picture) Four little school boys were sitting by the gate. One walked away and said, "It's getting late."</p> <p>p. 2. (picture) Three little school boys were sitting by the gate. One walked and said, "It's getting dark, I'll walk through the park."</p> <p><u>Free Oral Expression</u> Tell me about something that you like in the Big Book.</p> <p><u>Creative Expression</u> Draw or paint something that you like in the Big Book.</p>	<p>Participating in discussion of the Big Book.</p> <p>Listening to the teacher read the Big Book.</p> <p>Participating in reading the Big Book.</p> <p>Using picture clues to read small book independently.</p> <p>Matching letters to words.</p>	<p>Big Book "Four Little School Boys Sitting by the gate."</p> <p>Picture-word cards School, gate, park.</p> <p>Individual letters.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - participate in the discussion of the Big Book. - listen to the teacher reading the Big Book. - participate in reading. - use picture clues to read independently - match letters to words.

Theme: My School
Topic: Fun at School (continued)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will -</p> <ul style="list-style-type: none"> - listen to and dramatise Maths rhymes to develop maths concepts. 1 - 5 <ul style="list-style-type: none"> • Ordinals First, second, third. - identify first, second and Third. - answer questions in Standard English. - draw five children in a race. - copy numerals 1 - 5 - count by rote 1 - 5 - fix number/numeral jig-saw - cut and paste five pictures in a circle, square, triangle, rectangle. - sort, match, classify objects. - make patterns 	<p>Ordinals First, second, third</p> <p>Sentence Structures Q. Who came first in the race? A.came first.</p> <p>Q. Who came second in the race? A.came second.</p> <p>Q. Who came third in the race? A.came third.</p> <p>Maths Concepts 1 - 5</p> <p>Shapes Circles, squares, triangles, rectangles.</p> <p>Free Oral Expression Tell me something about Fun Day at your school.</p> <p>Creative Expression Draw what you like to do on Fun Day.</p>	<p>Listening to, repeating and dramatizing rhymes.</p> <p>Answering questions in Standard English.</p> <p>Drawing children in a race.</p> <p>Counting by rote.</p> <p>Fixing number/ numeral jig-saws.</p> <p>Listening to, repeating, and dramatizing Maths rhymes to develop maths concepts</p> <p>Identifying ordinals first, second and third.</p> <p>Talking about a race.</p> <p>Drawing objects 1 - 5</p> <p>Copying numerals 1 - 5</p> <p>Counting by rote.</p> <p>Grouping, sorting, matching, classifying objects.</p>	<p>Maths rhymes to develop maths concepts.</p> <p>Photographs Pictures</p> <p>Diorama of children in a race.</p> <p>Tape Recorder, cassettes, Story books, nursery rhymes.</p> <p>Templates of numerals for tracing.</p> <p>Number/numeral jig-saw 1 - 5</p> <p>Templates of geometric shapes – circles, squares, triangles, small pictures.</p> <p>Plastic corks, beads, seeds, shells.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise maths rhymes to develop maths concepts - answer questions in Standard English. - draw children in a race. - copy numerals 1 - 5 - fix number/ numeral jig-saws - talk about pictures and models. - draw objects 1 - 5 - group, sort, match, classify objects.

Theme: Community Workers
Topic: The Doctor

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes, action songs related to the theme/ topic to acquire Standard English Vocabulary, sentences structures and develop Phonemic Awareness 	<p>New Vocabulary and Sentence Structures in nursery rhymes, short stories and songs related to theme/ topic:</p> <p>e.g The Doctor</p> <p>Tell me Doctor! Tell me What you do! I take care of sick children And their parents too. Thank you Doctor, Thanks for all you do.</p> <p>Phonemic Awareness Rhyming Sounds Do too</p> <p>Initial Consonant Sounds <u>d</u>octor <u>d</u>o</p> <p>Sentence Structures Q. What does the doctor do? A. He/she takes care of sick people</p> <p>Free Oral Expression Tell me something about your doctor.</p>	<p>Listening to, repeating and dramatising short stories, nursery rhymes.</p> <p>Listening to and singing action songs.</p> <p>Clapping to music.</p> <p>Identifying rhyming sounds and initial consonant sounds..</p> <p>Answering questions in Standard English.</p> <p>Giving other words that rhyme and have the same beginning sound.</p>	<p>Tape Recorder, Cassettes, Story Books, Nursery Rhymes, Songs,</p> <p>Home-made instruments, Pictures and Models related to theme/topic.</p>	<p>The child can:</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes and songs. - sing action songs. - participate in discussion. - answer questions in Standard English. - giving other rhyming words and words with same beginning sound.

Theme: Community Workers
Topic: The Doctor (continued)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book, Cover, Title. - listen as teacher reads Big Book. - read with teacher. - read independently. - read picture-word cards - match letters to words. - read small books Independently. - learn at least two words as sight words. 	<p>Shared Reading in Big Book:</p> <p><u>The Doctor</u></p> <p>p. 1. (picture) A little girl went to the doctor. And sat down in his chair.</p> <p>p. 2. (picture) And the doctor said, "Now tell me dear, Why are you here?"</p> <p>p. 3. (picture) And the little girl said, "Doctor, I do not feel well today."</p> <p>p. 4. (picture) And the doctor said, " Oh! What did you have for snack today?"</p> <p>p. 5. (picture) And the little girl said, " I had corn curls and a bottle of chubby."</p> <p>p. 6. (picture) And the doctor said, "Oh! That will not make you healthy."</p>	<p>Participating in discussion of Big Book.</p> <p>Listening to teacher read Big Book.</p> <p>Reading Big Book with teacher.</p> <p>Reading independently.</p> <p>Using picture clues to read picture-word cards.</p> <p>Matching individual letters to words.</p>	<p>Big Book</p> <p>Picture word cards.</p> <p>Picture – word jig-saws.</p> <p>Individual letter cards.</p>	<p>The child can:</p> <ul style="list-style-type: none"> - participate in discussion of Big Book. - listen as teacher reads Big Book. - read with teacher. - use picture clues to read words and sentences.

Theme: Community Workers
Topic: The Doctor (continued)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
	<p><u>Free Oral Expression</u> Tell me about something that you like in the Big Book.</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in the Big Book.</p>			

Theme: Community Workers
Topic: The Doctor (continued)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will -</p> <ul style="list-style-type: none"> - listen to and dramatise Maths stories, songs and rhymes. - identify quantities represented by numerals 1 - 5. + understand that the last number counted tells how many things are in the set. - group, sort, match, classify objects. - use pictorial recipe for making a nutritious snack. - observe healthy habits when preparing snacks. - participate in discussion of healthy snacks 	<p>Maths stories, rhymes, finger plays, songs and games related to concepts. 1 - 5.</p> <p>Pictorial recipe for a nutritious snack - Cheese Sandwich, Local Fruit Drink.</p> <p>Begin to understand capacity</p> <p>1 cup</p> <p>2 cups</p> <p>Shapes - triangles, squares, circles</p> <p>Healthy habits.</p>	<p>Listening to, repeating and dramatising Maths stories, nursery rhymes, songs related to concepts 1 - 5</p> <p>Matching correct written numerals with corresponding numbers</p> <p>Making sets 1 - 5</p> <p>Drawing sets and matching numerals 1 - 5</p> <p>Counting forward and backward 1 - 5</p> <p>Wearing caps and aprons; washing hands, measuring sugar, water, fruits, using measuring cups.</p> <p>Grating or blending fruits. Grating cheese. Cutting sandwich in different shapes (triangles, squares, circles)</p> <p>Grouping, sorting, classifying, matching objects.</p>	<p>Maths stories, nursery rhymes, songs, finger plays, games related to concepts 1 - 5.</p> <p>Pictorial recipe of nutritious snacks Caps and aprons.</p> <p>Measuring cups Water, sugar, local fruits.</p> <p>Plastic corks, thread spools, seeds, beads, shells.</p>	<p>The child can:</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise Maths stories, nursery rhymes for concepts 1 - 5. - make sets 1 - 5 - draw sets and matching numerals. - use pictorial recipe for making a nutritious snack. - observe healthy habits.

Theme: Community Workers

Topic: The Nurse

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:</p> <ul style="list-style-type: none"> - Listen to, repeat and dramatise short stories, nursery rhymes, action songs related to the theme/ topic to acquire Standard English Vocabulary, sentences structures and develop Phonemic Awareness 	<p>New Vocabulary and Sentence Structures in nursery rhymes, short stories and songs related to theme/ topic:</p> <p>e.g The Nurse Tell me Nurse! Tell me What you do! I take care of sick children And their parents too. Thank you Nurse, Thanks for all you do.</p> <p>Phonemic Awareness Rhyming Sounds do too</p> <p>Sentence Structures Q. What does the nurse do? A. He/ she takes care of people.</p> <p>Free Oral Expression Tell me what you would like to be when you grow up.</p>	<p>Listening to, repeating and dramatising short stories, nursery rhymes.</p> <p>Listening to and singing action songs.</p> <p>Clapping to music.</p> <p>Identifying rhyming sounds.</p> <p>Answering questions in Standard English.</p>	<p>Tape Recorder, Cassettes, Story Books, Nursery Rhymes, Songs,</p> <p>Home-made instruments, Pictures and Models related to theme/topic.</p>	<p>The child can:</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes and songs. - sing action songs. - participate in discussion. - answer questions in Standard English.

Theme: Community Workers
Topic: The Nurse (continued)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book, Cover, Title. - listen as teacher reads Big Book - read with teacher. - read independently. - read picture-word cards - match letters to words. - read small books independently. - learn at least two words as sight words. 	<p>Shared Reading in Big Book: The Nurse p. 1 (picture) A little boy went to the nurse. And sat down in her chair.</p> <p>p. 2 (picture) And the nurse said, "Now tell me dear, Why are you here?"</p> <p>p. 3 (picture) And the little boy said, "Nurse, I have a cold today."</p> <p>p. 4 (picture) And the nurse said, " Oh! I know. You played in the rain today." And that's why you have a cold today."</p> <p>Free Oral Expression Tell me about something that you like in the Big Book.</p>	<p>Participating in discussion of Big Book.</p> <p>Listening to teacher read Big Book.</p> <p>Reading Big Book with teacher.</p> <p>Reading independently.</p> <p>Using picture clues to read picture-word cards.</p> <p>Matching individual letters to words.</p>	<p>Big Book</p> <p>Picture word cards.</p> <p>Picture – word jig-saws.</p> <p>Individual letter cards.</p> <p>Small books</p>	<p>The child can:</p> <ul style="list-style-type: none"> - participate in discussion of Big Book. - listen as teacher reads Big Book. - read with teacher. - read picture clues to read words and sentences. - fix picture – word jig-saws. - read Small Books independently. - identify at least two sight words.

Theme: Community Workers

Topic: The Nurse (continued)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will –</p> <ul style="list-style-type: none">- listen to and dramatise Mathematics stories, songs and rhymes.- identify quantities represented by numerals 1 – 5.- understand that the last number counted tells how many things are in the set.- group, sort, match, classify objects.- make patterns.	<p>Mathematics stories, nursery rhymes, finger plays, songs and games for developing mathematics concepts 1 - 5</p>	<p>Listening to, repeating and dramatizing Mathematics stories, nursery rhymes</p> <p>Making sets 1 - 5</p> <p>Drawing sets and matching numerals 1 – 5</p> <p>Counting forward and backward 1 - 5</p>	<p>Mathematics stories, nursery rhymes, songs, finger plays, games for developing number concept 1 - 5</p> <p>Shells, corks, beads, seeds</p>	<p>The child can :</p> <ul style="list-style-type: none">- listen to, repeat and dramatise Mathematics stories and nursery rhymes.- make sets 1 - 5- draw sets and match numerals.

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