

# FOREWORD

This Curriculum aims at providing guidelines for teachers of five year old children in various Early Childhood institutions across the island. It suggests an Integrated approach to the informal teaching/learning experiences which should be provided, hence subject constraints have been removed in favour of basic skills, concepts and attitudes which are best developed at this stage. It is hoped that a skill oriented Curriculum will guide the children as they explore their environment as well as provide the means for evaluation of their development as they move toward the Primary level where formal teaching will begin. It will be observed that four basic skills are consistently emphasized throughout, namely:- Speaking, Listening, Observation (with all the senses) and Manipulation. These are given priority in the hope that with the development of these skills, the child will be better able to explore, thus making the process of learning continuous, wherever the child might be - whether at school, at home or elsewhere. Coupled with skills, are the Attitudes to learning which will set the stage for learning within the child, rather than an external agent. Hence the child's own desire for learning will be the motivator. To enhance this desire also, the experiences are presented through play as will be noted from the Activity Areas and out door play equipment which will provide opportunities for play which is the chief vehicle of learning in this age group.

Due to the prohibitive cost of paper and of printing, the guide will not include the relevant stories, songs and poems needed for reinforcement of the concepts, skills and attitudes. These will be compiled and published under separate cover as anthologies to be made available to teachers. A survey carried out by the Early Childhood Unit (1979) showed that the teachers in Basic Schools have achieved a much higher level of qualification over the years of training and exposure than hitherto, when detailed instructions were necessary. With continued guidance they should be able therefore to implement the programme suggested by this document which allows for creativity and innovation of teachers as well as for the different rates at which individual children learn.

To this end the Term is the Time factor used, and careful planning along with the use of the Evaluation sheets which are included in the guide should greatly help in determining the rate at which the programme moves. In this respect, the Teacher Trainer should be of great help to the less qualified and less experienced teachers.

## ACKNOWLEDGEMENT

Groundwork for the various stages of development of this Readiness Programme was laid through workshops on curriculum renewal and development in which teachers, Ministry of Education Officers and Teacher Trainers have been involved, in collaboration with members of staff of Teacher's Colleges, Faculty of Education and the Caribbean Child Development Centre - U.W.I. Mona.

The Early Childhood Unit, of the Ministry of Education, is grateful for the assistance given by these various groups working at different levels, as well as to the agencies which provided funding for the workshops, namely: United Nations Children Fund (UNICEF) and the European Economics Community (EEC)

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# HISTORICAL BACKGROUND

Early Childhood Education in Jamaica has its history in the verandah, Backyard, or garage schools started by individuals who for one reason or the other found themselves caretakers of young children whose parents had to go out to work in the days. Usually these caretakers were relatives of their charges - aged grandmothers or grandaunts who were too old to be employed outside their homes. Sometimes they were neighbours of the children for whom they cared. Not only did they act as mother substitutes providing the children with love and security but they also tried to keep them occupied by teaching them verses of Scripture and whatever else they knew from memory. Many such "schools" existed throughout the island having for their "Curriculum" the Bible knowledge which the founders had in their own heads.

It was out of these, that the organized Basic Schools we know today grew; the first one having been established at Islington in St. Mary, by Rev. Henry Ward, in 1938. With the coming of organized schools, came also the need for a prescribed Curriculum and the training of the para - professional "teachers" to implement such a Curriculum.

The PECE Manuals were prepared in accordance with the terms of references given to the Bernard Van Leer Project. This Curriculum prepared ten years ago, consisted of twenty four volumes comprising Four Thousand Nine Hundred and Eighty Eight pages (4,988) plus a pupils' workbook.

However good these were, in developing cognitive facilities, one cannot think in terms of static Curriculum. Curriculum instead, has to be constantly subject to change since the intention is to offer adequate stimulus and to expand the child's thinking capacity. This is especially so, in view of the fact that the environment with which the child must interact is subject to physical as well as cultural changes.

It is with these in mind that the PECE Curriculum guides developed by the Bernard Van Leer Foundation had to be reviewed and could not be reprinted in the same form. Many things have changed over the past ten years including the type of teachers in Basic Schools.

It should also be remembered that the Early Childhood Programme provides not only for Basic Schools but also for Infant Schools and Infant Departments of Primary and/or All Age Schools. Consequently the need exists for a Guide that will serve the Teachers in all these institutions.

The review of the PECE manuals started in 1979 with a Basic School survey which revealed a higher level of qualifications among Basic School Teachers. This was followed by a detailed examination of the Manuals with an identification of their strengths and weaknesses which formed the first working paper. The subsequent Workshops, Seminars and Retreats held by the Early Childhood staff were designed to document the changes that were deemed necessary, thus resulting in a second working paper, with a proposed format out of which came the present proposed guide.

# CURRICULUM DEVELOPMENT EARLY CHILDHOOD EDUCATION PROGRAMME

## DEFINITION OF TERMS

Curriculum could be defined as:

- (a) The total effort of schools to bring out desired skills and attitudes in and out of school situations.
  - (b) A plan for learning also to prepare young people to participate as productive members of our culture.
  - (c) All the aspects of learning to which the child is exposed in school, which relate to matter, method and material.
- Broad goals should be stated so that children will achieve the end result.

The content in the curriculum should be balanced in breadth. i.e. understanding fully and clearly certain basic principles. Appropriateness and programmes should relate to the age and experience of children also to the belief and values of the community.

One should have a framework to build a curriculum. This frame work or philosophical system should show how the child learns - It should be concerned with the psychological, the social and the physical development of the child.

Philosophy is belief or the rationale that one is going to use. This is sometimes stated or implied.

Most of the children for whom this curriculum is developed are from poor homes and are termed disadvantaged. These children suffer socially, physically and emotionally. Grant's survey in 1972 found that most children lived in homes where the shift system is used for sleeping. Nutrition is poor among these young children as well as their mothers, (many of whom are adolescents 13 - 19 years old).

The child is likely to grow up in an unstable situation where he feels insecure and suffers from emotional problems. Sometimes the child is pulled away from the parents and he has to stay with grandmother or other relative.

Father is most times absent from the home and although there is no survey to prove that the absence of fathers in the home affects the child, yet there is need for fathers.

These children are also deprived of toys. Grant (1974) in his survey among some children found that of 803 households about 760 of them had no toys.

Grant's study further reveals that social interaction is lacking in most of the homes studied.

It is necessary to know the home background of children so that the lesson done by the teacher will compensate for the **deprivity** at home. Children should be helped to grow in relation to their environment and to develop a positive self concept.

## DEFINITION OF TERMS (Cont'd) CONCEPTS, SKILLS, ATTITUDES

In this curriculum, emphasis is placed on certain Basic Skills, concepts and attitudes.

### CONCEPTS

The Dictionary defines concept as an "abstract idea", "mental expression", "act of conceiving". Very simply, one could say it is a picture or image formed in the mind after certain information is received through the senses i.e after either seeing, hearing, feeling, tasting or smelling. The image we form in our minds depends largely on the number of senses which are involved. For example the Concept/idea or picture we form of a person by just hearing about them might be quite different when we actually see the person.

### SKILLS

The term skill refers to mastery or being expert at a job or a situation i.e. being able to perform with expertness a given task. Skills come with practise and practical experiences. Children need to develop skills in handling and manipulating things, in listening, in expressing their views and ideas, in observing (identifying and differentiating things) and in reasoning (seeing relationships).

### ATTITUDES

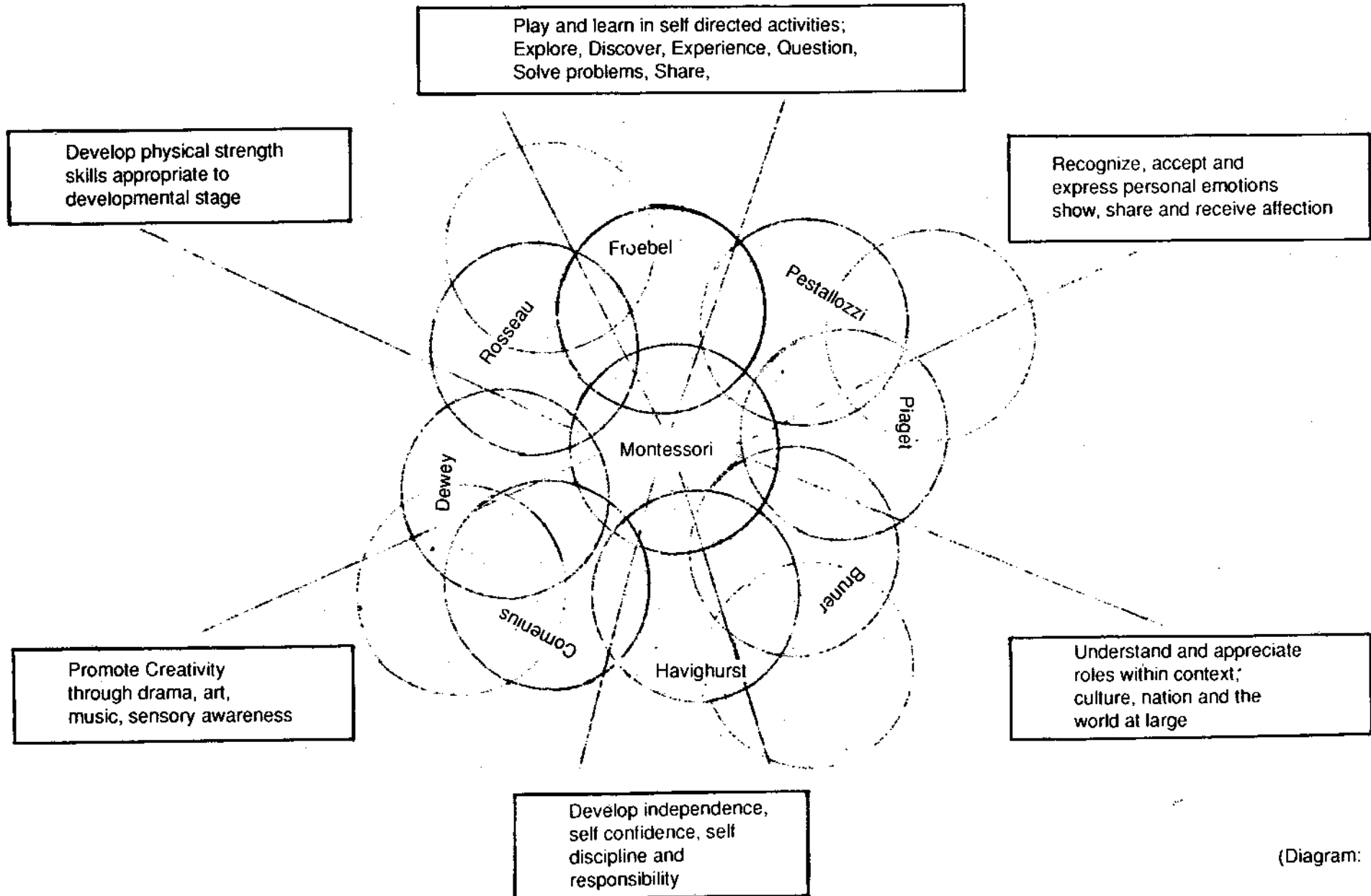
Attitudes can be defined as disposition or behaviour of a person expressing a thought or temperament. Attitude develops over a period of time and is often influenced by our experiences. It is often the outcome of our experiences.

These terms are for the teachers and not meant to be used to the children. Teachers need to know and understand the terms fully so that they can plan their lessons carefully. One would not therefore expect to see these Terms put on the Chalkboard or on Charts on the wall for the children. It will be observed that the activities are apportioned in Units according to the Skills to be developed. The time to be allotted to each Unit will depend on the rate at which the children master the Skills.

### CURRICULUM BASE

Curriculum should have a theoretical base on which to build. Some curriculum use just one theoretical base, for example, it could be based on Piaget's or Montessori's or Froebel's or any of the other theories. The Early Childhood Curriculum is based on a combination of many of these theories.

## SOME CONTRIBUTORS TO OUR PHILOSOPHY OF CHILD DEVELOPMENT



(Diagram: Adapted)

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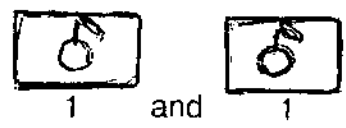
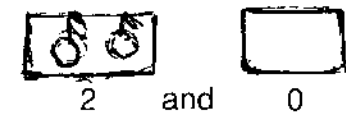
**5 Year Olds**

**TERM 1**

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>1. Naming things in the classroom</li> <li>2. Describing things in the classroom</li> <li>3. Comparing things in the classroom</li> <li>4. Counting things in the classroom               <ol style="list-style-type: none"> <li>(a) telling own names and addresses</li> <li>(b) learning names of classmates</li> <li>(c) learning names of children in other classes Teacher's names.</li> </ol> </li> </ol>	<p>Orientation</p> <ol style="list-style-type: none"> <li>1. To say their own names clearly using pattern, "My name is _____"</li> <li>2. To say names of classmates clearly using pattern, "Your name is _____"</li> <li>3. To name things in the classroom.</li> <li>4. To be able to tell where to find things in the classroom. To understand and use the following words behind/before; above/below/under; near/far.</li> <li>5. To describe things in the classroom</li> <li>6. To compare things in the classroom using smaller than/bigger than.</li> </ol>	<p>smaller than/larger than same different behind/before above/below/under red/yellow near, far</p>	<p>Thoughtfulness for others. Caring things in Classroom.</p> <p>Being polite to others in speech and actions.</p>
<p><u>Listening</u></p> <p>Identifying sounds Imitating sounds</p>	<p>To develop the habit of listening to sounds in and around the classroom. To listen to stories nursery rhymes, poems.</p> <p>To develop habit of working quietly.</p>	<p>same different behind/before one</p>	<p>Willingness to listen attentively.</p> <p>Showing concern for neighbours - being quiet and working quietly.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCE
<p>Living together in our classroom - things in our classroom</p>	<p>Activity Areas</p> <ol style="list-style-type: none"> <li>1. Blocks of different sizes, shapes, colours (red, yellow, blue).</li> <li>2. Discovery Box - with collection of odds and ends.</li> <li>3. Home Area - with furniture, dress up area, things for tasting, smelling, touching.</li> <li>4. Nature Area - with plants, collection of seeds, leaves, shells, fruits.</li> <li>5. Pet Area</li> <li>6. Sit-on mats made from old newspaper</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils and teacher tell their own names using pattern My name is _____ Your name is _____</li> <li>2. Name things in Activity Area.</li> <li>3. Talk about colour, size, shapes of things - larger than/smaller than</li> <li>4. Match things - finding those which are alike those which are different (Same/different). Count things found in classroom (1-10)</li> <li>5. Play position game using Sit-on mats to show behind/before/below/under</li> <li>6. Finding things hidden in given positions. Use word clues behind/before/under etc.</li> <li>7. Saying related poems. rhymes, jingles.</li> </ol>
<p>Living together in the classroom.  Listening to sounds of things in the classroom - including neighbours</p>	<p>Screen board, shakers, rattlers, sand paper, bottle stoppers, seeds in pods, clock, drum and other home made musical instruments.</p>	<p><u>Play</u> listening and <u>guessing game</u>, Pupils listen and guess what makes this sound behind screen board. Pupils to identify sound with what makes the sound. Pupils to listen and count how many sounds they hear. Pupils to imitate sound they hear. Pupils to listen to sound and carry out instruction eg. "Stand," "Sit" or "clap" when they hear a certain sound. Play game with this idea.</p> <p>Pupils to tell where given sound is coming from. Pupils to identify sounds which are the same and sound which are different. Pupils to recognise sounds coming from neighbours -Disturbing sounds. Pleasing sounds eg. singing, soft music.</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <ol style="list-style-type: none"> <li>1. Using all the senses, to identify things in the classroom. <ul style="list-style-type: none"> <li>- Touching objects of different textures</li> <li>- Tasting - fruits in nature area.</li> <li>- Smelling -fruits, perfume, deodorant in Home Area.</li> <li>- Listening to things that make sounds.</li> <li>- Describing things seen.</li> </ul> </li> <li>3. Counting -things in the classroom.</li> <li>4. Sight words.</li> <li>5. Coins in circulation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. To develop concept of size, position and numbers.</li> <li>3. Practising eye movement from left to right in preparation for reading.</li> <li>4. To observe with all the senses.</li> <li>5. To observe labels on things in the classroom.</li> <li>6. To observe and identify the twoness of two.</li> </ol>	<p>Smaller than/bigger than</p> <p>same/different</p> <p>left/right</p> <p>before/behind.</p> <p>Soft/hard</p> <p>Two and twoness</p>	<p>Being Observant</p>
<p><u>Manipulation</u></p> <p>Gross and fine motor skills</p>	<p>To develop large muscles</p> <p>Fine motor Control and co-ordination.</p>	<p>same</p> <p>different</p> <p>left/right</p> <p>more than/less than</p> <p>round - circular</p> <p>long/short</p> <p>longer than/shorter than</p>	<p>Being alert attentive</p> <p>careful.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCE
<p>Living Together                      (a) Things in our Classroom                      (b) Neighbours in our classroom.</p>	<p>Table, chairs, desk, cupboards.                      Nature Area with collection of fruits.                      Home Area with things found in home including things to taste and things to smell. - (perfume, vinegar, sugar salt)                      Plant Area.                      Pet Area.                      Toy Area - Hard &amp; Soft toys</p> <p>One Cent coin.</p>	<p>Tour Activity Areas with pupils: Observe objects in area Touch, Taste, Smell things in Home Area.</p> <p>Pupils to observe objects made from play dough or clay; Select two things of their choice eg. 2 fruits, 2 motor cars, 2 coins - Give each pupil 2 empty trays to put what they select. How can we arrange them on our trays? Pupils show.</p> <p>A.  and 1 more</p> <p>B.  2 and 0 empty no more</p> <p>Teacher and pupils observe and talk about these groups, including the coins. Observe the empty set.</p>
<p>Living Together in the classroom</p>	<p>Activity Areas                      Blocks ----- Puzzles and Games                      Play Dough, Plasticene or clay.                      Sand Box                      Empty styrofoam trays (meat trays or other empty containers from supermarket)                      Pieces of sticks                      Water in containers                      Empty containers                      Keep in Box</p> <div data-bbox="815 1021 1239 1340" data-label="Image"> </div> <p>Large carton decorated with old Christmas Cards</p>	<ol style="list-style-type: none"> <li>Pupils and teacher play ring games outdoor - making large as well as small circles. Running to the right, running to the left (on instructions).  Pupils to make large circles and small circles in sand-box.</li> <li>Finger plays - "Two little eyes to open and shut".</li> <li>Weighing and measuring things in Activity Corner. Pouring water from one container to the other. Which holds more? Which holds less?  Pupils put bits of string, cord, paper side by side - which is longer, which is shorter?</li> </ol>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>1. Naming</li> <li>2. Describing things in the classroom.</li> <li>3. Care to be given to things in the classroom.</li> <li>4. Counting things in the classroom.</li> <li>5. Saying rhymes and jingles.</li> </ol>	<ol style="list-style-type: none"> <li>1. To get children to speak in acceptable patterns.</li> <li>2. To get children to speak clearly and audibly.</li> <li>3. Providing opportunities for Language Development.</li> <li>4. Counting to 10.</li> </ol>	<p>Neatness - (order in the classroom)</p> <p>Carefulness - (in the classroom)</p> <p>caring</p>	<p>Willingness to speak about things in the classroom.</p> <p>Willingness to speak out.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCE
<p>Living in the classroom (continued) Caring things in the classroom.</p>	<p>Health Area with wash basin, towel, soap, comb, brush, tooth paste. Containers with water.</p> <p>Containers for pouring and measuring.</p> <p>Books Toys Blocks Sand-box</p>	<ol style="list-style-type: none"> <li>1. Set up and encourage pupils to play in Activity Areas.</li> <li>2. Pupils to talk about things seen in the Activity Areas also other things in the classroom. Describing <u>shape</u>, <u>size</u>, <u>colour</u>, - <u>Count things seen</u>.</li> <li>3. Teacher and pupils talk about care of things in the classroom. Taking care of these. Need for cleaning and packing away. - <u>Count things packed away</u> (1-10)</li> <li>4. Saying related rhymes, jingles, poems.</li> <li>5. Repeating suggested patterns of speech. These should be done in drama form. Children doing the actions - <b>at first</b> in groups then individually.</li> </ol> <p>I am cleaning up the classroom. I am helping everyone clean up. I am taking care of my classroom. I am taking care of myself. I am washing my hands. I am brushing my teeth. I am combing my hair.</p> <p style="text-align: right;"><u>Variation</u> Some children can mime the actions. Others tell what it is that is being done.</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Listening</u></p> <p>Identify likenesses and differences in sounds.</p>	<ol style="list-style-type: none"> <li>1. To get pupils to listen carefully.</li> <li>2. To tell differences of sounds in classroom.</li> <li>3. To revise initial f, m, and short "a" sounds in words.</li> </ol>	<p>same/different</p>	<p>Willingness to listen to given sounds.</p>
<p><u>Observation</u></p> <ol style="list-style-type: none"> <li>1. Discriminating between things which look clean/things which look dirty; tidy/untidy.</li> <li>2. Use of senses touching, smelling, seeing, hearing, speaking.</li> <li>3. Matching and arranging.</li> <li>4. Coins in circulation - one cent coins.</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop use of all the senses and to apply them every day.</li> <li>2. To know what cleanliness means.</li> </ol>	<p>clean/dirty tidy/untidy first/last top/bottom left/right</p> <p>three and threeness</p>	<p>Willingness to be neat and clean</p> <p>Willingness to take part in activities</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Living in the Classroom	Display table with variety of objects.	<ol style="list-style-type: none"> <li>Put objects on display table beginning with 'f' sound also Pictures of objects with initial "f" sounds.</li> <li>Children will talk about and name - noting that the words begin with same sound - eg. find, fish, finish, fix. Identify initial sound.</li> <li>Write 'f' words on chart and colour 'f' red.</li> <li>Hang chart in classroom. Treat "m" and short "a" sounds similar</li> <li>Game: think of a sound. Pupils tell what makes the sound.</li> </ol>
Living in the Classroom Caring things in Classroom.	<ol style="list-style-type: none"> <li>Books, Toys, Blocks and other objects in free activity areas also Sand box.</li> <li>Box with pieces of string, strips of card board, pieces of string, empty containers, bottles, cans, boxes of varying shapes and sizes.</li> </ol> <div data-bbox="665 941 1090 1268" data-label="Image"> </div> <ol style="list-style-type: none"> <li>One cent coins.</li> </ol>	<ol style="list-style-type: none"> <li>Use of roster to give children duties in taking care of things in classroom. Children to observe roster.</li> <li>Packing books, putting away toys, observe order of stacking, first/last, top/bottom shelf, left/right.</li> <li>Observing the number of things stacked away.</li> <li>Observing and matching shapes and colours of things in classroom - bottles, cans, boxes - of varying shapes and sizes. Match shapes noting the difference in shapes - Let pupils handle objects and feel the shape. Sort in groups those which can roll and those which can't. Pupils to discover this by handling and rolling objects. Help them to find out why some objects can roll - (round, no corners) and why some objects cannot roll - (straight sides with corners). Fit shapes into shape board.</li> <li>Observing bathroom wash-basin, soaps, rag (used in getting ourselves clean)</li> <li>Observing pet in pet Area. Plants in plant Areas.</li> <li>Observing different patterns of 3 objects.</li> </ol> <div data-bbox="1285 1284 1664 1500" data-label="Diagram"> </div> <p>2 and 1 more 3 and no more</p> <p>Observe groups of 3 one cent coins.</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Manipulation</u></p> <p>Gross motor Fine motor control left to right eye movement co-ordination.</p>	<p>To develop large muscles To reinforce concepts introduced To develop creativity To give enjoyment To give practice in formation of letters and numerals.</p>	<p>round  straight  more than/less than.  three and threeness green</p>	<p>Willingness to be co-operative and to take part in activities.</p>

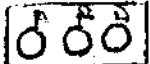

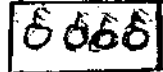








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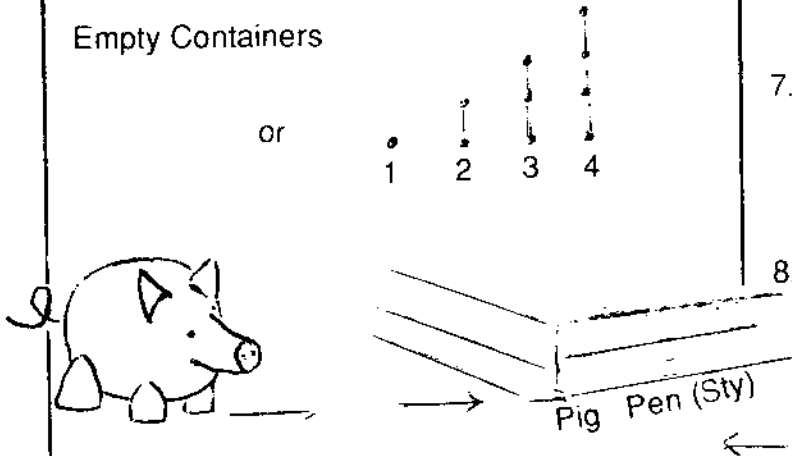
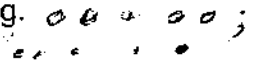
SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <p>Describing</p> <p>a) Type of weather</p> <p>b) News</p> <p>Clock</p> <p>Naming - Days of the week</p> <p>Counting 1-15</p>	<ol style="list-style-type: none"> <li>1. To get children to speak freely relating to the weather.</li> <li>2. To teach pupils the correct pronunciation of words. e.g. Wednesday, September.</li> <li>3. To get pupils to speak in sentences.</li> <li>4. To get pupils to name things in the classroom using acceptable sentence patterns.</li> </ol>	<p>hot/cold, cloudy/windy day, week, month, empty/full, more than/less than, clean/dirty, tidy/untidy</p>	<p>Self-Confidence</p>
<p><u>Listening</u></p> <p>Associating Sounds</p> <p>Imitating Sounds</p>	<p>To listen to the sounds of the wind</p> <p>To listen to the sound of the rain.</p> <p>To listen to the sounds of the birds.</p> <p>To listen to the sounds of singing.</p> <p>To introduce, initial "S" sound in words.</p>	<p>happiness</p>	<p>Enjoyment of activities and willingness to participate.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES		
<p>Living in the Classroom (cont'd)</p> <p>The Weather</p> <p>News</p> <p>The Clock</p>	<p>Hot drink - Milo, Cocoa etc. Cold drink - lemonade, milk etc. Weather Girl, Weather Chart, Clock, Wash Basins, Soap, Towel, Toothbrush Containers with water Empty containers for pouring and measuring.</p> <p>National Flag (to be always displayed)</p>	<ol style="list-style-type: none"> <li>1. Mix and display hot drinks also iced drinks. Pupils taste or feel.</li> <li>2. Pupils tell difference using words hot/cold</li> <li>3. Pupils stand in the sun for a little while - say how they feel (hot)</li> <li>4. Talk about hot days, cold days. Show and talk about thermometer (or picture of thermometer)</li> <li>5. Talk about days, month, year</li> <li>6. Make weather chart and dress weather girl. <u>Do this everyday.</u></li> <li>7. Related songs, poems, stories.</li> <li>8. Talk about caring things in the classroom including caring the National Flag.</li> <li>9. Counting things in activity area - 1-15</li> </ol> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Songs</u>      Suggested</p> <p>'O mamma may I run on Sunday'</p> <p>'Today is Monday'</p> <p>'Orange juice everyone'</p> <p>'Rain is falling</p> <p>'A Sunny Day, A Sunny Day'</p> <p>'I am a paper clock'</p> <p>'One two three and Around we Go</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Speech Patterns</u></p> <p>This is a rainy day</p> <p>This is a sunny day</p> <p>This is a windy day</p> <p>It is raining/It is not raining.</p> <p>The sun is shining/The Sun is not shining</p> </td> </tr> </table> <ol style="list-style-type: none"> <li>10. Pupils to name things in classroom using patterns previously learnt eg. This is a _____</li> </ol>	<p><u>Songs</u>      Suggested</p> <p>'O mamma may I run on Sunday'</p> <p>'Today is Monday'</p> <p>'Orange juice everyone'</p> <p>'Rain is falling</p> <p>'A Sunny Day, A Sunny Day'</p> <p>'I am a paper clock'</p> <p>'One two three and Around we Go</p>	<p><u>Speech Patterns</u></p> <p>This is a rainy day</p> <p>This is a sunny day</p> <p>This is a windy day</p> <p>It is raining/It is not raining.</p> <p>The sun is shining/The Sun is not shining</p>
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<p>Living in Our Classroom</p> <p>The Weather</p> <p>Initial Sound - 'S'</p>		<ol style="list-style-type: none"> <li>A. Listening to sound of wind blowing through trees i.e. whistling sound <u>Song:</u> "Swaying, Swaying"</li> <li>B. 1. Teacher to display objects with names having initial "S" Sound eg. saw, soap, sand, salt, socks, cut outs of numerals 6 and 7. Pupils name objects. Tell beginning sound they hear "S".</li> <li>2. List names and let pupils match beginning sound with beginning letter. Colour "S" red and hang list in classroom.</li> <li>3. Pupils to listen to sentences (a) Sam went to see his sister Sally (b) Sarah sings to her doll Sissy. (c) Susan sat singing by the sea (d) Susan, Sally and Sam sat on the sand in the sun. <b>After each sentence pupils tell words with initial 'S' sound.</b></li> <li>4. Pupils and teacher collect pictures of objects with names beginning with initial 's' sound for 'S' book.</li> <li>5. Teacher to prepare chart with pictures – also word list – Display in classroom.</li> <li>6. Game for reinforcement</li> </ol> <p>(A) <b>Ring Game:</b> "Skip around the ring my Sally" – Tune – "Mulberry Bush" Sally in the ring does the actions - while others sing and clap.</p> <p style="text-align: center;">"Skip around the ring my Sally. Skip around the ring Sally. Skip around the ring my Sally and skip before a partner." – (clapping stops) _ When Sally stops, she should respond with a word e.g. "saucer". The partner should respond with a word with the same initial sound e.g. sailor. She gives her place to Sally and goes in the circle to be the new Sally and the game goes on.</p> <p>(B) <b>Card Games:</b> (a) Grouping pictures with initial sound "s" (b) Have master - cards with a variety of pictures. Pupils to put counters on those with names having initial sound "s"</p>		

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <ol style="list-style-type: none"> <li>1. Observing groups of objects in classroom including coins - one cent coins</li> <li>2. Observing different patterns of four objects.</li> <li>3. Observing groups of ten.</li> <li>4. Ordering objects according to size or length by observing.</li> </ol>	<ol style="list-style-type: none"> <li>1. To be able to identify groups of objects in the classroom; (Groupings of four).</li> <li>2. To observe the different patters of four.</li> <li>3. To be able to order and arrange objects by observation</li> </ol>	<p>alike/same/different Greater than/less than taller than/shorter than longer than/shorter than four and fourness</p>	<p>being observant.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living in The Classroom</p>	<p>Fudge, sticks, stoppers, blocks other objects in activity corner.</p> <p>Plants in tins or pots.</p> <p>One cent coins.</p>	<p>Pupils to observe grouping of objects in Activity Areas.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  3         </div> <div style="text-align: center;">  1         </div> <div style="text-align: center;">  4         </div> <div style="text-align: center;">  0         </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  2         </div> <div style="text-align: center;">  2         </div> </div> <p style="text-align: right; margin-right: 50px;">Observe group of 4 one cent coins</p> <ul style="list-style-type: none"> <li>- Counting the number of objects seen</li> <li>- Observe bundles of ten,</li> </ul> <div style="display: flex; justify-content: space-around; text-align: center; margin-top: 20px;"> <div>ten, 10</div> <div>twenty, 20</div> <div>thirty, 30</div> <div>forty, 40</div> <div>fifty. 50</div> </div> <p><u>Ordering</u></p> <p>Materials used - objects of different lengths and sizes (sticks, bits of cord, boxes, seeds etc.) Let pupils arrange them in order - shortest to tallest; shortest to longest; smallest to biggest eg.</p> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 20px;"> <div style="text-align: right;"> <p>Stone or gourds</p> <p>Sticks</p> <p>String or cord</p> </div> <div style="text-align: center;">      </div> <div style="text-align: left;"> <p>Biggest</p> <p>Tallest</p> <p>Longest</p> </div> </div>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<u>Manipulation</u>  <b>Motor Skills</b>  Fine motor control  Coordination  Ability to follow instructions  Left to right eye movement	<ol style="list-style-type: none"> <li>1. To develop large muscles</li> <li>2. To reinforce concepts introduced.</li> <li>3. To develop creativity</li> <li>4. To give enjoyment</li> </ol>	windy, left/right	Self reliance  Self confidence  Enjoyment of activities

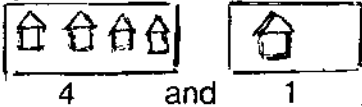

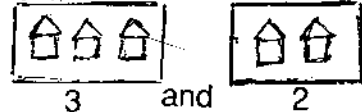
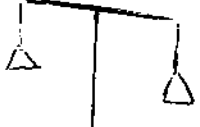




THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living in Our Classroom</p> <p>The Weather</p>	<p>Paper for drawing and tearing.</p> <p>Crayons for colouring</p> <p>Plasticene, Playdough, Clay</p> <p>for modeling fruits in season.</p> <p>Sand Box</p> <p>Empty Containers</p> <p>or</p> 	<ol style="list-style-type: none"> <li>Using arms and waist to imitate swaying of trees as are being blown, by the wind.</li> <li>Draw and tear or cut - out umbrellas, sun, also "S" shape for Sun.</li> <li>Forming letter shapes with seeds, bottle caps and other materials.</li> <li>Draw, colour and cut out pictures of fruits in season - make frieze and pupils' books of fruits.</li> <li>Collect flowers in season - press and arrange to make pattern of four (4)</li> <li>Model 4 fruits or other object using plasticene, playdough, dry coconut, and show patterns of four (4) e.g. ;</li> <li>Make abacus using seeds, stoppers dried fruits collected.</li> </ol> <p>Left to right eye movement</p> <ol style="list-style-type: none"> <li>Practise eye movement from left to right. Using pictures e.g. putting animals in the pen - Have picture drawn on chalkboards or displayed on flannel board - of field, pathways, pen. Have cutout animals. Pupils take turns to move animals along paths to the pen.</li> </ol> <p>Say Action rhyme - This is my right hand I hold it high  Sing Action song - 'Looby Loo', 'Partners',  Do Action game 'Simon Says' involving left and right  <u>Mixing Colours</u> - Orange As for Green on page 2. Distribute red and yellow paints to each group. Help pupils to find out what happens when red and yellow paints are mixed. Sing colour song 'Make Way For Colours.'</p>

## UNIT 4

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking:</u></p> <ol style="list-style-type: none"> <li>1. Naming and describing</li> <li>2. Counting</li> <li>3. One to one matching</li> <li>4. Ordering</li> <li>5. Sequencing</li> <li>6. Counting</li> <li>7. Talking about the clock</li> </ol>	<p><u>Language Development</u></p> <ol style="list-style-type: none"> <li>1. To get pupils to name, count and number things in Community Area</li> <li>2. To use number names and words in sentences.</li> <li>3. To use "colour" words, and "shape" words in sentences.</li> <li>4. To count by tens up to thirty.</li> <li>5. To get pupils to name things seen in the community and talk about them.</li> </ol>	<p>less than/more than near/far community</p>	<p>Confidence in Speaking</p>
<p><u>Listening</u></p> <p>Identifying sounds</p> <ul style="list-style-type: none"> <li>- Sounds made by things in the Community</li> <li>- Initial letter sounds in words, revised - "d", "p", "t"</li> </ul>	<ol style="list-style-type: none"> <li>1. To encourage listening</li> <li>2. To learn to identify things by sounds made.</li> <li>3. To revise initial sounds "d", "p" "t"</li> </ol>		<p>Willingness to listen carefully.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living together in our community.</p> <p>Identifying things in the community</p>	<p>Community Area with model buildings showing houses, schools, churches, post office, Community centre, Bus shelters, Dwelling Houses</p> <p>Large picture of a Community.</p> <p>Home Area:- Cookery - knives, forks, spoons, cups etc.</p>	<ol style="list-style-type: none"> <li>1. Pupils tell about things in Community Area using "colour" and "shape" words - red, yellow, blue, round, circle, rectangle - curvy - straight.</li> <li>2. Match and count things in Activity Area.</li> <li>3. Pupils look at and tell about things seen in Community Area. Things which are near, things which are far.</li> <li>4. Pupils tell experiences of their own community, also name things in large picture of community.</li> <li>5. Counting things seen in picture and things in activity Areas 1-15.</li> <li>6. Related stories, songs, poems, jingles. Colour songs.               <ol style="list-style-type: none"> <li>(i) 'Red Yellow and Blue'</li> <li>(ii) 'Make Way - Parade of Colours'</li> </ol> <p><u>Speech Patterns</u> -</p> <p style="padding-left: 40px;">These buildings are yellow.    These buildings are red</p> <p style="padding-left: 40px;">These buildings are blue.    These oranges are round.</p> </li> <li>7. Pupils to talk about the clock - describe.</li> </ol>
	<p>Display Table or other surface</p>	<ol style="list-style-type: none"> <li>1. Identifying sounds in and around the Community, eg. closing of doors; closing of cupboards, closing of windows, sounds made by animals.</li> <li>Listening for teacher's voice giving instructions. Listening game: Children close eyes, one child calls out, others identify voice. Winners now take a turn at calling out.</li> <li>2. Put on display table a wide variety of objects/pictures for observation.</li> <li>3. Pupil's touch and call names of objects or pictures - listening for sound which is the same in each word.</li> <li>4. Tell sound they hear at beginning of words - d, p, t. eg. dog, pan, top</li> <li>5. Teacher writes words on word chart. Hang chart in classroom for use.</li> </ol>

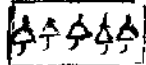
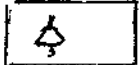

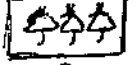
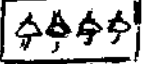


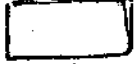
SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <p>Observing groups of objects in community Area, including coins.</p> <p>Identifying through observation groups of 5 objects eg. buildings, trees, animals etc.</p>	<p>To be able to identify things in classroom and in the community using all the senses.</p>	<p>same/different</p> <p>greater than/less than</p> <p>five and fiveness</p>	<p>Being observant</p>
<p><u>Manipulation</u></p> <p>1. Fine motor control 2. Co-ordination.</p>	<ol style="list-style-type: none"> <li>1. To reinforce concepts.</li> <li>2. To give practice in the proper formation of letters and numerals.</li> <li>3. To develop creativity.</li> <li>4. To give enjoyment.</li> </ol>	<p>Same/different</p> <p>round/straight</p> <p>heavy/light</p> <p>heavier than/lighter than</p>	<p>Willingness to show respect, Tolerance, carefulness, patience, neatness, self-reliance</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living together in the community.</p> <p>Identifying things in the community</p>	<p>Model buildings and other objects in Community Area eg. Houses Church, School, Community Centre, Police Station, Shop, collection of coins - one cents and five cents.</p>	<p>Observing objects in the Community Area eg. model buildings and coins.</p> <ol style="list-style-type: none"> <li>1. Observe colour, shape sizes etc.</li> <li>2. Pupils observe groups of 5 houses, arranged in different patterns.</li> <li>3. Pupils to arrange other objects selected in similar patterns.</li> </ol> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>4 and 1</p> </div> <div style="text-align: center;">  <p>5 and 0</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p>3 and 2</p> </div> <div style="text-align: center;"> <p>Group 5 one cent coins. Also show and observe 5 cent coins</p> </div> </div>
<p>Living in our community</p>	<p>Sand box, Balances, Empty Containers, Bits of string, Strips of Paper, fudge sticks.</p> <div style="text-align: center; margin-top: 20px;">  <p>Simple balance</p> </div>	<ol style="list-style-type: none"> <li>1. Trace, colour and cut out shapes - circles, triangles, rectangles of different sizes. Paste in shape Books, or Wall Chart.</li> <li>2. Paste shapes to make houses and other Community buildings eg.     Church, School, Post Office etc. (Wall Chart)</li> <li>3. Model buildings from clay, playdough or plasticene. Put in Community Area.</li> <li>4. Make abacus from seeds, stoppers etc. gathered from walk in the Community.</li> <li>5. Weighing and measuring things in Community Area - clay and other objects - weigh on balance and compare for <u>heavier than</u> and <u>lighter than</u>. Pupils to tell which is heavier; and be able to say: Clay is heavier than _____, or the box is lighter than _____.</li> <li>6. <u>Mixing Colours</u> - Red and blue to give purple. Distribute red and blue paints to groups. Help pupils to find out what happens when red and blue paints are mixed, recognize the colour <u>purple</u>. Teach and sing colour song.</li> <li>7. Colour Song! Red, Yellow and Blue! Identify things which are purple in colour.</li> </ol>

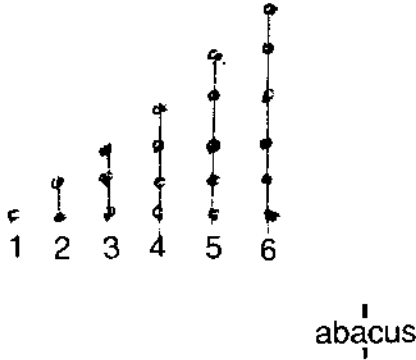
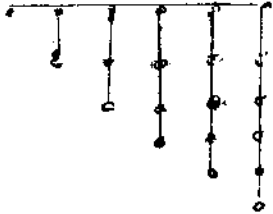
SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><b>Speaking</b></p> <ol style="list-style-type: none"> <li>1. Naming</li> <li>2. Describing</li> <li>3. Comparing</li> <li>4. Counting</li> <li>5. Sequencing</li> </ol>	<p>To help children develop command of language - Naming and describing things.</p> <p>To encourage proper pronunciation of words. To teach children the need for taking turns in speaking.</p> <p>To aid language development.</p>	<p>near/far top/bottom heavy/light long/short</p>	<p>Being confident in speaking</p> <p>Being respectful to others</p>
<p><b>Listening</b></p> <p>Identifying sounds near and far. Comparing sounds</p> <p>Differentiating sounds (telling difference)</p> <p>Imitating sounds.</p> <p>Identifying initial "a" sound in words (revision)</p>	<p>To identify sounds in the community.</p>	<p>near/far top/bottom</p>	<p>Showing good listening habits.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living in the community. Dwelling house and Public buildings eg. Post Office, Police Station, Community Centre, Bus Shelters. Roads in the community Roads on which I walk/drive Road to school and church, other roads.</p>	<p>Community Area with model buildings, streets/roads, water supply, park, bus sheds etc. Bits of string also for measuring, things in Community Area.</p>	<ol style="list-style-type: none"> <li>1. Children play in Community Area.</li> <li>2. Pupils and teacher talk about things in Community Area.</li> <li>3. How to take care of things in our community eg. bus shelters, telephone booth.</li> <li>4. Label names of community buildings - names of roads etc.</li> <li>5. Hang list of names of community buildings, signs, streets, roads etc. for use in reading.</li> <li>6. Counting things in community to twenty, by ones eg. 1, 2, 3, 4, 5, etc.</li> </ol> <p>Related Songs, poems, jingles, stories including Bible Story.</p> <p><u>Speech Patterns</u></p> <p>My house is near to the road. The red house is far from school. My school is near to the road. The market is far away from my house. This road is longer than that road.</p>
<p>Living together in our community Sounds in the community</p>	<p>Sand Box Community Area Large chart of community in which the school is situated.</p>	<p><u>Role Play</u> - Police siren, ambulance, motor vehicles, whistles. Pupils will imitate sounds and movements of animals eg.</p> <ul style="list-style-type: none"> <li>- clucking like a hen</li> <li>- crowing like a rooster;</li> <li>- galloping like a horse.</li> </ul> <p>Display objects and pictures with names having initial "a" sound (short sound). Pupils say names eg. ackee, apple, almond (using picture chart) List names on chart and identify initial letter sound. Colour "a" red. Hang Chart in classroom for use. Make up and play game using initial "a" - as in apple</p> <p><u>Listening Song</u> "Can you find a word that begins like this "a" (give short "a" sound)</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <p>Using all the senses. eg.            Seeing: The type of weather.            Hearing: Sound of rain, wind</p>	<p>To develop the powers of observing with all the senses.</p>	<p>hot/cold            dry/wet            shadows             top/bottom</p>	<p>Willingness to observe keenly.</p>
<p>Observing groups of 6 objects and identifying various patterns of 6 - including coins - 6 cents</p>	<p>To identify through observation various patterns of 6</p>	<p>Six and sixness</p>	


THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living in our Community</p> <p>Things in the Community</p>	<p>Weather chart</p> <p>Thermometer</p> <p>Plants</p> <p>Pet</p> <p>Things to see, taste smell and touch.</p>	<ol style="list-style-type: none"> <li>Teacher and pupils tour Community - Observe buildings including dwelling houses and Community buildings eg. Post Office, Police Station.</li> <li>Observe Animals, plants, flowers - observe shapes colours etc.</li> <li>Observe weather hot or cold, wet or dry. Observe thermometer.</li> <li>Observe weather girl's dress. Observe weather chart. Observe shadows.</li> <li>Observe Plants and Pets in Activity Areas. Sorting colours - Have materials, objects and pictures of various colours - red, yellow, blue, green, orange and purple - Pupils to put them in colour groups.</li> <li>Sorting shapes - Have objects, cut-outs and pictures of various shapes - Pupils to put them in shape groups. Some at the top Some at the bottom.</li> <li>Observing groups of 6 objects in different patterns eg.           <div style="display: flex; align-items: center; justify-content: center; margin: 10px 0;"> <div style="text-align: center;">  <p>5</p> </div> <div style="margin: 0 10px;">and</div> <div style="text-align: center;">  <p>1</p> </div> <div style="margin: 0 20px;"> </div> <div style="text-align: center;">  <p>3</p> </div> <div style="margin: 0 10px;">and</div> <div style="text-align: center;">  <p>3</p> </div> <div style="margin-left: 10px;">(paper umbrellas)</div> </div> <div style="display: flex; align-items: center; justify-content: center; margin: 10px 0;"> <div style="text-align: center;">  <p>4</p> </div> <div style="margin: 0 10px;">and</div> <div style="text-align: center;">  <p>2</p> </div> <div style="margin: 0 20px;"> </div> <div style="text-align: center;">  <p>6</p> </div> <div style="margin: 0 10px;">and</div> <div style="text-align: center;">  <p>0</p> </div> </div> </li> <li>Pupils to observe that the same number of objects can be arranged in different patterns as above Pupils to arrange one cent coins in patterns as above. Pupils to observe that 6 cents can, also be one 5 cent coin and one more cent added.</li> </ol>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Manipulation</u></p> <p>Gross and fine motor skills</p> <p>co-ordination</p> <p>control</p>	<p>To develop large and small muscles.</p> <p>To reinforce concepts.</p> <p>To develop creativity</p> <p>To give enjoyment</p>	<p>Near/far</p> <p>heavier than/lighter than</p> <p>beside/behind/before</p> <p>up/down</p> <p>six and sixness</p>	<p>Willingness to participate and to enjoy planned activities</p>

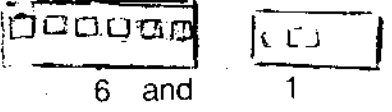
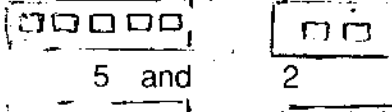
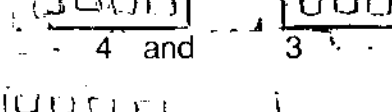
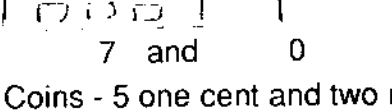
THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living in our Community</p> <p>Things in the Community</p>	<p>Sand Box, Empty containers, large and small, bits of string, balances, Empty boxes, Pictures of buildings</p>  <p>or</p> 	<ol style="list-style-type: none"> <li>1. Jump like frogs making two leaps at a time. Song - "There's a lively song of a frog in yonder pond". Imitate other animals in Community.</li> <li>2. Nail Board activity - Hammer small furniture tacks or nails into a rectangular board about 6"x8". Give pupils a supply of cords or rubberbands to stretch across the nails - to make shapes of things in Community.</li> <li>3. Draw pictures of building in the community - Church, Post Office Police Station.</li> <li>4. Make community buildings out of empty boxes of all types and sizes. Set up Community Area - with models of Community Helpers.</li> <li>5. Weaving mats, (- using straw, coconut leaves, banana bark.) to sit on.</li> <li>6. Finger Plays - "My hands upon my head I place".</li> <li>7. Prepare pictures for frieze of a park - trees, benches, fountain, - swing, people, bird- bath, flowers etc.</li> <li>8. Pupils to arrange objects in groups to make six eg. 5 bottle caps and 1 more; 2 seeds and 4 more etc.             <ol style="list-style-type: none"> <li>(a) Use object number line and abacus also use Bunny Hop Number Line.</li> <li>(b) Pupils and teacher count 6 from more than 6 also make up 6 from groups of less than 6 objects.</li> <li>(c) Make patterns using numerals and letters</li> <li>(d) Potato-printing - with the numeral 6 carved on potato. Cut and dipped in paint press on paper or other background material.</li> <li>(e) Pupils to weigh and measure things in Activity Area using balances, pieces of string etc.</li> </ol> </li> </ol>

## UNIT 6

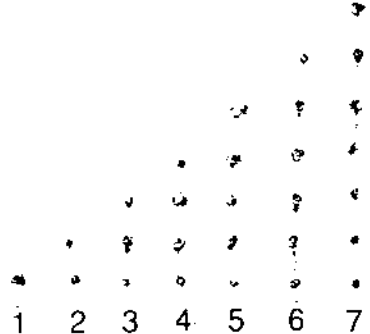
SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>1. Naming</li> <li>2. Describing</li> <li>3. Discussing</li> <li>4. Sequencing</li> <li>5. Counting</li> </ol>	<ol style="list-style-type: none"> <li>1. To help children to speak freely.</li> <li>2. To help them to pronounce words clearly.</li> <li>3. To provide opportunity for children to learn new patterns of speech.</li> </ol>	<p>danger/safety</p> <p>carefulness</p>	<p>Willingness to speak and to share ideas with others.</p>
<p><u>Listening</u></p> <p>Identifying likenesses and differences in sounds. Rhythmic patterns in musical sounds. Initial letter sounds "a" and "l".</p>	<ol style="list-style-type: none"> <li>1. To imitate rhythm</li> <li>2. To listen to and identify initial letter sounds.</li> <li>3. To revise initial "a" (short sound) and to introduce initial "l" sound as in lamp.</li> <li>4. To revise initial letter sounds previously done using picture charts previously made.</li> </ol>	<p>loud/soft</p>	<p>Willingness to listen for enjoyment. Being attentive and co-operative.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Caring things in homes and Community.</p>	<p>Things in the Activity Areas:-</p> <p>Home Area</p> <p>Health Area</p> <p>Community Area</p> <p>Reading Area with pictures, books, games, word charts, word cards.</p>	<ol style="list-style-type: none"> <li>1. Pupils play in activity Areas.</li> <li>2. Teacher observes and finds out what each is doing?</li> <li>3. Talk about being careful in the community (safety/danger) <ul style="list-style-type: none"> <li>- Things we use in our homes (visit cookery Area, being careful in the kitchen)</li> <li>- Things we use in the community - water</li> <li>- Walking to and from school (safety/danger)</li> <li>- Danger of playing in the streets.</li> </ul> </li> <li>4. Tell related stories (including Bible stories)</li> <li>5. Talking about the news and the weather.</li> <li>6. Counting 1-20 also by Tens.</li> </ol>
	<p>Improvised musical instruments</p> <p>Sand box, Listening box</p> <p>Display board</p> <p>Phonic Chart</p> <p>Letter Skittles</p>  <p>(for revision game)</p>	<p>Pupils to listen to music - records, piano, percussion, drum and move their bodies to the rhythm. (improvised instruments)</p> <p>They may also clap, stamp, tap, nod or do heel and toe actions to the rhythm of the music.</p> <p>Pupils to listen to songs and rhymes and imitate the rhythm as suggested above.</p> <ol style="list-style-type: none"> <li>1. Play games with initial sounds using chart made in last lesson. Revise letter sound "a" using objects.</li> <li>2. Display objects/pictures of objects with initial "l" sound and proceed as in model lesson for other sound taught previously.</li> <li>3. Make "l" chart. Colour "l" red and hang chart in classroom for use.</li> </ol> <p>Game: Make skittles from empty plastic bottles. Paste letter card to each skittle: Different letter card for each skittle. Make soft ball (Rolled stockings). Line up skittles. Players take turns to knock down a skittle with the ball. When he/she knocks down a skittle he/she must tell a word that begins with that sound eg. if he/she knocks down "m" he/she says "m is for man". He cannot have a word that has been called before. If he does he will miss a turn.</p> <p style="text-align: right;">(Use for a revising sounds already done)</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <p>(a) Discriminating between what is clean and what is dirty.</p> <p>(b) Seeing - Things in Health Corner - Effect of water on things.</p> <p>(c) Touching.</p> <p>Observing groups of objects in patterns of 7 include coins - 7 cents (one cent coins)</p>	<p>To get children to know the importance of cleanliness.</p> <p>To identify through observation various patterns of 7.</p>	<p>clean/dirty</p> <p>care</p> <p>seven &amp; sevenness</p>	<p>Developing attitudes of cleanliness.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Care of things in community</p>	<p>Health Area with wash basin, towels, disinfectant, Containers with water Lumps of earth sugar salt flour starch soap</p> <p>Objects modelled for activity areas. eg. cakes of soap one cent coins five cent coins.</p>	<p><u>Water Play</u> In Activity Area</p> <ol style="list-style-type: none"> <li>Pupils play freely in activity Area. Teacher moves around each one and finds out what he/she is doing.</li> <li>Children to speak freely on what he/she is doing.</li> <li>Talk about what happens to the sugar, salt, flour etc. in the water. What the water does to these? Effect of water on some things.</li> <li>Cleaning up and keeping classroom clean. Washing hands.</li> <li>Caring the things in the classroom on wet days, on dry days.</li> <li>Observing groups of 7 objects in classroom arranged in different patterns eg. 7 cakes of soap, modelled from playdough, clay or plasticene.</li> <li>7 one cent coins arranged in different patterns.</li> </ol> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>6 and 1</p> </div> <div style="text-align: center;">  <p>5 and 2</p> </div> <div style="text-align: center;">  <p>4 and 3</p> </div> <div style="text-align: center;">  <p>7 and 0</p> </div> </div> <p style="text-align: right;">Different patterns of seven (model cakes of soap)</p> <p>Coins - 5 one cent and two more one 5 cents coin and <u>two more one</u> cent coins (a 5 cents coin has 5 one cent in value)</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<u>Manipulation</u>  1. Gross motor 2. Fine motor control 3. Recall 4. Co-ordination 5. Association	To develop large muscles and small muscles.  To reinforce concepts  To develop creativity  To give enjoyment.	left/right  more than/less than  seven and sevenness	Co-operation  enjoyment  patience  self-reliance  independence.

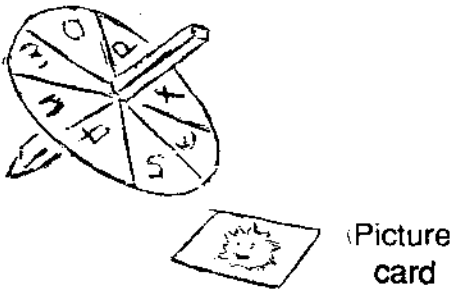
THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Things in our Community	<p>Community Area            Collection of seeds, bottle stoppers.            sticks            blocks            straw for weaving mats</p> <p>Sandbox            Empty Containers            Strings of different lengths.            Abacus            balances            Object Number Line.</p> 	<ol style="list-style-type: none"> <li>1. Children form a ring and do action-game, with left to right movements.</li> <li>2. Finger Plays - Teacher's Selection from Anthology.</li> <li>3. Plaiting mats to sit on.</li> <li>4. Children use seeds, bottle caps, sticks for making houses in community.</li> <li>5. Modelling buildings in community from plasticene, clay or play dough.</li> <li>6. Arrange objects in groups to make 7.           <ul style="list-style-type: none"> <li>6 houses and 1 more)</li> <li>5 houses and 2 more) - houses made by pupils</li> <li>4 houses and 3 more)</li> </ul>           also use things collected during community tour eg seeds, flowers, blocks, bottle stoppers etc.           <ul style="list-style-type: none"> <li>Make (a) Object Number line or Abacus</li> <li>(b) Bunny Hop Number Line.</li> </ul> </li> <li>7. Write numerals in sand box 1 to 7</li> <li>8. Filling containers with water. Pouring from one to the other which holds more?            Cleaning up after.</li> </ol>

## UNIT 7




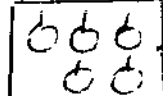

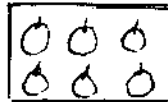
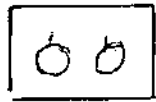
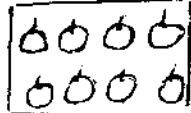

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <p>Speaking about</p> <ul style="list-style-type: none"> <li>- the weather</li> <li>- the calendar</li> <li>- the clock</li> </ul>	<ol style="list-style-type: none"> <li>1. To get children to speak freely about the weather.</li> <li>2. To encourage children to speak in sentences.</li> <li>3. To develop language.</li> </ol>	<p>Revise - wet/dry, cold/hot cloudy, rainy, sunny, windy loud and soft. same/different,  many</p>	<ol style="list-style-type: none"> <li>1. Willingness to speak with confidence.</li> <li>2. Willingness to use new words and phrases learnt.</li> <li>3. Awareness of changes in the weather.</li> </ol>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
The Weather	Weather Girl, Weather chart Calendar Collection and Display of flowers and fruits in season. Pictures of insects seen.	<ol style="list-style-type: none"> <li>1. Pupils talk about the weather with teacher also the news.</li> <li>2. Dress weather girl to suit weather conditions and describe the dress of weather girl.</li> <li>3. Talk about the weather and how it affects the plants, the farmer, school, church etc.</li> <li>4. Share experiences of how the weather affects them, their parents (rain, drought, flood).</li> <li>5. Talk about - day, month, year; plants, fruits, flowers and insects in relation to time of year and weather (seasons) Compare for same/different.</li> <li>6. Counting fruits - <u>collected on nature walks; Experience charts; Nature Area.</u></li> <li>7. Adding fruits to total seven using <u>number names</u> and <u>words</u> in sentences eg. seven and nothing make seven. Count days in week and month. Count by tens up to thirty and counting by ones to 30. <u>Songs:</u> (1) "All Kinds of Weather". (2) "How many numbers do you know?" <u>Songs and Games:</u> "Those who were Born in (month of year) skip Around" "Sunday Shakes hands with Monday". etc.</li> </ol> <p><u>Speech Patterns</u></p> <p>Many fruits are resting on the table.            Many flowers are resting on the table.            Many insects are flying on the flowers.            Many children are coming to school.</p> <ol style="list-style-type: none"> <li>8. Talking about the clock. How the clock tells the time.</li> </ol>

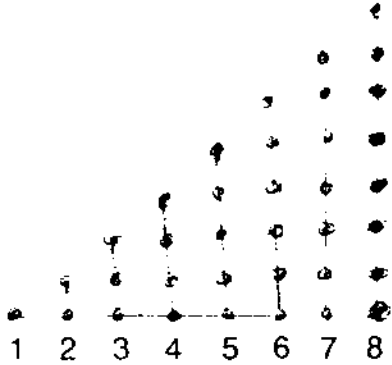
SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Listening</u></p> <p>Identifying sounds</p> <p>Listening to rhythmic patterns.</p> <p>Comparing sounds.</p>	<p>To listen and recall - (for auditory memory)</p> <p>To revise initial "l" and introduce initial "n" and initial "r" sounds</p>	<p>hard/soft; loud/soft</p> <p>same/different</p>	<p>Being alert to differences in sounds.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living in the Community.</p> <p>Sounds in and around the Community.</p>	<p>A variety of objects, having names beginning with "n" sound. eg. nuts, needle, net.</p> <p>Paper for word charts</p> <p>And word cards</p> <p>Spin a letter</p> 	<ol style="list-style-type: none"> <li>1. Play listening games - Whispers and Echoes (loud/soft) Think of a sound. Teacher makes a sound-pupils guess what makes that sound eg. water being poured or splashed, water dripping into container).</li> <li>2. Listening to music, drum, percussion, piano (if any) songs.</li> <li>3. Revise beginning letter sounds already on charts.</li> <li>4. Put objects having names beginning with "n" sound on Display board eg. nut, needle, nine, net, etc.</li> <li>5. Pupils identify and say names.</li> <li>6. Teacher lists names on chalkboard or chart.</li> <li>7. Pupils identify initial sound and match sound with letter.</li> <li>8. Make "n" chart with words from chalkboard. Colour "n" red. Treat "r" sound similarly.</li> <li>9. Hang chart in classroom for use.</li> <li>10. Make up and tell stories about Mrs. N. and Mr. N. (avoid letter name. Use sound instead).</li> <li>11. Have games, rhymes etc. to reinforce "n" sound -</li> <li>12. Make up games to revise all initial sound previously done. eg.</li> </ol> <p><b>Game</b> Make disc from cardboard. Draw 8 sections and write a letter to match each of eight picture cards. Pierce the centre of the disc with a match stick or pencil on which the disc can spin.</p> <p>Share out picture cards.</p> <p>Spin the disc. When it comes to rest on a letter whoever has the picture with the beginning sound, gives it up.</p> <p>The winner is the one who gets rid of all his/her cards first.</p> <p>(Use for revising sounds already done).</p>

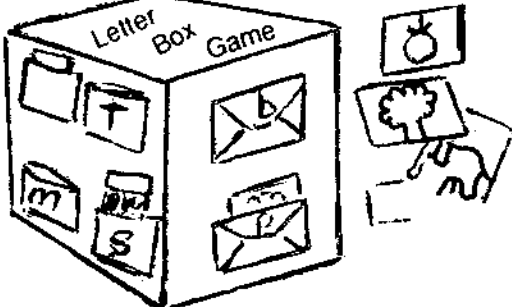
SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <ol style="list-style-type: none"> <li>1. Observe things in Activity Corners</li> <li>2. Match for colour and shape.</li> <li>3. Words written on cards and chart (use bright colours for initial sound).</li> </ol> <p>Observing groups of eight objects in activity areas including coins. One cent and 5 cent pieces (eight cents)</p>	<p>To observe objects in Activity area.</p> <p>To compare shapes</p> <p>To match shapes and colours</p> <p>To identify different patterns in group of eight objects.</p>	<p>same/different</p> <p>eight and eightness</p>	<p>Willingness to observe carefully.</p> <p>Awareness of difference in shapes.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living in our Community</p>	<p>Plants</p> <p>Pet</p> <p>flowers</p> <p>fruits</p> <p>Regular shapes</p> <p>Irregular shapes</p> <p>Cut-outs from cardboard.</p>	<ol style="list-style-type: none"> <li>Pupils observe and compare shapes - sorting and matching shapes - leaves, flowers, insects, fruits, bottles, circles, triangles, rectangles, star - have several cut-outs of each group.</li> <li>Introduce regular shapes:- Heart and Crescent.</li> <li>Teacher to make -             <ul style="list-style-type: none"> <li>(a) shape frieze - label shapes</li> <li>(b) Shape panorama</li> <li>(c) shape book</li> </ul> <p style="text-align: right;">  </p> <p>Include irregular shapes. eg. leaves, trees, bottles</p> </li> <li>Observe things in Activity Area - Plants, pets etc. Tell about shapes, colour, size - look for same or different.</li> <li>Observe groups of 8 objects in different patterns eg.</li> </ol> <div style="display: flex; justify-content: space-around; align-items: flex-end; margin-top: 10px;"> <div style="text-align: center;">  7         </div> <div style="text-align: center;">  1         </div> <div style="text-align: center;">  5         </div> <div style="text-align: center;">  3         </div> </div> <p style="text-align: center;">and      and      and      are 8</p> <div style="display: flex; justify-content: space-around; align-items: flex-end; margin-top: 10px;"> <div style="text-align: center;">  6         </div> <div style="text-align: center;">  2         </div> <div style="text-align: center;">  8         </div> <div style="text-align: center;">  empty         </div> </div> <p style="text-align: center;">and      and      are 8</p> <p>Observe and group 8 cents. Show that group can also be one 5 cents and 3 one cents.</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<u>Manipulation</u> Gross motor Fine motor control Flexibility Co-ordination	<ol style="list-style-type: none"> <li>1. To develop large muscles.</li> <li>2. To reinforce concepts</li> <li>3. To develop creativity.</li> <li>4. To give enjoyment.</li> </ol>	loud/soft around, through up/down	co-operating and enjoying activities.

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Living in our Community	<p>Empty containers for counting trays</p> <p>Abacus/Object Number Line.</p> <p>Simple shape puzzles</p> <p>Seeds</p> <p>Bottle caps</p> 	<ol style="list-style-type: none"> <li>1. Pupils will use - hands to clap for <u>loud</u> sounds; legs to jump for <u>loud</u> sounds accompanied by 4 beats of the drum. <u>Soft</u> sounds will be made by snapping fingers; tapping fingers.</li> <li>2. Collect, draw and colour fruits and flowers in season - press flowers and paste on cards in books.</li> <li>3. Finger Plays -, Teacher's Selection.</li> <li>4. Arrange seeds, bottle caps, bits of paper to form letters "r, a, l, n"</li> <li>5. Fit puzzles (irregular shapes.)</li> <li>6. Tear 7 bits of paper and add one more bit; How many bits?</li> <li>7. Arrange seeds and bottle caps as above        Counting 8 from more than 8        Making up 8 from less than 8        Making groups from 8.</li> <li>8. Related stories, poems, songs, rhymes and games.</li> <li>9. Practice writing numeral 7.</li> <li>10. Practice writing letters "l", "t" in sand box and on paper.</li> <li>11. Make cut-outs of letters and numerals and mount with paste and sand.</li> <li>12. Make 7 kites for windy weather; boys flying kites.</li> </ol>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>1. Revise discussions on things in classroom and in community.</li> <li>2. Naming parts of the clock.</li> <li>3. Talking about pictures Making up stories about pictures.</li> </ol>	<p>To revise activities in language development, concepts and expression.</p> <p>To revise concepts already introduced and note progress of pupils.</p>	<p>Revise: circle, round,] same/different; hot/cold; smaller than/bigger than; first/last; far/near; community; beside/ behind; before; up/down; danger/safety; more than/</p>	<p>To develop awareness of the importance of time.</p> <p>Enjoying activities in listening.</p>
<p><u>Listening</u></p> <p>Identifying initial sounds</p> <p>Combining initial sounds.</p> <p>Identifying words with same initial sounds.</p> <p>Revising initial letter sounds previously learnt, "m, s, t, c, b, a, l, n, p."</p>	<p>To revise activities</p> <p>To identify and imitate rhythmic sounds</p> <p>To listen carefully for instructions</p> <p>To give practice and to note progress of pupils in discriminating initial sounds, previously done.</p> <p>To combine sound of letters to make one syllable words.</p>	<p>less than</p>	

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living in our Community</p> <p>Telling the time.</p>	<p><u>Activity Areas</u></p> <p>Home Area</p> <p>Community Area</p> <p>Health Area</p> <p>Paper for making clock faces.</p>	<ol style="list-style-type: none"> <li>Telling time on the hour eg. one o'clock, two o'clock etc.</li> <li>Record time on cardboard dial or old clock. Do activity daily.</li> <li>Counting to 30.</li> <li>Describing object using colour names and shapes.</li> <li><u>Related Songs And Rhymes</u> <ol style="list-style-type: none"> <li>"Grandfather's Clock" 2) "Merrily sings the clock" 3) "Round the clock" 4) "I'm a Paper Clock, I am". (See Anthology)</li> </ol> </li> <li>Picture reading following sequence of events. Moving from left to right direction. Clockwise <u>Play games to involve concept taught throughout the term</u> - See concepts column - Use in and outdoor games - and Play equipment. See check list for Evaluation.</li> </ol>
<p>Revision</p> <p>Initial Sounds previously done.</p>	<p>Display table, objects or pictures of objects with names beginning with "p" sound. Letter Box, Letter cards</p>  <p>Make letter box (turn grocery box upside down). Paste sealed envelopes onto box. Slit open at top. Sort out collection of picture cards whose initial sounds match the letters on the envelopes. Put cards in right envelopes.</p>	<p>Show objects with names having the initial "p" sound eg. pen, pine, potato, pumpkin, pool, picture etc. – Name these and talk about them. Pupils to identify sound with symbol which gives the sound "p". Practise in making sound "p". Make up and tell short story with "p" words. List as many "p" words on chart – Colour "p" red. Rhymes &amp; jingles with "p" words e.g. Peter Piper.</p> <ol style="list-style-type: none"> <li>Play game to revise the sound of the consonants already done. Pupils make sounds. Match sounds, listen for sounds.</li> <li>Pupils to match initial consonants with pictures.</li> <li>Pupils to group words beginning with the same initial sound.</li> <li>Plan game to make two sounds into a word or part of a word (syllable)</li> </ol> <p>at al am <b>a</b> <b>t</b>      <b>a</b> <b>m</b>    <b>a</b> <b>j</b>    <b>a</b> <b>p</b></p> <p>as an ab</p> <p>Letter cards</p>

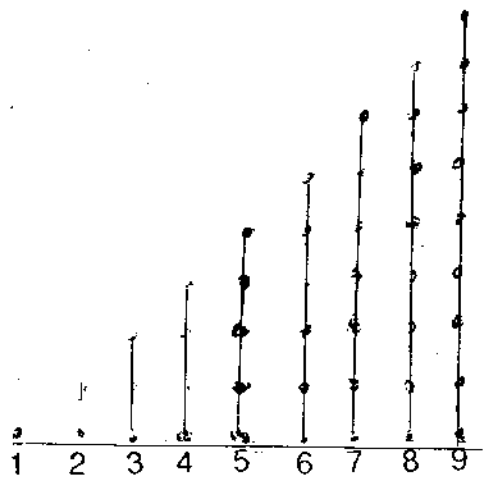
SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <p>Use of all the senses</p> <p>(a) Seeing - things in the Home Area Community Area</p> <p>(b) Hearing - Sounds of some of the things</p> <p>(c) Tasting - cakes, pudding etc.</p> <p>(d) Smelling - fruits, cake, fresh bread etc.</p> <p>(e) Touching - toys, furniture</p> <p>Matching - eg. Chair with child;</p> <p>Grouping 9 objects in different sets include 9 one cent coins</p>	<ol style="list-style-type: none"> <li>1. To get children to be observant of things in the community.</li> <li>2. To get children to appreciate things in the community and foster habits of carefulness.</li> <li>3. To observe different patterns of nine.</li> </ol>	<p>Home</p> <p>community</p> <p>cleanliness</p> <p>same/different</p> <p>nine and nineness.</p>	<p>Being observant of things in community and willingness to use all the senses.</p> <p>Appreciation of things in the community.</p>
<p><u>Manipulation</u></p> <p>Motor skills</p> <p>Fine motor control</p> <p>Co-ordination</p> <p>Recall</p>	<ol style="list-style-type: none"> <li>1. To exercise leg muscles</li> <li>2. To reinforce concepts</li> <li>3. To develop creativity</li> <li>4. To give enjoyment.</li> </ol>	<p>left/right</p> <p>more/less</p>	<p>Willingness to use body to create actions.</p> <p>attentiveness, alertness, patience, self-reliance.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Living together in our Community  Revision	Home and Cookery Area with Samples of things to taste and smell.  Community Area  One cent and 5 cent pieces	<ol style="list-style-type: none"> <li>In Home and Community Area pupils observe objects - talk about size colour shape.</li> <li>Take children to visit places in the Community. See, smell, touch, taste things.</li> <li>Observe things in Community - Note size, colour, shape, Talk about colour, size, shapes of things seen.</li> <li>Observe number patterns using objects in Community Area including coins, Plants and animals in the Community.</li> </ol>

Collection of fruits, flowers, seeds, leaves

Sand box, Empty containers, Bits of String

Balances



Abacus

8 and 1 are 9

6 and 3 are 9

9 and 0 are 9

7 and 2 are 9

5 and 4 are 9

Observe coin groupings. Nine cents can also be one five cent and four one cents.

- Pupils will run freely, then hop around. Hops can be related to numeral 9 and can be done in circles. Left to right movement.
  - Make clock faces.
  - Do finger plays.
  - Children model 9 fruits, 9 flowers, 9 leaves etc.
  - Making Patterns with paper Cut-out of 9 motifs.
  - Cut 9 pictures from newspaper or magazine and arrange on background.
  - Make leaf prints using 9 different leaves.
  - Pupils to count 8 fruits and 1 more Use flowers, seeds, fruits  
7 " and 2 more Make 9 from more than 9  
6 " and 3 more Adding more to make up 9  
5 " and 4 more
  - Pupils to have 9 objects - remove 1; 9 objects remove 2; 9 objects remove 3.
  - Pupils to draw and colour 9 fruits, 9 flowers, 9 leaves etc.
  - Weighing and measuring things in Activity Area (which weighs more, which weighs less).
- Practise writing letters b, p, q and numeral 9 in sand box and on paper using crayons
- Draw clocks. Copy shapes by tracing around circles and straight lines

## A.

Can each of your children

1. Tell (a) his/her name  
(b) where he/she lives  
(c) name of parents/parent/guardian/friends/relatives?
2. Pronounce spoken words clearly?
3. Tell news using simple Sentence Patterns?
4. Understand and use the following e.g. near/far, heavy/light, beside/behind/before, in front of, clean/dirty, please, thanks, excuse, May I.
5. Repeat Rhymes, jingles and songs -
6. Counting from 1 - 20

## B.

Can each child

1. Identify the following sounds:- (a) Ringing of bell  
(b) Ticking of clock  
(c) Water gushing  
(d) Water dripping  
(e) Water being poured.
2. Imitate (a) rhythmic sound patterns  
(b) beginning sounds of words
3. Identify likenesses and differences in initial sounds of words?
4. Recognise and identify pairs of words that rhyme e.g. wall, ball, mouse, house, cat, bat.
5. Listen and carry out simple instructions in a given order?
6. Remember and reproduce a rhythmic pattern of Three or more sounds with short pauses between?

## C.

Can each child

1. Recognise (a) Objects in the classroom  
(b) Shapes and colours of objects in the classroom.
2. Show understanding of the following -
  - (a) beside/before/behind
  - (b) near/far
  - (c) up/down
  - (d) top/bottom/middle
  - (e) fast/slow.
3. By observing, tell which quantity is more or which is less of two given quantities.
4. Identify shapes of numerals - 1 through 9;
5. Associate shapes of letters with their sounds in the initial position of words?

## D.

Can your children

1. Move limbs and other parts of the body as directed?
2. Do hopping and jumping tasks?
3. Reproduce a rhythmic pattern - (fast or slow)?
4. Remember and reproduce a rhythmic action?
5. Trace regular or irregular shapes?
6. Colour or shade within a given shape?
7. Cut around given shapes or pictures?
8. Select correct numbers of objects to match a given numeral?
9. Follow a line from left to right?
10. (a) Button or unbutton his/her clothes? (b) Lace his/her shoes?
11. Make letter shapes eg. f, m, a, e, r, g, h?
12. Make given numbers eg. five, seven, six, eight, nine by adding or subtracting concrete objects?

# Term 2

## UNIT 9

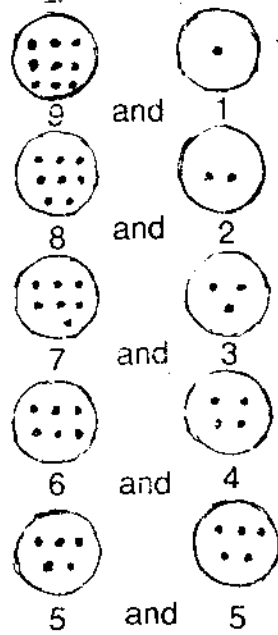


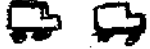
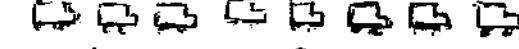
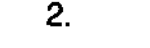
SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>1. Naming - different kinds of vehicles</li> <li>2. Describing vehicles</li> <li>3. Sharing experiences - short stories</li> <li>4. Comparing</li> <li>5. Counting.</li> </ol>	<ol style="list-style-type: none"> <li>1. To encourage children to talk about things they know.</li> <li>2. To get children to express themselves freely using familiar as well as new language, patterns.</li> <li>3. To widen pupils experiences and to extend their vocabulary.</li> </ol>	<p>pulling/pushing</p> <p>slow/fast/quick,</p> <p>pedestrian</p> <p>alike/different,</p> <p>walk/drive</p>	<p>Appreciation of relationships in the community.</p> <p>Awareness of modes of travel.</p> <p>Confidence in speaking and in using different forms of expression.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p><u>Living Together</u></p> <p>Travelling In and Out of our Community.</p> <p>walking, riding, driving, sailing</p>	<p>Community Area</p> <p>Book Area</p> <p>Large wall pictures showing cars, buses, carts, trucks, trains, animals</p> <p>Models of vehicles and animals used for transportation eg. donkey, mules, horses, camels, from clay or play dough.</p>	<p><u>Set Up Community Area</u></p> <ol style="list-style-type: none"> <li>1. Pupils and teachers look at things in Community Area.</li> <li>2. Talk about getting from home to school or home to church.</li> <li>3. Pupils tell about getting from one part of the community to the other.</li> <li>4. Picture discussions.</li> <li>5. Telling stories about travelling; include Bible stories - Means of Travel Long ago.</li> <li>6. Saying related poems, songs, jingles.</li> <li>7. Pupils visit nearby sections of the community. Counting to 30: count vehicles or people, travelling by one and by tens.</li> </ol> <p><u>Speech Patterns</u></p> <p>The cars are moving fast. The carts are going slowly. The drivers are driving fast. The people are walking slowly.</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Listening</u></p> <ol style="list-style-type: none"> <li>1. Identifying Sounds.</li> <li>2. Imitating Sounds</li> <li>3. Combining Sounds -</li> <li>4. Introduce initial "g" and initial "e" sounds</li> </ol>	<p>To investigate sounds heard in connection with travelling eg. sounds of vehicles/</p> <p>To identify initial letter sounds "g" and "e"</p>	<p>alike/different</p> <p>loud/soft</p> <p>near/far</p>	<p>Attentiveness, alertness to sounds in and around us.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living together Travelling In and Out of our Community.</p> <p>Types of sounds heard when travelling</p>	<p>Pictures objects related for listening games.</p>	<ol style="list-style-type: none"> <li>1. Pupils and Teacher take short walk in Community. 2. Listen for sounds heard along the way - sounds of vehicles, animals, birds etc.</li> <li>2. Pupils to tell what makes the sounds, the direction from which the sound is coming, whether the sound is loud or soft, whether the sound is near or far away.</li> <li>3. Revise initial letter sounds already done.</li> <li>4. <u>Play games</u> joining sounds a-t, a-s, a-l, t-a,</li> <li>5. Display pictures of objects with names having initial sound "g" eg. goat, girl, garden, gate, guitar, gun - Pupils to name them with teacher. Talk about them and note that all the names begin with the same sound "g". <b>Make "g" in air and in Sand Box.</b></li> <li>6. Tell stories with "g" words eg. Gertie and the goat which got through the garden gate. Gertie was late because of the goat. Reinforce with rhymes and jingles eg. "Go go gateman go".</li> <li>7. Pupils to collect pictures of objects with names having initial sound "g" for "<u>g</u> Book".</li> <li>8. Teacher to prepare chart with pictures and "g" words.</li> <li>9. Reinforce with <u>games</u></li> <li>10. Treat initial "e" as above. Initial sound "e" as in "egg" - (short sound of vowel "e") Display an "egg" - talk about it and let pupils make the beginning sound "e" Give names and words beginning with the short sound of "e" - eg. eddy, elsy, esther, ever, enter, elbow.</li> <li>11. Pupils to say poems jingles or stories with initial "g" or "e" sounds eg. Go go gateman go Girls and boys are at the gate Get them in, get them in Get them in before its late (also see Anthology)</li> </ol>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <ol style="list-style-type: none"> <li>1. How people get from one place to the other in the community.</li> <li>2. Observing different types of transport - eg. foot, animals, bicycles, motor cars, bikes, buses, trucks.</li> <li>4. Making use of their observations</li> </ol>	<ol style="list-style-type: none"> <li>1. To help children to use all their senses in observing things.</li> <li>2. To appreciate things in the community.</li> <li>3. To help children to identify and match different shapes.</li> <li>4. To identify various patterns of ten.</li> </ol>	<p>near/far; beside/behind before, up/down fast/slow faster than/slower than Numeral 10 Ten and Tennes</p>	<p>Appreciation of things in the community. Protection of public property.</p> <p><b>Keeness for details</b> eg seeing shapes and discerning differences.</p>
<p><u>Manipulation</u></p> <p>Gross motor skills</p> <p>Co-ordination</p>	<ol style="list-style-type: none"> <li>1. To develop large muscles</li> <li>2. To reinforce concepts introduced.</li> <li>3. To develop creativity.</li> <li>4. To give enjoyment</li> <li>5. To give practice in the proper formation of letters and numerals.</li> </ol>	<p>pushing/pulling wheels, fast/slow, busy more/less rowing</p>	<p>Showing: patience, enjoyment, tolerance, quietness, alertness, co-operation independence.</p>

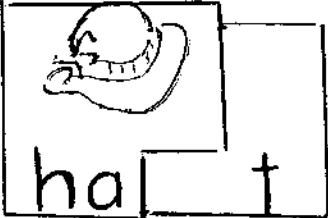

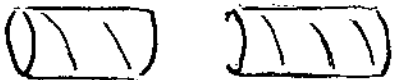


THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living Together</p> <p>Travelling in our Community</p>	<p>Community Area with streets, buildings etc. models of cars, trucks, buses.</p> <p>One cent pieces Five cent pieces Ten cent pieces</p>	<ol style="list-style-type: none"> <li>1. Teacher and Pupils to take short walk in nearby Community.</li> <li>2. Observe how people get about from one part to the other - some on foot, some on animals, others on vehicles.</li> <li>3. Observe and describe how they go quickly or slowly-which ones go quickly, which ones go slowly.</li> <li>4. Describe vehicles seen bicycles, motor bikes, cars, vans, buses, Talk about size, colour, shapes, speed: quickly/ slowly</li> <li>5. Observe <b>numbers of vehicles</b> seen</li> <li>6. Observe number patterns - ten &amp; tenness, including coins to 10 cents</li> </ol>
<p>Travelling In and Out of our Community.</p>	<p>Old tyres, and hoops Collection of small boxes, pictures of cars, trucks, buses, trains</p> <p>odds and ends</p> <p style="text-align: center;"><b>Patterns of Ten</b></p> 	<p>Children will use arms and legs for pushing and pulling actions - legs for running and old tyres for running as wheels. → → → → →</p> <ol style="list-style-type: none"> <li>1. Modelling cars, trucks, boats, aeroplanes → → → → → aeroplanes</li> <li>2. Draw and colour vehicles.</li> <li>3. Draw 10 cars, 10 carts, 10 buses etc. - label with word - Ten. Counting out 10 from more than 10. Making up 10 from less than 10. Grouping 10 in 2 sets</li> <li>4. Writing  word  9 and  ten is  8 and  2.</li> <li>5. Make vehicles using boxes.</li> <li>6. Setting street scenes - vehicles, buildings, people, traffic lights.</li> <li>7. Pupils to collect pictures of cars, trucks, buses, trains, boats, aeroplanes - make frieze of vehicles.</li> <li>8. Finger Plays - eg. "Ten Little Ducks".</li> <li>9. Related stories, poems, songs.</li> <li>10. Copy shapes from chalkboard.</li> </ol>

## UNIT 10


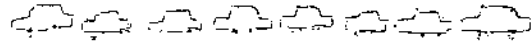
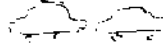
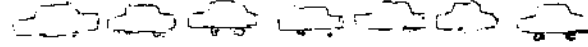
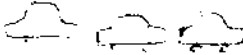
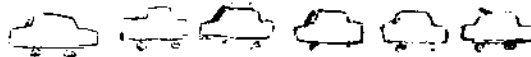

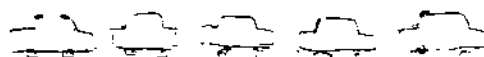
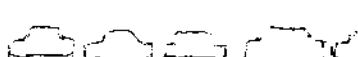


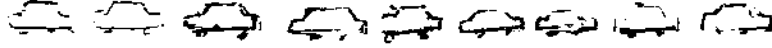
SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>1. Naming types of vehicles</li> <li>2. Describing</li> <li>3. Counting and adding</li> <li>4. Comparing</li> </ol>	<ol style="list-style-type: none"> <li>1. To encourage children to speak freely using different patterns of speech.</li> <li>2. To get children to pronounce words clearly.</li> <li>3. To develop creativity and creative expressions in children.</li> </ol>	<p>faster than</p> <p>slower than</p>	<p>Readiness for Reading.</p> <p>Awareness of different ways of saying the same thing.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Travelling (cont'd)</p> <p>Types of vehicles</p>	<p>Model Cars Trucks, trains, bus, Pictures and frieze of bicycles, cars, buses, trucks, motor bikes.</p> <p>Experience Charts</p> <p>Reading Area with Picture books picture cards word cards.</p>	<ol style="list-style-type: none"> <li>1. Pupils gather in Travel Area.</li> <li>2. Talk about travelling by car, bus or other vehicle. Plan and take Imaginary trips.</li> <li>3. Pupils talk about the vehicles in the pictures or frieze. The ones they like best and why.</li> <li>4. Talk about the shapes, sizes, colours of vehicles.</li> <li>5. Say related poems, jingles, rhymes about vehicles or travelling. See Anthology.</li> <li>6. Tell related stories including Bible stories. (travel by donkey or camel)</li> <li>7. Talk about the weather and travelling.</li> <li>8. Travelling in rainy weather, travelling in dry weather.</li> <li>9. Pupils tell own experiences using familiar language.</li> <li>10. Counting vehicles (to fifty).</li> </ol> <p><u>Patterns of Speech</u></p> <p>The conductor is collecting fares. The man is running to catch the bus. The driver is driving the bus. The car is moving faster than the bus. The truck driver is driving slower than the bus driver.</p>

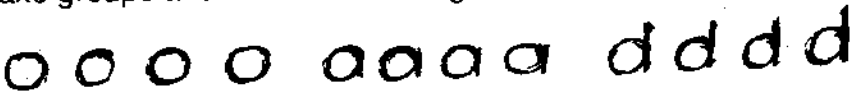

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><b><u>Listening</u></b></p> <ol style="list-style-type: none"> <li>1. To identify sounds.</li> <li>2. Discriminating sounds (likenesses and differences)</li> <li>3. Imitating sounds</li> <li>4. Associating sounds with letters Initial "d" sound (Revision)</li> </ol>	<p>To encourage auditory discrimination</p> <p>To combine letter sounds to make words</p> <p>To identify rhyming words</p>	<p>louder than</p> <p>softer than</p>	<p>Willingness to listen for differences in sounds.</p> <p>Willingness to participate in activities.</p> <p>Willingness to be creative.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Travelling	<p>1. Cards with letters. eg.</p>  <p>2. Carboard rolls or toilet rolls</p>     <p>3. Recorded Sounds</p>	<p>Travel Area:</p> <p>Teacher and pupils Tour Travel Area. Pupils will identify sounds of vehicles. Discriminating between fire engine, siren and police siren. Imitate sounds of vehicles e.g. motorcycles.</p> <p><u>Song</u> "Motor car! Motor car!"</p> <ol style="list-style-type: none"> <li>1. Make up game to revise vowel and consonant sounds already done. "a" "e" "m" "t" "c" "l, n, b, s"</li> <li>2. Revise "d" as in previous examples, (Introduced in 4 Y.O.) Make use of picture charts previously made also games.</li> <li>3. Make up games of joining sounds. da - d                    de - n da - t                    de - l da - l                    da - f da - s da - n</li> </ol> <p><u>Rotating Rolls-Game</u></p> <ol style="list-style-type: none"> <li>1. Take three rolls (toilet tissue rolls or other). Slightly squash one so it will just wedge into the other rolls. Fit the unsquashed rolls over either end of the squashed one to meet in the middle.</li> <li>2. Write initial letters on one roll and the rest of the selected word (two or three letter word) on the other.</li> <li>3. The child rotates the rolls to make different words.</li> </ol>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <ol style="list-style-type: none"> <li>1. Touching, feeling vehicles made from small boxes, or modelled from clay or play dough.</li> <li>2. Hearing - sounds of vehicles observing where the sound comes from - what vehicle is making the sound. Is sound near or far.</li> <li>3. Ordering</li> <li>4. Observing labels or names in travelling - seeing and perceiving word shapes on signs.</li> </ol>	<ol style="list-style-type: none"> <li>1. To observe carefully to find patterns in the arrangement of objects.</li> <li>2. To revise number patterns to form various patterns of 10.</li> <li>3. To discriminate between sounds.</li> <li>4. To develop the urge to enquire.</li> </ol>	<p>soft/hard</p> <p>loud/ soft</p> <p>near/far</p> <p>First, second, third, fourth, fifth, sixth etc.</p>	<p>Being observant paying attention to details</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Travelling	<p>Toy cars, buses - made from drinks boxes</p> <p>Labels with words - car, bus, truck</p>	<p>Observe model cars, buses etc. in Activity Area. Talk about size, colour, shape and make of car.</p> <p>Arrange in order for motor race or motor rally First, second, third, etc.</p> <p>Make and observe ten cars arranged in different patterns eg:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>9 and 1 more</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>8 and 2 more</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>7 and 3 more</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>6 and 4 more</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>5 and 5 more</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>10 and 0 no more</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  </div> </div> <p>Display labels and word charts. Pupils to observe for patterns and word shapes eg.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">car</div> <div style="border: 1px solid black; padding: 2px 5px;">truck</div> <div style="border: 1px solid black; padding: 2px 5px;">bus</div> </div> <p>Listening to and differentiating between sounds eg. sounds of cars, trucks, buses.</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Manipulation</u></p> <p>Motor skills</p> <p>Fine Motor Control</p> <p>Flexibility of fine muscles</p> <p>Coordination</p>	<ol style="list-style-type: none"> <li>1. To reinforce concepts to give writing practice.</li> <li>2. To encourage numeracy skills - taking away and adding to make up to 10.</li> </ol>	<p>more than/ less than</p>	<p>Attentiveness</p> <p>Self confidence</p> <p>Satisfaction</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Travelling	<p>Vehicles made by teacher and children</p> <p>drink boxes card-board play dough clay</p>	<ol style="list-style-type: none"> <li>1) Finger Plays - "Six Little Bees."</li> <li>2) Continue making vehicles - match one - to - one</li> <li>3) Make groups and sets of letters e.g.           <div style="text-align: center; margin: 10px 0;">  </div> </li> <li>4) Make /0 cars, trucks or buses from play dough, plasticene or clay</li> <li>5) Arrange objects in groups to make /0 as previously done. Adding to make /0, subtracting to make /0.</li> <li>6. Remove groups of objects from /0 e.g. let pupils have /0 objects on desk then take away 1, Let them say how many are left. Proceed in the same manner by taking 2, 3, 4, 5. Repeat this procedure using /0 model cars, trucks, buses, etc. made by pupils. For reinforcement - Ten Little motors cars.           <div style="text-align: center; margin: 10px 0;">  </div> </li> </ol> <p>Reinforce with Bunny Hop Number Line and Peg Board activities.</p> <ol style="list-style-type: none"> <li>7. Fitting puzzles.</li> </ol>

## UNIT II

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <p>Use of : Please, Thank You, Excuse Me, May I.</p>	<ol style="list-style-type: none"> <li>1. To encourage children to use patterns of speech which show courtesy.</li> <li>2. To speak clearly in sentences.</li> </ol>	<p>politeness, courtesy, slow/fast, thank you, please</p>	<p>Being courteous in Speech</p>



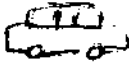

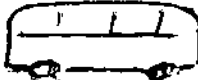
SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Listening</u></p> <ol style="list-style-type: none"> <li>1. Identifying sounds and their sources.</li> <li>2. Identifying sounds which are alike.</li> <li>3. Associating sounds with their sources.</li> <li>4. Using sounds to build words.</li> </ol>	<p>To identify differences in sounds and meanings of words.</p> <p>To revise words built by combining sounds eg. pen, ten, mat, pat, hat, cat,</p> <p>To make new words pig, dig, lid, tit,</p> <p>To identify particular sounds</p> <p>To identify rhyming words</p> <p>To identify "i" sound in medial position - one syllable words</p>	<p>loud/soft, alike/different</p> <p>rhyme</p>	<p>Willingness to participate in activities.</p> <p>Attentiveness alertness to various sounds.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Travelling ctd.	Listening box bell, triangle drum, water Picture cards.	<ol style="list-style-type: none"> <li>1. Read poems, rhymes, jingles about travelling eg.- "The Motor Car." Children listen for words which rhyme</li> <li>2. <u>Sound game:</u> Listen and Don't Peek Procedure: The children close their eyes. One child performs an action that has a distinctive sound: eg. ring a bell, knock on the door, beat a triangle, beat a drum, pour water into a glass etc. The group listens carefully and tries to identify the sound.</li> <li>3. Revise rhyming words. Distribute cards with pictures of objects with names that rhyme. Let children put counters on pair which rhyme in each row.           <div data-bbox="1616 671 2029 1027" data-label="Image"> </div> </li> <li>4. Play word games with words pen, ten, men, mat, pat, etc.</li> <li>5. Treat "i" sound as in previous examples and make new words pig, dig, lid, tit. Pupils to find out these words (through the letter sounds)</li> </ol>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <p>Vehicles in Street scene</p> <p>Differentiating sounds made by different vehicles</p> <p>Observing clothes worn by some drivers of vehicles eg. uniforms</p> <p>Observing people crossing busy street.</p> <p>Observing signs at crossing</p> <p>Observing road Safety Rules.</p>	<p>To be observant in Travelling</p> <p>To make use of our observations in travelling</p>	<p>Helpful</p> <p>polite</p> <p>courteous</p> <p>fast/slow</p> <p>busy</p> <p>Ten and tenness</p>	<p>Being observant</p> <p>Being polite to others</p> <p>Observing road safety rules</p> <p>Being cautious</p> <p>Appreciation for services given by bus crew.</p>

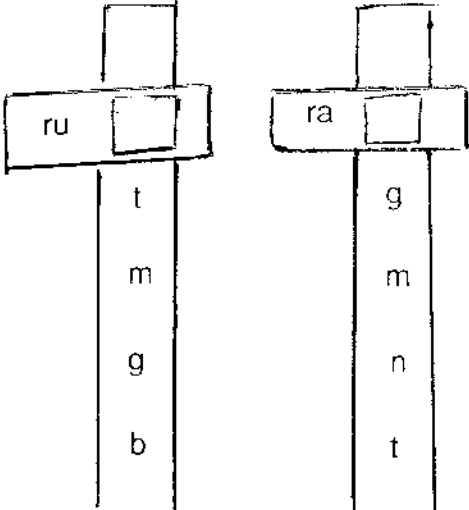
THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Travelling cont'd</p> <p>People who help us in travelling.</p> <p>The bus driver and conductors/ conductress</p> <p>(a) How they are dressed for work.</p> <p>(b) What work they do.</p> <p>(c) Where they go.</p> <p>(d) What to do to make a ride safe and enjoyable.</p>	<p>Cut outs - people, vehicles road signs (traffic lights, street signs)</p> <p>Coins - (ten, five and one cent)</p> <p>Uniforms worn by bus drivers and conductors.</p> <p>Dress up box</p>	<p>Travelling Area.</p> <ol style="list-style-type: none"> <li>1. Teacher and pupils set up Busy Street Scene with people, vehicles, read signs etc.</li> <li>2. Teacher and children to act scene of a busy street - role play.</li> </ol> <p>Observe - Traffic sign, traffic lights street signs</p> <ol style="list-style-type: none"> <li>3. Pupils to observe signs on buses. Knowing which buses go their way observe where to alight from bus, where to wait for bus How to cross busy street. (Road safety)</li> <li>4. Observe groups and patterns of ten eg. coins (including one cents five cents, ten cents) and with other objects - groups of ten (people at bus stop). Pupils to be able to observe and estimate group at bus top more than ten or less than ten people.</li> <li>5. Observe uniforms worn by some bus drivers.</li> <li>6. Invite bus drive to talk with pupils about the work they do. Where they go. What people should to to have a safe ride.</li> </ol>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Manipulation</u></p> <p>Gross Motor</p> <p>observation recall co-ordination</p>	<p>To develop large muscles</p> <ol style="list-style-type: none"> <li>1. To give writing practice</li> <li>2. To reinforce concepts introduced</li> <li>3. To give enjoyment.</li> </ol>	<p>drive</p> <p>ride</p> <p>fly</p> <p>fast/slow</p> <p>same, different</p> <p>more; less</p>	<p>enjoyment</p> <p>alertness</p> <p>attentiveness</p> <p>patience</p> <p>independence.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Travelling cont'd	Play dough crayon Paint card-board Drink boxes News print or old news paper	<p>Pupils will use legs. arms to imitate movement of vehicles (engine sound of plane with arms flying, legs and arms for cyclists).</p> <ol style="list-style-type: none"> <li>1. Model Bus Driver and Conductor, and conductress</li> <li>2. Draw, cut out Bus Driver and Conductor/Conductress mount on cardboard and colour to give idea of clothing.</li> <li>3. Pupils to collect and draw pictures of vehicles of different sizes and shapes and make individual vehicle books.            Practice writing words - car, van (Teach letter by letter)            Draw car, bus, van and colour. Write name under vehicle e.g.           <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="text-align: center;">  <p>Car</p> </div> <div style="text-align: center;">  <p>Van</p> </div> <div style="text-align: center;">  <p>Bus</p> </div> </div> </li> <li>4. Finger Plays - seven (Revision of numbers 1-7)</li> <li>5. (a) Make seven bus tickets - in group eg. 6 and 1 more, 5 and 2 more, 4 and 3 more            (b) Build up 7, using pupils. Reinforce with Bunny Hop Number line and object number line.</li> </ol>

## UNIT 12

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>1. Saying simple poems and nursery rhymes.</li> <li>2. Speaking in sentences.</li> </ol>	<ol style="list-style-type: none"> <li>1. To enjoy rhymes, poems and jingles (also to reinforce speaking skills)</li> <li>2. To encourage children to speak clearly and pronounce words carefully.</li> <li>3. To aid language development.</li> </ol>	fast/slow	Confidence in speaking
<p><u>Listening</u></p> <p>Identifying initial letter sounds already done.  Identifying "r" sounds in jingles and rhymes.  Combining consonant and vowel sound to make one syllable.  Identifying and discriminating initial letter sounds - and "u"</p>	<p>To imitate and identify sounds to make one syllable, words using short vowel sounds, a, in middle position  To identify and use "r" sound in making one syllable words</p> <p>To introduce initial "u" sound as in <u>u</u>mbrella, <u>u</u>nder, <u>u</u>p.</p>	alike/different high/low softer than/louder than	Being alert to sounds in words.

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Travelling and the weather Calendar	Weather Chart Calendar Collection of fruits and flowers in season.	<p>Teacher and pupils talk about travelling - using own as well as other patterns of speech. eg we are going by bus, we are going by car, we are going by train. Describe vehicles - colour, size shape</p> <p><u>Related Rhymes Jingles Songs</u></p> <p>Teacher to read a number of rhymes and jingles selected from Anthology to pupils. Pupils to say the ones they like best. Talk about things in <u>Activity Area</u> (cars, buses, trucks etc.)</p> <p>Count vehicles seen. Talk about the different kinds seen.</p> <p>Teacher and pupils talk about <u>the weather</u> and how it affects travelling.</p> <p>Talk about dressing properly to suit the weather, when travelling</p> <p>Talk about shapes and colours of umbrellas, using colour words - red, yellow, blue. Shape words: circle, triangle, rectangle - in sentences. Counting to fifty - collection of things in <u>Activity Area</u>. Singing Counting, Colour and shapes songs previously learnt.</p>
Travelling Combining Sounds		<ol style="list-style-type: none"> <li>1. Imitate sounds made by vehicles. Listen for "r" sound</li> <li>2. Introduce "r" sounds as in previous examples (not together)</li> </ol> <p>Teacher says poems and rhymes with initial "r" sound.</p> <p>Pupils listen and identify initial sound eg.</p> <p>(1) round and round and round we run          roaring roaring like a car          rattling rattling like a cart, going to places far.</p> <p>Game: Make strips as shown on left from cartridge or other paper. Make cut out window in cross strip. Slide straight strip up or down to make different word as final consonants change. Use for playing game with "r" words.</p> <p>Introduce "u" sound (in different lesson). Treat as in games already done.</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <p>Observing weather signals:            Looking at clouds - dark clouds/light clouds            Looking at sky - bright/overcast            Listening to weather forecast            Listening to sounds of wind - gusty/gentle            Observing wind vane for direction of wind            Observing birds or other animals seeking shelter            Smell of rain on dry earth            Observe number patterns.</p>	<ol style="list-style-type: none"> <li>1. To help pupils to observe with all the senses.</li> <li>2. To encourage pupils to find out about the weather especially when travelling.</li> <li>3. To take precautions in travelling.</li> </ol> <p>To observe what is left when given numbers of objects are removed or taken away from given number of objects.</p>	<p>bright/overcast</p> <p>gusty/gentle</p> <p>forecast overcast</p> <p>Taking away.</p>	<p>Appreciating need for observing the weather.</p> <p>Making use of our observations.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Travelling and the weather	<p>Tape recorder (if available)</p> <p>Tape with sounds of rain falling wind blowing thunder</p>	<p><u>Activity Area:</u> Nature Area or outdoor Activity Area.</p> <ol style="list-style-type: none"> <li>1. Pupils and teacher observe clouds, listen to wind and observe direction.</li> <li>2. Children listen to taped sounds and say which ones are the same and which are <b>not the same</b> - sound of rain falling on roof/sound of thunder.</li> <li>3. Pupils to imitate sounds of wind, rain, thunder etc.</li> <li>4. Pupils to tell weather forecast heard on television or radio.</li> <li>5. Observing effects of the weather on travelling - how people dress for rainy weather - things they carry.</li> <li>6. Observe the calendar.</li> <li>7. Observe the order of the days-Sunday, Monday, Tuesday etc.</li> <li>8. Observe the weather chart for today's weather.</li> <li>9. Revise number patterns eg. 7 How many are left when a given number is taken from 7</li> </ol> <p>Bus <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Tickets <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>umbrellas</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Manipulation</u></p> <p>Gross motor</p> <p>Fine motor control</p> <p>Observation</p> <p>Recall</p> <p>Coordination</p>	<ol style="list-style-type: none"> <li>1. To exercise large muscles for motor control.</li> <li>2. To give writing practice</li> <li>3. To develop creativity</li> <li>4. To give enjoyment</li> </ol> <p>To join groups to make 7 Discover what happens to 7 things when <b>one</b>, two, three or four are taken away.</p>	<p>narrow/wide</p> <p>seven and sevenness</p> <p>subtract - Taking away</p>	<p>Enjoyment, judgement, quietness, attentiveness, concentrating.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES																																														
Travelling and the weather (contd)	Paper balls/bean bags Crayons Puzzles Fruits Sand Eggshell Old tyres (painted)	<ol style="list-style-type: none"> <li>Children will do exercise involving throwing and catching balls and beanbags through old tyres.</li> <li>Jumping imaginary pools - narrow/wide</li> <li>Draw and colour 7 fruits which are same in season. Seven (7) flowers which are different. Cut out and paste on background paper.</li> <li>Finger plays involving the number 7</li> <li>Fit Puzzles.</li> <li>Outline shapes of fruits with seeds.</li> <li>Trace or draw shapes of fruits and flowers - fill with bits of paper, sand, eggshell and pasté on. Show those which are same/different.</li> <li>Making paper umbrellas                         <table style="margin-left: 20px;"> <tr> <td>6</td> <td>and</td> <td>1</td> <td>more</td> <td>How</td> </tr> <tr> <td>5</td> <td>and</td> <td>2</td> <td>more</td> <td>many</td> </tr> <tr> <td>4</td> <td>and</td> <td>3</td> <td>more</td> <td>Pupils</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>count</td> </tr> </table> </li> <li>Taking away from seven objects - pupils to have groups of seven objects; Let them take away from each group - 1 from 7; 2 from 7; 3 from 7; 4 from 7; 5 from seven; 6 from 7                         <div style="margin-left: 20px;"> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; text-align: center;">X</td> <td style="padding: 0 10px;">7 - 1 = 6</td> </tr> </table> <p>Bus</p> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; text-align: center;">X</td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; text-align: center;">X</td> <td style="padding: 0 10px;">7 - 2 = 5</td> </tr> </table> <p>Tickets</p> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; text-align: center;">X</td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; text-align: center;">X</td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; text-align: center;">X</td> <td style="padding: 0 10px;">7 - 3 = 4</td> </tr> </table> </div> </li> <li>Practice writing numeral 7.</li> <li>Practice writing words - from phonic chart eg. fat, hat, rat                      Make each letter in sand box, in the air, on the paper with crayons or pencil on paper.</li> </ol>	6	and	1	more	How	5	and	2	more	many	4	and	3	more	Pupils					count								X	7 - 1 = 6							X	X	7 - 2 = 5					X	X	X	7 - 3 = 4
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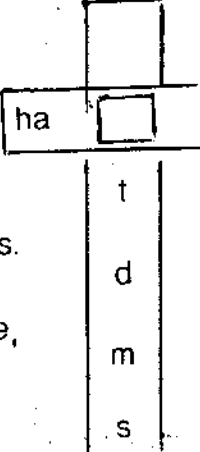
## UNIT 13

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><b>Speaking</b></p> <ol style="list-style-type: none"> <li>1. Name things in Airport Area</li> <li>2. Describe things in pictures and activity area.</li> <li>3. Picture Reading</li> <li>4. Story Telling.</li> </ol>	<ol style="list-style-type: none"> <li>1. To encourage children to speak in sentences.</li> <li>2. To enrich pupils vocabulary</li> <li>3. To foster correct pronunciation of words.</li> <li>4. To encourage pupils to use number, colour and shape words in sentences.</li> </ol>	<p>faster than/slower than high/low higher than/lower than.</p>	<p>Willingness to take part in conversations.</p> <p>Willingness to use new or different patterns of speech.</p>

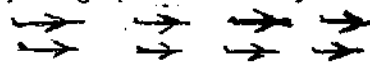




THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Travelling (continued)</p> <p>People Who Help Us. Pilot and Air Hostesses How they are Dressed for Work. What They do at Work How They Help Us.</p>	<p>Large pictures of aeroplanes, cars, trucks etc.</p> <p>Model of aeroplanes, cars, trucks and other vehicles.</p> <p>Pictures of pilots, air hostesses.</p> <p>Models of buildings, runways, roads.</p> <p>Airport Panorama</p> <p>With models of planes and other vehicles at airport.</p>	<p><u>Airport Area:</u> With buildings, models and drawings of aeroplane and vehicles involved in air travel; pictures and models of pilots in uniform. Children tell where planes go eg. America, England etc.</p> <p>Pupils and teachers talks about travelling by aeroplane. Planes go fast. Talk about faster slower vehicles. Planes go faster than cars.</p> <p>Pupils tell their experiences or their wishes. Relate real experiences Going high up in the air in a plane.</p> <p><u>Role Play:</u> Pupils and teachers prepare for imaginary flight.</p> <p>Teacher tells about the pilot and about the air hostesses - their work etc. How they are dressed. Make up skit of people boarding plane.</p> <p><u>Related Stories, Poems and Songs</u> about aeroplanes Talk about colour, size, shape of aeroplanes or uniforms, travelling cases. etc. of pilots and air hostesses. If possible arrange trip to airport to see real pilot. Show pictures of people who work on the aeroplane also ground crew.</p> <p><u>Picture reading:</u> Airport 'panorama' Read sight words from Panorama Note left to right movement of eye. Reading based on 'Panorama' speech pattern and short sentences made up from phonic chart. Counting things in Activity Corner. ( 1- 50)</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Listening</u></p> <ol style="list-style-type: none"> <li>1. Listening to and identifying sounds Telling differences in sounds</li> <li>2. Imitating rhythm</li> <li>3. Listening to and carrying out instructions.</li> <li>4. Combining sounds to make three letter words.</li> </ol>	<p>To develop skill in auditory discrimination</p> <p>To give practice in imitating rhythm</p> <p>To develop ability to listen to and carry out instructions in correct sequence. (Auditory memory)</p> <p>To revise consonant and vowel sounds already done.</p>	<p>faster than/slower than loud;soft louder than/softer than</p> <p>beginning/middle/end</p>	<p>Being alert to sounds</p> <p>Being co-operative</p> <p>being attentive to details of instruction given.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Travelling (continued)</p> <p>People who help us.</p>	<p>Percussion instruments</p> <p>Cards - blank)</p> <p>Charts with poem and rhymes</p>	<p>Continue <b>listening</b> to sounds of vehicles include aeroplanes. Pupils tell difference.</p> <p>A <b>Listening Games</b> - Procedure - Teacher to carry out activities eg.</p> <ol style="list-style-type: none"> <li>1. Tap desk with finger tips and with knuckles - let children watch and listen - close eyes - Tap desk with finger tips or knuckles and let children tell which.</li> <li>2. Tap chalkboard with pointer or chalk, let children watch and listen - Close eyes and listen again. Tap chalkboard again with pointer or chalk and let children guess which.</li> <li>3. Wrinkle or tear paper - and treat as above.</li> <li>4. Tap toe and heel and treat similarly.</li> </ol> <ol style="list-style-type: none"> <li>1. Tap rhythm with Percussion Music.</li> <li>2. Tap rhythm of poems, rhymes and jingles</li> <li>3. Tap rhythm of names eg. John, John-ny, John-a-than, An-thon-ny</li> </ol> <p>B. Carrying out instructions</p> <ol style="list-style-type: none"> <li>1. <b>Outdoor Activity</b> - Use groups of children eg. John, Mary and Jim, run to the tree. When you get there, everybody is to clap 5 times, turn around and sit - Follow with another group until all have taken part. Vary the actions to include walking and running backwards, sideways, hopping on one leg, skipping and jumping.</li> <li>2. <b>Classroom Activity</b> - eg. 1) raise left hand and nod 8 times. 2) Hop on right leg to teacher. Stand on her left side and clap 8 times. 3) Put chair on right side of table. Sit on it and wave left hand 6 times.</li> </ol> <p>Introduce "h" sound through rhymes and jingles. Pupils to identify initial sound eg.</p> <p>Harry went to Hampstead. Harry lost his hat. Where's your hat said Harry's mother?</p> <p>Hanging in the hall said Harry. (Continued on Page 89)</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES												
		<p>Word Games contd.</p> <p>Make list of other "h" words and identify h with sound            Make word game with letter sounds eg.</p> <p>Make individual letters on individual cards and give each pupil a card. One child holds his before the class. The class tells the sound. Pin card on board. Let next card be eg "e", "i", "a". Class tells sound, Pin beside, first card, and Let pupils try to say the two sounds. When this is mastered a third sound may be added. This will take a lot of practice but will offer challenge</p> <p><u>Revision letter sounds already done</u></p> <table border="1" data-bbox="1315 810 1634 1203"> <tbody> <tr> <td>t</td> <td>m</td> <td>f</td> </tr> <tr> <td>e</td> <td>n</td> <td>s</td> </tr> <tr> <td>g</td> <td>i</td> <td>d</td> </tr> <tr> <td>a</td> <td>l</td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>1. Make several cards with letters clearly marked in space.</li> <li>2. Each pupil will have a card, seeds, bottle stoppers.</li> <li>3. Teacher makes letter sounds.</li> <li>4. Pupils listen for sound and put seed or cap on letter which makes the sound.</li> <li>5. As soon as he/she gets a two or three letter word he/she calls out "Bingo" and tell the word</li> </ol> <p>(This can be played by the faster pupil)</p> 	t	m	f	e	n	s	g	i	d	a	l	
t	m	f												
e	n	s												
g	i	d												
a	l													

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observations</u></p> <ol style="list-style-type: none"> <li>1. Seeing and touching things in the activity area.</li> <li>2. Tasting and smelling Samples of food served on imaginary flight.</li> </ol>	<ol style="list-style-type: none"> <li>1. To encourage children to observe using all the senses - things seen in the activity area.</li> <li>2. Ordering things observed.</li> </ol>	<p>faster than/slower than</p> <p>more than/less than</p> <p>greater than</p> <p>subtract</p> <p>- take away</p>	<p>Appreciation of those who help us when we travel by air.</p> <p>Making use of our observations.</p>
<p><u>Manipulation</u></p> <p>Gross</p> <p>Fine Motor Control</p> <p>Coordination</p> <p>Association</p>	<ol style="list-style-type: none"> <li>1) To develop rhythmic interpretation.</li> <li>2) To develop creativity.</li> <li>3) To reinforce concepts.</li> <li>4) To manipulate 8 objects - adding to make 8</li> </ol> <p>Subtracting to make 8</p>	<p>more than/less than;</p> <p>fast/slow;</p> <p>eight and eightness (revised)</p> <p>Taking away (subtracting)</p>	<p>Developing a sense of</p> <p>Enjoyment</p> <p>patience</p> <p>Cooperation</p> <p>friendliness</p> <p>appreciation</p>



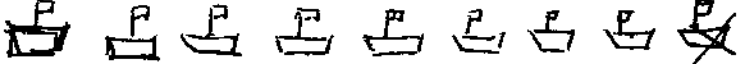
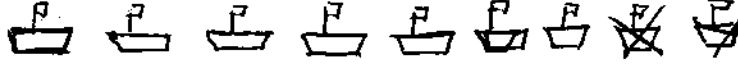
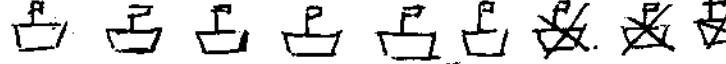
THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Travelling (continued)  People Who Help Us  (1) Air Hostesses (2) Pilots	Airport Area.  Model aeroplanes, cars, buses etc.  Pictures of air hostess and pilot.	<ol style="list-style-type: none"> <li>Pupils to look at airport area set up with models and pictures of aeroplanes. Children see and touch these and talk about them.</li> <li>From a set of objects in activity area children select the ones which are alike, telling likeness or difference - size, shape, colour etc.</li> <li>Arrange trip to airport where children can see the real aeroplane, pilot and air hostess. Observe <u>dress of air hostess, uniform of pilot</u> etc.</li> <li>Write words about the - airport - children observe shapes of letters in words written.</li> <li><u>Number Activity</u> - Children observe number of things seen at the airport, Ordering from first to last (model aeroplanes or model motor cars.) Observe number left when one or more are taken from the group or set.</li> </ol>
models pictures aeroplanes. Airport workers People who work on aeroplanes Pilot Air hostesses	Pictures of aeroplanes pilot air hostesses paper objects for counting	<ol style="list-style-type: none"> <li>Model aeroplanes (big and small) pilots and air hostesses</li> <li>Pupils collect pictures of aeroplanes, pilots air hostesses - cut out and paste in travel book.</li> <li>Cut out paper uniforms for 8 pilots and 8 air hostesses.</li> <li>Finger - plays and Poems.</li> <li>Model 8 aeroplanes from play dough/plasticene/clay.</li> <li>Draw aeroplanes flying eg. </li> <li>Draw 8 tickets - in groups eg. 7 and 1 more; 6 and 2 more; 5 and 3 more etc. Reinforce with object number line.</li> <li>Let pupils have 8 objects on desk. Remove 1 and tell how many are left. Continue taking 1 each time till none is left. Write numeral 8 in sand box, in air, on paper. Reinforce with songs, poems and games and related stories.</li> </ol> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="margin-right: 10px;">  </div> <div style="margin-right: 10px;"> <math>8 - 1 = 7</math> </div> </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="margin-right: 10px;">  </div> <div style="margin-right: 10px;"> <math>8 - 2 = 6</math> </div> </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="margin-right: 10px;">  </div> <div style="margin-right: 10px;"> <math>8 - 3 = 5</math> </div> </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="margin-right: 10px;">  </div> <div style="margin-right: 10px;"> <math>8 - 4 = 4</math> </div> </div>

## UNIT 14

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>1. Naming</li> <li>2. Describing</li> <li>3. Associating</li> <li>4. Interpreting</li> <li>5. Counting</li> </ol>	<ol style="list-style-type: none"> <li>1. To get children to ask questions of other people.</li> <li>2. To help children to develop confidence in speech.</li> <li>3. To get children to express themselves in sentences.</li> </ol>	<p>faster - fastest slower - slowest</p>	<p>Being confident in speaking.</p> <p>Be appreciative of people who help us when we are travelling</p>
<p><u>Listening</u></p> <p>Listening to riddles</p> <ol style="list-style-type: none"> <li>(a) Comprehension</li> <li>(b) Discrimination</li> <li>(c) Listening for letter sounds f, j, o (in separate lesson periods)</li> </ol>	<ol style="list-style-type: none"> <li>1. To give practice in listening for details in descriptions.</li> <li>2. Continue combining consonants and short vowel sounds to make two and three letter words.</li> </ol>		<p>Cooperation</p> <p>Willingness to listen for details To find answers.</p> <p>Attentiveness</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>People who help us (cont'd)</p> <ul style="list-style-type: none"> <li>- Pilots and sailors</li> <li>- How they are dressed for work</li> <li>- The work they do</li> <li>- How they help us.</li> </ul>	<p>Models of ships or boats            Pictures of ships and boats big and small.            Colour to show red, yellow, blue, green, purple.</p>	<p><u>Build Dockyard Area</u> with models and pictures of boats and ships of all sizes and colours also pictures of sailors, in their uniforms etc. <u>Reading</u> area with picture books related to theme. Revise how we travel on land, cars, buses, trucks, trains using faster than/slower than. Observe and talk about things in Dockyard. Talk about travelling in boats and ships where they go. Pupils tell of experiences if any. Compare speed cars, trucks, buses using concepts faster than/slower than. Talk about the people who work on the ships. Importance of sailors and other seamen. Things which ships bring for us. Talk about colour, size shape of ships. Describe Uniform of sailors seen in activity area. <u>Reinforce with poems, songs, Rhymes and jingles.</u> Picture reading to practise left/right eye movement also top/bottom. Teachers to make up picture story on travelling. Tell related Bible Story also. Songs, Rock, rock, rock little boat</p>
<p>People who help us</p> <ul style="list-style-type: none"> <li>- Pilots and sailors</li> </ul>	<p>Large letter cards with individual vowels and consonants for word building games.</p>	<p>Tape sounds made by the waves. Pupils listen to replay and guess what makes the sound. Listen to riddles told by teachers and guess the answer. Listening to and spotting individual letter sounds - consonants and vowels already done.</p> <p>I am made of wood            I float            I have a sail            Children like to sail me in the water. My name begins with the sound "b"</p> <p><u>What am I?</u></p> <p>If pupils fail to give the correct answer, teacher should talk about the details given and help pupils to find the answer.            Introduce j, w, o sounds respectively in separate lessons.            Proceed as in previous letter sounds and reinforce with stories songs, games, eg. Jack and Jill, / Jump, Jump, Jump and sing. If you jump you'll win etc.</p>

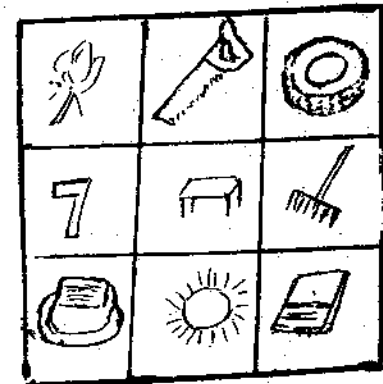
SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<u>Observation</u> Touching - Objects used. Seeing - sentences written on theme. Comparison - Uniform or sailor with that of pilot. Matching - Ordering Observing number Patterns.	To provide opportunities for developing powers of observation.  To give practise in observation	Pilot sailor Interdependence	Good travel Relationship
<u>Manipulation</u> Gross Motor Fine motor control Observation Coordination	To develop large muscles. (1) To provide activities for reinforcement. (2) To give writing practice. (3) To develop creativity.	On/Under  Nine and Nineness	Enjoyment attentiveness self-confidence co-operation

THEME	ACTIVITIES - PUPILS EXPERIENCES
<p>Travelling</p> <p>People who help us (cont'd)</p> <ul style="list-style-type: none"> <li>- Pilots and sailors</li> <li>- How they are dressed for work</li> <li>- The work they do</li> <li>- How they help us.</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe things in Activity Area; (Dockyard) Models and pictures of boats and ships of all sizes and colours. Children to match colours sizes shapes of things.</li> <li>2. Matching pictures eg. sailor with ships, pilots with aeroplanes.</li> <li>3. Reading Area - with pictures. Children to observe pictures for likenesses and differences. Observing left to right direction of pictures in Panorama.</li> </ol> <p>Visual Discrimination - Large and small cards for matching.</p> <ol style="list-style-type: none"> <li>4. Pupils to observe number patterns of nine. Taking away from nine observe how many are left.</li> </ol>
<p>People who help us - pilots and sailors</p>	<p>Using arm muscles for rowing boats, legs for jumping over tyres and logs.</p> <ol style="list-style-type: none"> <li>1. Draw and colour boats and ships.</li> <li>2. Make 9 paper boats, from paper or poncianna seed cases of different sizes Match with 9 sailors.</li> </ol>
<p>MATERIALS</p>	<ol style="list-style-type: none"> <li>3. Collect pictures of ships, boats, sailors for frieze</li> <li>4. Fit Puzzles</li> </ol>
<ul style="list-style-type: none"> <li>- Card board cutouts of pilot and sailor.</li> <li>- Dress-up box containing clothes worn by pilot and sailor.</li> <li>- Drawings or models of ship, boat and aeroplane.</li> <li>- Puzzles - boat ship, sailor, aeroplane, pilot.</li> <li>- Chart with Poem.</li> </ul>	<ol style="list-style-type: none"> <li>5. Draw boats and other things pupils like to draw eg. </li> <li>6. Join sets of objects to make 9 - Use concrete objects  sailors</li> <li>7. Take sets from 9 - starting with 1 from 9 to 8 from 9 - use objects</li> <li>8. Reinforce using (1) Peg Board (2) Object number line (3) bunny hop Number line (4) Songs, poems and rhymes.             <p>Pupils and teacher make paper boats for the big boat race  9 - 1 = ?</p> <p>Pupils check number of boats which drop out of race and number left.  9 - 2 = ?</p> <p>9. Practise writing words eight, nine, boat, ship  9 - 3 = ?</p> <p style="text-align: center;"><b>Boat Race</b></p> <p style="text-align: center;">How many boats have dropped out in the first race? How many are left?</p> </li> </ol>

## UNIT 15

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <p>(a) Naming (b) Describing (c) Counting</p>	<ol style="list-style-type: none"> <li>1. To continue readiness skills.</li> <li>2. To develop language.</li> <li>3. To encourage children to use English sentence patterns.</li> </ol>	<p>beginning/end</p> <p>windy</p> <p>rainy/sunny</p> <p>rough/smooth</p>	<p>being willing and confident to use new patterns in speaking.</p>
<p><u>Listening</u></p> <p>Identifying words with the same initial consonant sound</p> <p>Associating initial consonant with pictures.</p> <p>Combining sounds of letter to form one-syllable words.</p> <p>Revise letter sounds previously taught r,s,t,j</p> <p>Revise w and o sound previously introduced</p>	<ol style="list-style-type: none"> <li>(1) To give practice to develop the ability to discriminate sounds eg. revise initial sounds r, s, t, w, also the vowel o.</li> <li>(2) To give fun and enjoyment</li> </ol>	<p>danger/safety</p> <p>beginning/middle/end</p>	<p>Willingness to listen to sounds.</p> <p>Being alert</p> <p>Being co-operative</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Travelling (con'd)  Weather and Time	Weather chart Clock face	Teacher and pupils talk about the weather and travelling using words, rainy, sunny, windy, cloudy Naming day's:, date, month, year Telling time by the clock (on the hour eg.) 12:00 o'clock; 1 o'clock; 2 o'clock etc.) Reinforce with rhymes, songs, stories including Bible Stories. <u>Patterns of speech</u> It is a rainy day. It is a sunny day. It is a windy day.
	Consonant cards Pictures cards Counters	<ol style="list-style-type: none"> <li>1. Have children in small groups. Distribute consonant cards r, s, t - several of each. Say a word. Children listen carefully and hold up the letter for the beginning sound of the word. eg. <b>Teacher</b> says "rope". Pupils to select "r" and hold up. Continue the exercise involving initial consonants "r" "s" "t".</li> <li>2. <u>Card Game</u> - Have several master cards with pictures of objects. Children to put a counter on each word which has the same beginning sound as the one teacher says - eg. <b>Teacher</b> says <u>silver</u>. Pupils put counters on pictures of sun, saw, seven.             For variation a pupil may name the pictures with initial "s".</li> <li>3. Continue teacher-made games with individual letter cards to build two and three letter words. Call attention to beginning, middle, end/or final sound.</li> </ol>



SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <p>(a) Time positions on clock face.            (b) Dates on calendar            (c) Flowers, fruits, vegetables in season.            (d) Shapes of words used in sentences.</p> <p>Comparing            Ordering            Observing different number patterns</p>	<p>To help children to understand time: by the clock</p> <p>To observe number patterns involving addition and subtraction</p>	<p>time            days            date            zero</p> <p>same/different</p>	<p>Appreciation of times            how to use it, wisely</p> <p>Love for working with numbers.</p>
<p><u>Manipulation</u></p> <p>Gross Motor            Fine motor control coordination</p>	<p>To provide for the development of the muscles.</p> <p>To give practise</p> <p>To provide reinforcement activity</p> <p>To develop and reinforce computation skills, involving adding and subtracting.</p>	<p>Rowing</p> <p>early late</p> <p>ten and tenness</p>	<p>Willingness to use body parts to create rowing movements.</p> <p>Enjoyment of activities            self- confidence</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Travelling cont'd	Flowers fruits vegetables clock calendar	<ol style="list-style-type: none"> <li>1. Display the clock with position 1 to 12 o'clock</li> <li>2. The calendar with dates and pictures - matching pictures with dates according to activity for the day (Activity calendar)</li> <li>3. Days of week written in order on chart - children observe.</li> <li>4. Observe shapes of letters and words formed.</li> <li>5. Given a variety of objects, children select groups of 10. Ordering from first to tenth.</li> <li>6. Observe arrangement of objects to show different number patterns.</li> <li>7. Children to place objects in order eg. first, second, third etc.</li> </ol>
Travelling cont'd	Model clocks of different shapes and sizes puzzles, Peg Board object Number Line Bunny. Hop Number Line.	<p>Song: "Row, Row, Row, your boat" Using arm muscles for rowing and mouth to make gushing sound of waves.</p> <ol style="list-style-type: none"> <li>1) Making clocks of different shapes and sizes - setting clock and reading one to 8 o'clock.</li> <li>2) Song - "Paper Clock" Finger play Teacher's selection.</li> <li>3) Fitting Puzzles.</li> <li>4) Modelling - Teacher's selection.</li> <li>5) (a) Adding groups of objects to make 10 starting with 9 and 1 more, 8 and 2 more, 7 and 3 more, 6 and 4 more, 5 and 5 more, 4 and 6 more, 3 and 7 more, 1 and 9 more. (b) Use object number line. (c) Peg Board (d) Bunny Hop Number line.</li> <li>6) Taking away groups of objects from a group of nine objects. (a) Pupils to have groups of nine objects - Let them take away groups, starting with one from nine to 8 from 9. (b) Use pupils - in rows, circles, lines. Practice writing number word ten, reinforce with jingles, rhymes, number song.</li> </ol>

**TEACHER'S CHECK LIST**  
**TERM II - 5 YEAR OLDS**

**A.**

Can each of your children

1. Name the days of the week in correct sequence?
2. Repeat clearly rhymes, jingles, songs learnt?
3. Pronounce words loudly and clearly
4. Read pictures (on panorama) in sequence?
5. Recognise and say simple sight words on classroom labels?

**B.**

Can your children

1. Tell the difference between the sounds made by (a) aeroplanes (b) trucks (c) motor cycles?
2. Imitate the rhythmic patterns in rhymes, jingles, simple songs?
3. Identify beginning sounds of words?
4. Listen to and follow directions in given sentences eg. Put the box on the cupboard  
Put the box in the cupboard?
5. Recognise the following sounds in words 'm', 'f' 'a' 'e'
6. Imitate tunes which are sung?

**C.**

Can each of your children

1. Identify and match different shapes - regular as well as irregular?
2. Recognise time positions on the clock?
3. Tell the date by observing the Calendar?
4. Tell when to cross the streets by observing Traffic Signals?

## D.

## Can your children

1. Do movements involving
  - (a) the upper limbs (eg. stretch, twist, bend)?
  - (b) the lower limbs (jump, hop, skip)?
  - (c) upper and lower limbs combined (slide, crawl, climb)?
2. Do balance tasks on walking board (eg. forward, sideways, backwards)?
3. Throw and catch a ball?
4. Reproduce actions from memory?
5. Plait or weave simple mats?
6. Make the following shapes (a) p, n, b, v, w (b) 5, 6, 7, 8, 9?
7. Set the clock by the hour
8. Show a sense of co-operation and responsibility?



# TERM 3

## UNIT 16

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>1. Naming</li> <li>2. Describing</li> <li>3. Counting</li> <li>4. Comparing</li> </ol>	<ol style="list-style-type: none"> <li>1. To inform pupils on dangers in travelling</li> <li>2. To get pupils to talk about their experiences.</li> <li>3. To aid Language Development.</li> <li>4. To count from 1 - 50 by rote</li> </ol>	<p>careful/careless</p> <p>safety/danger</p> <p>traffic</p>	<p>Willingness to observe Safety rules.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Travelling safely</p> <ul style="list-style-type: none"> <li>- safety rules</li> </ul> <p>Road safety</p> <ul style="list-style-type: none"> <li>- walking with care</li> <li>- driving with care</li> <li>- riding with care.</li> </ul>	<p>Busy Street Large wall pictures of busy street.</p> <p>Street signs</p> <p>Traffic Lights</p>	<p>Set up Community Area.</p> <p>Pupils to play freely in Community Area. Display will picture of busy street. Role play - going shopping - going to church - going to party. Talk about crossing the streets, walking to face on coming traffic. Talk with class about travelling in the community. Show street signs and talk about how they help. Arrange for road safety films (if possible). Talk about accidents and how they often happen. Talk about dangers of playing in the streets. Talk about results of some accidents.</p> <p><u>Role Play</u> - Road Safety measures bringing in the concepts carefulness and carelessness. Tell <u>related stories</u>, poems, songs Read pictures and labels from Panorama including street signs and traffic signs. Pupils to count cars on the busy street, up to fifty. Using number names and words in sentence.</p> <p><u>Stop Signs</u> - Red says "Stop". Green says "Go". "Walk" - "Don't Walk".</p> <p><u>Poem</u> Do you know what traffic sign says to you?</p> <p>Make and show Road Safety Posters. Put on display. Make list of safe places to play.</p> <p>See Related Stores eg. Bob's Accident or Betty's Ball in Story Collection.</p> <p>Make up Road Safety jingles.</p> <p>eg (1) "Walk, walk, walk don't run." If you run you'll fall"</p> <p>(2) Looking up and looking down Looking left and looking right If the vehicles come at you Make sure you're on the sidewalk.</p>






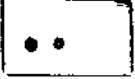
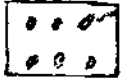






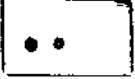
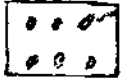






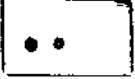
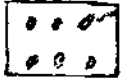

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Listening</u></p> <p>Identifying sounds.</p> <p>Associating particular sounds with danger.</p> <p>Introduce initial letter sound k, v, u.</p>	<ol style="list-style-type: none"> <li>1. To be aware of sound that can warn of danger.</li> <li>2. To develop the ability to recognise sounds "v", "k"</li> <li>3. To listen for context clues to complete sentences.</li> <li>4. To combine sounds to make words.</li> <li>5. To identify rhyming words.</li> <li>6. To give enjoyment in listening.</li> <li>7. To identify sounds which are same, sounds which are different</li> </ol>	<p>carefulness</p> <p>safety/danger</p> <p>accidents</p> <p>traffic</p>	<p>Willingness to develop an attitude of being careful.</p> <p>Being alert and attentive to sounds.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Travelling safely</p> <p>safety measures</p>	<p>Objects - vase vinegar vegetables</p> <p>Letter Cards - for Games - eg.</p> <p>(a) </p> <p>(b) </p> <p>(c) Flannel Board pictures of objects.</p>	<p>A. Children will listen for and identify sounds associated with danger - tooting of horns, ringing of bicycle bells, screeching of brakes - running of footsteps, screaming sounds etc.</p> <p>B. Initial sound "v", "k", and "u" to be introduced separately.</p> <ol style="list-style-type: none"> <li>1. Display objects with names having initials "v" sound eg. vase and vinegar and pictures of violin and van, vegetables. Pupils name objects and note beginning sound of words.</li> <li>2. tell short story of violet and the violin. Using as many "v" words as possible.</li> <li>3. Let pupils give other names with initial "v" sound. eg. vin, vie, village.</li> <li>4. Let pupils listen to 3 words eg. - village, garden, town, and say the one with the initial sound "v".</li> <li>5. Display on flannel board or chalkboard pictures of objects discussed - eg. vase, violin, vegetables, village, vine, van. Let pupils listen to sentences and select the missing word from among the pictures displayed:           <ol style="list-style-type: none"> <li>(a) The man played the _____ very well.</li> <li>(b) Mary lives in a small _____</li> <li>(c) We should all eat _____ every day.</li> <li>(d) There are flowers in the _____</li> </ol> </li> </ol> <p>C. Listening for an identifying rhyming words in rhymes and poems. Teacher sing rhyme or recite poem. Pupils to listen carefully, then say the words which rhyme. eg.</p>





(Continued on Page 109)

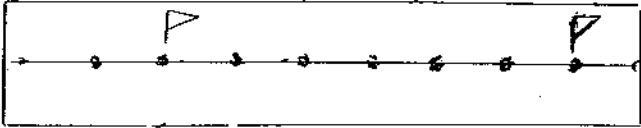
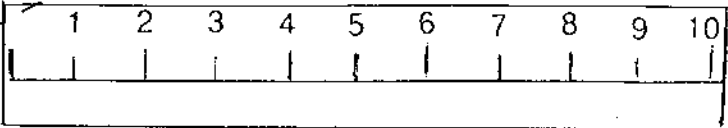

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES		
	(Pictures illustrating rhymes?)	<p>Listening (cont'd)</p> <table border="0"> <tr> <td data-bbox="1327 300 1625 379">(a) <u>The Funny Bunny</u></td> <td data-bbox="1809 300 1924 379">(b) <u>The Cat</u></td> </tr> </table> <p>Here's a Bunny Looking funny When it's sunny He's eating honey And counting money</p> <p>Here's a Cat Looking fine and fat Sitting on a mat Playing with a hat</p> <p>(c) <u>A Dream</u></p> <p>I dreamed of a mouse Who cleaned his house Made it neat Then went to eat <b>Some peas and beans</b> And heaps of greens.</p> <p>D. Do initial "k" sound as suggested for v sound. Tell short-stories of Ken, and the kite and Kate and the kisco Pupils to identify "k" sound. Show large cut out of and let pupils tell other "k" words eg. kid, king, kisco, ket, key etc.</p>	(a) <u>The Funny Bunny</u>	(b) <u>The Cat</u>
(a) <u>The Funny Bunny</u>	(b) <u>The Cat</u>			

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <p>Community and Road Safety Area</p> <ul style="list-style-type: none"> <li>- Road signs</li> <li>- Correct ways of crossing street " " " walking on the street/road.</li> </ul> <p>Different Number patterns of ten objects including coins (revision)</p>	<p>To help children to be alert to dangers, in travelling.</p> <p>To help children to make life saving "decisions" through observation.</p> <p>To understand signals and road signs.</p> <p>To take precautions.</p>	<p>Traffic</p> <p>careful/carfulness</p> <p>safety/danger      stop</p> <p>accidents            look</p> <p>                              listen</p> <p>ten and tenness</p> <p>+</p> <p>=</p>	<p>Carefulness</p> <p>Avoid dangers in travelling.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES																								
<p>Travelling safely.</p> <p>Safety measures.</p> <p>Road safety.</p>	<p>Model cars, trucks buses etc.</p> <p>Street signs.</p>	<ol style="list-style-type: none"> <li>1. Set up Community Area and Road Safety Areas showing street signs, traffic lights. Busy street with cars, trucks, buses etc.</li> <li>2. Display pictures of busy streets.</li> <li>3. Set up samples of road signs in Activity Area.</li> <li>4. Role play and talk about correct way to walk, ride, drive. Observe road signs and traffic lights, colours and their meaning.</li> <li>5. Observe how to cross the streets or road. Demonstration. - Role play.</li> <li>6. Observe words and signs describing experiences while travelling e.g.               <table style="margin-left: 40px; border: none;"> <tr> <td>"stop"</td> <td>"walk"</td> </tr> <tr> <td>"look"</td> <td>"don't walk"</td> </tr> <tr> <td>"listen"</td> <td>"red, amber"</td> </tr> <tr> <td></td> <td>green</td> </tr> </table> </li> <li>7. Demonstrate and observe crossing where there are no street signs.</li> <li>8. Demonstrate and observe correct way to walk - facing on coming vehicle.</li> <li>9. Observe where vehicles are coming from.</li> <li>10. Observe number of people at bus stop - More than 10. Less than 10?</li> <li>11. Observe different number patterns for ten objects eg.               <table style="margin-left: 40px; border: none;"> <tr> <td></td> <td>9 and</td> <td></td> <td>1 are 10</td> <td></td> <td>7 and</td> <td></td> <td>3 are 10</td> </tr> <tr> <td></td> <td>8 and</td> <td></td> <td>2 are 10</td> <td></td> <td>6 and</td> <td></td> <td>4 are 10</td> </tr> </table> </li> </ol>	"stop"	"walk"	"look"	"don't walk"	"listen"	"red, amber"		green		9 and		1 are 10		7 and		3 are 10		8 and		2 are 10		6 and		4 are 10
"stop"	"walk"																									
"look"	"don't walk"																									
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	green																									
	9 and		1 are 10		7 and		3 are 10																			
	8 and		2 are 10		6 and		4 are 10																			

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Manipulation</u></p> <p>Gross Motor</p> <p>Association and recall</p> <p>Fine motor control</p>	<p>To develop movement for direction and co- ordination.</p> <p>To give writing practice.</p> <p>To provide reinforcement activity.</p>	<p>danger/safety</p> <p>bus/quiet (street)</p> <p>ten and tenness</p> <p>+ =</p>	<p>Willingness to adjust to different situations.</p> <p>Carefulness, Politeness</p> <p>thoughtfulness, co-operation.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Travelling safely.  safety measures.	Improvised Percussion Instruments  Toy cars, trucks  buses  Street signs  Plasticene  Clay or  Play dough	<p>Using percussion instruments i.e. drum, whistle, triangle, instruments will be given for pupils to change direction when instruments are played. Relate to 10 eg. see how close to someone you can get without touching. Walk taking 10 giant steps to avoid being hit by car.</p> <ol style="list-style-type: none"> <li>1. Pupils to colour circles to relate with colours for stoplights, "stoplights Song".</li> <li>2. Dramatize crossing street in response to traffic lights.</li> <li>3. Prepare pictures and set up scene with people crossing busy street.</li> <li>4. Finger plays - "Ten Little Motor Cars (Ten Little Tug Boats)</li> <li>5. Draw 10 cars, 10 people etc.</li> <li>6. Writing words 'Stop', 'Go'.</li> <li>7. Modelling cars, trucks, buses, aeroplanes. Use these to make groups 10.</li> </ol> <p>Start with 9 and add 1 more; <math>9 + 1 = 10</math> eg.</p> <p>8 and add 2 more; <math>8 + 2 = 10</math> </p> <p>7 and add 3 more; <math>7 + 3 = 10</math>  8.</p> <p>6 and add 4 more; <math>6 + 4 = 10</math>  8.</p> <p>5 and add 5 more; <math>5 + 5 = 10</math>  2</p> <p>4 and add 6 more; <math>4 + 6 = 10</math></p> <p>3 and add 7 more; <math>3 + 7 = 10</math></p> <p>2 and add 8 more; <math>2 + 8 = 10</math></p> <p>1 and add 9 more <math>1 + 9 = 10</math></p> <p>Use pupils in groups, also other objects, eg. boxes, seeds, cotton reels etc.</p> <p>Reinforce with (a) songs, poems, games. (b) Bunny Hop Number line. (c) Object Number line. Introduce mathematical signs and sentence eg.</p> <p style="text-align: right;">(Continued on Page 115)</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Travelling (contd.)	Object Number Line	<p>(cont'd)</p>   <p>A. Mark line of dots or footprints on strong card. No numbers. Mark starting point with paper flag. Pupils can be asked to take given number of steps and mark his finishing point. The flags can also be drawn in and pupils asked to find how many steps from one to the other.</p> <p>B. Later the dots are numbered and pupils tell how many steps from one number to the other.</p> <p>8. Taking away groups of objects from a group of ten objects - Practice writing number word <u>ten</u>.</p>  <p style="text-align: right;"><math>10 - 2 = 8</math></p> <p>9. Pupils to manipulate other numbers eg. 9    1, 2, 3 etc.  using concrete objects 7    1, 2, 3 etc.  using object number line.</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>1. Naming</li> <li>2. Reading labels and street signs</li> <li>3. Saying poems, rhymes, jingles</li> <li>4. Counting</li> </ol>	<ol style="list-style-type: none"> <li>1. To get pupils to speak in sentences.</li> <li>2. To encourage pupils to share experiences gained by travelling.</li> <li>3. To speak courteously and to aid language development.</li> </ol>	<p>courtesy</p> <p>politeness</p> <p>spending money</p>	<ol style="list-style-type: none"> <li>1. Willingness to participate in conversations.</li> <li>2. Confidence in speaking.</li> <li>3. Willingness to be polite</li> </ol>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Happy travelling</p> <p>Politeness</p>	<p>Community Area</p> <p>Railway Station</p> <p>Airport Area</p> <p>Reading Area</p> <p>Large wall charts with people travelling.</p> <p>Bundles of "Tickets" for checking fares</p>	<ol style="list-style-type: none"> <li>1. Pupils and teacher plan imaginary trip by bus to funland. (Real trip if possible)</li> <li>2. Talk about waiting for the bus to come how to behave while waiting. Waiting our turn to buy our tickets, lining-up and waiting.</li> <li>3. Talk about our turn to go on the bus. Offering our help to old or disabled people on the bus, train or other vehicle. Avoid speaking too loudly - speaking politely to others on the bus.</li> </ol> <p><u>Picture Reading</u> Panorama and Frieze on travelling.</p> <p><u>Speech Patterns</u> "May I have a ticket", "Please allow me", I am sorry", "Thank you". May I have a ticket please? "Excuse me" "I am sorry" "May I sit beside you?" "You may sit beside me" "Thank you."</p> <p>Counting ten and one more; ten and 2 more etc. to nineteen eg. (ten and one more are eleven, ten and two more are twelve etc.)</p> <p>Counting by tens - ten, twenty, thirty, forty, fifty. Bundles of bus or train tickets.</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>- to rhythmic patterns</li> <li>Identifying initial sound in words.</li> <li>Identifying direction of sounds</li> <li>Identifying sounds Q, Y, Z</li> </ul>	<p>To identify rhythmic patterns.</p> <ol style="list-style-type: none"> <li>1. To give enjoyment.</li> <li>2. To encourage pupils to listen carefully, to tell where a sound comes from.</li> </ol> <p>To listen for initial sounds in words identifying the symbol which make q, y, z sounds.</p>	<p>courtesy/politeness</p> <p>loud/soft</p> <p>left/right</p> <p>above/below</p>	<p>Being alert</p> <p>Being attentive</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Happy Travelling	<p>Listening bag</p> <p>word cards</p> <p>right games.</p> <p>Display Board Pictures</p>	<ol style="list-style-type: none"> <li>1. Play or sing several tunes. Pupils to listen and imitate the rhythm - with body movements, clapping, tapping or swaying.</li> <li>2. Children to clap or tap rhythm in words counting number of beats eg. John, Richard, An-tho-ny.</li> <li>3. Hide a loud-ticking clock somewhere in the classroom. The children listen carefully and point in the direction they believe the clock to be. For variation children may be used to produce sounds at different points.</li> <li>4. Set up Display Board and display objects with names having initial sound "qu". Children should name them. Talk about and name again, noting beginning sound. Say words with same initial sound, quart, quilt, quick, quite, queer. List "q" words on chart. Colour "q" red Hang chart in classroom for use. Tell story of Mr. "Q" and Mrs. "q" Mrs. qu was a queen Mr. Qu was quick They had quite a nice quilt which was very very thick. Treat "y" and "z" sounds similarly Use new sounds "Y, Z" to make news words eg. yet, yell, yes, yen, yam. zim, zip, zap, zam, zig, zag.</li> <li>5. Make up and play games as shown previously.</li> </ol>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u> Use of the sense - (a) Seeing - Groups of 10 objects. (b) Touching - separating and putting objects back together.</p> <p>Discriminating - (a) Size of groups or parts of groups. (b) Shapes of words used for labels.</p> <p>Observe coins - one cent five cents ten cents dollar bill</p>	<p>1. To help children to observe and note carefully the following -</p> <p>(a) signs used in travelling. (b) signals used in travelling (c) things needed in travelling eg. tickets, fare, notes and coins. (d) signs used in adding subtracting</p>	<p>more than/less than</p> <p>ten and tenness</p> <p>signs eg Road signs also</p> <p>mathematical signs.</p> <p>+</p> <p>-</p> <p>=</p>	<p>Polite</p> <p>Courteous</p> <p>respectful</p> <p>same/different.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Happy travelling</p> <p>Politeness in travelling.</p>	<p>Toy vehicles -</p> <p>- Busy Street Scene</p>	<ol style="list-style-type: none"> <li>1. Observe road signs and signs in buses and other vehicles.               <ol style="list-style-type: none"> <li>(a) Large groups of people and small groups of people waiting for the bus.</li> <li>(b) Estimating number of people at bus stop in tens i.e. more than ten or less than tickets for the ten. Use groups of children to represent people at the bus stop. Count to see if the guess is correct.</li> </ol> </li> <li>2. Count tickets for people travelling (observe) correct number of number of people travelling.</li> <li>3. Observe labels placed at certain sections of vehicles travelling on eg. exit; entrance.</li> <li>4. Observe danger signs and signals. "walk" "Don't walk"</li> <li>5. Observe money used to pay for tickets - notes and coins. Show and pupils observe and identify, telling differences.</li> <li>6. Observe number patterns for ten. Observe pairs that make 10. How many are left when one pair of taken away.</li> <li>7. Observe coins - 10 one cents make 10 cents observe 10 cents. Observe also one ten cents coin. Observe 10 cents or \$1 - coins and note Observe things which might cost \$1 in Super Market Area.</li> </ol>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<u>Manipulation</u> Gross Motor Association Fine Motor Control	<ol style="list-style-type: none"> <li>1. To encourage politeness.</li> <li>2. To give writing practical.</li> <li>3. To provide reinforcement for concepts introduced.</li> <li>4. To foster interest in working with numbers.</li> <li>5. To manipulate objects in sets or groups - grouping and re-grouping.</li> </ol>	near/far more than/less than greater than/less than longer than/shorter than signs +, -, =	Developing - Patience - tolerance - politeness - kindness - co-operation - attentiveness.




## UNIT 18

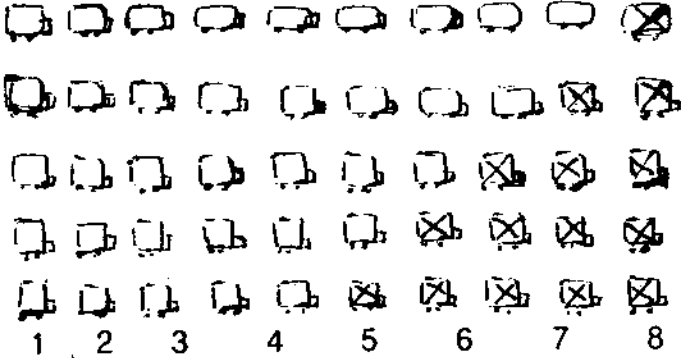
SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<ol style="list-style-type: none"> <li>1. <u>Speaking</u></li> <li>2. Recall</li> <li>3. Naming</li> <li>4. Sequencing</li> <li>5. Counting</li> </ol>	<ol style="list-style-type: none"> <li>1. To encourage children to speak in sentences.</li> <li>2. To help children to speak clearly and to aid language development.</li> </ol>	beginning/middle/end	<p>Being confident</p> <p>Politeness in speech</p>
<p><u>Listening</u></p> <ol style="list-style-type: none"> <li>1. Listening to and carrying out instructions in given sequence. Auditory memory and comprehension.</li> <li>2. Matching and combining letter sounds (consonant and vowels).</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop the ability to listen and carry out instructions in given sequence or order.</li> <li>2. To train pupils to listen and remember.</li> <li>3. Listen for sequence of action in story.</li> <li>4. To identify sounds in story.</li> <li>5. To give enjoyment.</li> </ol>	beginning/middle/last	Being attentive to details.

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES		
Happy Travelling	Large wall picture words cards weather chart crayons	<ol style="list-style-type: none"> <li>1. Teacher displays weather chart. Pupils to tell about the weather and their experiences to or from school. Other experiences in travelling.</li> <li>2. Tell news and short stories they have heard - Talk about the beginning/middle/end of the story.</li> <li>3. Verse speaking - saying related rhymes, jingles, poems. Singing related songs.</li> <li>4. Reading labels in classroom and words from word cards. Show beginning, middle, end of words.</li> <li>5. Encourage use of some patterns of speech learnt in class.</li> <li>6. Counting one to fifty. Counting by tens and by ones.</li> </ol>		
	Display table (or desk) large consonant cards  large vowel cards	<ol style="list-style-type: none"> <li>1. Make up and play teacher made games involving three actions in given order eg.             <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">               (a) Run to the table                    Make three hops                    Sit on the mat             </td> <td style="width: 50%; vertical-align: top;">               (b) Hop to the teacher                    Ask for the chalk                    Walk behind the board.             </td> </tr> </table> <p>Teacher will give instructions. Then call on individual children to do what was said. The one who does everything in the order given is the winner.</p> <p>Play other games and use innovative ideas to help pupils remember messages, rhymes, poems, songs, names of classmates.</p> </li> <li>2. <u>Decoding Games</u>, using letter cards on Display Board. Pupils find beginning, middle and end sound in words put on board. Decoding two and three letter words put on display board ed. i-t, i-n, o-n, s-n, a-t, u-p, m-a-t, m-a-p, t-a-p, p-a-t, s-i-t, p-i-t, p-e-t, p- e-n.            Teacher to make up other games.</li> </ol>	(a) Run to the table Make three hops Sit on the mat	(b) Hop to the teacher Ask for the chalk Walk behind the board.
(a) Run to the table Make three hops Sit on the mat	(b) Hop to the teacher Ask for the chalk Walk behind the board.			

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <ol style="list-style-type: none"> <li>1. Use of the senses               <ol style="list-style-type: none"> <li>(a) seeing - words written on chart.</li> </ol> </li> <li>2. Matching Words on chart with words on cards.</li> <li>3. Discrimination seeing differences               <ul style="list-style-type: none"> <li>- between shapes of letters that look alike.</li> <li>between sounds of letters that look alike.</li> </ul> </li> </ol>	<p>To compare shapes - regular and irregular.</p> <p>To discriminate between letter shapes.</p>	<p>circle/semi-circle</p> <p>crescent</p> <p>round/straight</p> <p>same/different</p> <p>similar/different</p>	<p>Being interested in discovery.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES									
Happy Travelling	<ol style="list-style-type: none"> <li>1. Word cards and word charts.</li> <li>2. Cards with consonants.</li> <li>3. Cards with vowels coloured red.</li> <li>4. Cut outs of circles and strips.</li> </ol>	<p>A. <u>Irregular shapes</u> - Fruits, flowers, insects - Talk about shapes, compare, model, draw and colour.</p> <p>B. <u>Regular shapes</u> - Circle, Crescent and arrow. </p> <ol style="list-style-type: none"> <li>1. Crescent.       <ol style="list-style-type: none"> <li>(a) Display shape of a crescent. Talk about it - noting curves and corners. Relate to shape of banana or half moon seen at certain times.</li> <li>(b) Let pupils draw shape on chalkboard and on paper. Compare with other regular shapes.</li> <li>(c) Model, draw and colour crescents.</li> <li>(d) Fit shape puzzles.</li> </ol> </li> <li>C. Display shapes of letters or cards as shown below:       <div style="display: flex; justify-content: center; gap: 5px; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 5px;">b</div> <div style="border: 1px solid black; padding: 2px 5px;">d</div> <div style="border: 1px solid black; padding: 2px 5px;">o</div> <div style="border: 1px solid black; padding: 2px 5px;">a</div> <div style="border: 1px solid black; padding: 2px 5px;">p</div> <div style="border: 1px solid black; padding: 2px 5px;">q</div> <div style="border: 1px solid black; padding: 2px 5px;">g</div> <div style="border: 1px solid black; padding: 2px 5px;">t</div> <div style="border: 1px solid black; padding: 2px 5px;">l</div> <div style="border: 1px solid black; padding: 2px 5px;">i</div> <div style="border: 1px solid black; padding: 2px 5px;">n</div> <div style="border: 1px solid black; padding: 2px 5px;">m</div> </div> <p>What is similar? What is different? Use mobile circle and stripe to make letter shapes as above showing differences. Play, Listening Games to show differences in sounds <u>Matching Game.</u> (for sight words) Pupils to match words on word cards with words on words charts.</p> <ol style="list-style-type: none"> <li>1. Make master card with sight words eg.           <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Walk</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">Go</td> </tr> <tr> <td style="padding: 5px;">Stop</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">Don't</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">Car</td> <td style="padding: 5px;">Walk</td> </tr> </table> </li> <li>2. Make smaller cards for single words</li> <li>3. Give pupils single cards to find match on master card.           <div style="display: flex; justify-content: center; gap: 20px; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 5px;">Go</div> <div style="border: 1px solid black; padding: 2px 5px;">walk</div> <div style="border: 1px solid black; padding: 2px 5px;">stop</div> </div> </li> <li>4. Bingo Game.</li> </ol> </li> </ol>	Walk		Go	Stop		Don't		Car	Walk
Walk		Go									
Stop		Don't									
	Car	Walk									

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Manipulation</u></p> <p>Gross Motor</p> <p>Fine motor control</p> <p>Recall</p> <p>Compare</p> <p>Associate</p>	<p>(a) To develop large and small muscles.</p> <p>(b) To reinforce concepts introduced.</p> <p>(c) To give writing practice.</p> <p>(d) To foster interest in working with numbers.</p>	<p>beginning/middle/end</p> <p>more than/less than</p>	<p>Willingness to wait one turn.</p> <p>Enjoyment.</p> <p>Attentiveness, alertness</p> <p>Patience.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
Happy Travelling	Model cars, vans etc.	<p><u>Travelling Game.</u> Cars will be placed on ground some distance apart for children to count.</p>
Politeness in travelling.	blocks, stones	<p>1. Finger Plays. 2. Cut and paste pictures of vehicles, bridges and other things connected with travelling.</p>
	or other objects	3. Fit Puzzles.
	colour paints	4. Play game of crossing the bridge. Count vehicles which break down and drop out. Removing "break down" vehicles.
	empty containers	How many are left to cross?
	water	<p>Vehicles crossing the bridge</p> 
	sand	<p>Removing some from given groups of vehicles or other concrete objects. (subtracting) Using signs -, = in mathematical sentences.</p>
		<p>5. Practice writing words - one, two, three, four five. 1 2 3 4 5</p>
		6. Make numerals and write number word eg. 5 <u>five</u> .
		7. Mixing colours.
		8. Weighing and measuring things in activity area - filling one container with another. How many times will one fill the other? Containers of same shape but different.
		9. Quantities put close together - same quantities spread out.



Which is more?  
Check by counting

## UNIT 19

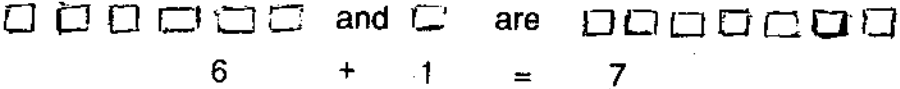
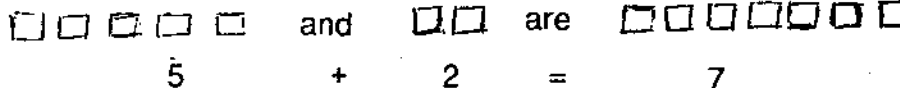
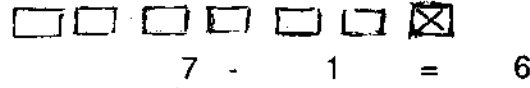
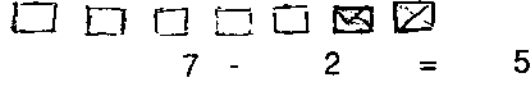
SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>1. Conversation</li> <li>2. Naming</li> <li>3. Describing</li> <li>4. Associating</li> <li>5. Counting</li> <li>6. Sequencing</li> </ol>	<p>To encourage free speech among pupils.</p> <p>To get children to pronounce words correctly.</p> <p>To foster confidence in speech.</p> <p>To develop sequencing of ideas.</p> <p>To aid language development.</p>	<p>Independence, Nation, National, Heroes, flag, symbol, loyalty.</p>	<p>Being confident in speaking.</p> <p>Loyalty</p>
<p><u>Listening</u></p> <p>Identifying musical sounds.</p>	<p>To listen to and understand independence celebrations.</p> <p>To give practice in identifying musical sounds.</p> <p>- singing, dancing, making sounds of instruments used in celebrations: drums, cymbals, shakers.</p>	<p>Beginning/middle/end</p> <p>loud/soft</p>	<p>Willingness to co-operate - show love and appreciation of country</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living Together</p> <p>Independence Celebrations</p>	<p>National Flag</p> <p>Pictures of:</p> <ol style="list-style-type: none"> <li>1. National Heroes</li> <li>2. National Symbols               <ul style="list-style-type: none"> <li>bird</li> <li>tree</li> <li>flower</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Set up National Area. Talk about Flag and other National Symbols eg. National Bird, Flower, tree, words of National Anthem on display. Talk about the different symbols and their meanings.</li> <li>2. Saying National Pledge.</li> <li>3. Tell related stories of Heroes. Include Bible stories.</li> <li>4. Sing related songs and poems - singing of National Anthem.</li> </ol> <p><u>Speech Pattern</u></p> <p>This is our National Flag, This is a picture of our national tree. This is a picture of our national bird. The Doctor bird is our National bird.</p>
<p>Living Together</p> <p>Celebrations for Independence</p>	<ol style="list-style-type: none"> <li>1. Improvised percussion instrument.</li> <li>2. Taped music of National Anthem.</li> <li>3. Word cards for Game.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make percussion band from bottle caps gourds, tins etc. Children listen to sound each makes - listen to sounds all make together.</li> <li>2. Play taped music of National Anthem and other music, heard during celebrations.</li> <li>3. Listening to stories of National heroes and words of National Pledge.</li> <li>4. (a) Reproducing sounds, and describing sounds, scratching, grating etc. (b) Listening game for sequence of action (beginning, middle, end). (c) Listening for sounds in story made up by teacher.</li> <li>5. Word building games, Innovative games to help children build words from letter cards according to beginning, middle, end sound eg. pat, bit, mug, mat, lit, lug, sat, sit, tug. Colour vowels differently from consonants. (To show importance of vowel in making word)</li> </ol>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u> Identifying the National Symbols.</p> <p><u>Discriminating - (Telling likenesses and differences)</u> eg. Colours and shapes on the flag.</p> <p><u>Hearing</u>: Pledge and Anthem.</p>	<p>To understand the reason for Independence Celebrations.</p>	<p>Independence</p> <p>heroes</p> <p>symbol</p> <p>Revision:</p> <p>Number concepts 1 - 10 (cont'd)</p>	<p>Love of country</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living Together</p> <p>Independence Celebrations</p>	<p>1. Real objects or pictures of symbols</p> <p>eg: National Flag, National Fruit, National Flowers</p> <p>2. Pictures of National Heroes.</p> <p>3. Words of National Anthem and Pledge on charts.</p>	<p>1. Observe National Symbols - (real ones where available) large wall chart with</p> <p>(a) pictures of all symbols.</p> <p>(b) pledge and Anthem.</p> <p>2. Describing - colours and shapes on the flag.</p> <p>3. Observing types of music heard in celebration. Pupils to be encouraged to listen to radio for Celebration Songs sung.</p> <ul style="list-style-type: none"> <li>- by the street dancers</li> <li>- by the folk dancers</li> <li>- at the festival.</li> </ul> <p>4. Observing numbers of people going to the festival, street dance - less than 10 more than 10.</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<u>Manipulation</u> Gross Motor Fine Motor control Association Comparing	To develop muscles (1) To give writing practice. (2) To encourage pupils to be loyal to their country. (3) To provide reinforcement activity.	Celebrate symbol country more/less	Being loyal, co-operative friendly self-confident enjoyment of activities



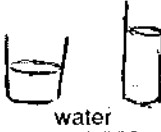


THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living together</p> <p>Celebrating Independence</p>	<p>1. Pictures of National Heroes</p> <p>2. Finger Plays and Number Rhymes</p> <p>3. Object Number Line.</p> <p>4. Words cards crayons paper</p>	<p>1. Pupils to draw and colour pictures of national symbols - out-out and set up in National Areas.</p> <p>2. Cut-out and paste pictures of National heroes on chart.</p> <p>3. Revise Finger Play and Number Rhymes.</p> <p>4. Review adding to make up totals 7, 8, 9, 10</p> <p>  </p> <p>  </p> <p>5. Review taking away from 7, 8, 9, 10 -</p> <p>  </p> <p>  </p> <p>also use object number line.</p> <p>6. Weighing and measuring things in Activity Areas eg. blocks, water, sand, bits of cord or string.</p> <p>7. Practice writing word <u>flag</u>, <u>tree</u>, <u>bird</u>, <u>flower</u>. Also reading these words.</p> <p>Practice writing number words one, two, three, four etc. Make numerals and label with number name eg. (eight)</p>

## UNIT 20

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Speaking</u></p> <p>Sequencing of ideas</p>	<ol style="list-style-type: none"> <li>1. General revision to assess readiness skills.</li> <li>2. To overcome weaknesses in speech.</li> <li>3. To help pupils gain confidence and establish a sense of achievement.</li> </ol>	<p>more than/less than same/different longer than/shorter than safety/danger beginning/end beginning/middle/end</p>	<p>Willingness to participate in conversation and communicate with understanding of what is being communicated</p>
<p><u>Listening</u></p> <ol style="list-style-type: none"> <li>1. Imitating rhythmic Patterns.</li> <li>2. Identifying rhyming words, in poems, songs, jingles.</li> <li>3. Identifying beginning sounds, middle sound end sound of words.</li> <li>4. Grouping words with the same beginning sounds. Same middle sounds or same end sounds</li> <li>5. Carrying out oral instructions.</li> </ol>	<p>To give practice in listening for details.</p> <p>To review initial letter sounds learnt.</p>	<p>fast/slow same/different loud/soft high/low</p>	<p>Being alert and attentive to sounds in and around the environment.</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p><u>Revision</u></p> <p>Living Together</p> <p>General revision of themes and concepts learnt.</p>	<p>Blocks Area</p> <p>Home Area</p> <p>Plant Area</p> <p>Pet Area</p> <p>Community Areas</p>	<ol style="list-style-type: none"> <li>1. Set up Activity Areas.</li> <li>2. Pupils to talk about things in activity areas.</li> <li>3. Pupils and teacher to talk about the Weather, the News Telling the time by the clock, the Calendar.</li> <li>4. Tell and act related stories (including Bible stories) in given sequence.</li> <li>5. Saying related rhymes, jingles, poems learnt throughout the term.</li> <li>6. Counting from 1 - 50. Counting by tens to 50.</li> <li>7. Teacher to use check list for assessing pupils' progress.</li> </ol>
<p>Living in the Community</p>	<p>Improvised Percussion Instruments</p> <p>2. Flip charts of poems and rhymes</p>	<ol style="list-style-type: none"> <li>1. Pupils to listen to music and tap or clap rhythm with teacher.</li> <li>2. Listen to and sing songs, rhymes and jingles - tapping rhythm.</li> <li>3. Pupils to tap rhythm of their own names, names of places etc.</li> <li>4. Pupils to listen to poems, songs, jingles and repeat words which rhyme.</li> <li>5. <u>Games</u> - Teachers to give a word - pupils to supply rhyming word. Matching pictures whose names rhyme eg. car, star, house, mouse, fell well, bell, sell.</li> <li>6. Teacher and pupils to build words - bu-t, bu-d, bu-n, cu-t, cu-p, fu-n, pi-g, pi-n, pi-t, li-d, li-p, li-t, po-t, mo-p, so-p, go-t. Use letter sounds not names.</li> </ol> <p><u>Outdoor Activity:</u> Pupils to listen carefully to instructions given by teacher then carry out the activity eg.</p> <p>"Mary, hop 2 times and run to me" "Jim, jump over the box, run to the wall and clap 5 times" Mary, Elsie, Joe, join hands, run to me, turn around and kneel.</p> <p><u>Classroom Activity:</u> "Alma, stand in front of the table, say your name and count to 10, "Ken, take the large red book from the top shelf and give it to Eddy." "Nita, take 10 cotton reels from the Number Table and place them in a row on teacher's table." "Eddy, stand beside the chalkboard. Raise your right hand, and wave it 5 times."</p>

SKILLS	PURPOSE/AIM	CONCEPTS	ATTITUDES
<p><u>Observation</u></p> <p>Use of the senses</p> <ol style="list-style-type: none"> <li>1. Seeing - things in the activity Areas judging quantities.</li> <li>2. Weighing and measuring things in Home Area.</li> <li>3. Observing things in water.</li> </ol>	<p>To observe the growth and development of plants and animals.</p> <p>To observe how some things behave in water.</p> <p>To encourage enquiry and investigation</p>	<p>more than/less than; hard/soft; longer than/ shorter than, lighter than/ heavier than.</p> <p>sinking/floating</p>	<p>Willingness to develop spirit of enquiry and discovery.</p>
<p><u>Manipulation</u></p> <p>Association</p> <p>Fine motor control</p> <p>Recall</p> <p>Discriminate</p> <p>Comparing</p>	<ol style="list-style-type: none"> <li>1. To review and give reinforcement.</li> <li>2. To give writing practice.</li> <li>3. To compare length, weights, size.</li> <li>4. To develop the ability to realise that a quantity remains the same as long as nothing is added - or taken away.</li> </ol>	<p>taller than/shorter than longer than/shorter than lighter than/heavier than</p> <p>(Conservation)</p>	<p>Being thoughtful friendly kind helpful cooperative</p>

THEME	MATERIALS	ACTIVITIES - PUPILS EXPERIENCES
<p>Living Together</p> <p>Living in the classroom (revised)</p>	<ol style="list-style-type: none"> <li>1. Display Tray</li> <li>2. Seeds or stones</li> <li>3. Water Area</li> <li>4. Sand Box</li> <li>5. Balances</li> <li>6. Containers of same shape and height</li> <li>7. Containers of same shaped but different height and width</li> </ol>	<ol style="list-style-type: none"> <li>1. Set up display tray in Activity Corner. Put a given number of objects closely together. Spread the same number of objects far apart. Pupils to observe if one group is more than the other. Check by counting.</li> </ol> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <ol style="list-style-type: none"> <li>2. Put same quantity of sand on display board. Heap one set closely together, Spread the other set far apart over board. Pupils to say if one set is more. Check by measuring. Cup can be used for measuring.</li> </ol> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <ol style="list-style-type: none"> <li>3. Put different levels of water in containers of same shape and height. Which is more? Which is less? Check by measuring.</li> </ol> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <ol style="list-style-type: none"> <li>4. Put same amount of water in containers of different height and width. Which is more? Check by measuring.</li> </ol> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <ol style="list-style-type: none"> <li>5. Pupils to observe things in water eg. cork, stones, empty plastic containers etc.</li> </ol> </div> </div>
	<p>Blocks</p> <p>Balances</p> <p>Sand in Sandbox</p> <p>Containers with and without water.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<ol style="list-style-type: none"> <li>1. Weighing and measuring things in activity areas, using balances, strings etc.</li> <li>2. Matching strings of different lengths - which is longer? Which is shorter?</li> <li>3. Putting same quantity of sand or water in bottles of different sizes and shapes.</li> </ol> <p>Finger plays and Number rhymes. (See Anthology)</p> <p>Practice in writing number words</p> <p>Practice writing words more than or less than</p> <p>Pupils practice writing name, attention to formation of letters.</p>

**TEACHER'S CHECK LIST  
TERM III - 5 YEAR OLDS**

**A.**

Can each of your children

1. Tell the name of (a) his/her school  
(b) his/her community  
(c) some classmates  
(d) teacher
2. Use safety rules in travelling?
3. Use the following words and phrases when necessary "Thank you, Please, Excuse me, I am sorry, May I"?
4. Share experiences or news with confidence?
5. Tell sections of short stories in his/her own words?
6. Use simple sentence patterns learnt in class?

**B.**

Can your children

1. Imitate rhythmic patterns with movements.
2. Tell the difference in the sounds of footsteps, walking, running, tramping or marching?
3. Recognise and identify letter sounds in one-syllable words? eg. bat, pan, man
4. Make one-syllable words with consonant and short vowel sounds? eg. fat, bit, pet
5. Recognise final consonant sounds in one syllable words? eg. bed, hat, pit, pig.

C.

Can each of your children:

1. Identify and read labels used in the classroom?
2. By comparing different lengths of strings, sticks and other similar objects place them in order of lengths?
3. By observing objects in a balance say which is heavier or which is lighter?
4. Place a set of objects of different sizes in order of size?
5. Select (a) the longest bit of string from a number of given pieces?  
(b) the shortest bit of string from a number of given pieces?
6. Recognise and use these signs in relation to numbers +, -, =?

D.

Can your children:

1. Follow a walking pattern?
2. Throw a bean bag or ball at a target?
3. Remember and reproduce two or three actions in given order?
4. Co-ordinate movement with music?
5. Colour the National Flag?
6. Make the shapes of any given letter of the alphabet?
7. Make numerals 1 to 9?
8. Write (a) simple words (b) short sentences (c) his/her name?
9. Put together groups of objects to total 7, 8, 9, or 10?

### SUGGESTED TOYS AND PLAY EQUIPMENT

Pre school children need toys to increase muscular development, toys for creative and constructive play, toys for imitative and dramatic play and toys for sense training. The following is a suggested list.

Toys for muscular development	Toys for Creative & constructive play	Toys for imitative & dramatic play	Toys for sense training
Climbing frames A slide A shute A see saw Planks, boxes, bricks, Trucks - made from old boxes Trolleys - made from old boxes Barrows Tricycles and other wheel toys which may be donated	Blocks (various sizes, shapes, colours) Paint and paper Plasticine, clay, play, dough Chalk and crayons Wet sand Dry sand Water Buckets, small spades, spoons, scoops Pieces of wood Hammer Nails	Play house or Doll's house Dolls things - tea sets and other utensils Model Trains " Trucks " Motor cars " Aeroplanes Dress up materials A box of odds and ends	Puzzles Colour and matching games Peg Board Fitting Toys Constructive toys Soft toys

In addition, have a large amount of materials of different types to utilize the child's interest in various play situations. Empty food cans, pieces of string bottle tops, plastic cups and bottles ranging in sizes, colour, shape, weight are all useful.

Bowley Agatha - The National Development of the Child  
 Dutt Neila - Science Curriculum for Infant Schools  
 Thomas & Bannister - Number work for Infants