

INTRODUCTION

MINISTER OF EDUCATION

The full statutory charge of the public education system starts with six year old children. However, the Ministry of Education since 1969 has always given encouragement and support to community effort for the education of pre-school children.

The Ministry's support has taken the form of training and supervision of the basic school teachers and the provision of a small subsidy towards teachers' salaries and the feeding programme in those basic schools which maintain a given standard.

To facilitate the Teacher Training Programme, Resource Centres have been established in each parish and recently, a Resource and Training Centre has been established at Nain, in St. Elizabeth.

The Bernard van Leer Foundation has contributed significantly to the development of Early Childhood Education in Jamaica and in 1984 completed a review of the status of this area of education. This significant report has provided the basis for further planning and

organization.

I wish to acknowledge the contribution of other International Agencies, i.e -

- * the Canadian High Commission
- * the United Nations Children's Fund
- * the European Economic Community
- * the Organization of American States
- * the Jamaica Credit Union League and the
Credit Union League of Alberta, Canada

and that of all the community leaders throughout the island who have given so much for so long toward the development of acceptable early childhood stimulation and training.

My special congratulations to all who have contribute to this Curriculum.


Mavis G. Gilmore
MINISTER OF EDUCATION

FOREWORD

This Curriculum aims at providing guidelines for teachers of four 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 home or elsewhere. Coupled with skills are the Attitudes to learning which will set the stage for learning within the child, rather than from 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 Corners 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.

Groundwork for these changes were laid through workshops on curriculum in which teachers, Ministry of Education Officers and Teacher Trainers have been involved in collaboration with members of staff of Teachers' Colleges, the School of Education, U.W.I., and The Regional Pre School Child Development Centre, Mona.

The Early Childhood Unit 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's Fund (UNICEF) and the European Economic Community (EEC).

L.J. Long, S.E.C

June 1983

Early Childhood Education
Ministry of Education

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 thus 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.

How ever 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 get 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 the 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 when he/she feels insecure and suffers from emotional problems. Sometimes the child is pulled away from the parents and 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

CONCEPTS, SKILLS, ATTITUDES

In curriculum, emphasis should be 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

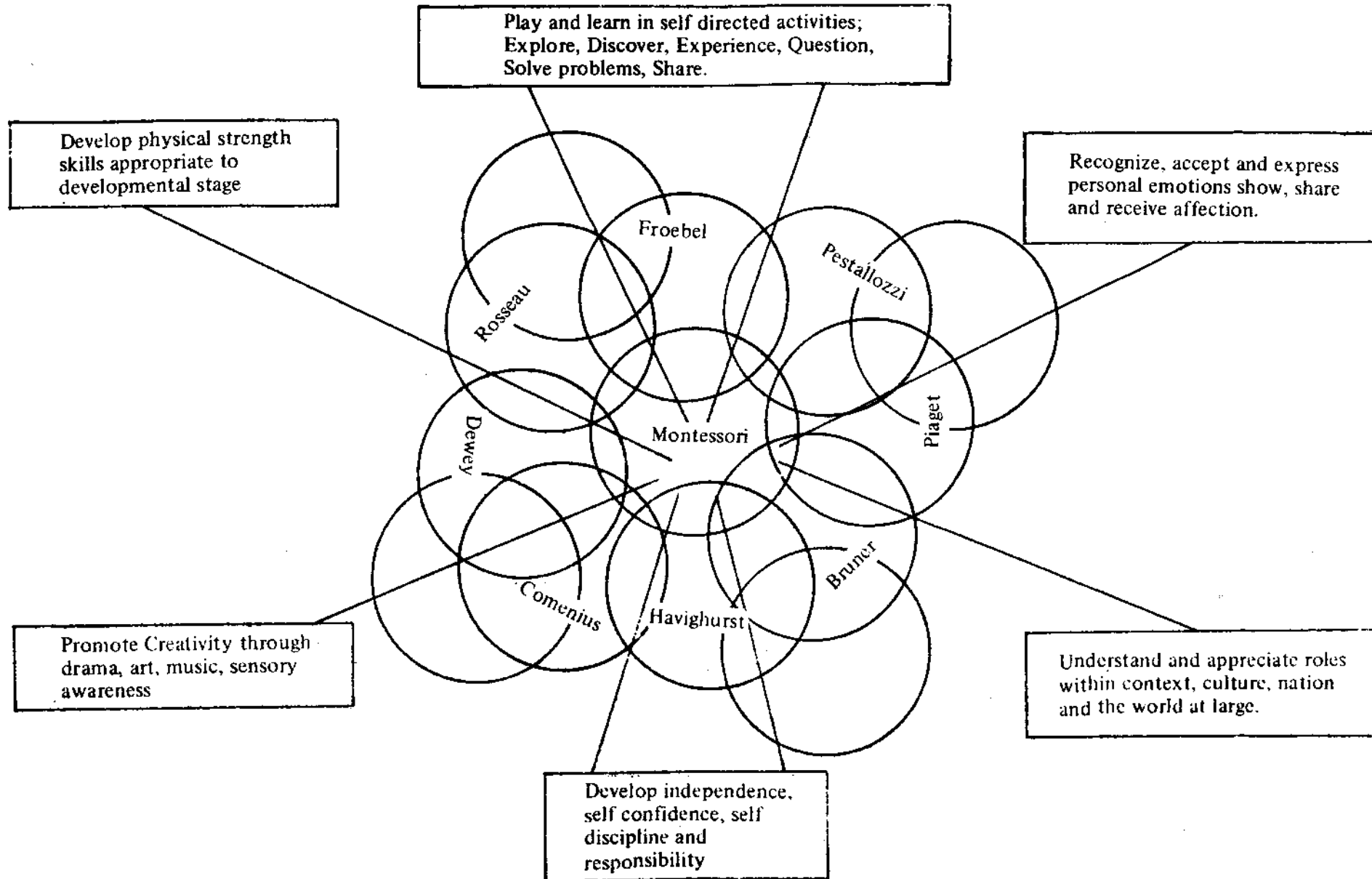
Attitudes can be defined as disposition or behaviour of a person expressing a thought or temperament. Attitude develops over a period of time and is often influenced by our experiences. It is often the outcome of our experiences.

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 curricula 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



CONTENTS

Unit 1		Page 1-4
Unit 2		" 5-8
Unit 3		" 9-12
Unit 4		" 13-16
Unit 5		" 17-20
Unit 6		" 21-24
Unit 7		" 25-28
Unit 8		" 29-32
Unit 9		" 33-38
Unit 10		" 39-42
Unit 11		" 43-46
Unit 12	Evaluation - Term 2	" 47-50
Unit 13		" 53-60
Unit 14		" 61-62
Unit 15		" 63-67
Unit 16		" 68-75
Unit 17	Evaluation - Term 3	" 76-79
Unit 18		" 82-85
Unit 19		" 86-93
Unit 20		" 94-99
Unit 21		" 100-107
Unit 22		" 108-113
Unit 23	Evaluation - Appendix	" 114-119

TERM 1

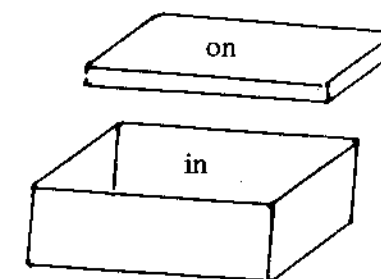
UNIT 1

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking Identifying and naming objects and people in the classroom eg. boys/girls, teacher benches toilet desks playfield chair canteen cupboard chalkboard waste paper bins	Orientation (1) To help pupils to adjust to the classroom environment. (2) To get pupils familiar with speech patterns other than their own dialect or creole.	Same/different big/little in/out	Adjusting to new environment/other children. Sense of belonging. Developing confidence in Speaking
Listening Identifying sounds - inside classroom. Discriminate and identify sounds of objects in the classroom. Discriminating and Identifying source of sounds (a) Animal sounds - moo - mew, bray, bark. (b) Musical sounds drum triangle (c) Vehicular sounds eg. sounds made by buses cars trucks aeroplanes trains etc.	To provide pupils with experience for listening to sounds. Orientation (1) To develop the habit of listening to sounds in the classroom. (2) To encourage pupils to listen to and identify sources of sounds in the environment.	same/different in/out loud/soft alike/different loud/soft	Willingness to listen to sounds Willingness to imitate sounds Willingness to find out who or what is making the sound.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES								
(1) Orientation Living in the classroom	Activity - Teacher will set up the following areas:- Home Area, Toy Area, Pet, Plant Area also Mystery Box and Sand Box. - Introduce children to the activity areas and encourage playing in the areas and building up conversation. - Touring classroom. Take children in and out of class room to see the new place. Naming objects seen and comparing these to things at home. Which ones are same? Which ones are different? Some things are big. Some are little. Some things have different colours. Some things are in the classroom. Some things are out (outside) the classroom. Play Game: In and Out Have a set of cards and a box. Teacher and pupils play game. Who can put the cards in/the box out the box. In the box/out the box. Extend this to who can run in the classroom out the classroom, etc. Speech Patterns <table border="0"> <tr> <td>This is our classroom.</td><td>This is a cupboard.</td></tr> <tr> <td>This is our toilet</td><td>This is a chair.</td></tr> <tr> <td>This is the same/This (colour) is different.</td><td>This is a big chair.</td></tr> <tr> <td></td><td>This is a little chair.</td></tr> </table>	This is our classroom.	This is a cupboard.	This is our toilet	This is a chair.	This is the same/This (colour) is different.	This is a big chair.		This is a little chair.
This is our classroom.	This is a cupboard.								
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This is the same/This (colour) is different.	This is a big chair.								
	This is a little chair.								
Orientation Living in the classroom Listening to sounds inside the class room. Listening to sounds outside the classroom.	Prepare – Listening bag with various objects. These will be used to make sounds while children listen and try to identify the sounds e.g. knocking blocks, ringing a bell, shaking of poinciana pods, tins with seeds etc. Listening - Select objects from the classroom and let the pupils listen to the sound each one makes eg. bell, clock, drum, triangle, piano, typewriter – discuss and refer to loud and soft sounds. Let pupils make sounds with other objects in the room. - Have rods of different materials – wood, metal, plastic – rhythm sticks, triangles etc. Let pupils use the rods to produce different kinds of sounds by tapping different things in the room. - Let pupils use body actions to make sounds eg. stamp on floor, tap on floor, clap hands, snap fingers. Vary actions to bring out loud, soft, fast slow – actions may be done to music. Children will listen to sounds heard outside the classroom and try to identify them. eg. birds singing, wind blowing. Read poem – “Sounds”. - Prepare a sound box – let pupils identify sounds of object in it. - Pupils listen to and say rhymes and jingles, selected by teacher.								

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation seeing and naming objects inside and outside of classroom. eg. Table, Chair, Desks. Describing the objects Comparing things which are same or different e.g. chalkboards, desks, tables. Comparing according to texture size, colour and shape.	Orientation (1) To make careful observations of things inside as well as outside the classroom. (2) To identify likenesses and differences. to be able to identify objects. (3) To compare size colour and shapes of things observed. (4) To encourage pupils to use all their senses.	Inside/outside classroom. Same/different big/little/small	Adjusting to new environment, other children. Caring for things that children see and use inside and outside of classroom.
Manipulation (a) Gross Motor Skills (b) Fine Motor Skills	To develop use and control of large muscles Fine motor development muscular control Coordination	in/out up/down behind/beside on/under	Willingness to move body parts as directed. Willingness to throw and catch ball or bean bag.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Living in the classroom.	Observation:- Activity Areas – Home, Toy, Pet Areas also Mystery Box, Touch Chart and Sound Box. 1. Touring classroom and environments – Note positions, colour, shape, size of things seen. Collect materials eg. buttons, beads, feathers, leaves to be used for observation. 2. Make and display Touch Chart for tactile experience. This chart consists of a series of panels of a variety of materials such as sand paper, cotton cloth, velvet, wood, metal scraps. Make panels big enough for child to stroke with his whole hand. Give experiences of same/different (smooth, rough, soft/hard). Hang in classroom for pupils to touch and tell. 3. Make experience chart and hang in classroom for use. 4. Sort objects that are alike in colour. Identify colour 'red' - red book, red box, red ball etc. 5. Identify things which are round or circular in shape.
Orientation Living in the classroom.	Teacher sets up Activity Areas with the following: – Blocks, Toys, Outdoor play equipment, eg. tyres, hoops, circles drawn on floor or on the ground. Gross Motor - Pupils arrange blocks, - Jump in and out of tyres, circles, hoops. - Climb in and out of tunnels. - Climb up and down climbing frame. - Throw and catch large balls and small balls or bean bags. Fine Motor - Paper tearing – into small bits. Put to soak for making papier mache objects of different shapes. - Making paper fans and umbrellas. Lacing weather girl's jacket. - Finger play "Where is Thumbkin"? "Finger and thumbs keep moving" "Open them, shut them". Play Game: Who can? - Have a set of cards and a box. - Teacher and pupils play game "Who Can"? - Put the cards in the box? - Take the cards out the box? - Put the cards under the box? - Put the cards behind the box? - Put the cards beside the box? - Pupils will paint or colour things red.



THEME

MATERIALS, ACTIVITIES, PUPILS EXPERIENCES

Conversation:

Myself – me

- Who am I, when and where I was born, my name, my birthday. Things I do at home, things I like, things I do not like.
- At home where I live, how I help.

Make name tag for each pupu.

Wearing name tags.

Telling names, telling about myself as seen in Home Area mirror.

Using dress up box to role-play parents at home.

Counting parts of body -- 1 mouth, 2 eyes, 2 ears etc.

Speech Patterns

I am John Brown. I am 4 years old, I am tall/short. I live at –

I can walk, jump, run, sit, sweep etc.

Picture reading (going to school)

songs: (1) 'Fun to be a helper'

(2) 'I have a friend'

(3) 'Me'

(4) 'Counting myself'

(see Anthology)

Game: (1) 'Who I am'

(2) 'When I'm myself'

(3) 'Everybody says'

(4) 'Who can? I can'

Myself – me, I

Game:

Pupils will try to make the following sounds --

(a) Pounding of foot like the hammer. 1, 2, 3, times, to song "Peter works with one hammer

(b) Coughing

(c) Chattering of teeth

(d) Snapping of fingers. Song: 'Fingers and Thumb'

(e) Sniffing, whispering

(f) Sounds I can make.

(g) Pupils to listen to songs

and do suggested actions

(1) "My hands upon my head I place"

(2) Here's my little nose.

(3) I wriggle my fingers.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation Visual Discrimination – 1. Identifying self by looking in the mirror. 2. Tell likenesses and differences from others – All 3. All children are not the same 4. What is tongue, nails etc. 5. What is different about me?	1. Self identification, know themselves by description. 2. Adjusting to others 3. To encourage self identification “Who am I” 4. To draw comparison with others.	Big/little – comparing to bring out concepts of “relativity” (a) doll with child (b) child with teacher tall/short	Self confidence Self appreciation Self respect
Manipulation Motor control Flexibility	To help children to know parts of the body, left and right side. Identifying parts of the body.	left/right	Willingness to take care of my body

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Myself – Me	Teacher sets up Activity Areas. Home Area with mirror, doll, furniture, dress up box, Blocks Area, Toys Area, Painting Area. Encourage pupils to play in Activity Areas. 1. Observing self in mirror. Comparing with doll – bring out concept big/little. 2. Observing other children – comparing to bring out concept tall short eg. comparing hair. 3. Book of individuals – make booklet for each child. 4. Make hands or foot prints in paints. 5. Activities with doll, puppets 6. Use of Dress-up box. 7. Sort objects according to colour. 8. Identify colour 'blue' 9. Identify things which are round or circular in shape – Things which are different in shape – not round.
Myself	1. Showing parts of the body. Let children show arms, legs, ear, face, elbow, right side, left side. 2. Group children. Distribute large sheets of paper, to each group. Let one child lie on his back on the paper. Others trace around him. Put in face. Cut out and display on wall with child's name. Children take turns to have themselves traced. 3. Label parts of the body. 4. Mount drawings on cardboard. Cut in parts to make puzzles. 5. Let children fit the puzzles. Paint or colour things blue. 6. Play games involving parts of the body eg. Simon says – "Pat your leg", "Shake your left leg" etc. 7. Finger plays and action songs eg. "Two little eyes". "Feet and hands". 8. Pupils to listen to poems – Parts of my body and show different parts as they are mentioned.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking (1) The weather today (2) What it does to me (3) How I like the weather (4) Name of today.	To encourage pupils to talk about the weather and to be able to identify different types of weather conditions. To get pupils to talk freely. To develop confidence in speaking.	Hot / Cold Wet / dry Rainy/sunny, windy	Willingness to speak freely. Enjoying the weather.
Listening to sounds made by the rain sounds made from fanning comparing sounds	(1) To help pupils to compare sounds in nature (2) To give enjoyment in listening.	Dry/wet	Willingness to listen Enjoyment in listening

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation Observing (a) Rain falling (b) Water put in the sun Touching – ice etc. Feeling – cold and hot water. Pupils standing/playing in the sun.	To know (a) what is wet (b) what is dry (c) When things are: (i) cold (ii) hot (d) how to take care of self when the weather changes	hot / cold wet / dry rainy / sunny morning / evening	Caring Taking precautions to prevent being exposed to too much sun or rain.
Manipulation Motor skills (1) Fine motor skills (2) Gross motor skills	(1) To give practice to develop fine muscles and coordination. (2) To develop large muscles and to relate activities to the weather.	Rainy Sunny In / Out	

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
The weather and me.	Set up Activity Areas: Water play area with containers of water also ice. Pupils to play and observe things in Activity Areas or outside classroom. (1) Place water in the sun and feel it. (hot) t) (2) Pupils to feel water in basin left in classroom. (cold) If no sunheat water on stove, compare with ice water in basin. (3) Children go out in sun – how they feel? (4) Let pupils feel things which are dry – things which are wet. (5) Observing shape of sun -- round or circular (6) Identify the colour <u>yellow</u>. (7) Pick out <u>yellow</u> blocks or <u>yellow</u> toys in Activity Area.
The weather and me.	(1) Making paper fans (crease and fold). Colour them <u>yellow</u>. (2) Making paper umbrellas. (3) Using fans and umbrellas. (a) Running indoors from rain. (b) Running outdoors to play after rain. (4) Colouring things <u>yellow</u>. 5. Draw circle for sun and colour yellow.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking (1) Talking about some foods we eat, how we get these foods. (2) Picture reading based on food chart. (3) Naming items of food in Health Area. (4) Compare – bring out concepts same/different.	(1) To develop free speech in pupils own language. (2) To teach pupils other ways of expressing idea - i.e. using acceptable speech patterns 3) Conveying the same idea using different speech patterns.	Food, same/different sour/sweet	Willingness to take part in discussion. Confidence in speaking
Listening Identifying sounds in the environment. Identifying rhyming words – relating to food. – Pairs of words that rhyme.		loud/soft rough/smooth alike/different sour/sweet	Willingness to listen to sound made by seed pods and fruits, animals, etc.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Foods we eat – fruits, vegetables meat, fish, eggs, rice/yam/potatoes etc.	Collecting, naming and matching different types of food. Role play making breakfast. Picture reading. Make colourful food chart. Display and discuss food chart. Related songs, rhymes, jingles, poems to be used for reinforcement. Related songs: (1) Drink, drink, drink your milk (2) Orange juice everyone. Story: Build up story on value of eating good foods – milk, eggs, vegetables, meat, others. Guessing game: Foods we must eat. It begins with the sound 'm (meat) etc. Counting things in food area. Speech Pattern – I drink milk I like milk. I eat meat. I like eggs.
Foods we eat Fruits, vegetables meat, fish, etc.	Teacher to set up the following: Food Area, Nature Area. Children will listen to sounds made by:– – knocking pumpkin with fingers, – shaking dried coconuts, – shaking dried pods eg. poinciana. Listening walk. Take pupils on a listening walk to identify all the different sounds around them eg. sounds of animals, birds etc., sounds of vehicles – horns, engines. Sounds of voices – talking, singing; sounds of people working – chopping, playing etc. Listen for loud sounds and soft sounds, same/different sounds. Make experience chart – animals and the sounds they make, dog – bark; cats – mew/pigs grunt. Make listening bag. Place in bag, pictures of objects. Pupils select a picture, name it and make the sound related to the object. Listening to rhymes and jingles and identifying pairs of words that rhyme.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation (1) Touching things collected to observe texture rough/smooth. (2) Observing colour/weight/shape of each food item. 3. Smelling different foods. (4) Testing to note differences and likenesses in taste sweet/sour	(1) To develop the powers of observation using all the senses.	sour/sweet hard/soft light/heavy rough/smooth same/different	Willingness to observe with all the senses.
Manipulation To develop muscular control.	Fine motor development Reinforcement of concepts	large/small same/different	Being attentive Being careful Willingness to participate in activities.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Foods we eat	Teacher to set up Activity Areas:- Food and Health Area with different types of foods. (1) Children observe samples of food collected. Smell, taste, listen sounds made by dried ones. (2) Feel the samples for texture and weight. (3) Place food in groups according to texture, weight, e.g. rough/smooth, heavy/light. (4) Use of clay to model fruits and vegetables. (5) Observe shapes and colours of different fruits and vegetables; milk and juice containers. Identify according to colours red; yellow, other. (6) Related songs, poems, rhymes, jingles, stories. 7. Observe and identify rectangular shapes, e.g. doors, books, chalkboard etc.
Foods we eat.	1. Role play – washing fruits 2. Arrange fruits according to colour; (red, yellow), according to shape, also 2. Tear paper into small pieces for papier mache: Tear shapes of fruits. 4. Pick up small stones and seeds – put in containers Teacher and pupils play game. Who Can? Instead of cards in the box teacher has small stones; seeds; fruits etc. 5. Finger plays 6. Draw and colour fruits, model fruits. 7. Outline rectangular shapes with seeds, bottle caps. Draw shapes on paper or cardboard. 8. Arrange sticks, stones, seeds to form rectangular shapes. 9. Fit shape puzzles e.g.  10. Colouring shapes: red, yellow, blue.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking 1. Keeping the body clean. 2. The things I do to keep my body clean. 3. The parts of the body nostrils, fingers, ears, hair etc.	To develop language To get pupils to speak freely on the importance of keeping the body clean. To get pupils to name the different parts of the body. To aid toilet training.	Cleanliness (keeping clean) Bathe, sweep, clean, dirty	Willingness to take part in discussion. Confidence in speaking about the body.
Listening Identify sounds of water when used for different purposes.	To develop the sense of hearing and keenness in discerning sounds.	soft/loud	Keenness in detecting sounds.

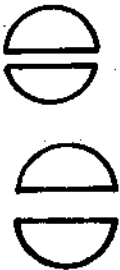
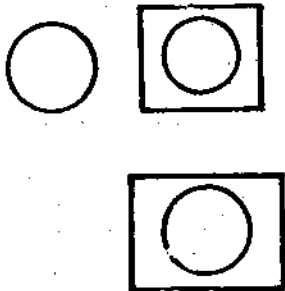
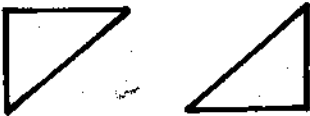
THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Personal Health Keeping the body clean – parts of the body. Toilet training, coughing and sneezing.	Set up Health Area, Water Area, Wall Frieze with pictures of children swimming, brushing teeth, bathing, taking shower, sweeping house or school. Picture reading. Counting things in Health Area. Speech Patterns I am washing my hands I am drinking water/milk This is my hand This is my foot I have one head I have two ears – I keep them clean I am brushing my teeth. Discuss use of dust bins Related songs: (1) “Soap! soap! soap and towel” (2) “Every morning and every night” (3) “Wash, wash your hands” (4) “Two little thumbs”. Finger play – “Here is a little wash Tub” Poem – “I have ten tiny fingers” ‘After a bath.’
Personal Health Experiences with water. Sounds made by water.	Let pupils visit Health Area, Water Play Area – Pupils listen and identify: Sounds made by washing hands, brushing teeth, splashing in the bath. Songs: (1) This is the way we wash our hands. (2) Every morning and every night.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation (1) Touching and naming different parts of the body. (2) Identifying parts relating to the senses: eye – seeing mouth – tasting hands – touching nose – smelling ears – hearing	1. To observe with all the senses. 2. To get pupils to identify different parts of the body through observation. 3. To care for the body – importance of keeping clean.	Cleanliness clean/dirty big/little see taste touch smell hear	Willingness to keep self and surroundings clean. Practising cleanliness in relation to all parts of the body.
Manipulation Motor skills 1. Gross motor 2. Fine Motor	(a) To help pupils develop large muscles (b) To give enjoyment (c) To develop eye and hand co-ordination.	wet/dry fast/slow health high/low	Willingness to keep all parts of the body clean

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking Personal Health: Keeping my surroundings clean.	(1) To talk about the importance of keeping the surroundings clean. (2) To get pupils to speak freely on ways of keeping the surroundings clean. (3) To use words in Concept Column.	Sweep, clean, dirty, dust sick garbage bins	Willingness to take part in conversation Observing health habits Cooperating in keeping the surroundings clean.
Listening Auditory perception (a) Identifying sounds made while keeping the surroundings clean.	To detect sounds associated with cleaning activities eg. sweeping, shovelling, polishing or shining.	loud/soft	Keenness in discerning sounds.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Conversation Keeping the surroundings clean Sweeping Dusting Use of garbage bins	Set up Activity Area Pupils to play in Health Area and talk with teacher about things seen. Talk about keeping the classroom clean. Talk about keeping outside clean. Discuss the importance of keeping clean, using relevant pictures, rhymes, poems, songs. Related songs: (1) Bits of paper (2) Helping mother (3) Its fun to be a helper (4) Clean up! Clean up (5) I like to sweep Related poems: (1) 'Mommies' (2) 'When Jesus was a little boy' (3) 'The family'
Listening to sounds made while practising cleanliness.	Let pupils play in Home Area. Encourage activities of sweeping, dusting, polishing. Pretend its Christmas and everywhere is being cleaned up – Children will listen to sounds of sweeping, shovelling, carting away garbage. Songs: "It's fun to be a helper", 'Bits of paper', 'Clean up'. Let pupils try to imitate sounds made by brooms, brushes or polishers. Talk about the sounds – some are loud others are soft. Do the loud sounds bother us? How? We have to speak very loudly to be heard, Which sounds do we prefer? Loud sounds or soft sounds, why? Imitate loud sounds – soft sounds.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation 1. See litter scattered about – Name them 2. Touch – pick up the litter 3. Discrimination and differences of things that are clean and those that are not clean.	Finding out about things we use for cleaning.	Cleanliness	Willingness to keep surroundings clean. Finding out about things we use to keep clean.
Manipulation Gross/Fine Motor Skills Hopping tearing (paper) Jumping picking up (paper) Sweeping pasting (paper)	To develop fine/large muscles. To develop muscular control.	Clean/dirty Garbage bins	Willingness to develop Gross body-movement and control actions.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Keeping the surrounding clean	Set up and let pupils play in Activity Areas. Let pupils observe and identify things in Activity Area. 1. Children and teacher observe brooms, scrub brushes, dust bins, soap or other cleaning agents (solid, liquid, powder). 2. Children to describe these according to size, shape, colour, texture, some things hard others soft eg. some hard brushes, some soft brushes. 3. Some soap^s are liquid, some are solid, some powdery. 4. Some brushes made of wood, others not made of wood. 5. Some are big – others small. Some are long, others are round.
Personal Health Keeping the surrounding clean	Body actions – hopping, jumping, bending. (a) Tearing paper to decorate garbage box. (b) Using torn papers to make scenes eg. washing. (c) Making clay/earth prints of hands and feet. (d) Drawing – Garbage trucks. (e) Playing card games – matching shapes – fit shape puzzles. PUZZLES  Making up circles  Fitting circles into  Folding rectangles to make triangles  Count sides Count corners f. Talk about shapes and shape names as pupils match and fit puzzles.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking 1. Activities at different times of day 2. Relating items of news for the morning/evening 3. Name of today	1. To get children to talk freely about the things they do at different times of day. 2. To teach pupils to express themselves in different speech patterns.	Night/day morning/evening mid-day (noon) sun, moon	Willingness to change activities to match the time of day. Developing confidence in language
Listening Identifying sounds made during the day and sounds made at night time.	To encourage pupils to listen to sounds made at different times night and during the day.	Night/day	Willingness to listen to sounds associated with daylight or night-time.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
TIME AND ME Activities related to pupils. morning evening mid day (noon) night	Encourage children to play in Home Area - Use Dress-up box. Teacher and pupils sing or say Related rhymes, jingles, poems, songs. Conversation and dramatization in connection with these. Speech Patterns I go to sleep at nights The sun brings day "Good morning/evening teacher" "Good day classmates I go to school in the morning I eat lunch at mid-day (noon) I sleep at nights Suggested songs: (1) 'Morning evening noon and night (2) 'Every morning and every night (3) 'Down by the station'. (4) - Good morning to you. Poems: (a) Time tells me when to rise. —time to rise (b) The milkman (c) The Cock (d) The City (e) Singing time
Time and me. Activities and sounds related to different times of day Morning Evening Mid-day (noon) Night	Pupils and teacher go for short walk. Listen to all the sounds they hear. Pupils to tell what makes each sound eg. tooting of horns by vehicles, roaring sound of engines, barking of dogs, braying of donkey, singing of birds, chatter of people etc. Let pupils imitate some of these sounds. Guessing game: Let pupils imitate some sounds they hear chiefly at night time — others to guess what makes that particular sound eg. croaking of frogs, hooting of owls, noises made by some insects eg. crickets.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation (a) To identify activities at different times of day. eg. Time for school Time for lunch Time for home Time for dinner Time for bed	To get children adjust activities to changes in time To help develop the powers of observation	Night/day/morning evening/mid-day (noon) sun/moon	To be willing to change activities when time changes. Becoming aware of the need to observe time.
Manipulation Fine motor development Muscular control.	To give children practise in holding and using crayons charcoal etc.	Day/night morning/evening	Love for taking part in activities

THEME

MATERIALS, ACTIVITIES, PUPILS EXPERIENCES

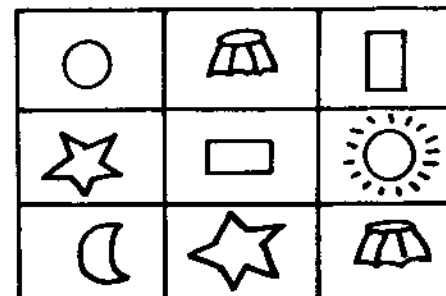
Time and me.
 activities as they relate to time and pupils.
 The sun and how it relates to time. The
 moon and how it relates to time.

1. Teacher to set up Activity Area – Home Area, Toys Area, Sand Box etc, ahead of time. Children select activities to do when they arrive at school in the morning. Talk with children about things we do in the day time, eg. going to school, eating lunch, playing, going home.
2. Pupils to observe when we go to school, when we have lunch, when we go home morning, mid-day, evening. Observe length of shadows in the morning, at mid-day and in the evening.
3. Pupils to observe things which come out at nights e.g. owl, rat, peenie-wally, moths, frogs.
4. Observe and talk about colours e.g. colour of the sun, the moon.

Time and me

1. Trace, draw, colour; sun, moon, stars, owl, frogs.
2. Finger play for reinforcement.
3. Topics for drawing: In the morning
 The sun
 Lunch time
 Bed Time

4. Playing Picture Lotto
 Have large chart with different shapes eg. stars, sun, rectangular shapes etc. Have smaller cards with some of the same shapes. Pupils to match shapes on small cards with those on the large chart.



Have a matching card
 for each picture eg.



Colour shapes red, blue or yellow.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking Naming Identifying	(1) To speak freely on the need for each member of the family to help. (2) To teach pupils other ways of expressing similar ideas in acceptable speech patterns. (3) Use of "Please" "Thanks" "Excuse"	Helpfulness/thankfulness helpful/thankful lazy (not helpful) Mother, father, grandmother grandfather, sister, brother, uncle, aunt.	Confidence in speaking
Listening Identifying sounds made by people mother, father, children. Differentiating sounds Imitating sounds Introducing "m" sound Identifying initial 'm' sound as in 'mother' 'mine' etc.	To develop auditory perception and discrimination	Help, helpfulness — appreciation, big/little, long/short	Willingness to help at home. Being helpful; importance of helping at home.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
People who help us – The Family unit, – role of mother role of father – role of children or – others in the family	Set up Home Area and encourage role play. Family Area – Large pictures of family groups. Role play members of the family. Conversational lesson on pictures of the family groups. Give each pupil a chance to tell the names of people in his/her family. Identify relationship of each, eg. mother, father, aunt, uncle, grand-father etc., sister, brother, etc. Family members are not all the same (see page 31) Speech patterns Mother is – not here Mother is working. Related Poem 1) My mother is so good Father is – not here I help mother.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation 1. Seeing — things collected which belong to different family members. Mother grandmother Father grandfather and others Children 2. Observing likeness and differences of the above. 3. Observe — (a) size of the objects 4. Compare — Height of mother/father/children. 5. Handling things collected. 6. Tasting — Things provided by the family eg. fruits from the garden or other things.	To understand and appreciate the need for each member of the family. To know the work that each member of the family does.	Big/little lazy/helpful tall/short sweet/sour some families have (a) Mother and children only. (b) Father and children only. (c) Grandmother and children only. (d) Others in the family. Numeral 1	Willingness to help at home.
Manipulation Gross motor Fine motor	To develop the large muscles To develop eye and hand co-ordination and control of fine muscles.	Helpfulness big/little long/short	Willingness to help. Being attentive

THEME

MATERIALS, ACTIVITIES, PUPILS EXPERIENCES

People who help us

The family unit

Role of mother

Role of father

Role of children

Role of grand parent(s)

Role of others.

Pupils to play in Home Area

1. Look at things collected which belong to different members of the family.

2. Discuss the work each does.

3. Role-play activities of mother, father, children.

*Observe frieze depicting different types of family structures.

5. Sorting things collected according to —

family owners

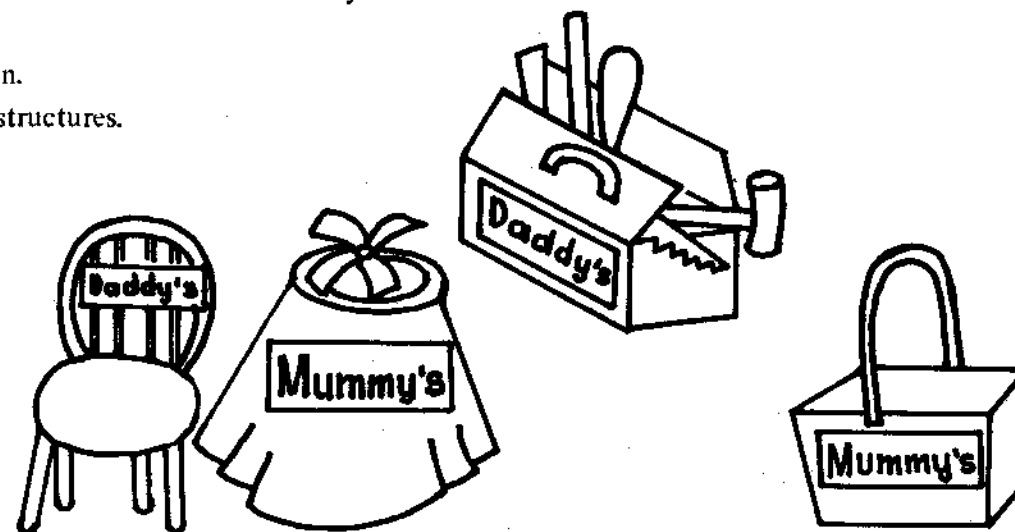
Observe size

colour

shape

Observe 1 chair for 1 father

1 handbag for 1 mother



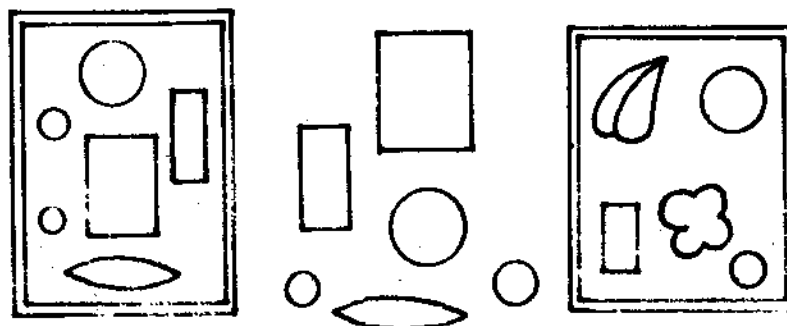
People who help us — The family unit

1. Using arms for sweeping movement, scrubbing, washing — feet and arms for rocking body. Making 1 big chop on the ground, 1 big hit with the hammer.

2. Tracing, cutting, tearing big and little shapes for decoration. Threading reels, beads to make necklaces, modelling objects eg. brush.

3. Outlining shape of letter "m" with seeds. Making letter "m" in air, 'in sandbox, on paper'.

4. Fitting shapes into shape board — regular and irregular shapes — leaves, flowers, fruits.



SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking— Conversation 1. Different types of weather 2. The effect of the weather on me. 3. Precautions to be taken to protect myself from: (a) the rain (b) the hot sun (c) the cold weather	1. To get pupils to speak freely in their own familiar speech patterns. 2. To relate through speaking, pupils experiences of weather to everyday life and health. 3. To teach pupils different ways of expressing the same idea using acceptable speech patterns.	same/different hot/cold dry/wet warm, sunny/windy dress one, two, three	Being careful of the weather (avoid over exposure to rain or sun.) Being able to talk about the different kinds of weather. Being confident in language usage.

THEME

MATERIALS, ACTIVITIES, PUPILS EXPERIENCES

The weather and my health

- What it does to me when it is
- very sunny – hot/dry
- very rainy – cold/wet
- very windy – cold
- sunny but windy
- windy and rainy

Pupils play in Nature Area with plants, weather charts, thermometer. Teacher to help children. Encourage and develop conversation on today's weather, naming clothes for hot/cold days. Say related poems, games. Make and sing weather song.

Alternate Speech Patterns

I am hot The sun is shining or
 I am fanning The rain is falling
 It is wet The wind is blowing
 It is raining
 Today is windy

Weather songs (1) 'A sunny day, a sunny day'
 (2) 'A rainy day, a rainy day'

Number song. "One, Two Buckle my Shoe", "Hickory Dickory Dock"

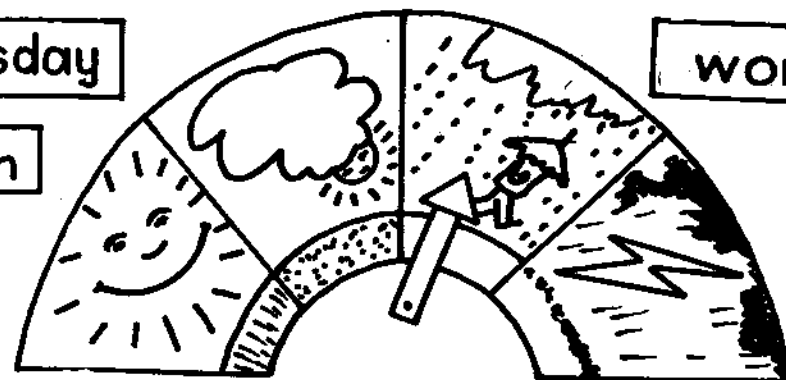
Use dress up box

Display and discuss pupils' collections
 of plants, seeds, butterflies.

Tuesday

rain

words



WEATHER CHART

Make word card for every day of the week. Make cards for different weather conditions. Sunny, cloudy, rainy, windy. Store cards in envelope on board to be used everyday. (Sight words.)

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Listening Identifying and associating sounds related to different types of weather. To give practise in matching words with the same sound. To develop the ability to recognise rhythmic patterns	To develop auditory perception and discrimination. To develop the ability to recognise rhythmic patterns. To give practice in matching words with the same sound.	Hot/dry cold/wet warm sunny, windy	Being alert to sounds of wind and rain in and out classroom Being attentive Being alert to weather conditions through sounds of rain, wind, thunder etc

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
The weather and my Health Listening Sounds of words in poems or rhymes, jingles on weather. Raindrops on the window pane etc.	Activity Areas Set up weather and nature area. Pupils and teacher listen to sounds associated with weather eg. Thunder, lightning flashes, raindrops sounds of rubber/plastic coats, heavy boots. Coughing, sneezing. Sounds of wind sounds of breeze. Sunny -- weather sound of fans. If possible use tape recorder to tape sounds of thunder lightening etc., real or imitated sounds. Poem: Rain, Rain Go Away. Little wind. Pitter patter goes the rain, on the window pane. Cough, yawn for louder sound. Snap finger. Tap finger. Let pupils listen to and sing the rhyme. "Dr Foster" and song "One Misty Moisty Morning" Let pupils clap as they sing to develop a sense of rhythm. Say jingles and rhymes. Let pupils listen then clap the rhythm eg. snap fingers, tap with foot. 1. Display (a) objects (b) pictures with names which sound alike. Let pupils name them noting th names which have the same sound. Repeat exercise and allow pupils to group objects or pictures in rhyming groups eg. mat/cat, cake/rake, star/car, house/mouse. 2. Say jingles or rhymes eg. "Hickory Dickory Dock". "Tinkle, Tinkle little bell". Let pupils listen and note the words which sound alike. 3. Let pupils select rhyming words. Say three words eg. star, house, car. Let pupils say which ones rhyme. 4. Prepare pictorial chart with rhyming words. GAME 5. Pupils form a circle with one child in the centre. Child points to one in the circle and says a word. The one pointed to, should respond with a rhyming word. That child goes in the centre and the game continues with the other taking his place in the circle.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Listening (cont'd) Observation 1. Seeing – (a) clouds before rain (b) types of clothes used in rainy weather & things used when it is sunny/hot. 2. Touching – (a) dry things (b) wet things. To know the difference between wet and dry.	To develop auditory perception To develop the powers of observation in relation to kinds of weather	hot/dry/sunny cold/wet/rainy hot/cold cloudy/sunny dry/wet sunny/windy	Showing carefulness – Avoiding over exposure in certain types of weather. Dressing to suit the kind of weather.
3. (a) The wind against the body on a windy day. (b) The sun against the body on a sunny day. Manipulation Gross Motor Skills Fine motor development – Co-ordination and muscular control.	To develop large muscles To develop fine muscles	around big/little up/down group	attentiveness patience

THEME**MATERIALS, ACTIVITIES, PUPILS EXPERIENCES**

The weather and my Health.

6. Picture Lotto Matching pictures with names which sound alike. Have master cards with 4 pictures and sets of 4 matching cards for each master card. Pupils may be grouped for this activity.

The weather and my health what it does to me when it is –

- (a) very sunny
(b) very rainy
(c) windy

Fix Nature Area – outdoor area

1. Children observe and discuss the day's weather. Observe clouds -- movements across sky, cloud formations (shapes) and changes in formations, colour of clouds.
2. Observe sky – talk about colour.
3. Observe sun, as well as observe things people do on hot days eg., drinking ice water, using fans for fanning, sitting under shade trees, going to the beach.
4. Make paper fans from old, newspaper or magazines for tactile experience.
5. Miming a windy day. Collecting flowers, seeds and fruits in season.
One to one matching of objects collected. Observing colours and shapes of the things collected.
6. For rainy day observe things people do eg., carrying umbrellas, observe materials from which umbrellas are made – waterproof – observe shape of umbrellas. Why that shape? Observe water boots etc.

Exercising leg muscles.

Brisk walking in cold weather to keep warm or brisk walking in hot weather to get out of sun. Collecting and grouping things in classroom.

1. Arrange blocks.
2. Tear paper into small bits for papier mache' and paper umbrellas.
3. Arrange seeds around a given object or cut-out.
4. Outline numeral 1 with seeds.
5. Finger Plays "This is Father".
6. Song Numeral 1. "Start up here and come straight down". Display children's work. Collect and store in activity area.

WRITING READINESS

Draw Numeral 1

Draw and colour 1 umbrella. Note shapes of umbrella.

Draw one to one sticks, books. (Teacher to add own ideas.)



SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking Conversation – things to buy, things parents buy for us. Money given in exchange for things	(1) To get pupils to talk freely using their own familiar speech patterns. (2) To expose pupils to speech patterns other than dialect or creole.	money, work, buy, cents, dollars, shop, spend, save coin, notes, One – four	Confidence in communicating their ideas.
Listening Sounds of different kinds	1. To describe sounds 2. To identify sounds 3. To associate sound with the size and type of objects dropped. 4. To differentiate or tell differences in sounds.	big/little continued good/bad	Alertness to the sound of different coins,

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Earnings of the family Things we buy Money and its value How parents get money Places we spend money	Shopping Area Displaying of coins and notes and talking about them. Role playing the shopkeeper and customers Skit the shopkeeper. (See Users Guide for ideas). Naming and counting up to four things in the shop area. Number song : Four Little Fingers Rhymes : Froggies Four Song : (1) Four Fine Legs. (2) Knock Four Times Speech Patterns I am going to the shop Good morning I have four one cent coins I have money Thank you Father works hard to earn money. Mother works hard to earn money. Our parents work hard to earn money. Use related songs, rhymes, poems, stories including simple Bible Stories.
The Family Family earnings	Set up Sounds Area Jingling of coins -- sounds associated with coins of different sizes. Role play use of "call box" -- listening to coins falling (in areas where children have telephone experience). Listening to the sounds of different things dropped on the floor. Describing each sound. Listening to (a) taps, raps, claps etc. 1 to 4 (b) stamps of the feet (1 to 4 times) (c) jumping one, two, three, four times.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation 1. Identifying coins/notes 2. Classifying and Ordering (a) size (b) shape (c) value	To be able to identify coins of different values.	money coins value	1. Carefulness in spending of money. 2. Appreciation for things provided by the family, food, clothing, furniture
MANIPULATION Fine Motor Muscular control Eye and hand coordination	Reinforcement Making toy coins		Patience Attentiveness

THEME

MATERIALS, ACTIVITIES, PUPILS EXPERIENCES

What the family earns

Earnings of the family

Set up Shopping Area. Encourage pupils to go "shopping" in the shopping area.
 — Distribute play coins and notes — up to four. Pupils observe coins and notes. Tell names of each.
 — Teacher and pupils observe things in shop. Select after careful observation.

NB Items for shop area. Pupils to collect and bring.

Money — imitation or real.

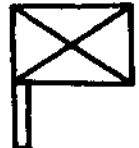
Observing shapes of numerals 1 and 2.

1. Coin — rubbing — different coins for use in shop area.
2. Finger Plays numeral 2. "Way Up in the Mango Tree".
3. Collect 2 objects from the Shop Area.
4. Model 2 coins to buy 2 mangoes. Note shapes of coins.
5. Model numeral 2.
6. Song — Making Numeral 2 — "Half-way round and then across."
7. One to one matching — 2 sticks to 2 sticks etc., 2 cents to 2 cents.
8. Draw Numeral 2. Put outline of paste then sand so children can feel shape with fingers.
9. Tear two pieces of paper.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking	- To provide opportunities for speaking - To help in developing expression through language - To encourage use of a variety of expressions.	hot/cold, wet/dry warm, windy, rainy, wash work, umbrella, shelter. o oo ooo oooo one two three four 1 2 3 4	Being confident in speaking
Listening Recalling words used to give simple instructions	To learn the importance of listening to simple instruction	hot/cold, wet/dry	Willingness to listen to for details Responding to details.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
The weather and my family.	Activity Area: Health Area; Weather Area with Weather Chart, Dress-up Box. 1. Talking about the days weather. Link with activities of the family. 2. How the weather affects me. 3. How the weather affects the activities of my family eg. Mother — Wash-day. Father — farming getting to work, Me — play/no play. Counting and naming One — Four: raincoats, paper hats, umbrellas, number: Number song "This old man" to four. Speech Pattern: Mother is carrying her umbrella I am wearing my sweater. It is raining outside. Related song (1) A rainy day, A rainy day. (2) A sunny day, a sunny day.
The weather and my family.	Role Play — Teacher will be the radio announcer; pupils listen to weather report for instructions and dress according to the weather. Listening to sounds eg. 4 claps of thunder 4 stamps of feet Listening games running (from the rain)

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation When it is rainy. When it is sunny. What the children do: (a) at school (b) at home	To help pupils to be observant seeing. (a) How people have to adjust to weather conditions (b) How our activities are affected by the weather.	hot/cold (temperature) Introduce thermometer Numeral 2	Being willing to observe weather conditions.
Manipulation Fine Motor Development hand and eye coordination	To help children to prepare materials used to protect themselves from rain and sun.		Willingness to participate in activities to develop coordination

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
The weather and my family	1. Games for indoor play when it's raining. 2. Games to play outside when sunny. 3. Nature walk on a sunny day. Observe colour yellow for sun. 4. Let pupils observe Thermometer (if no real one make and use model). Weather Charts Matching: One to one, up to two eg. One child to one rain hat etc. One umbrella to one child. One rain coat to one child.  two rain hats  two boys
	1. Make 2 paper raincoats, 2 rain hats and 2 umbrellas for the family – (folding paper).  2. Make numeral 2 in air, in sand box. 3. Outline numeral 2 with seeds; bottle stoppers, stones. 4. Outline other shapes eg. triangular shapes. 5. Arrange seeds, bottle caps, sticks etc. to form triangles. Show sides and corners.   6. Draw and colour triangles red, blue or yellow. 7. Fit shape puzzles eg.     

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking 1. My Birthday 2. Other birthdays mother, father, sister, brother, Jesus' birthday. 3. Counting things at Birthday Party 1 — 4	1. To provide opportunities for speaking. 2. To tell importance of Birthdays 3. To build self image 4. To highlight Birthdays, as special days. 5. To highlight Christmas as special birthday.	Birthday, Christmas, Jesus, age.	Enjoyment in sharing ideas. Confidence in speaking
Listening Identifying sounds heard at the party. Note detail and sequence of events in a story Words with initial "m" sound — revision.	1. To provide opportunities for listening. 2. To give enjoyment and practice in listening. To recall details. 3. To provide readiness for reading	happy/sad	Willingness to share birthday joys, greetings cheerfulness.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Family Birthdays Jesus' Birthday – Christmas Birthday of classmates – friends.	HOME AREA Role play birthday parties (pupils' birthdays). Have cake, candles, cookies, drinks, drinks, sweets. Pupils tell birthdays. Counting cookies and slices of cake 1 – 4 Singing birthday songs and carols. Counting candles on cake 1 – 4 Role play Christmas story – Jesus' Birthday Other related songs, poems and rhymes, and stories Birthday (1) Those Who Were Born On Songs (2) Happy Birthday (3) Christmas Carols – Away in a Manger, Baby Jesus Rhymes, songs involving One to Four (see anthology). Speech Patterns – Happy birthday mother/father/teacher Today is my birthday I am – – – – – years old. My baby sister/brother is – – – – – years old. I was born: – – – – –
as above	Pupils and Teacher play listening games to identify sounds of different kinds. Sounds made by blowing out candles – Sounds made by rattlers, horns, balloons etc. Birthday Song The Christmas Story: Tell the story. Pupils to listen to sequence of events, names of persons in the story. Let them note the time of the year etc. Discuss, illustrate, dramatize. Christmas Carols – listen and tap rhythm; select rhyming words, sing. Use improvised Percussion instruments to make music. Children play and listen to the tunes. Revise words with initial 'm' sound using pictures, objects, stories with 'm' words eg. mother had a mango, mother had some milk. Milk and mango came to me for my mother loves me so. Pupils to identify "m" sounds in story.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation 1. Cakes – shape, size, colour 2. Feeling, touching, tasting, smelling materials used for cake. 3. Identifying – (a) things used in the making of the cake. (b) other food items at the party. 4. Identifying months in which birthdays fall (use calendar)	To encourage careful observation using all the senses.	(a) Birthday (b) Christmas – the special birthday. numeral 3	Keenness in observation
Manipulation Gross motor Fine motor development Muscular control Coordination	Development of large muscles Recognising shapes of letters and numerals 1 2 3. To develop Readiness for Writing.	happy/sad tall/short same/different	Willingness to exercise arm and leg muscles patience, independence attentiveness.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Birthdays (a) Family Birthdays (b) Jesus' Birthday – Christmas (c) Birthdays of Classmates and Friends (d) Teacher's Birthday.	1. Arrange real or imaginary Birthday Party. 2. Making a real cake for a party. 3. Playing at birthday parties. Pupils to observe and describe things seen. 4. Pictures relating to parties. Pupils observe and tell what they see. 5. Children to observe things at the party in details eg. dresses worn by the girls. 6. Tell about shape, size, colour, taste of cake, biscuits, sweets, drinks, sandwiches, etc. at the party. 7. Have pupils dress themselves in the dress-up area and role play going to the party. 8. Observe 3 sweets  3 lollipops Match  biscuits 3. Observe shape of numeral 3
Family Birthdays	Ring Game – Looby Loo 1. Arrange blocks. 2. Tear paper to make party hats, Christmas tree, streamers. 3. Outline numeral 3 with bottle caps, seeds etc. 4. Outline given shapes or pictures. 5. Finger plays – “Two Little Dickie Birds.” 6. Squeeze water from soaked bits of paper for papier mache. 7. Christmas Decoration. Writing Readiness. 1. Draw 3 candles for birthday cake (tall candles, short candles). Making lollipops for Birthday Party. 2. Make numeral 3 in air, sand, paper. Feeling sandpaper shapes of numeral 3.  3 lollipops. 3. Draw 3 Christmas trees. 4. Draw 3 Birthday cakes. 5. One to one matching – Draw 3 candles to 3 birthday cakes. Party hats to 3 party dresses. 6. Pupils to do action rhyme – “I Have a Log.” – Anthology.

EVALUATION

Check List Term 1

Four Year Olds

A

Can each child do the following?

1. Play and speak freely in Activity Areas.
2. Tell (a) his/her name. (b) where he/she lives. (c) the names of parents?
3. Make use of these words in expressing him/herself?

in/out	tall/short
up/down	long/short
high/low	fast/slow
big/little	
4. Share experiences related to news and weather.
5. Name different parts of his/her body.

B.

Can your children:

1. Identify sounds in the environment eg. birds singing, cars driving, rain falling, people walking or running, sounds of thunder etc.
2. Tell sounds which are: (a) loud (b) soft (c) high pitched (d) low pitched?
3. Imitate sounds made by different objects eg. animals, vehicles, the wind, water (dripping, gushing, splashing) etc.
4. Identify pairs of words that sound alike (rhyme) (eg. four, door)?

C,

Can each child

1. Recognise objects in the classroom?
2. Recognise colours (red, yellow, blue) of things in the classroom or things collected?
3. Differentiate the shapes of objects in the classroom?
4. Tell the difference between things which are
 - (a) rough/smooth
 - (b) sweet/sour
 - (c) big/little
 - (d) hot/cold
5. Tell which group of objects is more and which is less by observation?

D.

Can your children

1. Imitate simple body movements (eg. backward, forward, sideways)?
2. Perform hopping and jumping tasks?
3. Use bean bag or ball for throwing and catching?
4. Place seeds, bottle caps or beads on a given line?
5. Button or unbutton his shirt/dress?
6. Recognise and trace numerals 1, 2, 3?
7. Trace or make this shape "m"?
8. Fit shapes into shape boards?

TERM 2

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking 1. Telling names of objects in Activity Corner. 2. Picture discussion centred around Health Corner.	To get pupils to talk freely using their own experiences of doctors and nurses. To teach pupils other ways of expressing the same ideas in acceptable speech patterns. To get pupils to: 1) name objects seen, 2) use words in simple sentences.	empty/full all/some in/out same/different	Gaining confidence in speaking. Overcoming fear of doctor or nurse.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Listening Identifying sounds related to the clinic. Identifying words with initial sound "d" Imitate rhythmic patterns.	1. To develop awareness of sounds in and around the community. 2. To give practice in tapping rhythmic patterns. 3. To provide opportunity for pupils to listen attentively.	rhythm sound	Willingness to accept and relate to health personnel.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
People who help us to be Healthy.	Clinic Area will be set-up by Teacher. Encourage pupils to role play, going to the Clinic. 1. Teacher and pupils talk about things in the Clinic. Talk about doctor, dentist, diet etc. Pupils tell beginning sound they hear in these words. 2. Teacher says rhymes with initial 'd' sound (see Anthology). 3. Play game "Spot the Sound". First person to spot the word with 'd' sound is the winner. 4. Display objects with names having the initial sound 'd' eg. dish, desk dollar – let pupils name them. Discuss and name again, noting that all the names begin with the same sound 'd'. Display letter 'd' (do not name the letter at this stage – give only the sound). 5. Display pictures of objects and treat as above. 6. Let pupils give names and words having initial sound 'd' eg. doctor, David, Danny, dust, dark, dentist. Discuss chart with pictures and names with initial sound 'd'. 7. Tell the story of Doctor Douglas who went to visit David who was ill. Pupils are to listen carefully and retell the story in the correct sequence (help the child through careful questioning). Note all the words with initial sounds of 'd'. 8. Let pupils collect pictures of objects to make a 'd' book. 9. Revise Number Rhymes – 1 to 4. Let pupils identify rhyming words, tap rhythms and identify words with initial sound 'd'. N.B. Letter names should not be given. At this time sound should be associated with shape rather than name of letter. Treat initial "t" sound as in "d" – objects whose names begin with "t" eg. tablet, table teeth, tongue etc. Do in separate lesson not at the same time with "d".

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation 1. Identifying: (a) Toy objects in clinic – seeing, touching, smelling. (sorting and matching these). 2. Classifying according to size, shape, colour. 3. Identifying objects by touch and smell. 4. Sorting and matching these objects for likenesses and differences.	To provide opportunities for observation in relation to theme. To observe objects used by doctors, nurses, dentist in the community. To develop the powers of observation. To encourage Visual Discrimination of shapes, colour, size of objects seen in and around the community.	health drug full/empty all/some/none numeral 4	Willingness to observe health rules.

THEME

MATERIALS, ACTIVITIES, PUPILS EXPERIENCES

People who help us to be healthy:

- (a) doctor (c) dentist
(b) nurse (d) druggist

1. Children to play freely in Health and Clinic Area and Water Play Area.
2. Teacher and children touch and call names of objects in Clinic Area.
3. Observe clothes worn by doctor, nurse etc. from "dress-up" box.
4. Children dress up and do role playing (miming while others observe) – uniforms worn by the doctor, as well as those worn by the nurse.
5. Children sort and match objects for likenesses and differences in shapes, size, colour of caps, aprons, bags, tablets, medicine bottles.
6. Observing bottles of "medicine" to say whether they are full or empty.

NB: Water will be used to imitate "medicine". No real medicine should be used. Pupils will pretend to be doctors or druggist – filling and emptying bottles of "medicine" showing all,  some,  none. 

All some none

Other activities for observation

Observe 4 bottles of medicine 

4 tablets 

4 nurses 

4 caps for the nurses 

Let pupils observe shape of numeral 4. Large 4 to be mounted on chart and raised with paste and sand.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Manipulation Gross motor Fine motor	To exercise the body and create shapes Fine motor development Muscular control; flexibility coordination; enjoyment Reinforcement.	up/down; around between on/off	Enjoyment of activities. Showing willingness and interest in taking part in activities.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
People who help us to be healthy.	1. Arrange blocks to follow a pattern. Use arm to make letter 'd' in the air. Use leg to make 'm' in the air. 2. Paper tearing - aprons for nurses, jackets for doctors. 3. Paper folding - caps for nurses. 4. Outline letter 'd' with seeds, stones etc. 5. Trace around, cut out letter 'd' and colour between the lines. 6. Outline numeral '4' with seeds, stones etc. Trace around and cut out numeral '4' and colour between the lines. 7. Finger plays -- Revise Finger Plays for 1 to 4. 8. Make letter 'd' in air, sand, paper. 9. Trace around large cut out of letter 'd'. 10. Join dots or lines to make 'd'. 11. Treat numeral '4' as above. 12. Draw and colour 'dish' or 'dog' and label 'd'. 13. Illustrate story. Number Rhyme - Four Little Frogs - Anthology 14. Make up groups of 4 objects. 15. One to one matching - 4 nurses aprons to 4 nurses caps. 16. Draw 4 caps, 4 aprons etc. NB Treat "T" sound as in "d" (but not at the same time). Drawing 4 "tablets", 4 tins, 4 teeth etc. Modelling objects with names having initial "t" sound.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking Talk about the weather and its effect on the sick.	1. To get pupils to speak about the weather. Discussion – using sentences – The weather and how it affects the sick.	hot/cold; help/hinder; warm/cool one, two, three, four, five	Being careful and thoughtful about the effect of the weather on – ‘me’ and others.
Listening Listening to the wind Listening to the rain	To develop sense of hearing To identify sounds connected to weather.		Being willing to listen for the wind and rain.
Observation 1. Observing: rainbow – the rain – the sun (when the day is fair), clouds, wind. 2. Sounds: When the rain is falling. 3. Associating this (sound) with feeling. 4. What happens to shadows when – (a) there is no sun (b) the sun is shining (c) in the morning, mid-day or evening. 5. Watching the breeze mill Watching the wind mill	To help develop a keen sense of observation. To provide opportunities for observing the weather.	cloudy long rainy short windy fast/slow	
Manipulation	To develop fine muscular control. To focus on movement.	fast/slow fastest furthest	Enjoying activities.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
The Weather: Its effect on the sick.	Activity Area: Health Area (Clinic), Weather Area, Dress up Area. Activities: Talking about the weather using weather charts. Dress up Box: Role play activities of the sick to match the weather. Reinforce with related songs, poems and rhymes eg. Poem: "All kinds of Weather". Pupils to watch paper "breeze mill" and tell about getting it to spin.
	Listening to the sound of the wind, in the trees, against the window, sound of kites flying in the breeze etc.
	Observing the "breeze mill" and wind vane on windy days and on still days. Observe direction of the wind. Pupils to measure shadows with stick at different times of day. Record weather on weather chart. Shade, sun, on sunny days. Draw umbrellas on rainy days. Observe clothes that people wear to match the weather eg. sweater on cold days. Some wear sun dresses on hot days – no sleeves, light clothing.  5 umbrellas
	Making breeze mills from paper, bamboo or coconut leaves. Spinning these in the breeze. Making wind vane. Making and flying kites. Blowing pieces of paper. Who can make it go highest? furthest? fastest? See how long they can keep it off the ground.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking 1. Picture discussion on the police as a helper. 2. Role playing police on duty (a) on the street (b) at the station 3. Pupils relating own experience 4. Repeating poem 'The Police-man' or other suitable poems. 5. Counting things in Activity Area.	1. To get pupils to speak freely about the police: (a) Their work (b) Their uniform 2. To get pupils to pronounce properly – words in poems and songs	protection danger/safety, near/far one to six.	Speaking with confidence
Listening Identify, discriminate, associate and compare sounds. Identify words with the initial sound 'p'.	To recognise sounds around us. To develop the ability to recognize the sound of the initial consonant 'p' and to give practice in making the "p" sound.	loud/soft, same/different; alike/different.	Being attentive to sounds around us.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
PROTECTION AND CARE People who help to Protect us: The Police – men and women. helping on the street in home in village) district) – Community township)	Set up Security Area with Pictures and models of Police, uniforms, police vehicles, other vehicles, batons. Large pictures of police and other security officers for Security Area. Children talk about things in Security Area – build up or relate story involving how the police helps. Children give their own experiences. Invite policeman to visit and talk with children. Use related songs, rhymes and poems. Use large pictures for picture reading. Counting things in Activity Area. Number Rhymes – eg. one, two, buckle my shoes. Number Songs – selected by teacher.
	Set up Sound Area with objects that can make a variety of sounds eg. whistles, rattlers, seeds in gourds or tins. 1. Pupils to use objects to make different sounds. Identify sound of whistle associate with Policeman or Police-woman's whistle. 2. Pupils to listen to taped sounds or real sounds and imitate eg. siren on police vehicle. 3. Pupils to listen to and learn song: Policeman, Policeman – note rhyming words and rhythm. 4. Pupils to listen to and learn poem: Five strong Policemen – note rhyming words. Treat letter 'p' as set out for initial consonant 'm'. 5. Develop a picture story with words and names with initial 'p' sound eg. Peter had a pig Hé put him in a pen. He fed him in a pan etc. Let the pupils tell the words they hear, having initial consonant 'p'. Do not name the letter. 6. Pupils to listen to rhymes for numeral '5'. Identify rhyming words and rhythmic patterns. 7. Pupils to make 5 whistle sounds; clap 5 times etc.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation 1. Identifying (a) seeing the police in uniform (b) listening as the police tells about his work. (c) touching the police hat, belt, whistle etc. 2. Classifying Visual discrimination – the police uniform unlike the druggists. 3. Matching Things which belong to the police.	To know what the police and other security officers do for us. To observe how the police is dressed for work – uniform	uniform danger/safety; secure security protect Numeral 5	Being aware of things which are the same and things that are different. Showing appreciation for the help given by the police in protecting us.
Manipulation Following a drawn line (left to right). Marching on a straight line.	Fine motor development muscular control co-ordination; enjoyment.	around, through under/over, in/out up/down, across	Willingness to show appreciation for police; friendliness, carefulness, enjoyment, sharing, self-reliance, confidence.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Protection and Care People who help to protect us (a) police (b) soldier	- Teacher will set up ahead of time, the Security Area. Pupils will play in the Security Area. - Dressing toy police - grouping the things which belong to the police and those belonging to the soldier. Have pictures of Policemen and women in uniform. - Make large charts with pictures of policemen and women also soldier. Children observe similarities and differences in dress. - Children role play dressing up as policemen or women: finding the right uniforms to put on, also role play Policeman or woman on duty. Observe the work they do. - Identify colours – blue, red on police uniform / colour of uniform worn by soldiers. - Observe pictures of 5 policemen. Children observe shape of 5. Make 5 on chart and mount with paste and sand. Children feel the raised shape with finger tips.  5 Policemen
Protection and care People who help to protect us The Police	Let pupils do actions eg. nodding and marching – relating to Numeral 5. Dramatization – using body language to create responses eg. Don't hit me – a jerk I love you – a hug I'm so happy – squeeze self - Finger Play – Five strong Policemen - Arrange police cars in sets – 1-5 and numerals 1-5 - Outline letters 'd', 'p', 'm', with seeds bottle caps etc. (Prepare shapes on cards). - Trace around cut-outs of letters 'd', 'p', 'm' and numerals 1-5. Colour with crayons. - Lace around shapes – prepare cards with shapes (policeman's cap, belt, whistle). - Weave large strips of materials (straw, cloth, palm leaves, paper etc.) on cardboard background Writing Readiness - Make numerals 1-5 in air, sand, chalkboard and paper. - Join dots to make numerals 0-5. - Treat letters 'd', 'p', 'm' as above. - Illustrate stories.

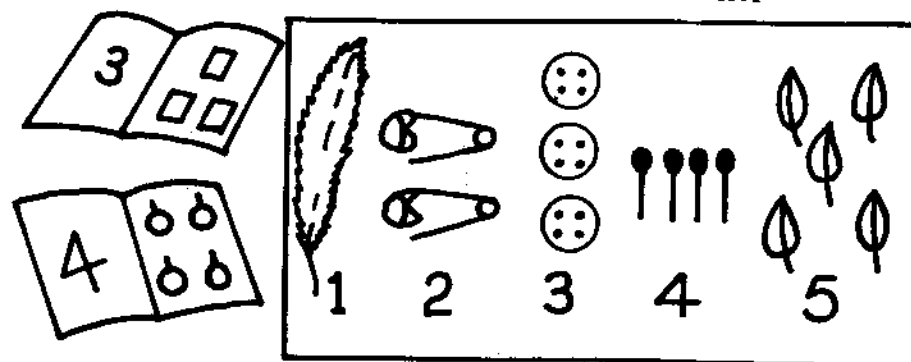
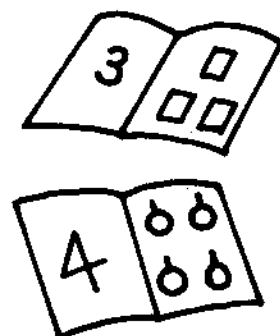
THEME

Protection and Care (contd).

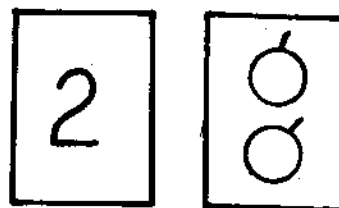
MATERIALS, ACTIVITIES, PUPILS EXPERIENCES

5. Draw police cap/hat; whistles (5 each).
6. Matching groups of 5 objects – 5 caps to 5 policemen 5 policemen to 5 batons.
7. Making sets of 5 objects – batons, policemen – puppets.
8. Finger Play – “Five Little Doctor Birds sitting on a tree (Anthology).
9. Make up patterns with 5 – draw and colour tear 5 pieces of paper – collage.
10. Model 5 policemen – clay, plasticine or play dough.

NUMBER WALL CHART

Number
Books

Two



Counter Cards

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking Picture discussion 1. The Fire Station – Fire engine – Fireman's uniform	1. To speak freely about the fireman fireman as a community helper. 2. To pronounce loudly and clearly words in poem and picture. 3. To discuss the above using acceptable speech patterns in addition to pupils own patterns. Revision Reinforce concepts taught earlier	uniform helpfulness protect	Developing confidence in Language

THEME**MATERIALS, ACTIVITIES, PUPILS EXPERIENCES**

People who help to protect us (cont'd)

The Fireman

- work he does
- how he helps
- how he is dressed

Compare with

People who help us to be healthy

Nurse, Doctor, Druggist, Police.

(done earlier in the Term)

Set up Fire Station Area. Encourage pupils to visit the Fire Station and see the fire engine, hose, bucket with sand, uniform, helmet. Large picture of firemen at work.

Talk about things in the Fire Station. Talk about the fireman.

Invite fireman if possible, to talk with pupils about his work and his uniform.

Talk about preventing fires at home.

Speech Pattern

The fireman is climbing the ladder. He is wearing his uniform.

Suggested songs such as "The house is burning".

Related poems, rhymes, stories, including Bible stories – The Burning Bush.

Repeating poem – "Mr. Fireman" – Song "The House Is burning".

Role play the fireman putting out the blaze.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Listening Identify, discriminate and associate sounds in the environment Introduce "f" sound Identify words with the initial 'f' sound. Identify rhyming words and rhythmic patterns	To recognise sounds associated with the fireman. To develop the ability to recognise the sound of the initial consonant 'f' and to give practice in making the sound	loud/soft same/different alike/different six seven	Being alert Being attentive Enjoyment.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Sounds related to fireman Initial consonant 'f' Rhymes REvise inital sound of consonants 'm' 'd' 'p' 't'	Discuss: Sound of fire engine' — Sound of sirens on fire engines. — Sound of water being sprayed from fireman's hose: gushing sounds. — Listening to command being given to fireman. Song: Kingston's Burning, (Use name of pupils' own home town). 1. Display objects with names having the initial sound 'f' eg. foot, finger, fire, fan, fish. Let pupils name and discuss. Name again noting that all the names begin with 'f' sound. Display large cut-out 'f'. Pupils practise making sound of letter. (Do not give letter name). 2. Have pictures of objects and treat as above. Let pupils give other names and words with initial sound of 'f'. 3. Introduce rhymes related to 'f'. 4. Develop a story with words having 'f' as the beginning sound — eg. Mr. Fedrick's Farm. Let pupils listen and tell all the names and words with the beginning sound 'f'. 5. Discuss chart with pictures and words having the initial sound 'f'. 6. Circle Game: "I am going to Funland". Let pupils form circle. One child says, "I am going to Funland, I am taking a fan." The next stage says, "I am taking a feather. Each child is to take something whose name has the initial sound 'f'. 7. Let pupils collect pictures to make 'f' book. 8. Children listen to and say rhymes for 6 and 7. Identify rhyming words and rhythmic patterns.. Revision 1. Revise rhymes related to 'm' 'd' 'p' 't' — Identify rhyming words and rhythmic patterns. 2. Let pupils arrange in groups, pictures which names have initial sound m, p, or d. Let pupils put counters on one set eg. all having names with initial sound 'd'. Circle game - Let pupils form a circle with one child inside. He says a word with a given sound. They say another word with the same initial sound. The child who gives the correct word, goes inside the circle. The other takes his place and the games continues.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation 1. Identifying the fireman by looking at uniform and equipment eg., fire engine and fire hose. 2. Touching the uniform, helmet, engine and fire hose, also feeling things which are burnt. 3. Hearing – the fireman's siren (b) The sound of water coming through the hose. 4. Recognising the smell of things burning. 5. Recognising the taste of things which are burnt.	1. To encourage pupils to observe carefully with all the senses 2. To make use of our observations by taking care. 3. To be alert to dangers.	hot/heat helpfulness care/danger carefulness	Appreciating the work of the fireman.

EVALUATION

Check List Term 2

Four Year Olds

A.

Can your child do the following?

1. Tell the names of friends in class?
2. Repeat rhymes, jingles or songs taught?
3. Make use of "Please", "Thank You", "Excuse", in speaking?
4. Pronounce words clearly and loudly?

B.

Can your children

1. Name a variety of sounds and match these sounds with objects or pictures of objects which produce these sounds? (eg. rattling, ringing, braying, barking, clucking).
2. Tell the events of a short story in sequence?
3. Tap rhythmic patterns heard?
4. Identify words with the following initial sounds d, p, t, m, f,?

C.

Can your pupils by observing show:

1. (a) things that are near?
(b) things that are far?
2. Different Jamaican coins which are in use?
3. A group of 4, 5, 6 or 7 objects?
4. The uniform worn by (a) nurses (b) the Jamaican Police (c) the fireman ?

D.

Can your children

1. Use arms or legs for pulling, chopping, sawing, marching, stomping, jumping etc?
2. Make different shapes with their bodies eg. round as a ball, long/tall as a pole, curvy as a snake?
3. Follow the line in the left to right direction?
4. Lace his/her shoes?
5. Trace around a given shape?
6. Fit simple puzzles?
7. Match given shapes?
8. Trace these shapes d, f, p, o, 4, 5, 6?

TERM 3

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking 1. Sharing experiences of morning's activities before school. 2. Talk about the 'shadow stick' (see activities). 3. The weather as it affects the shadow eg. rain, sun. 4. The clock and time. 5. Counting	1. To get pupils to speak freely on the importance of knowing the time. 2. To get pupils to pronounce words clearly. 3. To get pupils to speak in sentences other than their familiar creole patterns. 4. To get pupils to speak freely on their activities as they relate to time of day. 5. To pronounce clearly, words in poems and sentences.	shadow, stick, clock, time morning, mid-day, night. early/late	Developing confidence in speaking
Listening Listening to sounds of wind, rain, thunder - imitating sounds Identify words with initial sound 'c' as in cat, cap, also words with initial 'n' sound.	To give practice in listening to and making the sound of initial consonant 'c' and 'n'. To give practice in following instructions correctly. To follow instructions in the correct sequence.	same/different alike/different.	

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
The Weather and time	Encourage pupils to tell about interesting things they saw or heard or did on the way to school. Talk about the weather. Each child to be given a chance to tell. Talk about the time we came to school – who came first, who came last, who was early. Who was late. How can we tell when it is early or late? Setting up a 'shadow stick'. Display picture of the clock. Discuss what happens on a rainy/sunny day. Relate the shadow stick to their own activities. The clock tells us the time to – eg. wake up; have breakfast; come to school etc. Encourage children to relate items of news seen or heard daily. Counting objects in weather area, up to 10 (by ones).
Initial Consonants 'n' as in nail, nose 'c' as in cat, cap. Following simple instructions Number Rhymes 1 – 10	Listening Games – Teacher and pupils play game of 'Simon says' Play other listening games made up by teacher. Pupils should listen carefully for the correct sequence of actions. Example: (1) Take your book, stand in front of the table and say your name. (2) Say your name, clap four times and stand. Pupils to listen to and repeat rhymes for 1 – 10. In each case let them identify the numeral in the rhyme. Listening to words with initial sounds "c" sound eg., come, car, cart, cat, can cane. Tell story with as many "c" words eg. Carl and Carol carried the cane in the cart. The cart went behind the car. Come in the car they called. Pupils to identify initial "c" sound. Do not give letter name.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation Observing: 1. Seeing -- (a) shadow stick, clock, hour-glass, pictures of sundials. (b) shadow cast by shadow stick. (c) hands of clock moving. 2. Hearing -- (a) The ticking of the clock. (b) The sound of rain. 3. Sorting -- Pictures showing activities done at different times of day e.g. go to school (morning) going home from school (evening).	Through observation, to be aware of time and differences in time. To observe how people tell differences in time. To observe impotrance of time.	early/late: now/later: always/sometimes/never Numerals 1 7	Showing: awareness of time. Concern for being in time.
Manipulation Fine Motor skill development	1. Fine motor development 2. Muscular control 3. Enjoyment 4. To develop self-confidence.	around/through; in; between; up/down	Showing: concentration; enjoyment; interest.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Telling the time long ago. and telling the time now. The shadow stick The hour glass The sun-dial The clock	1. Setting up shadow stick and hour glass. Display pictures of sun-dial, display clock or clock face. 2. Pupils and teacher observe and talk about the hour glass, shadow stick, sun dial and clock. 3. Observe the shadow stick at different times of day eg. -- early in the day -- break time -- lunch time - on a sunny day - on a rainy day. 4. Observe things people do at different times of day eg. going to school or work/lunch time/going home time. 5. Talk about early/late, now/later. Talk about morning/mid-day/evening. Talk about always/sometimes/never. 6. Pupils to identify numerals on the clock face 1-7.
	1. Trace around large cut-outs of interesting shapes 2. Cut and paste pictures 3. Fit simple puzzles 4. Colour between lines 5. String beads following a pattern 6. Finger plays 7. Join dots and lines to form letter shapes. 8. Make letter shapes on chalkboard and on paper. 9. Illustrate poems and stories. 10. Copy shapes from chalkboard. 11. Use seeds and bottle caps to form letter shapes. 12. Draw pictures of the sun. Colour them yellow, red or blue.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking 1. Discussion on some of the foods we eat – Naming – The Farmer as a provider: His work His tools 2. Naming some farmers in the community. 3. Role – playing the farmer at work. 4. Sing songs centered around the farmer. 1. Conversation lesson on use of plants to us: – Food, medicine – Food for our pets – Shade – As firewood – As lumber for buildings 2. Reporting on experiment – How the plants grow – Needs – soil, water, sunlight – structure – roots, leaves trunk 3. Repeating lines of poem “Little Raindrops”	1. To provide opportunities for developing vocabulary 2. To encourage and aid pupils in speaking freely. 3. To get pupils to describe the pictures of the farmer, his tools, his dress, his work. 4. To get pupils to talk about the foods the farmer produces – in acceptable speech patterns. 5. To get pupils to pronounce words clearly and loudly in poems and songs.	Vocabulary Digs, plants, tools, machette, class, fork, water, rain, work, ploughs, eat, sell, market, water, care, sunlight, roots, leaves, seed, sun, food, animals, shade. morning, shelter, shade, wet, sick,	Developing confidence in language usage. Showing interest in conversation

THEME

MATERIALS, ACTIVITIES, PUPILS EXPERIENCES

The Butcher

- The work he does
- Where he works
- Food he produces
- How it is used.

Activity Area

Set up Supermarket with collection of goods. Meats – beef, pork, mutton, chicken.

Model from clay, playdough or plasticene. Label shelves.

Children to be allowed to play 'shop' in Activity Area.

Talk about going to the supermarket/meat shop. Naming meats – pork, beef, chicken, mutton.

Where does the meat come from to the market or meat shop. Discuss buying and selling of meat. Value for money.

The importance of meat in the diet. Pupils tell about the butcher. How he is dressed.

Speech Pattern

Mother is buying meat today. Mother is cooking meat today. The brother is chopping meat. The butcher has a sharp knife. I like beef. I like chicken.

Counting pictures and objects bought in Supermarkets. Calling names of objects and pictures with things beginning with 'b' sound eg. bag, butter, bottle, beef, baton.

Show and tell game eg. Name things and objects.

This is a bag. It is big. The butcher is chopping meat.

Sounds related to the butcher
initial sound 'b'

1. Pupils to visit shopping area – Butchery or meat shop area. Let them listen.
Jingle of the chains on scale, other sounds chopping of meat; pupils identify sounds and say what makes the sound.
2. Make up story of buying beef at the butcher's shop and putting it in the basket or box. Betty borrowed the box from the butchers shop and that was the end of the beef.
Pupils to tell the sound they heard the most. List all the "b" words. Identify the "b" sound.
3. Teacher to say pairs of phrases and sentences and let pupils tell if they are alike or different.
eg.

(a) on the bed) (under the bed) (b) (on the bench) (in the bench) (c) (The butcher is putting on his apron) (The butcher is taking off his apron) (d) (The bread is for mother) (The bread is from mother)	(e) (John is holding a pen) (John has a pen in his hand.) (f) (My birthday falls in January.) (I was born in January.) (g) (Putting the meat in the scale.) (Taking the meat out of the scale.)
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Let pupils listen to and say rhymes for numeral 9 (nine).

Identify rhyming words and tap rhythm.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation A. Identifying the butcher by his dress. – Observing different kinds of meat. – Matching (a) meat (b) butcher with tools. B. Identifying concrete objects according to beginning sound of name. Identifying concrete objects beginning with 'b'. Naming objects Feeling – letter 'b' made from sand paper.	1. To observe types of meat provided by the butcher. 2. To observe coins needed for buying. To observe words beginning with 'b' sound 3. To provide readiness for reading. 4. To provide readiness for numeracy skills.	heavy/light heavier than/lighter than provide same/different Numeral 9 (nine)	Showing a keen sense of observation.

THEME

MATERIALS, ACTIVITIES, PUPILS EXPERIENCES

The butcher

- Meat seen in the Butcher's shop or Meat shop.
- Activities in the Butcher's Shop.

A.

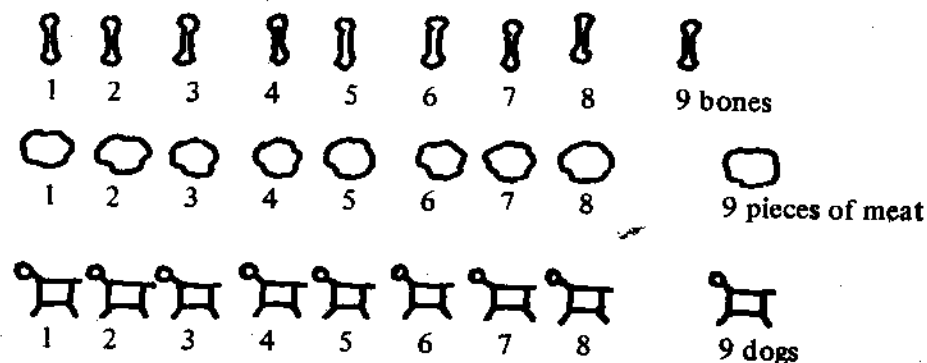
1. Set up supermarket – focus on meat section, visit butcher's shop.
2. Observe things in the meat section. Buying and selling. Observe money notes and coins used in buying.
3. Roll play the butcher. Children listen then talk about their favourite meat dish.
4. Children and teacher role play cooking favourite dish.

Other Activities

B

Display a variety of concrete objects. Teacher questions about the objects in order to get children name them and talk about them.

- Teacher and children name objects.
- Observe objects beginning with 'b' sound.
- Children observe the way the lips come together when making 'b' sound.
- Feel the shape of letter 'b' made from sand paper.
- Story (a) "Bob's Baby Brother" (b) "The Cat that Stole the Meat".
- Observe set of 9 objects. Observe letter shape and numeral shape. Note similarities and differences.
- Match different groups of 9 objects eg. 9 oranges, 9 pieces of meat.
- Match 9 mangoes with 9
- Feel sand paper numeral.



Pupils to observe 9 as eight and 1 more.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Manipulation Gross motor: co-ordinating and recall compare, discriminate.	To develop large muscles 1. Fine motor development 2. muscular control 3. co-ordination 4. Reinforcement	sharp/dull heavy/light big/little up/down around alike/different same/different in/out over/under	Willingness to exercise arms and legs in an enjoyable way. Showing — Concentration — Enjoyment — Alertness — Attentiveness

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
The Butcher (cont'd) Activities in connection with theme.	Pupils imitate chopping sounds, sawing sounds, while pretending to be the butcher. Groups can role play animals on farm. 1. Finger plays 2. Arrange blocks (7, 8, 9) 3. Tear paper aprons for butcher. 4. Arrange seeds to form shape of letter "b" and numeral '9'. 5. Trace around large cut-outs of letter 'b' and numeral 9 – colour. 6. Fit simple puzzles – animals, letters, numerals. 7. Modelling – numerals, letters, animals. 8. Make toy scales. 9. Set up butcher's corner and meat hooks. Cut out toy play — hooks. Cut out toy money. 10. Join dots to make letter b. and numeral 9. 11. Use seeds and bottle caps to form letter 'b' and numeral '9'. 12. Draw the butcher's apron. 13. Draw meat hooks for the butcher's shop. 14. Weighing "meat" – use balances – heavier than/lighter than. Use simple balance

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking 1. Naming objects in Fisherman's corner. 2. Picture Reading – The Fisherman – naming, describing. 3. Sharing experiences or building up stories about the fisherman. 4. Repeating poem – The Fisherman. 5. Role playing – the fisherman at work. 6. Talk about fish as food we eat. 7. Repeat sound at beginning of words. 8. Repeating words used in sentences;	1. To help pupils to speak freely on the fisherman as Community Helper. 2. To get pupils to name objects in fisherman's area and in picture. 3. To get pupils to describe objects and pictures using acceptable sentence pattern. 4. To get pupils to speak clearly and moderately using poems, songs, rhymes. 5. To get pupils to speak in acceptable sentence patterns other than their own creole patterns.	sink/float sea/boat fisher, buy food sea, river	Showing confidence in speaking.

THEME**MATERIALS, ACTIVITIES, PUPILS EXPERIENCES****The Fisherman**

- work he does
- where he works
- how he is dressed for work
- what he produces

Today's weather and the fisherman

Today's name.

Activity Area: Fisherman's Area with boats, (big and little) nets, fishing line, model fishes, paddles. **Talk about** fisherman.

Children give their experiences if any. If possible invite fisherman to talk with class.

Children name things in fisherman's corner and talk about them.

Suggested Speech Patterns

The fisherman is working at sea. The fisherman is mending his net. The fisherman is rowing his boat. The fisherman is selling his fish. Role play the fisherman.

Picture Reading. Panorama of fisherman's activities. Reading from panorama.

Related Songs rhymes, jingles, stories including Bible stories, eg. "The catch of fishes".

Counting objects in Activity Area.

Rhyme: One, two, three, four, five. Once I saw a fish alive.

Noting weather on chart, sunny, wet, windy, or rainy day.

a windy day at sea there is hardly any fish. Children discuss how he is dressed for work.

Children to be encouraged to relate items of news seen or heard.

Related songs Row! row! your boat.

Poem: The Fisherman.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Listening Identifying sounds relating to fishing Revise words with initial sound 'f' as in fish. Identify 'f' sound at beginning of words. Recognise identical initial sound of words.	To help pupils to identify sounds in the environment To give practice in listening keenly	buy/sell up/down sink/float up/down big/little large, small, tall, short	Showing — attentiveness — alertness — cooperation — enjoyment

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation: (a) The fisherman 1. Seeing (b) things displayed in the fishing corner. 2. Touching things displayed in the fishing corner. 3. Smelling – fish being cooked/ fried. 4. Tasting – the fish 5. Classifying – tools of fisherman 6. Matching 7. Hearing – the sound of the waves during rough/stormy weather. (Use tape recorder). Sound of initial “n” in net nice, none.	To observe the fisherman as a community help – helping us to get food. To observe tools used by the fisherman. To observe how the weather affects the fisherman’s activities.	heavy/light empty/full rough/ calm sink/float help/hinder same/different big/little far/near Numeral: 10 ten	Appreciation of those who help provide us with food. enquiry being appreciative being discriminative

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
The Fisherman — work he does Initial sound of 'n' Fisherman and the weather.	- Pupils to play freely in fishing area — observe Fishing Area — boats, nets, fishing line. Children observe and discuss with teacher. - Fisherman's visit — children observe his clothes etc. (if possible). - Children observe living fish — as displayed in fishing area — aquarium. - Variety of fish taken to school. (Could be fried for lunch). Cod fish included. - Children taste fish. - Observe — pictures of fishing boats. - Children collect a variety of objects related to the fisherman or fish woman. - Select objects and group according to type. - Call names — Children put those beginning with "n" sound separately. - Use sand to trace 'n' shape in; make patterns with 'n' observe. - Reinforce with Game — "I am in a net." - Use weather chart to discuss sunny, wet or windy day." - Observe the type of weather at the time of discussion. - Observe — pictures of two boats — one sinking one afloat. - Sorting and matching for colours — of net, fish, boat, fisherman's clothes. - Observing sets of 10 objects.  10 fish  10 boats  10 fishermen Pupils to observe 10 as 9 and one more

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Manipulation Gross Motor Fine Motor ability to form correct shapes of letters, numerals	To develop muscles through pushing and pulling To provide:- 1. Reinforcement 2. Enjoyment 3. Muscular control 4. Coordination To identify and match shapes and colour.	sink/float sail around in/out tall/short wide/narrow above/below	Willingness to use arm muscles for imitation. Showing:- -- enjoyment -- self-confidence -- independence Being co-operative

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking 1. Picture Reading: Naming – using panorama of Baker's activities. 2. Role play in Baker's Area – The Baker bakes cakes. 3. Role play: The shop for bread, buns, biscuits, cakes. 4. Build short story using Panorama on Baker 5. Repeat rhymes "Pat-a-cake" and "Boys boots are big". 6. Sing song and game "Bread in the oven." 7. Link with initial sound 'b' in words – buns, biscuits, bread, butter, bake, baker, bakery. 8. Retelling story – "Ginger Bread Boy".	1. To get pupils to speak freely on the importance of the baker as a Community Helper. 2. To get pupils to name things the baker bakes, tools he uses, place he works. 3. To get pupils to pronounce words clearly. 4. To get pupils to speak in sentences – other than own familiar creole patterns.	baker, bakes, oven, apron, cap, buns, bread, cakes, biscuits, flour, buy/sell	Making use of a variety of patterns in speaking. Speaking with confidence. Willingness to share ideas.
Listening – Sounds associated with the Baker and baking. – Identifying initial 'c' sound – Revise other initial sounds done. – Interpreting instructions given by teacher.	To identify sounds associated with the Baker. To develop the ability to listen and follow instructions correctly. To be able to associate sounds with sources.	loud/soft; alike/different same/different; middle; bottom; beside; before.	

THEME

MATERIALS, ACTIVITIES, PUPILS EXPERIENCES

The Baker

- (a) work he does
- (b) where he works
- (c) how he is dressed for work
- (d) what he produces

Activity Area showing:—

Bread shop: Pastry shop or supermarket.

Bakery: with oven and bread, buns, cakes, baking tins, rolling pins etc. Flour and yeast and other ingredients.

Vehicles: bread trucks, bread van, bread cart.

Discussion: Discussing things on the shelves of the shop. Pupils tell things they like eg. cakes, bread, buns – who made these. Discuss work of the baker.

Speech Patterns

This is the baker's cap

This is the baker's shop

This is the baker's van

The baker bakes buns

The baker bakes cakes.

Invite baker to talk with the children.

Related songs, stories and rhymes

1. Pat a cake, pat a cake.

2. The Ginger Bread Boy

3. Do you know the Baker man

4. Bread in the oven baking

5. Bible Story – Bread a main food item long ago –
Feeding of the five thousand.

Picture Reading – Panorama on the Baker.

Link words with initial 'b' sound eg. bun, biscuit, butter – children tell beginning sounds.

Number Activity: Count objects and pictures in Baker's Area.

Sounds associated with the Baker.**Listening to simple instructions.**

Bread shop, Pastry shop, Bread vans for Baker's Area. Listen to clattering sounds of Baking sheets; cracking sound of heated oven; horns of bread vans.

Rhymes: "Pat-a-cake," "Simple Simon," "Little Tommy Tucker."

Songs: "The Baker's van," "Do you know the Baker Man".

Listening to initial "c" sounds as in "cake", "cup". Finding initial "c". Make "c" chart.

Listening to instructions.

– Teacher gives individual pupils simple oral instructions to perform certain tasks. Note response. Start with one action and progress to three, over several lessons. Examples: Put this box on the middle shelf.

– Tap your desk three times. Open the cupboard and take out the bun.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation - Identifying through the use of the senses. Seeing (a) The Baker dressed for work (b) The Bakery and tools in the bakery. (c) What the baker produces Smelling: Bread, buns, cakes. etc. Touching: The things the baker produces. Tasting: The products: bun, bread, cake, biscuits. - Comparing (a) similarities and differences of the tools of the baker, farmer, butcher. - Differences between their dress. - Differences between shapes of things made by the Baker.	To know the importance of the Baker as a Community Helper.	top/bottom/middle alike/same/different always/sometimes/never hard/soft.	Appreciating the work of the baker in the community

THEME

MATERIALS, ACTIVITIES, PUPILS EXPERIENCES

The Baker

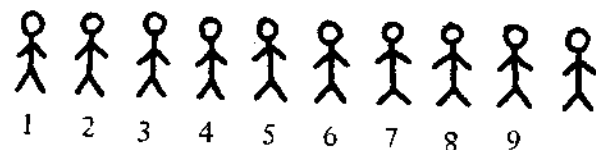
Work he does, where he works, how he dresses for work, what he makes.

Activity Area: Observe shapes, size, colour of bread, buns, cake etc. in Activity Area also real ones.

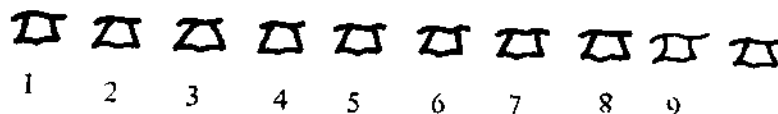
- (1) Let children observe the bread truck, bread cart or van. Talk about how these move about.
- (2) Children select from activity shelves, things they like.
- (3) Feel the things and discriminate between those that are hard and those that are soft.
- (4) Place things on shelves: top, middle, bottom select from shelf indicated.
- (5) Playing picture dominoes or fitting jigsaw puzzle.
- (6) Miming - Pat-a-cake.

Through Observation

- (1) Observe groups of 10 objects.
- (2) Matching various groups of 10 objects.
- (3) Matching 10 aprons with 10 bakers.
- (4) Match numeral with group.
- (5) Feel shape of numerals (made from sand paper).



10 ten Bakers



10 ten Aprons



10 ten caps

Pupils to observe 10 as 9 and 1 more.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Manipulation Gross motor Co-ordination and recall of shapes and numerals	For reinforcement, enjoyment, fine motor development. To develop self confidence	big/little; up/down in/out; around.	Showing interest, enjoyment control, concentration.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
The Baker	1. Pupils will pretend to be cookies, loaves, placed in baking tins; rising and levelling off when baked. Shapes will be co-ordinated with action (around cookies and oblong buns.) Pupils tell shapes. 2. Modelling – bread, bun, biscuits, cakes; (10 loaves, 10 biscuits etc.) 3. Paper tearing – baker's apron and cap. 4. Arrange seeds and bottle caps to form numeral "10" 5. Fit puzzles. 6. Make real cookies. Note shapes 7. Finger Plays – 8. Make letter C and numeral "10" in air, sand on chalkboard and paper. 9. Join dots to form letter C and numeral "10" 10. Draw baked items and label with correct letter. Number Activities – Numeral 10. 1. Revise numeral concepts 1 – 10. 2. Making groups of 10 objects eg. 10 biscuits, 10 buns, 10 cookies. 3. Matching different groups of 10 objects eg. 10 buns to 10 boxes etc. 4. Draw 10 puppets. 5. Tearing a piece of paper into 10 strips. 6. Modelling 10 buns, 10 biscuits out of clay plasticine etc. 7. Drawing 10 aprons for the baker using crayons, chalk or charcoal. 8. Writing numerals 1 – 10. 9. Reinforce with rhymes, jingles, games and pattern making eg. "One, two, what shall we do". (See Anthology).

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Speaking – Naming, describing, things in National Area. Recalling details. Saying rhymes, jingles, poems, National Pledge Telling short stories	1. To get pupils to speak freely of great people who served long ago. – Naming pictures of Heroes and emblems. – Describing pictures using acceptable patterns other than creole. – Saying National Pledge General Revision 1. To reinforce language. 2. To evaluate pupils language development and level of Readiness. 3. To develop confidence in speaking.	Celebration Nation National hero/heroine biscuits, cakes, dough, sink, float, boat, fisherman.	Develop confidence in speaking: Love of country

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
Jamaica – National Heroes National Emblems – National Pledge – National Anthem – National Bird – National Fruit – National Tree – National Dish Revise: People who supply us with food: – Farmer – Fisherman – Butcher – Baker	Set up National Area with Flag. Pictures of National Heroes, National bird, flower, tree etc. Show pictures of National Heroes – say name of each. Relate what they did for us. Repeating and singing National Anthem – other related songs and poems. Counting numbers of Heroes 1 – 7. Talking about the National Emblems, e.g. Jamaican Flag – The colours, shape, care. National Pledge (one verse). National Fruit – Ackee. National Bird – Doctor Bird. National Tree – Mahoe. National Flower – Lignum Vitae. National Dish – Ackee and Saltfish. Revise related songs, poems and stories taught earlier. Continuation of activities in Activity Areas. Do general evaluation of year's work – See check list.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Listening Recognition of national songs, pledge, stories. Observation (see page 118)	To listen to national songs, pledge and stories of National Heroes	love, respect celebrate country	Showing interest in listening to National songs and stories. Showing respect and love of country.
Manipulation (see page 118)			

THEME**MATERIALS, ACTIVITIES, PUPILS EXPERIENCES****National Heroes**

1. Pupils to listen to National Anthem.
2. Pupils to listen to National Pledge.
3. Pupils to tap rhythm of National Songs.

SKILLS	PURPOSE / AIM	CONCEPTS	ATTITUDES
Observation 1. Looking at the pictures of national heroes. 2. Hearing names of heroes. 3. Associating – name with picture. 4. Observing national emblems/ noting shapes and colour on flag, colour of national flowers, national bird, national fruit.	1. To know the names of the National Heroes. 2. To know what the heroes did for us.	nation, heroes emblem	Showing interest in observing.
Manipulation	To reinforce information on national symbols.		Showing appreciation, respect, love of country, pride, loyalty.

THEME	MATERIALS, ACTIVITIES, PUPILS EXPERIENCES
National Celebration	1. Show pictures of National Heroes. 2. Tell names of Heroes – Children listen attentively. 3. Children match names with pictures. 4. Show National Flag. Pupils to observe colours and tell shapes they see. 5. Show picture of National Bird. Pupils compare size, and colour with other birds, they know. 6. Show picture of National Tree. Observe colour of flowers.
National Heroes	1. Draw and colour National symbols (flag, tree, bird, flower). 2. Draw groups of flag, birds – colour them. 3. Cut and paste pictures of National symbols and the National Heroes and set up scene (or corner) with national symbols. 4. Plant National tree. Collect and press National Flower – arrange for display.

EVALUATION

Check List Term 3

Four Year Olds

A.

Can each child do the following:—

1. Name objects in the Activity Area?
2. Relate stories of their own experience?
3. Relate things about him/herself to classmates or teacher?
4. Repeat short stories, rhymes or jingles?
5. Use simple sentence patterns learnt in class?
6. Count from one to ten by sequence of ones?

B.

Can your children

1. Listen simple oral instructions and carry them out accurately?
2. Tap the rhythm of words, phrases and simple tunes?
3. Identify words with the same initial sounds (eg. leg, long, lamp, fat, fan, fed, pat, pad, pan etc.)?
4. Show the difference in meaning between the following instructions.

Put the book (a) on the table

(b) under the table

(c) in the box

(d) beside the box

(e) under the box etc.

C.

Can each child by observation

1. Match colours and shapes of given objects?
2. Tell things which are same and things which are different in (a) taste (b) texture (c) sound (d) smell?
3. Tell the difference between the sounds of these letters o, b, d?
4. Recognise (a) picture of the different National Heroes?
(b) The National Flag?
5. Recognise these shapes d, p, l, 2, 3, 4, 5, 6, 7 ?

D.

Motor Skills

Can your children

1. Throw and catch a ball?
2. Throw a ball through a tyre?
3. Model or draw shapes of objects from clay, play dough or plasticene?
4. Colour or shade within a given shape?
5. Trace around a given shape?
6. Fit puzzles with large pieces?
7. Zip or unzip his clothes?
8. Join dots or short lines to form various shapes including letters and numerals?
9. Colour shapes and match a given pattern?
10. Copy shapes and patterns from chalkboard?

APPENDIX

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	Blocks (various sizes, shapes, colours)	Play house or Doll's house	Puzzles
A slide	Paint and paper	Dolls things -- tea sets and other utensils	Colour and matching games
A shute	Plasticine, clay, dough	Trains	Peg Board
A swing	Chalk and crayons	Trucks	Fitting Toys
A sea saw	Wet sand	Motor cars	Construction toys
Planks, boxes, bricks	Dry sand	Aeroplanes	Soft toys
Trucks	Water	Dress up materials	
Trolleys	Buckets, small spades, spoons, scoops	A box of odds and ends	
Barrows	Pieces of wood		
Tricycles and other wheel toys	Hammer		
	Nails		

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 Natural Development of the Child

Dutt Leila — Science Curriculum for Infant Schools

Thomas & Bannister — Number work for Infants