



Republic of Zambia

MINISTRY OF EDUCATION

DIRECTORATE OF CURRICULUM DEVELOPMENT

CREATIVE AND TECHNOLOGY STUDIES TEACHING MODULE

EARLY CHILDHOOD EDUCATION

3-4 YEARS

TERM 3



Developed by the Curriculum Development Centre

LUSAKA

2025

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VISION

Quality, life-long education for all which is accessible, inclusive and relevant to individual, national and global needs.

PREFACE

The **Creative and Technology Studies** Teaching Module for ECE Level 3-4 has been developed following the introduction of the **Competence Based Curriculum** (CBC) which marks a transformative step in improving education quality and relevance. This Teaching Module has been designed to support teachers navigate as they effectively deliver Creative and Technology Studies lessons under the new curriculum. The module aims to bridge the gap created by the absence of approved textbooks and to equip educators with practical tools, activities, and assessments tailored to the learners' level and needs.

As a Ministry, we understand the challenges that come with transitioning to a new curriculum framework. This module reflects our commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities, and formative assessments that align with the CBC's objectives. However, we also encourage educators to supplement this module with their own research and innovations to address any gaps that may arise during implementation.

The suggested activities and assessments provided in this module are designed to foster practical and critical thinking skills in learners while ensuring relevance and adaptability to different school contexts. Teachers are encouraged to tailor these suggestions to their unique classroom dynamics and to explore alternative, acceptable approaches when necessary.

We hope this module will serve as a valuable resource for teachers as they navigate the new competence-based curriculum, enhancing their ability to inspire and equip learners with essential competences, knowledge, skills and attitudes.



Kelvin Mambwe (PhD.)

Permanent Secretary- Educational Services

MINISTRY OF EDUCATION

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Finally, we appreciate the commitment and hard work of the staff at the Directorate of Curriculum Development in ensuring the successful completion of the Teaching Module.



Charles Ndakala (Dr.)
Director- Curriculum Development
MINISTRY OF EDUCATION

HOW TO USE THE MODULE

Read the Module Introduction to understand the learning activities, teaching and learning materials needed, and assessment guide;

1. **Prepare the teaching and learning materials:** Gather all necessary materials and resources before conducting the learning activity.
2. **Follow the learning activity:** Conduct the activity as outlined, using the suggested activities and tasks.
3. **Assess and Evaluate:** Use the assessment guides to evaluate learners' understanding, progress and attainment of the prescribed competences from the syllabus.
4. **Adapt and Modify:** Be flexible and willing to adapt the activity to meet the diverse needs of your learners.
5. **Since the Teaching Module is a guide, teachers should develop lesson plans that suit their specific teaching environment**
6. **Use of Simple language and Code switching:** When giving instructions to the learners, it is important to use simple English language or code switching in a familiar local language or language of play, that is easy for the learners to understand. Use simple words and phrases that learners can understand. By using simple language and code switching, you can help learners build a strong foundation in language and communication.

Tips for Successful Implementation

- ☐ Create a positive and supportive learning environment for learners
- ☐ Encourage active participation and engagement from the learners
- ☐ Use visual aids and real-life examples and hands on experiences to reinforce learning
- ☐ Provide opportunities for learners to practice and apply what they have learnt

INTRODUCTION

The **Creative and Technology Studies Teaching Module** for ECE Level 3-4 is the combination of Art and Design, Design and Technology, Home Economics, Information and Communications Technology, Music, and Physical Education. Therefore, teachers should ensure that each component is taught in a week to ensure holistic development of learners. Further, each component could be taught as an individual entity or integrated as they are interrelated and interdependent.

The Teaching Module has equally integrated some aspects of Social Studies and Cross Cutting issues such as financial education, entrepreneurship, environmental health and waste management.

The suggested learning activities are designed in such a way as to promote creativity, critical thinking, problem solving, and positive inter-relationships, health and wellbeing, self-expression, self-confidence, awareness of space and assertiveness. This will enable learners to explore their surroundings by making, dismantling, examining and experimenting things.

Suggested Teaching and Learning Materials

Early childhood education is crucial for cognitive, social-emotional, and physical growth. Effective teaching materials are essential for engaging, interactive, and play-based learning experiences. These materials foster a love for learning, promote academic readiness, and develop essential skills. These materials are flexible and adaptable to meet diverse needs and interests. The module provides guidance on suggested materials, but it is not conclusive and teachers should improvise based on the learning environment.

Learning Environment Setup

A well-designed learning environment is key for learner's cognitive, social-emotional, physical development, fostering curiosity, independence, self-confidence, and a desire for learning. The learning environment set-up aims to create a safe, inclusive, and engaging space which can either be indoor or outdoor environment.

- **Natural Environment:** A natural learning environment is a setting where learners explore and learn naturally, often without explicit instruction or formal teaching, such as in school surroundings. This type of environment encourages children to explore, discover, and learn through hands-on experiences and interactions with their surroundings.
- **Man-Made Environment:** Man-made learning environments are intentionally designed safe spaces, such as classrooms, learning corners, laboratories, and libraries, designed for formal instruction, hands-on activities, and games and songs
- **Technological Learning Environment:** Technological environments refer to digital spaces or platforms that are created and facilitated by technology. These environments can be used for various purposes, such as: Access educational apps, games, and software for learning, including game-based platforms, virtual platforms, and simulations, to engage learners and promote learning

Safety in the Learning Environment

Introducing clear safety rules and expectations in an engaging manner can help learners develop life skills for safety and responsibility in the learning environment, allowing them to focus on learning and having fun.

Suggested Teaching Methodology

The approach to teaching and learning is learner-centred. Therefore, in order to develop learners with understanding, skills and values that can contribute to the development of society, the starting point for teaching and learning is to recognise that learners come to school with a wealth of knowledge and experience gained from the family, community and through interaction with the environment. Thus, learning in school must build on the learner's prior knowledge and experience.

This is best achieved when learners are actively involved in the learning process. However, each learner has individual needs, pace of learning, experiences in life and abilities. To accommodate this, the teacher must determine the needs of the learners, and shape the learning experiences accordingly. Therefore, teaching methods must be varied but flexible within well-structured sequences of lessons and should include among others;

- ☐ Pair Work
- ☐ Group/Team Work
- ☐ Individual Work
- ☐ Field trip Method
- ☐ Project Method
- ☐ Discussion Method
- ☐ Guest Speaker
- ☐ Demonstration Method

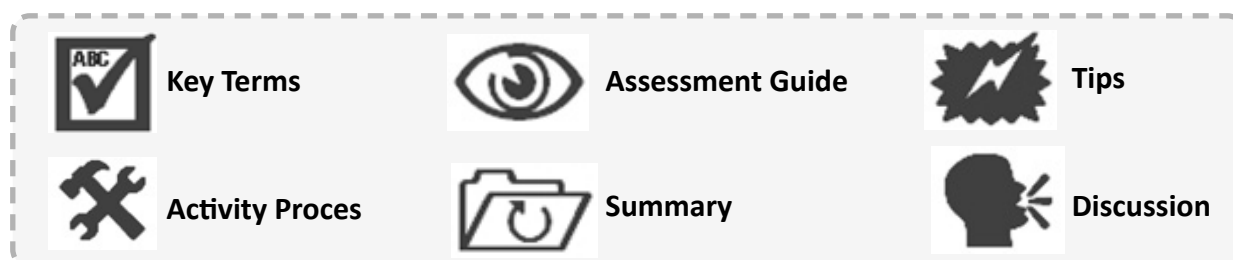
The teacher should have reasons for choosing a particular teaching method and must employ strategies and techniques to make the lesson interesting.

Learning Activities

Learning activities are intentional educational experiences aimed at promoting learning, engagement, and achievement among learners. Facilitated by teachers, they help acquire new knowledge, skills, attitudes, and behavior change. To create an inclusive environment, teachers should use a “hook” to introduce new learning activities in an interactive and interesting way.

Icons used in this Module

This module utilises icons as visual symbols or graphics to represent instructions, enhancing the learning experience for learners. Icons categorize and organise instructions, making navigation easier for teachers.



Assessment Methods

There are no formal assessments provided at ECE level, as children develop at different rates at this level. Observational assessment ought to be a fundamental part of the Program. Therefore, the goal of both formative and summative assessments is to identify the developmental areas in a child that need more focused care as soon as it is practical.

The suggested assessment methods in this module are specifically developed to enable you assess the developmental milestones of children in each topic. The module provides you with specific items for assessment through observation of children as they engage in various play activities with a focus on the knowledge, Cognitive and Skill based competence development. These assessments;

- ☐ Promote individualized instructions.
- ☐ Helps identify developmental delays or advanced skills early.
- ☐ Builds a strong foundation for child's learning
- ☐ Helps the teacher to plan appropriate teaching activities to support each learner's learning towards achieving the expected outcomes.
- ☐ Assists the teacher to ascertain whether the learner is making progress.

Time Allocation

The standard period allocation for Creative and Technology Studies at Early Childhood Education level has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. The minimum learner-teacher contact time for Early Childhood Education is **5 hours**, translating into **ten (10) periods per week**. The duration for a single period is **30 minutes**.

0.1.1 TOPIC:**LIGHT****Introduction**

Light is a form of energy that allows us to see the world around us. It travels in waves and can be emitted by different sources, such as the sun, light bulbs or flashlights. Light makes things visible by bouncing off objects and into our eyes.

Teaching light to early grades is an important part of their education because it connects to their everyday experiences, encourages scientific thinking and lays the foundation for future learning. By starting with light, teachers can foster curiosity, introduce fundamental science concepts, and help learners develop critical thinking skills that will benefit them throughout their academic journey.

This topic covers the subtopic sources of light. Learners will be identifying the sources of light, discussing the **sources of light** and demonstrating the use of light to solve problems.

General Competences

Analytical thinking:	Apply analytical skills as they distinguish different sources of light.
Collaboration:	Demonstrate ability to play with others as they engage in hands on activities.
Communication:	Express oneself as they mention different sources of light.
Problem solving:	Exhibit basic skills in identifying and exploring different light source.

Hook

Imagine you and your friends are in a dark room, and you want to play, but you cannot see what you are doing. You need to figure out how to make the room brighter so you can have fun.

What can we do to make the room brighter?

What can we use to make our room brighter?

**Key Terms**

Light:	This is a type of energy that let us see the world around us.
Sun:	The biggest star and most important source of light during daytime.
Lamp:	A common source of light in our homes.
Flashlight:	A small, portable light you can carry around.
Natural Light:	Comes from natural sources, like the sun, stars or moon.
Artificial Light:	Comes from things humans create, like lamps or flashlights.
Shadows:	Created when light is blocked by an object.
Reflection:	Light can bounce off shiny surfaces, like mirrors.

0.1.1.1 Subtopic: Sources of light

Sources of light are objects or systems that emit electromagnetic radiation in the form of visible light. Teaching learners about the sources of light helps them not only to understand a basic scientific concept but also connect them to the world around them. By exploring natural and artificial sources of light, learners gain a deeper understanding of how light shapes the world and how it plays a crucial role in both nature and technology.

Specific competence: Utilise sources of light to solve problems



Learning Activity 1: Identifying sources of light (sun, moon, bulb, torch, candle, stars, lamp, fire...)

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Light Stations:** A set up of different stations with items that generate or reflect light such as a lamp, a flashlight, toys with glowing lights, a mirror to show reflection, a window to let in natural light.

Outdoor Learning Environment

Light Stations: A set up of different “light stations” where learners can explore various light sources.

Reflection Station: Display of mirrors, water or shiny surfaces to show how light can reflect.

Suggested Teaching and Learning Materials

- ☐ **Visuals:** Pictures of the sun, stars, lamps, fireflies, make a visual chart of natural vs. artificial light to reinforce the concept.
- ☐ **Real objects:** Models or real objects of different sources of light.
- ☐ **Technological:** Images or videos of light sources in the world around them, using a projector to demonstrate how sunlight enters the room.



Suggested Activity Process

- ☐ Display pictures, real objects/model of different sources of light.
- ☐ Learners to explore different objects used for lighting.
- ☐ Learners to identify and name different sources of light.



Discussion

Discuss different sources of light with learners such as sun, moon, bulbs, lamps, torch, star, candle and fire.

- ☐ Give clear instructions on the task at hand (exploring different objects to find the source of light) and learners to explore different objects used for lighting in the set environment.

- ☐ Learners to say what makes it bright during the day and what help us see in the dark.
- ☐ Learners to sing a simple song about light to reinforce the concept (This little light of mine)
- ☐ Learners to reflect and talk about the experience.
- ☐ Finally praise their learners for their efforts.



Content Tip

The teacher should note that:

Identification of sources of light offers numerous benefits to the young children.

- ☐ **Cognitive benefits:** it develops observation skills by encouraging learners to observe and identify different sources of light. It enhances scientific thinking as it introduces learners to scientific concept and encourages critical thinking. It helps them in problem-solving skills through hands-on activities.
- ☐ **Language and Literacy benefits:** It introduces learners to new vocabulary related to light sources and also encourages them to use descriptive language to explain their observations.
- ☐ **Social and Emotional Benefits:** It fosters curiosity in learners by encouraging them to explore and investigate their surroundings. It develops a sense of wonder by introducing learners to the magic of light and its various sources. It also encourages learners to share their observation and ideas with peers and helps them understand the role of light in their daily routines.



Assessment Strategies

- ☐ **Question and answer:** Ask learners questions about different sources of light and the ability to know its importance.
- ☐ **Checklist:** Observe learners as they describe what happens in darkness and compares different sources of light.
- ☐ **Practical demonstration:** Assess learners as they demonstrate their understanding by using a flashlight in a dark room and sorting light-emitting and non-light-emitting objects.



Learning Activity 2: Discussing uses of light

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Exploration stations:** Create different stations in the classroom where learners can explore various sources of light.
- ☐ **Light box exploration corner:** Use a light box or a simple cardboard box with a flashlight inside. Place colored cellophane or translucent materials on top of the box.

Outdoor Learning Environment:

- ☐ **Sunlight exploration zone:** An open space outdoors where learners can comfortably sit or move around. Provide a large sheet of white paper or use sidewalk chalk to create a “shadow play” area on the ground.
- ☐ **Light reflection and colour exploration station:** Use a mirror or reflective surface (such as a shiny piece of foil or a small metal tray), coloured transparent materials (such as coloured plastic sheets or cellophane) or coloured objects like balloons. A flashlight or a small lamp available for demonstration.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Real and models of different sources of light
- ☐ **Visuals:** Pictures of the sun, stars, lamps, fireflies, chart of natural vs. artificial light
- ☐ **Technological:** Images or videos of light sources.



Suggested Activity Process

- ☐ Learners to sing a song or rhyme about light.
- ☐ Show a picture of a dark and bright environment and ask learners to mention the difference.
- ☐ Learners to use different sources of light to explore how light helps them see.
- ☐ Learners to act out different real-life situations such as reading in the dark vs. in the light.
- ☐ Emphasise to the learners that light is essential for activities like reading, driving and cooking.
- ☐ Appreciate the learners for participating.



Content Tip

The teacher should note that:

- ☐ Teaching young learners on the uses of light is an essential part of early learning because it helps develop their understanding of the role of light in daily routines and helps them acquire basic safety concepts related to light sources.
- ☐ It will help encourage learners to turn off lights when not in use promoting energy conservation. It will help them in problem-solving skills and encourages them to think critically about how light is used to solve problems.
- ☐ It fosters curiosity by encouraging learners to explore and investigate the uses of light. It develops a sense of responsibility for using light wisely and encourages learners to share their knowledge and ideas with peers and will also help them in mathematic skills like counting and comparing different light sources that we have.



Assessment Strategies

- ☐ **Checklist:** Assess if learners can identify different uses of light.
- ☐ **Question and answer:** Observe how learners describe the effect of light and their ability to perform tasks, such as reading, walking and playing.
- ☐ **Practical Demonstration:** Assess learners’ ability to use different sources of light.



Learning Activity 3: Demonstrate the use of light to solve problems (illumination)

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Dark and light exploration area:** Set up a “dark box” (a large cardboard box with a small hole to shine light through) for learners to explore light entering darkness.
- ☐ **Shadow Play Station:** Set up a dark corner of the classroom where learners can experiment with light sources and shadows. You can use a flashlight or a lamp for this purpose. Add toys or objects that can create different types of shadows.
- ☐ **Library corner:** Set up a cozy reading corner with books about day and night, flashlights, lamps, or the sun and moon.

Outdoor Learning Environment

- ☐ **Sunlight and shadows zone:** Take children outside and let them stand under a tree or shade and compare it with a bright area.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Flashlights/torches, lanterns (battery-powered or solar), candles (used under teacher supervision), mirrors, foil, glass, plastic, cardboard, toys or objects to hide in the dark.
- ☐ **Natural:** Sunlight, trees, water, leaves and many other.
- ☐ **Visuals:** Storybooks and picture books, posters and charts,
- ☐ **Technological:** phone or videos of light illumination



Suggested Activity Process

- ☐ Display different object that glow such as glow sticks, of streetlights, lamps, and car headlights, natural light and many others.
- ☐ Learners to explore how different objects give us light.



Discussion

Discuss the different sources of light and their uses.

- ☐ Turn off the lights or place objects in a dark box.
- ☐ Learners to play a searching game by using flashlights to find different objects inside the dark box or dark room.
- ☐ Learners to match or sort pictures of things that give light.
- ☐ Appreciate the learners for their participation.

**Content Tip**

The teacher should note that:

Demonstrating the use of light to solve problems in learners especially through illuminations is crucial for their development for it has the following benefits:

- ☐ **Cognitive benefits:** Develops problem-solving skills by helping learners think critically about how light can be used to solve problems and also enhances scientific thinking concepts and principles. In addition, it Improves observation skills by encouraging learners to observe and identify different sources of light and their applications.
- ☐ **Social-emotional benefit:** It fosters curiosity by encouraging them to explore and investigate the use of light and develops sense of responsibility. It helps them solve problems which encourages them to take responsibility for using light wisely.
- ☐ **Enhances social skills:** Illuminations provide opportunities for learners to share their knowledge and ideas with peers.
- ☐ **Practical life benefits:** It demonstrates the practical applications of light in learners' everyday life such as reading and cooking. It also provides opportunities for learners to count and compare different light sources.

**Assessment Strategies**

- ☐ **Question and Answer:** Ask learners questions to assess knowledge about uses of light.
- ☐ **Checklist:** Assess learners' ability to use light to solve real life problems.
- ☐ **Worksheet:** Assess learners as they match or sort different sources of light.
- ☐ **Practical Demonstration:** Assess how learners safely explore and handle light sources like flashlights and lamps.

Expected standard: Sources of light utilised appropriately

**Summary**

Teaching learners about uses of light;

- ☐ Encourages basic scientific curiosity and observation skills
- ☐ Helps learners understand natural phenomena (such as sunlight, shadows, reflection)
- ☐ Promotes critical thinking through simple experiments and exploration
- ☐ Builds early vocabulary related to science (such as, bright, dim, shadow, transparent)
- ☐ Stimulates questioning and inquiry-based learning
- ☐ Connects learning to real-life experiences (such as day and night, mirrors, lighting)

0.1.2 TOPIC:**MOTOR DEVELOPMENT****Introduction**

Motor development refers to the growth and refinement of movement skills in learners, from basic reflexes to complex physical abilities. It encompasses both gross motor and fine motor skills.

This process is crucial in a child's development as it enables them to interact with the environment, perform daily tasks and develop coordination, balance and overall physical fitness. These skills are essential to the learners as they help develop body awareness, stability, and core strength.

This topic covers sub-topics on Gross Motor Skills development (Loco motor), Non-loco motor and Fine motor Skills Development, under these, and learners will attain skills of how to play different games and eye-hand and eye-foot coordination. By so doing the learners will attain the values of cooperation, appreciation, self-confidence, independence, endurance, discipline, responsibility and care of equipment. In all the activities, remember to cater for the learners with special education needs and disabilities.

General Competences

Analytical thinking	☐ Learners to exhibit analytical thinking as they practice different self-help skills such as buttoning, lacing, zipping.
Collaboration	☐ Demonstrate ability to physically interact at play.
Communication	☐ Express oneself as they engage in different activities.
Communication Critical thinking	☐ Apply critical thinking as they play different games and following the rules of the game.

Hook**The Treasure Box**

Grandma has a treasure box filled with various toys and materials kept under her bed. But the box is too heavy for the children to move, and the toys are stuck inside. How can you help Grandma to retrieve the toys from the treasure box without moving the box itself?

1. Can you bend or stretch your body to reach the toys inside the box.
2. Can you use a rope to pull out the toys?
3. Bend a stick or a tool to fit into the box and grab the toys.

**Key Terms**

Bending - Flexing and folding the body parts.

Stretching- Lengthening and extending the body parts.

Jumping - Is the propelling the body upwards from the ground using the legs and feet.

Balancing- The ability to maintain stability twist - the rotation of parts of the body.

Crawling – The action of moving on one's hands and knees or dragging the body along the ground.

Balance- The ability to stay steady and not fall over, whether you're sitting, standing or moving.

Posture - How we hold our body when we are sitting, standing, or moving.

0.1.2.1 Subtopic: **Gross Motor (Loco-motor)**

Gross motor skills development refers to the progression of larger muscles in everyday activities such as jumping, hooping, balancing, running and walking, which is a very essential aspect of human growth and development particularly during childhood. This subtopic looks at simple body movements and walking activities.

Specific competence: Develop locomotor skills



Learning Activity 1: Playing different games that involve (crawling, throwing, catching, kicking, hopping, jumping, games such as: hopscotch, build a tunnel, football and handball...)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Crawling obstacle course:** A display of materials such as: mats, pillows or chairs to create a soft and safe obstacle course. Arrange them in different shapes and heights that encourage learners to crawl under, over or through them.
- ☐ **Throwing and catching stations:** Setup different stations with soft balls or beanbags.
- ☐ **Kicking station:** Setup soft ball such as a beach ball or a foam soccer ball and set up targets such as cones, buckets or hoops.
- ☐ **Hopscotch or jumping challenges:** Display materials such as masking tape or chalk to create a hopscotch grid on the floor. Alternatively, setup a jumping course with materials such as soft mats, grass or small obstacles.
- ☐ **Movement Mats:** Create movement mats with different coloured paper or foam tiles, each with a different movement instruction “hop on red,” “crawl on blue,” “jump on yellow”.

Outdoor Learning Environment:

- ☐ **Hopping race:** Setup large, open space for hopping games. You can create a racecourse with markers such as sticks, chalk, ashes or cones.
- ☐ **Jumping over obstacles:** Setup low cones, filled up sacks and many others in a line or scattered across a space that learners can jump over.
- ☐ **Crawl under the tunnel:** Display large cardboard boxes, tunnels, tyres or gym mats to create a crawling tunnel.
- ☐ **Throwing and catching station:** A display of large ball, soft foam balls or beanbags and set up multiple targets like hula hoops, buckets, or chalk-drawn circles around the playground.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Balls, soft mats or cushions, hula hoops, cones, tape, chalk, bean bags, filled sacks and many others,
- ☐ **Natural:** Logs, stumps or rocks for children to jump over, step over or walk along.
- ☐ **Visuals:** posters/charts: Posters showing the different movements such as hopping, throwing, and catching with simple illustrations of learners performing the actions.
- ☐ **Technological:** Short clips showing different body movements, music or sound for audio cues.



Suggested Activity Process

- ☐ Learners to perform warm up activities.
- ☐ Clearly explain the rules of the game to the learners.
- ☐ Demonstrate the game to the learners and help them understand the rules.
- ☐ In pairs or groups learners to play the game.
- ☐ Ensure the learners are following the rules of the game.
- ☐ Encourage participation, team work and fair play among the learners.
- ☐ Praise the learners for their participation and efforts.



Content Tip

The teacher should note that:

Playing different games that involve crawling, throwing, catching, kicking, hopping, jumping plays a crucial role in the development of a learner.

- ☐ These games help develop gross motor skills such as balance, coordination and overall physical fitness.
- ☐ They help develop muscle strength, strong bones and endurance. They help improve in flexibility and mobility and problem-solving skills.
- ☐ They support cognitive development, fosters creativity and boosts confidence and self-esteem. Games develops teamwork and communication skills which will help learners develop essential life skills.
- ☐ They enhance time management, organisation skills, supports self- discipline and perseverance and fosters a growth mind set.
- ☐ They help learners strategise and plan their movements during games. Regular physical activities help prevent obesity in learners and reduces the risk of her at diseases.



Assessment Strategies

- ☐ **Question and Answer:** Ask learners questions to assess knowledge on games and movements.
- ☐ **Observation:** Observe how learners engage in activities like balancing, coordinating and following instructions during the game.
- ☐ **Practical demonstration:** Assess learners as they perform actions such as crawling through an obstacle, throwing and catching and kicking a ball toward a target.



Learning Activity 2: Performing structural body movement (standing, sitting, jumping)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Cosy corner** - A designated corner for relaxation, sitting and stretching.
- ☐ **Jumping and active movement corner** - A space for dynamic, high-energy movements like jumping or standing.

Outdoor Learning Environment:

- ☐ **Movement zones:** Designate different zones for specific activities. Such as jumping, stretching, sitting and standing/walking space.
- ☐ **Jumping and movement zone:** A designated area for high-energy movements like jumping, running, and active play.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Mats, cushions, jump ropes or hurdles, balance boards or logs, whiteboards or chalkboards.
- ☐ **Natural obstacles:** Natural elements such as trees, benches or logs as props for balance.
- ☐ **Visuals:** Display posters or cards with images and descriptions of the proper techniques for standing, sitting, and jumping.
- ☐ **Technological:** Setup screens or projectors to show proper technique for movements like jumping or standing postures.



Suggested Activity Process

- ☐ Learners to perform warm up activities.
- ☐ Learners to stand with their feet together and jump their feet apart while raising their arms and sit.
- ☐ Demonstrate the correct ways of standing, sitting and jumping to the learners.
- ☐ Learners can jump over obstacles by setting up cones or markers and have the learners jump over them.
- ☐ Play music and have the learners jump to the beat up and down, forward and backward, jumping a rope.
- ☐ Learners to practice standing up from a seated position using a chair.
- ☐ Alternate between sitting and standing.
- ☐ Appreciate learners' participation.



Content Tip

The teacher should note that:

Performing structural body movements also known as fundamental movement skills has a number of benefits to the teachers and learners because it:

- ☐ **Enhances physical development:** Teaching structural body movements such as walking, running, jumping, bending, twisting, and stretching helps develop gross motor skills. These movements strengthen large muscle groups, improve balance, coordination, flexibility and endurance. This physical readiness prepares learner for more complex movements and physical tasks in later years.

- ❑ **Promotes cognitive development:** Physical movement is deeply connected to brain development. Activities that require movement patterns stimulate areas of the brain associated with memory, attention, and problem-solving. Learners learn how to follow instructions, recognize patterns, and build spatial awareness, all of which support academic learning.
- ❑ **Supports social and emotional growth:** Movement-based activities often involve group interactions—games, dances, or role-play. These experiences foster cooperation, turn-taking, empathy, and communication skills. Learners learn to express emotions through movement, which can improve self-regulation and boost confidence.
- ❑ **Builds healthy lifestyle habits:** Introducing structured body movement early helps children understand the importance of physical activity. When learners enjoy moving, they are more likely to carry these habits into adulthood, contributing to lifelong health and fitness.
- ❑ **Encourages creativity and self-expression:** Movement is a form of expression. Through dance, imaginative movement, and play, learners can communicate feelings, ideas, and stories. This not only nurtures their creativity but also builds a strong sense of identity and self-esteem.
- ❑ **Improves teaching strategies:** Educators who understand and integrate structural body movements in their teaching practices can recognize and support learner’s physical development milestones: Classroom Management and Inclusive Learning: Structured movement activities can improve classroom behaviour by reducing restlessness and improving focus. They also offer opportunities for inclusive learning, where learners of varying abilities can participate, contributing to an equitable learning space.



Assessment Strategies

- ❑ **Observation:** Observe how well learners execute standing, sitting and jumping movements.
- ❑ **Checklist:** Observe how well learners follow instructions and whether they can correctly alternate between standing, sitting and jumping.
- ❑ **Practical Demonstration:** Observe learners as they perform each movement to assess their posture, balance and coordination.



Learning Activity 3: Participating in playing games using simple rules (throw, run, kick, catch...)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ❑ **Organized game zone:** Create specific zones based on the activities throw, run, kick and catch.
- ❑ **Throwing zone-** Create Marked lines of about 5 feet away from a wall or a target area where learners will stand to throw the ball.
- ❑ **Running zone** - Set up cones or tape to mark a short sprint path, such as a 10-meter distance.
- ❑ **Kicking zone** - Create a designated area for kicking, like a small goal (using cones) or an open area where learners can aim for a target.
- ❑ **Catching zone** – Create marked clear area where learners can practice catching.

Outdoor Learning Environment:

- ☐ **Throwing zone:** Create wall or target board where learners can throw balls or bean bags.
- ☐ **Running zone:** Mark out a clear path using cones or tape.
- ☐ **Kicking zone:** Set up goal post or targets.
- ☐ **Catching zone:** Arrange balls or soft items that are easy to catch and throw back.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Balls or bean bags, target boards, cones, stop watch, hula hoops or small goals
- ☐ **Visuals:** Posters or flashcards, instructional diagrams, whiteboards or chalkboards.
- ☐ **Technological:** Projector or Screen to project instructional videos or animated GIFs that show the correct techniques for body movement.



Suggested Activity Process

- ☐ Learners to perform stretching exercise such as leg swings, to prepare their muscles for physical activity.
- ☐ Using the set environment learners to practice throwing, catching and kicking activities.
- ☐ Divide learners into pairs or groups.
- ☐ Give instructions and demonstrate the correct way of throwing, catching and kicking.
- ☐ Learners to throw, catch and kick the ball in pairs or groups.
- ☐ Ensure everyone gets a chance to play the ball.
- ☐ Praise the learners for participating.



Content Tip

The teacher should note that:

Participating in playing games using simple rules (throw, can run, kick and catch) and kicking plays a crucial role in the development of the learner because it;

- ☐ **Improves motor skills:** Catching enhances hand-eye coordination, kicking builds leg strength and balance, and running develops cardiovascular endurance and agility.
- ☐ **Promotes overall fitness:** It encourages active movement, which helps improve stamina, flexibility, and muscle development.
- ☐ **Cognitive skills:** Enhances decision-making: Players learn to decide quickly whether to catch, kick, or run depending on the situation.
- ☐ **Boosts focus and concentration:** Staying alert to catch or kick a ball improves attention span and reaction time.
- ☐ **Social skills:** Encourages teamwork: Even simple games with these rules often require cooperation and communication.
- ☐ **Emotional development:** Builds confidence: Mastering basic skills gives players a sense of achievement.



Assessment Strategies

- ☐ **Question and answer:** Ask learners questions to assess their knowledge of the rules of the game.
- ☐ **Checklist:** Assess learners as they demonstrate the correct movements, showing understanding of the activity's rules and techniques and participate actively in the physical movements.
- ☐ **Practical demonstration:** Assess learners as they demonstrate throwing, catching, and kicking skills. Check if learners are able to follow instructions and participate safely in the activity.



Learning Activity 4: Following simple rules when playing games.

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Visual setup:** Display a poster with the rules or provide visual cues.

Outdoor Learning Environment:

- ☐ **Game zones:** Setup a marked area using materials such as chalk, cones, ashes and many others.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Chalk, cones, ashes and many others needed for the game.
- ☐ **Visuals:** Rule chart, symbolic cues, worksheets with game scenarios
- ☐ **Technological:** Videos showing how different games are played.



Suggested Activity Process

- ☐ Gather learners in a circle and talk about playing games.
- ☐ Learners to say what happens when they play a game together.
- ☐ Explain that games have rules that help everyone enjoy them.
- ☐ Select and model a simple game.
- ☐ Learners to take turns playing the game following the rules.
- ☐ Divide learners into small groups and let them play with minimal guidance.
- ☐ Reinforce the importance of playing fairly and listening to instructions.
- ☐ Praise the learners for their effort.



Content Tip

The teacher should note that:

The simple rules of catch, kick, and run are often used in basic games and sports activities for learners or beginners offer several benefits. These include;

- ☐ **Physical development:** Improves motor skills (Catching enhances hand-eye coordination, kicking builds leg strength and balance, and running develops cardiovascular endurance and agility).

- ❑ **Promotes overall fitness:** It encourages active movement, which helps improve stamina, flexibility, and muscle development.
- ❑ **Cognitive skills:** Enhances decision-making: Players learn to decide quickly whether to catch, kick, or run depending on the situation.
- ❑ **Boosts focus and concentration:** Staying alert to catch or kick a ball improves attention span and reaction time.
- ❑ **Encourages teamwork:** Even simple games with these rules often require cooperation and communication. Teaches fair play: players learn to follow rules, take turns, and respect opponents.
- ❑ **Emotional development:** Builds confidence: Mastering basic skills gives players a sense of achievement.



Assessment Strategies

- ❑ **Observation:** Observe learners' ability to follow rules, guidelines and consequences of not following them.
- ❑ **Question and answer:** Ask learners about the rules and their importance.
- ❑ **Practical demonstration:** Assess learners as they play different games to see if they follow the rules, adhere to instructions and wait for the correct cues.

Expected standard: Loco motor skills developed accordingly.

0.1.2.2 Subtopic:

Eye-hand and eye-foot coordination

Eye-hand and eye-foot coordination are essential skills that enable us to synchronize our movements and perform various tasks. These skills involve tracking objects or movements with our eyes and responding with our hands or feet. Developing strong eye-hand and eye-foot coordination skills enhances fine motor skills, reaction time, physical fitness, and cognitive development.

Specific competence: Develop eye-hand and eye-foot coordination skills



Learning Activity 1: Participating in clipping activities (pegging, tonging, tweezing)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ❑ **Pegging Station:** Provide colorful large pegboards or lines for inserting pegs.
- ❑ **Tonging Station:** Display materials such as tongs (plastic or rubberized) pom-poms, cotton balls, plastic beads, blocks or buttons.
- ❑ **Tweezing Station:** Display user-friendly materials such as tweezers, beads, buttons, foam shapes, or small plastic animals.

Outdoor Learning Environment:

- ❑ **Hopping race:** Setup large, open space for hopping games. You can create a racecourse with markers such as sticks, chalk, ashes or cones.
- ❑ **Jumping over obstacles:** Setup low cones, filled up sacks and many others in a line or scattered across a space that learners can jump over.

- ☐ **Crawl under the tunnel:** Display large cardboard boxes, tunnels, tyres or gym mats to create a crawling tunnel.
- ☐ **Throwing and catching station:** A display of large ball, soft foam balls or beanbags and set up multiple targets like hula hoops, buckets, or chalk-drawn circles around the playground.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Pegs, clips, fabrics, materials to hang, pom-poms, cotton balls, plastic beads, blocks, buttons, tongs, beads, buttons, foam shapes, small plastic animals and tweezers, leaves, flowers, twigs, sand trays or sand pits.
- ☐ **Visuals:** Templates and worksheets.
- ☐ **Technological:** Instructional videos or tutorials.



Suggested Activity Process

- ☐ Display various clipping materials such as pegs, tweezers and tongs.
- ☐ Learners to explore the various clipping materials.
- ☐ Demonstrate how to use the clipping materials.
- ☐ Learners to play various clipping games.
- ☐ Learners pick up different objects and transfer them from one point to the other using tongs.
- ☐ Learners use tweezers to pick up small items like cotton or tiny stones.
- ☐ Learners to sort objects by color or shape using the tongs or tweezers.
- ☐ Encourage the learners to share their thoughts and experiences and praise them at the end.



Content Tip

The teacher should note that:

Pegging, tonging and tweezing activities are fine motor skills exercises that have several benefits to the learners.

- ☐ They help develop finger isolation, eye-hand coordination and fine motor control by requiring learners to use their hands and eyes together to manipulate small objects.
- ☐ It helps them develop finger strength which are essential for everyday activities. These activities help in problem solving, encouraging the learners to think critically and develop problem solving skills.
- ☐ As learners figure out to pick up and manipulate small objects, such activities support cognitive development by improving concentration, attention and memory. They also prepare learners for everyday tasks that require fine motor skills such as dressing, feeding and using utensils.
- ☐ These fine motor skills are essential for daily tasks such as writing, buttoning clothes, tying shoelaces, and using tools. These activities help build confidence and self-esteem as learners master new skills and achieve success.



Assessment Strategies

- ☐ **Checklist:** Assess whether learners can correctly identify and use the tools like pegs, tongs and tweezers.
- ☐ **Observation:** Observe how learners grip tools, adjust their actions like switching to smaller objects, and use problem-solving when moving objects.
- ☐ **Practical demonstration:** Assess if learners can independently perform tasks such as pegging objects, tonging larger and smaller objects and tweezing.
- ☐ **Skills checklist:** Assess each learner's development of specific fine motor skills and their ability to use the tools effectively.



Learning Activity 2: - Performing in play catching and throwing.

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Catching and throwing corner-** Create a corner with enough space where learners can practice throwing and catching balls back and forth.
- ☐ **Activity Zones:**
- ☐ **Throwing zone:** Set up a designated area where learners will practice throwing (from one side of the room to another).
- ☐ **Catching Zone:** Have learners practice catching in a different area or on one side of the room.
- ☐ **Practice Stations:** Create different stations for various throwing and catching techniques (underhand throwing, overhand throwing, two-handed catching and one-handed catching).

Outdoor Learning Environment:

- ☐ **Throwing and catching stations:** A setup of multiple throwing stations in different areas at the playground or play park, where learners practice various techniques (overhand, underhand, and sidearm).

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Balls, hula hoops, large baskets, frisbees and many others.
- ☐ **Visuals:** Skill breakdown diagrams, posters and charts.
- ☐ **Technological:** Demonstration videos and auditory cues.



Suggested Activity Process

- ☐ Learners to stand in a circle or a short distance away from each other.
- ☐ Learners throw the ball or beanbag to another child for them to catch.
- ☐ The receiver practices catching the ball with both hands.
- ☐ Once the learners become comfortable, increase the distance or try different methods such as throwing overheard or underhand.

- ☐ Learners can also throw and catch bean bags in pairs or small groups.
- ☐ Monitor the children's focus during each activity
- ☐ Thank the learners for participating.



Content Tip

The teacher should note that:

Throwing and catching activities play a fundamental role to young learners such as:

- ☐ **Fine motor development:** Catching and throwing activities help improve eye-hand coordination, fine motor skills and dexterity.
- ☐ **Physical development:** These activities promote physical development, balance and overall gross motor skills.
- ☐ **Enhances social skills:** it encourages social interaction, team work and communication among learners.
- ☐ **Boosts confidence and self- esteem:** Mastering, catching and throwing skills can enhance a learner's confidence and self-esteem.
- ☐ **Develops problem solving skills:** These activities encourage learners to think critically and develop problem solving-skills such as judging distance and timing catches.
- ☐ **Fosters physical activity and exercise:** play catching and throwing activities promote physical activity, exercise and a healthy life style.
- ☐ **Prepares learners for sports and games:** These activities lay a foundation for various sports and games such as basketball, soccer and tennis.



Assessment Strategies

- ☐ **Question and Answer:** Ask questions to assess the learners' understanding of the concepts and basic rules of throwing and catching.
- ☐ **Observation:** Observe learners' ability to predict where the ball will land, adjust their body positions and catch correctly.
- ☐ **Practical Demonstration:** Assess learners' ability to throw with both underhand and overhand techniques, catch with both hands, and demonstrate proper form with a partner.



Learning Activity 3: Practicing kicking a stationary ball, roll a ball.

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Kicking zone:** Mark a clear "kick zone" where learners will stand to practice kicking the ball.
- ☐ **Rolling zone:** Mark a clear rolling area where learners can practice rolling the ball in different directions

Outdoor Learning Environment:

- ☐ **Kicking zone:** Mark a clear “kick zone” where learners will stand to practice kicking the ball.
- ☐ **Rolling zone:** Mark a clear rolling area where students can practice rolling the ball in different directions.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Balls (various types), cones and markers, mats or soft flooring, bibs or team jerseys.
- ☐ **Visuals:** Instructional posters or diagrams
- ☐ **Technological:** demonstration videos of correct kicking and rolling techniques.



Suggested Activity Process

- ☐ Learners to perform warm up activities.
- ☐ Provide various types of balls, which learners can use for demonstration.
- ☐ Ask learners to freely kick and roll the balls.
- ☐ Demonstrate the correct way of kicking and rolling the ball.
- ☐ Learners to kick and roll the balls correctly.
- ☐ Explain to the learners the activity kicking the stationed ball and rolling it
- ☐ Set up a goal area using cones or small containers
- ☐ Have the learners take turns playing as goalkeepers and blocking the ball from the entering the goal.
- ☐ Guide the learners to use both hands to roll the ball within marked rolling lanes.
- ☐ Acknowledge the learners for participating in rolling and kicking.



Content Tip

The teacher should note that:

Practicing kicking a stationary ball and rolling a ball play numerous roles to the learners as well as teachers by improving;

- ☐ **Gross motor skills:** It helps improve balance, coordination and overall gross motor skills.
- ☐ **Leg strength and power:** kicking a stationary ball helps develop leg strength and power.
- ☐ **Timing and accuracy:** It help improve timing and accuracy, develop gross motor skills and helps improve balance, coordination and overall gross motor skills.
- ☐ Rolling a ball helps develop eye-hand coordination and timing, it also helps develop in fine motor skills such as grasping and releasing.
- ☐ Rolling and kicking a stationary ball improves physical fitness and cardiovascular, endurance, balance and overall physical fitness.
- ☐ These activities help develop fundamental movement skills, such as kicking, throwing and catching.
- ☐ Enhances coordination and improves balance, boosts confidence and self- esteem. Mastering these skills can enhance a learner’s confidence and self-esteem.
- ☐ Rolling and kicking a ball are essential skills for main sport and games, such as soccer, basketball and tennis.



Assessment Strategies

- ☐ **Question and answer:** Assess learners' knowledge of techniques used in kicking and rolling the ball.
- ☐ **Observation:** Observe and assess learners' focus, coordination and participation during the kicking and rolling game.
- ☐ **Practical demonstration:** Assess learners' ability to kick and roll the ball.

Expected standard: Eye-hand and eye-foot coordination skills developed successfully.

0.1.2.3 Sub-Topic: Fine motor skills development

Fine motor skills refer to the ability to control small muscle movements, particularly in the hands and fingers that are essential for tasks like writing, drawing, cutting and threading. Developing these skills is crucial as they lay a foundation for academic and daily life activities.

Specific competence: Develop fine motor skills



Learning Activity 1: Arranging objects according to their classification

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Interactive station:** Set up a space with assorted objects.
- ☐ **Game zone:** Display memory cards with pictures of objects and corresponding categories.
- ☐ **Block area:** Set assorted coloured blocks or objects for sorting.

Outdoor Learning Environment:

- ☐ **Nature Corner:** Arrange natural things from the surrounding like trees, plants, rocks, wood, stones, soil, plastic and natural objects to teach classification.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Plastic cup, metal spoon, cloth napkin, wooden or plastic blocks, coloured balls, papers, toys, trays or containers for sorting
- ☐ **Visuals:** Posters, labels, sorting worksheets, picture books.
- ☐ **Technological:** Interactive whiteboards or projectors, virtual reality (VR) simulations, Audio recordings, songs and rhymes.



Suggested Activity Process

- ☐ Display a variety of materials with clear attributes (buttons, blocks, toys and many others).
- ☐ Learners to explore the displayed materials.
- ☐ Give instructions and demonstrate the activity by showing learners how to classify a set of objects.
- ☐ Conduct a guided practice and learners to sort by color, shape, size, type.
- ☐ Learners to independently or in pairs explore the classification activity.

- ☐ Reflect and discuss on the learners' experiences and commend effort.
- ☐ Wrap-up with some calming activities and clean up.



Content Tip

The teacher should note that:

Classification and grouping activity offer a number of skills to the learners:

- ☐ **Develops critical thinking:** Helps learners develop critical thinking skills such as analysing, evaluating and making connections between objects.
- ☐ **Improves problem- solving such as:** Identifying patterns, making decisions and finding solutions
- ☐ **Enhances cognitive flexibly such as:** adapting to new information, switching between categories and adjusting to changing circumstances.
- ☐ **Supports learning and memory such as:** organising information, retaining knowledge and recalling categories.
- ☐ **Develops fine motor skills:** It develops fine motor skills in learners while performing daily tasks independently and confidently.
- ☐ **Improves hand-eye coordination:** Strengthens the connection between what the eyes see and how the hands respond.
- ☐ **Prepares for writing and drawing:** Builds the foundational control needed for pencil grip and letter formation.
- ☐ **Boosts cognitive development:** Enhances attention to detail, organization, and problem-solving skills.
- ☐ **Supports independence:** Enables learners to perform self-care tasks like zipping, tying, and feeding themselves.
- ☐ **Encourages focus and concentration:** Activities that require small, precise movements also improve patience and mental focus.
- ☐ **Finger dexterity:** The repetitive motion of placing objects into categories improves finger movement and flexibility.



Assessment Strategies

- ☐ **Question and answer:** Ask questions to assess learners' knowledge of classification by evaluating their ability to describe the attributes (color, size, shape, material) of objects.
- ☐ **Observation:** Observe how learners apply analytical thinking to categorise objects, paying attention to whether they can switch between different attributes, such as size, color, shape, and material.
- ☐ **Practical demonstration:** Assess learners' ability to apply sorting techniques independently by observing whether they can follow the sorting rules demonstrated during guided practice without assistance.



Learning activity 2: Scooping, filling and emptying (sand, water)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Sensory station:** Setup a sensory area or mini sandbox filled with sand or water, placed at a low height.
- ☐ **Reflection corner:** Setup a quiet circle area with soft mats where learners can discuss what they experienced.

Outdoor Learning Environment:

- ☐ **Sand and water area:** Setup a sand area or water area under a shade in the playground with scooping tools readily accessible.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Cups, spoons, small buckets, funnels, containers and many others
- ☐ **Natural objects:** Sand and water
- ☐ **Visuals:** Posters or flashcards showing how to scoop, fill and empty using the proper hand movements.



Suggested Activity Process

- ☐ Perform hand flexing exercise
- ☐ Display materials used for scooping, filling and emptying.
- ☐ Learners to explore and choose their own tools for scooping, filling and emptying.
- ☐ Discuss how to put water or sand in different containers.
- ☐ Show posters or flashcards showing how to scoop, fill and empty using the proper hand movements.
- ☐ Learners to experiment with different methods of scooping, filling and emptying.
- ☐ Learners to practice the process with assistance, experimenting with different techniques.
- ☐ Compliment learners for their participation, end with a gentle stretching or calming song to relax the group.



Content Tip

The teacher should note that engaging learners in activities such as scooping, filling, and emptying materials like sand and water fosters the development of several key competencies:

- ☐ **Fine motor skills:** Manipulating tools like scoops and containers enhances hand and finger strength, dexterity, and coordination, which are essential for tasks such as writing and buttoning clothes.
- ☐ **Hand-eye coordination and bilateral coordination:** These activities require learners to coordinate their hand movements with visual input, improving their ability to perform tasks that involve simultaneous use of both hands, such as holding a container steady while pouring.

- ❑ **Cognitive development:** Learners learn concepts of cause and effect, problem-solving, and spatial awareness by observing how materials behave when poured or transferred between containers.
- ❑ **Mathematical understanding:** Through filling and emptying containers, children explore concepts like volume, capacity, and measurement, and develop descriptive language related to quantity (e.g., full, empty, half-full).
- ❑ **Sensory exploration:** Handling materials with varying textures and properties, such as wet and dry sand, enhances tactile awareness and sensory processing skills.
- ❑ **Language development:** Discussing their actions and observations during these activities helps learners expand their vocabulary and improve communication skills.



Assessment Strategies

- ❑ **Question and answer:** Ask learners questions to assess their knowledge of different scooping activities.
- ❑ **Observation:** Observe how each learner selects and uses scooping and pouring tools.
- ❑ **Practical skills demonstration:** Assess learners as they demonstrate a complete cycle of scooping, filling, and emptying, noting their choice of tools, control and ability to follow steps.



Learning Activity 3: Performing self-help skills (toileting, zipping, dressing, buttoning and lacing)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ❑ **Self-help skills board:** Create skill board or sheet with assorted buttoning, fasteners, zippers, lacing and many others.
- ❑ **Lacing Station:** A display of lacing items such as, lacing shoes, lacing dolls, lacing cards, practice mats, lacing boards or cards with large holes and strings or shoelaces,
- ❑ **Dressing Corner:** A display of basic garments like shirts, pants, socks and shoes, for learners to independently put on and take off clothes and dressing frames.
- ❑ **Child-sized toilet and equipment:** Organize child-sized toilets with hand washing facilities.

Outdoor Learning Environment:

- ❑ **Portable Toilets:** Setup age appropriate portable toilets and hand washing equipment.
- ❑ **Outdoor Clothing:** Create a dressing station with materials such as jackets, raincoats, hats and mittens.

Suggested Teaching and Learning Materials

- ❑ **Real objects:** Zipper boards, clothing with zippers, dressing frames, doll clothes, button boards, large button clothes, dolls, pretend toilets, hand washing stations, shoes, laces and many others.
- ❑ **Visuals:** Charts with step-by-step pictures showing self-help skills such as buttoning, zipping and many others. Routine posters, action flash cards and toileting flashcards.

- ❑ **Technological:** Virtual Reality (VR) simulations-programs designed to simulate self-help scenarios. Short, instructional videos, YouTube tutorials.



Suggested Activity Process

- ❑ Sing a song or rhyme related to self-help routines to the tune 'This is the way we wash our hands'.
- ❑ Briefly discuss how they prepare themselves before coming to school.
- ❑ Display a range of self-help materials such as practice zipper boards, clothing with zippers, dressing frames, doll clothes, button boards, buttoned clothes, dolls, pretend toilets, hand washing stations, shoes and laces.
- ❑ Learners to explore the displayed materials.
- ❑ Demonstrate each self-help skills (toileting, zipping, dressing, buttoning and lacing) slowly, emphasizing hand movements.
- ❑ Assist children as they attempt each skill, providing feedback.
- ❑ Encourage learners to perform tasks on their own.
- ❑ Complement the learners for their effort.



Content Tip

The teacher should note that:

Self-help activities are everyday personal care tasks that learners gradually learn to perform on their own, contributing significantly to their independence, confidence, and overall development. These activities offer the following benefits:

- ❑ Self-reliance and self-confidence in young learners. These activities encourage learners to take care of themselves, their belongings and their environment. They promote independence by encouraging learners to take care of themselves and their belongings.
- ❑ Develops self-confidence by helping learners to feel more confident and capable of completing tasks. Self-help activities enhance fine motor skills such as using utensils and tying shoe laces.
- ❑ Fosters responsibility encouraging learners to take responsibility for their actions and belongings. These activities also prepare learners for future skills laying a foundation for more complex skills such as cooking and cleaning.
- ❑ These habits lay the foundation for healthy living practices: Improves Social Readiness cchildren who can manage their self-help tasks are better prepared for school settings.
- ❑ Self-help skills like toileting, zipping, dressing, buttoning, and lacing are more than just daily tasks- they are building blocks for lifelong independence, physical development, and emotional well-being.



Assessment Strategies

- ❑ **Question and answer:** Assess learners' questions to gauge their knowledge of the importance of self-help skills.
- ❑ **Observation:** Observe how learners handle tasks like buttoning, zipping, or washing hands.

- ☐ **Practical demonstration:** Assess learners' as they demonstrate their ability to perform different self-help skills
- ☐ **Checklist:** Assess learners' ability to perform self-help skills by setting up specific stations like buttoning, zipping, and dressing, washing hands and observing them as they attempt each task.

Expected standard: Fine motor skills developed accordingly



Summary

Performing self-help skills helps to;

- ☐ Improves gross motor skills (such as running, jumping, balancing)
- ☐ Enhances fine motor skills (like writing, cutting, grasping small objects)
- ☐ Supports physical health and overall fitness
- ☐ Builds coordination, strength, and flexibility
- ☐ Encourages active play vital for emotional and mental development
- ☐ Boosts self-confidence through movement-based success
- ☐ Lays a foundation for future skills in sports, arts, and daily tasks.

0.1.3 TOPIC:**CRAFTS****Introduction**

Craft refers to hands-on creative activities where learners engage in making something with their hands, using basic materials like paper, scissors, glue, crayons, fabric or clay.

Craft activities are designed to stimulate imagination and creativity while also supporting the development of various skills like problem solving, eye-hand coordination, confidence and self-esteem.

This topic covers two subtopics titled patterns and weaving, this consists of identifying materials used to print patterns, sorting materials used for printing patterns, printing simple patterns using different media, making simple pictures/ patterns using collage and mosaic and weaving threads and paper strips.

General Competences

Collaboration:	Demonstrate ability to share different materials as they create different artifacts.
Communication:	Express oneself using different craft materials.
Creativity and innovation:	Demonstrate ability to create different artifacts by using different patterns and weaves.
Critical thinking:	Identifying and sorting different types of materials for printing patterns and weaving.
Entrepreneurship:	Demonstrate the ability to participate in simple entrepreneurial activities by selling artifacts made and saving money.
Environmental sustainability:	Demonstrate skills to use different waste to form different weaved materials and different patterns.

Hook

Your friends loves playing with blocks! They want to build a tall tower, but they need your help. They have blocks of different colors: red, blue, red, blue. They want to keep building, but are not sure what color comes next.

Can you help them?

- What color block comes next?
- Why do you think that color comes next?
- Can you help them build the tower?

**Key Terms**

Pattern – A repeated design or sequence of elements that follow a specific order, like colors, shapes or numbers.

Sequence – The order in which things occur, often used when talking about repeating patterns.

Repetition – The action of repeating something in a pattern, like repeating a color or shape

Shape – The form or outline of an object, used in creating visual patterns (such as, circle, square, triangle).

Thread/Fiber – The individual strands of material used to create a woven fabric.

Weaving – The process of interlacing threads or fibers to create fabric or textile patterns.

Loom - A machine or frame used for weaving fabric. There are different types of looms, including hand looms, frame looms, and mechanical looms, depending on the scale of weaving and complexity of designs.

0.1.3.1 Subtopic: **Patterns**

Patterns refers to a repeated or regular arrangement of elements, shapes or events. It is a decorative arrangement of shapes, colors or motifs that repeat in a predictable manner, like a floral print on fabric or tiles arranged in a specific way. Patterns are foundational elements that support cognitive growth, creativity, problem-solving and even social-emotional development. By understanding and creating patterns, learners gain a deeper understanding of the world around them and develop essential skills that will benefit them throughout their education and beyond.

Specific competence: Develop various locomotor skills.



Learning Activity 1: Identifying materials used to print patterns (water colours, crayons, paint brushes, Potato cut, cassava, banana fibre, sponge, hands and feet...)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Print-making station:** Display various print materials for learners to explore such as fabric, paper, sponges, stamps and rollers, include materials like leaves, cardboard and different textured surfaces and personal protective equipment (PPE).
- ☐ **Material identification area:** Setup various materials used in printmaking such as sponges, stamps, rollers and fabric.

Outdoor Learning Environment:

- ☐ **Pattern exploration area:** Display various patterns materials such as papers, stamps, ink, paint, blocks and stencils, sponges, textured materials, natural materials and digital tools.
- ☐ **Nature printmaking station:** Display natural materials such as leaves, flowers, stones, bark or twigs and many more
- ☐ **Pattern exploration:** Create a Large printing area where learners can work together on large rolls of paper and natural objects.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Pattern blocks, counting cubes, buttons, colored paper strips, stamps, textured objects, leaves, fabric swatch, sponges, colored beads and many other.
- ☐ **Visuals:** Worksheets with patterns, charts or posters with examples of patterns
- ☐ **Technological:** Smart board, colored pencils or markers, audio-visual, short video about patterns.



Suggested Activity Process

- ☐ Display various printing materials such as fabric, paper, sponges, stamps and rollers, leaves, cardboard and different textured surfaces.
- ☐ Learners to explore the displayed materials and identify them.
- ☐ Identify different displayed materials correctly.
- ☐ Put learners in pairs or groups and assign each group a set of printing materials.
- ☐ Learners to identify the materials they have been given.
- ☐ Reflect the different materials used for printing patterns and let them reflect on their favorite material.
- ☐ Appreciate learners' participation.



Content Tip

The teacher should note that:

- ☐ Teaching of craft activities play a vital role in the cognitive, emotional and social development of learners.
- ☐ Craft activities help learners develop skills such as fine motor skills, eye-hand coordination, critical thinking, self-esteem and problem solving.
- ☐ Crafts activities fosters creativity and imagination, exploring new ideas and expressing themselves. It also teaches learners the value of patience, perseverance, attention and confidence.



Assessment Strategies

- ☐ **Question and answer:** Assess learners' knowledge of different materials used for printing patterns.
- ☐ **Observation:** Observe how learners use the printing materials while exploring patterns.
- ☐ **Practical demonstration:** Assess learners as they demonstrate their ability to use materials to make prints.



Learning Activity 2: Sorting materials used for printing patterns

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Shape sorting and printing area:** Display various shapes and printing materials such as pattern blocks, square, triangle, circle, stars, colored ink pads and many more.
- ☐ **Texture sorting and printing area:** Display materials such as sponge shapes, fabric swatches, bubble wrap, textured rollers, leaves, pinecones and many more
- ☐ **Color sorting and printing area:** Setup materials such as buttons, beads, foam pieces in various colours and many more.

Outdoor Learning Environment:

- ☐ **Nature sorting station:** Display various natural materials such as leaves, flowers, pinecones, stones, barks and twigs.
- ☐ **Interactive sorting and sensory area:** Set up sensory tables filled with different textures such as sand, dirt, fabric or natural materials.
- ☐ **Natural materials for sorting and printing:** Display materials such as Leaves, flowers, seeds, pinecones, small rocks and many more.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Pattern blocks, square, triangle, circle, stamps with shapes, stars, hearts, coloured ink pads, sponge shapes, fabric swatches, bubble wrap, textured rollers, leaves, pinecones, flowers, seeds, small rocks, buttons, beads, foam pieces in various colours and coloured yarn.
- ☐ **Visuals:** Pattern posters/charts, flash cards, printed work sheets and books with patterns.
- ☐ **Technological:** Smartboard or interactive whiteboard, pattern apps and websites, educational videos and many more.

**Suggested Activity Process**

- ☐ Display various printing materials such as fabric, paper, sponges, stamps and rollers, leaves, cardboard and different textured surfaces.
- ☐ Learners to explore the displayed materials and identify them.
- ☐ Prepare the sorting mats or trays with labels or cards with material.
- ☐ Demonstrate how to sort printing materials into its corresponding category.
- ☐ Learners to practise sorting printing materials by putting them into corresponding category such as natural materials and man-made materials respectively.
- ☐ Learners to play a sorting game.
- ☐ Encourage learners to use their fine motor skills to pick up and place each material into its correct category.
- ☐ Learners to share things they learned about the materials used for printing patterns.
- ☐ Appreciate learner's participation.

**Content Tip**

The teacher should note that:

Sorting activity is important in printing patterns because it helps learners to develop critical thinking skills, help them analyze the attribute of different materials such as textures, shape and size.

- ☐ It enhances problem solving skills which requires learners to categorize materials into different groups, promoting problem-solving skills.
- ☐ Sorting skills helps learner in decision making, learners must make decisions about which materials belong together and why.
- ☐ It fosters fine-motor skills and eye-hand coordination as it involves handling different materials as they practice placing materials into specific categories refining their fine motor skills.

- ☐ Sorting activities encourages creativity and exploration in learners as they experiment different materials exploring their textures, shapes and sizes.
- ☐ Sorting activity may also help learners discover new uses of materials promoting creativity and innovations. It prepares learners for printing pattern activities, understanding material properties of different materials essential for printing pattern activities.
- ☐ Sorting activity will help the learners in the selection of appropriate materials as they learn to select the most suitable materials for printing patterns based on their attributes and properties.
- ☐ Sorting activity helps learners in math vocabulary such as big, little, same and different. It also helps to develop math concepts such as sorting, categorizing and classification.



Assessment Strategies

- ☐ **Question and answer:** Assess learner's knowledge of materials used for printing patterns.
- ☐ **Observation:** Observe learners as they categorize materials based on specific attributes.
- ☐ **Practical demonstration:** Assess how learners handle the materials during the sorting process, noting whether they carefully pick up and place items according to attributes.



Learning Activity 3: Printing simple patterns using different media (Water colours, crayons, paint brushes, potato cut, banana fibre, leaf, sponge, feet and hand...)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Stamping corner:** A display of sponges, rubber stamps, foam shapes, bottle caps or simple objects such as toy cars, leaves or coins.
- ☐ **Roller printing corner:** A display of rolling pins, textured mats or foam rollers.
- ☐ **Stenciling corner:** A display of simple cut-out stencils such as, shapes, animals, letters, sponges or paint brushes.
- ☐ **Texture printing corner:** A display of different textured surfaces such as fabric, lace, sandpaper, bubble wrap and many others.

Outdoor Learning Environment:

- ☐ **Nature printing corner:** A display of leaves, flowers, twigs or textured natural materials and many more.
- ☐ **Hand and footprint corner:** A display of non-toxic paint and large sheets of paper.
- ☐ **Stamping corner:** A display of sponges, rubber stamps, foam shapes, bottle caps, or simple objects such as toy cars, leaves and many others.
- ☐ **Stenciling corner:** A display of simple cut-out stencils such as shapes, animals, letters, sponges or paint brushes.
- ☐ **Texture printing corner:** A display of different textured surfaces such as fabric, lace, sandpaper, bubble wrap and many others.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Sponges, rubber stamps, foam shapes, bottle cap, rolling pins, textured mats, leaves, flowers, twigs, cut-out stencils such as shapes, animals, letters, sponges, or paint brushes, non-toxic paint and large sheets of paper and different textured surfaces.
- ☐ **Visuals:** Pattern charts and poster, step-by-step visual guides.
- ☐ **Technological:** Interactive pattern application software.



Suggested Activity Process

- ☐ Display various printed patterns.
- ☐ Learners to explore the displayed materials and identify the media used.
- ☐ Demonstrate how to use each media to create simple patterns such as dipping the potato cut in pint and stamping it onto the paper.
- ☐ Provide learners with a variety of printing media and paper.
- ☐ Learners to practice with different media creating their own unique patterns.
- ☐ Provide learners with paper and paints and have them create a printed pattern using their chosen medium.
- ☐ In pairs or group's learners to choose one media to create a simple pattern.
- ☐ Encourage learners to experiment with different colors and patterns.
- ☐ Learners to display printed patterns they have created.
- ☐ Acknowledge learners' participation.



Content Tip

Crafts activities are very important to early childhood learners as they save various purpose such as:

- ☐ Fine motor skills
- ☐ Critical thinking
- ☐ Self-esteem and problem solving
- ☐ Help learners to become more organized, observant and confident
- ☐ Preparing them for more structured learning experiences



Assessment Strategies

- ☐ **Checklist:** Assess learners' ability to print patterns using different materials.
- ☐ **Observation:** Observe learners as they explore different printing methods using different materials.
- ☐ **Practical demonstration:** Assess how learners select materials and create patterns, noting their fine motor skills, creativity, experimentation



Learning Activity 4: Making simple pictures/ patterns using collage and mosaic (locally available materials)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Collage creation corner:** A display of paper cutouts such as shapes, animals, letters, tissue paper, magazine clippings, fabric scraps, dry banana stems, grass, buttons, glitter, ribbons, glue sticks, scissors, large sheets of construction paper or cardboard.
- ☐ **Mosaic design corner:** A setup of small coloured paper squares or foam shapes/ cardboard, coloured tiles, big beads, seeds, sand, glass gems, stones, grass, glue, cardstock or sturdy paper.
- ☐ **Digital collage corner (Tech corner):** Setup of tablets or computers with collage application software or programs, printer.

Outdoor Learning Environment:

- ☐ **Nature collage station:** A display of leaves, flowers, twigs, seeds, sand, rocks, feathers, glue, large pieces of paper or cardboard.
- ☐ **Collage creation corner:** A display of paper cutouts such as shapes, animals, letters, tissue paper, magazine clippings, fabric scraps, dry banana stems, grass, buttons, glitter, ribbons, glue sticks, scissors, and large sheets of construction paper or cardboard.
- ☐ **Mosaic design corner:** A setup of small coloured paper squares or foam shapes/ cardboard, coloured tiles, big beads, seeds, sand, glass gems, stones, grass, glue, cardstock or sturdy paper.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Paper and cardstock, paper scraps, magazine cuttings, fabric pieces, buttons, cotton balls, small pieces of coloured paper, foam tiles, beads, glass gems, or small stones, non-toxic glue paper, magazine clippings, fabric scraps, dry banana stems, grass, buttons, glitter, ribbons, glue sticks, scissors or cardboard and many others.
- ☐ **Visuals:** Posters showing patterns, collage, step-by-step process charts, templates and stencils.
- ☐ **Technological:** Interactive application software for collage or mosaic creation, digital projector or smart board, animated videos.



Suggested Activity Process

- ☐ Show learners examples of collage and mosaic artwork and ask if they can identify the materials used.
- ☐ Provide materials for making collage and mosaic activity.
- ☐ Learners to make collage and mosaic.
- ☐ Demonstrate making a collage and mosaic.
- ☐ Introduce the concept of collage and mosaic,
- ☐ Learners to create simple mosaic using the given materials.

- ☐ Learners to experiment with different patterns and design.
- ☐ Learners share things they learned about the collage and mosaic and the materials involved.
- ☐ Display the learner's artwork in the classroom.
- ☐ Acknowledge the learners' efforts.



Content Tip

The importance of making simple pictures / patterns using collage and mosaic

- ☐ It provides hands-on learning experience.
- ☐ It promotes creativity, environmental awareness, motor development, and social interactionn, and also allows the early childhood to create beautiful and meaningful art pieces while supporting multiple areas of development.
- ☐ The activity help learners develop a deeper appreciation for art and their surrounding and these from simple pieces, great patterns are made and so are great minds natured.



Assessment Strategies

- ☐ **Question and answer:** Ask learners questions to assess their knowledge of patterns.
- ☐ **Observation:** Observe how learners choose and arrange materials when creating a collage and mosaic.
- ☐ **Practical demonstration:** Assess learners' ability to cut, glue and arrange materials to create patterns.

Expected standard: Simple patterns made accordingly.

0.1.3.2 Subtopic: Weaving

Weaving is a creative and hands-on art form that involves interlacing threads, yarns, or other materials to create fabric, patterns, or textured designs. This process not only allows for artistic expression but also enhances fine motor skills, spatial awareness, and understanding of patterns. By exploring weaving, learners can learn about structure, rhythm, and symmetry while developing their creativity and problem-solving abilities.

Specific competence: Weave different items



Learning Activity 1: Weaving threads and paper strips (dolls hair, making paper mats...)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Paper weaving:** Display of various types of paper with a variety of colours (plain paper, manila paper) scissors, non-toxic glue, pre-cut strips of paper for weaving.
- ☐ **Thread weaving:** A display of small cardboard pieces, clothes yarn/cotton/thread in a variety of colours.

Outdoor Learning Environment:

- ☐ **Natural material weaving:** A display of twigs or sticks, strips of fabric, leaves, flower petals, or strips of paper, string or thread.
- ☐ **Paper weaving:** Display of various types of paper with a variety of colours, scissors, non-toxic glue, pre-cut strips of paper for weaving.
- ☐ **Thread weaving:** A display of small cardboard pieces, yarn/cotton in a variety of colours.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Weaving looms, yarn or thread, scissors, non-toxic glue, pre-cut strips, twigs or sticks, strips of fabric, leaves, flower petals and many others.
- ☐ **Visuals:** Books on weaving techniques, step-by-step guides.
- ☐ **Technological:** Videos or slideshows showing the different weaving techniques.



Suggested Activity Process

- ☐ Display examples of woven fabrics or mats.
- ☐ Provide learners with paper strips, scissors and glue
- ☐ Learners to explore different patterns and designs.
- ☐ Demonstrate weaving yarn or threads.
- ☐ Learners to experiment with different patterns and designs.
- ☐ Gather the learners together and review their woven creations.
- ☐ Ask the learners to share things they learned about weaving and its applications.
- ☐ Display the learners' woven creations in the classroom.
- ☐ Acknowledge their efforts



Content Tip

The teacher should note that engaging learners in activities such as scooping, filling, and emptying materials like sand and water fosters the development of several key competencies:

- ☐ Physical, cognitive, social, emotional and creative development. It helps in developing problem-solving skills as it requires learners to think critically and solve problems such as how to create a specific pattern.
- ☐ Weaving enhances spatial awareness by helping learners understand spatial relationships and how to manipulate objects in space. It improves memory and concentration as it requires them to remember patterns and sequences improving their memory and concentration skills.

- ☐ Weaving helps in fine motor skills, fosters creativity and self-expression, it also helps the learners develop the basic math concepts such as patterns, sequencing and geometry.
- ☐ Weaving builds cultural awareness and appreciates cultural heritage and indigenous skills. It enhances sensory exploration, learning experience and tactile learning.
- ☐ It boosts self-esteem and achievement, supports communication and team work if done in a group.
- ☐ Every woven strand teaches patience, precision and purpose.



Assessment Strategies

- ☐ **Checklist:** Assess learners' knowledge of weaving by observing their ability to identify materials, recognise patterns, follow instructions and experiment with designs.
- ☐ **Observation:** Observe how learners solve problems when creating their own patterns.
- ☐ **Practical demonstration:** Assess learners as they demonstrate the physical skill of weaving, such as threading yarn through a loom or gluing paper strips to create a woven design, paying attention to how they hold materials and guide threads.

Expected standard: Different items wove accordingly



Summary

Weaving threads and paper strips;

- ☐ Stimulates creativity and imagination
- ☐ Develops fine motor control through hands-on activities
- ☐ Encourages self-expression and emotional development
- ☐ Improves focus, concentration, and patience
- ☐ Enhances problem-solving and planning abilities
- ☐ Promotes cultural appreciation and social interaction
- ☐ Provides a sense of achievement and pride in completed work

0.1.4 TOPIC:**MUSIC AND DANCES****Introduction**

Music involves sound organized in time and is typically made up of elements like melody, rhythm, harmony and dynamics. It can be created using a wide range of instruments (such as guitars, drums, or violins) or through the human voice (singing). Dance is the movement of the body, often in time with music, and serves as an expression of emotion, culture and identity. Music sets the tone and rhythm for the movement of dance, while dance can bring music to life through the physical representation of its beats, melodies and emotions.

Music and dances provide a range of cognitive, physical, social, and emotional benefits that are crucial during the early years of life. These activities not only help learners grow physically and cognitively, but they also enhance their social, emotional, and creative abilities.

This topic covers one subtopic which is Music and Dance. Activities covered are imitating different musical sounds, singing familiar songs, singing and responding to rhythm, melody and sound and performing different dancing styles.

General Competences

Collaboration	Demonstrate ability to engage with others as they play different musical instruments.
Communication	Express oneself through songs and dances.
Critical thinking	Demonstrate ability to follow rhythmic activities, body balance and control.

Hook**The Wiggle Worm's Dance Party**

The Wiggle Worm wants to throw a big dance party, but she doesn't know which dance moves go with the music. The music is playing, but the dance moves are all mixed up! Can you help her find the right moves to match the songs? (Teacher plays music) Let's wiggle, jump, and spin our way to the perfect dance moves and throw the best party ever!"

**Key Terms**

Beat: The steady pulse in music that you can tap your foot to.

Rhythm: The pattern of beats or sounds in music, how long or short a note lasts, or how fast or slow the music moves.

Step: A single movement made with the feet, usually part of a bigger dance sequence.

Move: The action or gesture made with the body, such as turning, jumping or waving.

Pose: A position held in dance, often for a moment to emphasize a specific look or action.

Spin: A circular movement where you turn your body around.

Formation: The arrangement of people or dancers in a space during a performance or practice

Tempo: The speed of the music-whether it's fast, slow or somewhere in between.

Melody: A sequence of notes that make up a song or tune. It's the part of the music you can often sing or hum.

Instrument: A tool used to make music, like a guitar, piano or drum.

Clap: To make a rhythmic sound by striking your hands together, often used to keep time with music.

Sync: The act of being in time with the music or with a partner, meaning your movements match the rhythm and tempo.

0.1.4.1 Subtopic: **Rhythm and Movement**

Rhythm and **movement** are concepts often used in the context of music, art, dance and other forms of expression. Rhythm refers to the pattern of sounds and silences in time, typically organized into beats and measures and movement refers to the physical act of changing position or posture by the body (in dance). The two concepts are in early childhood development as they foster creativity, coordination, self-expression, while enhancing their physical, cognitive, social, and emotional growth.

Specific competence: Perform rhythm and movement



Learning Activity 1: Demonstrating controlling and balancing of their body (rhythm, clapping, simple dance, jumping...)

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Activity stations:** Rhythm and clapping station, balance and controlled movements station, jumping pattern station and simple dance movement station.

Outdoor Learning Environment

- ☐ **Clear open area:** A display of music player, hula hoops or cones, soft mats, markers such as ashes, chalk, lime, sticks and many others.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Display of percussion instruments, rhythm sticks/claves, hand drums/drum sets, ribbons, scarves, hula hoops, ropes many others.
- ☐ **Visuals:** Flash cards with symbols and many others.
- ☐ **Technological:** Music player and speakers, drumbeat or metronome application software, rhythm tracks, videos and tutorials.



Suggested Activity Process

- ☐ Learners to freely explore how their bodies move (spin, tiptoe, hop, freeze).
- ☐ Show learners different ways they can move their bodies such as clapping, jumping or simple dance accompanied by the rhythm.
- ☐ Learners to use simple body percussion patterns to create their own movement rhythm such as clap-jump-spin.
- ☐ Learners in groups to perform dance patterns and cheer each other on.
- ☐ Encourage deep breathing as they move to help them relax wind down.
- ☐ Learners to share how they felt when performing the activities.
- ☐ Acknowledge their efforts.



Content Tip

Teaching controlling and balancing of a learner's body through rhythm, clapping, simple dance, and jumping activities is crucial for learners' overall development. These activities help to;

- ☐ **Develops gross motor skills:** Activities like jumping, dancing, and clapping help learners develop their gross motor skills, including coordination, balance, and overall physical fitness.
- ☐ **Improves balance and coordination:** Simple dance and movement activities enhance learners' balance and coordination, reducing the risk of injuries and promoting overall physical fitness.
- ☐ **Develops rhythm and timing:** Activities like clapping and dancing help learners develop their sense of rhythm and timing, essential skills for music and movement.
- ☐ **Develops self-awareness and self-regulation:** Controlling and balancing their body through movement activities helps learners develop self-awareness and self-regulation, essential skills for emotional intelligence.



Assessment Strategies

- ☐ **Question and answer:** Assess learners' knowledge of body control and balance.
- ☐ **Observation:** Observe how learners follow instructions and move during activities like jumping or dancing.
- ☐ **Practical demonstration:** Assess learners as they do movements like jumping and dancing to see how they balance, coordinate, and stay in rhythm.



Learning Activity 2: Practice control and balance of the body.

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Balance beam corner:** Setup a low, soft balance beam on the floor or use various materials to create a straight line for balance practice.
- ☐ **Jumping and hopping corner:** Set up obstacle courses with stepping stones, cushions or blocks that encourage hopping, jumping or alternating feet.
- ☐ **Dancing and movement corner:** Setup an area where learners can play dancing and moving games.

Outdoor Learning Environment

- ☐ **Nature balance trail:** Setup an area with logs, tree stumps or large flat rocks.
- ☐ **Hopscotch station:** Draw a large hopscotch pattern on the ground using chalk, sticks, lime and many others or use a pre-made hopscotch mat.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Balance beams, hula hoops, cushion and soft mats, balls, jump ropes, scarves, ribbons, hopscotch mat and many others.
- ☐ **Visuals:** Flashcards with movement illustration and balance and movement charts.
- ☐ **Technological:** Music and rhythm tracks, metronome or drumbeat application software, interactive dance application software or videos.



Suggested Activity Process

- ☐ Learners to freely practice different ways to balance their bodies such as standing on one foot, walking on a line or hopping on one leg.
- ☐ Demonstrate simple balancing postures such as standing on one foot for a few seconds using arms to help stabilize or walking slowly on a line.
- ☐ Learners to choose and participate in movement stations that allow them to control their body through balancing, jumping or dancing activities.
- ☐ Learners to demonstrate body control by adjusting their posture or movements to stay steady and balanced during play.
- ☐ Learners to follow simple body cues such as stretching arms out, bending knees to support balance.
- ☐ Learners share what they found fun, challenging, or exciting about the activity
- ☐ Commend learners for their effort.



Content Tip

The teacher should note that:

Teaching learners to practice control and balance of their body is essential for their overall development, safety, and future success. These activities help to;

- ☐ Develops gross motor skills: Practicing control and balance helps learners develop their gross motor skills, including coordination, balance, and overall physical fitness.
- ☐ Reduces risk of injuries: Teaching learners to practice control and balance reduces the risk of injuries, as they learn to navigate their environment safely.
- ☐ Develops problem-solving skills: Practicing control and balance requires learners to think critically and develop problem-solving skills, essential for future academic and professional success.
- ☐ Develops self-awareness and self-regulation: Practicing control and balance helps learners develop self-awareness and self-regulation, essential skills for emotional intelligence.
- ☐ Prepares for future sports and physical activities: Teaching learners to practice control and balance prepares them for future sports and physical activities, promoting lifelong physical fitness and health.



Assessment Strategies

- ☐ **Question and answer:** Ask learners questions to assess their knowledge on controlling and balancing of the body.
- ☐ **Observation:** Assess learners' ability to think about their movements, make adjustments, and recognize improvements in balance and coordination.

- ❑ **Practical demonstration:** Assess learners as they demonstrate specific movements like jumping or balancing, offering feedback and guidance to help them refine their skills and improve their technique.



Learning Activity 3: Performing specific guided rhythmic activities (clapping, stomping...)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ❑ **Clapping and stomping corner:** Create a comfortable space with mats or soft flooring for learners to sit or stand. Set up a musical player and rhythm track or use a drum to guide clapping and stomping.
- ❑ **Instrument corner:** Provide a variety of small percussion instruments such as drums, tambourines, shakers, banjos, maracas and many others.

Outdoor Learning Environment:

- ❑ **Rhythm walking and stomping path:** Use chalk, ropes or other materials to mark a walking path on the ground. Include spaces where learners must stomp their feet, clap their hands, or perform a specific movement to match the rhythm (such as, “stomp three times, clap twice”).
- ❑ **Jumping and clapping rhythm station:** Set up an outdoor area with a designated space for jumping and clapping activities.
- ❑ **Nature rhythm exploration:** Use these natural materials for learners to explore different rhythms by tapping or clapping them together, elements like tree branches, leaves or rocks that can be tapped together to create sounds.

Suggested Teaching and Learning Materials

- ❑ **Real objects:** Tambourines, drums, maracas, castanets, branches, leaves, rocks, chalk, sticks, stones, limes, banjo, shakers, xylophones and many others.
- ❑ **Visuals:** Rhythm flashcards, music note posters and rhythm charts
- ❑ **Technological:** Music players or bluetooth speakers, rhythm application software, online music videos.



Suggested Activity Process

- ❑ Learners to explore and discover different rhythms through clapping, stomping, and tapping.
- ❑ Demonstrate simple rhythmic patterns such as ‘clap, clap, stomp, clap, stomp’
- ❑ Learners to use their hands, feet and body to create rhythms in response to music, drum beats and many other.
- ❑ Learners to participate actively in rhythm games such as freeze dance, rhythm trail or circle clapping.
- ❑ Learners to take turns being the rhythm leader and guide others in a chosen rhythmic pattern.
- ❑ In groups Learners to create and perform their own simple rhythmic patterns using instruments or natural objects.
- ❑ Learners to perform and share their rhythmic patterns.

- ☐ Learners to express how they felt during the rhythmic activity.
- ☐ Praise the learners for their efforts.



Content Tip

The teacher should note that:

Teaching performing specific guided rhythmic activities, such as clapping and stomping, to learners is essential for their cognitive, motor, and social development. These activities help

- ☐ **Develops rhythm and timing:** Guided rhythmic activities help learners develop their sense of rhythm and timing, essential skills for music and movement.
- ☐ **Develops gross motor skills:** Activities like stomping and clapping help learners develop their gross motor skills, including coordination, balance, and overall physical fitness.
- ☐ **Develops self-awareness and self-regulation:** Guided rhythmic activities help learners develop self-awareness and self-regulation, essential skills for emotional intelligence.
- ☐ **Prepares for future music and arts education:** Teaching guided rhythmic activities prepares learners for future music and arts education, including topics like rhythm, tempo, and beat.



Assessment Strategies

- ☐ **Question and answer:** Ask learners to identify and describe different rhythms and patterns, assessing their knowledge and listening skills.
- ☐ **Observation:** Observe learners' participation, noting their ability to follow rhythms, adapt to new patterns and collaborate with peers.
- ☐ **Practical demonstration:** Assess learners' ability to demonstrate rhythmic patterns using clapping, stomping or instruments, evaluating their coordination and creativity.



Learning Activity 4: Playing familiar musical instruments (drum, swift piano, guitar...)

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Percussion instrument corner:** Provide a variety of percussion instruments such as tambourines, maracas, small drums, guitars, shakers, banjos, kalimba, piano and many others.
- ☐ **Wind instrument discovery corner:** Provide child-friendly wind instruments such as recorders, kazoos, whistles, vuvuzela, harmonica, flute or small plastic horns.

Outdoor Learning Environment

- ☐ **Outdoor percussion circle:** Arrange a circle of outdoor percussion instruments like hand drums, tambourines, maracas, and rain sticks, stones, leaves or plastic buckets,
- ☐ **Wind Instrument Exploration Outdoors:** Provide child-friendly wind instruments such as recorders, kazoos, whistles, vuvuzela, harmonica, flute or small plastic horns.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Tambourines, maracas, kalimba, hand drums, cymbals, rhythm sticks, castanets, rain sticks, simple kazoos, plastic horns, recorders, whistles, toy guitars, simple stringed toys, toy keyboards or toy pianos.
- ☐ **Visuals:** Instrument flashcards, music note posters and action cards.
- ☐ **Technological:** Digital instrument games, interactive soundboards, rhythm application software.



Suggested Activity Process

- ☐ Display different musical instruments.
- ☐ Learners to explore and identify different musical instruments.
- ☐ Play each music instrument.
- ☐ Learners to listen to and describe the sounds made by various instruments such as drums, piano or guitar.
- ☐ Learners to play different instruments using hands, sticks or keys to produce sounds.
- ☐ Learners to experiment with how sound changes when they tap gently or hard, press high or low keys or strum strings.
- ☐ Learners to take turns playing instruments and sharing how each one made them feel.
- ☐ Learners in pairs or small groups to create simple music using the instruments provided.
- ☐ Acknowledge the learners for their effort.



Content Tip

The teacher should note that:

Playing familiar musical instruments, such as drums, xylophones, and guitars, to ECE learners is essential for their cognitive, social, emotional, and physical development. These activities help to;

- ☐ **Develop auditory skills:** Exposure to musical instruments helps learners develop their auditory skills, including pitch recognition, rhythm, and tempo.
- ☐ **Develop self-awareness and self-regulation:** Playing musical instruments helps learners develop self-awareness and self-regulation, essential skills for emotional intelligence.
- ☐ **Develop fine motor skills:** Playing musical instruments, such as drums or xylophones, helps learners develop their fine motor skills, including hand-eye coordination and dexterity.
- ☐ **Prepares for future music education:** Introducing musical instruments to learner prepares them for future music education, including topics like music theory, history, and appreciation.



Assessment Strategies

- ☐ **Question and answer:** Ask questions to assess learners' knowledge of different instruments and their sounds.
- ☐ **Observation:** Observe learners as they interact with the instruments, noting their ability to produce sounds, explore different techniques and demonstrate creativity.

- ☐ **Practical demonstration:** Assess learners as they demonstrate the ability to play instruments, noting their coordination, understanding and enthusiasm.

Expected standard: Rhythm and Movement performed accordingly.



Summary

Playing familiar musical instruments;

- ☐ Supports emotional expression and self-confidence
- ☐ Develops rhythm, coordination, and listening skills
- ☐ Enhances memory and language development through songs
- ☐ Encourages group participation and social bonding
- ☐ Fosters cultural appreciation through traditional and modern music/dance
- ☐ Boosts mood and energy, supporting emotional well-being
- ☐ Promotes body awareness and motor coordination

0.1.5 TOPIC:**ART****Introduction**

Art is a broad and diverse expression of human creativity, imagination and emotion. It can take many forms, such as painting, sculpture, music, dance, theatre, literature, photography, film, and even digital media. Art is often created to convey ideas, evoke emotions, challenge perspectives or simply for aesthetic enjoyment.

Art plays a crucial role in early education because it nurtures various cognitive, emotional and social skills. It is not just about making something beautiful; it is about helping learners grow in all aspects of their development.

This topic covers one subtopic which is drawing and tracing. Activities covered are identifying different line, drawing different lines, tracing familiar objects and drawing using templates.

General Competences

Communication:	Express oneself using different artifacts.
Creativity and innovation:	Demonstrate ability to draw lines, simple items and to make shapes and patterns.
Critical thinking:	Demonstrate ability to identify different lines and form different shapes.

Hook

“Oh no! The animals at the zoo are feeling a little sad because their homes don’t look very fun. The lion’s den is too plain, the elephant’s area does not have enough trees, and the monkey’s playground is missing a swing! Can you help us design new, fun homes for the animals using your art supplies?” what materials will you use?

**Key Terms**

Line: A line is a mark made with a pencil, pen, or brush. It can be straight, curved, thick or thin.

Shape: Shapes are forms like circles, squares, triangles, or any figure with sides.

Colour: Colour is what we see when light reflects off objects. Primary colours are red, blue, and yellow.

Texture: Texture is how something feels or looks like it would feel (rough, smooth, soft, bumpy).

Pattern: A pattern is a repeating arrangement of shapes, colours, or lines

0.1.5.1 Subtopic: (Drawing and Tracing

Drawing is when you use a pencil, crayon or marker to make shapes, pictures or lines on paper. Tracing is when you follow lines or shapes with your pencil or crayon. It is like copying what is already on the paper. Both tracing and drawing are essential for early graders as they help build fine motor skills, boost creativity and get comfortable with using art/writing tools.

Specific competence: Draw different lines



Learning Activity 1: Identify different lines

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Line Sorting Station:** A display of cards with pictures of objects that feature different types of lines.
- ☐ **3D Line Creation Corner:** Set up a table with play dough or string/yarn.

Outdoor Learning Environment

- ☐ **Natural Line Exploration:** A setup of natural objects that can be used to form different lines, such as tree branches for curvy lines, sticks for straight lines, or paths for zigzag lines.
- ☐ **Drawing station:** Display different materials used to draw different lines.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Strings, play dough, line sorting trays, sticks, bottle tops and many others
- ☐ **Visuals:** Line posters/ charts, flash cards, books about lines.
- ☐ **Technological:** Interactive application software.



Suggested Activity Process

- ☐ Display different materials showing different types of lines (straight, curved, zigzag and wavy lines).
- ☐ Learners to explore and identify different lines displayed.
- ☐ Correct learners as they identify different lines.
- ☐ Prepare a set of flash cards with different types of lines.
- ☐ Learners to play sorting games identifying lines according to category, straight lines on their own and wavy on their own.
- ☐ Acknowledge learners for their participation.



Content Tip

The teacher should note that:

Teaching ECE learners to identify different lines is essential for their cognitive, motor, and academic development. These activities help to;

- ☐ **Develop visual perception:** Identifying different lines helps learners develop their visual perception skills, including recognizing shapes, sizes, and orientations.
- ☐ **Prepares for future math education:** Identifying different lines lays the foundation for future math education, including topics like geometry, measurement, and spatial reasoning.
- ☐ **Develops self-confidence and self-esteem:** Mastering the identification of different lines promotes self-confidence and self-esteem, essential for learners' emotional and social development.
- ☐ **Integrates with art and design:** Identifying different lines is essential for art and design activities, including drawing, painting, and sculpture.



Assessment Strategies

- ☐ Question and answer: Ask learners questions about the lines they identified to assess their knowledge.
- ☐ Observation: Observe learners' ability to identify and categorize different types of lines during activities.
- ☐ Practical demonstration: Assess learners' ability to sort different lines with the materials provided.



Learning Activity 2: Drawing different lines.

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Creative corner:** A display of different artistic supplies or materials such as markers, crayons, coloured pencils, beads, play dough, seeds and many others

Outdoor Learning Environment

- ☐ **Natural line exploration:** A display of materials such as sticks, ropes or other natural materials to create different lines.
- ☐ **Line Pathway:** Create various types of lines on the ground.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Chalk/ chalk boards, markers, crayons, pencils, rulers and stencils, play dough/ clay, yarn/ thread, dish washing paste in zippers and many others.
- ☐ **Visuals:** Line posters/ charts, flash cards, books about lines.
- ☐ **Technological:** Line drawing software.



Suggested Activity Process

- ☐ Show visual aids illustrating various line types
- ☐ Learners to move their fingers or bodies to mimic different lines (standing straight for a vertical line, making a wave motion for a wavy line).
- ☐ Provide large sheets of paper, bottle tops, beads, sand, seeds, glue and drawing tools.
- ☐ Learners to draw various lines, experimenting with different materials.
- ☐ Learners to share their creations.
- ☐ Discuss the different types of lines they explored and how each activity felt.
- ☐ Commend learners' effort.



Content Tip

The teacher should note that:

Teaching ECE learners to identify different lines is essential for their cognitive, motor, and academic development. These activities help to;

- ☐ **Develops visual-spatial skills:** Drawing different lines helps learners develop their visual-spatial skills, including understanding concepts like shape, size, and orientation.
- ☐ **Develops fine motor skills:** Drawing different lines helps learners develop their fine motor skills, including hand-eye coordination and dexterity.
- ☐ **Prepares for future writing skills:** Drawing different lines lays the foundation for future writing skills, including understanding concepts like directionality and sequencing.
- ☐ **Develops self-confidence and self-esteem:** Mastering the drawing of different lines promotes self-confidence and self-esteem, essential for learners' emotional and social development.
- ☐ **Integrates with art and design:** Drawing different lines is essential for art and design activities, including drawing, painting, and sculpture.



Assessment Strategies

- ☐ Question and answer: Assess learners' knowledge on how to create different lines.
- ☐ Observation: Observe how learners draw different types of lines and assess their engagement and understanding.
- ☐ Practical demonstration: Assess learners as they draw lines, noting their ability to create each type such as straight, curved and zigzag with control and precision.

Expected standard: Different lines drawn accordingly

Specific competence 2: Trace objects using templates



Learning Activity 1: Tracing familiar objects (cups, plates...)

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environmen

- ☐ **Tracing area:** A display of large sheets of paper where learners can place objects underneath to trace or use tracing templates, transparent tracing paper and stencils.
- ☐ **Object display area:** Display flashcards, pictures or familiar objects such as cups, plates, cars, sand and seeds for learners to trace.

Outdoor Learning Environment

- ☐ **Nature tracing station:** A display of different natural materials such as, leaves, flowers, stones, sticks and other natural painting materials such as mulberry, charcoal and turmeric.
- ☐ **Path for tracing:** Draw lines and shapes on the pavement or ground (such as, circles, squares or familiar objects) that learners can trace over.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Templates, stencils, crayons, markers, pencils, chalk, leaves, flowers, stones, sticks, cups, spoons, plates and many others.
- ☐ **Natural:** Leaves, sticks, stones and fruits like small apples and oranges.
- ☐ **Visuals:** Object flashcards, printed activity sheets, tracing paper.
- ☐ **Technological:** Interactive white board or smart board and tracing application software



Suggested Activity Process

- ☐ Learners to brainstorm on different shapes and objects in the environment.
- ☐ Display various objects for learners to name
- ☐ Learners to explore tracing of objects using physical and digital tools.
- ☐ Guide learners on how to trace objects using different tracing materials.
- ☐ Learners to trace real or natural objects on different materials in the physical tracing station.
- ☐ Learners showcase their tracings and talk about their favorite shapes.
- ☐ Learners share their thoughts and observations.
- ☐ Praise the learners for the participation.



Content Tip

The teacher should note that:

Tracing familiar objects, such as cups and pots, is a valuable activity for ECE learners, offering numerous cognitive, motor, and academic benefits. This activity helps to;

- ☐ **Develops visual perception:** Tracing familiar objects helps learners develop their visual perception skills, including recognizing shapes, sizes, and orientations.
- ☐ **Develops fine motor skills:** Tracing objects helps learners develop their fine motor skills, including hand-eye coordination and dexterity.
- ☐ **Prepares for future writing skills:** Tracing familiar objects lays the foundation for future writing skills, including understanding concepts like directionality and sequencing.
- ☐ **Develops self-confidence and self-esteem:** Mastering the tracing of familiar objects promotes self-confidence and self-esteem, essential for learners' emotional and social development.
- ☐ **Enhances language and literacy:** Tracing familiar objects develops essential skills for language and literacy, including understanding concepts like directionality and sequencing.



Assessment Strategies

- ☐ Question and answer: Assess learners' knowledge on how to create different lines.
- ☐ Observation: Observe how learners draw different types of lines and assess their engagement and understanding.
- ☐ Practical demonstration: Assess learners as they draw lines, noting their ability to create each type such as straight, curved and zigzag with control and precision.



Learning Activity 4: Drawing using templates and free hand (birds, people, animals, flowers...)

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Drawing work space:** setup a space with sheets of paper, markers, crayons, and drawing materials.
- ☐ **Template Station:** Organize a station with various templates and stencils of simple shapes and familiar objects such as animals, trees, and houses.

Outdoor Learning Environment

- ☐ **Nature Exploration Station:** Setup a space with leaves, twigs, flowers, or rocks for learners to use as templates or subjects for drawing.
- ☐ **Drawing work space:** setup a space with sheets of paper, markers, crayons, and drawing materials.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Stencils, shape cut outs, crayons, markers, pencils, drawing paper, leaves, twigs, flowers, rocks, sticks, sand, bottle tops, seeds, charcoal and many others.
- ☐ **Visuals:** Templates of different objects.
- ☐ **Technological:** Drawing application software and interactive whiteboards.



Suggested Activity Process

- ☐ Provide templates of various objects such as birds, animals and houses
- ☐ Learners to explore the various objects displayed.
- ☐ Give instructions on how to use the templates to trace.
- ☐ Learners to trace around the template to get the shape.
- ☐ Learners to draw the objects on sand boxes, in the air, on the ground and on papers.
- ☐ Demonstrate free hand drawing.
- ☐ Learners to practice free hand drawing by observing pictures or real-life versions.
- ☐ Learners to showcase their drawings.
- ☐ Appreciate learner's efforts.



Content Tip

The teacher should note that:

Drawing using templates and freehand is a valuable activity for learners, offering numerous cognitive, motor, and academic benefits. This activity helps to;

- ☐ **Develops visual-spatial skills:** Drawing using templates and freehand helps learners develop their visual-spatial skills, including recognising shapes, sizes, and orientations.
- ☐ **Develops fine motor skills:** Drawing helps learners develop their fine motor skills, including hand-eye coordination and dexterity.

- ❑ **Prepares for future writing skills:** Drawing using templates and freehand lays the foundation for future writing skills, including understanding concepts like directionality and sequencing.
- ❑ **Develops self-confidence and self-esteem:** Mastering drawing skills promotes self-confidence and self-esteem, essential for learners' emotional and social development.



Assessment Strategies

- ❑ **Question and answer:** Ask questions to assess learners' knowledge on the use of templates to draw objects.
- ❑ **Observation:** Observe how learners use their thinking skills to create drawings like choosing simple shapes such as circles for heads, lines for bodies to complete their pictures.
- ❑ **Practical demonstration:** Assess learners demonstrate their ability to use templates and draw freehand, providing guidance as needed.

Expected standard: Different lines traced accordingly



Summary

Drawing using templates;

- ❑ Nurtures creativity and innovation from an early age
- ❑ Helps children express thoughts, feelings, and experiences visually
- ❑ Strengthens fine motor skills through drawing, painting, and sculpting
- ❑ Encourages observation and imagination
- ❑ Supports problem-solving and independent thinking
- ❑ Develops an appreciation of beauty, culture, and diversity
- ❑ Builds confidence through artistic accomplishments

0.1.6 TOPIC:**INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)****Introduction**

Information Communication Technology (ICT), refers to the integration of various technologies used to manage, process and communicate information. It combines tools and resources that allow people to access, process, store and share information through digital platforms and devices. It also refers to the integration of digital tools and resources into early learning environments to support the development of young learners.

ICT help learners build essential skills while fostering creativity, communication and familiarization with digital tools and environments.

This topic covers one subtopic that looks at ICT devices. The activities includes identifying ICT devices from the immediate environment, switching on and off ICT devices and Operating ICT devices.

General Competences

Communication:	Express oneself using different ICT gadgets.
Creativity and innovation:	Demonstrate ability to use different ICT gadgets.
Critical thinking:	Identifying different ICT gadgets.
Digital literacy:	Identifying main parts of the computer, open and close a computer. -Recognise and use basic digital tools. -Develop simple eye-hand coordination with digital devices and follow basic instructions in interactive educational software.

Hook**The Quiet Radio**

Emma's radio was very quiet. It wouldn't turn on and Emma could not listen to her favorite song..

Emma was so sad and did not know what to do. She wanted to listen to her song and dance to it.

- (i) What do you think might be wrong with Emma's radio?
- (ii) Can you help Emma play her radio?
- (iii) How can we help Emma switch on her radio?

**Key Terms**

Battery: The part inside the tablet or phone that stores power to make it work.

Freeze (Device): When the device stops working or becomes stuck and nothing happens when you touch the screen.

Screen: The part of the tablet or phone that shows pictures, words and videos. The user can touch it to make things happen.

Mouse: A small handheld device used to control the movement of a cursor on a computer screen. It allows users to select, drag and interact with items on the monitor by clicking or moving the cursor

Button: A part of the device the user presses to make it do something, like turn on or open an application software.

Tablet: A portable touchscreen device that combines the functions of a computer and a mobile phone.

Charge/Charging: Putting the tablet or phone in a special plug to make sure it has enough power to work.

Application software: A special program or game user can open on your tablet or phone to do different things.

Wi-Fi: A way the ICT gadgets talks to the internet so you can watch videos, play games or look up pictures.

Restart: Turning the ICT gadgets off and then back on to fix problems.

0.1.6.1 Subtopic: **ICT devices**

ICT devices are electronic tools and equipment used to access, process, store, and communicate information. These devices play a central role in information and communication technologies, enabling users to perform various tasks such as data processing, internet browsing, communication, and multimedia creation. Some common ICT devices include: computers, radios, smart phones, peripheral devices, networking devices, storage devices, multimedia devices and many others. For the early graders, manipulating ICT devices effectively ensures that learners can navigate the digital landscape confidently and securely. In an increasingly digital world, these skills are essential for success in education and other areas.

Specific competence: Operate ICT devices in the locality



Learning Activity 1: Operating ICT devices

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environmen

- ☐ **ICT station-** Display ICT devices such as phones, remote controls, tablets, iPads, laptops or desktop computers, screen, keyboard, mouse, radio and television.

Outdoor Learning Environment

- ☐ **Real Objects:** Phones, remote controls, computers, radios, televisions, tablets, iPads and many others.
- ☐ **Visuals:** Posters or flashcards of different ICT devices.

Suggested Teaching and Learning Materials

NOTE: Teachers are encouraged to choose locally available ICT devices and follow the steps given below to conduct any activity for operating ICT devices.

- ☐ Sing a song, rhyme, or story about ICT devices.
- ☐ Display various ICT devices such as phone, remote, computer, radio, television and tablets.
- ☐ Learners to explore and identify the displayed ICT devices.
- ☐ Demonstrate how to operate each device safely such as turning on/off devices, open an application software, change channels using a remote control or adjust volume.

- ☐ Divide learners and guide them in performing simple tasks such as dialing a number on a phone, changing channels with a remote, opening an application software on a tablet or iPad and adjusting the volume on a radio or television.
- ☐ Highlight safety precautions like handling devices gently.
- ☐ Rotate groups so each learner has the chance to explore multiple devices.
- ☐ Learners to share their experiences such as device they enjoyed using the most and was easy or hard to operate.
- ☐ Commend learners' participation.



Content Tip

The teacher should note that:

Operating ICT (Information and Communication Technology) devices is a valuable skill for ECE learners, offering numerous cognitive, social, and academic benefits. This activity helps to;

- ☐ **Develops problem-solving skills:** Operating ICT devices encourages learners to think critically and develop problem-solving skills, essential for future academic success.
- ☐ **Develops self-confidence and self-esteem:** Mastering ICT skills promotes self-confidence and self-esteem, essential for learners' emotional and social development.
- ☐ **Prepares for future technology integration:** Operating ICT devices prepares learners for future technology integration in education, including online learning platforms and digital resources.
- ☐ **Integrates with math and science:** ICT devices can be used to explore math and science concepts, such as geometry, measurement, and physics.
- ☐ **Develops essential skills for future careers:** Operating ICT devices develops essential skills for future careers, including technology, programming, and digital media.



Assessment Strategies

- ☐ **Question and Answer:** Ask questions about different ICT devices to gauge learners' knowledge on various ICT devices.
- ☐ **Observation:** Observe as learners explore and match different ICT devices.
- ☐ **Practical demonstration:** Assess as learners demonstrate their ability to operate a specific ICT device.
- ☐ **Checklist:** Assess learners' progress and understanding of ICT gadgets by tracking their participation and engagement, evaluating their ability to use ICT gadgets and software and identifying areas where they need additional support or practice.



Summary

At Early Childhood level, operating ICT devices;

- ☐ Builds early digital literacy skills
- ☐ Prepares children for the technology-rich world
- ☐ Enhances problem-solving and logical thinking
- ☐ Encourages interactive learning and multimedia exploration
- ☐ Supports language and math development through educational apps
- ☐ Introduces keyboard and device-handling skills
- ☐ Promotes responsible and safe use of digital tools

0.1.7 TOPIC:**TOOLS****Introduction**

Hand tools are instruments or devices that are held in the hands and are designed to perform various tasks such as cutting, shaping, measuring, fastening and assembling materials. They are essential instruments used for manual work and craftsmanship. They are often used in various industries including construction, manufacturing and crafts. Hand tools rely on physical efforts to operate and are often more precise, portable and cost effective.

Hand tools in Early Childhood Care and Development (ECCDE) refer to simple child-safe tools designed for young learners to use in various activities such as creative play, construction and learning tasks. These tools are specially made to be safe for learners while helping them develop essential skills like fine motor coordination, problem-solving and creativity. Understanding the different types of hand tools and their proper use is crucial for safety and efficiency in various fields including construction, carpentry, plumbing and even everyday household tasks.

This topic covers one subtopic on Hand tools. The activity covered is using tools found in the immediate environment.

General Competences

Analytical thinking:	Apply analytical skills as they use different tools to create different items.
Collaboration:	Working in groups to perform given tasks.
Communication:	Share information with peers on how to use specific tools.
Creativity and innovation:	Demonstrate ability to draw and make simple items using different tools.
Critical thinking:	Select appropriate tools for specific tasks.

Hook

"You are at home, and you see that your favorite chair in the living room is broken. It is wobbly and keeps tipping over when you try to sit in it. Uh-oh! What are we going to do? We need to fix it so it is safe to use again."

- "What tools do you think we need to fix the chair?"
- "What if we just try to hold the chair together with our hands? Will that work?"

**Key Terms**

Tool: Something we use to help us build, fix or create things.

Hand tools: Instruments or devices that are held and operated by hand to perform specific tasks, achieve particular goals or solve problems.

Gripping: This is the act of holding or grasping an object firmly, typically with one's hands or fingers.

Holding: This is the act of grasping or gripping an object, typically with one's hands or fingers, in order to support, manipulate or control it.

0.1.7.1 Subtopic: **Hand Tools**

Hand tools are instruments or devices that are held and operated by hand to perform specific tasks or operations. Teaching learners about hand tools empowers them with the knowledge and confidence to build, create and solve problems, while also instilling important values like responsibility, safety and teamwork. The earlier learners learn about tools, the more they will be prepared to engage with and understand the world around them as they grow.

Specific competence: Use tools found in the immediate environment



Learning Activity 1: Use tools found in the immediate environment (pencils, crayons...)

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Work Station:** Display various tools such as rulers, measuring tapes, blocks of wood, foam nails, toy hammers, screwdrivers, scissors, foam cutter and many others.

Outdoor Learning Environment

- ☐ **Work Stations:** Set up different stations with various tools for specific tasks such as, Shovels, rakes, watering cans, gloves, wooden blocks, simple furniture, screwdriver, hammer, plastic nails, foam blocks, rope, strings, measuring tape, chalk and many others.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Rulers, measuring tapes, blocks of wood, foam nails, toy hammers, screwdrivers, scissors, foam cutter, wrench, pliers, seeds, shovels, trowels, rakes, watering cans, gloves and many others.
- ☐ **Visuals:** Posters, charts, flashcards of various tools
- ☐ **Technological:** Videos/animation of various use of tools.



Suggested Activity Process

- ☐ Display various hand tools and ask learners to identify them.
- ☐ Learners to explore the tools displayed.



Discussion

Discuss how to safely use each hand tool such as measuring objects with a tape, drawing shapes with pencils or crayons, hammering models of nails into cardboard with a small hammer and using a screwdriver to tighten or loosen screws.

- ☐ Learners to use each hand tool between stations by rotating and this should be done under guidance.
- ☐ Encourage learners to combine hand tools with natural objects, such as measuring the length of sticks or leaves, using stones as weights while working with tools.
- ☐ Praise their efforts and remind them of the safety rules when using tools.



Content Tip

The teacher should note that:

Using tools found in the immediate environment is a valuable experience for ECE learners, offering numerous cognitive, motor, and academic benefits. This activity helps to;

- ☐ **Develops problem-solving skills:** Using tools encourages learners to think critically and develop problem-solving skills, essential for future academic success.
- ☐ **Develops fine motor skills:** Using tools, such as pencils, crayons, and scissors, helps learners develop their fine motor skills, including hand-eye coordination and dexterity.
- ☐ **Prepares for future stem education:** Using tools found in the immediate environment prepares learners for future STEM (Science, Technology, Engineering and Math) education, including topics like measurement, geometry, and engineering.
- ☐ **Develops self-confidence and self-esteem:** Mastering the use of tools promotes self-confidence and self-esteem, essential for learners' emotional and social development.
- ☐ **Integrates with math and science:** Using tools found in the immediate environment integrates with math and science, including topics like measurement, geometry, and engineering.



Assessment Strategies

- ☐ **Checklist:** Observe learners as they identify different tools found in the immediate environment.
- ☐ **Observation:** Assess learner's ability to use different tools.
- ☐ **Practical demonstrations:** Assess as learners demonstrate how to use various tools.

Expected standard: Tools found in the immediate environment used accordingly.



Summary

The lesson on hand tools;

- ☐ Teaches practical life skills and basic tool use
- ☐ Builds confidence in handling age-appropriate instruments
- ☐ Encourages curiosity about how things work
- ☐ Enhances hand-eye coordination and motor control
- ☐ Promotes responsibility and safety awareness
- ☐ Fosters exploration, construction, and repair-oriented thinking
- ☐ Supports learning through hands-on experiences and discovery

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Grade 1 Creative and Technology Studies: *Teachers' Guide*

Grade 1 Creative and Technology Studies: *pupils' book*

APPENDIX (I). LESSON PLAN FORMAT

SAMPLE LESSON PLAN

School: Highridge ECE centre

Day: Monday

Teacher's Name: Mr B

Date: 12/04/2025

Class: Nursery

Duration: 1hour

Age Group: 3-4 years

Time: 09:30-10:00hrs

Total Enrolment: 60 Boys: 32 Girls: 28

Total Attendance: 50 Boys: 30 Girls: 20

Learning Area: CREATIVE AND TECHNOLOGY STUDIES (CTS)

Topic: Food

Sub Topic: Types of food

General Competences:

Collaboration	Demonstrate ability to interact as they identify food items
Communication	according to characteristic.
Creativity and Innovation	Share one's ideas with others
Critical Thinking	Demonstrate ability to color and make different food items. Demonstrate ability to classify food according to their characteristics.

Specific Competence(s): Learners to: 0.1.7.1.1- Sort different types of food according to their characteristics.

Rationale:

This lesson will focus on identifying different types of food. Through question and answer and practical demonstration, learners will appreciate the importance of balanced nutrition. This is lesson one of five in this week.

Prior Knowledge: Learners already have knowledge of different types of food.

References: ECE syllabus page 43, CTS module page 13, Emergent literacy manual chapter 4 pages 14-16.

Learning Environment set up: Indoor Learning Environment

Food display setup: Different foods or pictures of foods for learners to see, touch and name.

Library corner: Setup a cozy reading and storytelling area with books and posters about food.

Pretend play area (food market/kitchen): Set up a food market or kitchen corner

Learning and Teaching Materials/ Resource:

Real objects: Actual Food items like rice, nshima, beans, milk, cassava, maize, groundnuts, fruits and other tangible food samples.

Visuals: Posters, charts, pictures and books related to food

Expected Standard: Different types of food grouped accordingly.

Lesson Progression			
Steps	Learners Role	Teachers Role	Assessment Criteria
Introduction (Engagement)	<ul style="list-style-type: none"> Listening to a story/ scenario (The Market visit) and answering the follow up questions. 	<p>The Market Visit</p> <p>You go with your mother to the local market. You see different foods for sale. You are excited because your mother is going to buy something special for dinner.</p> <ol style="list-style-type: none"> What food do you see at the market that you like? Which food will help you grow strong and healthy? What would you like your mother to buy for dinner and why? 	<ul style="list-style-type: none"> Question and answer <p>Ask questions to gauge learners understanding and prior knowledge on foods groups.</p>
Development (Exploration)	<ul style="list-style-type: none"> Learners to explore and identify food items displayed. Learners to play a sensory-based guessing game where they will feel different food items inside a covered bag and try to identify them by touch alone. 	<ul style="list-style-type: none"> Provide learners pictures or actual food items and ask them to identify each one. Teacher to emphasis on how different food items feel then arrange different foods for learners to see and touch 	<ul style="list-style-type: none"> Observation <p>Observe learners as they sort food items. Do they correctly identify and group similar foods? Noting their participation, engagement, involvement and understanding.</p> <ul style="list-style-type: none"> Worksheet <p>Assess learners' ability to recognize and name different food items by observing their participation in matching and coloring activities.</p>
Application/ Tasks	<ul style="list-style-type: none"> Learners to create simple stories that involves different types of food. Discuss the importance of food. 	<ul style="list-style-type: none"> Discuss with the learners the importance of food. 	<ul style="list-style-type: none"> Question and answer <p>Ask questions to gauge learners understanding and prior knowledge on foods groups.</p> <ul style="list-style-type: none"> Practical demonstration <p>Assess learners' ability to individually sort food items into appropriate categories, evaluating their recognition, naming and classification skills.</p>
Conclusion	<ul style="list-style-type: none"> Talk about what they learnt. Discuss what was interesting and what was challenging. 	<ul style="list-style-type: none"> Recap of the major points Praise the learners for their participation and effort. 	<ul style="list-style-type: none"> Question and answer Ask questions to gauge learners understanding and prior knowledge on foods groups.
Homework/ Remedial	<ul style="list-style-type: none"> Colouring different types of foods on worksheets. Discuss different types of foods at home 	<ul style="list-style-type: none"> Give instructions 	<ul style="list-style-type: none"> Question and answer <p>Ask questions to gauge learners understanding and prior knowledge on foods groups.</p>

Lesson Evaluation: (A teacher should write about the successes, challenges and way forward on the lesson taught).

APPENDIX (II): SAMPLE LESSON PLAN TEMPLATE

LESSON PLAN

School: **Day:**.....
Teachers Name:..... **Date:**
Class:..... **Duration:**.....
Age Group:..... **Time:**.....
Total Enrolment:..... **Boys:**..... **Girls:**.....
Total Attendance:..... **Boys:**..... **Girls:**.....
Learning Area: CREATIVE AND TECHNOLOGY STUDIES (CTS)
Topic: **Sub Topic:**.....

General Competences *(The General competences to be acquired in the lesson should be stated clearly with descriptors aligned to the learning activity)*

.....
Specific Competences: Learners to: *(should be extracted from the syllabus with serial no.)*

.....
Rationale: Indicate Content *(indicate the activity), value, methodology and position.*

Prior Knowledge:

References:

Learning Environment setup.....

Teaching and Learning Materials

Expected Standard: *(To be extracted from the syllabus)*

Evaluation: *(Indicate the strengths, weaknesses and way forward).*

Lesson Progression

Steps	Learners Role	Teachers Role	Assessment Criteria
Engagement/ Introduction Problem Posing	<ul style="list-style-type: none"> - Observing and exploring - Active participant - Question generator - Interest demonstrator - Connection maker - Prior knowledge activator - Discussion initiator - Goal setter - Motivation builder 	<ul style="list-style-type: none"> - Facilitating an inquiry-based discussion using provocative prompts, questions - Curiosity stimulator - Interest catalyst - Prior knowledge activator - Environment creator - Motivation builder - Question provoker - Challenge presenter - Connection facilitator - Presenting an engaging scenario or challenge 	<p>Assessment strategies should be Formative and summative based on Knowledge, skills and values acquired by learners. These include:</p> <p>Worksheet Observation Rubric Checklist Practical demonstration Question and answer And many others. The strategies are to be used at different stages of lesson development depending on what is being done.</p>
Development /Exploration	<ul style="list-style-type: none"> -Participating in hands-on activities - Experimenting and identifying patterns - Researching, collecting data, interviewing expert in the field - Investigator - Data collector - Observer - Pattern seeker - Experimenter - Resource finder - Collaborator - Problem identifier 	<ul style="list-style-type: none"> -Supporting learners through activities - Monitoring group interactions and encouraging reasoning - Providing feedback and assessing progress - Resource provider - Guide facilitator - Safety monitor - Question answerer - Investigation supporter - Opportunity creator - Process observer - Experience designer 	
Application/ Tasks	<ul style="list-style-type: none"> -Presenting findings and explaining reasoning - Participating in discussions - Relating observations to the concept - Concept mapper - Theory builder - Relationship identifier - Model creator - Knowledge organizer - Framework developer - Pattern analyzer - Abstract thinker - Applying concepts in real-life contexts - Information integrator - Knowledge connector - Solution designer - Pattern combiner - Concept applicator 	<ul style="list-style-type: none"> -Facilitating discussions - Providing feedback - Assessing progress - Concept clarifier - Understanding checker - Misconception addresser - Framework provider - Model demonstrator - Pattern highlighter - Knowledge organizer - Thinking prompts provider -Assigning follow-up tasks to reinforce learning - Supporting independent exploration - Providing feedback and assessing progress - Integration guide - Connection promoter - Application facilitator 	

Conclusion	<ul style="list-style-type: none"> -Sharing insights and reflections - Self-assessor - Peer reviewer - Self-Progress monitor - Quality controller - Gap identifier - Improvement planner - Reflection practitioner 	<ul style="list-style-type: none"> -Facilitating reflective discussions - Providing feedback - Evaluating learning performance and documenting competence development - Assessment designer - Feedback provider - Progress tracker - Performance analyzer - Growth documenter - Reflection guide - Standard maintainer - Achievement recognizer 	
Homework	<ul style="list-style-type: none"> -Skill maintainer - Knowledge expander - Practice implementer - Growth monitor - Learning extender - Application seeker - Transfer facilitator - Life-long learner 	<ul style="list-style-type: none"> -Next Level Preparations: [Describe how learning progresses] - Competence Enhancement Needs: [Identify areas for further development] - Extension provider - Skill reinforcer - Growth monitor - Application suggester - Future planner - Ongoing supporter 	

APPENDIX (II)

SCOPE AND SEQUENCE

EARLY CHILDHOOD EDUCATION CREATIVE AND TECHNOLOGY STUDIES 3-4 YEARS

SCOPE AND SEQUENCE

TOPICS	SUBTOPICS	TERM 1 COMPETENCES
0.1.1 SAFETY	0.1.1.1 Safety in the environment	0.1.1.1.1 Practice safety in the environment. (Activity 1-3)
0.1.2 HYGIENE	0.1.2.1 Food hygiene	0.1.2.1.1 Practice food hygiene. (Activity 1-5)
	0.1.2.2 Personal hygiene	0.1.2.2.1 Practice personal hygiene. (Activity 1-3)
	0.1.2.3 Environmental hygiene.	0.1.2.3.1 Care for the environment. (Activity 1-3)
0.1.3 TOOLS	0.1.3.1. Hand tool	0.1.3.1.1 Use tools found in the immediate environment. (Activity 1)
0.1.6 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) DEVICES	0.1.6.1 ICT devices.	0.1.6.1.1 Operate ICT devices in the locality. (Activity 1)
0.1.8. MOTOR DEVELOPMENT	0.1.8.1. Gross motor (loco-motor)	0.1.8.1.1 Develop loco-motor skills (Activity 1)
0.1.11. MOTOR DEVELOPMENT	0.1.11.1 Loco-motor skills	0.1.11.1.1 Develop various loco-motor skills. (Activity 1-3)
	0.1.11.2 Non-locomotor	0.1.11.2.1 Develop various non-locomotor skills (Activity 1-2)
	0.1.11.4 Fine motor skills development	0.1.11.4.1 Develop fine-motor skills (Activity 1-2)
0.1.14 CRAFT	0.1.14.1 Colors	0.1.14.1.1 Color objects (Activity 1-3)
	0.1.14.3 Threading	0.1.14.3.1 Thread different items (Activity 1)
	0.1.14.5 Modeling/molding	0.1.14.5.1 Make different artifacts. (Activity1)
0.1.15 GAMES	0.1.15.1 Games	0.1.15.1.1 Play traditional games (Activity 1)
		0.1.15.1.2 Play conventional games (Activity 1)
TERM TWO		
0.1.7 FOOD	0.1.7.1 Types of food	0.1.7.1.1 Sort different types of food according to the characteristics. (Activity 1-2)
0.1.4 DRAMA	0.1.4.1 Role play	0.1.4.1.1 Perform various roles (Activity 1)
0.1.11. MOTOR DEVELOPMENT	0.1.11.1 Loco-motor skills	0.1.11.1.1 Develop various loco-motor skills. (Activity 4-7)
	0.1.11.2 Non-locomotor	0.1.11.2.1 Develop various non-locomotor skills (Activity 3-4)
	0.1.11.4 Fine-motor skills development	0.1.11.4.1 Develop fine-motor skills 0.1.11.1.1 (Activity 3,4,7,8)
0.1.9 MUSIC AND DANCE	0.1.9.1 Music and dance	0.1.9.1.1 Explore different types of music and dance (Activity 1-4)
0.1.3 TOOLS	0.1.3.1. Hand tool	0.1.3.1.1 Use tools found in the immediate environment. (Activity 2)

0.1.6 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) DEVICES	0.1.6.1 ICT devices.	0.1.6.1.1 Operate ICT devices in the locality. (Activity 2)
0.1.10 CRAFT	0.1.10.1 Paper crafts	0.1.10.1.1 Make paper crafts (Activity 1-4)
TERM 3		
0.1.5 LIGHT	0.1.5.1 Sources of light	0.1.5.1.1 Utilise sources of light to solve problems (Activity 1-3)
0.1.8. MOTOR DEVELOPMENT	0.1.8.1 Gross motor (locomotor)	0.1.8.1.1 Develop locomotor skills (Activity 2-4)
0.1.11. MOTOR DEVELOPMENT	0.1.11.3 Eye-hand and eye-foot coordination	0.1.11.3.1 Develop eye-hand and eye-foot coordination (Activity 1-3)
	0.1.11.4 Fine motor skills development	0.1.11.4.1 Develop fine motor skills. (Activity 5,6,9)
0.1.14 CRAFT	0.1.14.2 Patterns	0.1.14.2.1 Make simple patterns (Activity 1-4)
	0.1.14.4 Weaving	0.1.14.4.1 Weave different items (Activity 1)
0.1.12 MUSIC AND DANCES	0.1.12.1 Rhythm and movement	0.1.12.1.1 Perform rhythm and movement (Activity 1-4)
0.1.13 ART	0.1.13.1 Drawing and tracing	0.1.13.1.1 Draw different lines (Activity 1-2)
		0.1.13.1.2 Trace objects using templates (Activity 1-2)
0.1.6 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) DEVICES	0.1.6.1 ICT devices.	0.1.6.1.1 Operate ICT devices in the locality. (Activity 3)
0.1.3 TOOLS	0.1.3.1. Hand tool	0.1.3.1.1 Use tools found in the immediate environment. (Activity 3)

