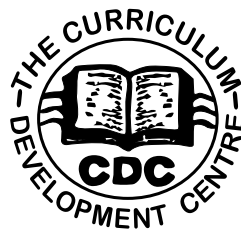




**Republic of Zambia
Ministry of Education**

PRE-MATHEMATICS AND SCIENCE TEACHING MODULE EARLY CHILDHOOD EDUCATION

**LEVEL 1: 3-4 Years
TERM 3**



Developed by the Curriculum Development Centre
Lusaka
2025

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Lusaka, Zambia

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Zambia Educational Publishing House (ZEPH)

AUTHORS

- | | |
|----------------------|-------------------------------------|
| 1. Clive Moonga | Mansa College of Education, Mansa |
| 2. Gladys Malambo | Muyooma Primary School, Lusaka |
| 3. Melvies Lengwe | Ntenke Primary School, Kawambwa |
| 4. Norma Zimba | Vera Chiluba Primary School, Lusaka |
| 5. Naomi Phiri | Mambilima Primary School, Lusaka |
| 6. Patricia Mutongwa | Chitamalesa Primary School, Rufunsa |

COORDINATORS

- | | |
|---------------------|---|
| 1. Shelly Sikwale | Directorate of Curriculum Development, Lusaka |
| 2. Kennedy Mundongo | Directorate of Curriculum Development, Lusaka |
| 3. Jane Chisangano | Directorate of Curriculum Development, Lusaka |
| 4. Martha Lisulo | Directorate of Curriculum Development, Lusaka |

SUPERVISORS

- | | |
|--------------------|---|
| 1. Samson Njapau | Directorate of Curriculum Development, Lusaka |
| 2. Kenneth Mudenda | Directorate of Curriculum Development, Lusaka |

TYPESETTER/GRAPHIC DESIGNER

1. Boykin Kabulo

VISION

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

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PREFACE

The Pre-Mathematics and Science Teaching Module level 1 has been developed in line with the Competence Based Education principles which seek to link education to real life experiences. This Module contains content and activities based on the Pre-Mathematics and Science syllabus for level 1 and serves as a guide to the teacher on how to handle learning activities and content which is age-appropriate for learners aged 3 to 4 years. The Module aims to facilitate the provision of quality education that is aligned with the Competence-Based Curriculum (CBC). Furthermore, the Module aims to support the teacher on how to help learners attain the competences, knowledge, skills, values and positive attitudes that enable learners to live and grow into productive and useful members of their family, communities and the Zambian society as a whole.

The activities and content provided in this Module helps the teacher to facilitate holistic development of learner's physical, mental, emotional, social, and moral faculties. The suggested activities are designed to offer learners hands-on experiences through manipulation of real objects, interaction with artificial and natural environments and learning through play. Thus, the learning will develop the competences needed for their personal and national development.

The module aims to support Early Childhood Education Teachers in the implementation of the CBC in the absence of approved teaching and learning materials. It therefore reflects the Ministry's unwavering commitment to making this journey as smooth as possible for Teachers. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

It is hoped that this module will make learning Pre-Mathematics and Science more meaningful and enjoyable as it is highly activity-based. Consequently, this Module aims to harness and enhance these innate abilities, support in building a solid foundation for Science, Technology, Engineering and Mathematics (STEM) education and smooth transition to lower primary.



Kelvin Mambwe (PhD.)
Permanent Secretary- Educational Services
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Pre-Mathematics and Science Teaching Module have been developed through a collaborative and consultative efforts of many individuals, institutions and organisations that were accorded an opportunity to develop the learning activities. We would, therefore, like to express our sincere profound gratitude to individuals, institutions and organisations that provided the technical input to the successful development of this Pre-Mathematics and Science Teaching Module. These include; class teachers and lecturers from Colleges of Education. Special gratitude is extended to the officers from the Zambia Educational Publishing House (ZEPH) for applying their typesetting skills in aligning the content in this module.

Finally, we appreciate the commitment and hard work of the staff at the Curriculum Development Centre in ensuring the successful completion of the module development process.



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

HOW TO USE THIS 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. **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 that is easy 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 to reinforce learning
- Provide opportunities for learners to practice and apply what they have learned

INTRODUCTION

The Pre-Mathematics and Science Teaching Module is designed for Early Childhood Education learners, focusing on foundational concepts in Mathematics and Science. The module is divided into sections with specific learning activities, aimed at sparking curiosity, nurturing foundational skills. It aims to create a dynamic and stimulating environment where learners can joyfully discover the wonders of Mathematics and Science. This module provides guidance to teachers on how to help learners key competences such as Collaboration, Communication, Creativity thinking, Critical thinking, problem-solving, aiming to harness and enhance these innate abilities in learners, building a solid foundation for STEM education and smooth transition to lower primary education level.

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 Set Up

A well-designed learning environment is key for learner's cognitive, social-emotional, and 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.

- **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
- **Man-Made Environment:** Man-made learning environments are intentionally designed safe spaces, such as classrooms, laboratories, and libraries, designed for formal instruction, hands-on activities, and games and songs
- **Technological Learning Environment:** 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

Teaching Pre-Mathematics and Science to learners requires methods that are engaging, hands-on and developmentally appropriate. Below are some of the prescribed effective teaching methodologies to be used in the learning activities:

- Play-based learning

- Nature walk
- Group work/Collaboration
- Demonstration
- Problem Solving

The choice of teaching methodology should align with learners' desired competence and consider resources, space, and equipment availability. Teachers should have reasons for choosing a method and employ strategies to make lessons 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.

 Key Terms	 Assessment Guide	 Skills developed
 Learner Activity	 Tips/Safety precaution	 Key learning points/Summary

Assessment Methods

Assessment is important in Early Childhood Education, guiding instruction, learning, and progress. Formative and summative assessments are used, with formative focusing on ongoing evaluation and summative providing comprehensive evaluations at specific points. This module highlights some of the various types of assessments suitable for early childhood learners.

Formative Assessments

- **Observations:** Watching learners as they play, learn, and interact with others.
- **Checklists:** Using standardised or teacher-created checklists to track children's progress and development.
- **Performance tasks** (Portfolios): Collections of learners' work samples, artwork, and achievements over time
- **Feedback:** Engaging in conversations and interviews with learning to assess their thinking, understanding, and communication skills.

Summative Assessments

- **Performance Tasks:** Designing specific tasks that require learners to demonstrate their learning and to assess their learning, creativity, and communication skills.
- **Rubrics:** Using rubrics to assess children's work and provide feedback on their performance.

Time Allocation

The standard period allocation for Pre-Mathematics and Science at Early Childhood Education level has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. The minimum teacher–learner contact time is **5 hours** per week for ages 3-4 years, translating into **10 periods**. The duration for a single period is **30 minutes**.

Key Competences To Be Developed

S/N	Competence	Descriptors
1	Analytical Thinking	<ul style="list-style-type: none"> • Identify patterns • Compile data, create mental images and address issues • Evaluate solutions
2	Communication	<ul style="list-style-type: none"> • Use mathematical/scientific language in different situations. • Express oneself using different media and symbols • Ask for feedback
3	Creativity and Innovation	<ul style="list-style-type: none"> • Explore the objects around them. • Show creativity and innovativeness • Explore areas of interest
4	Collaboration	<ul style="list-style-type: none"> • Solving puzzle in groups • Play with peers to build relationships • Participate in and express themselves through play activities
5	Critical Thinking	<ul style="list-style-type: none"> • Ask and answer simple questions • Classify objects according to their attributes • Manipulate different objects • Solve simple problems in life • Match different things according attributes • Arrange objects according to attributes • Compare similarities or differences between objects • Explore the environment
6	Environmental Sustainability	<ul style="list-style-type: none"> • Dispose waste in the designated place. • Adhere to best practices in environmental management. • Identify a clean environment. • Identify types of waste in local environment.
7	Problem Solving	<ul style="list-style-type: none"> • Make connections/link with the inner world or social environment • Use numeracy patterns and relations to solve problems. • Manipulate numbers, shapes and symbols to complete a task

Term 3

TOPIC 5:**Exploring Mixtures****Introduction:**

This topic is meant to help learners explore what happens when different things such as foods, sugar, water, and food coloring are combined and what kind of mixtures can be made. This is designed to engage and encourage learners to think creatively and have fun while exploring the concept of mixtures.

Key Competences:

- Collaboration
- Communication
- Critical thinking
- Problem-solving.

Sub-Topic 1: Adding and Subtracting Things**Introduction:**

Adding and subtracting things means changing the amount of items in a mixture. Adding means putting more items into the mixture, making it bigger or more plentiful. Subtracting means taking some items away from the mixture, making it smaller or less plentiful. It can be taught through, crafts, games, play, songs and outdoor activities to enhance the development of skills.

Specific Competence:

- Make simple mixtures

**KEY TERMS**

- **Adding:** Putting together
- **Subtracting:** Taking away
- **Mixture:** Combination of two or more different things together.

Key Concepts:

- Adding
- Subtracting
- Mixtures

Learning Activities

These learning activities promote hands-on learning, experimentation, and critical thinking in learners while introducing them to basic concepts of mixtures and chemical reactions. This involved exploring concrete objects and adding and subtracting things. There are six activities that have been designed to help learners to make simple mixtures

LEARNING ACTIVITY 1:

Exploring concrete objects in the environment

This activity helps learners relate to concrete objects such as rocks, leaves, wood and sticks around them. By exploring concrete objects, learners develop a deeper understanding of their environment and build essential skills for future learning.

HOOK: *Let's go on a treasure hunt! What interesting concrete objects can we find in our classroom or playground? Let's touch, see, and explore the world around us!"*

Activity 1.1: Concrete Texture Hunt

This activity will help learners explore and understand the world around them by using their senses. They will touch and feel concrete objects to learn about texture, like rough or smooth. It builds their thinking and language skills as they describe what they feel.

Suggested Teaching and Learning Materials:

- **Natural Materials:** rocks, leaves, wood, sticks...

Learning Environment set-up:

- School surroundings any suitable safe space (Natural environment)
- Classroom (Artificial Environment)

Teacher's Roles:

- Start with the hook to connect to this activity (hide some objects which may interest the learners so that they find them when searching for concrete objects such as wood, rocks, books...)
- Take the learners outside or around the classroom to pick different objects of their choice
- Encourage learners to touch and describe what they feel (e.g., is it rough or smooth?)
- Let the learner group the items according to texture
- Ask questions like:
 1. *How does the concrete feel? Is it soft or hard?*
 2. *What happens when you touch the concrete with your hand?*
 3. *Can you hear any sound when you tap on it?*
- Have the learners sort the concrete objects they found



LEARNER ACTIVITY

- Going outside or staying in the classroom picking different objects of their choice
- Touching and describing what they feel (e.g., is it rough or smooth?)
- Grouping the objects according to texture
- Responding to questions
- Sorting the concrete objects they found

**ASSESSMENT GUIDE**

- Observation checklist (yes/no): If the learner was able to find at least one concrete object.
- If the learner explored the texture correctly such as rough, smooth etc.

**SKILLS DEVELOPED**

Collaboration, communication, creativity, hand-eye coordination

LEARNING ACTIVITY 2:

Adding Concrete Objects up to the sum of 5

This activity is a hands-on activity that learners can do using real objects such as blocks, book, pencils, plastic bottles, cups, plates, bottle tops by counting and adding them together and see how many they are. It helps learners to develop numeracy skills.

HOOK: *Let's count!*

Activity 2.1: Block Stacking

This is an activity that learners do by using blocks and other materials to build structures by adding and counting how many they are. It's a great hand-on activity that naturally supports early addition skills in young learners.

Suggested Teaching and Learning Materials:

- **Natural Materials:** Wooden blocks,
- **Artificial Materials:** Plastic blocks, Foam blocks, Cardboard blocks

Learning Environment set-up:

- School surroundings or any suitable safe space (Natural environment)
- Classroom (Artificial environment)

Teacher's Roles

- Start with the hook to connect to this activity
- Gather the blocks and other materials on a flat surface (floor, outdoor ground,)
- Ask learners to familiarise with the materials
- Ask the learners to count the materials
- Ask learners to start stacking the materials up to the sum of 5

**LEARNER ACTIVITY**

- Exploring the materials from the local environment
- Counting the stack materials picked from the local environment
- Stacking the materials picked from the environment up to the sum of 5



ASSESSMENT GUIDE

- Observe learners' participation during activity.
- Observe learner's creativity during the stacking of the materials
- Ask learners questions as they count the materials as they are stacking



SKILLS DEVELOPED

Communication, collaboration, creativity and fine motor skills

LEARNING ACTIVITY 3.

Subtract concrete objects up to the difference of 4

This activity helps learners understand using concrete objects through hand-on way.

HOOK: “Let’s count and take away! Imagine you have some toys, and you give some away. How many toys do you have left? We’ll use blocks or counting bears to help us take away numbers up to 4.”

Activity 3.1. The Hungry Teddy (Story)

This activity is about teddy bear who was hungry. Learners will meet “The Hungry Teddy”, who loves to eat all sorts of yummy treats. This activity sparks curiosity and invites learners to engage with the story, imagining the adventures of The Hungry Teddy.

Suggested: Teaching and Learning Materials

- **Natural Materials:** Bananas ,apples, mangoes)
- **Artificial Materials:** 4 small toy fruits (cookies, apples, bananas, crackers), Teddy Bear/puppet/socks, a tray or table to place the objects

Learning Environment set-up:

- School surroundings or any suitable safe space (Natural environment)
- Classroom (Artificial environment)

Teacher’s Roles:

- Introduce the activity using the hook
- Ask learners to sit in a circle on the floor
- Display the teddy to the learners and have them say hello.
- Place 4 bananas in front of teddy on a tray
- Count together “Lets help Teddy count his bananas – 1, 2, 3, 4.”
- Say “Teddy is going to eat 1 banana now. Chomp chomp!
- Have Teddy pretend to eat (or physically remove) 1 item.
- Ask: “How many bananas are left now?”
- Let the learners count the remaining bananas: “1, 2, 3.”
- Continue the story: “Teddy is still hungry! He eats 1 more.

- Ask questions: “If Teddy eats 1 banana, How many bananas will remain?”

**LEARNER ACTIVITY**

- Counting bananas together with the teacher
- Taking turns being Teddy or feeding Teddy.

**ASSESSMENT GUIDE**

- Observe learners counting bananas together with the teacher
- Evaluate learners taking turns being Teddy or feeding Teddy.

**SKILLS DEVELOPED**

Analytical thinking, Collaboration, Communication, Fine motor skills,

Activity 3.2: Subtraction Bowling

This activity “Subtraction Bowling” is about learners rolling a ball to knock down plastic bottles, then count how many are left standing. It can help learners solve the subtraction problem and find out how many pins are left. This activity combines physical task with mathematical practice, making subtraction fun and interactive for learners.

Suggested Teaching and Learning Materials:

- **Artificial Materials:** 5 empty plastic bottles, soft ball

Learning Environment set-up:

- School surroundings or any suitable safe space (Natural environment)
- Classroom (Artificial environment)

Teacher’s Roles:

- Prepare the 5 bottles and a soft ball and place them in front of the learners (ensure that there is enough space between the bottles)
- Put the learners in to two groups
- Let one learner from each group roll the ball to knock over the bottles
- Count together how many are knocked down and how many are remaining.

**LEARNER ACTIVITY**

- Rolling the ball to knock over the plastic bottles
- Counting how many are knocked down and how many are remaining.

**ASSESSMENT GUIDE**

- Observe learners rolling the ball
- Ask the learners questions such as ‘5 bottles take away 1, how many will remain?’



SKILLS DEVELOPED

Problem-solving, Collaboration, Communication, Critical thinking and creativity.

LEARNING ACTIVITY 4:

Adding different locally available materials

This activity is about adding different locally available materials such as combining different snacks to make a mixture and many others. This activity helps learners understand the concept of mixing and making new combinations. It also helps learners develop their fine motor skills, and introduces basic concepts of texture, color, and pattern recognition, while promoting creativity and experimentation in making simple mixtures.

HOOK: “Let’s mix! Today, we are going to see what happens when we add different things like different snacks together. What kind of cool mixtures can we made?”

Activity 4.1: Adding and Mixing Game

This activity helps learners develop their numeracy skills through counting and addition. It also enhances their fine motor skills through mixing and measuring, and introduces scientific concepts such as mixtures and textures.

Suggested Teaching and Learning Materials:

- **Natural Materials:** snacks of different types such as fresh fruits (e.g., mangoes, bananas)

Learning Environment Setup:

- classroom (Artificial environment)

Teacher’s Roles:

- Set up stations with different materials, such as snacks.
- Start with the hook to connect to this activity
 - ☑ Put learners to work in pairs or small groups.
 - ☑ Ask learners to add different snacks of their choice.
 - ☑ Ask learners questions about the mixture produced



LEARNER ACTIVITY

- Adding different snacks.
- Mentioning what mixtures they produced



ASSESSMENT GUIDE

- Observe learners during the activity to assess their addition and mixing skills
- Ask learners questions on the nature of their mixture

**SKILLS DEVELOPED**

Addition skills, fine motor skills, problem-solving, communication, creativity, critical thinking skills.

Activity 4.2 Bead Mixture

The **Bead Mixture** activity involves mixing different coloured beads together and see what happens. Learners can be helped establish what the mixture will look like. This activity stimulates curiosity and encourages learners to engage with the Bead Mixture activity, promoting creativity and exploration.

Suggested Teaching and Learning Materials:

- **Artificial Materials:** different colored beads, small containers or bags for mixing

Learning Environment Setup:

- Classroom (Artificial environment)

Teacher's Roles:

- Choose two or more colours of beads.
- Put learners in groups and let them sit on the floor
- Put heaps of beads of different colours for each group on the floor
- Ask learners to sort beads by colour.
- Ask learners to choose beads of two different colours and mix them
- Ask learners to describe their mixture

**LEARNER ACTIVITY**

- Sorting beads by colour
- Mixing beads together in a container.
- Describing their mixture. (e.g., "My mixture is brown and yellow." "I mixed the brown and yellow beads together.")

**ASSESSMENT GUIDE**

- Observe learners during the activity to assess their fine motor skills and problem-solving skills.
- Ask learners questions about their mixture
- Evaluate learners' ability to sort beads according to color accurately.

**TIPS**

- Use non-toxic materials and ingredients to ensure learners' safety.



SKILLS DEVELOPED

Fine motor skills, problem-solving skills, collaboration and communication

LEARNING ACTIVITY 5:

Understanding Mixtures: Separate but Together

This activity is about mixing different things together. When different things are mixed together, like sand and beads/pebbles, they might look combined, but each part stays the same. This activity will help learners explore how the items in a mixture remain separate but together. This activity sets a foundation for understanding the properties of mixtures and how individual components interact.

HOOK: *Let's mix and mingle! Imagine combining different ingredients like sand, beads, and rice. Even when they're mixed together, each ingredient stays the same. Can you find and identify each part of the mixture?"*

Suggested Teaching and Learning Materials:

- **Artificial Materials:** Spoons
- **Natural Materials:** Sand and water, maize grains and beans

Learning Environment:

- School Surroundings (natural environment)

Teacher's Roles:

- Set up the exploration stations with different mixtures such as station 1. Maize grains
2. Beans
- Introduce the activity using a hook stated above
- Have learners mix maize grains and beans
- Ask learners to discuss how the items in a mixture remain separate but together by answering questions such as:
 1. When we mixed different items together, like maize grains and beans, did they change into something new?
 2. Did they change colour or shape?



ASSESSMENT GUIDE

- Observe learners' participation and engagement during the activity.



TIPS

Use materials which are not harmful to the learners and keep an eye on the learners when mixing items to avoid accidents.

**SKILLS DEVELOPED**

Fine motor skills, hand-eye coordination, problem-solving, critical thinking, creativity.

LEARNING ACTIVITY 6:**Making simple Mixtures**

This activity is designed to make simple mixtures. The activity will allow learners to experiment and discover the magic of making simple mixtures. Learners can be allowed to mix different water colours to make something new. This activity sparks curiosity and encourages learners to explore and learn about mixtures through hands-on activities.

HOOK: *Let's mix! "What happens when red and blue colours become best friends? Let's mix them together and find out the new color!?"*

Suggested teaching and learning materials:

- **Natural Materials:** water
- **Artificial Materials:** water colours (in the absence of water colours use paint/charcoal powder paint etc) mixing bowls.

Learning Environment set up:

- **Natural Environment:** School surroundings/ any safe space
- **Artificial Environment:** classroom building

Teacher's Roles:

- Start with the hook to connect to this activity
- Put learners in small groups
- Provide learners with water colours such as blue and yellow
- Let learners mix the colours
- Ask the learners what they have come up with

**LEARNER ACTIVITY**

- Mixing colours in their small groups
- Describing the colour of the new mixture

**ASSESSMENT GUIDE**

- Teacher to observe the learners' participation.
- Provide different colours for the learners to mix and let them describe the new mixture formed).



TIPS

Observe safety for the learners



SKILLS DEVELOPED

Creativity, critical thinking, color recognition, experimentation, observation, self-expression, problem-solving, Fine motor skills.



TIPS

Teacher can engage learners in making simple mixtures using water colors, using different locally and model learning materials available through games

Expected Standard:

- Mathematical operations used correctly
- Simple mixtures made accordingly



KEY LEARNING POINTS

These key learning points outline the main takeaways for learners engaging with these activities

- Counting and Addition: Understanding numbers up to 5 and combining objects to reach a sum.
- Subtraction: Finding the difference between numbers up to 4 by removing objects.
- Using Local Materials: Applying mathematics concepts using everyday objects like beads, buttons, or snacks.
- Mixtures: Understanding that mixtures consist of individual components that retain their properties.
- Colour Mixing: Exploring mixtures of colours through watercolor mixing.
- Features of Mixtures: Recognising that items in a mixture remain separate but together.

Sample Assessment Items

1. Object Counting: Count objects in the classroom or at home.
2. Addition/Subtraction Tasks: Use concrete objects to demonstrate addition (up to 5) and subtraction (up to 4).
3. Material Mixing: Combine local materials (e.g., beads, buttons) and count the total.
4. Mixture identification: Identify components in a mixture.
5. Color Mixing: Mix watercolors and predict resulting colors.
6. Mixture Discussion: Explain how items in a mixture remain separate.

Assessment Methods:

1. Observation
2. Oral Questions
3. Hands-on Tasks
4. Drawings or Paintings (for color mixing)

APPENDIX: SAMPLE LESSON PLAN

School: Mambilima Primary School

Teachers Name: Naomi Phiri

Level: 1 (3-4 years)

Date: 12/04/2025

Duration: 30 minutes

Total Enrolment: 15

Girls: 8

Boys: 7

Learning Area: *Pre-Mathematics and Science*

Topic: Understanding materials

Sub Topic: Shapes and Patterns

General Competences (to be aligned with the learning activity...)

- ☒ Critical thinking,
- ☒ Communication,
- ☒ Collaboration
- ☒ Problem solving,

Specific Competences:

- ☒ Creating simple shapes

Lesson goal: To help learners make shapes (circle, square, triangle, rectangle)

Rationale:

In this lesson learners will create shapes according to size and colour. learners will develop Cognitive skills (critical thinking), Fine-motor skills (eye hand coordination) and Creative skills (imagination). Demonstration method will be used. This is lesson 1 of 5 lessons in the topic.

Prior Knowledge: Learners have an idea on shapes

References:

- ☒ ECE Pre-mathematics and Science Syllabi (2025) page 20
- ☒ Pre- Mathematics and Science module, (2025) page 13

Note: *There should be at least three references cited*

Learning Environment: Classroom (artificial environment)

Learning and Teaching Materials:

- ☒ **Artificial Materials;** various shape templates, Paper, Crayons/markers, Scissors, Glue

Expected Standard: Shapes created successfully

Part	Teacher's Roles	Learner's Activities	Methods	Assessment Criteria
Introduction 5 minutes	<ul style="list-style-type: none"> ○ Introduce the lesson using the following hook: <i>Let's get creative! Can you show me how to make a circle, square, or triangle? What shapes can you find around us? Let's draw and discover!</i> ○ Show examples of shapes. 	<ul style="list-style-type: none"> ○ Observing examples of shapes displayed ○ Showing the teacher how to make circle, square, or triangle with the shapes 	<ul style="list-style-type: none"> ○ Question and answer. ○ Demonstration 	<ul style="list-style-type: none"> ○ Observe their interaction with the materials
Development 15 minutes	<ul style="list-style-type: none"> ○ Provide cut out shapes ○ Ask learners tracing shapes. ○ Ask learner to make a picture using different shapes. ○ Observe learners' ability to identify and make shapes. 	<ul style="list-style-type: none"> ○ Observing provided cut out shapes ○ Tracing shapes. ○ Making a picture using different shapes. 	<ul style="list-style-type: none"> ○ Guided discovery method ○ Question and answer 	<ul style="list-style-type: none"> ○ Observe the learners during the activities. ○ Evaluate the shapes created
Conclusion 5 minutes	<ul style="list-style-type: none"> ○ Ask learners to say 1. What shape is this? 2. Find something in the room that's this shape? 	<ul style="list-style-type: none"> ○ Saying what the shape is ○ Exploring the room and Finding shapes in the room that of the shape 	<ul style="list-style-type: none"> ○ Question and answer ○ Demonstration 	Question and answer to gauge learners' understanding about shapes.
Homework 5 minutes	<ul style="list-style-type: none"> ○ Ask learners to go make shapes at home. ○ Sharing their findings at school. 	<ul style="list-style-type: none"> ○ Making shapes according to colour and size at home ○ Displaying the shapes at school. 	<ul style="list-style-type: none"> ○ Question and answer 	Record on the feedback.

Evaluation; (During lesson evaluation consider the following points highlighted below)

Lesson delivery

1. Was the lesson delivered according to the plan?
2. Do activities align with specific competences?

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