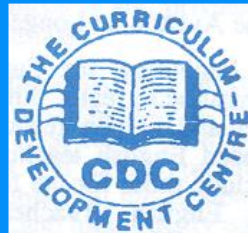




Republic of Zambia

Ministry of Education

**PRE-MATHEMATICS & SCIENCE
TEACHING MODULE
EARLY CHILDHOOD EDUCATION LEVEL II
Term 1 & 2**



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VISION

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

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Preface

The Pre-Mathematics and Science Teaching Module level 2 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 base on the Pre-Mathematics and Science syllabus for level 2 and serves as a guide to the Teacher on how to handle learning activities and content which is age-appropriate for learners aged 4 to 5 years. The Module aims to facilitate the provision of quality education that is aligned with the Competence-Based Curriculum. Furthermore, the Module aims to support 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.

It is hoped that this Module will make learning Pre-Mathematics and Science more meaningful and enjoyable as it is highly activity-oriented. Therefore, 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.)
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Acknowledgement

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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.)
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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 Mathematical 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 promotes the key competences; Collaboration, Communication, Creativity and Innovative 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, 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.

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
- Manipulatives and concrete objects
- 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 utilizes icons as visual symbols or graphics to represent instructions, enhancing the learning experience for learners. Icons categorise and organise instructions, making navigation easier for teachers.

Learning activity	Assessment	Key Terms	Content Tips	Skills to be developed
				

ASSESSMENT METHODS

Assessment is crucial 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 learner-teacher contact time is **5 hours** per week for both ages 4 - 5 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.

S/N	COMPETENCE	DESCRIPTORS
		<ul style="list-style-type: none"> • Adhere to best practices in environmental management. • Identify a clean environment. • Identify types of waste in local environment.
7.	Financial Literacy	<ul style="list-style-type: none"> • Identify the forms of money • Demonstrate the ability to use money • Make a choice of what to buy.
8.	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 1



TOPIC 1: Exploring My World

Introduction

Exploring My World is an important topic for learners aged 4 to 5 years because it helps them discover, observe, and understand the environment around them in a simple, practical, and meaningful way. Through the sub-topics *Grouping Things*, *Numbering Things*, and *Things in the Surrounding*, learners begin to identify, compare, sort, count, and describe objects and living things found in their everyday experiences. This topic lays a strong foundation for early mathematical and scientific learning by allowing children to interact with real materials in their environment and make sense of what they see.

The topic is valuable because it promotes appreciation of the environment, encourages responsibility and care for things around them, and helps learners connect classroom learning to real life. As children group objects, recognize numbers, and explore things in their surroundings, they develop important values such as curiosity, cooperation, responsibility, and respect for the environment. Using learner-centred and activity-based approaches, the topic also helps develop key skills such as observation, communication, critical thinking, problem-solving, comparison, classification, counting, and creativity. In this way, learners are not only gaining knowledge, but are also building competences that will help them learn effectively and function confidently in everyday life.

Key Competences

- Collaboration
- Communication
- Analytical Thinking
- Critical Thinking
- Problem solving

Sub-Topic 1: Grouping of Things

Introduction:

Grouping of things is an important foundational learning experience that helps young learners understand how objects can be put together according to shared characteristics such as colour, size, shape, type, texture, or use. Through this activity, children begin to make sense of the world around them by observing similarities and differences among objects found in their environment. The learning becomes more meaningful when learners are actively involved in play, songs, craft work, games, and outdoor activities, as these approaches allow them to explore, sort, compare, and talk about objects in practical ways. The value of grouping lies in its role in developing early Mathematical and Scientific thinking, as learners begin to classify, organise, and interpret information. It also promotes important competences such as observation, communication, collaboration, creativity, problem-solving, and critical thinking. By using familiar and locally available materials, the activity connects learning to everyday life and helps learners build confidence, curiosity, and a deeper understanding of their environment.

Specific Competence: Grouping things according to their characteristics



Key Terms

- **Comparison:** evaluating and contrasting two or more objects, ideas, or quantities to identify similarities and differences.
- **Grouping:** process of organising items into categories based on shared characteristics.
- **Counting:** is the way of determining the number of items in a set or collection.
- **Habitat:** is the natural environment in which plants or animals live.
- **Living things:** organisms that exhibit characteristics of life such as growth.
- **Non-living things:** objects or materials that do not have the characteristics of life.

Key Concepts

- Grouping

- Sorting
- Matching
- Classifying



LEARNING ACTIVITY 1: Exploring the surrounding (physical, virtue....) to identify living and non-living things: plants (e.g. trees, grass....) Animals (e.g. cats, insects, chicken, cow, dog, snake....) and non-living things (e.g. stones, soil, water, toys, crayons pencil, book....) according to given criteria such as quantity and size.

Exploration of the surrounding environment is a vital component of early childhood learning, as it enables learners to interact with and understand the world around them in a practical and meaningful way. At the age of 4 to 5 years, children learn best through direct experiences that involve observing, touching, identifying, and discussing familiar objects and living things within their environment. This activity provides learners with an opportunity to explore the physical environment in order to identify living things such as plants and animals, and non-living things such as stones, soil, water, toys, crayons, pencils, and books. As learners examine these items, they are guided to classify them according to given criteria such as quantity and size. This process helps to develop important foundational skills in both Science and Mathematics, including observation, identification, comparison, classification, and counting. Furthermore, the activity promotes curiosity, language development, and appreciation of the environment, thereby making learning relevant, engaging, and developmentally appropriate for young learners.

HOOK: Let us look around and see things we can find in our surrounding.

ACTIVITY 1.1: Living and Non-Living Treasure Hunt

Introduction

Living and Non-Living Treasure Hunt helps learners explore their surroundings through play as they search for, identify, and sort things

they find in the environment. Through this activity, learners observe, compare, and classify living things such as plants, insects, and birds, and non-living things such as stones, soil, sticks, buildings, and toys. The activity makes learning practical, enjoyable, and meaningful while developing observation, communication, classification, critical thinking, and environmental awareness skills. It also promotes curiosity, cooperation, and appreciation of the environment.

Hook: “*Today we are going on a treasure hunt. Can you help me find things that are alive and things that are not alive?*”

Suggested Teaching and Learning Materials:

Natural materials: sand, stones, leaves, sticks, grass, flowers, soil

Artificial materials: toys, pencils, crayons, chairs, paper cards, baskets or containers

Other materials: picture cards labelled *Living* and *Non-Living*

Learning Environment Set-up:

School surroundings or any suitable and safe open space where learners can move around, observe, and collect or point at objects.

Teacher’s Role:

- Gathers learners and discuss with them that they will move around the school surroundings looking for “treasures” to sort into two groups: *living things* and *non-living things*.
- Model by pointing to one or two examples, such as a tree and a stone, and asks, “*Which one is living? Which one is non-living?*”
- Guide learners to move around in small groups or pairs, looking carefully at objects in the environment.
- Encourage learners to observe, point, name, and where safe, touch objects.

- Simple guiding questions should be asked, such as: *“Does it grow?” “Does it need food or water?” “Does it move by itself?” “Was it made by people?”*
- Help learners sort the objects or picture cards into the correct groups and gives support where needed.



Content Tip/Caution:

Ensure that learners do not touch unsafe objects, insects, sharp items, dirty materials, or unknown plants. The teacher should closely supervise the learners throughout the activity and guide them to observe safely.

Learners’ Activity:

- Learners listen to the hook and join in the treasure hunt game.
- Walk around the school surroundings in pairs or small groups with the teacher.
- Look carefully at things they see, such as trees, grass, birds, insects, stones, soil, toys, buildings, and classroom objects.
- Learners point to or safely touch objects when permitted.
- Learners say whether each item is living or non-living and place or match picture cards into the correct group.
- Learners answer simple questions such as *“Does it grow?” “Does it move?”* or *“Was it made by people?”*
- Learners also talk about what they found during the game.



Assessment:

- Learners correctly point to living things.
- Learners correctly point to non-living things.

- Learners sort objects or picture cards into the correct groups.
- Learners respond correctly to simple guiding questions.
- Learners participate actively in the treasure hunt game.



Skills to be Developed: Observation, communication, classification, comparison, critical thinking, cooperation, and environmental awareness.

ACTIVITY 1.2: Living and Non-Living Sort Game

Living and Non-Living Sort Game is a fun play-based activity that helps young learners identify, compare, and group objects into living and non-living things. Through sorting real objects and picture cards, learners begin to understand that living things grow, breathe, need food and water, and non-living things do not. The activity makes learning practical and enjoyable while developing observation, classification, communication, and care skills.

Suggested Teaching and Learning Materials:

- **Natural Materials:** leaves, flowers, grass, small stones, soil, sticks, twigs
- **Artificial Materials:** books, pencils, cups, toys, chairs, picture cards of animals and objects
- Hoops, baskets, boxes, or trays labeled **Living Things** and **Non-Living Things**

Learning Environment set-up:

School surrounding/classroom corner/any suitable safe place

Teacher's Role:

- Introduce the game: “We are going to sort things into living and non-living groups.”
- Show a few objects such as a leaf, stone, toy animal, and cup
- Ask simple guiding questions such as: “Does it grow?”, “Does it need food?”, “Can it breathe?”
- Demonstrate how to sort one or two items correctly into the labeled groups
- Divide learners into small groups
- Give learners objects or picture cards to sort
- Guide learners to handle materials carefully and play safely
- Move around as learners play, asking questions such as: “Why did you put it there?”
- Encourage learners to help one another and talk about their choices
- Correct gently where necessary and allow learners to sort more independently

**Content Tips:**

- Use safe and familiar objects
- Remind learners not to touch harmful plants, insects, or dirty objects
- Emphasize that living things grow, breathe, and need food and water, while non-living things do not

Learner's Activity:

- Watch and listen to the teacher
- Observe the objects and picture cards
- Pick one item at a time
- Decide whether it is living or non-living
- Place it in the correct hoop, box, or tray

- Explain their choices in simple words
- Work together with friends during sorting
- Show care when handling objects, especially natural materials



Assessments:

- Learners correctly sort objects into living and non-living groups
- Learners participate actively in the sort game
- Learners answer simple questions about why an object belongs to a certain group
- Learners handle materials carefully and responsibly



Skills to be developed: Collaboration, communication, observation, classification, critical thinking, fine motor skills, environmental awareness

ACTIVITY 1.3: Sorting living and non-living things

In this activity, learners will sort different objects into living and non-living groups. They will learn to recognise the differences by observing whether things grow, move, or need food, helping them understand their environment in a simple and practical way.

Suggested Teaching and Learning Materials:

- Natural Materials: leaves, flowers, small stones, soil, sand, sticks, twigs
- Artificial Materials: books, pencils, cups, chairs, tables, picture cards

Learning Environment set-up: School surrounding/any suitable safe place

Teachers Role:

- Demonstrate how to sort objects or pictures.
- Divides learners into small groups
- Provide new items to each group



Content Tip: Encourage learners not to touch plants, animals, or other objects that may be hazardous

Learners' Activity:

- Observe and repeat key terms
- Work together to sort objects into living and non-living things
- Help one another and discuss where items belongs
- As a group sort items correctly



Assessment:

- Observe learners as they sort items during pair or group work
- Ask simple questions while learners are sorting



Skills to be developed: Collaboration, communication, critical thinking, observation, problem-solving

ACTIVITY 1.4: “Big or Small? Many or Few Game”

Big or Small? Many or Few Game is an enjoyable hands-on activity that helps learners compare objects by size and quantity using real materials from their surroundings. Through observing, sorting, and talking about objects, learners begin to understand simple concepts such as big and small, many and few. The activity makes learning practical and meaningful while developing observation, comparison, communication, and early mathematical skills.

Suggested Teaching and Learning Materials:

Natural Materials: stones, maize, twigs, soil

Artificial Materials: books, picture cards, cups, ball.

Learning Environment set-up: Any safe place

Teachers Role:

- Collects classroom or outdoor objects of different sizes such as big and small balls, long and short sticks, tall and short containers, and large and small boxes.
- Demonstrates comparison by holding up two objects
- Asking: “Which one is big?” “Which one is small?” “Which one is longer?”
- Gives learners opportunities to handle and compare the objects directly.
- Show groups of items (many stones vs. few stones).
- Uses simple language: “This is big, this is small”. “This is many, this is few”.
- Divide learners into pairs or small groups
- Gives each group objects (bottle tops, stones, sticks)
- Demonstrate comparing and counting
- Organises a game:
 - Learners pick objects and place them in correct groups
 - Or respond to commands: “show me something big!”. “Stand in a group with many learners!”
- Observes and supports.

Learner’s Activity:

- Observe and listen
- Repeat words: big, small, many, few
- Sort objects into big and small groups
- Count and compare quantities (many/few)
- Independently identify big/small objects
- Show groups with many or few items
- Participate actively in the game



Assessment Checklist

Name of the learner	Are learners able to identify living things in the surrounding?	Are learners able to identify non-living things in the surrounding?	Are learners able to name some plants and animals correctly?	Are learners able to name some non-living things correctly?	Are the learners able to group things according to size ?	Are the learners able to group things according to quantity ?
Anna						
Ben						
Chola						

You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills to be developed: Observation, communication, problem-solving skills



LEARNING ACTIVITY 2: Grouping living things according to characteristics (e.g. Feeding, Breathing, Growth) and non-living things according to given criteria such as size and colour.

Grouping things is an important early learning activity that helps young children observe, compare, and organise objects in meaningful ways. Learners are naturally curious about the things around them, and this curiosity can be used to help them understand the difference between living and non-living things. In this activity, learners group living things according to characteristics such as feeding, breathing, and growth, while non-living things are grouped according to visible features such as size and colour. This helps children develop early science process skills such as observation, identification, classification, and comparison. It also strengthens their thinking and language development as they talk about why things belong in certain groups. Through hands-on experiences with familiar objects, pictures, and examples from their environment, learners begin to make sense of the world around them in a simple, practical, and enjoyable way.

HOOK: What keeps us alive?

ACTIVITY 2.1: Grouping living things according to feeding

This activity helps learners understand nature and how different living things eat different types of food in order to live and grow.

Suggested Teaching and Learning Materials:

- Natural Materials: Animals, plants, maize, twigs, soil
- Artificial Materials: books, picture cards, toys, glue, scissors

Learning Environment set-up: Classroom/any safe place

Teachers Role:

- Shows picture cards of animals and plants (cow, goat, bird, and tree).
- Asks guiding questions: (“what does a goat eat?”, “Do plants also need food?”)
- Explains simply: (All living things need food to stay alive)
- Places category labels on the floor or chart: (e.g., link the picture card of a cow to that of grass)
 - Eat plants
 - Eat seeds/insects
 - Plants make their own food

Learners’ Activity

- Learners in pairs to do the activity
- Work in pairs to sort picture cards into correct group.
- Choose one living thing and say: (“A cow eats grass.”)
- Draw and color an animal and its food.



Assessment:

Observe if learners correctly group living things by feeding.



Skills to be developed: Collaboration, Communication, critical thinking skills.

ACTIVITY 2.2: “Who Breathes?” Sorting Hoop Game

This activity will help learners sort picture cards and place them in the right box of those things which breathe. By the end of this activity learners are expected to know and classify items into living and non-living groups.

Suggested Teaching and Learning Materials:

- Natural Materials: dog, bird, child, tree, stone
- Artificial Materials: car, picture cards

Learning Environment set-up: Any suitable safe space

Teachers Role:

- Ask learners to place their hands on their chest.
- Asks learners to breath in and out
- Explains in simple language: (Living things breath air to stay alive)
- Shows picture card of: (Dog, bird, child, tree, stone, chair, car)
- Places two hoops/boxes labelled: (breathing living things and non-living things)

Learners Activity:

- Take turns picking a card and sorting it.
- Choose one living thing and say: (A goat breathes, so it is living.)
- Draw and color one living thing that breathes.



Assessment

- Observe correct sorting and explanations



Skills to be developed: Collaboration, Communication, Critical thinking

ACTIVITY 2.3: Grouping living things according to growth

Grow or Not Grow? Sorting Game is a practical and enjoyable activity that helps learners identify things according to whether they grow or do not grow. Through observation, touching, sorting, and discussion, learners begin to understand that living things such as

plants and animals grow, while non-living things such as stones, cups, and books do not grow. The activity makes learning meaningful and supports the development of observation, classification, communication, and thinking skills in a competency based curriculum.

Suggested Teaching and Learning Materials:

Natural materials: Real objects such as leaves, seedlings, flowers, grass, stones.

Artificial Environment: picture cards, small toy animals, pictures of babies and adults, cups, pencils, shoes, books, and balls. Two hoops, baskets, or spaces may be labelled “Things That Grow” and “Things That Do Not Grow.”

Learning Environment Set-up: Natural and Artificial Materials

Teacher’s Role

- The teacher introduces the activity by showing learners a few familiar objects such as a leaf, a stone, a chick, and a cup.
- The teacher asks simple guiding questions such as, “Can this grow bigger?” “Does it change as time goes on?” and “Was it once small and then became bigger?”
- The teacher explains that some things grow and some do not grow.
- The teacher then demonstrates by placing one growing thing in the “Things That Grow” space and one non-growing thing in the “Things That Do Not Grow” space.
- Learners are then invited to take turns picking objects or picture cards, naming them, and deciding where they belong.
- The teacher supports learners by encouraging them to explain their answers in simple language.

Learners’ Activities

- Learners observe the objects and pictures carefully.

- They touch and talk about them, then sort them into the correct groups according to whether they grow or do not grow.
- As they place each item, they say simple sentences such as, “The plant grows,” “The baby grows,” or “The stone does not grow.”
- Learners work in pairs or small groups and compare their answers with friends.
- They also identify examples from their surroundings of things that grow and things that do not grow.

Assessment

- The teacher observes whether learners are able to identify things that grow and things that do not grow.
- The teacher checks whether learners sort objects correctly, participate actively, and give simple reasons for their answers.
- The teacher also listens to the language learners use as they describe the objects.



Content Tips

- Learners develop observation skills by looking carefully at objects and pictures.
- They develop classification skills by grouping things correctly.
- They build communication skills by naming objects and explaining their choices.
- They also develop critical thinking skills by deciding whether something grows or does not grow. Social skills are developed as learners work together and take turns.



Skills to be developed: Collaboration, Communication, Critical Thinking

ACTIVITY 2.4: Grouping non-living things according to colour

This activity will help learners sort non-living things according to colour and place them in the right box of those things which have same colour. This activity will help learners are expected to know and classify items into correct colour.

Suggested Teaching and Learning Materials:

- Natural Materials: stones
- Artificial Materials: bottle tops, blocks, balls, paper pieces, or pictures

Learning Environment set-up: Classroom/ any suitable safe space

Teachers' Role:

- Provide coloured objects such as bottle tops, blocks, balls, paper pieces, or pictures.
- Name the colours and demonstrate how to group objects of the same colour together
- Asks learners questions such as, “Which ones are red?” “Can you put all the blue ones here?”

Learners' Activity:

- Identify colours,
- Pick objects of the same colour, and place them in the correct group
- Say the names of the colours as they sort.



Assessment

- The teacher observes whether learners can correctly identify and group objects by colour. Individual learners may be asked to pick objects of a named colour.



Skills to be developed: Colour recognition, sorting, observation, listening, attention, and language development.

ACTIVITY 2.4: Grouping non-living things according to size

This activity will help learners sort non-living things according to size and place them in the right box of those things with the same size. This activity will help learners are expected to know and classify items according to size.

Suggested Teaching and Learning Materials:

- Natural Materials: Sticks
- Artificial Materials: balls, boxes

Learning Environment set-up: Classroom/ any suitable safe space

Teachers Role:

- Collects objects of different sizes such as big balls, small balls, long sticks, short sticks, big boxes, and small boxes.
- Introduces the words big, small, long, and short. The teacher
- Demonstrates how to compare two objects and place them in the correct size group.

Learners Activity:

- Observe, touch, compare, and sort objects into groups according to size. They
- Place big objects together and small objects together. They also
- Use size words while describing objects.



Assessment

- You check whether learners can correctly sort the objects by size and whether they use the correct language when describing them.

Assessment Checklist

Name of the learner	Are learners able to group living things according to feeding ?	Are learners able to group living things according to breathing ?	Are learners able to group living things according to growth ?	Are learners able to group non-living things according to size ?	Are learners able to group non-living things according to colour ?	Are learners able to explain why things belong in a group ?
Anna						
Ben						
Chola						

You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills to be developed: Comparison, observation, sorting, language development, reasoning, and fine motor coordination.



LEARNING ACTIVITY 3: Identifying living things and non-living things

Identifying living and non-living things means looking at things around us and deciding whether they are alive or not alive. The following are some of the activities that can be used to teach learners on identifying living and non-living things through observing their environment.

HOOK: How can you draw a live cat?

Activity 3.1: Identifying living and non-living things

In this activity learners will be able to observe, recognize and differentiate between living and non-living things in their surroundings. This will help learners develop classification, observation, and critical thinking skills.

Suggested Teaching and Learning Materials:

- Natural Materials: leaves, stones, rocks, sticks, sand, dog, plants
- Artificial Materials: flashcards, toys, glue

Learning Environment set-up: School surrounding/ any suitable safe space

Teachers' Role:

- Take learners on a short walk around the school environment or uses pictures if a walk is not possible.
- point out living things such as plants, trees, grass, birds, dogs, or goats.
- Ask learners to name what they see and explains that living things grow, breathe, and need food and water.
- In the absence of living things like dogs, shows real objects or picture cards (plant, stone, dog, chair).
- Explain key features (grow, breath, move).
- Put learners in pairs.
- Gives each pair picture cards or small objects.
- Guides learners with questions.
- Provides new items or asks learners to look around the classroom.
- Encourages independent responses.

Learners' Activity:

- Observe living things in the environment or in pictures, name them, and point at them.
- Repeat the names and talk about simple features such as growing, moving, and breathing.
- Observe the objects or pictures cards
- Respond to simple questions asked by the teacher.
- Work with a partner.
- Discuss and decide whether each item is living or non-living.
- Sort the items into the correct groups.
- Independently identify living and non-living things.
- Name at least one living thing and one non-living thing.



Assessment:

- You observe whether learners can correctly identify living things such as plants, trees, grass, and animals. Learners may also be asked to draw or point to a living thing.

Assessment Checklist

Name of the learner	Are learners able to identify plants as living things?	Are learners able to identify animals as living things?	Are learners able to identify non-living things correctly?	Are learners able to tell the difference between living and non-living things?	Are learners able to give examples of living things?	Are learners able to give examples of non-living things?
Anna						
Ben						

Chola						
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You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills to be developed: Observation, identification, vocabulary building, speaking, environmental awareness, and curiosity.

EXPECTED STANDARD: Things grouped according to their characteristics.

Sub -Topic 2: Numbering Things

Numbering things helps learners count and identify how many objects are present. Learners will practice numbering familiar items around them which helps them to recognise numbers and understand quantity in a fun and practical way. The activities will incorporate games, puzzles and outdoor exploration.

Specific competence: Recognise numbers



Keys Terms:

- **Oral counting** – way of verbally counting a sequence of numbers.
- **Classifying** – group or categorising something according to characteristics.
- **Living things** - organisms that exhibit characteristics of life such as growth.
- **Non-living things** - objects or materials that do not have the characteristics of life.
- **written number recognition** - way to know and identify written numbers 1 through to 10.

Key concepts

- Number sense
- Counting
- Number presentation
- Living and non-living things



LEARNING ACTIVITY 1: Counting Orally (Numbers 1–20)

Counting orally is one of the earliest mathematical skills that young learners need to develop. At this age, learners learn best through speaking, listening, repetition, songs, rhymes, games, and everyday experiences. This activity helps learners to say numbers in the correct order from 1 to 20 with confidence and enjoyment. Oral counting lays a strong foundation for later number work because it helps learner build memory, sequence, rhythm, and familiarity with number language. Through this activity, learners begin to understand that numbers follow a pattern and can be used in everyday life.

HOOK: Let us count numbers

ACTIVITY 1.1: Singing and saying numbers 1–20

Singing and saying numbers from 1 to 20 activity is a very interesting activity done in the play. It allows learners to know how to count master the arrangement of numbers from 1 to 20. Learners learn well at the age through songs and play.

Suggested teaching and learning materials

Natural Materials: Play ground

Learning Environment set-up: Artificial Environment and outdoor in Natural Environment

Teacher's role:

- Lead learners in number songs, rhymes, and chants from 1 to 20.
- Say the numbers slowly and clearly, then asks learners to repeat after her or him
- guides learners to count together as a class, in small groups, and individually
- Use actions such as clapping, jumping, or tapping while counting to make the activity lively and meaningful.

Learners Activity

- Learners listen to the teacher,
- Repeat the numbers aloud, sing number songs, and count from 1 to 20 together and individually.
- Count while clapping, tapping desks, or jumping.



Assessment

- Observe whether learners can recite numbers from 1 to 20 in the correct order.
- Individual learners may be asked to count orally on their own or continue from a given number.

Assessment Checklist

Name of the learner	Are learners able to count orally from 1 to 10?	Are learners able to count orally from 11 to 20?	Are learners able to say numbers in the correct order ?	Are learners able to count with confidence ?	Are learners able to join others in oral counting ?	Are learners able to count without much help ?
Anna						
Ben						

Chola						
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You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills to be developed: Oral language development, memory, listening skills, confidence, concentration, and number sequencing



LEARNING ACTIVITY 2: Counting living and non - living things (1 to 20).

Learners learn mathematics more meaningfully when they use real objects from their environment. Counting living and non-living things helps learners connect numbers to the world around them, such as plants, animals, stones, sticks, toys, bottles, or books. This activity gives learners an opportunity to observe, sort, and count objects while developing both numeracy and environmental awareness. As learners count items from 1 to 20, they begin to understand that numbers represent quantity. This practical experience strengthens one-to-one correspondence, observation skills, and the ability to distinguish between living and non-living things.

HOOK: How many living things do you have at home?

Suggested teaching and learning materials

Natural Materials: plants, stones, sticks

Artificial Materials: buildings, cars, bicycles, number cards

Learning Environment set-up: Artificial Environment and outdoor Natural Environment

Teacher's role:

- Take the learners outside the classroom.
- Ask them to count what they see.
- Bring the learners back in the class room.
- Ask learners what they saw outside.
- Ask learners how many things they saw outside.
- Put learners in small groups.
- Introduce numbers 1–20 using number charts, flashcards, songs, and counting rhymes.

Learners' Activity:

- Say what they saw outside the classroom and how many they were.
- Count using clapping, jumping and tapping.
- Actively take part in the counting in small groups.

**Assessment:**

- Observe learners' participation
- Ask learners questions like “How many stones did you see?”
- Observe learners' responses.
- Observe learners count 1 to 20

You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup

Assessment Checklist

Name of the learner	Are learners able to count living things correctly?	Are learners able to count non-living things correctly?	Are learners able to count objects from 1 to 10 ?	Are learners able to count objects from 11 to 20 ?	Are learners able to point to objects while counting?	Are learners able to give the correct total after counting?
Anna						
Ben						
Chola						



Skills to be developed: Collaboration, critical thinking, problem-solving, communication



LEARNING ACTIVITY 3: Identifying Written Numbers (1–10) Using Things

Before children can read and use numbers confidently, they need to recognise number symbols and connect them to real objects. This activity introduces learners to written numbers from 1 to 10 in a concrete and meaningful way by using familiar things around them. For example, learners may match the written number 3 with three bottle tops or the number 5 with five sticks. This helps them understand that written numbers are symbols that stand for amounts. By using real objects, learners move from seeing and touching things to recognising number symbols, which is an important step in early number development

HOOK: Let`s find numbers around us.

ACTIVITY 3.1: Matching number symbols

Suggested teaching and learning materials

Natural Materials: stones, sticks, sand box

Artificial Materials: books, empty bottles, paper plates

Learning Environment set-up: Artificial Environment and outdoor, Natural Environment

Teacher's role

The teacher displays number cards from 1 to 10 and introduces each written number clearly. The teacher sticks the numbers on bottles.

The teacher points at each number, says it aloud, and encourages learners to repeat.

- Show learners bottles with written numbers 1-10
- Demonstrate a game of identifying written number (throwing a ball on a written bottle with a written number on it).
- Guide, support, observe, encourage participation.
- Organise activities such as matching number cards, tracing numbers in the air, or picking the correct card when a number is called out.

Learners' Activity:

- Play a game of identifying numbers written on different objects.
- Look at number cards, name the written numbers, match identical numbers,
- Point to the correct number when asked
- Trace the shape of the number using fingers, sand, or the air.

**Assessment:**

- Observe learner participation
- Ask learners what number they have hit with the ball.
- Observe learners' ability to identify numbers.

- Record the observation in the checklist.

You can mark each box using **Yes / No, Able / Not Able**, or **✓ / ✗** depending on what want and help the learners who are behind to catchup.

Assessment Checklist

Name of the learner	Are learners able to identify written numbers from 1 to 5?correctly?	Are learners able to match written numbers to objects?	Are learners able to identify written numbers from 6 to 10?	Are learners able to select the correct number when shown objects?	Are learners able to name the written numbers correctly?	Are learners able to identify numbers using familiar things?
Anna						
Ben						
Chola						



Skills to be developed: Collaboration, critical thinking, problem-solving, communication

Sub-Topic 3: Things in the Surroundings

The environment in which we live consists of many things, both living and non-living things. Learning about the surroundings develops learners` observation skills and encourages curiosity. By exploring their surroundings, learners will build connections between what they learn in school and their everyday lives, making learning more meaningful and relevant. There are twelve learning activities in the sub – topic “*Things in the surrounding*” to help learners understand and relate classroom activities to their everyday lives.

Specific Competences:

- Recognise money

- Managing waste in everyday life



Key Terms

- **Coins:** Money made of metal
- **Notes:** Money made of paper
- **Counting:** determine how many things there are.
- **Buying:** acquire something in exchange for money.
- **Selling:** giving out something in exchange for money
- **Waste management**-way of handling, storing, and disposing of waste.
- **Waste disposal:** act of getting rid of waste in a responsible manner.
- **Sorting waste:** separating waste into different groups for proper disposal.
- **Reduce, Reuse, Re-cycle (3Rs):** a plan for minimising waste by reducing consumption, reusing items, and recycling materials.
- **Measurement:** The act or process of finding the size, height or weight of something.
- **Length:** how long something is.
- **Width:** how wide something is.

Key Concepts

- Financial literacy
- Waste management
- Measurement



LEARNING ACTIVITY 1: Identifying coins and small notes (50n to k5) through storytelling and games such as buying and selling.

Introducing young learners to coins and small notes through storytelling and play-based activities is an effective way of helping them understand money in a simple, practical, and meaningful manner. Learners learn best when they are actively involved in familiar experiences such as role play, games, songs, and stories. This activity gives learners an opportunity to identify coins and small notes from 50 ngwee to K10 by seeing, touching, naming, and using them in pretend situations such as buying and selling. Storytelling makes the learning experience more engaging by placing money in real-life contexts that learners can easily understand, while games allow them to practise recognising money in a joyful and interactive way. Through repeated exposure to coins and notes, learners begin to understand that money has different forms and values and that it is used to buy goods and services in everyday life. This lays a firm foundation for financial literacy and helps learners develop confidence in handling money-related situations from an early age.

Through this activity, learners develop money recognition skills, listening skills, speaking skills, observation, memory, role-play skills, and social interaction. They also develop early numeracy, decision-making, confidence, and the ability to relate classroom learning to real-life experiences.

HOOK: “How much K1 coins make K5?”

ACTIVITY 1.1: Coin Matching Game

In this activity, learners will identify and match coins (50n to K10) with their corresponding values. They will learn to associate coins with their corresponding values.

Suggested teaching and learning materials

Artificial Materials: Coin (50n to K5) and cards bearing money values (50n to K10)

Learning Environment set-up: Artificial Environment

Teacher’s Roles:

- Introduces different coins and small notes explaining their names and values using real or play money and visual aids.
- Organize a coin matching game, guiding learners to match coins with their correct or similar coins and support where needed.

Learners` Activity

- Observe, listen, and identify the coins and notes as the teacher explains, asking questions where necessary.
- Actively participate in the game by matching coins to their values or pairs working individually or in groups to reinforce understanding.
- Apply knowledge by selecting correct coins to buy items, demonstrating their ability to recognise and use money confidently.



Assessment

- Observes learners during the coin matching game and buying/ selling activity,
Asking simple questions to check understanding (e.g., naming coins and stating their values)

Name of learner	Are learners able to identify coins correctly?	Are learners able to identify small notes correctly?	Are learners able to name 50n to K10 correctly?	Are learners able to use money during buying and selling games?	Are learners able to choose the correct money when asked?	Are learners able to participate in storytelling and games involving money?
Anna						
Ben						
Chola						



Skills to be developed: Communication, critical thinking, problem solving, collaboration, numeracy



LEARNING ACTIVITY 2: Counting money up to K10.

Counting money up to K10 is an important early financial literacy activity that helps children begin to understand the value and use of money in daily life. Learners need concrete and practical experiences in order to make sense of mathematical ideas. By using real or improvised coins and notes, learners are able to count money in a hands-on way that connects number knowledge with actual life situations. This activity helps learners to recognise different coins and notes and count them carefully to find simple totals up to K10. As they count money, they begin to understand that money can be added together to make a larger amount and that different combinations of coins and notes can represent value. This prepares children for future learning in number operations, problem-solving, and responsible money use. The activity also makes mathematics more relevant and enjoyable because learners can relate it to familiar experiences such as shopping, saving, and sharing.

Through this activity, learners develop counting skills, addition readiness, number recognition, value awareness, concentration, and one-to-one correspondence. They also strengthen problem-solving, confidence, reasoning, and the ability to use mathematics in everyday situations.

HOOK: “Lets count money”

ACTIVITY 2.1: Money Scavenger Hunt

In this activity, learners will identify and match notes and coins (50n to K10) with their corresponding values. They will learn to associate coins with their corresponding values.

Suggested teaching and learning materials

Artificial Materials:

- Notes and coin cards (50n to K10)
- Cards bearing money values (50n to K10)

Learning Environment set-up: Classroom (Artificial Environment)

Teacher's Roles:

- Introduces coins and notes up to k10, explaining their values and demonstrating how to count them step by step.
- Provides guided exercises using real or play money, supporting learners as they count different amounts up to k10.
- Creates simple real-life scenarios (e.g., buying items) where learners independently count money up to k10 with minimal guidance.

Learner's Activity

- Observe, listen, and identify the coins and notes, following along as the teacher demonstrates counting
- Practice counting money in pairs or groups, combining coins and notes to reach given amounts.
- Apply their skills by counting and selecting the correct amount of money to complete tasks confidently.



Assessment

- Observe learners count up to K10.
- Observe learners` ability to select the correct amount of money when carrying out the task.

Assessment Checklist

Name of learner	Are learners able to count coins correctly?	Are learners able to count notes correctly?	Are learners able to count money up to K5?	Are learners able to count money up to K10?	Are learners able to combine coins and notes to make a total?	Are learners able to give the correct total amount after counting?
Anna						
Ben						

Chola						
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Skills to be developed: Communication, critical thinking, problem solving, collaboration



LEARNING ACTIVITY 3: Forming patterns using coins and small notes up to K10 (Coin tower pattern game).

Forming patterns using coins and small notes is a creative and enjoyable activity that helps young learners explore order, repetition, and arrangement while becoming familiar with money. Learners learn effectively through play, manipulation of objects, and discovery-based experiences. This activity allows learners to use coins and small notes up to K10 to create simple repeating or growing patterns, such as arranging coins in a sequence or building a coin tower pattern game. Through this process, learners begin to notice similarities, differences, repetition, and order. Using money as a learning material also helps them become more familiar with the appearance and value of coins and notes. Pattern work is important in early mathematics because it develops logical thinking and prepares learners for later work in number relationships, sequencing, and problem-solving. When learners form patterns with money, they are not only strengthening mathematical understanding but are also gaining confidence in handling and identifying money in practical ways.

Through this activity, learners develop patterning skills, observation, comparison, sequencing, creativity, concentration, fine motor coordination, and logical thinking. They also strengthen money recognition, early reasoning, and the ability to organise materials systematically.

HOOK: “Can you make a pattern like this? K1, K2, K1, K2”

ACTIVITY 3.1: Coin Tower Pattern

In this activity, learners will create patterns using coins (50n to K10). The activity will help learners identify different coins that are used in buying and selling.

Suggested teaching and learning materials

Natural Materials: Coins and notes (50n to K10)

Learning Environment set-up: Classroom (Artificial Environment)

Teacher's Roles:

- Introduce the concept of patterns using coins and small notes.
- Demonstrate simple patterns (e.g., K1, K2, K10, K1, K2, K10 or K5, K2, K10, K5, K2, K10) using real coins and notes.
- Explain that patterns can be repeated, extended or completed.
- Ask questions to check prior knowledge, such as; “What comes after this coin?” and “Can you see the repeating sequence?”
- Divide learners into pairs or small groups.
- Distribute coins and small notes to each group.
- Give structured tasks such as:

Create a pattern using 50n, K1, K2, K5 and K10 coins and notes.

Complete a given pattern (e.g., K5, K1, K10, K5, __, __).

- Move around the class to support, guide, and correct learners.
- Ask learners to present and explain their patterns.

Learners' Activity:

- Observe the teacher demonstrate making simple pattern.
- Respond to questions and predict the next item in the pattern.
- Work in groups to create patterns using 50n, K1, K2, K5 and K10 coins and notes.
- Work in groups to complete the pattern.

**Assessment:**

- Observe learners work in groups arranging coins and notes into patterns.
- Observe learners` ability explain their patterns to the class or teacher.

Assessment Checklist

Name of learner	Are learners able to identify coins and notes for pattern making?	Are learners able to form simple patterns using money?	Are learners able to continue a given money pattern ?	Are learners able to arrange coins and notes in the correct order?	Are learners able to build a coin tower pattern correctly?	Are learners able to explain the pattern made?
Anna						
Ben						
Chola						



Skills to be developed: Communication, critical thinking, problem solving, collaboration, fine motor

TOPIC 2: EXPLORING THE SKY AND SEASONS

Introduction

Overview: The study of skies and seasons provides young learners with an opportunity to explore and understand visible features of the sky and the seasonal changes that occur in their environment. By observing the sun, clouds, moon, and stars, and by discussing weather patterns and seasonal conditions, learners begin to develop an awareness of the natural environment and its influence on daily life. Through learner-centred activities such as observation walks, songs, games, storytelling, and picture discussions, children are guided to discover how the sky changes and how seasons affect clothing, farming, travel, and play. This learning area promotes active participation and helps learners connect classroom experiences to real-life situations within their local context. This learning experience develops observation, communication, listening, speaking, comparison, classification, reasoning, and environmental awareness skills. It also promotes curiosity, creativity, and the ability to relate natural changes to everyday life.

GENERAL COMPETENCES:

- Communication
- Analytical thinking
- Collaboration
- Creativity and Innovation



Key Terms

Hot – Having a high temperature (very warm).

Cold – Having a low temperature (not warm).

Dry – When there is no rain or very little water.

Time – How we measure moments like morning, afternoon, and night.

Day – The time when the sun is in the sky and it is bright.

Light – Brightness that helps us see, mainly from the sun.

Night – The time when it is dark and we see the moon and stars.

Shadow – A dark shape made when light is blocked by an object.

Key Concepts

- Sky
- Day and night
- Weather
- Hot and cold
- Season and changers
- Light and shadows
- Wind and rain effects
- Time

Sub-Topic 1: Time and Seasons

INTRODUCTION:

The study of time and seasons helps learners to understand patterns, changes, and events that occur in their daily lives and in the environment. At an early age, children begin to recognise time through routine activities such as waking up, bathing, eating, going to school, playing, and sleeping. In the same way, they experience seasons through changes in weather such as hot, cold, and wet conditions. Introducing learners to time and seasons enables them to develop an understanding of sequence, order, observation, comparison, and appreciation of their surroundings. Through learner-centred activities such as storytelling, songs, games, picture observation, and discussions, children actively explore how time guides daily activities and how seasons influence the natural environment and human life. This topic therefore lays a strong foundation for environmental understanding, responsible behaviour, and practical life skills.

SPECIFIC COMPETENCE: Tell time using activities of the day



LEARNING ACTIVITY 1: Telling Time by using Activities of the Day

Learners begin to understand time best through familiar daily routines and activities they experience at home and at school. Using activities such as waking up, bathing, going to school, eating, playing, and sleeping helps learners connect time to real life. This learning activity introduces the idea that different things happen at different times of the day. As learners talk about what they do in the morning, afternoon, and evening, they begin to build early time awareness, sequencing skills, and the ability to relate events to daily life.

HOOK: What makes the world beautiful?

Activity 1. 1 Sunrise to Sunset Fun

Sunrise to Sunset Fun is an engaging activity designed to help learners explore the sequence of events that take place from the beginning of the day to the end. By focusing on familiar routines such as waking up, bathing, eating, going to school, playing, and preparing for sleep, learners begin to understand the passage of time in a simple and practical way. The activity also introduces children to natural changes they can observe in the sky, such as the rising sun, bright daylight, and sunset. Through learner-centred experiences, children

develop observation, communication, sequencing, and time awareness skills while enjoying meaningful connections between classroom learning and everyday life

Suggested Teaching and Learning Materials:

Artificial Materials: Picture cards, charts, crayons

Environment: Indoor & outdoor

Teachers' Role

- Teacher shows pictures of daytime and nighttime.
- Explains times of the day step by step.
- Links the activities of the day to real life experiences using the picture cards.
- Ask questions such as:
 - “What are the children doing?”
- Put learners in groups.
- Distribute mixed cards.
- Ask learner to sort cards accordingly.

Learners' activity

- Observe and listen attentively.
- Respond to questions.
- Sort cards accordingly.



Assessment:

- Observe learners sorting picture accordingly
- Record in the checklist

Assessment Checklist

Learners name	Is the learner able to mention activities done in the morning?	Is the learner able to mention activities done in the afternoon?	Is the learner able to mention activities done in the evening?	Is the learner able to match daily activities to the correct time of the day?	Is the learner able to arrange activities in the order they happen during the day?
Anna					
Ben					
Chipso					



Skills to be developed: Observation, Sequencing, Fine motor, communication



LEARNING ACTIVITY 2: Telling the Days of the Week

Learners need opportunities to become familiar with the order and names of the days of the week because these are part of their everyday life. Through songs, games, repetition, and classroom routines, learners begin to understand that days follow one another in a fixed pattern. This activity helps children know today, yesterday, and tomorrow in a simple way. It also helps them connect school activities, home routines, worship days, market days, and play days to specific days of the week.

HOOK: What day comes after today?

ACTIVITY 2.1 Weekday Wonders

The Weekday Wonders activity helps learners explore and understand the seven days of the week in an engaging and fun way. Through songs, stories, games, and hands-on activities, children learn to name each day, recognize the order of the week, and connect days to daily routines.

This activity encourages children to observe patterns in their weekly activities, such as school days, playtime, and rest days. By making learning interactive and relatable, learners develop a strong sense of time, sequencing skills, and confidence in talking about their week.

Suggested Teaching and Learning Materials:

Artificial Materials: Picture cards of days of the week, flashcards with day names.

Learning Environment: Classroom

Teacher`s role:

- Introduces days using a song.
- Learners repeat and sing.
- Explain the difference between days using simple language.
- Provide learners with picture cards or objects representing days.
- Demonstrate arranging the cards to routine of the day`
- Teacher guide learners to arrange pictures of the day and routines,
- Put learners in small groups.
- Ask them to arrange the cards accordingly,

Learners` Activity

- Listen and observe the teacher`s demonstrations.
- Arrange the pictures of days according to routines in small groups.

**Assessment:**

- Observe how learners are arranging picture cards to routines.
- Record in the check list.

Learners name	Is the learner able to name the days of the week?	Is the learner able to say the days of the week in the correct order?	Is the learner able to identify today's day?	Is the learner able to tell what day comes before or after another day?	Is the learner able to participate in songs or games about the days of the week?
Anna					
Ben					
Chipo					



Skills to be developed: Memory, Sequencing, Fine motor skills, Collaboration

TOPIC 3: EXPLORING MIXTURES

Introduction

Overview: This topic *Exploring Mixtures* is designed to help learners explore how different materials can be combined to form mixtures using familiar, locally available items such as sand, water, beans, maize or small stones. Through hands-on, play-based activities, learners will develop curiosity, touching, and discussing what they see. It covers one Sub-Topic; *Adding and Subtracting Things*. This will help learners understand what mixtures are and how different materials can be combined without losing their original characteristics.

Key Competences

- Communication
- Critical Thinking
- Collaboration
- Problem Solving



Key Terms

- **Mixtures:** When two or more things are put together but can still be seen separate.
- **Adding:** Putting things together to make a bigger group or number.
- **Subtraction:** Taking something away from a group.
- **Combination:** Joining things together to make one group.
- **Concrete:** Real objects that you can see and touch.
- **Separation:** Taking things apart or putting them into different groups.

Key Concepts:

- Shapes

- Mixture
- Separate
- Counting
- Colouring

Sub-Topic 1: Adding and Subtracting Things

Introduction

In this sub-topic, learners will be introduced to the basic concepts of addition and subtraction using familiar, concrete objects such as stones, bottle tops, sticks, or beads. This will help learners develop a clear understanding of addition and subtraction using real objects.

Specific Competences:

- Use mathematical operations in everyday life
- Make simple mixtures
- Adding
- Subtraction



LEARNING ACTIVITY 1: Exploring concrete objects in the environment

Learners understand mathematical ideas better when they begin with real objects they can see, touch, hold, and talk about. Exploring concrete objects in the environment gives children opportunities to learn through direct experience using familiar items such as stones, bottle tops, sticks, leaves, cups, beans, and toys. Through this activity, learners begin to observe, identify, sort, compare, and count objects found around them. This makes learning practical, meaningful, and enjoyable while helping children connect classroom experiences with everyday life in their home and school environment.

HOOK: Let's put together

Activity 1.1: Pattern walk in Nature

Pattern Walk in Nature is an engaging learning activity that gives learners an opportunity to explore their environment and discover mathematics in the natural world around them. As learners collect and use objects such as leaves, stones, flowers, sticks, and seeds, they begin to observe similarities, differences, and repeated arrangements in a practical and enjoyable way. Through creating repeating patterns with these natural materials, learners develop early mathematical understanding, especially in recognising order, sequence, matching, and prediction. The activity also promotes observation, creativity, problem-solving, communication, and fine motor skills as children handle, arrange, and talk about the objects they find. In addition, it helps learners appreciate nature, use locally available materials, and connect classroom learning to real-life experiences in their immediate environment. This makes learning meaningful, learner-centred, and relevant to the child's daily life.

Suggested Teaching and Learning Material:

Natural Materials: leaves, stones, sticks, flowers, seeds, sand

Artificial Materials: beads, bottle tops, paper cut outs, blocks

Learning Environment set-up: School surrounding/any suitable safe place in Natural Environment.

Teachers Roles:

- Takes learners outside to collect different natural objects.
- Demonstrate on how to make simple patterns using objects.
- Asks questions such as “What comes next?”
- Guides learners to mention materials before creating the pattern.

Learners' Activity:

- Participate in collecting objects from the surroundings.
- Observe the teacher demonstrating.
- Arrange collected objects in repeating patterns.



Assessment:

- Observe how learners are interacting with natural objects and whether they recognize them.
- Ask simple questions.
- Record in the checklist.

Assessment	Yes	No	Sometimes
Is the learner able to identify concrete objects in the environment?			
Is the learner able to name different concrete objects correctly?			
Is the learner able to sort concrete objects into groups?			
Is the learner able to talk about the objects observed?			
Is the learner able to handle concrete objects carefully?			
Is the learner able to complete the activity with little help?			



Skills to be developed: Cognitive, fine motor, communication, collaboration, creativity



LEARNING ACTIVITY 2: Adding concrete objects up to the sum of 10

Addition is best introduced to learners through practical activities that involve real objects they can move and count for themselves. By using concrete materials such as bottle tops, stones, sticks, beans, or toy counters, children begin to understand addition as putting groups together to make a bigger group. This activity helps learners develop early number concepts in a simple and enjoyable way. As they combine objects and count the total up to 10, they build confidence in mathematical thinking and begin to use numbers in meaningful everyday situations.

HOOK: Let's see magic

Activity 2.1: Mix and Count Magic

Mix and Count Magic is an exciting hands-on activity that helps learners develop early addition and counting skills through play and exploration. By using familiar objects such as blocks, stones, leaves, bottle tops, or sticks, learners are able to combine small groups and find the total in a simple, practical, and enjoyable way. This activity helps children understand that numbers can be joined together to make a bigger group, which builds a strong foundation for early mathematical learning. It also develops important skills such as counting, observing, comparing quantities, problem-solving, concentration, and communication as learners talk about what they are doing and explain their answers. Through the use of real objects from their environment, learning becomes meaningful, active, and closely connected to everyday experiences. In addition, the activity promotes confidence, curiosity, and enjoyment in mathematics from an early age.

Suggested Teaching and Learning Material:

Natural Materials: leaves, stones, sticks, flowers, seeds, sand

Artificial Materials: Counting blocks, buttons, beads, bottle tops, number card 1-10

Learning Environment set-up: School surrounding/any suitable safe place in an Artificial Environment.

Teachers Roles:

- Introduces the activity as a fun game. “Today will do some magic with numbers”.
- Demonstrates addition using concrete objects (e.g., here are 3 stones and 2 more stones. Let’s count all together!).
- Count aloud while combining objects to model the concepts of addition.
- Give each learner or pair a small set of objects.
- Guides learners to combine two groups and count the total.
- Ask questions such as “What happens if we add 1 more” or “How many do we have all together?”.
- Encourage learners to create their own addition combinations using the object and the addition machine.
- Moves around to help learners who need support.

Learners Activity:

- Watch the teacher carefully and count along aloud.
- Touch or point to the objects as they are combined.
- Respond to simple questions.
- Take two small groups of objects and combine them.
- Count aloud the total number of objects.
- Repeat with different combination.
- Independently combine two groups of objects to make sums up to 10.
- Count the total and say it aloud confidently.

**Assessment:**

- Observe whether learners combine objects correctly.
- Check if learners count accurately after adding.
- Record in the checklist.

Assessment	Yes	No	Sometimes
Is the learner able to count concrete objects correctly?			
Is the learner able to combine two groups of objects correctly?			
Is the learner able to add concrete objects up to the sum of 10?			
Is the learner able to say the total after adding objects?			
Is the learner able to use objects correctly during addition activities?			
Is the learner able to complete the activity with little help?			



Skills to be developed: Collaboration, communication, fine motor, creativity



LEARNING ACTIVITY 3: Subtracting concrete objects up to the difference of 9.

Subtraction becomes easier for young learners when they can see and handle real objects during the learning process. Using concrete materials allows children to understand subtraction as taking away objects from a group and finding how many remain. Through playful and practical experiences with familiar items such as beans, stones, bottle tops, or sticks, learners begin to develop a clear understanding of removing, counting what is left, and comparing quantities. This activity supports the growth of early numeracy skills and helps learners relate subtraction to real-life situations such as sharing, eating, giving away, or losing objects.

HOOK: Remove treasure and see what is left.

Activity 3.1: Take Away Treasure

Take Away Treasure is an enjoyable hands-on activity that helps young learners develop early subtraction skills through play and practical exploration. By using familiar objects such as blocks, sticks, leaves, stones, or bottle tops, learners are able to remove some items from a group and discover how many remain. This helps children understand subtraction in a simple, concrete, and meaningful way. The activity builds a strong foundation for mathematical thinking by helping learners see subtraction as taking away, reducing, and finding what is left. It also develops important skills such as counting, observation, reasoning, problem-solving, concentration, and communication as learners explain their actions and answers. Through the use of real objects from their environment, learning becomes active, enjoyable, and closely connected to everyday experiences such as sharing, giving away, or losing items. In addition, the activity promotes confidence, curiosity, and positive attitudes toward mathematics at an early age.

Suggested Teaching and Learning Material:

Natural Materials: leaves, stones, sticks, flowers, seeds, sand

Artificial Materials: Counting blocks, buttons, beads, bottle tops, number cards 1-9

Learning Environment set-up: School surrounding/any suitable safe place in an Artificial Environment.

Teachers Roles:

- Introduces subtraction as “taking away some treasures from a group”.
- Demonstrates using objects: “We have 7 treasures. If we take away 3, how many are left?”
- Count aloud while removing objects and models simple subtraction sentences.
- Provide learners with small sets of objects (up to 9 treasures).
- Guide learners to take away a number of objects and count what remains.
- Encourage learners to create their own subtraction problems using treasures.
- Moves around to support learners who need help and ensure counting is accurate.

Learners’ Activity

- Watch the teacher carefully as subtraction is being demonstrated.
- Count aloud along with the teacher.
- Respond to simple questions.
- Take a group of treasures and remove a given number.
- Count the remaining objects aloud.
- Repeat with different numbers.
- Independently subtract objects from a group and count the difference.
- Experiment with different subtraction combinations up to 9.



Assessment:

- Observe if learners correctly subtract treasures.
- Check if learners count the remaining objects accurately.

Assessment Checklist

Assessment	Yes	No	Sometimes
Is the learner able to count concrete objects before subtraction?			
Is the learner able to take away objects correctly?			
Is the learner able to subtract concrete objects up to the difference of 9?			
Is the learner able to say how many objects remain after subtraction?			
Is the learner able to use objects correctly during subtraction activities?			
Is the learner able to complete the activity with little help?			



Skills to be developed: Fine motor, collaboration, creativity, communication

Expected Standard: Mathematical operations used correctly.



TERM 2



TOPIC 1: Exploring My World

Introduction

This topic *Exploring My World* is designed to help learners explore the environment. It covers three sub-topics namely; *Grouping Things*, *Numbering Things* and *Things in the Surrounding*. These sub-topics are meant to foster critical thinking, problem-solving, and curiosity in learners. Learners will understand their world in simple and practical way through grouping and sorting things in the environment.

Key Competences:

- Collaboration
- Communication
- Analytical Thinking
- Critical Thinking
- Problem solving

Sub-Topic 1: Grouping of Things

Introduction: Grouping things is putting things together according to their groups, characteristics or features. It can be taught by involving play, songs, craft and outdoor activities to enhance the development of skills such as collaboration, communication and critical thinking.



Key Terms

- **Comparison:** Evaluating and contrasting two or more objects, ideas, or quantities to identify similarities and differences.
- **Grouping:** process of organizing items into categories based on shared characteristics.
- **Counting:** Is the way of determining the number of items in a set or collection.
- **Habitat:** Is the natural environment in which a plant or animals live.

- **Living things:** organisms that exhibit characteristics of life such as growth.
- **Non-living things:** objects or materials that do not have the characteristics of life.

Key Concepts

- Grouping
- Sorting
- Matching
- Classifying

Specific Competence: Grouping things according to their characteristics



Learning Activity 1: Grouping living things according to characteristics:(e.g. Feeding, Breathing, Growth) and non-living things according to given criteria such as size and colour.

This learning activity helps learners to observe, identify, and group things found in their environment into living and non-living things. Learners will group living things according to characteristics such as feeding, breathing, and growth, while non-living things will be grouped using simple criteria such as size and colour. Through play, discussion, and hands-on exploration, learners will develop observation, classification, communication, and critical thinking skills. The activity also helps learners to appreciate the differences between living and non-living things and to build curiosity about the world around them.

HOOK: What keeps us alive?

ACTIVITY 1.1: Grouping living things according to feeding

In this activity, learners will explore and group living things according to how they feed, developing important observation, classification, and critical thinking skills. Through hands-on activity, discussion and real-life examples from their local environment, learners will identify different feeding groups such as plant-eaters, meat-eaters and those that eat both. This activity builds curiosity, encourages team work, and strengthens communication skills as learners share their ideas. Understanding how living things obtain food

helps learners appreciate the interdependence of organisms and promotes values of care, respect and responsibility towards the environment.

Suggested Teaching and Learning Materials:

Natural Materials: Animals, plants, seeds, twigs, soil

Artificial Materials: books, pencil, picture cards, toys, glue, scissors, cardboard

Learning Environment set-up: Any safe place

Teachers Role:

- Show picture cards of animals and plants (cow, goat, bird, and tree).
- Ask guiding questions: (“what does a goat eat?”, “Do plants also need food?”)
- Explain simply: (All living things need food to stay alive)
- Place category labels on the floor or chart: (e.g., link the picture card of a cow to that of grass)
 - Eat plants
 - Eat seeds/insects
 - Plants make their own food



Learners' Activity

- Learners in pairs to do the activity
- Work in pairs to sort picture cards into correct group.
- Choose one living thing and say: (e.g., “A cow eats grass”).
- Draw and color an animal and its food.
- Paste pictures of animals and what they eat on a cardboard.

**Assessment:**

- Observe if learners correctly group living things by feeding
- Ask simple questions while learners are pasting.



Skills to be developed: Collaboration, communication, and critical thinking skills.

ACTIVITY 1.2: “Who Breathes?” Sorting Hoop Game

This fun and interactive game helps learners understand how different living things breathe by sorting them into groups such as those that use lungs, gills, or skin. Through play and discussion, learners develop observation, classification, thinking, communication, and physical coordination skills. The activity also promotes teamwork, cooperation, and appreciation of how all living things depend on air for survival.

Suggested Teaching and Learning Materials:

Natural Materials: dog, bird, child, tree, stone

Artificial Materials: car, picture cards of living things

Learning Environment set-up: Any suitable safe space

Teachers Role:

- Ask learners to place their hands on their chest
- Ask learners to breath in and out
- Explain in simple language: (Living things breath air to stay alive)
- Show picture card of: (Dog, bird, child, tree, stone, chair, car)
- Place two hoops/boxes labelled: (living things and non-living things)

- Divide the learners in small groups.
- Ask learners to pick pictures of objects (living things and non-living things) and place them the box labelled accordingly.
- Ask learners to choose one thing and say (e.g., “A goat breathes, it is a living thing” or “A stone does not breath, it is a non-living thing”).

Learners Activity:

- Take turns picking a card and sorting it accordingly.
- Choose one thing and say: (e.g., “A goat breathes, it is a living thing” or “A stone does not breath, it is a non-living thing”)



Assessment

- Observe learners sort things accordingly
- Observe learners` ability to differentiate between living things and non-living things.



Skills to be developed: Collaboration, communication, critical thinking, analytical thinking

ACTIVITY 1.3: Grouping living things according to growth

In this engaging activity, learners will explore how living things grow and change over time by grouping them according to their growth patterns using pictures, real objects, or examples from their environment. They will develop observation, classification, critical thinking, communication, and cooperation skills, while building values such as appreciation of life, patience, respect for living things, and awareness of growth as an important part of life.

Suggested Teaching and Learning Materials:

Natural Materials: seeds, plants, baby, adult person

Artificial Materials: picture cards (Life cycle)

Learning Environment set-up: Natural (Vegetable garden, backyard bush, flower garden, home arrangement).

Teachers Role:

- Show learners real items such as plants, grass, trees, animals, stones, toys, and water.
- Explain in simple language that living things feed, grow, and breathe, while non-living things do not.
- Ask guiding questions such as, “Which one eats?” “Which one grows?” and “Which one breathes?”
- Put learners in small groups.
- Demonstrate how to place pictures cards or objects into a group of things that feed, grow, and breathe.
- Take the learners to a garden. In the absence of a garden use pictures cards.
- Show different plants, those shooting and the fully grown or pictures of stages of growth:
Seed---Plant
Baby---Adult
- Asks what happens to living things as they grow?
- Explains that living things grow bigger and change over time.

Learners Activity:

- Work in small groups to arrange growth stages using pictures cards in plants, animals (chickens) and human beings in order.
- Colour picture cards of something that grows (chickens, plants, human beings)
- Learners share: (“This seed grows into a plant”)



Assessment: Check if learners can arrange growth stages correctly.



Skills to be developed: Observation, classification, critical thinking, communication, and cooperation

ACTIVITY 1.4: Grouping non-living things according to colour

Learners will engage in a fun and interactive activity of grouping non-living things according to colour, helping them develop key observation, sorting, and classification skills. Through hands-on experiences using familiar objects from their environment, learners will identify and group items based on similar colours such as red, blue, yellow, and green. This activity strengthens visual discrimination, language development, and early mathematical thinking. It also promotes cooperation and confidence as learners share ideas and work together. By the end of the activity, learners will appreciate the beauty of colours in their environment and develop values of organization, care for materials, and creativity.

Suggested Teaching and Learning Materials:

Natural Materials: stones, sticks

Artificial Materials: bottle tops, blocks, balls, paper pieces

Learning Environment set-up: Classroom/ any suitable safe space

Teachers Role:

- Provide coloured objects such as bottle tops, blocks, balls, paper pieces
- Name the colours and demonstrate how to group objects of the same colour together
- Ask learners questions such as, “Which ones are red?” “Can you put all the blue ones here?”
- Ask learners to group objects according to colour.

Learners Activity:

- Identify colours.
- Pick objects of the same colour, and place them in the correct group
- Say the names of the colours as they sort.
- Respond to questions.



Assessment

- Observe learners` ability to correctly identify and group objects by colour.



Skills to be developed: Colour recognition, sorting, observation, listening, and language development.

ACTIVITY 1.5: Grouping non-living things according to size

In this activity, learners will explore and group non-living things according to their size, developing key skills in observation, comparison, measurement, and classification. Through engaging, hands-on activities using familiar objects from their environment, learners will identify and sort items into categories such as big, medium, and small. This activity promotes critical thinking, language development, and problem-solving as learners describe and justify their choices.

Suggested Teaching and Learning Materials:

Natural Materials: Sticks, stones

Artificial Materials: balls, boxes, pencils

Learning Environment set-up: Classroom/ any suitable safe space

Teachers Role:

- Collect objects of different sizes such as big balls, small balls, long sticks, short sticks, big boxes, and small boxes.
- Introduce the words big, small, long, and short.
- Demonstrate how to compare two objects according to size and place them in the correct size group.

Learners Activity:

- Observe, touch, compare, and sort objects into groups according to size.

- Place big objects together and small objects together.
- Use size words (small, big) while describing objects.



Assessment:

- Observe learners identify the colours
- Observe learners` ability to sort objects of the same colour.

Assessment Checklist

Name of the learner	Are learners able to group living things according to feeding ?	Are learners able to group living things according to breathing ?	Are learners able to group living things according to growth ?	Are learners able to group non-living things according to size ?	Are learners able to group non-living things according to colour ?	Are learners able to explain why things belong in a group ?
Anna						
Ben						

Chola						
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You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills to be developed: Comparison, observation, sorting, language development, reasoning, and fine motor.



Learning Activity 2: Identifying living things: Plants (e.g.-trees, Grass...) Animals: (e.g., cat chicken, Insects, cow, dog, snake, Worms.....) and non-living things (e.g. Water, stone, Soils) toys, crayons, pencil, book).

This learning activity helps learners to identify and name living things such as plants and animals, and non-living things such as water, stones, soil, toys, crayons, pencils, and books. Through observing real objects, pictures, and things in their surroundings, learners begin to understand that living things grow, breathe, feed, and move, while non-living things do not. The activity promotes curiosity, careful observation, and speaking skills as learners talk about what they see and sort items into the correct groups. It also helps learners develop early science process skills, confidence, and appreciation of the environment around them.

HOOK: How can you draw a live cat?

ACTIVITY 2.1: Identifying living things and non-living things

Learners will explore and identify living and non-living things within their immediate environment, developing essential skills in observation, comparison, and classification. Through interactive activities such as sorting, naming, and discussing familiar objects, learners will begin to distinguish between things that grow, breathe, and need food and those that do not. This activity enhances critical thinking, communication, and early scientific understanding. It also promotes values of curiosity, care, and respect for living things, helping learners appreciate the importance of protecting and caring for their environment.

Suggested Teaching and Learning Materials:

Natural Materials: leaves, stones, rocks, sticks, sand, dog, plants

Artificial Materials: flashcards, toys, glue

Learning Environment set-up: School surrounding/any suitable safe space

Teachers Role:

- Take learners on a short walk around the school environment or uses pictures if a walk is not possible.
- Point out living things such as plants, trees, grass, birds, dogs, or goats.
- Ask learners to name what they see and explains that living things grow, breathe, and need food and water.
- In the absence of living things like dogs, show real objects or picture cards (plant, stone, dog, chair).
- Explain key features (grow, breath, move).
- Put learners in pairs.
- Give each pair picture cards or small objects.
- Guide learners with questions.
- Provide new items or asks learners to look around the classroom.
- Encourage independent responses.

Learners Activity:

- Observe living things in the environment or in pictures, name them, and point at them.
- Repeat the names and talk about simple features such as growing, moving, and breathing.
- Observe the objects or pictures cards
- Respond to simple questions asked by the teacher.
- Work with a partner.
- Discuss and decide whether each item is living or non-living.

- Sort the items into the correct groups.
- Independently identify living and non-living things.
- Name at least one living thing and one non-living thing.



Assessment:

- Observe learners' ability to correctly identify living things such as plants, trees, grass, and animals.
- Learners may also be asked to draw or point to a living thing.

Assessment Checklist

Name of the learner	Are learners able to identify plants as living things?	Are learners able to identify animals as living things?	Are learners able to identify non-living things correctly?	Are learners able to tell the difference between living and non-living things?	Are learners able to give examples of living things?	Are learners able to give examples of non-living things?
Anna						
Ben						
Chola						

You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills to be developed: Observation, identification, communication, comparison analytical

EXPECTED STANDARD: Things grouped according to their characteristics.

Sub -Topic 2: Numbering Things

Numbering things helps learners understand how to count, recognize and organize objects in sequential. Through hands on activities like arranging matching and ordering items, learners develop counting, number recognition, sequencing, observation and basic problem-solving skills. At the same time, they build important values such as patience, confidence, cooperation, and responsibility creating a strong foundation for mathematics learning.

Specific Competence: Recognise numbers



Keys Terms:

- **Oral counting** – way of verbally counting a sequence of numbers.
- **Classifying** – group or categorising something according to characteristics.
- **Living things** - organisms that exhibit characteristics of life such as growth.
- **Non-living things** - objects or materials that do not have the characteristics of life.
- **written number recognition** - way to know and identify written numbers 1 through to 10.

Key Concepts

- Grouping
- Sorting
- Matching

- Classifying



LEARNING ACTIVITY 3: Recognising the Number Value (1–20)

Recognising number value means understanding that each number stands for a specific quantity. Learners need many hands-on experiences to connect number names and symbols with actual amounts. This activity helps learners develop a clear understanding of what numbers from 1 to 20 mean through counting, matching, grouping, and comparing objects. As learners recognise number value, they begin to see that numbers are not just words or symbols, but they represent real amounts in everyday life. This strengthens their number sense and prepares them for more advanced mathematical concepts.

HOOK: Let's match numbers

ACTIVITY 3.1: Number Puzzles

Number puzzles are fun and engaging activities that help learners aged 4 to 5 years develop early number skills through play. As children match, arrange, and identify numbers, they begin to recognize number symbols, count objects, and enjoyably understand simple number order. These activities promote thinking, concentration, problem-solving, and hand-eye coordination while building confidence in working with numbers. Number puzzles also encourage curiosity, participation, and communication as learners explore and talk about numbers with others. Through such playful experiences, children develop a strong foundation for later learning in mathematics.

Suggested teaching and learning materials

Artificial Materials: Number cards

Learning Environment set-up: Artificial Environment

Teachers Activity:

- Put learners in small groups.
- Display the puzzles.
- Demonstrate how to play a number- value game using puzzles.
- Ask learners to assemble number puzzles.



Learners Activity:

- Observe as the teacher demonstrates how to play a game.
- Assemble numbers puzzles.



Assessment

- Observe learners` ability to assemble number puzzles.
- Record the observation in the checklist



Skills to be developed: Collaboration, critical thinking, problem-solving, communication

ACTIVITY 3.2: Matching Numbers to quantities

Matching numbers to quantities is an important early learning activity for children aged 4 to 5 years old. It helps learners understand that numbers represent actual amounts of objects in everyday life. Through this activity, children count items and connect them to the correct number symbol, helping them build a strong foundation in number sense. It also develops observation, concentration, problem-solving, and hand-eye coordination. As learners take part in matching games and practical tasks, they become more confident in counting, recognizing numbers, and using mathematical ideas in a fun and meaningful way.

Suggested teaching and learning materials

Natural Materials: Sticks, bottle tops, blocks

Artificial Materials: Number Cards

Learning Environment set-up: Artificial Environment

Teachers Role:

- Prepare number cards from 1 to 20 and sets of objects such as bottle tops, sticks, or blocks.
- Demonstrate how to match a number card to the correct quantity of objects.
- Ask questions such as, “Show me 5,” “Which group has 10?” or “Find the card for 7.”
- Support learners as they count and match.

Learners` Activity:

- Count objects and match them to the correct written number.
- Choose the correct number card to represent a set of objects and show groups with a given number.



Assessment:

- Observe whether learners can correctly match quantities to number symbols and whether they understand that each number stands for a given amount.
- Learners may be asked to form groups of objects to match a number shown by the teacher.

Assessment Checklist

Name of the learner	Are learners able to recognise number values from 1 to 10 ?	Are learners able to recognise number values from 11 to 20 ?	Are learners able to match numbers to correct quantities ?	Are learners able to show the value of a number using objects ?	Are learners able to tell which group has more or less ?	Are learners able to recognise number value correctly with little help?
Anna						
Ben						
Chola						

- You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills to be developed: Number sense, counting accuracy, matching, reasoning, concentration, and problem-solving.



LEARNING ACTIVITY 4: Sequencing Objects up to 10

Sequencing objects helps young learners develop the ability to arrange items in a meaningful order. At this stage, learners need opportunities to organise objects from fewer to more, from small groups to bigger groups, or in order of position. This activity introduces learners to the important mathematical idea of order and sequence using concrete materials that they can see, touch, and move. By

arranging objects up to 10, learners develop logical thinking, careful observation, and an understanding that numbers and quantities follow a pattern. This skill is essential for building early problem-solving and reasoning abilities.

HOOK: Let's line up objects correctly

ACTIVITY 4.1: Count and Arrange Up to 10

This activity helps learners develop a clear understanding of numbers by counting and arranging objects from 1 to 10 in the correct order through fun, hands-on experiences. As learners actively engage with familiar materials, they strengthen their skills in counting, number recognition, sequencing, observation and simple problem solving. At the same time the activity encourages important values such as patience, responsibility, concentration, confidence and cooperation. Overall, it supports both cognitive development and positive learning behaviours building a strong foundation for early mathematics.

Suggested teaching and learning materials

Natural Materials: stones, sticks,

Artificial Materials: bottle tops, number cards, blocks

Learning Environment set-up: Classroom (Artificial Environment)

Teacher's Role:

- Provide groups of objects in quantities from 1 to 10, such as one ball, two sticks, three bottle tops, and so on.
- Demonstrate how to arrange the groups from the smallest quantity to the largest quantity or from the largest to the smallest.
- Guide learners through the process and asks questions to help them compare the groups.

Learners' Activity

- Count each group of objects and arrange them in the correct order from 1 to 10.
- Compare the groups and talk about which has fewer or more objects.



Assessment

- The teacher checks whether learners can count each group correctly and place the groups in the right sequence.
- Ask learners to explain why one group comes before or after another.

Assessment Checklist	Yes	No	Sometimes
Is the learner able to count objects correctly from 1 to 10?			
Is the learner able to arrange objects in the correct order from 1 to 10?			
Is the learner able to identify which object group comes first, next, or last?			
Is the learner able to match the number of objects to the correct position in the sequence?			
Is the learner able to complete the sequencing activity with little help?			
Is the learner able to participate actively in the activity?			



Skills to be developed: Sequencing, comparison, counting, logical thinking, observation, and classification.



LEARNING ACTIVITY 5: Sequencing Number Cards up to 10

Number cards provide a visual way for learners to learn how numbers are arranged in the correct order. This activity helps learners recognise number symbols and place them from 1 to 10 in sequence. At the age of 4 to 5 years, learners benefit from activities that allow them to manipulate and arrange materials on their own. Sequencing number cards strengthens number recognition, memory, and the understanding that each number has a place in a number line. It also prepares learners for counting forward, counting backward, and identifying missing numbers in later learning.

HOOK: Let's order the numbers

ACTIVITY 5.1 Number card train

Number Card Train is an exciting and practical activity that helps learners develop a strong foundation in number recognition and number order. In this activity, learners arrange number cards from 1 to 10 in the correct sequence to form a “train.” As they place each number in order, they strengthen their understanding of counting, sequencing, and the relationship between numbers. The activity also promotes cognitive and analytical thinking as learners observe, compare, and decide which number comes next. At the same time, handling and arranging the cards helps to develop fine motor skills, concentration, and confidence in working with numbers in a fun and meaningful way.

Suggested teaching and learning materials

Artificial Materials: number cards 1 to 10, pocket chart, string, pegs, tapes

Learning Environment set-up: Artificial Environment

Teacher's Role

- Sing a counting song with corresponding actions.
- Show number cards one by one and count aloud with learners.
- Mix up the number cards and place them randomly.
- Divide learners into small groups.
- Give each group mixed number cards 1 to 10.

- Let learners arrange cards in a line like a train.
- Guide learners as they work.

Learner`s Activity

- Observe and listen carefully.
- Work together to arrange the cards in order.
- Count as they place each card.
- Arrange number cards independently.



Assessment

- Observe the learners arrange number cards from 1 to 10.
- Observe the learners count in order confidently.



Skills to be developed: Problem solving, critical thinking, fine motor, communication, number recognition

ACTIVITY 5.2 Number Recognition Game

A number recognition game helps learners to identify, name, and match numbers in a fun and meaningful way. At this stage, young children learn best through play, observation, repetition, and hands-on activities. This activity gives learners an opportunity to explore numbers in an enjoyable environment using games, songs, objects, flashcards, and movement. Through the number recognition game, learners begin to develop early numeracy skills, concentration, confidence, and memory as they recognise numbers and connect them to everyday life experiences. The activity also promotes participation, communication, and active learning, which are important in a competence-based approach.

Suggested teaching and learning materials

Artificial Materials: Number cards 1 to 10, pocket chart, string, pegs, tapes

Learning Environment set-up: Artificial Environment

Teacher's role

- Give learners mixed number cards from 1 to 10 and demonstrates how to arrange them in the correct order.
- Ask learners to identify the missing number, arrange cards from left to right, and say the numbers aloud as they place them.
- Offer support to learners who need help recognising the symbols.

Learners' activity

- Identify the numbers on the cards, arrange them in the correct sequence from 1 to 10, and read them aloud.
- Play games such as filling in missing numbers or racing to arrange the cards correctly.



Assessment:

- Observe learners' ability to place the number cards in the correct order
- Observe learners' ability to identify missing or misplaced numbers
- Observe individual learners arrange cards independently.

Assessment Checklist

Name of the learner	Are learners able to recognise number cards from 1 to 10 ?	Are learners able to place number cards in the correct order ?	Are learners able to identify missing number cards?	Are learners able to arrange number cards from 1 to 5?	Are learners able to arrange number cards from 6 to 10?	Are learners able to sequence number cards without much help?
Anna						
Ben						
Chola						

- You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills to be developed: Number sequencing, symbol recognition, concentration, memory, problem-solving, and confidence.



LEARNING ACTIVITY 6: Sequencing Things up to 20

Sequencing things up to 20 gives learners a wider range of experiences in ordering groups of objects according to quantity. This activity helps learners move beyond small numbers and begin to work confidently with larger groups. Using real things such as seeds, stones, bottle tops, blocks, or pictures allows learners to compare amounts and arrange them from the smallest group to the largest group.

Through this process, children develop a stronger understanding of number order, quantity, and comparison. This activity supports the growth of concentration, reasoning, and confidence in handling numbers up to 20.

HOOK: Let's order things

Activity 6.1: Let`s line them up to 20

Let`s Line Them Up to 20 is a fun and engaging activity that helps learners strengthen their understanding of numbers by sequencing objects from 1 to 20 in the correct order. As learners arrange the objects carefully, they build number sense and develop a clearer understanding of counting and sequence. The activity also promotes communication skills as learners talk about the order of numbers and share their ideas with others. In addition, it develops cognitive and analytical thinking as learners observe, compare, and decide what comes next. By picking, placing, and lining up the objects, learners also improve hand-eye coordination and fine motor skills. This makes learning numbers practical, enjoyable, and meaningful.

Suggested teaching and learning materials

Natural Materials: Stones, sticks, leaves

Artificial Materials: bottle tops, beans, or counters

Learning Environment set-up: Classroom (Artificial Environment)

Teachers` Roles

- Prepare concrete materials such as stones, bottle tops, sticks, beans, leaves, or counters in sets from 1 up to 20.
- Demonstrate how to count and arrange the groups from the smallest quantity to the biggest quantity.
- Ask guiding questions such as, “Which group comes first?” “Which one comes after 7?” and “Which group has more?”
- Support learners as they work in pairs or small groups.

Learner`s Activity

- Count the objects in each group and arrange them in the correct order from 1 to 20.

- Say the numbers aloud as they place the groups in sequence.
- Compare groups and correct misplaced groups with help from the teacher.



Assessment

- Observe learners arrange numbers correctly.
- Observe whether learners count each group correctly and place them in the correct order from 1 to 20.
- Ask individual learners to identify which group comes before or after a given number.

Assessment Checklist

Name of the learner	Are learners able to arrange things in order up to 10?	Are learners able to arrange things in order up to 20?	Are learners able to compare groups before sequencing them?	Are learners able to sequence things from fewer to more ?	Are learners able to sequence things correctly using real objects?	Are learners able to complete the activity with little help?
Anna						
Ben						
Chola						

- You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills to be developed: Collaboration, critical thinking, problem-solving, communication Counting skills, sequencing, one-to-one correspondence, observation, concentration, logical thinking, and cooperation.]

Sub-Topic 3: Things in the Surroundings

The environment in which we live consists of many things, both living and non-living things. Learning about the surroundings develops learners` observation skills and encourages curiosity. By exploring their surroundings, learners will build connections between what they learn in school and their everyday lives, making learning more meaningful and relevant. There are twelve learning activities in the sub – topic “*Things in the surrounding*” to help learners understand and relate classroom activities to their everyday lives.

Specific Competences:

- Recognise money
- Managing waste in everyday life



Key Terms

- **Coins:** Money made of metal
- **Notes:** Money made of paper
- **Counting:** determine how many things there are.
- **Buying:** acquire something in exchange for money.
- **Selling:** giving out something in exchange for money
- **Waste management**-way of handling, storing, and disposing of waste.
- **Waste disposal:** act of getting rid of waste in a responsible manner.

- **Sorting waste:** separating waste into different groups for proper disposal.
- **Reduce, Reuse, Re-cycle (3Rs):** a plan for minimising waste by reducing consumption, reusing items, and recycling materials.
- **Measurement:** The act or process of finding the size, height or weight of something.
- **Length:** how long something is.
- **Width:** how wide something is.

Key Concepts

- Financial literacy
- Waste management
- Measurement



LEARNING ACTIVITY 7: Identifying coins and small notes (50n to k10) through storytelling and games such as buying and selling.

Introducing young learners to coins and small notes through storytelling and play-based activities is an effective way of helping them understand money in a simple, practical, and meaningful manner. Learners learn best when they are actively involved in familiar experiences such as role play, games, songs, and stories. This activity gives learners an opportunity to identify coins and small notes from 50 ngwee to K10 by seeing, touching, naming, and using them in pretend situations such as buying and selling. Storytelling makes the learning experience more engaging by placing money in real-life contexts that learners can easily understand, while games allow them to practise recognising money in a joyful and interactive way. Through repeated exposure to coins and notes, learners begin to understand that money has different forms and values and that it is used to buy goods and services in everyday life. This lays a firm foundation for financial literacy and helps learners develop confidence in handling money-related situations from an early age.

Through this activity, learners develop money recognition skills, listening skills, speaking skills, observation, memory, role-play skills, and social interaction. They also develop early numeracy, decision-making, confidence, and the ability to relate classroom learning to real-life experiences.

HOOK: “How many K1 coins make K5?”

ACTIVITY 7.1: Coin Matching Game

Coin matching game is an engaging and practical activity that helps learners identify and match different coins by their value, size, or appearance. Through hands-on play such as pairing coins, sorting, and simple matching games, learners develop a better understanding of money concepts in a fun way. The activity builds skills such as observation, comparison, identification, counting, memory, and problem-solving, while promoting values like cooperation, patience, honesty, responsibility, confidence, and active participation.

Suggested teaching and learning materials

Artificial Materials: Coin (50n to K5) and cards bearing money values (50n to K10)

Learning Environment set-up: Artificial Environment

Teacher’s Roles:

- Introduce different coins and small notes
- Explain their names and values using real or play money and visual aids
- Organise a coin matching game, guiding learners to match coins with their correct or similar coins and support where needed.

Learners` Activity

- Observe, listen, and identify the coins and notes as the teacher explains, asking questions where necessary
- Actively participate in the game by matching coins to their values or pairs working individually or in groups to reinforce understanding
- Apply knowledge by selecting correct coins to buy items, demonstrating their ability to recognise and use money confidently.



Assessment

- Observe learners during the coin matching game and buying/ selling activity
- Asking simple questions to check understanding (e.g., naming coins and stating their values)

Assessment Checklist

Name of learner	Are learners able to identify coins correctly?	Are learners able to identify small notes correctly?	Are learners able to name 50n to K10 correctly?	Are learners able to use money during buying and selling games?	Are learners able to choose the correct money when asked?	Are learners able to participate in storytelling and games involving money?
Anna						
Ben						
Chola						

You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills to be developed: Communication, critical thinking, problem solving, collaboration, numeracy



LEARNING ACTIVITY 8: Counting money up to K10.

Counting money up to K10 is an important early financial literacy activity that helps learners begin to understand the value and use of money in daily life. Learners need concrete and practical experiences in order to make sense of Mathematical ideas. By using real or

improvised coins and notes, learners are able to count money in a hands-on way that connects number knowledge with actual life situations. This activity helps learners to recognise different coins and notes and count them carefully to find simple totals up to K10. As they count money, they begin to understand that money can be added together to make a larger amount and that different combinations of coins and notes can represent value. This prepares children for future learning in number operations, problem-solving, and responsible money use. The activity also makes mathematics more relevant and enjoyable because learners can relate it to familiar experiences such as shopping, saving, and sharing.

Through this activity, learners develop counting skills, addition readiness, number recognition, value awareness, concentration, and one-to-one correspondence. They also strengthen problem-solving, confidence, reasoning, and the ability to use mathematics in everyday situations.

HOOK: “Lets count money”

ACTIVITY 8.1: Money Scavenger Hunt

Money scavenger hunt is an exciting and interactive activity that helps learners recognize different coins and notes while understanding their use in everyday life. As learners search for and identify money in their environment, they build practical knowledge of currency through play and exploration. The activity develops skills such as observation, identification, counting, problem-solving, and decision-making, while promoting values like teamwork, cooperation, honesty, responsibility, and active participation.

Suggested teaching and learning materials

Artificial Materials:

- Notes and coin cards (50n to K10)
- Cards bearing money values (50n to K10)

Learning Environment set-up: Classroom (Artificial Environment)

Teacher’s Roles:

- Introduce coins and notes up to k10
- Explain their values and demonstrating how to count them step by step
- Provide guided exercises using real or play money
- Support learners as they count different amounts up to k10
- Create simple real-life scenarios (e.g., buying items) where learners independently count money up to k10 with minimal guidance.

Learner's Activity

- Observe, listen, and identify the coins and notes, following along as the teacher demonstrates counting
- Practice counting money in pairs or groups, combining coins and notes to reach given amounts
- Apply their skills by counting and selecting the correct amount of money to complete tasks confidently.



Assessment

- Observe learners count up to K10
- Observe learners` ability to select the correct amount of money when carrying out the task.

Assessment Checklist

Name of learner	Are learners able to count coins correctly?	Are learners able to count notes correctly?	Are learners able to count money up to K5?	Are learners able to count money up to K10?	Are learners able to combine coins and notes to make a total?	Are learners able to give the correct total amount after counting?

Anna						
Ben						
Chola						

You can mark each box using **Yes / No**, **Able / Not Able**, or **✓ / ✗** depending on what want and help the learners who are behind to catchup



Skills to be developed: Communication, critical thinking, problem solving, collaboration

TOPIC 2: Understanding My Body

Understanding My Body is an important learning area for young learners because it helps them become aware of themselves, identify the main parts of the body, understand their functions, and learn how to care for them properly. Through this topic, learners will come to know body parts such as the head, eyes, ears, nose, mouth, hands, legs, and skin, and understand how these parts help them see, hear, smell, taste, touch, move, and interact with others in everyday life. The value of this topic lies in promoting self-awareness, confidence, personal identity, and appreciation of the body, while also helping learners develop healthy habits such as cleanliness, safety, and proper care of body parts. As learners engage in activities related to this topic, they develop important skills such as observation, communication, cognitive thinking, fine motor coordination, self-care, social interaction, and awareness of healthy living practices, which are essential for their overall growth and development.

Key Competences

- Communication
- Critical Thinking
- Collaboration
- Observation
- Problem Solving

Sub-Topic: The Five Senses

In this sub - topic, learners explore how the five senses help them understand and interact with the world around them. Learners learn best through play, observation, movement, songs, and hands-on activities that allow them to see, hear, smell, taste, and touch real objects in their environment. Through these experiences, learners begin to understand the importance of the senses in everyday life and how the body gathers information from the surroundings. This sub - topic is valuable because it promotes curiosity, active participation, creativity, and discovery while helping children develop self-awareness and appreciation of their bodies. It also builds important early skills such as observation, communication, critical thinking, comparison, counting, and simple scientific understanding, which form a strong foundation for future learning.

Specific Competence: Care for parts of the human body associated with the five senses



Key Terms

Senses: are the ways our body helps us know and understand the world around us.

Sight: the ability to see things using our eyes

Hearing: is the ability to listen to sounds using our ears

Smell: the ability to notice different scents using our nose

Taste: the ability to know different flavors using our tongue

Touch: the ability to feel things using our skin or hands

Key Concepts:

- Senses
- Sense organs
- sight (seeing)
- Hearing (listening)
- Testing (eating)
- Touch (feelings)
- Sensory experience
- Safety and care of sense organs



LEARNING ACTIVITY 1: Recognizing the Five Senses (smelling, tasting, feeling/touching, seeing, hearing) through games and songs.

Recognising the Five Senses is an important activity for young learners because it helps them understand how they use their bodies to explore and learn from the world around them. Through this activity, learners begin to identify seeing, hearing, smelling, tasting, and touching as the five senses that help them interact with their environment in everyday life. This learning is valuable because it promotes curiosity, self-awareness, and appreciation of how the body works. As learners take part in songs, games, discussions, and practical activities, they develop important skills such as observation, listening, communication, memory, and critical thinking, which support their overall growth and early learning.

HOOK: “Did you know your body has five amazing senses?”

ACTIVITY 1.1: Action Game

This interactive game helps learners identify the five senses – sight, hearing, touch, taste and smell and their corresponding body parts through movement and playful activities. Learners develop skills in observation, sensory awareness, coordination and following instructions while building values such as confidence, curiosity, cooperation and respect. The activity makes learning about the senses fun, engaging and memorable.

Suggested Teaching and Learning Materials:

Natural Materials: Fruits, flowers, leaves, stones, sand, soil, water

Artificial Materials: Picture cards, small bells, shakers

Learning Environment set-up: School surrounding/any suitable safe place

Teachers' Roles:

- Sing a Five Senses Song while pointing to body parts.
- Demonstrate actions.
- Guide participation.
- Encourage all learners to participate fully.

Learner's Activity:

- Sing and act.
- Play “Simon Says” (touch eyes, ears, etc.).
- Lead the song.
- Call out actions for friends.
- Participate actively.
- Lead activities.



Tip: Advise learners not touch harmful flowers and dirty water

**Assessment:**

- Observe identification of senses
- Ask oral questions
- Monitor participation

Name of learner	Are learners able to sing the five senses song?	Are learners able to do the action on the five senses correctly?	Are learners able to call out actions for friends?	Are learners able to participate actively?	Are learners able to lead activities?	Are learners able to recognize all the five senses correctly.
Anna						
Ben						
Chola						

You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills to developed: Communication, Listening skills, Observation, Confidence, Motor coordination

**LEARNING ACTIVITY 2: Counting the Five Senses**

Counting the Five Senses is an important activity that helps learners connect early number skills with knowledge of their own bodies. Through this activity, learners identify each of the five senses and count them from 1 to 5, helping them understand that numbers can be used to describe real things in everyday life. The activity is valuable because it strengthens number recognition, counting skills, and body awareness at the same time. As learners count and name the senses, they also develop observation, memory, communication, and cognitive thinking skills. This makes learning meaningful, practical, and enjoyable while building a strong foundation for both numeracy and science.

ACTIVITY 2.1: Count My Five Senses

The activity introduces learners to the five senses -sight hearing, touch, taste and smell – while combining counting practice in a fun and interactive way. Learners explore how many senses they have and link each sense to each corresponding body part. By counting and naming these senses, learners develop early numerous skills while strengthening their understanding of how the body works. The activity encourages hands-on participation, observation and active learning making abstract concept more concrete and meaningful. Values developed are curiosity and exploration, confidence and responsibility in taking care of one`s body.

Suggested Teaching and Learning Material:

Natural Materials: leaves, stones, sticks, fingers, fruits/flowers, sand, soil

Artificial Materials: number cards (1-5), picture cards of five senses, charts, bottle tops, blocks

Learning Environment set-up: School surrounding/any suitable safe place

Teachers' Role:

- Prepare the learning materials (picture cards).
- Show each picture card and name the sense organ.
- Guide learners to count picture cards.
- Teacher counts 1–5 using fingers.



Learners Activity:

- Play ball-passing counting game.
- Clap and jump while counting.
- Count independently.
- Associate numbers with senses.
- Count aloud.
- Participate in games.



Assessment:

- Check counting accuracy
- Observe participation

Name of learner	Are learners able to count the five senses correctly?	Are learners able to name the five senses correctly?	Are learners able to count independently ?	Are learners able to associate numbers with senses correctly?	Are learners able to count, identify and relate to the five senses correctly.
Anna					
Ben					
Chola					

You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.

-  **Skills to be developed:** Numeracy, Collaboration, Communication, Memory, Coordination, Concentration



LEARNING ACTIVITY 3: Making basic shapes of five senses using different materials

Making Shapes of the Five Senses is a creative and practical activity that helps learners identify the five sense organs and represent them using different materials. As learners make shapes of the eyes, ears, nose, tongue, and skin, they begin to understand the body parts linked to the five senses in a fun and memorable way. This activity is valuable because it promotes hands-on learning, imagination, and active participation, making it easier for children to remember what they learn. It also gives learners an opportunity to express their ideas through art and practical work while developing creativity, observation, fine motor skills, hand-eye coordination, and communication skills.

ACTIVITY 3.1: Creating Five Senses Shapes

This hands-on activity allows learners to explore the five senses-sight, hearing, touch, taste, and smell-by creating shapes using different materials. Learners develop creativity, fine motor skills, observation and problem solving while reinforcing the understanding of the senses. At the same time, they build values such as patience confidence, curiosity and cooperation, making learning interactive, meaningful and fun.

Suggested Teaching and Learning Materials:

Natural Materials: leaves, sticks, grass, sand, soil, stones, clay or mud

Artificial Materials: paper, crayons, pencils, markers, play dough or plasticine, bottle tops, beads, buttons, picture cards or charts of the five senses

Learning Environment set-up: School surrounding/any suitable safe place

Teachers Role:

- Show models/pictures of five sense organs.

- Discuss and demonstrate how to make shapes of senses using materials (paper, clay, bottle tops or sticks).
- Provide materials.
- Encourage creativity.



Learner's Activity:

- Listen carefully to the instructions.
- Create, present and participate actively and work together with friends.
- Mold shapes using clay.
- Draw body parts using local materials and mention the sense organ they have made and say what is used for.
- Share and display their art work with the class.

Assessment:

- Observe creativity
- Check if learners can create shapes that represent the sense organs.

Name of learner	Are learners able to listen and follow instructions correctly?	Are learners able to identify the senses from the shapes correctly?	Are learners able to create senses from the shapes correctly?	Are learners able to mould senses actively?	Are learners able to draw senses correctly?	Are learners able to identify and make five senses using different materials correctly.

Anna						
Ben						
Chola						

- You can mark each box using **Yes / No, Able / Not Able**, or **✓ / ✗** depending on what want and help the learners who are behind to catchup.



Skills to be developed: Creativity, Fine motor skills, Imagination, Confidence, Collaboration, Communication



LEARNER ACTIVITY 4: Comparing shapes of five senses according to characteristics such as size (big and small), differences of various shapes.

Comparing shapes of the five senses is an important learning activity that helps learners observe, identify, and describe the body parts associated with the senses in a simple and meaningful way. Through this activity, learners explore shapes related to the eyes, ears, nose, tongue, and skin and begin to notice their differences in size, form, and appearance. They learn to compare objects as big or small and describe how shapes are alike or different. This activity is valuable because it promotes curiosity, careful observation, and early thinking skills while helping learners understand their bodies better. It also gives them an opportunity to use language to describe what they see and to interact with learning materials in a practical way.

HOOK: Let`s sort shapes

Activity 4.1: Shape sorting game of the five senses

Shape Sorting Game of the Five Senses is an engaging and meaningful activity that helps learners identify the five sense organs while exploring different shapes such as round, long, and curved. As learners observe, compare, sort, and group the sense organs according to their characteristics, they begin to understand that body parts can be described and classified in different ways. This activity is valuable because it promotes active learning, curiosity, and deeper understanding of the five senses through play. It also helps learners develop observation skills, comparison skills, classification skills, communication, cognitive thinking, and fine motor skills as they handle, discuss, and arrange the shapes in a fun and practical way.

Suggested Teaching and Learning Materials:

- Natural Materials: leaves, stones, sticks or grass, seeds, sand or soil
- Artificial Materials: picture cards, shape cards, play dough, charts showing senses and shapes

Learning Environment set-up: School surrounding/any suitable safe place

Teachers' Role:

- Introduce the five sense organs using charts or real-life demonstrations.
- Show different shape cards (round, oval, long, curved).
- Link each sense organ to its shape, e.g.: “The eye is round/oval, the ear is curved.”
- Demonstrate how to sort shapes into groups.
- Ask guiding questions like: “which one looks round?”
- Provide learners with mixed picture cards of sense organs and shapes.
- Guide learners to sort and group them according to shape.
- Ask learners to play a simple game: Placing sense organ cards into the correct shape groups independently.

Learner's Activity:

- Observe and listen to the teacher.
- Identify sense organs and their shapes.

- Sort and group sense organ pictures based on their shapes.
- Match shapes to the correct sense organs.
- Independently sort and place sense organs into correct shape groups.
- Explain their work in simple sentences.



Assessment: observe if learners are able to identify the five sense organs and compare their shapes correctly.

Name of learner	Are learners able to observe and listen attentively?	Are learners able to identify sense organs correctly?	Are learners able to sort and group sense organ pictures based on their shapes correctly?	Are learners able to match shapes to the correct sense organs?	Are learners able to independently sort and place sense organs into correct shape groups?	Are learners able to explain their work in simple sentences correctly.
Anna						
Ben						
Chola						

You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills to developed: Analytical thinking, observation, problem solving, collaboration, communication



LEARNING ACTIVITY 5: Matching senses with corresponding body parts (eyes, ears, skin, tongue, nose) using games, songs.

Matching senses with corresponding body parts is an important learning activity that helps learners understand how the body works in everyday life. Through games, songs, and practical participation, learners discover that eyes are used for seeing, ears are used for hearing, the nose is used for smelling, the tongue is used for tasting, and the skin is used for touching. This activity is valuable because it helps children connect body parts with their functions in a fun and meaningful way. It also promotes active learning, body awareness, confidence, and enjoyment while building a strong foundation for science and early childhood learning.

Hook: “Eyes to see, ears to hear, nose to smell, tongue to taste, skin to feel. Can you point to the right body part as we sing together?”

ACTIVITY 5.1 Body and Sense Match Up

This hands-on activity encourages learners to match each of the five senses – sight, hearing, touch, taste and smell- to the appropriate body part. By actively linking senses with body parts, learners relate learning to everyday experiences, making it engaging and meaningful. The active develops skills in observation, identification, sensory awareness and critical thinking while promoting values such as curiosity, confidence, cooperation and active participation

Suggested Teaching and Learning Materials:

Artificial Materials: Pictures, flash cards, cut-outs, manila paper, crayons, bottle tops, cardboard shapes, glue, markers, and models of the five sense organs in different sizes.

Learning Environment set-up: School surrounding/any suitable safe place

Teachers’ Role:

- Introduce the lesson by showing learners pictures or cut-outs of the five sense organs.

- Guide learners to identify each sense organ and name it correctly
- Demonstrate how to compare the shapes by asking simple questions such as which one is big, which one is small, which one looks the same, and which one looks different.
- Guide learners to sort and group the shapes according to size and visible differences.
- Encourage discussion, gives support where needed, and creates a friendly and active learning environment.

Learner Activity:

- Observe the pictures, models, or cut-outs of the five sense organs and identify them by name.
- Compare the shapes according to size, pointing out which ones are big and which ones are small. Learners also
- Describe differences in the shapes and group them according to similar characteristics.
- Respond to the teacher's questions, sort the materials, and take part in class discussion and practical activities.



Assessment:

- Observe learners respond to oral questions
- Observe learners' ability to identify the five senses.
- Observe learners' ability to compare the sizes of the organs correctly.



Skills to be Developed: observation, comparison, classification, communication skills, cognitive thinking, analytical thinking, fine motor skills, and hand-eye coordination.

ACTIVITY 5.2: Senses Action Game (Match by doing)

This engaging activity allows learners to match the five senses to their correct body parts through actions and movement. By doing and demonstrating (e.g., seeing, hearing, touching), learners actively relate senses to real life experiences, making learning fun and meaningful. The activity develops skill in observation, identification, coordination, listening and communication, while promoting values such as confidence, cooperation, participation and curiosity.

Suggested Teaching and Learning Materials:

Natural Materials: leaves, stones, sticks fruits, flowers, water, sand or soil

Artificial Materials: picture cards of the five senses and body parts, clay, play dough or bottle tops, small toys

Learning Environment set-up: School surrounding/any suitable safe place

Teachers' Role:

- Show how each action matches with the body part, e.g.: “We use our ears to hear” (teacher touches ears).
- Model a few actions and clearly explain to them.
- Ask learners simple questions to link actions with body parts.
- Call out a sense (e.g. “hearing”) and guide learners to perform the correct actions (touch ears).
- Invite individual learners to lead the game by calling out a sense or showing an action.
- Ask learners to explain what they are doing.

Learner's Activity:

- Observe the teacher's actions.
- Listen and repeat the names of senses and body parts.
- Copy the teacher's actions (e.g., touching nose, covering ears).
- Perform the correct actions by touching or using the correct body part.
- Say the matching sense and the body part aloud.

- Take turns leading the game.
- Independently match senses with body parts through actions



Assessment:

- Observe if learners correctly match senses with body parts during the game.
- Check if learners can perform the correct actions for each sense.
- Listen to learners' ability to name the sense and body part.

Name of learner	Are learners able to repeat and say the names of the sense organs correctly?	Are learners able to do the actions correctly?	Are learners able to relate the actions to body parts correctly?	Are learners able to lead the game correctly?	Are learners able to work independently ?	Are learners able to match the senses with body parts during the game correctly.
Anna						
Ben						
Chola						

You can mark each box using **Yes / No, Able / Not Able**, or **✓ / ✗** depending on what want and help the learners who are behind to catchup.



Skills to be developed: Collaboration, communication, memory, gross motor, critical thinking.



LEARNING ACTIVITY 6: Recognising and naming the body parts associated with five senses

Recognising and naming the body parts associated with the five senses is an important learning activity that helps learners become aware of their own bodies and understand how they interact with the world around them. Through this activity, learners identify the eyes, ears, nose, tongue, and skin, and begin to understand that these body parts help them see, hear, smell, taste, and feel. This activity is valuable because it builds self-awareness, correct vocabulary, and confidence while helping children appreciate how their bodies work. It also promotes active participation and lays a strong foundation for early science learning.

Hook: we are going to play, sing, and point to these body parts as we learn their names together. Are you ready to show me which part helps you see, hear, smell, taste, and feel?"

ACTIVITY 6.1: Sense it, name it

This activity engages learners in using their five senses to explore objects and then name the sense being used. Through hands-on experiences, learners relate real-life situations to each sense making learning meaningful and interactive. The activity develops skills in observation, identification, language and communication while promoting values such as curiosity, confidence, participation and cooperation.

Suggested Teaching and Learning Materials:

Artificial materials: Pictures or models of the eyes, ears, nose, tongue, and skin.

Learning Environment set-up: School surrounding/any suitable safe place

Teachers' Role:

- Introduce the lesson by showing learners pictures or models of the eyes, ears, nose, tongue, and skin.

- Point to each body part, says its name clearly, and asks learners to repeat after him or her.
- Point to the same body parts on his or her own body and encourages learners to do the same on their own bodies.
- Guide learners through simple oral practice, songs, and games that help them remember the names of the body parts.
- Throughout the lesson, give clear instructions, ask simple questions, supports learners who need help, and create a friendly and interactive learning environment.

Learners Activity

- Observe the pictures, flash cards, or models shown by the teacher and listen carefully as each body part is named.
- Repeat the names aloud, point to the correct body parts on their own bodies, and respond to simple questions asked by the teacher.
- Take part in songs, games, and class discussions that help them remember and say the names of the body parts associated with the five senses.



Assessment:

- Observe learners` ability to identify and name body parts associated with five senses
- Observe learners answer questions.
- Participate actively in the activity with little support.



Skills to be Developed: observation, communication, listening, memory, vocabulary development, self-awareness, confidence

ACTIVITY 6.2: Sense Body Part Treasure Hunt

This fun and interactive activity allows learners to search for and identify body parts associated with the five senses in a treasure hunt format. Hence, as they explore and match each sense to its body part, learners relate learning to real life experiences. The active develops

skills in observation, identification, movement and problem solving while promoting values such as curiosity, team work, confidence and active participation making learning exciting and meaningful.

Suggested Teaching and Learning Material:

Natural Materials: leaves, stones, sticks fruits, flowers, water, sand or soil

Artificial Materials: picture cards of the five senses and body parts, clay, play dough or bottle tops, small toys

Learning Environment set-up: School surrounding/any suitable safe place

Teachers Role:

- Introduce the five senses and the body parts associated with each (eyes, ears, nose, tongue, skin/hands) using charts, real objects, or picture cards.
- Explain that learners will go on a “treasure hunt” to find or point to body parts around the classroom or on themselves.
- Demonstrate by showing a body part and naming the sense it belongs to, e.g., “This is an ear. We use it for hearing.
- Ask learners to check understanding: “which body part do we use to smell?”
- Organise learners into pairs or small groups.
- Guide learners to find and point to the correct body part when the teachers call out a sense.
- Ask learners to take turns leading the game, calling out a sense for others to find.
- Observe learners to assess understanding.



Learner's Activity:

- Observe the teacher's demonstration.
- Listen and repeat the names of body parts and their senses.
- Point to the body parts on themselves when asked.
- Search for the correct body part on themselves or friends.

- Name the body part and its sense it belongs to.
- Work collaboratively with friends in pair or groups.
- Lead the game by calling out senses for classmates to find.
- Independently identify and point to the correct body part.
- Explain which sense is associated with the body part.



Assessment:

- Observe if learners correctly identify and point to the body parts associated with each sense.
- Check if learners can name the body part and the corresponding sense.
- Note learners' participation and involvement during the treasure hunt.



Skills to be developed: Communication, collaboration, confidence, critical thinking



LEARNING ACTIVITY 7: Using pictures, diagrams, and models of the human body to identify the body parts associated with the five senses and their functions.

Using pictures, diagrams, and models of the human body helps young learners understand the body parts associated with the five senses in a clear, practical, and interesting way. Learners learn best when they can see, touch, and talk about real or visual objects. Through this activity, learners identify the eyes, ears, nose, tongue, and skin and begin to understand their functions such as seeing, hearing, smelling, tasting, and touching. This activity is valuable because it makes learning more meaningful, promotes body awareness, and helps learners connect what they see with what each body part does. It also develops observation, communication, memory, and early scientific thinking.

ACTIVITY 7.1: Body parts and senses exploration

This activity engages learners in exploring body parts linked to the five senses through hands-on and interactive experiences. As learners observe, touch, and identify how each body part functions, they relate senses to real-life situations, making learning meaningful and practical. The activity develops skills in observation, sensory awareness, and communication, while promoting values such as curiosity, confidence, cooperation, and active participation.

Suggested Teaching and Learning Materials:

Artificial Materials: charts, flash cards, pictures, diagrams of the human body, simple body models, manila paper, markers, and any locally available visual materials that clearly show the five sense organs

Learning Environment set-up: School surrounding/any suitable safe place

Teachers' Role:

- Introduce the lesson by showing learners pictures, diagrams, and models of the human body.
- Point out the body parts associated with the five senses and names them clearly one by one.
- Discuss the function of each body part in simple language, for example, eyes are for seeing, ears are for hearing, the nose is for smelling, the tongue is for tasting, and the skin is for touching.
- Ask learners to observe carefully, repeat the names, and respond to simple questions.
- Guide discussion, gives learners a chance to come forward and point to the correct body parts on the pictures or models, and supports learners who need help throughout the activity.

Learners Activity

- Observe the pictures, diagrams, and models shown by the teacher and listen as the body parts are named and explained.
- Identify the eyes, ears, nose, tongue, and skin on the visual materials and repeat their names aloud.
- Respond to questions about the functions of each body part and take turns pointing to the correct parts on the chart, diagram, or model.

- Participate in class discussion and simple practical activities that help them connect each body part with its function.



Assessment:

- Observe learners` ability to observe pictures, diagrams, and models
- Observe learners` ability to respond to questions
- Observe learners` ability to identify body parts.
- Observe learners as they relate body parts to their functions.



Skills to be Developed: observation, communication, listening, memory, body awareness,

cognitive thinking, scientific understanding.

ACTIVITY 7.2: Five Senses Exploration

This activity engages learners in exploring the five senses- sight, hearing, touch, taste and smell- through hands-on and interactive experiences. As learners observe, feel, taste and smell, they relate each sense to real-life situations making learning meaningful and enjoyable. The activity develops skills in observation, identification, sensory awareness and communication, while promoting values as curiosity, confidence, cooperation and active cooperation supporting overall learning and development.

Suggested Teaching and Learning Material:

Natural Materials: flowers, leaves, fruits, stones, sticks, shells, water, fresh flowers, sand, soil, textured cloth

Artificial Materials: small bells, shakers picture cards, charts, diagrams of objects and colors, scented play dough, artificial flowers, rubber balls, sponge, textured toys

Learning Environment set-up: School surrounding/any suitable safe place

Teachers Role:

- Introduce the five senses using charts, models, or pictures.
- Point out the body parts associated with each sense and explain their functions:
 - Eyes –seeing
 - Ears – hearing
 - Nose –smelling
 - Tongue –tasting
 - Hands –touching
- Describe the **exploration stations** and demonstrate one station activity:
 - Hearing station: listen to sounds
- Organise learners in small groups rotating through the five stations. Guide learners to use the correct body part for each sense.
- Ask learners to demonstrate or explain one sensory experience to the class. Provide drawing or matching exercise linking senses to body parts.

Learners Activity:

- Observe the teacher and ask or answer questions.
- Repeat the names of senses and body parts aloud.
- Pay attention to the instructions for each station.
- Prepare to participate actively in the exploration.
- Rotate through the stations, actively exploring each sense.
- Choose one sense to demonstrate and explain to the class.
- Complete drawing or matching exercises independently.



Assessment

- Observe if learners correctly identify body parts and match them with sense
- Check if learners can explain the function of each of each body part.

Assessment Checklist

Name of learner	Are the learners able to identify the body parts on the visual materials and repeat their names aloud?	Are the learners able to relate body parts to their functions correctly?	Are learners able to pointing to the correct parts on the chart, diagram, or model. correctly?	Are learners able to repeat the names of senses and body parts aloud correctly?	Are learners able to actively explore each sense?	Are learners able to complete drawing or matching exercises independently correctly.
Anna						
Ben						
Chola						

You can mark each box using **Yes / No**, **Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills to be developed: life skills, observation, communication, fine motor, collaboration



LEARNING ACTIVITY 8: Demonstrating care for the five senses

Demonstrating care for the five senses is an important learning activity that helps young learners understand that the body parts used for seeing, hearing, smelling, tasting, and touching are valuable and need proper care. At the age of 4 to 5 years, children need guidance to develop healthy habits that help them protect their eyes, ears, nose, tongue, and skin. Through this activity, learners begin to understand simple ways of caring for their bodies, such as keeping body parts clean, avoiding harmful objects, and using them safely. This activity is valuable because it promotes self-care, personal hygiene, safety, and responsibility, while helping learners appreciate the importance of healthy living.

Hook: “How do we keep our eyes, ears, nose, tongue, and skin safe and clean?”

ACTIVITY 8.1: Caring for my five senses

This activity teaches learners how to take care of the five senses- sight, hearing, touch, taste and smell through practical evidence. Learners learn to relate health habits to each sense making learning meaningful and applicable to real-life. The activity develops skills in observation, self-awareness, and responsibility while promoting values such as care, confidence, cooperation and mindfulness fostering both personal well -being and positive learning habits.

Suggested Teaching and Learning Materials:

Artificial Materials: The teacher uses pictures, charts, flash cards, a mirror, clean cloth, water, soap, lotion, and other simple materials that show ways of caring for the five sense organs.

Learning Environment set-up: School surrounding/any suitable safe place

Teachers Role:

- Introduce the lesson by reminding learners of the five senses and the body parts associated with them.

- Explain in simple language how to care for each one, for example, keeping the eyes clean, avoiding putting objects in the ears or nose, washing the body, and avoiding harmful substances in the mouth.
- Demonstrate these practices using real objects, pictures, or actions and asks simple guiding questions.
- Encourage learners to imitate the actions, discuss good habits, and identify unsafe practices. For example, the teacher may show wiping the face with a clean cloth, washing hands before eating, avoiding loud noise, and not inserting objects into the nose or ears.
- Throughout the lesson, guide, supports, and corrects learners while creating a safe and friendly learning environment.

Learner Activity:

- Observe the teacher's demonstrations and listen carefully to explanations about caring for the five senses.
- Identify the body parts involved, imitate simple care practices, and respond to questions. Learners take part in role play, songs, or games that show how to protect and care for the eyes, ears, nose, tongue, and skin.
- Talk about good habits and practice simple actions such as pretending to wash the face, wipe the nose properly, or avoid putting dangerous objects in the ears.



Assessment:

- Observe learners respond to oral questioning
- Observe learners identify the body parts associated with the five senses
- Observe learners` ability to demonstrate simple ways of caring for the body parts.
- Observe learners participate actively in the activity with little help.



Skills to be Developed: Self-care, observation, communication, listening, decision-making, body awareness, responsibility, and healthy living habits.

ACTIVITY 8.2: Five Senses Safety Game

This interactive game teaches learners how to keep their five – sight, hearing, touch, taste and smell -safe through fun, hands-on activities. Learners relate each sense to real-life situations, learning to identify potential dangers and practices safe habits. The activity develops skills in observation, decision making, sensory awareness and problem solving while prompting values such as responsibility, confidence, cooperation and mindfulness making learning both engaging and meaningful.

Suggested Teaching and Learning Material:

Natural Materials: leaves, sand or soil, fruits, stones, sticks water.

Artificial Materials: small bells, shakers picture cards showing safe and unsafe actions for each sense, cups, utensils, basin, soap and clothes

Learning Environment set-up: School surrounding/any suitable safe place

Teachers' Role:

- Introduce the activity by explaining how we keep our senses safe:
 - Eyes –avoid poking, wear sunglasses in the sun.
 - Ears –avoid loud sounds.
 - Nose –avoid inhaling dust or smoke.
 - Tongue-avoid tasting harmful substances.
 - Hands –avoid touching hot objects, washing regularly.
- Use charts, pictures, or real examples to show safe and unsafe practices.
- Demonstrate one example, e.g., washing hands to protect the skin.

- Set up a “safety game” where learners identify safe vs. unsafe actions.
 - For example: show picture of touching hot objects (unsafe) vs. washing hands (safe).
- Guide learners to match the correct action with the sense it protects.
- Ask learners to explain why an action is safe or unsafe.
- Ask learners to demonstrate one safe practice for a chosen sense.
- Ask learners why it is important to care for the sense.

Learners Activity:

- Listen carefully and observe the teacher’s demonstration
- Identify examples of safe and unsafe practices
- Participate in the game by sorting safe and unsafe actions
- Match action to the correct sense (e.g., ear – avoid loud music)
- Explain why the action is safe or unsafe in simple words
- Demonstrate safe practices independently
- Name the sense being protected and explain the reason
- Show understanding of safe behaviors for all five senses



Assessment

- Observe if learners can identify safe and unsafe actions for each of the five senses.
- Check if learners can match the correct sense with its safe practice.

Name of learner	Are the learners able to listen attentively?	Are the learners able to identify body parts involved correctly?	Are learners able to imitate simple care practices correctly?	Are learners able to identify examples of safe and unsafe practices?	Are learners able to Participate in the game by sorting safe and unsafe actions ?	Are learners able to care for their five senses ?
Anna						
Ben						
Chola						

You can mark each box using **Yes / No, Able / Not Able**, or **✓ / ✗** depending on what want and help the learners who are behind to catchup.



Skills to be developed: Critical thinking, communication, problem-solving, collaboration, decision-making



LEARNING ACTIVITY 9: Matching the body parts associated with the five senses.

Matching the body parts associated with the five senses with the five senses is an important learning activity that helps young learners

understand how their bodies work together to help them interact with the world around them. Through this activity, learners connect the eyes with seeing, the ears with hearing, the nose with smelling, the tongue with tasting, and the skin with touching. This activity is valuable because it strengthens body awareness, reinforces earlier learning, and helps children understand that each sense has a body part linked to it. It also promotes active participation, memory, and confidence while building a strong foundation for early science learning.

HOOK: Who can help me find the body part that helps us smell a flower, hear a song, or taste a mango?

ACTIVITY 9.1: Matching my Senses

This engaging activity helps learners match the five senses – sight, hearing, touch, taste and smell to their responding body parts. Through hands-on interaction and playful matching exercises learners relate senses to real-life experiences making learning meaningful and enjoyable. The activity develops skills in observation, identification, sensory awareness and critical thinking while promoting values such as curiosity, confidence, cooperation and active participation.

Suggested Teaching and Learning Materials:

Artificial Materials: Pictures, flash cards, charts, matching cards, models of the five sense organs, manila paper, and markers.

Learning Environment set-up: School surrounding/any suitable safe place

Teachers' Role:

- Introduce the lesson by revising the five senses and the body parts associated with them.
- Display pictures or cards showing the eyes, ears, nose, tongue, and skin, together with cards showing the senses of seeing, hearing, smelling, tasting, and touching.
- Explain in simple language how each body part matches with a specific sense and demonstrates how to pair them correctly.

- Ask guiding questions, supports learners during the matching activity, corrects mistakes where necessary, and encourages all learners to participate actively in a friendly and enjoyable learning environment.

Learner Activity:

- Observe the pictures, flash cards, or models shown by the teacher and listen carefully to the explanation.
- Identify the body parts and the five senses, then match each body part with its correct sense.
- Respond to oral questions, take turns in matching cards, and point to the correct body parts on their own bodies as they say the senses.
- Participate in discussion, games, and songs that help them remember the correct pairs



Assessment:

Assessment is done through observation, oral questioning, and practical participation. The teacher checks whether the learner is able to identify the body parts associated with the five senses, match each one with the correct sense, answer simple questions correctly, and take part in the activity with little support.



Skills to be Developed: matching, observation, communication, listening, memory, body awareness, concentration, cognitive thinking, and confidence.

ACTIVITY 9.2: Matching Body Parts with the Five Senses

The activity engages learners in matching of the five senses- sight, hearing, touch, taste and smell to the correct body part. By actively relating senses to their corresponding body parts learners connect learning to real-life experiences making it meaningful and fun. The

activity develops skills in observation, identification sensory awareness, and critical thinking while promoting values such as curiosity, confidence, cooperation and active participation.

Suggested Teaching and Learning Material:

Natural Materials: leaves, sand or soil, fruits, stones, sticks water.

Artificial Materials: picture cards of body parts and senses, crayons, papers.

Learning Environment set-up: School surrounding/any suitable safe place

Teachers' Role:

- Introduce the five senses and their associated body parts using charts, picture cards, or models:
 - Eyes –sight
 - Ears –hearing
 - Nose –smell
 - Tongue – taste
 - Hands –touch
- Demonstrate how to match a body part to its sense, e.g., show a picture of an ear and explain “Ears are for hearing”.
- Ask simple questions to engage learners, e.g., “which part do we use to see?”
- Provide learners with picture cards or cut outs of body parts and sense
- Guide learners to match each body part to the correct sense in pairs or small groups
- Encourage learners to say the name of the body part and its sense aloud as they match,
- Praise correct matches and gently guide learners who make errors.
- Ask learners to independently match body parts with sense using cards, drawings, or worksheet.
- Encourage learners to explain the function of each body part in simple sentences.

Learner's Activity:

- Observe the teacher’s demonstration carefully.
- Listen and repeat the names of the body parts and their senses
- Point to the corresponding body parts on themselves or on charts/models
- Work in pairs or small groups to match the body part cards with the correct sense cards
- Name each body part and explain its function, e.g., “The nose is for smelling”
- Independently match body parts with the correct senses
- Explain in simple words what each body part does, e.g., “We use our hands to touch.”



Assessment:

- Observe if learners can correctly match body parts with their corresponding senses
- Check if learners can name each body part and describe its function.
- Note learners’ participation and engagement during the activity

Name of learner	Are the learners able to independently match body parts with the correct senses correctly?	Are the learners able to relate body parts to their functions correctly?	Are learners able to identify the body parts correctly?	Are learners able to match each body part with its correct sense correctly?	Are learners able to repeat the names of the body parts and their senses?	Are learners able to complete drawing or matching exercises independently correctly.
Anna						

Ben						
Chola						

- You can mark each box using **Yes / No, Able / Not Able**, or **✓ / X** depending on what want and help the learners who are behind to catchup.



Skills Developed: Observation, communication, fine motor, collaboration, recognition

EXPECTED STANDARD: The parts of the human body associated with senses cared for accordingly

TOPIC 3: EXPLORING THE SKY AND SEASONS

The study of skies and seasons provides young learners with an opportunity to explore and understand visible features of the sky and the seasonal changes that occur in their environment. By observing the sun, clouds, moon, and stars, and by discussing weather patterns and seasonal conditions, learners begin to develop an awareness of the natural environment and its influence on daily life. Through learner-centred activities such as observation walks, songs, games, storytelling, and picture discussions, children are guided to discover how the sky changes and how seasons affect clothing, farming, travel, and play. This learning area promotes active participation and helps learners connect classroom experiences to real-life situations within their local context. This learning experience develops observation, communication, listening, speaking, comparison, classification, reasoning, and environmental awareness skills. It also promotes curiosity, creativity, and the ability to relate natural changes to everyday life.

Key Competences:

- Communication
- Collaboration
- Critical thinking
- Creativity and innovation
- Analytical thinking



Key Terms

Hot – Having a high temperature (very warm).

Cold – Having a low temperature (not warm).

Dry – When there is no rain or very little water.

Time – How we measure moments like morning, afternoon, and night.

Day – The time when the sun is in the sky and it is bright.

Light – Brightness that helps us see, mainly from the sun.

Night – The time when it is dark and we see the moon and stars.

Shadow – A dark shape made when light is blocked by an object.

Key Concepts

- Sky

- Day and night
- Weather
- Hot and cold
- Season and changers
- Light and shadows
- Wind and rain effects
- Time

Specific Competence: Tell time by activities of the day

Sub – Topic 1: Time and Seasons

Time and seasons help learners to understand patterns, changes, and events that occur in their daily lives and in the environment. At an early age, learners begin to recognise time through routine activities such as waking up, bathing, eating, going to school, playing, and sleeping. In the same way, they experience seasons through changes in weather such as hot, cold, and wet conditions. Introducing learners to time and seasons enables them to develop an understanding of sequence, order, observation, comparison, and appreciation of their surroundings. Through learner-centred activities such as storytelling, songs, games, picture observation, and discussions, learners actively explore how time guides daily activities and how seasons influence the natural environment and human life. This topic therefore lays a strong foundation for environmental understanding, responsible behaviour, and practical life skills.

HOOK: What makes the world beautiful?



LEARNING ACTIVITY 1: Recognising the seasons (cold) in Zambia through games, stories songs...

This activity invites learners to explore and recognize the cold season in Zambia through engaging games, interactive stories, and lively songs. By participating in these fun and meaningful experiences, learners observe how the weather changes, identify signs of the cold season, and learn how people keep warm. Using play, storytelling, and music makes the learning memorable and relatable, while encouraging learners to actively participate, express themselves, and share their observations. In this activity, learners will develop listening and speaking skills, observation and identification, vocabulary, creativity, and social interaction, while fostering values of self-care, cooperation, confidence, environmental awareness, and responsibility.

ACTIVITY 1.1: Cold Season Song and Exploration

The teacher introduces the cold season through a simple song, discussion, and real objects like sweaters and blankets. Learners explore how cold weather feels and what people wear. This activity engages learners in exploring the cold season in Zambia through a fun song, actions, and real-life materials like jackets, sweaters, and scarves. As they sing, move, and interact, learners understand how cold weather feels and how to respond to it in daily life. The activity promotes active participation, making learning meaningful, enjoyable, and connected to their environment. Through this experience, learners develop listening and speaking, observation and identification, vocabulary, social and communication skills, creativity and self-expression, while also cultivating important values such as self-care, personal well-being, cooperation, participation, confidence, and environmental awareness.

Suggested Teaching and Learning Material:

Natural Materials: Flashcards/pictures showing cold weather, Chart with simple song lyrics

Artificial Materials: Real clothing (sweater, jacket, scarf jersey, head sock, winter boots, gloves, socks)

Learning Environment set-up: Any suitable safe place

Teachers' Role

- Introduce the concept of the cold season using familiar experiences

- Sing and demonstrate actions (shivering, hugging body)
- Show real objects/pictures (jackets, scarves, socks)
- Ask guiding questions (e.g., “What do you wear when it is cold?”)
- Provide a variety of clothing (warm and non-warm)
- Guide learners during sorting
- Ask probing questions (e.g., “Why is this good for cold weather?”, “Teacher says: “Show me how you feel when it is cold!”)
- Support and correct learners where necessary

Learners’ Activity

- Sing along and imitate actions
- Observe and touch teaching materials
- Answer simple oral questions
- Share personal experiences about cold mornings
- Sort clothes into “cold season” and “not cold season”
- Dress a doll or peer appropriately
- Work in small groups
- Explain their choices
- Act out cold season experiences (shivering, dressing warmly)
- Demonstrate how to keep warm



Assessment:

- Observe learners mention signs of cold weather

- Observe learners identify at least 2 warm clothes
- Observe learners correctly sort clothing items
- Observe learners explain reasons for their choices
- Observe learners demonstrate correct actions related to cold weather
- Observe learners independently show understanding through play

Assessment Checklist

Assessment	Yes	No	Sometimes
Is the learner able to recognise the cold season?			
Is the learner able to recognise the hot season?			
Is the learner able to recognise the wet season?			
Is the learner able to mention the seasons in Zambia through games, stories, or songs?			
Is the learner able to associate simple weather conditions with the correct season?			
Is the learner able to complete the activity with little help?			



Skills to be developed: Listening and speaking, Observation, Vocabulary development,

Social interaction, classification and sorting, cooperation and teamwork, communication, creativity and imagination.

TOPIC 4: Understanding Materials

Introduction

Overview: Understanding Materials is an important topic that enables learners to explore, identify, and understand the different materials available in their local environment. By engaging with real objects and materials around them, learners will discover their characteristics, properties, and usefulness in everyday life. This learning experience helps learners make connections between what they learn in class and what they see and use at home, at school, and in the community. The topic encourages active participation and hands-on investigation, while fostering the development of key skills such as collaboration, communication, critical thinking, analytical thinking, and problem-solving.

Key Competences

- Analytical thinking
- Critical thinking
- Collaboration
- Communication

Specific Competences:

- Create simple shapes.
- Recognise sinking and floating objects in the everyday life.



Key Terms

- **Dimension** – measurement of an object that shows its size.
- **Constructing** – the process of building or making something

- **Comparing** – to look at two or more things and find out how they are similar or different
- **Sink** – to go down below the surface of the liquid
- **Float** – to stay on the surface of the liquid
- **Line** – a mark that can be straight, curved or zig zag used to form shapes.

Key Concepts

- Comparison
- Construction
- Shapes
- Patterns
- Float and sink

Sub –Topic 1: Shapes and Patterns

This activity engages learners in exploring shapes and patterns through hands-on activities, games, and visual exploration. Learners will observe, identify, and sort different shapes, and recognize repeating patterns in their environment, such as in objects, clothing, or nature. By interacting with materials and participating in guided activities, learners develop an understanding of basic geometric concepts in a fun and meaningful way. Through this experience, learners develop skills in observation, critical thinking, problem-solving, classification, and creativity, while also cultivating values such as attention to detail, patience, cooperation, responsibility, and appreciation of order and organization.



LEARNING ACTIVITY 4: Creating 2-dimensional (2D) shape diagrams

This activity is designed to help learners develop an early understanding of two-dimensional (2D) shapes through practical and meaningful experiences. Learners will identify, name, and describe common shapes such as circles, squares, rectangles, and triangles, and link them to real objects found in their surroundings. By doing so, they begin to appreciate that shapes are part of everyday life. The activity encourages active participation and makes learning enjoyable while laying a solid foundation for understanding shapes and patterns. In the process, learners develop important skills such as observation, communication, creativity, and problem-solving.

HOOK: What shapes would you use to draw house?

ACTIVITY 4.1: Fun with 2D Shapes

This activity helps learners develop an early understanding of two-dimensional (2D) shapes through meaningful and hands-on learning experiences. By identifying and linking shapes such as circles, triangles, and rectangles to familiar real-life objects, learners are able to see that shapes are part of their everyday environment. The activity makes learning interesting and relevant while laying a solid foundation for future learning in shapes and patterns. In the process, learners also develop important skills such as observation, communication, creativity, and problem-solving

Artificial Materials: Pictures or flashcards of 2 dimensional shapes (circle, square, rectangle, triangle).

Learning Environment set-up: Classroom

Teacher's Roles:

- Introduce basic 2D shapes by drawing them on the board or showing cut-outs.
- Name and describe each shape (e.g., number of sides and corners)
- Show learners pictures of 2 dimensional shapes (circle, square, rectangle, triangle).
- Show how shapes can be combined to form simple diagrams (e.g., a house made of a square and a triangle).
- Ask guiding questions such as:
 - “What shape is this?”
 - “How many sides does it have?”

- Provide learners with drawing materials or shape cut-outs.
- Guide learners to draw or arrange shapes to form simple diagrams (e.g., a car house, or tree).
- Give step by step instructions to assist learners.

Learners` Activity

- Draw basic shapes following the teacher`s guidance.
- Combine shapes to form simple diagrams.
- Work in pairs or groups to complete tasks.
- Ask learners to independently create their diagrams using 2D shapes.
- Find objects of 2 dimensional shapes within the classroom.
- Link 2 dimensional shapes to objects (e.g., circle on a plate, triangle on a house).



Assessment: Observe learners` ability to identify objects of 2 dimensional shapes.

Observe learners` ability to create 2D diagrams.

Assessment Checklist

Assessment	Yes	No	Sometimes
Is the learner able to create simple 2D shape diagrams?			
Is the learner able to identify common 2D shapes correctly?			
Is the learner able to draw or trace 2D shapes?			
Is the learner able to talk about the 2D shapes created?			

Assessment

Yes No Sometimes

Is the learner able to participate actively in creating shape diagrams?

Is the learner able to complete the activity with little help?



Skills to be developed: Observation, Classification, Communication, Collaboration, Critical thinking, fine motor.

TOPIC 5: EXPLORING MIXTURES

Introduction

Overview: Exploring mixtures is an engaging and hands-on topic that helps learners understand how different materials can be combined and sometimes separated. Through activities like mixing water and sand, combining colors, or sorting mixed objects, learners discover how substances interact in a fun and practical way. The topic develops skills such as observation, experimentation, problem-solving, critical thinking, and classification, while promoting values like curiosity, cooperation, patience, responsibility, and a positive attitude towards learning.

Key Competences

- Use Mathematical operations in everyday life
- Makes simple mixtures



Key Terms

- **Mixtures:** When two or more things are put together but can still be seen separate.
- **Adding:** Putting things together to make a bigger group or number.
- **Subtraction:** Taking something away from a group.
- **Combination:** Joining things together to make one group.
- **Concrete:** Real objects that you can see and touch.
- **Separation:** Taking things apart or putting them into different groups.

Key Concepts:

- Shapes
- Mixture
- Separate
- Counting
- Colouring

Sub-Topic 1: Adding and Subtracting Things

Adding and subtracting things is a practical and engaging activity that helps learners understand basic Mathematical operations through real-life experiences. By using objects such as stones, sticks, or counters to combine and take away, learners develop a clear understanding of quantity and number relationships. The activity builds skills such as counting, problem-solving, logical thinking, observation, and accuracy, while promoting values like patience, cooperation, confidence, responsibility, and active participation in learning.



LEARNING ACTIVITY 1: Adding concrete objects up to the sum of 10

Addition is best introduced to learners through practical activities that involve real objects they can move and count for themselves. By using concrete materials such as bottle tops, stones, sticks, beans, or toy counters, learners begin to understand addition as putting groups together to make a bigger group. This activity helps learners develop early number concepts in a simple and enjoyable way. As they combine objects and count the total up to 10, they build confidence in mathematical thinking and begin to use numbers in meaningful everyday situations.

HOOK: Let's see magic

Activity 1.1: Mix and Count Magic

Mix and Count Magic is an exciting hands-on activity that helps learners develop early addition and counting skills through play and exploration. By using familiar objects such as blocks, stones, leaves, bottle tops, or sticks, learners are able to combine small groups and find the total in a simple, practical, and enjoyable way. This activity helps children understand that numbers can be joined together to make a bigger group, which builds a strong foundation for early mathematical learning. It also develops important skills such as counting, observing, comparing quantities, problem-solving, concentration, and communication as learners talk about what they are doing and explain their answers. Through the use of real objects from their environment, learning becomes meaningful, active, and closely connected to everyday experiences. In addition, the activity promotes confidence, curiosity, and enjoyment in Mathematics from an early age.

Suggested Teaching and Learning Material:

Natural Materials: leaves, stones, sticks, flowers, seeds, sand

Artificial Materials: Counting blocks, buttons, beads, bottle tops, number card 1-10

Learning Environment set-up: School surrounding/any suitable safe place in an Artificial Environment.

Teachers Roles:

- Introduce the activity as a fun game. “Today will do some magic with numbers”.
- Demonstrate addition using concrete objects (e.g., here are 3 stones and 2 more stones. Let’s count all together!).
- Count aloud while combining objects to model the concepts of addition.
- Give each learner or pair a small set of objects.
- Guide learners to combine two groups and count the total.
- Ask questions such as “What happens if we add 1 more” or “How many do we have all together?”.
- Encourage learners to create their own addition combinations using the object and the addition machine.
- Move around to help learners who need support.

Learners Activity:

- Watch the teacher carefully and count along aloud.
- Touch or point to the objects as they are combined.
- Respond to simple questions.
- Take two small groups of objects and combine them.
- Count aloud the total number of objects.
- Repeat with different combination.
- Independently combine two groups of objects to make sums up to 10.
- Count the total and say it aloud confidently.

**Assessment:**

- Observe whether learners combine objects correctly.
- Check if learners count accurately after adding.
- Record in the checklist.

Assessment	Yes	No	Sometimes
Is the learner able to count concrete objects correctly?			
Is the learner able to combine two groups of objects correctly?			
Is the learner able to add concrete objects up to the sum of 10?			
Is the learner able to say the total after adding objects?			
Is the learner able to use objects correctly during addition activities?			
Is the learner able to complete the activity with little help?			



Skills to be developed: Collaboration, communication, fine motor, creativity

EXPECTED STANDARDS: Mathematical operations of addition and subtraction used correctly.



Summary

For learners aged 4 to 5 years, the learning activities in **Mathematics and Science** under **Exploring My World, Exploring Mixtures and Materials, Exploring Skies and Seasons, and Understanding My Body** are designed to help children learn through play, observation, movement, talk, and hands-on experiences. In **Exploring My World**, learners interact with objects and people around them by sorting, matching, counting, comparing, observing living and non-living things, and talking about their environment. These activities help children develop early numeracy, observation, communication, classification, and care for their surroundings. In **Exploring Mixtures and Materials**, learners handle materials such as water, sand, soil, stones, leaves, paper, and simple household items to explore texture, shape, size, use, and what happens when materials are mixed. Through pouring, mixing, grouping, and comparing, they build curiosity, problem-solving skills, creativity, and an understanding of how different materials behave.

In **Exploring Skies and Seasons**, learners observe the sun, moon, stars, clouds, wind, rain, and seasonal changes through songs, outdoor observation, discussions, drawings, and pattern activities. They begin to understand day and night, weather changes, and the different seasons in their local environment. These activities promote observation, prediction, comparison, and awareness of nature and time. In **Understanding My Body**, learners identify body parts, the five senses, and how the body works through games, songs, matching, drawing, modelling, and movement activities. They also learn how to care for their bodies and use their senses safely. Across all these areas, the activities are practical and learner-centred, helping young children develop knowledge, values, and skills such as counting, comparing, communicating, observing, classifying, creativity, confidence, cooperation, and self-care.

LESSON PLAN SAMPLE

Teacher's Name	Date: 26/03/2026
Class: 4–5 Years (Level 2)	Day: Monday
Learning Area: Pre-Mathematics and Science	Total Number of Pupils: 35
Session: 1	Boys: 15 Girls: 20
Topic: Exploring My World	Time: 08:00–09:00
Sub-Topic: Grouping of Things	Duration: 1 Hour

General Competences: Collaboration, communication, analytical thinking

Specific Competence: Group living things according to their feeding characteristics.

Lesson Goal: By the end of the lesson, learners should be able to identify living things and group them correctly according to what they eat.

Rationale (content, value, strategy, position):

This lesson enables learners to understand that living things need food to survive and that they can be grouped according to what they eat. It builds a foundation for early scientific understanding of living things and their characteristics. The lesson also promotes values such as care for animals, appreciation of nature, responsibility, and respect for living things in the environment. Learner-centred and play-based strategies such as watching, matching, sorting, drawing, and discussion are used to promote active participation, curiosity, communication, and teamwork. This is the first lesson in a series of five lessons on grouping living things according to characteristics.

Prior Knowledge: Learners already know some common living things such as dogs, chickens, goats, and cows.

References: ECE Curriculum Framework, Teaching module, Learner’s Book, and locally available learning materials.

Learning Environment: Artificial Environment and Technological Environment

Learning Materials: Picture cards of animals and food, cardboard, glue, scissors, pencils, crayons, books, animal models, phone/computer/television for video display.

Expected Standard: Learners correctly group living things according to what they eat.

Lesson Progression

Stages	Teacher’s Activities	Learners’ Activities	Assessment Criteria
Introduction	The teacher shows a short video or pictures of domestic and wild animals, focusing on what they eat. The teacher asks simple questions such as, “What animals have you seen?” and “What do they eat?” The teacher links the lesson to animals learners know at home or in their surroundings.	Learners watch the video or observe the pictures. They identify the animals they see, mention the foods the animals eat, and relate them to animals found at home or nearby.	Observe whether learners are able to identify animals and correctly mention some of the foods they eat.
Lesson Development	The teacher displays picture cards of animals such as a cow, goat, dog, chicken, and bird, together with food pictures such as grass, bones, seeds, and insects. The teacher asks guiding questions such as, “Do animals need food?” and “Why do animals eat?” The teacher explains that all living things need food to stay alive. The teacher	Learners observe the picture cards and respond to questions. In pairs, they match animals to the food they eat. They group the animals according to feeding characteristics, such as animals that eat plants, animals that eat meat, and animals that eat both. Learners explain their choices by saying, for example,	Observe how learners sort and match the cards. Check whether learners are able to place animals in the correct feeding groups and explain their answers.

Stages	Teacher's Activities	Learners' Activities	Assessment Criteria
Exercise / Assessment	then places category labels or spaces for grouping, such as “plant eaters,” “meat eaters,” and “those that eat both.” The teacher guides learners in pairs to match each animal with its food and place it in the correct group. The teacher moves around, supports learners, and gives feedback.	“A cow eats grass,” or “A chicken eats seeds and insects.”	
	The teacher asks learners to draw and colour one animal and the food it eats. The teacher also asks learners to paste or match prepared pictures of animals and food on cardboard. The teacher asks individual learners to explain why they matched the animal with that food.	Learners draw and colour an animal and its food. They paste or match pictures of animals and food on cardboard. They explain their work orally.	Assess whether each learner correctly matches an animal to its food and gives a simple explanation.
Home Activity	The teacher gives learners a simple home task to observe or ask at home what common animals eat. The teacher encourages learners to talk to parents or guardians about how animals are fed and cared for.	At home, learners observe or ask about what animals such as dogs, chickens, goats, and cows eat. They draw or mention at least three animals and their food.	Check in the next lesson whether learners can mention animals found at home and the food they eat.
Conclusion	The teacher asks learners what they have learnt about living things and feeding. The teacher emphasises that living things need food to survive and that animals can be grouped according to what they eat. The teacher praises learners for their participation.	Learners share what they have learnt and give examples of animals and their food. They talk about their own experiences with animals at home or in the community.	Listen for correct responses showing understanding that living things need food and can be grouped by feeding characteristics.

Lesson Evaluation:

The lesson was successful especially that learners were able to identify living things and group them correctly according to what they

eat. Learners showed understanding through oral responses, sorting activities, drawing, and matching exercises. More support was given to learners who had difficulties identifying food for some animals by using more picture cards and videos, real examples, and repeated practice in the next lesson.

Self-Evaluation.....

Deputy Head Teacher's Comment, and Signature.....

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