Subject: **ECE Level 1 – Zambian Language (English) Term 1**

Curriculum Philosophy: Play-based, child-centred, holistic development through active exploration and meaningful interaction

Competence-Based Learning: Learners develop emergent literacy and oral language competences progressively through play, repetition, modelling and scaffolding

Curriculum Goals

· Develop confidence in listening and speaking in English

· Build foundational pre-reading, pre-writing and phonological awareness skills

· Foster social-emotional competence, identity and positive relationships

· Prepare children for a smooth transition to Grade 1 literacy

WK	TOPIC/ SUB-TOPICS	PRESCRIBED COMPETENCES	SPECIFIC COMPETENCES	CONTENT/ CONCEPT	LEARNING ACTIVITIES	EXPECTED STANDARD	STRATEGIES/ METHODS	ASSESSMENTS	MATERIAL/ RESOURCES	REFERENCES
	0.1.1 Names 0.1.1.1 Own name 0.1.1.2 Friend’s name 0.1.1.3 Names of family members	Listening & Speaking	- Tell own name - Tell name of friend - Tell names of immediate family members - Tell relationship with family	Personal identity, family structure (mother, father, brother, sister, etc.)	- Name songs & rhymes - Circle time introductions - “Who is missing?” game - Family finger	Own name responded to correctly Friend’s & family names mentioned correctly Relations	Modelling, songs, games, role-play	Oral response, pointing to correct person/photo, anecdotal records	Name cards, family photos, puppets, song charts	ECE Syllabus p.18, Teacher’s Guide

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	0.1.1.4 Family relationships		members		puppets - Show family photos	hips stated correctly				
	0.1.2 Greetings & 0.1.3 Conversations 0.1.2.1 Common greetings 0.1.3.1 Family experiences 0.1.3.2 Likes & dislikes 0.1.3.3 Home rules 0.1.3.4 School rules	Listening & Speaking	Use appropriate greetings and simple conversational phrases	Polite social language, expressing feelings, basic rules	- Greeting songs daily - Puppet conversations - “I like / I don’t like” circle - Show-and-tell (home experiences) - Rule-making drama	Greetings used daily Likes/dislikes expressed Rules talked about using appropriate language	Teacher modelling, choral repetition, role-play, circle time	Observation during arrival & play, oral questioning	Greeting posters, puppets, feeling faces, rule charts	ECE Syllabus p.19-20
	0.1.4 Permissi	Listening &	Use appropriat	Polite request phrases (“May	- Practise during	Child asks	Modelling, guided practice,	Observati on	Phrase cue cards with	ECE Syllabus

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	on 0.1.4.1 Asking for permission	Speaking	e language to ask for permission	I…", "Please can I…")	transitions - Role-play with puppets - Teacher modelling throughout the day	correctly in real situations	positive reinforcement	checklist during routines	pictures	p.19
	0.1.5 Names of Body Parts	Listening & Speaking	Tell names of body parts	Major external body parts (head, eyes, nose, arms, legs, etc.)	- "Head, Shoulders, Knees and Toes" song - Simon Says - Touch & name games - Draw self-portrait	Names of body parts told correctly	Action songs, movement games, drawing	Pointing & naming on self/doll, oral response	Body posters, dolls, mirrors, crayons	ECE Syllabus p.18
	0.1.5 Instructi	Listening &	Follow & give	Sequencing, comprehensio	- Action songs/Si	Instructions	Direct instruction	Following directions,	Picture schedule, story	ECE Syllabus

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	ons & 0.1.6 Stories	Speaking	simple instructions Listen to & re-tell simple stories	n	mon Says - 1-step → 2-step instructions - Story listening & props retelling - Draw story sequence	followed/ given correctly Simple stories re-told logically	games, interactive storytelling	oral retelling	props, sequence cards	p.20