ECE SCHEMES OF WORK.

***CLASS**: PRE-GRADE.* ***AGE**: 5-6.* ***SUBJECT**: LANGUAGE & LITERACY.* ***TERM**: 3 (THREE).* ***YEAR**: _____*

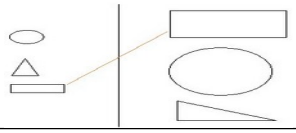
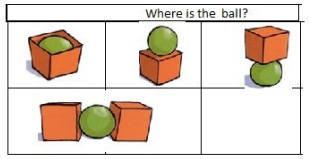
WK	*COMPONENT*	*DAY/ TOPIC*	*MONDAY*	*TUESDAY*	*WEDNESDAY*	*THURSDAY*	*FRIDAY*
1.	*Listening and Speaking*	*Stories*	*Listen to and retell Stories*	*Listen to and retell Stories*	*Listen to and retell Stories*	*Listen to and retell Stories*	*Revision*
	Pre- reading	*Sounds*	*Recognize initial sounds in simple words*	*Recognize initial sounds in simple words*	*Recognize initial sounds in simple words*	*Recognize initial sounds in simple words*	
	Pre-writing	*Hand writing*	*Trace letters (most challenging letters b,d,n,h)*	*Trace letters (most challenging letters b,d,n,h)*	*Trace letters (most challenging letters m,w,p,q)*	*Trace letters (most challenging letters m,w,p,q)*	
2.	*Listening and Speaking*	*Stories*	*Listen to and retell Stories*	*Listen to and retell Stories*	*Listen to and retell Stories*	*Listen to and retell Stories*	*Revision*
	Pre- reading	*Sounds*	*Recognize initial sounds in simple words*	*Recognize initial sounds in simple words*	*Recognize initial sounds in simple words*	*Recognize initial sounds in simple words*	
	Pre-writing	*Hand writing*	*Copy letters (b,d,n,h)*	*Copy letters (b,d,n,h)*	*Copy letters (m,w,p,q)*	*Copy letters (m,w,p,q)*	
3.	*Listening and Speaking*	*Stories*	*Listen to and retell short stories*	*Listen to and retell short stories*	*Listen to and retell short stories*	*Listen to and retell short stories*	*Revision*
	Pre- reading	*Sounds*	*Recognize end sounds in simple words*	*Recognize end sounds in simple words*	*Recognize end sounds in simple words*	*Recognize end sounds in simple words*	
	Pre-writing	*Hand writing*	*Trace letters using templates (b,d,n,h)*	*Trace letters using templates (b,d,n,h)*	*Trace letters using templates (m,w,p,q)*	*Trace letters using templates (m,w,p,q)*	
4.	*Listening and Speaking*	*Drama*	*Dramatize a short story*	*Dramatize a short story*	*Dramatize a short story*	*Dramatize a short story*	*Revision*
	Pre- reading		*Recognize end sounds in words*	*Recognize end sounds in words*	*Recognize end sounds in words*	*Recognize end sounds in words*	
	Pre-writing		*Trace letter (g, y, v, x)*	*Trace letter (g, y, v, x)*	*Trace letter (z, r, t, j)*	*Trace letter (z, r, t, j)*	
5.	*Listening and Speaking*	*Description*	*Describe important places (police station, post office)*	*Describe important places (police station, post office)*	*Describe important places (school, market, clinic)*	*Describe important places (school, market, clinic)*	*Revision*
	Pre- reading	*Pictures*	*Interpret picture stripe*	*Interpret picture stripe*	*Interpret picture stripe*	*Interpret picture stripe*	
	Pre-writing	*Handwriting*	*Trace letter (z, r, t, j)*	*Trace letter (z, r, t, j)*	*Trace letter (z, r, t, j)*	*Trace letter (z, r, t, j)*	
6.	*Listening and Speaking*	*Description*	*Interpret pictures of familiar and important people (family members and leaders)*	*Interpret pictures of familiar and important people (family members and leaders)*	*Interpret pictures of familiar and important people (family members and leaders)*	*Interpret pictures of familiar and important people (family members and leaders)*	*Revision*
	Pre- reading	*Interpretation*	*Interpret familiar pictures*	*Interpret familiar pictures*	*Interpret familiar pictures*	*Interpret familiar pictures*	
	Pre-writing	*Handwriting*	*Copy patterns (circular,*	*Copy patterns (circular,*	*Copy patterns (circular,*	*Copy patterns (circular,*	

			wavy, dash, zig-zag, castellated, straight)	*wavy, dash, zig-zag, castellated, straight)*	*wavy, dash, zig-zag, castellated, straight)*	*wavy, dash, zig-zag, castellated, straight)*	
7.	***MID -TERM BREAK***						
8.	*Listening and Speaking*	*Description*	*Describe pictures*	*Describe pictures*	*Describe pictures*	*Describe pictures*	*Revisio n*
	Pre- reading	*Words*	*Segment words into syllables (bana as ba-na, tate as ta- te)*	*Segment words into syllables (bana as ba-na, tate as ta- te)*	*Segment words into syllables (bana as ba-na, tate as ta- te)*	*Segment words into syllables (bana as ba-na, tate as ta- te)*	
	Pre-writing	*Handwriting*	*Copy patterns (circular, wavy, dash, zig-zag, castellated, straight)*	*Copy patterns (circular, wavy, dash, zig-zag, castellated, straight)*	*Copy patterns (circular, wavy, dash, zig-zag, castellated, straight)*	*Copy patterns (circular, wavy, dash, zig-zag, castellated, straight)*	
9.	*Listening and Speaking*	*Messages*	*Interpret common sign posts (for toilet, school, dog)*	*Interpret common sign posts (for toilet, school, dog)*	*Interpret common sign posts (for toilet, school, dog)*	*Interpret common sign posts (for toilet, school, dog)*	*Revisio n*
	Pre- reading	*Words*	*Segment words into syllables (e.g. banana as ba- na- na, leta as le- ta)*	*Segment words into syllables (e.g. banana as ba- na- na, leta as le- ta)*	*Segment words into syllables (e.g. banana as ba- na- na, leta as le- ta)*	*Segment words into syllables (e.g. banana as ba- na- na, leta as le- ta)*	
	Pre-writing	*Handwriting*	*copy syllables (bu, le, to, ma)*	*copy syllables (bu, le, to, ma)*	*copy syllables (bu, le, to, ma)*	*copy syllables (bu, le, to, ma)*	
10.	*Listening and Speaking*	*Poems*	*Recite simple poems*	*Recite simple poems*	*Recite simple poems*	*Recite simple poems*	*Revisio n*
	Pre- reading	*Comprehension*	*Respond orally to questions from simple stories*	*Respond orally to questions from simple stories*	*Respond orally to questions from simple stories*	*Respond orally to questions from simple stories*	
	Pre-writing	*Handwriting*	*Copy syllables (sa, se si, so, su)*	*Copy syllables (sa, se si, so, su)*	*Copy syllables (sa, se si, so, su)*	*Copy syllables (sa, se si, so, su)*	
11.	*Listening and Speaking*	*Tongue Twisters*	*Recite simple tongue twisters*	*Recite simple tongue twisters*	*Recite simple tongue twisters*	*Recite simple tongue twisters*	*Revisio n*
	Pre- reading	*Comprehension*	*Respond orally to questions from simple stories*	*Respond orally to questions from simple stories*	*Respond orally to questions from simple stories*	*Respond orally to questions from simple stories*	
	Pre-writing	*Syllables*	*Copy syllables (la, le, li, lo lu)*	*Copy syllables (la, le, li, lo lu)*	*Copy syllables (la, le, li, lo lu)*	*Copy syllables (la, le, li, lo lu)*	
12.	***REVISION/CLOSING***						

ECE SCHEMES OF WORK.

CLASS: *PRE-GRADE.* ***AGE***: *5-6.* ***SUBJECT***: *PRE-MATHEMATICS.* ***TERM***: *3 (THREE).* ***YEAR***: _____

WEEK	TOPIC	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1.	***CLASSIFICATION***	*Sort objects according to different criteria (size, height and quantity)*	*Sort objects according to different criteria (size, height and quantity)*	*Sort objects according to different criteria (size)*	*Sort objects according to different criteria (height)*	*Sort objects according to different criteria (quantity)*
2.	***CLASSIFICATION***	*Order different objects according to length, height, size and quantity*	*Order different objects according to length*	*Order different objects according to height*	*Order different objects according to size*	*Order different objects according quantity*
3.	***NUMBER AND NOTATION***	*Count orally 1 to 20 and ordering quantities according to the number of objects not exceeding 10.*	*Oral counting 1 to 20 and ordering quantities according to the number of objects not exceeding 10.*	*Predict where there are more or less numbers of according to the number of objects not exceeding 10.*	*Predict where there are more or less numbers of according to the number of objects not exceeding 10.*	*Predict where there are more or less numbers of according to the number of objects not exceeding 10.*
4.	***NUMBER AND NOTATION***	*Count orally forward and backwards in the range 1 to 10* *e.g. one, two, three, ... ten ten.....three, two, one*	*Count orally forward and backwards in the range 1 to 10* *e.g. one, two, three, ... ten ten.....three, two, one*	*Count orally forward and backwards in the range 1 to 10* *e.g. one, two, three, ... ten ten.....three, two, one*	*Count orally forward and backwards in the range 1 to 10* *e.g. one, two, three, ... ten ten.....three, two, one*	*Count orally forward and backwards in the range 1 to 10* *e.g. one, two, three, ...ten ten.....three, two, one*
5.	***NUMBER AND NOTATION***	*Recognize and read number symbols or numerals 1 to 5*	*Recognize and read number symbols or numerals 6 to 10*	*Use numerals 1 to 5 to represent number of real objects using pictorial and schematic representations*	*Use numerals 6 to 8 to represent number of real objects using pictorial and schematic representations*	*Use numerals 9 and 10 to represent number of real objects using pictorial and schematic representations*
6.	***ADDITION***	*Interpret addition as* ***an increase*** *or* ***counting on*** *(the sum should not exceed 10 objects).* *The sense of an increase means there has been an amount already existing*	*Interpret addition as* ***an increase*** *or* ***counting on*** *(the sum should not exceed 10 objects).* ***Note:*** *This informal introduction to addition*	*Interpret addition as* ***an increase*** *or* ***counting on*** *(the sum should not exceed 10 objects).* ***Note:*** *This informal introduction to addition*	*Interpret addition as* ***an increase*** *or* ***counting on*** *(the sum should not exceed 10 objects).* ***Note:*** *This informal introduction to addition*	*Interpret addition as* ***an increase*** *or* ***counting on*** *(the sum should not exceed 10 objects).* ***Note:*** *This informal introduction to addition*

		and then another is brought in to add onto the already existing one. E.g. Mubita has 3 oranges. If Bupe gives two more oranges, how many oranges will Mubita have altogether? **Note:** *This is informal introduction to addition using real objects only and not numeral or symbols.*	*using real objects only and not numeral or symbols.*	*using real objects only and not numeral or symbols.*	*using real objects only and not numeral or symbols.*	*using real objects only and not numeral or symbols.*
7.	**MID-TERM BREAK**					
8.	***PLANE SHAPES***	*Match two sets of plane shapes according to their type. E.g. triangle to another triangle regardless of sizes and positions or orientations. E.g* 	*Match two sets of plane shapes according to their type. E.g. triangle to another triangle regardless of sizes and positions or orientations.*	*Match two sets of plane shapes according to their type. E.g. triangle to another triangle regardless of sizes and positions or orientations.*	*Match two sets of plane shapes according to their type. E.g. triangle to another triangle regardless of sizes and positions or orientations.*	*State the position of an object in relation to one's position/or another object. E.g. Where is the ball?* 
9.	***NUMBER AND NOTATION***	*Interpret subtraction as a difference not exceeding 10 objects E.g. There are 5 girls and 3 boys. How many more boys are there than boys? There are 5 bottles of Fanta and 3 bottles Coca-Cola. How many more bottles of Fanta are there than the bottles of Coca-Cola. Children can match one-to-one correspondence.* **Note:** *This is an introduction to the subtraction concept*	*Interpret subtraction as a difference not exceeding 10 objects* **Note:** *This is an introduction to the subtraction concept using real objects only and not numeral or symbols*	*Interpret subtraction as a difference not exceeding 10 objects* **Note:** *This is an introduction to the subtraction concept using real objects only and not numeral or symbols*	*Interpret subtraction as a difference not exceeding 10 objects* **Note:** *This is an introduction to the subtraction concept using real objects only and not numeral or symbols*	*Interpret subtraction as a difference not exceeding 10 objects* **Note:** *This is an introduction to the subtraction concept using real objects only and not numeral or symbols*

		using real objects only and not numeral/symbols				
10.	***NUMBER AND NOTATION***	*Order numbers in the range 1 to 5 according to number values.* ***Note:*** *learners choose their own criteria i.e from the smallest to the biggest or vice versa* *e.g. learners may use the numeral cards.*	*Order numbers in the range 1 to 5 from the smallest to the biggest.*	*Order numbers in the range 1 to 10 from the smallest to the biggest or vice versa. E.g. using the washing line, or the ladder*	*Determine the number which comes before and the number which comes after a given number. E.g.* *Fill in the number which comes before and after 6* | | *6* | |	*Determine the number which comes before and the number which comes after a given number. E.g.* *Fill in the number which comes before and after 8* | | *8* | |
11.	***COMMERCIAL ARITHMETIC***	*Match Zambian coins to price tags (5n, 10n) of an item (the price tag should be the same as the coin values) e.g. Create a shopping corner where items are displayed with price tags corresponding to Zambian coins. Learners buying and selling.*	*Match Zambian coins (K1, 5n, 10n, 50n) to the price of an item (the price tag should be the same as the coin values)*	*Matching Zambian currency notes (K2, K5, K10, K20) to the price of an item*	*Matching Zambian currency notes (K2, K5, K10, K20) to the price of an item*	*Matching Zambian currency notes (K2, K5, K10, K20) to the price of an item*
12.	***MEASURES***	*Compare weights of different objects (vocabulary: lighter than, heavier than) by hefting (putting two objects in each hand), Simple balance scale (coat hanger, seesaw)*	*Compare weights of different objects (vocabulary: lighter than, heavier than) by hefting (putting two objects in each_hand), Simple balance scale (coat hanger, seesaw)*	*Compare weights of different objects (vocabulary: lighter than, heavier than) by hefting (putting two objects in each_hand), Simple balance scale (coat hanger, seesaw)*	*Compare weights of different objects (vocabulary: lighter than, heavier than) by hefting (putting two objects in each_hand), Simple balance scale (coat hanger, seesaw)*	*Compare weights of different objects (vocabulary: lighter than, heavier than) by hefting (putting two objects in each hand), Simple balance scale (coat hanger, seesaw)*
CLOSING						

ECE SCHEMES OF WORK.

CLASS: *PRE-GRADE.* ***AGE***: *5-6.* ***SUBJECT***: *ENVIRONMENTAL SCIENCE.* ***TERM***: *3 (THREE).* ***YEAR***: _____

WK	*TOPIC*	*SUB-TOPIC*	*OUTCOMES*	*CHILDREN'S ACTIVITY*	*T/ L RESOURCES*	*REFERRENCE*
1	*Nutrition and health*	*Food*	• *Acquire and develop knowledge, positive attitudes and values about nutrition.* • *Develop an understanding of nutrition and health.* • *Develop an understanding of the local environment.*	• *Sing a song about food* • *Mention different types of food.* • *Name the sources of food.*	• *Charts showing different types of food.* • *Real food samples.*	*ECE syllabus p. 51* *ECE Env/science TG p. 55-56*
2	*Nutrition and health*	*Functions of food*	• *Acquire and develop knowledge, positive attitudes and values about nutrition.* • *Develop an understanding of nutrition and health* • *Develop an understanding of the local environment.*	- *Sing a song about the function of food.* - *Mention the function of food.*	- *Charts showing different types of food.* - *Real food samples.*	*ECE syllabus p. 51* *ECE Env/science TG p. 56-58*
3	*Nutrition and health*	*Food hygiene*	• *Acquire and develop knowledge, positive attitudes and values about nutrition.* • *Develop an understanding of nutrition and health* • *Develop an understanding of the local environment.*	• *Mentions ways of keeping food clean and safe.* • *Demonstrate how to wash hands* • *Sing a song about hygiene.*	• *Charts* • *Real objects* • *Learner's book.*	*ECE syllabus p. 52* *ECE Env/science TG page 58-59*
4	*Nutrition and*	*Food hygiene*	• *Acquire and develop knowledge, positive*	• *Sing a song about*	• *Charts*	*ECE syllabus p. 52*

	health	*(food preservation)*	*attitudes and values about nutrition.* • *Develop an understanding of nutrition and health* • *Develop an understanding of the local environment.*	*hygiene.* • *Discuss ways of preserving food.*	• *Real objects* • *Learner's book.*	*ECE Env/science TG page 59*
5	*Nutrition and health*	*Eating habits*	• *Acquire and develop knowledge, positive attitudes and values about nutrition.* • *Develop an understanding of nutrition and health* • *Develop an understanding of the local environment.*	• *Sing a song about eating habits* • *Discuss eating habits.* • *Demonstrate good eating habits*	• *Charts* • *Real objects* • *Learner's book.*	*ECE syllabus p. 52* *ECE Env/science TG page59-60*
6	*Hygiene and safety*	*Personal hygiene*	• *Acquire and develop knowledge, positive attitudes and values about nutrition.* • *Develop an understanding of nutrition and health* • *Develop an understanding of the local environment.*	• *Sing a song about hygiene.* • *Mention time to wash hands.* • *Demonstrate how to wash hands* • *Mention materials used to wash hands.*	• *Chart showing ways of keeping clean.* • *Learner's books* • *Real objects*	*ECE syllabus p. 53* *ECE Env/science TG page 61*
7	***MID-TERM BREAK***					
8	*Hygiene and safety*	*Personal hygiene (use of toilet facilities)*	• *Acquire and develop knowledge, positive attitudes and values about nutrition.* • *Develop an understanding of nutrition and health* • *Develop an understanding of the local environment.*	• *Sing a song about hygiene.* • *Mention ways of proper use of toilet e.g. flashing and also cleaning after using it.*	• *Chart showing ways of keeping clean.* • *Learner's books* • *Real objects*	*ECE syllabus p. 53* *ECE Env/science TG page 62*
9	*Hygiene and safety*	*Environmental hygiene*	• *Acquire and develop knowledge, positive attitudes and values about nutrition.* • *Develop an understanding of nutrition and health* • *Develop an understanding of the local environment.*	• *Sing a song about environment.* • *Demonstrate how to clean the surrounding*	• *Chart showing ways of keeping clean.* • *Learner's books* • *Real objects e.g. broom.*	*ECE syllabus p. 53* *ECE Env/science TG page 62-63*
10	*Hygiene and safety*	*Safety*	• *Acquire and develop knowledge, positive attitudes and values about nutrition.* • *Develop an understanding of nutrition and health* • *Develop an understanding of the local environment.*	• *Sing a song about safety* • *Mention the source of danger in the environment e.g. fire.*	• *Chart showing source of danger* • *Real objects.*	*ECE syllabus p. 53* *ECE Env/science TG page 65*

11	*Environment*	*The universe*	• *Acquire and develop knowledge, positive attitudes and values about environment.* • *Develop an understanding of the local environment.*	• *Sing a song about the environment.* • *Mention they see in the sky during the day and night.*	• *Chart showing the universe*	*ECE syllabus p. 54* *ECE Env/science TG page 66-67*
12	*Environment*	*Seasons*	• *Acquire and develop knowledge, positive attitudes and values about environment.* • *Develop an understanding of the local environment.*	• *Sing a song about the seasons.* • *Mention seasons in Zambia.*	• *Charts showing different seasons in Zambia.*	*ECE syllabus p. 54* *ECE Env/science TG page 67-69*
REVISION/CLOSING						

ECE SCHEMES OF WORK.

CLASS: *PRE-GRADE.* ***AGE***: *5-6.* ***SUBJECT***: *SOCIAL STUDIES.* ***TERM***: *3 (THREE).* ***YEAR***: _____

WK	***TOPIC***	***SUB-TOPIC***	***OUTCOMES***	***CHILDREN'S ACTIVITY***	***T/ L RESOURCES***	***REFERRENCE***
1	*TRANSPORT*	*Means of Transport*	*Mention different types of transport (Road and water)*	• *Sing a song about modes transport* • *Mention different types of transport* • *Identify things used in the different modes of transport*	• *Chart showing Types of transport: motor bike, car, bus, scotch cart, canoe, aeroplane, train, boat, bicycle* • *Toy models*	*ECE syllabus p.50* *ECE S.S TG page 56*
2	*TRANSPORT*	*Means of Transport*	*Mention different types of transport (air and rail)*	• *Sing a song about modes transport* • *Mention different types of transport* • *Identify things used in the different modes of transport*	• *Chart showing Types of transport: motor bike, car, bus, scotch cart, canoe, aeroplane, train, boat, bicycle*	*ECE syllabus p.50* *ECE S.S TG page 57*
3	*TRANSPORT*	*Road Safety*	*Describe ways of coming to school*	• *Sing a song* • *Mention ways of coming to school.* • *Identify some dangers*	• *Car, bicycle, walking, bus, canoe* • *Learners*	*ECE syllabus p.50* *ECE S.S TG page*

				on the way to school.	*themselves*	
4	*TRANSPORT*	*Road Safety*	*Practice road safety*	• *Identify Road safety signs: Zebra crossing* • *Demonstrate on how to cross the road*	• *Chart showing Road safety signs: Zebra crossing* • *Learners themselves*	*ECE syllabus p.50* *ECE S.S TG page*
5	*TRANSPORT*	*Road Safety*	*Practice road safety*	• *Road safety signs: Robots (traffic lights): meaning of colours of the robots (red, green, orange)* • *Demonstrate on how to cross the road*	• *Chart showing Road safety signs: Robots (traffic lights* • *Learners themselves*	*ECE syllabus p.50* *ECE S.S TG page*
6	*COMMUNICATION*	*Ways of Communicating*	*Mention common means of communication*	• *Mention means of communication: Mobile phone, telephone, radio, letters, drumming, newspaper, books* • *Demonstrate on how we communicate using different modes.*	• *Chart showing means of communication: Mobile phone, telephone, radio, letters, drumming, newspaper, books* • *Learners themselves*	*ECE syllabus p.50* *ECE S.S TG page 58*
7	***MID – TERM BREAK***					
8	*COMMUNICATION*	*Ways of Communicating*	*Mention common means of communication*	• *Mention means of communication: Mobile phone, telephone, radio, letters, drumming, newspaper, books* • *Demonstrate on how we communicate using different modes.*	• *Chart showing means of communication: Mobile phone, telephone, radio, letters, drumming, newspaper, books* • *Learners themselves*	*ECE syllabus p.* *ECE S.S TG page 58*
9	*COMMUNICATION*	*Ways of Communicating*	*Mention the importance of communication.*	• *Importance of communication: sharing ideas, self-expression, knowing what is happening elsewhere*	• *Chart showing means of communication: Mobile phone, telephone, radio,*	*ECE syllabus p.* *ECE S.S TG page 59-60*

					• *letters, drumming, newspaper, books* • *Learners themselves*	
10	*RELIGION*	*Places of Worship*	*Mention Common places of worship*	• *Mention common places of worship; home, church, temple, synagogue, mosque* • *Identify of places of worship*	• *Chart showing places of worship home, church, temple, synagogue, mosque*	*ECE syllabus p. 49* *ECE S.S TG page 49*
11	*RELIGION*	*Bible Stories*	*Tell common Bible Stories*	• *Narrating common bible stories* *¬Jonah and the fish* *¬David and Goliath* *¬Baby in the basket*		*ECE syllabus p. 50* *ECE S.S TG page 55*
12	***REVISIONS/CLOSING***					

ECE SCHEMES OF WORK.

CLASS: *PRE-GRADE.* ***AGE***: *5-6.* ***SUBJECT***: *EXPRESSIVE ARTS.* ***TERM***: *3 (THREE).* ***YEAR***: _____

WK	***TOPIC***	***SUB-TOPIC***	***OUTCOMES***	***CHILDREN'S ACTIVITY***	***T/ L RESOURCES***	***REFERRENCE***
1	*ART AND CRAFTS*	*Drawing and Colouring*	*Develop skills in movement, manipulation, and coordination, correlation, observation, self-expression and appreciation of beauty.*	• *Using geometrical boards:* • *Make shapes and patterns* • *Constructing structures: shape building using duplos, legos e.g. blocks.*	• *Building blocks* • *Bottle tops* • *Bottles* • *tins*	*ECE syllabus p.62.* *ECE Expressive Arts TG page 52*
2	*MOTOR DEVELOPMENT*	*Fine Motor Skills*	*Develop skills in movement, manipulation, and coordination, correlation, observation, self-expression and appreciation of beauty.*	• *Building a tower.* • *Assemble a tower up to 10 pieces.*	• *Building blocks* • *Plastic lids.*	*ECE syllabus p.63.* *ECE Expressive Arts TG page 52.*
3	*MUSIC GAMES*	*Game Songs*	*Develop skills in movement, manipulation,*	• *Singing traditional*	• *Stones*	*ECE syllabus*

	AND DANCES		*and coordination, correlation, observation, self-expression and appreciation of beauty.*	• *conventional songs* • *Playing traditional games: Nsolo, chiyato, Waida, Chidunu.* • *convectional games: fire on the mountain, hide and seek, Sheep-sheep come home.*	• *Ropes* • *Plastic* • *Containers* • *Learners* • *teacher*	*p.64. ECE Expressive Arts TG page 63*
4	*COMPUTER*	*Introduction to ICT*	*Develop skills in movement, manipulation, and coordination, correlation, observation, self-expression and appreciation of beauty.*	• *Handling ICT gadgets, Television set, Remote control.* • *Switching on and off gadgets* • *Playing simple computer games.*	• *learners* • *teacher* • *cell phone* • *radio* • *television set* • *remote control*	*ECE syllabus p 64. ECE Expressive Arts TG page 65*
5	*MOTOR DEVELOPMENT*	*Fine Motor Skills*	*Develop skills in movement, manipulation, and coordination, correlation, observation, selfexpression and appreciation of beauty.*	• *Dressing oneself.* • *Zipping, buttoning and tying shoe laces.* • *Colouring using crayons and water colours.*	• *Learners* • *Crayons* • *Water colours* • *shoes*	*ECE syllabus p 63. ECE Expressive Arts TG page 59*
6	*ART AND CRAFTS*	*Weaving*	*Develop skills in movement, manipulation, and coordination, correlation, observation, self-expression and appreciation of beauty.*	• *Weaving different items e.g. baskets, huts, mats, paper chains, making patterns using small beads and cotton reels.*	• *Paper* • *String* • *Carton box* • *Pieces of cloth*	*ECE syllabus p 64. ECE Expressive Arts TG page 68*
7	***MID-TERM BREAK***					
8	*MOTOR DEVELOPMENT*	*Fine Motor Skills*	*Develop skills in movement, manipulation, and coordination, correlation, observation, self-expression and appreciation of beauty.*	• *Arranging number or picture dominos up to 10* • *String 1 cm bead.* • *Scooping, measuring and size estimation.* • *Carry out Self-help skills; holding, clipping, opening and closing, use of tongs and tweezers.*	• *Beads* • *Strings* • *Shoe laces* • *Ropes* • *Small balls* • *Shoes* • *Teacher* • *Learners*	*ECE syllabus p 63. ECE Expressive Arts TG page 69*
9	*DRAMA*	*Role play*	*Develop skills in movement, manipulation, and coordination, correlation, observation,*	• *Performing family roles e.g. mother, father,*	• *Mats* • *Learners*	*ECE syllabus p 64.*

			self-expression and appreciation of beauty.	*brother, sister and baby*	• *teachers*	*ECE Expressive Arts TG page 70*
10	*ART AND CRAFTS*	*Patterns*	*Develop skills in movement, manipulation, and coordination, correlation, observation, self-expression and appreciation of beauty.*	• *Pattern making*	• *Potato* • *Banana leaf* • *Feet* • *Colours* • *Water* • *Powder* • *sponge*	*ECE syllabus p 65.* *ECE Expressive Arts TG page 69*
11	*ART AND CRAFTS*	*Modelling/moulding*	*Develop skills in movement, manipulation, and coordination, correlation, observation, self-expression and appreciation of beauty.*	• *Moulding different things found in the locality; pots, cars, dolls, cup, dog.* • *Holding* • *Pressing* • *Pinning*	• *Teacher* • *Learner* • *Plasticine* • *Clay* • *Bottle tops* • *Sticks* • *Paper*	*ECE syllabus p 65.* *ECE Expressive Arts TG page 72*
12	***REVISION/CLOSING***					